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Performance Evaluation of Reading for Ethiopia's Achievement Developed Institutional Improvement (READ II)

Conducted by:

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

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EXECUTIVE SUMMARY

Under the umbrella of the Reading for Ethiopia's Achievement Developed (READ) projects, launched by USAID in collaboration with the Ethiopian Ministry of Education, the READ Monitoring and Evaluation (READ M&E) project provides external monitoring and evaluation services for the READ suite of projects. The following performance evaluation, undertaken by READ M&E, is intended to provide external accountability for the direct implementing READ Institutional Improvement (READ II) project. This evaluation examines the major project outcomes, utilizing evaluation instruments developed collaboratively with USAID representatives and READ II project staff.

READ Institutional Improvement

The READ II project, a \$10 million basic education project implemented from August 2014 to March 2015, sought to improve the reading skills acquisition outcomes of public primary school students in five regions where the medium of instruction is one of the seven most widely spoken mother tongue languages, i.e. Amharic, Afan Oromo, Sidaamu Afoo, Somali, Hadiyissa, Tigrinya and Wolayitatto. The project worked directly with the Federal Ministry of Education (MoE) and through the Federal Ministry of Education (MoE) in the Somali Region and the Regional State Education Bureaus (RSEBs) in Amhara, Oromia, SNNP, and Tigray to improve early grade reading classroom instruction in primary schools by providing in-service professional development for teachers. The Ministry of Education and RSEBs under a Fixed Amount Reimbursement Agreement (FARA) implemented the project, targeting over 60,000 primary school mother tongue teachers teaching students in grades 1-4.

In order to effect large-scale change on the classroom level, READ II employed a cascade model of in-service teacher professional development training. To train teacher trainers, READ II utilized master trainers, materials, and a training guide, developed by READ Technical Assistance (READ TA), another project under the USAID suite of projects. Teacher trainers trained by READ II were in-turn assumed to return to their respective schools to train their colleagues.

Woreda and zone educational offices, RSEBs and the MoE in the five participating regions nominated the local teachers for the training. The training for each cohort took place regionally in multiple training group sessions and venues. READ II reported having trained 64,555 teachers.

PROCESS

The performance evaluation of READ II was participatory in nature and employed a qualitative research design that involved the collection of primary and secondary qualitative data through interviews and document review. Qualitative data collection was employed to facilitate the collection of rich data that would allow for fully capturing the experiences of those involved in the READ II trainings. READ M&E used four qualitative in-depth interview instruments: a) Interview Guide for Teachers (5 parts), b) Interview Guide for National Program Leaders (2 parts), c) Interview Guide for Experts from RSEBs, Zones and Woreda Education Offices (3 parts), and d) Interview Guide for Master and Teacher Trainers (5 parts). These instruments were then translated into Amharic, Tigrigna, Afaan Oromo, and Af-Somali. The instruments were further refined through piloting to ensure readability and cultural appropriateness. Due to the lack of time and inability to find language experts in Sidaamu Afoo, Wolayitatto and Hadiyissa, READ M&E utilized the language of commerce, Amharic, for data collection in the areas where those languages are spoken.

A total of 243 teachers, trainers, experts and national program leaders participated in this performance evaluation. Respondents were 53% male, 47% female. The average age of respondents was 39, though they ranged from 20 to 60 years old. Respondents have an average of 19 years of experience.

As is customary of qualitative evaluations, READ M&E employed a purposive sampling strategy, a technique in which a sample is selected in a non-random fashion. Primary selection criteria for respondents at the zone level were the physical accessibility of zones and the concentration of teacher trainers and trainees. The presence of training venues in the Zone was a secondary criterion. USAID regional representative and READ M&E collectively selected the zones. Zone Education Office experts selected the *woredas*. Preference was given to areas with more teachers trained from urban *woredas*. Rural *woredas* within a 50 km radius from the selected urban *Woredas* were included in the sample. The sampling approach for respondent teachers considered the following: the distribution of trained teachers across regions; those experiences with training that may have differed based on the local context of language; and whether the teacher worked in an urban or rural school. The approach employed a stratum of zones, and *woredas* to sample schools divided into urban or rural categories. Stratification allows for targeted representation of teachers within each language group and urban and rural schools. A total of 148 teachers were interviewed.

Sampling of the experts from the MOE, RSEB, Zone and Woreda Education Office was entirely purposive and consisted of those individuals involved in the program, based on their availability. READ M&E interviewed experts until the point of saturation (when no new information came from the interviews). Although the sampling technique employed was purposive, attempts were made to capture the range of experience of those involved in the READ II training. Range of experience included those involved in decision-making, coordination, and supervision. A total of 38 experts were interviewed.

A combination of both simple random sampling and purposive sampling techniques were employed to select the Master and Teacher Trainers to be interviewed. READ TA supplied lists with 74 master trainers and 1,198 teacher trainers. This sampling frame, was used to randomly select respondents on the bases of language groups. However, in the field, when randomly selected respondents were unavailable, snowball sampling was used to replace respondents who were unavailable, resulting in interview of 22 Master Trainers and 33 Teacher Trainers.

READ M&E contracted eighteen experienced qualitative data collectors for each language. Data collectors were assigned to nine data collection sites- two data collectors per site in five regions. READ M&E staff conducted the interviews with national program leaders from USAID and MoE staff. Data collection spanned from the 13 – 27 June 2015.

Prior to the data collection, in a two-day intensive training, READ M&E trained data collectors on how to approach the respondents, use the data collection tools, record the data collected, keep the privacy of the respondents, and transcribe the audio files based on the data collection protocol. An orientation on the activities of READ II and READ TA was given. This included the newly developed textbooks and training manual produced by READ TA.

To ensure data quality, the READ M&E staff supervised the data collection process. All individual and group interviews were audio recorded and the READ M&E staff randomly checked recorded interview from each language group with the corresponding transcription.

READ M&E adheres to strict data analysis principles, regardless of the type of data being collected. All qualitative data were coded and analyzed using NVivo software. The READ M&E team created a preliminary coding outline and structure based on the evaluation questions, interview protocols, and memos of ideas that emerged during data collection. This coding outline serves as the tool to organize and subsequently analyze the information gathered in the interviews and focus groups. The outline is a living document that may be modified as new themes and findings emerge during data analysis. A list of definitions for the codes accompanies the outline, so that coders categorize data using the same standards. The team subsequently codes the data into the structure using NVivo software.

Using this coded data, the qualitative team used grounded theory to identify themes, categories, and theories that emerge from the data and that confirm or refute the researchers' initial impressions. That is, rather than basing the analysis on a hypothesis, the researchers create concepts and categories based on the data, refining the concepts as they go along to eventually inform the overall findings. During this process of data reduction, researchers characterize the prevalence of responses, examine differences among groups, and identify key findings and themes related to the research questions.

FINDINGS AND CONCLUSIONS

The evaluation found that overall, satisfaction with the READ II program was high, the training went according to plan, and the experience of those involved in the training was positive. The government – to – government approach was largely effective and served its purpose. Although minor challenges were observed during the training, the training was conducted as planned with the satisfaction of all involved. The mode of presentation was participatory and appropriate for adult learners. The content of the training and the way it was conducted made the training inspiring for the teacher trainees' and teachers were highly satisfied. Those who started teaching immediately after the training were able to apply the knowledge they gained during the training and found it to be effective for teaching children to read in mother tongue language. Hence, it can be concluded that the training was effective and achieved its purpose.

There was strong alignment between the training offered and the training materials, student textbooks and teacher's guides. Because of the delay or lack of new textbooks and teacher's guides in the schools, the impact of the training on classrooms and student reading levels has yet to be observed. This goes beyond the lack of materials, but has implications for the involvement of teachers and administrator at the school-level. Respondents, particularly teachers, found that the lack of knowledge of administrators made it difficult for them to implement the new curriculum. Many respondents reported an unintended positive impact of the training: a reinforcement of the importance of the language of instruction for reading being in mother tongue. Teachers took pride in using their respective mother tongue during the training and in the classroom.

Although not the responsibility of READ II, the evaluation found that teachers were very receptive to the new “I do, we do, you do” methodology. The training emphasized this methodology and provided teachers with the opportunity to practice. Many teachers reported that the new methodology was the most important aspect they learned from the training. Teachers report observing improvements in student reading skills after they changed to the new methodology. Trainers and trainees alike recommend that beyond scaling up through training remaining teachers, training cluster school supervisors and school principals is warranted. As one participant wrote, “Otherwise they would not initiate its implementation; nor support our [teachers’] attempt to put it into effect.” Moreover, education professionals in charge of assessing teachers’ performance, who were not exposed to the new training, will not be capable of accurately assessing actual teacher performance.

RECOMMENDATIONS FOR FURTHER ACTION

The following recommendations broadly address the needs of mother tongue language instruction and do not all stem directly from the READ II program’s activities. Though READ II was a successful project, the impact of the project on student reading outcomes is limited by the lack of availability of materials and the limited number of trained teachers. Therefore, distribution of textbooks and teacher’s guides to every school in order for teachers to make full use of the training is necessary.

Scaling-up teacher training to train greater number of mother tongue language teachers in order to realize meaningful benefits of teaching in mother tongue is currently underway. All mother tongue teachers need to be trained to effectively implement the new instructional methods uniformly within schools. Merely training two to three teachers from each school is not adequate and may not yield the desired improvements in reading and writing skills of students. During such training, attention to the following is recommended: coordination of the timing of the training with the receipt of the new textbooks, scheduling of trainings during school breaks as well as screen participants to ensure compliance with selection criteria.

Beyond scaling-up through training more mother tongue language teachers, involvement of cluster school supervisors and school principals is warranted. Education professionals in charge of assessing teachers’ performance, who were not exposed to the new training, are incapable of accurately assessing teacher performance, therefore, training for school supervisors, assessor and principals is necessary. Such training should focus on the following: the importance of early grade reading achievement and mother tongue literacy, the methodology behind the new curriculum and new textbooks, and how to observe the new methodology for teacher evaluation.

Moreover, refresher trainings to further increase the competency of mother tongue teachers is advisable. Such a training should focus of the following: enabling teachers to share experiences and make recommendations to the textbook developers; deepening teachers’ knowledge of early grade reading and mother tongue instruction with theoretical and practical applications; and prior to the training, teachers should be surveyed to ensure that the training curriculum meets their needs.

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ACRONYMS

AIR	American Institutes for Research
CAEBs	City Administration Education Bureaus
CTEs	Colleges of teacher education
MoE	Ministry of Education
READ CO	READ Community Outreach
READ II	READ Institutional Improvement
READ M&E	Reading for Ethiopia’s Achievement Developed Monitoring and Evaluation
READ TA	READ Technical Assistance
RSEBs	Regional State Education Bureaus
USAID	United States Agency for International Development

1. Introduction and Background

Future success in learning and the ability to develop other cognitive skills depend on the development of foundational skills in the early years of schooling. Among the most important foundational skills that children develop are reading and writing. Reading is not only the foundational skill for school-based learning, but is a basic requirement for future success in educational and occupational careers, success in life, and also for a nation's social and economic future. Students who do not learn to read in the first few grades are more likely to make limited educational progress throughout their lives. They are likely to fall behind in other subjects, to repeat grades, and eventually to dropout. Investing on the development of this skill in children means contributing not only to individual's future success but also to the future of a nation.

Progress in International Reading Literacy Study indicates that low-income countries perform, on average, at the bottom 20 percent in the world. Consistent with this result, national learning assessments and early grade reading assessments conducted in Ethiopia since 2010 yielded low student achievement in reading in mother tongue languages. For example, data from the first early grade reading assessment conducted in Ethiopia in 2010 by the Ministry of Education and USAID revealed that by the end of second grade, 34 percent of students were unable to read a single word, and 48 percent scored a zero in reading comprehension. These results suggested that poor reading in early grades has limiting effect on students' ability to read-to-learn in upper primary grades. To assist with this challenge, USAID, the Ministry of Education, and other education focused development partners are focusing on improving early grade reading and writing. USAID aims to improve reading skills for 100 million children in primary grades by 2015 as Goal 1 of its Education Strategy.

