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

Quarterly Report

2016 Quarter 1: January 1 to March 31, 2016

Reading for Ethiopia's Achievement Developed

Monitoring and Evaluation (READ M&E)

Quarterly Report

2016 Quarter 1: January 1 - March 31, 2016

Submitted to:

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1. DEC REQUIREMENTS

a.	USAID Award Number	Contract No. AID-663-C-15-00001
b.	USAID Objective Titles	USAID/Ethiopia Country Development Cooperation Strategy Development Objective: Improved Learning Outcomes USAID/Ethiopia Education Strategy Intermediate Result 1: Increased achievement in basic education, particularly in reading USAID Global Education Strategy Objective 1: Improved reading skills for 100 million children in primary grades by 2015
c.	USAID Project Title	USAID Reading for Ethiopia's Achievement Developed Monitoring and Evaluation (READ M&E)
d.	USAID Program Area and Program Element	Education (program area 3.2) Basic Education (program element 3.2.1)
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2. PROGRAM OVERVIEW/SUMMARY

Program Name:	USAID Reading for Ethiopia's Achievement Developed Monitoring and Evaluation (READ M&E)
Activity Start Date And End Date:	January 1, 2015 to December 31, 2019
Name of Prime Implementing Partner:	American Institutes for Research 1000 Thomas Jefferson Street, NW Washington, DC 20007
Contract Number:	Contract No. AID-663-C-15-00001
Reporting Period:	Year 2, Q1: 1 January- 31 March, 2016

2.1 Program/Activity Description/Introduction

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

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

The objectives of READ M&E are to:

1. Assess student learning progress by analyzing and synthesizing nationally representative EGRA data collected for seven local languages; collecting additional EGRA data annually to show reading skill gains for seven local languages; and collecting nationally representative EGRA baseline data for English

2. Support NLAs at grades 4 and 8 for reading, comprehension, and writing aligned to the new national reading curriculum developed through the READ TA program

3. Support continuous assessment in schools

4. Monitor the performance of USAID's READ projects as well as other key projects related to the READ program, and conduct midterm and final evaluations of the three READ projects and of other projects that may take over or add to any of the major functions of these READ projects

5. Conduct impact evaluations and research studies on issues aligned with USAID's global- and mission-level learning agendas that relate to the evolving needs of the READ program and related key projects

Figure 1: EGRA demonstration

2.2 Summary of Results to Date-Quarterly Report

Standard Indicators	Baseline	Annual Target	Q1 FY16	Q2 FY16	Q3 FY16	Q4 FY16	Annual Performance Achieved to the End of Reporting Period (%)	On Target Y/N
3.2.1 – 34 Number of standardized learning assessments supported by USG	N/A	1 (Early Grade Reading Assessment in 7 Mother Tongues in 5 regions)	0				0%	YES
3.2.1-3 Number of administrators and officials successfully trained with USG support	N/A	N/A						

Note: The Results Performance Column depicts level of achievement expressed as a percentage of Actual versus Planned.

2.3 Summary of Results to Date-Annual Report

Standard Indicators	Baseline	Actual prior year (if applicable)	Annual Target	Annual Actual	Out-Year 1 Target	Out-Year 2 Target	Annual Performance Achieved to the End of Reporting Period (%)	On Target Y/N
3.2.1 – 34 Number of standardized learning assessments supported by USG	N/A	0	1 (Early Grade Reading Assessment in 7 Mother Tongues in 5 regions)	0				YES
3.2.1-3 Number of administrators and officials successfully trained with USG support	N/A		N/A					

3. ACTIVITY IMPLEMENTATION PROGRESS

3.1 Progress Narrative

During the first quarter of 2016 (January-March), READ M&E continued to work on assessment activities, evaluations, teacher support, and special research topics. This broad portfolio of diverse activities kept the technical team very busy. Activities on evaluations included reporting to members of the Ministry of Education on the success of the evaluation of the Reading for Ethiopia's Achievement Developed Institutional Improvement (READ II) project and progress continued on the coding of qualitative data on the mid-term evaluation of Reading for Ethiopia's Achievement Developed Technical Assistance (READ TA). Assessment activities focused on analyzing results of the 2015 Early Grade Reading Assessment (EGRA) pilot, incorporating lessons learned from the pilot into the plan for the 2016 EGRA in seven languages, and creating a viable, cost effective method of equating the 2014 and 2016 versions of the EGRA tests. During this period, READ M&E completed and delivered to USAID a literature review on Formative Continuous Assessment (FCA), which analyzed literature on FCA with a focus on Sub-Sahara Africa and specifically Ethiopia. The review looks at materials developed for Ethiopia by past programs and analyzes best practices. At USAID request and as part of the project's scope to conduct research studies on issues aligned with USAID's learning agendas, READ M&E created a plan for measuring the number of students with hearing and vision challenges currently attending schools to assist USAID and the Directorate of Inclusive Education. READ M&E also participated in the Emergency Education Cluster to assist the team think through and test a system for collecting data on hand-held devices to aid drought relief.