The Reading for Ethiopia's Achievement Developed (READ) launched by USAID in collaboration with the Ministry of Education addresses four important and interrelated components:

1. Improving the mother tongue curriculum for seven of the most widely spoken languages in Ethiopia
2. Strengthening the capacity of the Ministry of Education to support teacher training
3. Building the capacities of communities and parents to develop a culture of reading outside of school
4. Monitoring and evaluating student-learning progress.

READ Technical Assistance (READ TA) focuses on curriculum revision, development of textbooks, teacher's guide, 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 Ministry of Education (MoE), regional state education bureaus (RSEBs), colleges of teacher education (CTEs), and other key development partners. READ Institutional Improvement (READ II) consists of direct grants to the MOE and RSEBs to conduct in-service

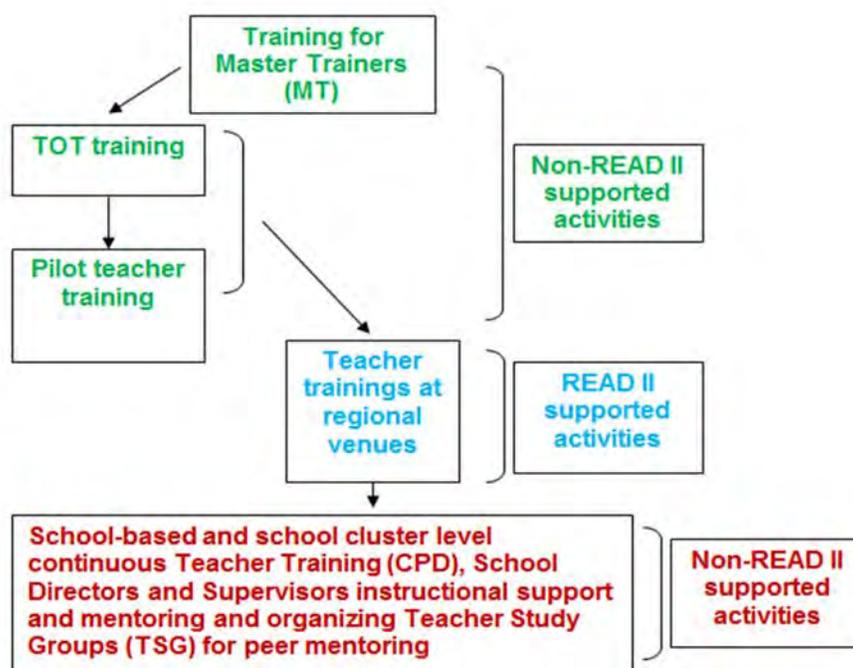
teacher training and build the capacity of the education system to improve early grade reading and writing. READ Community Outreach (READ CO) assumes responsibility for the capacity of parents and communities to engage them in promoting early grade reading and writing, and support school and community libraries and establish reading centers. The READ Monitoring and Evaluation (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. These projects complement each other and are expected to improve reading and writing in Ethiopian primary schools.

1.1. Brief Description of READ II

READ II was a one-year, up to \$10 million basic education project, which sought to improve the reading learning outcomes of primary school students in Ethiopia in seven mother tongue languages, i.e. Amharic, Afan Oromo, Sidaamu Afoo, Somali, Hadiyissa, Tigrinya and Wolayitatto. The project worked directly with the Ministry of Education (MoE) and through the Federal Ministry of Education (MoE) in the Somali Region and the Regional State Education Bureaus (RSEBs) in Amhara, Oromia, SNNP, and Tigray to improve early grade reading classroom instruction at schools by providing in-service continuous professional development of teachers, school principals, supervisors, and teacher educators. The project targeted over 60,000 primary school mother tongue teachers teaching students in grades 1-4. READ II activities were implemented from approximately August 2014 to March 2015. The Ministry of Education and RSEBs under a Fixed Amount Reimbursement Agreement (FARA) implemented the project.

The READ II teacher training fit into a larger cascading model of training. READ TA was responsible for training master trainers, who in turn trained the teacher trainers. This training is the piece of the cascade for which READ II was responsible. The training used materials and a training guide developed by READ TA. The third level of the cascade is where the trained teachers would return to their schools to train other teachers. The following figure, taken from the memorandum of understanding, illustrates the cascade model. This performance evaluation evaluated the training of teacher trainers, shown below in the second tier in blue.

Figure 1. READ Cascading Training Model



The woreda and zone educational offices, RSEBs and the MoE in the five regions selected to participate in READ II nominated the teacher trainers to be trained by READ II. The training for each cohort took place in the regions in multiple training groups/venues per region. The target for the number of teachers trained changed over the course of the project. READ II achieved 64,555 teachers trained. This number is in the ballpark of planned results. The table below breaks down the number of teachers trained by region and language of instruction as reported by the READ II.

Table 1: READ II Trained Teachers by Region and Language

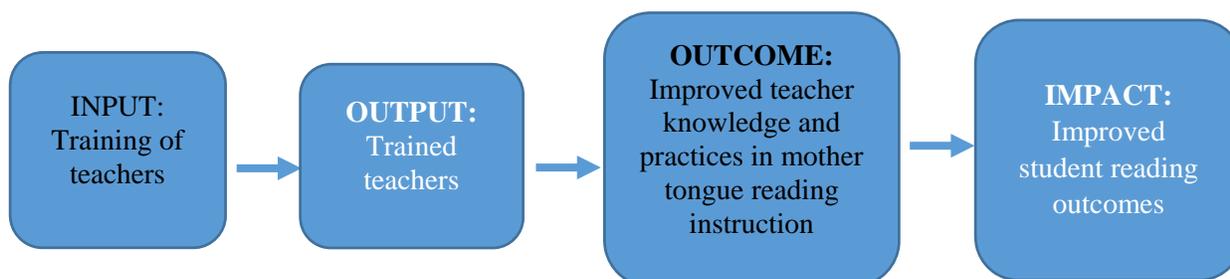
Region	Number of teachers trained	Language	Percent of trained teachers
Amhara	10,599	Amharic	16.4%
Oromia	39,918	Afan Oromo	61.8%
Tigray	6,004	Tigrigna	9.3%
SNNP	2,044	Sidaamu Afoo	3.2%
	1,459	Wolayita	2.3%
	1,542	Hadiya	2.4%
Somali	2,989	Somali	4.6%
Total	64,555		100%

Source: MoE Reports

Theory of Change

The Theory of Change below grounds this performance evaluation in the theoretical model that motivates the READ II.

Figure 2. READ II Theory of Change



1.2. Goals and Objectives of evaluation

The Reading for Ethiopia's Achievement Developed Monitoring and Evaluation (READ M&E) project is a five-year USAID-supported activity implemented by the American Institutes for Research (AIR). This performance evaluation is the first of several performance evaluations to be conducted by READ M&E.

Three major evaluation questions guide our overall approach to the performance evaluation of READ II:

No.	Evaluation Question	Data Type	Data Source	Data Gathering Instrument
1	How do parties involved rate their satisfaction with the government-to-government support program? a. What has worked? b. What could be improved?	Qualitative	<ul style="list-style-type: none"> • FMOE • RSEBs 	<ul style="list-style-type: none"> • Interview
2	Was the training organized as per the agreed upon plan and schedule? a. How many teachers were trained? b. How do teachers view and experience the training? The guide? c. What is the proportion of teachers who were satisfied with the training?	Qualitative & Quantitative	<ul style="list-style-type: none"> • FMOE • RSEBs • CTEs • Trainers 	
3	Was the training aligned with the new READ TA materials?	Qualitative & Quantitative	<ul style="list-style-type: none"> • Teachers 	

2. Methodology

2.1. Approach/Design of Evaluation

The performance evaluation of READ II was participatory in nature and employed a qualitative research design. The evaluation involved the collection of primary and secondary qualitative data using interview and document review. Qualitative data is the most appropriate for answering our research questions, as the depth and richness of individual and group interviews allowed the research team to explore fully the experiences of those involved in READ II trainings. However, at times, READ M&E found that some of the qualitative data was easily quantified. Many of the respondents answered questions were brief and provided simple yes or no answers. In those instances, we have included the quantitative data.

2.1.1. Data Sources

The data sources for this performance evaluation are varied in level of involvement and responsibility assumed in the project. The following organizations/category were the primary data sources:

- MOE and USAID program leaders;
- RSEBs, zone and woreda Education Offices experts
- College of Teacher Education (CTE) teachers
- Zone and Woreda Education Offices experts,
- High school teachers who were trained as master trainers and teacher trainers;
- Trained teachers who are teaching mother tongue language of the seven languages groups

Furthermore, terminal reports of RSEBs submitted to READ II and other documents like training rosters from READ II, as well as from the MOE and RSEBs and woreda Education Offices served as secondary data sources.

More specifically, MOE and RSEB officials involved with the program and FARA in general served as the data source for evaluation question. To this end, experts from RSEBs, Zones and Woreda Education Offices were the data source for answering evaluation question 1 and question 2. Teachers trained by the master trainers as teacher trainers and those trained by teacher trainers served as the data source for question 3.

2.1.2. Instruments

READ M&E prepared a set of four in-depth interview guides. These include: a) Interview Guide for Teachers (consisting of 5 parts), b) Interview Guide for National Program Leaders (which has 2 parts), c) Interview Guide for Experts from RSEBs, Zones and Woreda Education Offices (with 3 parts), and d) Interview Guide for Master and Teacher Trainers (consisting of 5 parts) (See

Appendix A for the instruments used). Experts from AIR local and home offices prepared and guided the draft instruments through intensive reviews.

Then, experienced language experts translated the interview guides for teachers and experts from RSEBs, Zones and Woreda Education Offices into Amharic, Tigrigna, Afaan Oromo, and Af-Somali. During the training, data collectors reviewed and made comments on the translated instruments to ensure readability and cultural appropriateness. Due to lack of time and inability to find language experts in Sidaamu Afoo, Wolayitatto and Hadiyissa, READ M&E utilized the language of commerce, Amharic.

Teachers and woreda experts were interviewed to pilot the Interview Guide for Teachers and the Interview Guide for Experts from RSEBs, Zones, and Woreda Education Offices. The pilot reviewers were selected from two schools and one woreda from Oromia Regional State, East Shoa Zone. Accordingly, the necessary revision and improvements were made to the tools. For example, on the Teacher Interview Guide, one question was found to be duplicated in another question. During the pilot we learned that not all of the teachers who attended the training were mother tongue teachers therefore we added a question asking what subject the teacher taught before the training.

2.1.3. Sampling of Respondents

READ M&E employed a purposive sampling strategy as is customary with qualitative research and as this is a performance evaluation, READ M&E necessarily chose to interview only those with experience of READ II. Purposive sampling is a technique in which a sample is selected in a non-random fashion to achieve the purpose of this performance evaluation.

The Selection of Respondents by Zones and Woredas

READ M&E used a purposive sampling technique to determine the selection of Zones. Physical accessibility of zones and the concentration of teacher trainers and trainees were the major criteria used for selecting zones. The presence of training venues in the Zone was a secondary criterion we considered for the selection of Zones. USAID regional representative and READ M&E collectively chose the zones.

Zone Education Office experts selected the Woredas. Preference was given to areas with more teachers trained from urban woredas. Rural woredas within a 50 km radius from the selected urban Woredas were included in the sample.

The Selection of Respondents- Experts

Sampling of experts from the MOE, RSEB, Zone and Woreda Education Office was entirely purposive and consisted of those individuals involved in the program, based on availability. The number of individuals selected for the sample was determined by the number of staff members

involved in the program and availability during the period of data collection. Interviewing experts continued until the point of saturation (when no new information came from the interviews). Although the sampling technique employed was purposive, attempts were made to capture the range of experience of those involved in the READ II training. Range of experience included those involved in decision-making, coordination, and supervision. Accordingly, 38 experts were selected purposively. The table below provides the details of the selected experts.

Table 2: The Distribution of Experts Participated in the Interview

Experts	Language Groups							Total
	Tigrigna	Amhara	Afaan Oromo	SNNP			Af-Somali	
				Wolayittatto	Sidaamu Afoo	Hadiyissa		
Woreda Experts	1	-	5	1	4	2	3	16
Zone Experts	-	3	4	4	1	1	-	13
Region Experts	1	1	2	-	2	-	3	9
Total	2	4	11	5	7	3	6	38

Of the experts interviewed 32 (84.2%) were males and 6 (15.8%) were females. This percentage reflects the gender distribution in woreda, zone, and regional educational experts.

The Selection of Respondents- Trainers

A combination of both simple random sampling and purposive sampling techniques were used to select master and teacher trainers. READ TA supplied lists consisting of 74 master trainers and 1,198 teacher trainers. After rearranging the lists based on the language groups of the trainees, 21 master trainers (3 from each language group) and 42 teacher trainers (on the average 6 per language) were selected and the list prepared was distributed to data collectors. These lists, or sampling frame, were used to randomly select respondents. However, in the field, when randomly selected respondents were unavailable, we used a snowball sampling based on those who were interviewed to replace the respondents who were unavailable. Just under 50% of trainer respondents were purposively selected. Fifty-five master and teacher trainers were selected for the sample. Table 3 shows the distribution of master and teacher trainers by language.

Table 3: The Distribution of Master Trainers and Teacher Trainers Respondents by Language

Region	Language	Zone	No. of Respondents	
			MTs	TOTs
Oromia	Afan Oromo	Bale	3	2
		Jimma	1	3
		Ilu Ababora	-	1
Amhara	Amharic	Bahirdar Zuria	-	2
		South Wollo	1	2
		North Gonder	2	4
		North Shoa	1	-
SNNP	Sidaamu Afoo	Sidama	3	3
	Hadiyissa	Hadiya	2	3
	Wolayittatto	Wolayta	3	4
Somali	Af-Somali	Jigjiga	3	3
Tigray	Tigrigna	Central	3	6
		South	-	-
Total			22	33

The Selection of Respondents- Teachers

The sampling approach for sampling teachers trained to teach mother tongue language considered a) the distribution of trained teachers across regions b) those experiences with training that may have differed based on the local context of language c) and whether the teacher worked in an urban or rural school. The approach employed a stratum of zones, and woredas to sample schools divided into urban or rural categories. Stratification allows for targeted representation of teachers within each language group and urban and rural schools. The purposive approach allowed selecting schools and teachers who are accessible both geographically and in person since in almost all schoolteachers teaching at grades 1 – 4 were on short vacation during the data collection period. Nearly in all schools, teachers had administered final test and were marking students' exam papers at home.

The number of schools to be included in the study was decided to be a minimum of four schools (two urban and two rural) per language group. It was anticipated that using pairs of schools would provide for a greater diversity of experiences while still considering budgetary and time restrictions on data collection for cost-effectiveness. It was assumed that with this number of schools to be selected from each language group and number of teachers from each school a minimum saturation point would be reached. To this end, a minimum of two urban and two rural schools per language area were selected. The team added an additional number of schools to account for the greater number of teachers who were trained in Oromia and Amhara. Hence, one urban and three rural

schools were added to Afaan Oromo language group and one urban and two rural schools were added to the Amhara language group. The addition of more rural than urban schools was intended to reflect the nature of the distribution of schools in urban and rural areas in these larger language areas.

The selection process involved the use of three strata. The first stratum is geographic zone. In each of the five regions where READ II worked, two zones from Tigray and Somali regions with an additional zone in Amhara and an additional zone in Oromia were selected. The one exception is SNNP, where teachers from only three zones were trained. Hence, the three zones specifically- Sidama, Wolayita and Hadiya- were automatically included in the sample.

The second stratum is woreda. Because schools are managed at the woreda level, the data collection team worked at the woreda level to do the school selection. Within each sampled zone, woredas were selected purposively from which to choose urban schools and from the nearby woredas to choose the rural schools. In Oromia and Amhara, READ M&E sampled a proportionally higher number of schools because more teachers had been trained in these two regions. To do this, the team added all rural woredas. See Table 4 below for the exact numbers.

Schools were selected purposively in consultation with the Woreda Education Office. The inclusion criteria for schools include a) the presence of at least two mother tongue teachers trained by READ II, b) the school is teaching the mother tongue language of the region or the zone, and c) the accessibility of the schools.

The fourth stratum is the teachers within the schools. All teachers who have been trained as mother tongue language teachers by the READ II project were invited to participate as respondents, with a maximum of eight teachers per school. Setting a maximum number of participants assumed to ensure that all voices could be heard in the focus group discussion or group interviews. Teachers would then participate in a focus group for larger groups of six or more teachers per school or a group interview if the number of teachers in a school were less than six.

Table 4: The Distribution of Sampled Schools by Language and Location

Region	No. of zones sampled (random selection except SNNP)	No. of urban woredas per zone (purposive selection)	No. of rural woredas per zone (purposive selection)	Total no. of Schools	Language of Instruction
Amhara	4	3	4	9	Amharic
Oromia	4	3	5	9	Afaan Oromo
Tigray	2	2	2	4	Tigrigna
SNNP	1 (Sidama)	2	2	4	Sidamu Afoo
	1 (Wolayita)	2	2	4	Wolayttatto
	1 (Hadiya)	2	2	4	Hadiyyisa
Somali	2	2	2	4	Af-Somali
Total	13	16	19	38	

The number of teachers included in the sample from each language group is presented in the following table.

Table 5: The Distribution of Sampled Teachers by Language and Location

		Language Groups							Total
		Tigrigna	Amhara	Afaan Oromo	SNNP			Af-Somali	
					Wolayittatto	Sidaamu Afoo	Hadiyissa		
Teachers	Urban	7	14	17	8	8	9	8	71
	Rural	8	17	19	8	8	9	8	77
Total		15	31	36	16	16	18	16	148

2.1.4. Data Collection Procedures

READ M&E identified and selected experienced qualitative data collectors for each language group. Minimum qualifications were a MA/MEd degree for the school and regional level data collection experience. Data collectors' demographics are: MA/MEd = 9, PhD Candidate = 4, and PhD holders = 6. Eighteen data collectors traveled to the five regions. These 18 data collectors were assigned to nine data collection sites- two data collectors per site. READ M&E staff conducted interviews with national program leaders from USAID and MoE staff.

Prior to the data collection, in a two-day intensive training, data collectors were trained on how to approach the respondents, use the data collection tools, record the data collected, keep the privacy of the respondents, and transcribe the audio files based on the data collection protocol. An orientation on the activities of READ II and READ TA was given. This included the newly developed textbooks and training manual produced by READ TA. The first morning of the training was committed for induction. The afternoon of the first day and morning of the second day were used for training the developed tools. In the afternoon, the trainees practiced the instrument among themselves for an hour and half. They practiced both roles: conducting the

interview and taking notes. They then discussed problems encountered and collectively developed solutions.

Data collection took place during 13 – 27 June 2015. To ensure data quality, the READ M&E staff supervised the data collection process. All individual and group interviews were audio recorded and the READ M&E staff randomly checked recorded interview from each language group with the corresponding transcription. Some transcribers first transcribed into the language of the interview then translated the data into English. Others translated and transcribed at the same time into English. All coding of data was done in English.

2.1.5. Data Coding and Analysis

AIR adheres to strict data analysis principles, regardless of the type of data being collected. All qualitative data were coded and analyzed using NVivo software. The READ M&E team created a preliminary coding outline and structure based on the evaluation questions, interview protocols, and memos of ideas that emerged during data collection. This coding outline serves as the tool to organize and subsequently analyze the information gathered in the interviews and focus groups. The outline is a living document that may be modified as new themes and findings emerge during data analysis. A list of definitions for the codes accompanies the outline, so that coders categorize data using the same standards. The team subsequently codes the data into the structure using NVivo software. For the chart of nodes, refer to Annex A.

Using this coded data, the qualitative team used grounded theory to identify themes, categories, and theories that emerge from the data and that confirm or refute the researchers' initial impressions. That is, rather than basing the analysis on a hypothesis, the researchers create concepts and categories based on the data, refining the concepts as they go along to eventually inform the overall findings. During this process of data reduction, researchers characterize the prevalence of responses, examine differences among groups, and identify key findings and themes related to the research questions.

2.2. Ethics Review

AIR conducts rigorous ethical reviews through its Institutional Review Board (IRB) for all of its own internal research activities and provides this service for a variety of subcontractors and collaborators. AIR's IRB has conducted expedited and full board reviews of research involving human subjects for more than 16 years. AIR is registered with Office of Human Research Protection (OHRP) as a research institution and conducts research under its own Federal wide Assurance. READ M&E conducted data collection with full approval from the AIR ethics board. The interview with each interviewee was held after the informed consent was obtained from the interviewee. The respondents were also assured of the confidentiality of data throughout the evaluation process.

3. Findings:

A total of 241 teachers, trainers, experts and national program leaders participated in this performance evaluation. Respondents were 53% male, 47% female. The average age of respondents was 39, though they ranged from 20 to 60 years old. Respondents had an average of 19 years of experience. See Annex B for a more complete set of summary statistics on respondents.

3.1. Research Question #1: Government-to-government program–

How do parties involved rate their satisfaction with the government-to-government support program? A) What worked? B) What could be improved upon?

The data in this section revealed that overall satisfaction was high although there were specific challenges. The data include three other important themes: 1) READ II has met the educational priorities and needs of the country; 2) the FARA mechanism functioned well; and 3) the program helped the MOE and RSEBs understand children's reading.

Overall satisfaction with the government-to-government support program was high. Confirming this high level of satisfaction, an expert states:

The satisfaction of the trainers and trainee was conspicuously high as we observed during the supervision and management support visits at the two rounds training. All trainees were actively engaged in and enjoying the training. They were sharing their experiences and learning from each other as well. The satisfaction of the trainers and trainee was conspicuously high as we observed during the supervision and management support visits at the two rounds training. All trainees were actively engaged in and enjoying the training. They were sharing their experiences and learning from each other as well.

In line with the above quote, a teacher states:

“it helped us to teach the language and to have confidence in teaching the language. It also helped learners to identify letters and sounds.”

3.1.1. Alignment with educational priorities of Ethiopia

Respondents generally concurred that READ II was well aligned with the educational priorities of the country. For example, one respondent comments:

The government – to – government program has focused on quality and improving the outcomes of instruction. The program addressed the issue that the government is planning to achieve - quality education. Doing this activity at lower grade levels helps the government to a great deal. In general, I can say that the government – to – government program is completely aligned to the government GEQIP 1 program.

Respondents were also supportive of the program in the ways in which it addressed the needs of the country. However, there were different thoughts on measuring the success of the program. If the objectives are seen in terms of student outcomes, it is difficult to talk about achievement at this stage. One of the program leaders responds,

Since the implementation is on progress it could be premature to make concert judgment in terms of student outcomes. However, we believe that it will address very well the identified problems regarding reading and writing.

The identified problem, according to this one respondent, was the capacity of teachers to teach reading and writing based on the new materials. Since the focus of the government – to – government program is institutional improvement through capacity building, the training provided by READ II has addressed the issue related to teachers’ skill in teaching reading in mother tongue language. The following quote illustrates this view.

To achieve the goal of READ program, teachers should be trained on the basis of ‘I do, you do and we do’ approach and taking into account the five components of reading. ... The training was given to teachers in seven languages and this was great.

3.1.2. Focus on early grade reading

One of the unintended impacts of the overall government-to-government program was the focus it forced, from the highest levels of the ministry, on early grade reading. The program leaders expressed their views that READ II project helped MoE and RSEBs improve their activities directed toward improving children’s reading skills in mother tongue language. As an illustration, one of the program leaders who participated in the interview says:

First of all, in the process of quality education, teachers have determinant and critical role. The development of quality curriculum and the production of quality textbooks do not guarantee quality education without the use of skilled teachers. READ II project helped MoE and RSEBs in achieving this goal.

Another respondent adds:

I can say that the READ II program has helped greatly both the MoE and RSEBs in their efforts to improve the reading skill of students. The results of EGRA shocked some regional states. Even some of them were taking measures by their own to improve the reading skill of students. For example, SNNP allotted around 20 million birr and trained teachers who would teach reading and writing in mother tongue language. There were similar efforts in Amhara and Tigray Regional States. The READ II program was launched in a more organized manner and helped both MoE and RSEBs in achieving their goals.