These diverse activities were accomplished with the assistance and support from directorates in the Ministry of Education and the National Educational Assessment and Examination Agency (NEAEA) under the leadership of Ato Araya, Planning Directorate under the leadership of Ato Eshetu and the Directorate of Curriculum Development and Implementation under the leadership of Ato Daniel. The AIR team works closely with these coordinating bodies to ensure that our work is of the highest quality and meets the needs of the Ethiopian people.

Further details on these activities, challenges, and lessons learned are provided in the following sections.

3.2 Implementation Status

READ Intermediate Result: Improved reading achievement.

Sub-Intermediate Result 4: Monitoring and evaluation conducted to ensure that implementation are on track and results are achieved.

All READ M&E activities fall under sub-intermediate Result 4.

CLIN 1: EGRA and M&E

3.2.1. EGRA

Mini-EGRA: The Mini EGRA (Early Grade Reading Assessment) is a snapshot of the reading fluency and comprehension levels of Grades 2 and 3 students in three selected languages: *Af Somali, Sidamu Affo* and *Tigrigna*. From November 21 to December 1, 2015, data were collected from 45 schools (15 from each language). A total of 1,719 Grade 2 and 3 students were the subjects of the study. Approximately equal number of girls and boys were selected. Electronic data were collected using Nexus Tablets with Tangerine Software. The Mini EGRA was conducted parallel with the pilot study whose main purpose was field testing e-data collection.

The data collecting tool for each language was composed of timed (*letter name knowledge, familiar words reading, invented words reading and passage words reading*) and untimed subtasks (*phonemic awareness, reading comprehension and listening comprehension*). Each tool was presented to the child one-by-one orally. Each timed task is given 60 seconds and fluency levels as correct letters per minute or correct words per minute. The following presents the major findings of the data analysis. Comparisons are made by grade levels and gender for each language.

Proportions Discontinued: In all the three languages, the sub task that showed the lowest percentage of early stop cases (zero score) was letter name knowledge. In all case the proportions of discontinuity were found larger in Grades 2 than Grade 3.

In Af Somali, the largest proportions of early stop cases appeared in invented words reading (65.1%) followed by familiar words reading (61%). In Sidamu Affu, the largest proportions of early stop cases appeared in familiar words reading (49.8%) followed by invented words reading (46.2%). In Tigrigna, the proportions of early stop cases in familiar words reading, invented words and oral reading passage were more or less equal. In each of the three subtasks about a quarter of students were found unable to read a single word within a minute.

Proportions Meeting Benchmarks: Based on a combination of the oral reading and reading comprehension scores the students were categorized as non-readers, reading with limited comprehension, reading with comprehension, and reading fluently with comprehension. In all three languages the proportion of 'non-reader' and those 'reading with limited comprehension' were very high. Only very few students (less than 1 out of 10) were able to read with comprehension. In Tigrigna, more than 98% of students fall in 'nonreader' and 'reading with limited comprehension' categories. In Grade 2, not a single student achieved the highest levels of benchmark. Looking at the grade level comparisons, in all the three languages, the proportion of 'nonreaders' decreased from grade 2 to grade 3, while the other levels increased in Grade 3. This shows that most students are improving their reading skills from Grade 2 to Grade 3.

Mean Fluency Scores: In Af Somali, on average, students were able to read very few correct familiar words per minute or correct invented words per minute. They were able to read only about seven correct words per minute in each case. In Sidamu Affo, the least mean score was observed in invented words (10.7) while the highest in letter sound (50.4). In Tigrigna, the least mean score was observed in invented words (12) while the highest in letter name (28.2).

In all the three languages the mean fluency scores of Grade 3 students were found higher than that of Grade 2. In each subtask Grade 3 students were able to read better than Grade 2 indicating grade gain however overall reading skills are still very low. In Af Somali, boys performed better than girls and the mean differences were statistically significant except in oral reading fluency. In Sidamu Affo and Tigrigna, girls performed slightly better than boys.

Mean Scores of the Non-Fluency (Untimed) Tasks by Language and Grade: The untimed subtasks are Phonemic Awareness (PA), Reading Comprehension (RC) and Listening Comprehension (LC). In all three languages, the mean differences between the two grade levels were found statistically significant in favor of Grade 3.