3.1.3. Cascade model did not include teacher supervisors or principals

Many respondents, particularly teachers, report difficulty in implementing the new curriculum and using the textbooks, as their supervisors have not received training in the new methodology. Their direct supervisors do not know the “I do, we do, you do” methodology. Nor have they been taught basics of the early grade reading process. One of the teachers eloquently says:

Lack of knowledge of administrators on the new materials is one of the hindrances for implementation. For example, the new textbook entails nine weeks for students to count letters. Only after this that we start teaching children to read words. Nevertheless, before children finish counting letters, we were instructed to give tests at the end of the September to measure reading skill. We tried to tell them how we were trained to teach but they could

not understand us. The most challenging bodies were supervisors. They need to be trained on the new textbooks and teacher's guide."

3.1.4. Delay of Implementation concerns

Respondents noted that the rollout of the trainings was effective. However, several experts and officials at all levels expressed their concern with the delay of implementation. Some of the interviewees noted that the effectiveness of the training had yet to be established because of the delay of textbook distribution in some areas. One of the regional experts, for instance, states the following:

It has been documented that up to 65 percent of the teachers have undergone the training. However, the newly prepared textbooks have not been printed and distributed to schools in the region where I am working. In this region, children were learning with the old textbooks and curriculum. Hence, it would be difficult to assess the effectiveness of the training in terms of improving the pedagogical skill of trained teachers. Overall, the training covered for about 10,600 teachers in my region but the delay of delivery of the curriculum materials to schools has hampered the assessment of its effectiveness.

3.1.5. Fixed Amount Reimbursement Agreement (FARA)

The respondents had positive things to say about the terms of the funding mechanism, and the benefits of the collaboration among stakeholders. The national program leaders (USAID and MOE staff) believe that the government – to – government program was introduced based on the following assumptions:

- Ensure proper resource utilization;
- Allow reaching the actual beneficiaries directly;
- Call for cost sharing which strengthens ownership; and
- Build the capacity of the Ethiopian MoE to carry out similar activities by its own.

According to the respondents, these assumptions were realistic and achievable. The program leaders participated in the interview stated that government – to – government approach was a new method and gave opportunity to have smooth relationship among stakeholders involved in the training process, created smooth channel of communication, strengthened the feeling of ownership, and ensured direct accountability.

READ M&E asked the respondents to explain whether Fixed Amount Reimbursement Agreement (FARA) has worked as desired. The responses to the interview questions yielded different views about the effectiveness of FARA. The quotes below illustrate different views:

Although I cannot say that it has worked on the full scale, I can say that FARA has worked as desired. This agreement entailed some restrictions. For example, the amount of budget that should have been released at once was restricted. It was not more than 10 million USD that was earmarked to government to be used in the first phase. This money was not adequate to train all teachers. Because of this, the number of teachers trained was below the initial plan. That is why I said that FARA has not worked fully.

I think we could examine the effectiveness of FARA from different angles. I could say that it was not effective in terms of timing. Teachers were not trained on time as planned. The developed textbooks and teacher's guides were not distributed on time.

There was some kind of delay while transferring money but it did not create a serious problem on the implementation of the training. Even regions were invited for orientation as to how they should use and utilize the money for the purpose. To this end, there was no problem inherent to the FARA agreement. All problems are related to implementation factors.

The RSEBs claimed to have contributed about 25-30 percent of the total fund allocated to it in consultation and collaboration with the respective zones. Although the woredas and zones appear to be less familiar and clear about the FARA modality, they successfully managed to implement the program in consultation with RSEBs. Regarding this, an expert from zonal education office described in the following manner:

I know there is an amount of money allocated to the RSEB though I do not know the details. My understanding is that the agreement was entered between the USAID and the RSEB though I do not even know the details. I believe that the amount of budget allocated was sufficient to conduct the training without difficulties. The training materials, textbooks, and teacher's guide were also supplied along with this funding. The zone, as per its training schedule, received the needed amount of money for all kinds of payments. There was no financial shortage. All kinds of payments like per diem for trainees, professional fee for trainers, and other related costs and payments were made without complaints.

Respondents were also asked to describe if the parties involved in FARA have successfully carried out their responsibilities. Different views were reflected in this regard. For example, one of the respondents said:

I can say that both parties have successfully carried out their duties and accomplished their tasks. The responsibility of USAID was to provide fund whereas the responsibility of the host government was to use the money and carryout planned activities as per the agreement. The MoE distributed the money to RSEBs and the RSEBs using their structure did the same to the Zones and Woredas and to the level of training centres.

The other argued differently and stated:

Well regarding FARA there is the Ethiopian government on one side and the USAID on the other. I think we have to be honest. USAID has carried its responsibility very well. I think there was problem on the part of the Ethiopian government (including regional states) particularly on settling and reconciling the budget used on time. As a result the training that was planned to be conducted during September and October 2014 was pushed to January and February. Hence, there was some delay on the part of the Ethiopian government to liquidate the utilized money.

The answer to research question one is that those involved had a high level of satisfaction with the training program despite minor problems observed during the two rounds training. The quantitative data reveal parallel results. The majority of the respondents (83.8%) reported that they are highly satisfied with the training organized and offered by READ II. Similarly, 11.5% of the respondents indicated that they are moderately satisfied by the training offered. There is no difference among the language groups in terms of trainees' overall satisfaction.

3.2. Research Question #2: Training plan– Was the training organized as per the agreed upon plan and schedule? A) How many teachers were trained?

The outstanding success of READ II project was the training of 64,555 teachers in two rounds and the implementation of the training according to the agreed upon plan and schedule. Two major findings emerged from responses relating to this research question. First, the second round of training was better organized and resourced than the first round. Second, respondents routinely commented that the ten days of training was inadequate for the volume of information the trainees were expected to absorb. Smaller findings include that respondents noted that when the time in the year that the training was given was not ideal as it cut into the school year. Additionally, respondents note that the selection process of teachers was not uniformly followed. These findings are explained in detail in the following section.

3.2.1. Organization of the trainings: Satisfaction, timing, and length

Generally when the RSEBs, Zones and Woreda education offices were asked whether or not they have successfully managed and completed the training their response was 'yes'. They tell the following with confidence:

Yes, we have succeeded in managing and completing the trainings. At Woreda level, we were satisfied very much and we need to keep it up. At zone level, problems encountered were corrected on time in collaboration with woredas and schools.

The second round training was relatively better organized and executed than the first round. In explaining this, an expert states the following:

During the first round of training, the availability of training materials was not as expected. It seemed that the organizers hastily engaged in the commencement of the training without sufficient preparation. Such hurried engagement was not the feature of the second round training.

A number of the trainees stated the training attempted to cram a high volume of information in lengthy sessions over an inadequate number of days. The number of days allocated for the training did not allow for the essential conceptualization of the content outlined in the training materials necessary for precise in-class implementation. Moreover, in the interest of time, some sections were omitted. Trainers expressed similar dissatisfaction regarding the allocated number of days for the training; reiterating the teachers' concerns that there was an *"imbalance between the vast content and the duration of the training."* As much of the content outlined in the training materials was new to the teachers the training lagged in pace. Furthermore, a few trainers expressed

the lack of adequate gap in number of days between the training of trainers and facilitating of training for teachers.

The training for teachers “... [was not] scheduled in collaboration with all the stakeholders”. As the training was conducted while school was in session, many teachers found it difficult to attend. Additionally, teachers were not given sufficient notice prior to the scheduled training.

The respondents considered the selected time for the training as inappropriate as it coincided with the opening of schools and conflicted with another training. The following quotes corroborate this finding:

“The training overlapped with another in-service training for teachers upgrading their degree. So such overlap brought a conflict of interest, which [required teachers] to transfer [their training] responsibility midway to other teachers losing income derived from the extension and in-service payment.”

“I would have appreciated had it been offered when we were in our break time.”

“The training sessions could have been organized in a way that would not affect students’ school time, especially during the second round training.”

“The training should have been given at the appropriate time. Had it been at the beginning of the year (September), we would have used the knowledge we gained immediately before the substantial amount get lost.”

“I feel that the training schedule should have been prepared in collaboration with all involved including teachers. It would have been more appropriate to conduct the training during July and August where teachers were free from the teaching load.”

3.2.2. Selection of trainees

Another important element to the planning and execution of the trainings was the process for selecting trainees. The selection process varied by region, and some teachers who were trained were not mother tongue/reading teachers. Many respondents expressed strong feelings on this topic, with some approving of the process and others discussing problems. The selection of trainees has important consequences for the impact of the program, as the program assumes that trained teachers are and will be the ones teaching reading to students.

Zone education offices instructed woreda education offices and schools to select teachers for the training as per the quota given by the RSEBs. The schools, woreda education offices, and the zone education offices collaboratively selected the training participants. Although there was agreed up on criteria for the selection of trainees, the actual selection of teachers for the training did not follow similar approaches across language groups In SNNPR, for example, only those who held a diploma in language were given priority despite the fact that they were not teaching mother

tongue language. In the absence of language specific diploma holders, other non-language teachers were selected. There was similar practice in Oromiya region where good numbers of the trainees were non-language teachers. It was noted that some schools selected and sent non-language teachers for the training in the presences of good number of language teachers teaching the mother tongue language. This situation had been observed across all regions with varying magnitude. In explaining this, an expert from Amhara region states the following:

Most schools in our region selected teachers for the training from those teaching Amharic and who were certified as language teachers. We tried to be strict with the selection process. However, some schools might have selected others assuming that they would be assigned as language teachers in the future. This problem had been rectified during the second round training because of orientation given by the RSEB.

The analysis of quantitative data supports such claim. For example, close observation of the data yielded that about 8.1% of the respondents who participated in the training were not mother tongue language teachers. Physical education, science, math, and English teachers, for example, participated in the training. There were teachers who were teaching beyond grade 4 who participated in the training. Among trained teachers, about 4.1% of them are not currently teaching at grade 4 or below. Furthermore, teachers who participated in this evaluation were asked whether they are currently teaching mother tongue language or not. The data gathered yielded that 89.4% trained teachers are currently teaching mother tongue language while 8.1% of the respondents do not teach mother tongue language at the time of data collection.

3.3. Research Question #3: Trainee experience– How do teachers view and experience the training? The guide?

A) What is the proportion of teachers who were satisfied with the training?

B) Was the training aligned with the new READ TA materials?

3.3.1. Teachers & trainers positive views of the training

Teachers had very positive views of the training and teacher’s guide in general. Almost all trainees stated they were satisfied. Only 3.4% of the respondents were not satisfied with the training offered. There was no difference among the language groups in terms of trainees’ overall satisfaction. When probed on specific elements of the training, responses diverged. One of the most common problems noted related to the late arrival of materials to the trainings (particularly in round one), and how hard it was to implement what they learned when materials were not yet present in the schools. Though there were some issues with the materials, especially relating to the Somali versions, respondents reported a high degree of alignment between the training and the materials they used.

READ M&E highlights seven particularly helpful feedback in the following section: relevance of content; participation and presentation; materials; trainers; teachers; and organization.

Despite the lack of materials, teachers reported that the training was helpful and that they are using the new methodology in the classroom. Most teachers reported making use of the “I do, we do, you do” approach: “*Yes it has helped me a lot. I have changed my methodology,*” reports a

teacher, typical of many responses. Teachers also reported that they are comfortable with and like the idea of segmenting words by sound, and will use this technique in the classroom.

On the other hand, some teachers reported that it was hard to change methodology in the middle of the school year, as students became confused. Other teachers look forward to implementing the new methodology in the future: *“Now I have fourth grade Amharic book and I am planning to use (it) next year. And my method of teaching will be different from what it used to be,”* a teacher comments.

The data further yielded that teachers appreciated the style of the training and how easy it was to translate to the classroom:

“Yes it was, because during the training we never conducted things theoretically. We treated each practically and it was the same that we are implementing. Example, we use songs, different models of letters from materials around us and it was helpful and easy to implement.”

Teachers also appreciated the relevance of the content of the training manual, student textbooks, and teacher’s guides. Other positive acknowledgements include:

“Unlike the previous language teaching techniques the new technique begins from sound/phonemes followed by letters and proceeds to words”

“Children learn reading by segmenting and blending”

“Teachers do not need separate planning”

“Each lesson along with the accompanying activity(s) has time limits, revision and assessment techniques”

“Lends itself to the “I do, We do”, and “You do” approach”

“The training was aligned with the newly developed teacher guides and student textbooks in grades 1-4 (the First Cycle of the school system)”

“Strongly motivates teachers to produce learning aids”

“Enabled teachers to leave aside the traditional approach of teaching language where children were presented with all alphabets in the language and were asked to say them without recognizing the sound and/or the shape”

“The new technique, properly applied, organizes lessons from simple to complex sounds/words; spells out teachers’ roles, student roles and that of parents’; as well as the medium of instruction in the training being in the relevant mother tongue language of the teachers”

Trainers equally shared the above views of trainees. For example, trainers’ state:

“If teachers apply the knowledge they gained from the training, learners reading skill will improve in short time since the method can help students recognize sound and letter relationship.”

“I believe it could really bring a great change in students’ reading abilities since the training started with the view to understanding the very essence of the problems of teaching reading in mother tongue language. What it needs is commitment of not only teachers teaching at the level but also of all responsible parties including school principals, supervisors, parents and other members of the school community.”

Another consistent finding is that respondents felt the training had a strong participatory design, and that the presentation of materials was clear and easy to follow. The majority (94.6%) of the respondents acknowledged that the approach the trainers used during the training was participatory and involved active interaction among trainees and between trainers and trainees. Group work and presentations characterized the approach followed by most of the trainers.

Almost all of the respondents found there to be adequate stationary materials during the training. Some respondents took issue with the less than one-to-one ratio of textbook and teacher guides to trainee ratio, while others happily shared during the training.

Overall, the trainees appear to have sound knowledge and skills in the respective mother tongue language they taught in schools; were motivated to learn/acquire better language teaching techniques demonstrating strong interest; and believed that reading is critical to acquiring knowledge and skills in other subject areas.

3.3.2. Teachers views of the trainers

The views on the trainers were positive. Their trainees (the teachers) have rated the majority of the trainers very high as it relates to their knowledge of the subject matter. The trainers level of effort demonstrated throughout the training period; the several initiatives taken; the individual and group support they provided throughout; their punctuality, preparation made well in advance, techniques used to involve and encourage trainees across the board, their efficient use of time; and the fact that they were friendly, approachable are repeatedly noted. The quantitative analysis also yielded similar finding. Most of the respondents (81.7%) appreciated the trainers for their knowledgeable and other important qualities.

In contrast, some respondents report that a minority of trainers lacked the requisite knowledge and skills in mother tongue language. Reasons for this lack include: the trainers were not working as classroom teachers and sometimes not working in schools at all; unable to read and write in the mother tongue language; “preach but not train”, they tell teachers to read fluently while they do not read fluently; and ill-organized (in situations where two trainers facilitate sessions in pairs). Similarly, about 12.2% and 6.1% of the respondents rated the trainers as moderately knowledgeable and less knowledgeable, respectively. Data revealed no apparent difference among language groups in terms of judging the knowledge of the trainers.

3.3.3. Quality and selection of trainees

As pointed out by a few of the trainers there was some difference in interest as well as attitude towards learning mother tongue language teaching techniques between the first round and second round trainees. Accordingly, those in the first round are seen as active in the course of the training, capable of analyzing concepts, suggesting creative ways of mother tongue language teaching methods beyond what is noted in the training materials. In contrast, those in the second round have been described to have problems understanding mother tongue language teaching techniques and as such, they were less able, uninterested and unresponsive during the training. In general, the trainees as described by trainers were composed of those who can fairly be classified as either excellent or poor in two of the four language skills: reading and writing.

This, according to many of the trainers, relate to poor recruitment criteria and procedure (selecting those who do not qualify for the training has been explained as nepotism and favoritism in the interest of collecting per-diem). Responses gathered from the trainers indicate a lack of uniformity in the application of the selection criterion for trainees. A trainer states, “*Competent and motivated and subject area trainees should be selected. Among the selected ones there were unrelated subject area teachers like physics, teachers from grade 5-8, and trainees who participated the first round training.*” In several training centers such “bad” trainees were replaced by the relevant ones.

Limited comments on training use of time were provided by the trainees in attendance across regions. A trainee in Somali region stated the training was commenced “...*as scheduled and completed successfully*”. Whereas a trainee in Oromia region stated the training was delayed. Similarly, trainers across regions commented conflictingly. Based on the overall limited number of feedback received regarding use of time, the assumed majority conscience is that the trainings across regions used the available time efficiently.

As an aspect of organization of the training, the respondents were asked to comment on whether or not the training was overseen by the concerned bodies. When asked, the majority of the respondents (96.5%) indicated that the training was overseen by experts from Regional State Education Bureaus, Zone and Woreda Education Office, Save the Children, and USAID staff. Out of these, respondents stated that the visit was highly (89%) and moderately (9%) helpful, respectively. Only 3% of participants expressed that the visits were not helpful. No difference has been observed among language groups in terms of describing the presence visits made by the concerned bodies. All the respondents who expressed that the visits were not helpful were from Afan Oromo and Af-Somali language groups.

4. Conclusions and Recommendations

4.1. Conclusions

Though the evaluation found that overall, satisfaction with the government-to-government training was high, the training went according to plan, and the experience of those involved in the training was positive, there are a number of important findings worth highlighting.

1. The government – to – government approach implemented for the conduct of the training was largely effective and served its purpose. Parties involved are highly satisfied with the government-to-government approach.
2. Although minor problems were observed during the training it can be said that the training was conducted as planned with the satisfaction of all involved. The mode of presentation was participatory and appropriate for adult learners.
3. The content of the training and the way it was conducted made the training inspiring for the teacher trainees. Teachers who participated in the training were highly satisfied with the training offered. Those who started teaching immediately after the training were able to apply the knowledge they gained during the training and found it to be effective for teaching children to read in mother tongue language. Hence, it can be concluded that the training was effective and achieved its purpose.
4. There was strong alignment between the training offered and the training materials, student textbooks and teacher’s guides. Because of the delay or lack of new textbooks and teacher’s guides in the schools, the impact of the training on classrooms and student reading levels has yet to be observed. This goes beyond the lack of materials, but has implications for the involvement of teachers and administrator at the school-level. READ M&E found that respondents, particularly teachers, found that the lack of knowledge of administrators made it difficult for them to implement the new curriculum.
5. Many respondents reported an unintended positive impact of the training: a reinforcement of the importance of the language of instruction for reading being in mother tongue. Teachers took pride in using their respective mother tongue during the training and in the classroom. Though some teachers were initially confused by the concept of language training for native speakers, they eventually come to appreciate the content of the training. The following teacher quote illustrates this point:

“Initially there was a misunderstanding that since we are Tigrigna speakers, why do we need to take training? But later on, everyone was capable of realizing the importance of teaching reading and writing in particular and Tigrigna in general.”

6. Teachers were very receptive to the new “I do, we do, you do” methodology and commonly reported that they use it in the classroom. The training emphasized this methodology and provided teachers with the opportunity to practice. Teachers often reported that the new methodology was the most important thing they learned from the training. Teachers report

observing improvements in student reading skills after they changed to the new methodology.

7. Trainers and trainees alike recommend that beyond scaling up through training remaining teachers, training cluster school supervisors and school principals is warranted. As one participant wrote, “*Otherwise they would not initiate its implementation; nor support our [teachers’] attempt to put it into effect.*” Moreover, education professionals in charge of assessing teachers’ performance, who were not exposed to the new training, will not be capable of accurately assessing actual teacher performance.

4.2. Recommendations for USAID and MoE

Not all recommendations stem from READ II activities directly but address the needs of mother tongue language instruction more broadly.

Recommendation #1: Distribute textbooks and teachers guides to every school for teachers to make full use of the training. Though READ II was a successful project, the impact of the project on student reading outcomes is limited by the lack of new materials in the classroom.

Recommendation #2: Scale up teacher training to train greater number of mother tongue language teachers. During this training, pay attention to:

- Coordinate the timing of the training with the receipt of the new textbooks
- Hold trainings during school breaks
- Screen participants to ensure compliance with selection criteria.

Recommendation #3: Conduct separate training for school supervisors and school principals. During this training, pay attention to:

- The importance of early grade reading achievement and mother tongue literacy
- The methodology behind the new curriculum and new textbooks
- How to observe the new methodology for teacher evaluation

Recommendation #4: Conduct refresher trainings for the teachers teaching mother tongue. During this training, pay attention to:

- Enabling teachers to share experiences and make recommendations to the textbook developers
- Deepening teachers’ knowledge of early grade reading and mother tongue instruction with theoretical and practical applications
- Prior to the training, teachers should be surveyed to ensure that the training curriculum meets their needs.

Annex A:

Teacher & Trainer Codebook READ II

The following table is the codebook, explaining the nodes that we'll use for coding our data. Basically, we'll assign every part (or nearly every) word in the transcriptions that has not been otherwise entered to one of these nodes.

- Some nodes here are in grey stripes. That means they are parent codes. We'll generally not code to parent nodes. They are there just to organize the nodes that we will be using.
- Responses that are **highlighted in green** have been selected to be coded. Ideally, all other data will be entered but we may shift some of that back to coding depending on resources.
- You'll see in our data that some things have been ~~crossed out~~. This means they have been entered already and don't need to be coded. The exception is data **highlighted in green and crossed out**. These data have been entered but also have snippets that we also want to code. Please code them.

Name of node	When to use	When not to use
1.1 training logistics		
1.1.1 Use of time	Any comment relating to time management during the training	Comments relating to when the timing was scheduled or about the timing relating to materials
1.1.2 per diem comments positive	Any positive comment on per diem or costs that would be covered by per diem (including transportation and lodging for trainees)	Comments not relating to per diem but other costs
1.1.3 per diem comments negative	Any negative comment on per diem or costs that would be covered by per diem (including transportation and lodging for trainees)	Comments not relating to per diem but other costs
1.1.4 food comments positive	Any positive comment refreshments during the training	Comments not relating to food or drink during the training
1.1.5 food comments negative	Any negative comment refreshments during the training	Comments not relating to food or drink during the training
1.2 training materials	Misc comments on training materials that have not been crossed out. Most of this should have been entered. Training materials include resources needed for training, including markers, paper, as well as training guide, textbooks, and teacher guides.	Any data not relating to training materials.
1.3 training support staff	All of these comments should have been entered. Anything remaining can be coded here. It relates to staff at the training who were not trainers.	Comments on the trainers.
2.1 training feedback		
2.1.1 training strengths	General comments on good things about the training.	Comments that are on specific things contained in other nodes.

2.1.2 training weaknesses	General comments on bad things about the training.	Comments that are on specific things contained in other nodes.
2.2 training presentation	All of these comments should have been entered. Anything remaining can be coded here. It relates to comments on the methods of presentation of the training.	Comments on the content of the materials.
2.3 training language comments	All of these comments should have been entered. Comments relating to the use of language (mother tongue) in the training or in general.	Comments on attitudes towards mother tongue, as there is a separate node for that.
2.4 trainers		
2.4.1 positive comments on trainers	Any positive comments on the trainers. Much of this should have been entered.	Comments that relate to the training and not trainers specifically.
2.4.2 negative comments on trainers	Any negative comments on the trainers. Much of this should have been entered.	Comments that relate to the training and not trainers specifically.
2.4.3 suggestions on trainers	Ideas offered by respondents for the trainers, or for future training but that relates to trainers.	Comments that are positive or negative and not focused on a suggestion for the future. For example, "this person would be a good trainer again" is a positive comment, not a suggestion.
2.4.4 comment on trainer gender	This code is used for comments specifically on female trainers. Either directly or indirectly, it should focus on gender.	Comments on male trainers or general feedback on a trainer who happens to be female.
2.5 training relevance	Comments on if training was helpful for teaching or not.	Comments on if they are using the new methodology, as that has a separate node.
2.6. Impact on teaching		
2.6.1 received textbook	All comments on whether the textbooks have or haven't reached the schools.	Comments on textbook availability during the training.
2.6.3 are using new methodology I do you do we do	All comments on teachers using the new methodology.	Related comments on the methodology.
2.6.4 are not using new methodology	Comments on teachers not using the new methodology.	Related comments on the methodology.
2.7 Impact on reading outcomes		
2.7.1 Students are reading better	Positive comments on student reading outcomes that are better because of the training. This includes examples and numbers on improved students.	Comments on student reading that aren't related to the training or new materials.
2.7.2 no impact on students	Comments on how the training has not impacted students. This may be because they are not using the new methodology, they don't have new books, or it is not effective.	Comments that say the results of the training are either positive or negative.
2.8 Satisfaction from training	Most of these should have been entered. Any general comments on respondent's general satisfaction from the training.	Comments that get into specifics covered by other nodes.