In Af Somali, in all the three subtasks, boys performed better than girls. The widest gap was observed in phonemic awareness (16.2%) followed by reading comprehension (7%). In Sidamu Affu in reading comprehension girls performed slightly better than boys but in the other two subtasks no major differences are observed. In Tigrigna, girls performed slightly better than boys in reading comprehension while in the other two subtasks boys performed slightly better than girls but the mean differences are negligible.

Comparisons between Reading Comprehension and Listening Comprehension Scores: In all the three languages there exist very wide gap between the two in favor of listening comprehension. About 70% of the students obtained a zero score on the Reading Comprehension subtask, reflecting the fact that nearly seven out of ten students were not able to answer even one comprehension question correctly. The accepted benchmark for comprehension is 80 percent or more correct on the Reading Comprehension Task. Average student scores fell far below this threshold.

Conclusions: The ultimate goal of reading is constructing meaning. The findings suggest that although some students were able to respond correctly to the Reading Comprehension subtask questions, they were very few in number. There is still a high percentage of students who cannot read enough words with in one minute to develop an understanding of what they read. Students appear to understand their mother tongue as reflected by relatively higher scores on the Listening Comprehension subtask.

May 2016 EGRA: January through March 2016 were spent planning for the large 2016 EGRA to occur in the end of May. The purpose of the 2016 May EGRA is to determine the fluency and understanding of children in grades 2 and 3 in seven mother tongues in five regions. This 2016 data will be compared to the 2014 EGRA data gathered by READ TA and the IQPEP programs.

Results will be disseminated to Ministry of Education, Regional State Education Bureaus, and USAID.

Three hundred and fifty schools will be sampled from all of the five regions and seven languages. Children from fifty schools in each language group will be assessed. We will assess forty students per school, twenty pupils of Grade 2 and another twenty of Grade 3 students. An equal number of girls and boys will be selected from grade 2 and grade 3 students in attendance on the day of data collection. A total of 14,000 children will be assessed.

Zones will be selected according to their accessibility, security level, and status of El Nino effect. Schools will be selected applying proper sampling weight based on the latest available school list by language. Replacement schools will also be selected at the same time. The sample schools will be confirmed for availability by the RSEBs. From each grade 20 students will be selected randomly.

In order to establish the comparability between the 2014 and 2016 EGRA tools, READ M&E will conduct a small comparability activity within the 2016 data collection. The study will employ the common-persons research design, which is a recommended research paradigm for equating between EGRA forms. The rationale of common-persons design lays in the same distribution of ability that underlies the two sets of data collected by two different forms of the instrument. Thus, any difference between the results collected from these two instruments can be attributed to the instrument characteristics rather than to student characteristics. After comparing the common-persons results from two instruments, if analysis reveals significant differences, the statistical adjustment will be determined and applied to the operational results to reflect the differences between the two EGRA forms. In such a way we are ruling out instrumentation as one of the major threats to internal validity of program evaluation studies.

For the purpose of comparing the 2014 EGRA and the 2016 instruments, READ M&E will sample five schools/200 pupils in each language (total 1,400 pupils). Twenty pupils of Grade 2 and another twenty of Grade 3 students represented by equal number of boys and girls will be selected from the total grade 2 and grade 3 students in attendance. The selected children will be given both the 2014 EGRA in its original hard copy version and the 2016 EGRA on the electronic tablet. To control

for a possible practice effect, the two instruments will be administered using a counterbalanced order. One group (A – a random selection of 50% of students from the study sample) will have the 2014 EGRA first and the 2016 EGRA second. The other group (B – the second 50% of students from the study sample) will have the 2016 EGRA first and the 2014 EGRA second. This method eliminates any bias from practicing and the child being familiar with the test. It is also important that the same invigilator administers both forms to the same students to rule out possible influence of a person who is administering the test.

Group	1st administration	2nd administration
A (subsample of 50% randomly selected students)	2014 EGRA pencil and paper	2016 EGRA tablet
B (subsample of 50% randomly selected students)	2016 EGRA tablet	2014 EGRA pencil and paper

Figure 2: Common Person Equating Design

Statistical analysis of the study sample will follow recommendations for equating of EGRA forms on small samples in the USAID's Toolkit 2016. The first deliberation will be to recognize the subtasks' suitability for equating of certain type. Two key factors lead to a Classical Test Theory (CTT) method: 1) the major focus of the assessment is letter names, letter sounds, familiar words, invented words, and passage words and 2) the study data are typically collected on small samples. Furthermore, Item Response Theory can be ruled out as possible alternative approach as the timed nature of ORF subtasks does not yield item level data suitable for IRT elaboration.