2.9 What teaching	Most of these should have been entered. Any general comments on respondent's teaching.	Comments that get into specifics covered by other nodes.
2.10 General comment	Other comments about the training not covered by other nodes.	Comments that get into specifics covered by other nodes.
2.11 How improve training		
2.11.1 training length	Comments that are suggestions regarding the length of the training.	Comments that get into specifics covered by other nodes.
2.11.2 when training should be	Comments that are suggestions regarding the timing of the training.	Comments that get into specifics covered by other nodes.
2.12 Recommendations for future		
2.12.1 give materials on time	Comments on getting the materials either for the training or materials for schools.	Comments on having the materials.
2.12.2 notify of training participation on time	Comments on the advance notice given about the training. This also includes negative comments on notification timing.	Comments on the length of the training, or when the training should be held.
2.12.3 train all mother tongue teachers	Comments where respondents recommend training all teachers who teach mother tongue.	Comments on training teachers who do not teach mother tongue but use it as medium of instruction for other subject.
2.12.4 train other teachers	Comments on training other teachers who are not mother tongue teachers.	Comments on training mother tongue teachers.
2.12.5 other	Any other comments on recommendations for other training.	Comments that fit other nodes above.
2.13 feedback on materials		
2.13.1 not enough time for each lesson/ material in book in general	Comments on the time needed to use the materials in the classroom.	Comments relating to the time used during the training.
2.13.2 other negative feedback on materials	Negative feedback on materials not included in other nodes. This includes comments on alignment.	Comments on training materials that aren't textbooks.
2.13.3 positive feedback on materials	Positive feedback on the materials, including comments on alignment.	Comments on training materials that aren't textbooks.
2.14 trainee selection and demographics		
2.14.1 trainee skill level	Comments on the abilities of the trainees.	Comments on the abilities of the trainers.
2.14.2 trainee attitude towards mother tongue	Comments on the attitudes of toward mother tongue, either as used in the training or in general.	Comments on materials relating to mother tongue.
2.14.3 trainee selection		

2.14.3.1 bad trainee selection	Negative comments on who participated in the training as a trainee.	Comments on trainee skills that don't imply the teacher should not have been selected.
2.14.4 follow-up training	Comments on who should be trained that is not "train all mother tongue teachers."	Comments on train all mother tongue teachers as that is a separate node.
3 good quotes	Use this for quotes that we might want to use in our report. Most of these should be double-coded into another node as well. Focus on coding data that captures respondents' feelings concisely and clearly, and can't otherwise be expressed through numbers, or supports the bigger themes of our findings.	Don't use this too often or we'll end up with a list that's too big and we won't use all the quotes in our report.

FMOE, RSEB, ZEO, WEO, USAID Experts Codebook READ II

The following table is the code book explaining the nodes that will be used for coding data collected from experts working for the FMOE, RSEB, ZEO, WEO, USAID.

	<i>Name of Node</i>	<i>When to use</i>	<i>When not to use</i>
I	<i>Government to Government Support</i>		
	1.1 knowledge about READ II	Any information related to knowledge about READ II	Information other than READ II
	1.2 use of the project	Any comment toward improving children's reading skill in mother tongue language by MOE and RSEBs	Other comments not related to improving children's reading skill in mother tongue language
	1.3 reimbursement positive	Any positive comments on Fixed Amount Reimbursement Agreement	Positive comments related to training or impact on reading skills.
	1.4 reimbursements negative	Any negative comments on Fixed Amount Reimbursement Agreement	Negative comments related to training or impact on reading skills.
	1.5 government to government support positive	Any positive comments related to READ II's help to MOE and RSEBs	Any positive Comments not related to G2G support
	1.6 government to government support negative	Any negative comments related to READ II's help to MOE and RSEBs	Any negative Comments not relating to G2G support
	1.7 communication and transparency	Any comment on communication and accountability among stockholders	Comments that are on specific things contained in other nodes
	1.8 how to improve G2G supports	Any recommendations related to improving G2G support	Recommendations not related to G2G support
II	<i>Training feedback</i>		
	2.1 training strength	Any comments on the presence of agreed up on plane and implementation	Comments that are on specific things contained in other nodes
	2.2 training weaknesses	Any comment on absence of agreed up on plane and	Comments that are on specific things contained in other nodes
	2.3 comments on selection criteria		

	2.3.1 positive comments on selection	All positive comments concerning criteria and the process of selections of trainees	Other point other than selection
	2.3.2 negative comments on selection	All negative comments related to poor criteria set and any problem created on selection of trainees	Comments on number of trainees
	2.3.3.comment on number of trainees	Comments on planned number of trainees	Comments on other subject teachers
	2.3.4 Documents of the trainees	Any comments related to written document showing list and or number of trainees	Comments not related to documents of trainees
	2.4.roles played		
	2.4.1 roles of FMOE	Comments on role played at MOE	Roles played not by MOE.
	2.4.2 roles of RSEB	Comments on role played at RSEB	roles played not by RSEB
	2.4.3 roles of ZEO	Comments on role played at ZEO	roles played not by ZEO
	2.4.4 roles of WEO	Comments on role played at WEO	roles played not by WEO
	2.4.5 roles of schools	Comments on role played at schools	roles played not by Schools
	2.4.6 no idea and /or no clear roles given	Where there is no clear roles and don't know the roles at different levels	role played at different echelons of the education system
	2.5.comments on coordination		
	2.5.2 problem encountered	Any problem encountered in coordinating and conducting the training	Comments that relate to budget and quota
	2.5.1 positive comments on coordination	Good comments in coordination	Comments that relate to budget and quota
	2.5.3 measure taken	Any corrective measures taken to solve problems created in coordinating the program	Measures that relate to budget and quota
	2.6 curriculum materials	Any comment on curriculum and materials including preparation and distribution	Any comment unrelated to curriculum and materials
	2.7general comments on quality of the training	Other comments about the training not covered by other nodes	Comments that get in to specifics covered by other nodes
III	General comments and Recommendation		
	3.1 satisfaction on the training	Any general comments on respondent's general satisfaction from the training	Comments that get in to specifics covered by other nodes
	3.2 general comments		
	3.2.1 Positive comments	Positive comments on good things about the training	Comments that get in to specifics covered by other nodes
	3.2.2 Negative comments	General comments on weakness about the training	Comments that get in to specifics covered by other nodes

	3.2.3 negative comments on quota, budget and materials	Any comments on insufficient number of trainees, lack of allocated budget and training materials	Comments that fit to other nodes.
	3.3 Recommendations	Any other comments on recommendations for other trainings.	Comments that fit other nodes above.
IV	<i>Good quotes</i>		
	4. Good quotes	Any good quotes that we might want to use in our report. Most of the quotes may be double-coded into another node as well.	Do not use similar quotes repeatedly and do not use this too often

Annex B

Overall Demographics of Respondents

A total of 241 (M = 128 and F = 113) teachers, trainers, experts and national program leaders participated in this performance evaluation. The distribution of the respondents by gender is presented in Table 6.

Table 6:
The Distribution of Respondents by Sex and Region

Participants	Region					Total
	Tigray	Amhara	Oromia	SNNP	Somali	
Male	13	18	21	53	22	127
Female	13	28	36	30	6	113
Total	26	46	57	83	28	240

One respondent from Amhara failed to indicate his/her sex. As shown in the above table, the proportion of males and females is not the same across regions. For example, more male teachers than female teachers were represented in the evaluation from Somali Region. On the other hand, more female teachers than males participated in the evaluation from Amhara and Oromia Regions. This may partly indicate the actual sex distribution of primary school teachers who are teaching mother tongue language.

Table 7:
The Distribution of Sex by Respondent Type

Participants	Respondent Type			Total
	Teacher	Trainer	Expert	
Male	48	47	32	127
Female	99	8	6	113
Total	147	55	38	240

When seen by respondent type, the representation of women is high in teaching position while extremely low as trainers and experts working at different levels.

The average age of the respondents is found to be 38.96 with standard deviation of 10.226 years. The standard deviation indicates high variability of the age distribution of the respondents. The youngest respondent is 20 years - old whereas the oldest is 60 years - old. Table 8 provides the details the age distribution of the respondents.

Table 8:
Age Distribution of the Respondents by Sex

Age	Male		Female		Total	
	N	%	N	%	N	%
20 – 26	13	10.3	13	11.5	26	10.9
27 – 33	22	17.5	40	35.4	62	25.9
34 – 40	27	21.4	27	23.9	54	22.6
41 – 47	20	15.8	9	8.0	29	12.1
48 – 54	30	23.8	21	18.6	51	21.3
55 – 61	14	11.1	3	2.7	17	7.1
Total	126	100.0	113	100.0	239	100.0

Consistent with the age distribution of the respondents, high variation is also observed in the service year of those who participated in this performance evaluation. The average service year of the respondents is 18.6 with standard deviation of 10.419 years. The service year ranges between 1 and 38 years.

Table 9:
The Distribution of Service Year by Sex of respondents

Service Year	Male		Female		Total	
	N	%	N	%	N	%
1 – 7	18	14.2	12	10.7	30	12.6
8 – 14	33	26.0	45	40.2	78	32.6
15 – 21	20	15.7	21	18.6	41	17.2
22 – 28	17	13.4	12	10.7	29	12.1
29 – 35	32	25.2	19	17.0	51	21.3
36–42	7	5.5	3	2.7	10	4.2
Total	127	100.0	112	100.0	239	100.0

About 70% of female teachers have service year 21 years or below while 56% of male teachers have the same service year during the period of data collection. Similarly, the analysis yielded that about 83% of male and female teachers participated in this evaluation have been teaching mother tongue language for about 21 years or below. It appears from the data that proportionally more male teachers than female teachers who have 7 years or below teaching experience on mother tongue language. Table 10 presents the details.

Table 10:
The Distribution of Years of Teaching Mother Tongue Language of respondents

Service Year	Male		Female		Total	
	N	%	N	%	N	%
1 – 7	21	43.8	25	25.5	46	31.5
8 – 14	7	14.6	36	36.7	43	29.4
15 – 21	15	31.3	17	17.3	32	21.9
22 – 28	2	4.1	10	10.2	12	8.2
29 – 35	2	4.1	9	9.2	11	7.5
36 – 42	1	2.1	1	1.0	2	1.4
Total	48	100.0	98	100.0	146	100.0

The table below summarizes the descriptive measures of the participants of the READ II project terminal performance evaluation on three demographic characteristics viz. age of the respondents, service year, and years of teaching mother tongue language.

Table 11:
Summary of Descriptive Measures by Type of Respondents

Variable	Type of Respondent	N	Std.		Minimum	Maximum
			Mean	Deviation		
Age of the respondents	Teacher	148	38.06	11.024	20	60
	Trainer	54	39.72	8.424	26	58
	Expert	38	41.39	8.991	25	58
	Total	240	38.96	10.226	20	60
Years working	Teacher	147	17.97	11.149	1	37
	Trainer	55	18.84	9.245	2	35
	Expert	38	20.74	8.922	4	38
	Total	240	18.60	10.419	1	38
Years teaching mother tongue language	Teacher	147	13.12	9.155	1	37

The average year that the teachers engaged in teaching mother tongue language is 13.12 with standard deviation of 9.155. As the standard deviation clearly shows, there is high variability among teachers participated in the evaluation with respect to the years they were engaged in teaching mother tongue language.

Profile of the Trainers

50 Master Trainers and 1197 Teacher Trainers were recruited and trained by READ TA and Save the Children, respectively. READ II was responsible for the training of teachers. The interview with national program leaders yielded that the criteria for selecting master trainers and teacher trainers were set by READ TA and the MoE at national level. There was consensus that the master

trainers must be those who participated in curriculum development and should entirely be from CTEs. It was also agreed that teacher trainers should be selected from CTEs, secondary schools (highly experienced teachers), and supervisors. In the absence of experienced language teachers and supervisors, it was decided that people from RSEBs, or Zones should be selected to serve as teacher trainers. According to the respondents, master trainers and teacher trainers were selected by regions as per the criteria set. It is the belief of the interviewees that no teacher trainers were selected from primary schools.

However, as presented in Table 12, there is slight deviation from what has been agreed upon. As shown in the table below, 62.8% of Teacher Trainers were teachers selected from high schools and the second majority of teachers (16%) were selected from primary schools in the five regions and seven language groups. When examined across language groups, apparent difference was observed in terms of the profile of teacher trainers selected from regions. For example, 92.9% of teacher trainers from Af-Somali language group were selected from primary schools while only 0.01% primary school teachers were selected and trained as teacher trainers from Tigrigna language group. About the same percent of primary school teachers (19.1% and 16%) were selected and trained as teacher trainers from Amhara and Afan Oromo language groups, respectively. None from Hadiyyissa and Sidaamu Afoo and 8.2% from Wolayittatto language groups were selected from primary school teachers to serve as teacher trainers. Such difference in the profile of teacher trainers might have an impact on the quality of teacher training. The details are presented in Table 12.

Table 12:
Teacher Trainers by Language and Occupation

No.	Occupation	Tigri-	Amhara	Afan	Af -	Wolayi	Hadi	Sidaam	Total
		gna		Oromo	Somal	-ttatto	yissa	uAfoo	
		N	N	N	N	N	N	N	
1	Primary School Teachers	1	35	113	39	4	-	-	192
2	High School Teachers	49	130	479	-	29	32	33	752
3	Preparatory Teachers	9	3	60	-	-	-	-	72
4	University/College Teachers	14	13	-	-	6	3	2	38
5	REB Exerts	5	2	5	1	8	-	-	21
6	Zone EO Experts	39	-	49	1	2	5	23	119
7	Other	1	-	-	-	-	-	-	1
8	Unknown	-	-	1	1	-	-	-	2
Total		118	183	707	42	49	40	58	1197

Source: List of Training of Trainers (August 31-September 9, 2014) obtained from READ TA

Annex C

Interview Guide for Experts from RSEBs, Zones and Woreda Education Offices

Procedures for informed consent

Verbal consent will be obtained from participants.

Testing materials include

Interviewer clock

Checklist of procedures

Obtain verbal consent from participant.

Conduct interview.

Debrief following each interview.

Please type up notes in tables!

Interviewer's name		
Interview's code		
Region		
Language Group		
Cell phone of the interviewer		

Background and informed consent

Background and informed consent

My name is **(name of the interviewer)** and I'll be talking with you today. Also here with us today is **(name of the note taker)**, who will be taking notes. We work for an independent nonprofit research organization called American Institutes for Research (AIR). We are conducting an end of the project performance evaluation of Reading for Ethiopia's Achievement Developed Institutional Improvement (READ II).

The purpose of today's interview is to learn about the training offered by READ II in collaboration with the MoE and RSEBs. We will be recording this conversation to help capture what you say accurately. All information that is collected will be treated confidentially. Your name will be kept private and separate from the evaluation. While results from this discussion will be shared with USAID and the MoE, no individual will be identified in any report. Participation in this discussion is voluntary and you do not have to answer any questions you do not want to answer.

If you have questions about the discussion, please contact Daniel Tefera - the principal investigator at 0911 663402. You can also email Daniel Tefera at: dtefera@gmail.com. If you have concerns or questions about your rights as a participant, contact the American Institutes for Research Institutional Review Board (which is responsible for the protection of project participants) at IRB@air.org, or +1 202-403-5542, or by postal mail: AIR c/o IRB, 1000 Thomas Jefferson Street, NW, Washington, DC 20007, USA.

The interview will last approximately **90 minutes**. We have a lot of questions to ask, but we want to respect your time. So I may ask you to move to another topic at some point in the discussion. Please let us know if you have any time constraints.

Do you have any questions? Do you agree to participate today?

- **Option 1: If the participant does not grant permission, end here.**
- **Option 2: If the participant grants permission, please proceed to the next section and begin the interview.**

Thank you

Duration of the interview (90 minutes total)

Approximate Time	Topic	Elapsed Time
5	Background and informed consent	5
10	Demographic Data	15
10	Introductory questions	25
20	Government to government support program	45
20	Quality of the training	65
20	Overall satisfaction with the training	85
5	Closing	90

Demographic Data (Start at 6 min. End at 15 min)

Code of participant						
Age						
Sex						
Current position						
Work experience in years						
Region						
Zone						
Woreda						
Date of Interview						
Time of interview						

Introductory questions (Starts at 15 min. End at 25 min)

Please tell us your name and your favorite pastime.

Please tell us about your position and how it is related to READ II.

Government to Government support program (Starts at 26 min. End at 45 min)

1. What do you know about READ Institutional Improvement project?
 - 1.1. Do you think that READ II project has helped MoE and RSEBs in terms of improving their activities directed toward improving children's reading skill in mother tongue language? If yes, how?
 - 1.2. Has Fixed Amount Reimbursement Agreement (FARA) made between USAID and the MOE worked as desired?
 - 1.3. Do you think that each party involved in the agreement has successfully carried out its responsibilities? If yes, can you elaborate by giving examples?
 - 1.3.1. Were there periodic meetings to review accomplishments and address challenges and issues arising during implementation of the Project?
 - 1.3.2. Have the parties involved conducted coordinated field visits to oversee the accomplishment of the project?
 - 1.4. What were the successes of this project? In other words, what aspects of the project have worked well?
 - 1.5. What aspects of the project did not work? What measures were taken to change the situation? What were the consequences, if any?
 - 1.6. What aspects of the government to government support program could be improved upon?

Quality of the training (46 min. End at 65 min.)

2. Was there agreed upon plan to conduct the training? If yes, would you please provide us with adequate description of this agreed upon plan and schedule?
 - 2.1. Do you think that the trainings were conducted and executed as per the agreed upon plan and schedule? If not, what were the possible reasons?
 - 2.2. How many teachers were trained in your region, zone or woreda? Can you provide us with written documents or the attendance of the trainees?
 - 2.3. What was the mechanism for selecting teachers for the training?
 - 2.3.1. Whose major responsibility was it?

- 2.3.2. Weren't there better alternatives to select teachers for the training?
- 2.3.3. Were there problems encountered in the selection of teachers for the training? If yes, what procedures did you follow to solve problems faced?
- 2.4. What roles did the MOE, RSEBs, ZED, WEO and the schools played in conducting the training?
- 2.5. How do you rate the level of coordination among the schools, WEO, ZED, and the RSEBs in organizing and conducting the training?
 - 2.5.1. Was there problem encountered in organizing and conducting the training? If yes, can you describe in detail?
 - 2.5.2. What was the measure taken to solve the problem?
- 2.6. Do you think that you have successfully managed and completed the training?

Overall satisfaction with the training (66 min. End at 85 min)

3. What is your overall comment about the training conducted by READ II?
 - 3.1. If there is another chance of organizing similar training, what aspects of the training do you think should be improved? Why?
 - 3.2. Do you have any recommendation you may forward about organizing similar training?
 - 3.3. Is there anything else that you want to add?

Closing (86 min. End at 90 min.)

Is there anything I did not ask about that you would like to share with me? Do you have any additional thoughts about what we have discussed today?

Thank you very much for participating in this discussion today.

Staff facilitating the interview will debrief following the interview to discuss issues including but not limited to:

- What worked and did not work
- Lessons learned
- Issues to address in future interviews
- Issues to follow up on with the research team or client
- Key points to note in data analysis

Please type up notes as soon as possible after interviews!

Interview Guide for Master and Teacher Trainers

Procedures for informed consent

Verbal consent will be obtained from participants.

Materials include

Interviewer clock

Voice recorder

Checklist of procedures

Obtain verbal consent from participant.

Conduct interview.

Debrief following each interview.

Please type up notes in tables!

Interviewer's name		
Interview's Code		
Region		
Language Group		
Cell phone of the interviewer		

Background and informed consent

Background and informed consent

My name is **(name of the interviewer)** and I'll be talking with you today. Also here with us today is **(name of the note taker)**, who will be taking notes. We work for an independent nonprofit research organization called American Institutes for Research (AIR). We are conducting an end of the project performance evaluation of Reading for Ethiopia's Achievement Developed (READ II).

The purpose of today's interview is to learn about the training offered by READ II in collaboration with the MoE and RSEBs. We will be recording this conversation to help capture what you say accurately. All information that is collected will be treated confidentially. Your name will be kept private and separate from the evaluation. While results from this discussion will be shared with USAID and the MoE, no individual will be identified in any report. Participation in this discussion is voluntary and you do not have to answer any questions you do not want to answer.

If you have questions about the discussion, please contact Daniel Tefera - the principal investigator at 0911 663402. You can also email Daniel Tefera at: dtefera@gmail.com. If you have concerns or questions about your rights as a participant, contact the American Institutes for Research Institutional Review Board (which is responsible for the protection of project participants) at IRB@air.org, or +1 202-403-5542, or by postal mail: AIR c/o IRB, 1000 Thomas Jefferson Street, NW, Washington, DC 20007, USA.

The interview will last approximately **90 minutes**. We have a lot of questions to ask, but we want to respect your time. So I may ask you to move to another topic at some point in the discussion. Please let us know if you have any time constraints.

Do you have any questions? Do you agree to participate today?

- ***Option 1: If the participant does not grant permission, end here.***
- ***Option 2: If the participant grants permission, please proceed to the next section and begin the interview.***

Thank you

Duration of the interview (90 minutes total)

Approximate Time	Topic	Elapsed Time
5	Background and informed consent	5
10	Demographic Data	15
5	Introductory questions	20
15	The organization of the training	35
15	Quality of the training	50
15	Quality of the trainees	65
15	Relevance of the training	80
5	Overall impressions and recommendations	85
5	Closing	90

Demographic Data (Start at 6 min. End at 15 min)

Code of participant				
Age				
Sex				
Current position				
Serving as a) master trainer or b) teacher trainer?				
Years of service				
Region				
Zone				
Woreda				
Name of school (if applicable)				
What training did you receive (to be a trainer)?				
What training did you facilitate?				
Venue of the training				
Date of Interview				

Introductory questions (Starts at 15 min. End at 21 min)

Please tell us your name and your favorite pastime.

Please tell us what you think are the best ways to teach reading and writing

The organization of your training as a trainer (Starts at 21 min. End at 35 min)

2. My next questions will be about the training you received where you learned to be a trainer in collaboration with READ II on the teaching of reading in mother tongue language.
 1. How do you see the appropriateness of the training venue in terms of location, cleanliness, and freedom from distraction?
 2. Was the training properly organized in terms of sitting arrangement, light and ventilation?
 3. Was the location appropriate for doing group activities and other similar activities?
 4. Were there training materials during the training? Were they adequate in number?
 5. Were there individuals who oversaw the training activities?
 6. Were these individuals helpful in solving problems related to the training?
 7. Would you please mention the strengths and weaknesses of the way the training was organized?

Quality of the training you received (36 min. End at 50 min.)

3. In your opinion, what are the key criteria of high quality training?
4. Did the training offered by FMoE and/or RSEBs in collaboration with READ II on the teaching of reading in mother tongue language meet these criteria? Why or why not?
5. Did you benefit from any special training as a trainer? If yes, to what extent has the training you received helped you deliver high quality training?
6. Following are some indicators of training quality, to what extent did the training of the teaching of reading in mother tongue meet these indicators:
 1. the presence of training materials like teacher's guide and students textbooks
 2. the quality of the training materials made available
 3. the provision of supporting materials like stationaries
 4. degree of preparedness for the training

5. methods of presenting the contents of the training materials (were they participatory?)
6. language use during the training
7. Are there other quality indicators that you wish to comment on with regard to the training?