Therefore, READ M&E will choose between most commonly used CTT equating methods: mean, linear, and equipercentile procedures. The choice will depend on the characteristics of acquired data. Mean and linear equating are recommended when distributions do not differ from normality. Equipercentile equating is more suitable for non-normal distributions. In case of approximately normal distributions of data, the choice between mean and linear equating will depend on differences in variation of the scores between the two test forms. Mean equating

assumes that variation of scores is equal in two forms, whereas linear equating is more flexible and allows that distributions of observed scores differ in both mean and standard deviation.

Using classification of research designs such as those found in Campbell & Stanley (1963), or Cook & Campbell (1979), the design for analysis falls close to the "one-group pretest-posttest" design. In spite of its shortcomings, primarily the lack of a control group, this design is widely used in educational research. An additional difference between this classical quasi-experimental design and our data is that we do not employ the same subjects (children) in the baseline data and mid-term data.

Overall performance on EGRA will be presented in mean scores on each subtask as well as proportions of pupils attaining performance standards (operationalized by benchmarks set in January 2015) on certain subtasks such as *Oral Reading Fluency*. Summary descriptive statistics such as proportion attaining certain levels, means, modes, and medians will be provided for each subtask by language. Because of the need for comparative inferences, across years 2014 and 2016, data on score gains or decreases will be presented; both in terms of proportion of students meeting EGRA benchmarks (established in January 2015 based on the 2014 EGRA results) and in terms of changes in mean scores. Other important data, such as task "discontinuity rates" (the number of children who stopped the task early) for each language group and grade will also be presented. Finally, READ M&E will fulfill our PMP in reporting on the:

3.2.1 Percentage of students in grade 3 who have proficiency in reading comprehensions (in medium of instruction)

3.2.1 Percentage of students in grade 2 in USAID –supported primary schools who are proficient in reading (in medium of instruction)

3.2.1 Percentage of students in grade 3 in USAID –supported primary schools who have proficient in reading (in medium of instruction)

3.2.1 Percentage of grade 2 students in USAID –supported primary schools who have proficient in reading comprehension

It should be noted that comparisons across group means are revealing but may be misleading as numerical differences in mean scores in samples may not reflect practical score differences in the total population. READ M&E will employ statistical tests to detect the existence of statistically significant mean score differences between baseline and mid-term data, as well as key subgroups. Therefore, after mean scores are estimated, any differences in mean scores will be tested for statistical significance by conducting independent samples t-tests (significance below .05 level). When comparing means across groups of more than two, it will be necessary to employ a univariate analysis of variance model that enables comparison across three or more groups.

Because tests for statistical significance frequently result in the rejection of the null hypothesis when sample sizes are large, an effect size will be estimated to determine *practical* significance of any differences in means (Cohen, 1992). Effect sizes are calculated to understand whether the magnitude of effect, or *practical* significance, as expressed in standard deviations. Effect size values can be interpreted as small (.2), moderate (.5 and above), or large (.8 and above). Finally, factor analyses will be employed to determine the number and nature of underlying dimensions (constructs) of reading ability in Ethiopia.

Training for EGRA 2016: The training of assessors will be held from May 16-22 in Bishoftu, Ethiopia. The five day training will have one hundred and forty needed assessors, plus three replacement assessors per language. Eight READ M&E staff, two additional EGRA trainers, and USAID representatives will attend. We will hold the training in three sections, by language group, of approximately fifty to fifty-five participants each.

Data Collectors: READ M&E will need 140 data collectors. Most of the assessors will be drawn from Regional State Education Bureaus (RSEBs) staff and the remaining will be drawn from the National Evaluation Assessment Education Agency (NEAEA) and MoE staff. Thirty-nine data collectors have experience with the 2016 EGRA in tablet form including members of the NEAEA and MoE. Using experts already within the Ministry of Education system allows for real-time capacity building.

3.2.2. READ TA Mid-Term Evaluation

READ M&E gathered both qualitative and quantitative data for the purpose of evaluating the performances of USAID-funded Reading for Ethiopia's Achievement Developed Technical Assistance (READ TA). READ TA is a five-year, basic education project (grades 1-8), to improve reading outcomes in seven mother tongue languages, i.e. Amharic, Afan Oromo, Tigrigna, Sidamu Afoo, Wolayittatto, Hadiyissa, and Af-Somali. READ TA claimed that it carried out the revision of the mother tongue curriculum, the development of syllabi, and development of student books, teacher guides for Grade 1 - 4, and supplementary reading materials to improve children's reading scores. READ TA provides in-service and pre-service continuous professional development of teachers, school principals, supervisors, and teacher educators.