Quality of the trainees who you trained (51 min. End at 65 min)

7. How do you perceive the trainees in terms of:
 1. their knowledge about teaching reading in mother tongue language
 2. their attitude about teaching reading in mother tongue language
 3. their level of interest in the training
 4. the extent to which they understood the training concepts
 5. the extent to which they participated actively in the training
8. What's your overall evaluation of the trainees' ability to benefit from the training?

Relevance of the training (66 min. End at 80 min)

9. To what extent was the training manual and the training you provided aligned with the newly developed mother tongue materials including teachers' guide and student textbooks?
 1. Was the training helpful to teach reading in mother tongue language? If yes, how? If no, why?
 2. Do you think that the training will help teachers change their teaching methodology? Please give example(s) if it did.
 3. Please give us examples of how you believe students will be reading better as a result of teachers implementing the training practices in their teaching of reading.
 4. If the training did not help in changing the way teachers teach, please tell us why.
 5. Is it easy to transfer the knowledge that teachers gain from the training to teaching reading in mother tongue language? Please give example(s). If it is difficult to transfer the training practices, please tell us about where the difficulty comes from.
10. If you are asked to describe your level of satisfaction with the training, what do you say about it? Are you satisfied with the training? From your perception of the way the training was conducted, what per cent of the trainees do you think seemed to be satisfied with the training?

Overall impressions about the training and recommendations for further improvement (81 min. End at 85 min)

11. What is your overall comment about the master trainers or teacher trainers training conducted by READ II?

1. If there is another chance of organizing similar training, what aspects of the training do you think should be improved? Why?
 2. Do you have any recommendation you may forward about organizing similar training?
 3. Is there anything that you want to add?
12. What is your overall comment about the teacher training of teachers?
1. If there is another chance of organizing similar training, what aspects of the training do you think should be improved? Why?
 2. Do you have any recommendation you may forward about organizing similar training?
 3. Is there anything that you want to add?

Closing (86 min. End at 90 min.)

Thank you very much for participating in this discussion today.

Staff facilitating the interview will debrief following the interview to discuss issues including but not limited to:

- What worked and did not work
- Lessons learned
- Issues to address in future interviews
- Issues to follow up on with the research team or client
- Key points to note in data analysis

Please type up notes as soon as possible after interviews!

Interview Guide for Teachers

Procedures for informed consent

Verbal consent will be obtained from participants.

Materials include

Interviewer clock

Voice recorder

Checklist of procedures

Obtain verbal consent from participant.

Conduct interview.

Debrief following each interview.

Please type up notes in tables!

Interviewer's name		
Interview's code		
Region		

Language Group		
Cell phone of the interviewer		

Background and informed consent

Background and informed consent

My name is **(name of the interviewer)** and I'll be talking with you today. Also here with us today is **(name of the note taker)**, who will be taking notes. We work for an independent nonprofit research organization called American Institutes for Research (AIR). We are conducting an end of the project performance evaluation of Reading for Ethiopia's Achievement Developed (READ II).

The purpose of today's interview is to learn about the training offered by READ II in collaboration with the MoE and RSEBs. We will be recording this conversation to help capture what you say accurately. All information that is collected will be treated confidentially. Your name will be kept private and separate from the evaluation. While results from this discussion will be shared with USAID and the MoE, no individual will be identified in any report. Participation in this discussion is voluntary and you do not have to answer any questions you do not want to answer.

If you have questions about the discussion, please contact Daniel Tefera - the principal investigator at 0911 663402. You can also email Daniel Tefera at: dtefera@gmail.com. If you have concerns or questions about your rights as a participant, contact the American Institutes for Research Institutional Review Board (which is responsible for the protection of project participants) at IRB@air.org, or +1 202-403-5542, or by postal mail: AIR c/o IRB, 1000 Thomas Jefferson Street, NW, Washington, DC 20007, USA.

The interview will last approximately **90 minutes**. We have a lot of questions to ask, but we want to respect your time. So I may ask you to move to another topic at some point in the discussion. Please let us know if you have any time constraints.

Do you have any questions? Do you agree to participate today?

- ***Option 1: If the participant does not grant permission, end here.***
- ***Option 2: If the participant grants permission, please proceed to the next section and begin the interview.***

Thank you

Duration of the interview (90 minutes total)

Approximate Time	Topic	Elapsed Time
5	Background and informed consent	5
10	Demographic Data	15
5	Introductory questions	20
15	The organization of the training	35

15	Quality of the training	50
15	Quality of the trainers	65
15	Relevance of the training	80
5	Overall impressions and recommendations	85
5	Closing	90

Demographic Data (Start at 6 min. End at 15 min)

Code of participant				
Age				
Sex				
Years of service in teaching				
Years of service in teaching mother tongue language				
Region				
Zone				
Woreda				
Name of school				
When did the interviewee participate in the training?				
First Round				
Second Round				
Venue of the training				
Date of Interview				
Time of interview				

Introductory questions (Starts at 15 min. End at 21 min)

Please tell us your name and your favorite pastime.

Please tell us what you in your opinion are the best ways to teach reading and writing.

The organization of the training (Starts at 21 min. End at 35 min)

13. Do you remember the training offered by teacher trainers in your school on the teaching of reading in mother tongue language?

1. How do you see the appropriateness of the training venue in terms of location, cleanliness, freedom from distraction, sitting arrangement, light and ventilation?
2. Was the location appropriate for doing group activities and other similar activities?
3. Were there training materials during the training? Were they adequate in number?

4. Were there individuals who oversaw the training activities?
5. Were these individuals helpful in solving problems related to the training?
6. Would you please mention the strengths and weaknesses of the way the training was organized?

Quality of the training (36 min. End at 50 min.)

14. If you try to remember the way the training was conducted, how do you look at the quality of the training in terms of:

1. the presence of training materials like teacher's guide and students textbooks?
2. the quality of the training materials made available?
3. the provision of supporting materials like stationaries?
4. degree of preparedness for the training?
5. methods of presenting the contents of the training materials? Was it participatory?
6. language use during the training?

Quality of the trainers (51 min. End at 65 min)

15. How do you perceive the trainers in terms of:

1. their knowledge or mastery of the material they delivered?
2. their preparation for the training?
3. the extent to which they conveyed the training concepts?
4. the extent to which they engaged trainees actively in the training?
5. your overall evaluations of the trainers?

Relevance of the training (66 min. End at 80 min)

16. How was the degree of the alignment of the training manual and the training you received with the newly developed mother tongue materials including teachers' guide and student textbooks?

1. Was the training helpful to teach reading in mother tongue language? If yes, how? If no, why?
2. Do you think that the training helped you in changing your teaching methodology? Please give example(s) if it did.
3. Please give us examples of whether you observe your students are reading better as a result of you changing your teaching methodology. How do you observe this?

4. Was it easy to transfer the knowledge you gained from the training to teaching reading in mother tongue language? Please give example(s). If it was difficult to transfer what you learned, please tell us about where the difficulty came from.
17. If you are asked to describe your level of satisfaction with the training, what do you say about it? Are you satisfied with the training? From your perception of the way the training was conducted, what per cent of the trainees do you think seemed to be satisfied with the training?
18. What were you teaching before the training? Are you currently teaching mother tongue language? If yes, at what grade level are you teaching mother tongue language now?

Overall impressions about the training and recommendations for further improvement (81 min. End at 85 min)

19. What is your overall comment about the training you received?
 1. If there is another chance of organizing similar training, what aspects of the training do you think should be improved? Why?
 2. Do you have any recommendation you may forward about organizing similar training?
 3. Is there anything that you want to add?

Closing (86 min. End at 90 min.)

Thank you very much for participating in this discussion today.

Staff facilitating the interview will debrief following the interview to discuss issues including but not limited to:

- What worked and did not work
- Lessons learned
- Issues to address in future interviews
- Issues to follow up on with the research team or client
- Key points to note in data analysis

Please type up notes as soon as possible after interviews!

Interview Guide for National Program Leaders

Procedures for informed consent

Verbal consent will be obtained from participants.

Testing materials include

Interviewer clock

Checklist of procedures

- Obtain verbal consent from participant.
- Conduct interview.
- Debrief following each interview.
- Please type up notes in tables!

Interviewer's name		
Region		
Language Group		
Cell phone of the interviewer		

*Background and informed consent**Background and informed consent*

My name is **(name of the interviewer)** and I'll be talking with you today. Also here with us today is **(name of the note taker)**, who will be taking notes. We work for an independent nonprofit research organization called American Institutes for Research (AIR). We are conducting an end of the project performance evaluation of Reading for Ethiopia's Achievement Developed (READ II).

The purpose of today's interview is to learn about the training offered by READ II in collaboration with the MoE and RSEBs. We will be recording this conversation to help capture what you say accurately. All information that is collected will be treated confidentially. Your name will be kept private and separate from the evaluation. While results from this discussion will be shared with USAID and the MoE, no individual will be identified in any report. Participation in this discussion is voluntary and you do not have to answer any questions you do not want to answer.

If you have questions about the discussion, please contact Daniel Tefera - the principal investigator at 0911 663402. You can also email Daniel Tefera at: dtefera@gmail.com. If you have concerns or questions about your rights as a participant, contact the American Institutes for Research Institutional Review Board (which is responsible for the protection of project participants) at IRB@air.org, or +1 202-403-5542, or by postal mail: AIR c/o IRB, 1000 Thomas Jefferson Street, NW, Washington, DC 20007, USA.

The interview will last approximately **60 minutes**. We have a lot of questions to ask, but we want to respect your time. So I may ask you to move to another topic at some point in the discussion. Please let us know if you have any time constraints.

Do you have any questions? Do you agree to participate today?

- ***Option 1: If the participant does not grant permission, end here.***
- ***Option 2: If the participant grants permission, please proceed to the next section and begin the interview.***

Thank you

Duration of the interview (90 minutes total)

Approximate Time	Topic	Elapsed Time
5	Background and informed consent	5
2	Demographic Data	7
7	Introductory questions	15
20	Relevance of the Government to Government support program and READ II	35
20	Effectiveness of the G2G and READ II	55
5	Closing	60

Demographic Data (Start at 6 min. End at 8 min)

Code of participant				
Date of Interview				
Time of interview				

Introductory questions (Starts at 8 min. End at 15 min)

Please introduce yourself, your official position, and what role you play with regard to READ II.

Please tell us what you believe are the best ways to teach reading and writing.

Relevance of the government to government support program and READ II (Starts at 16 min. End at 35 min)

4. To what extent is G2G support program consistent with
 - 4.1. National education priorities?
 - 4.2. Regional education priorities?
 - 4.3. Beneficiary needs?
5. To what extent do the G2G objectives correctly address well identified problem?
6. What were the assumptions underlying the implementation of G2G?
7. Were these assumptions realistic?
8. Do you think that READ II project has helped MoE and RSEBs in terms of improving their activities directed toward improving children's reading skill in mother tongue language? If yes, how?

Effectiveness of the G2G support program and READ II (Starts at 35 min. End at 55 min)

1. Has Fixed Amount Reimbursement Agreement (FARA) made between USAID and the MOE worked as desired?

2. Do you think that each party involved in the agreement has successfully carried out its responsibilities? If yes, can you elaborate by giving examples?
3. Were there periodic meetings to review accomplishments and address challenges and issues arising during implementation of the Project?
4. Have the parties involved conducted coordinated field visits to oversee the accomplishment of the project?
5. What aspects of the READ II project have worked well? Were those intended consequences?
6. What aspects of the READ II project did not work? Were those unintended consequences?
7. What measures were taken to change the situation? What were the consequences, if any?
8. What aspects of the government to government support program could be improved upon?

Closing (55 min. End at 60 min.)

Is there anything I did not ask about that you would like to share with me? Do you have any additional thoughts about what we have discussed today?

Thank you very much for participating in this discussion today.

Staff facilitating the interview will debrief following the interview to discuss issues including but not limited to:

- What worked and did not work
- Lessons learned
- Issues to address in future interviews
- Issues to follow up on with the research team or client
- Key points to note in data analysis

Please type up notes as soon as possible after interviews!