The mid-term evaluation of the READ Technical Assistance project (READ TA) gauges the performance against its implementation plan. The key evaluation questions and data sources are identified in the table below:

Table 1: Evaluation Question Matrix

	Evaluation Question	Data Type	Data Source[1]	Data Gathering Instrument
	IR1: Reading and Writing Materials Appropriate for Primary Classrooms and Pre-Service and In-Service Teacher Training Developed			
1.1	What is the status of the development of the new mother tongue curricula?	Qualitative	MOE/RSEBs READ TA staff Document Analysis	In-depth interview
1.2	How was the coordination between READ TA and the MOE and RSEBs for material development?	Qualitative	MOE RSEBs READ TA staff Document Analysis	In-depth interview
1.3	What is the level of alignment of the mother tongue syllabus, student's textbooks, and teacher's guide with the MLCs?	Qualitative Quantitative	Experts involved (material developers and others)	Interview
1.4	What is the student to new textbook ratio? (Does not reflect on READ TA performance but valuable data to gather at this time)	Quantitative	Schools	Classroom observation
1.5	Are the students using the textbooks? (Does not reflect on READ TA performance but valuable data to gather at this time)	Qualitative and Quantitative	Schools Principals Teachers	Interview Classroom observation
1.6	What is the level of support provided by the READ TA to CTEs to train MT teachers and	Qualitative	CTE Staff RSEBs	Interview

[1] READ TA documents and staff will be primary sources of data for most questions.

	develop materials for pre-service training at CTEs?		MOE	
IR2: Language-Specific Teaching and Learning Methodologies and Strategies that Focus on Helping Students Learn to Read and Write Effectively are Applied				
2.1	How do teachers view student textbooks and teachers' guide prepared by READ TA?	Qualitative & Quantitative	Teachers	Interview Questionnaire
2.2	How do teachers view the content of the teachers' guide and students' textbooks in terms of the use of language - specific teaching and learning methodologies and strategies?	Quantitative	Teachers	Questionnaire
	a) What / how was the procedure used to select master trainers? b) How were the Master Trainers (MT) trained?	Qualitative	READ TA RSEBs MOE	Interview
IR3: Language Teaching and Learning Supported by Appropriate Technology and Teacher Aids				
3.1	What has been done on use of technology and teaching aids?	Qualitative	READ TA MOE RSEBs CTEs	Interview Document (if any)
IR4: Technical Support to RSEBs and MOE for the READ Institutional Improvement				
4.1	How was READ TA's support of the READ II program?	Qualitative	READ TA MOE RSEBs	Interview
4.2	How has READ TA affected the curriculum development capacity of the MOE, RSEBs, and CTEs?	Qualitative	MOE RSEBs ZEDs (in SNNP) READ TA CTEs	Interview Document (if any)
4.3	How has READ TA included gender sensitivity and disability inclusion in their program?	Qualitative	MOE RSEBs READ TA	Interview Document (if any)

To conduct this evaluation, READ M&E developed five interview guides, one classroom observation checklist, and teacher questionnaire. READ M&E pilot tested and then revised the tools based on data obtained. In December 2015 READ M&E trained 18 data collectors to collect both qualitative and quantitative data on the performance of READ TA. From December 20, 2015 to January 8, 2016, data collectors collected data in 53 schools across five regions at an average of 8 schools in each language.

Data collected by region, zone, and type of respondent is detailed in the chart below.

Table 2: Number of interviews collected by respondent type

Region	Zone	Teachers Interview Guide	College of Teacher Education	Classroom Observations	Teacher Questionnaire	Material Developers	Principals and Superintendents	Experts
Tigray	Central & Southern	6	2	24	26	2	7	6
Amhara	South Wollo	18	3	24	31	4	9	1
	North Gondar	12	2	16	20	2	7	6
Oromia	West Arsi	12	2	16	22	2	6	2
	East Shoa	12	1	16	22	2	8	3
Somali	Fafan & Siti	10	2	24	18	4	9	10
SNNP	Sidama	18	2	24	39	2	9	7
	Wolayta	18	2	24	37	2	11	3
	Hadiya	17	2	24	30	2	13	2
	Total	**123**	**18**	**192**	**245**	**22**	**79**	**40**

(Revised from Q4 2015 report)

In total 725 data sets – interviews, questionnaires, and classroom observations – were gathered.

From January to March, READ M&E transcribed 282 interviews conducted with teachers, school principals and cluster supervisors, CTE staff, material developers, RSEB and Zone experts, READ TA staff and experts from MoE for a mid-term evaluation of the performances of READ TA. Nine experienced consultants transcribed 280 interviews conducted in seven languages. The transcriptions took 19 days and the last transcription was submitted on March 18, 2016.

Qualitative data are analyzed by categorizing (coding) interview data into nodes (structures). The nodes are developed and expended through an iterative process of coding and reviewing the nodes. For the qualitative coding of the READ TA data, AIR technical team in Addis was assisted by the AIR technical team in DC to improve the node structures. This process took longer than was expected, delaying the deliverable.

READ M&E field team with the help of the AIR home office performed inter-rater reliability (IRR) for each instrument before coding of that instrument began. One transcription from each respondent type (a total of six transcriptions) were randomly selected and coded by five AIR

experts for the inter-rater reliability. The IRR confirmed that the initial coding performed by READ M&E staff was highly consistent and reliable, finding that the coders were in consistent agreement.

Coding of 130 transcriptions selected randomly for each respondent group from the seven languages was carried out and the analysis has started. An expert from the Home Office and four experts from the field office are currently doing the coding and are almost finished with the coding. Alongside the transcription, separate data entry templates were prepared using SPSS version 21 for the questionnaire and observation checklist. A total of 245 questionnaires and 192 observation checklists were entered, cleaned, and analyzed. The analysis of quantitative data generated from observation checklist and teacher's questionnaire has been completed and two separate draft reports have been produced. The two reports were integrated into one draft quantitative report. The report is ready to be integrated with the qualitative data. The final report will be complete in May.

3.2.3. Research on Inclusive Education

The READ M&E COR requested the project to investigate conducting data collection or a study on the level of prevalence of disability in general and with hearing and visual impairment in particular in Ethiopian primary schools. The rationales behind doing this study were twofold: to generate more reliable data on children with mild (moderate) and severe hearing and visual impairment in the school setting at national level; and to initiate strategic and policy oriented debate among experts and decision makers. To this end, READ M&E conducted a small needs assessment to clarify the research need. The prime purpose of this needs assessment was to understand the situation in Ethiopia. The READ M&E field office technical staff interviewed six non-governmental organizations working in the area of disabilities: World Vision, Ethiopian Center for Disability Development (ECDD), Ethiopian National Association for the Blind (ENAB), Ethiopian National Association for the Deaf (ENAD), and Handicapped International. READ M&E also interviewed a representative of the MoE Special Needs Education Directorate and Finnish Consulting Group technical experts who are working with the MoE on issues of college teacher education and disabilities. All interviewees agreed that there were many more children with disabilities out of school than in school, there is a dire need for special needs teachers, and that data concerning children with disability in school in Ethiopia is inaccurate.

Concerning data on children with disability, one of the informants told a story of the EMIS reporting zero children with disabilities in one of the regional states whereas a special needs education expert in that region reported that in one woreda there were over two hundred children with hearing impairments. To assist with this lack of data on the prevalence of disabilities, READ M&E had planned to collect data on children with disability, particularly children with hearing and visual impairments to determine prevalence of visual and hearing impairment in the school setting. The objective of this planned data gathering was to examine the prevalence and distribution of primary school age population (0-4 grades) living with visual and/or hearing impairments.

The study was planned to be conducted in SNNP regional state (Hadiya, Woliayita, and Sidama zones) along with two administration cities, Dire Dawa City Administration and Addis Ababa City Administration. These localities were selected by USAID for their proximity to Addis Ababa, security level, and existing USAID support at the school level. A total of 327 schools were planned to be visited for data collection using the school teachers as data collectors after providing the necessary training.

READ M&E staff prepared a costed research plan and it to the READ M&E COR, who requested the research task be discontinued given the expected cost to answer the research questions identified by the needs assessment.

CLIN 2: Learning Assessment

In this quarter, READ M&E staff continued to correspond and meet with NEAEA staff around National Learning Assessment analysis. No major activities were undertaken.

CLIN 3: Capacity-building

3.2.4. Formative Continuous Assessment (FCA)

The focus of the Formative Continuous Assessment intervention will be the classroom teacher in grades 1-4 implementing the new Mother Tongue (MT) teaching methodology. READ M&E will assist teachers in using FCA to inform and revise their teaching through training and providing collaboratively developed tools and techniques.

To understand what teachers really need in the classroom, READ M&E is conducting a needs assessment on Formative Continuous Assessment. The needs assessment has three major parts: Literature review, review of existing tools, and teacher interviews and classroom observations. As part of the needs assessment for Formative Continuous Assessment, READ M&E has conducted a review of the literature on the use of formative continuous assessment. The review of literature include international (Africa focused) as well as research done in Ethiopia.

In March, READ M&E interviewed teachers and conducted classroom observations to determine in which ways teachers currently perform continuous assessment and what assistance they may require. The results of this data collection should be available by mid-May.

Literature review findings: The literature review was conducted and submitted to USAID in February, 2016. From the international review the lessons learned include but not limited to the following:

Professional development should be ongoing and collaborative, focusing on the purpose, use, and interpretation of formative assessments while considering the environment in which teachers operate.

Teachers need substantial knowledge to implement formative assessment effectively in classrooms. It is doubtful that the average teacher has that knowledge, so most teachers will need substantial time and support to develop it. Additionally, teachers will need useful classroom materials that model the integration of pedagogical, domain, and measurement knowledge.

Teachers should understand the purpose of formative assessment, why formative assessment is essential to improving teaching and learning, and how to use formative assessment techniques and tools in the classroom. This foundational component includes learning basic assessment principles, effective questioning strategies, a variety of techniques for formatively assessing students, and appropriate uses of assessment information.

Formative assessment requires reasonably deep cognitive-domain understanding. A teacher who has weak cognitive-domain understanding is less likely to know what questions to ask of students, what to look for in their performance, what inferences to make from that performance about student knowledge, and what actions to take to adjust instruction.

In collecting literature available in Ethiopia, it was evident that little has been published on this topic from an Ethiopian perspective. The limited relevant literature that is available is gray-literature, produced by government departments, non-governmental organizations, and private companies and consultants. READ M&E acquired the literature and materials through directly contacting the Ministry of Education office, INGOs operational in the Education Sector, and private companies and consultants. Some of the documents reviewed were more theoretical papers on the use of formative assessment in Ethiopia whereas others were formative assessment materials (teacher guides and manuals) intended for classroom use.

A review of the documents indicates there is a sufficient body of literature on the theoretical framework and justification for the use of continuous formative assessment in the Ethiopian classroom. Manuals produced by the NEAEA, UNICEF/AIR, IQPEP, and RTI provide practical examples of formative assessment techniques that are highly adaptable and may be used in resource poor settings.

Although the depth and breadth in which formative assessment is covered in the manuals available in Ethiopia is comprehensive, the manuals are text-heavy and the readability may be difficult for the intended audience (grades 1-4 teachers). Furthermore, the formative assessment activities are difficult to align for use with the newly developed Mother- Tongue Curriculum and supporting materials (student textbooks and teacher guides). These manuals were all developed prior to the new MT curriculum and therefore exist in parallel to that curriculum. It is up to the teachers then to read and understand the principles from the manuals and determine how to integrate that into their teaching.

The READ M&E field office technical staff in collaboration with the three RSEBs conducted interviews and classroom observations to know about teachers' level of knowledge and use of FCA in mother tongue language instruction, the assistance teachers' may require and the type of tools that could better support the use of FCA in grades1-4.School visit was conducted during 21-25 March 2016. Nine schools; three from each region (Amara, Oromia, and Tigray) were visited, 30 teachers were interviewed and 29 classrooms observed. The primary focus of the school visit was to learn and understand teachers' knowledge and use of FCA in mother tongue language instruction.

Interviews with teachers and classroom observation findings: From the interviews and classroom observations conducted in all the three regions it has been learned that teachers are comfortable with the training they received from the READ II and READ TA regarding the pedagogy of MT instruction. However, the shortage of textbooks and teachers guides were reported as a critical problem in the implementation of the new MT curriculum.

Most interviewed teachers seem to have a generic knowledge of FCA which they demonstrated in their teaching. Although teachers claimed that they use various assessment techniques to assess their students, the classroom observations revealed that the dominant and frequently used method of assessment is oral questioning and answering method. Most interviewed teachers reported that they are not getting any kind of technical and pedagogical support from either school principals or cluster supervisors regarding MT instruction.

Regarding support needed to enhance the FCA of Mother Tongue instruction the interviewed teachers reported that they need; flash cards with letters for teaching segmenting and blending of words, small chalk boards for children to practice writing, charts that show frequent words, grade level appropriate supplementary reading materials, and grade specific FCA Manual.

3.2.5. EGRA Capacity Building

EGRA: The EGRA data collected using Tablets with the Tangerine Software were saved on the cloud and later retrieved. Tangerine® is a first-of-its-kind software application developed by RTI that is optimized for data collection on tablets and smartphones. As part of capacity building, experts from MoE, NEAEA, and regions:

- Participated in data collection
- Remained in constant contact with READ M&E staff through-out the process.
- Received hands on experience on Item and Test Analysis using TAP® (Test Analysis Program). A sample output of the Item Analysis is attached. It is carried out for each subtask by language.
- Introduced with the data structure and involved in data cleaning. During preliminary data analysis, some unexpected problems were observed and there was a need for data cleaning.
- Were consulted in the plan proposal
- Discussed, commented on, and approved the 2016 EGRA Plan
- Discussed and approved the common-person equating methodology
- NEAEA staff will be considered leaders at the 2016 training

CLIN 4: Technical Leadership

In this quarter, READ M&E submitted and revised the previous quarterly report in response to COR comments.

3.3 Implementation challenges

3.3.1 EGRA

Challenges to implementation were few but significant. Although there were no difficulties in administering the EGRA on the Nexus 7 tablets in the field, the tangerine software for collating and reporting the data had errors that required excessive time to correct. The following were the main issues observed:

- For each subtask the *remaining time* for *auto stop* cases were found recorded. There was no need to record remaining time for discontinued subtasks.
- Number of attempted letters or words for each subtask were recorded but correct letters or words per minute were not computed. Correct letters / words per minute for each subtask is a derived variable.
- Data from the training were included in the pilot data. The system kept all the data which were entered during practice. These data were not important and need to be removed.
- Data collectors used multiple user names including the default 'admin'
- The auto stop rule for the oral reading fluency subtask (passage reading) was not applied. As a result the number of respondents who discontinued the subtask were not automatically reported.
- The unique identifier generated by the system is random and could not serve as unique id for the students.

READ M&E is communicating with the software firm to fix the problems so that we will have the software repaired for the May 2016 EGRA.

NLA experts assisted Ato Zewdu in cleaning the data and making sense of how and why the errors occurred. This resulted in a delay of the deliverable and more investment in time and staff labor. Fortunately, NLA experts grew in their ability to work on addressing EGRA collection issues and analyzing data, allowing the team to work together on the analysis of the larger EGRA in 2016 without additional training.

In classical design of EGRA, several EGRA tests are created and then compared to each other. READ M&E did not produce multiple EGRAs, but rather created one new EGRA form for each language, incorporating varying numbers of pre-existing items from previous EGRA versions. Time and

financial needs drove the decision at the time. To assess the comparability of the new EGRA to the 2014 EGRA, AIR psychometrician Zarko Vukmirovic worked with the other READ M&E assessment staff in conducting an item review of the 2015 EGRA pilot results. After several days of trying different approaches, the item analysis methods were not able to provide conclusive evidence of comparability. In order to achieve desired results, READ M&E will conduct a common-persons design study during the 2016 EGRA. With this approach we will be able to accurately describe the comparability of instruments.

READ M&E will assess 14,000 children with the EGRA in May 2016. This data collection requires that fifty schools are randomly sampled from five regions and in seven mother tongues. In Ethiopia, there is a lack of reliable data on school locations and populations. READ M&E went to the MoE to obtain the most recent school listings but some regions are not confident in the accuracy of their data.

A complete random sampling procedure for EGRA 2016 will be limited due to issues of security and safety, as well as the impact of the drought on education. READ M&E will avoid areas that have been listed as priority one zones by the Emergency Education Cluster report. UNICEF (April 2016 Fast Fact) estimates that 2.1 million school aged children are unable to access quality education at present. Many schools have closed and those that are kept open have minimal time devoted to learning. In some areas girls are not attending schools as they are tasked with spending long hours retrieving water. READ M&E has consulted with RSEBs and USAID officials and all have agreed that the EGRA testing should not be done in areas affected by the drought.

Over the last six months tensions in the Oromia and North Gondor in Amhara region have increased. Schools in some areas have been closed for a significant portion of the last semester. Furthering the tension is an increase in internal migration. UNICEF (April 2016 Fast Facts) estimates that 105,300 people will be internally displaced leading to conflict among ethnic groups over shelter, food, and water.

READ M&E will select schools from regions where safety is ensured and from those zones that are not severely affected by the drought.

3.3.2 READ TA

Qualitative data is analyzed by categorizing (coding) interview data into nodes (structures). The nodes are developed and expended through an iterative process of coding and reviewing the nodes. For the qualitative coding of the READ TA data, AIR technical team in Addis was assisted by the AIR technical team in DC to improve the node structures. This process took longer than was expected and as a result, the report was not submitted on time. The final report is expected to be finished by the end of April 2016.

3.3.3. Registration of organization with Charities and Societies Administration

The registration of AIR and the READ M&E project with the Charities and Societies Administration (ChSA) remained a major focus of the project. The ChSA has not yet agreed to register the project to operate in Ethiopia. The ChSA determined that the READ M&E budget violates the requirement that administrative labor costs not exceed 30% of the total budget. The ChSA reached this conclusion after determining that research, monitoring, and evaluation are "administrative" activities that do not provide special benefit or charitable work to the community (as stipulated by Ethiopian proclamation (621/2001 article 14(1)(2)(3)).

This non-registered status has ramifications on:

- **taxes** (the project continues to pay VAT)
- **financials** (the project cannot open a bank account)
- **staff** (all field staff are on a consulting agreement)
- **logistics** (the project must wire money to the field for payments to be made)

In March 2016, READ M&E received a verbal rejection from the ChSA in response to our resubmission of the registration application and appeal of the ChSA's previous rejection. READ M&E formally communicated to the USAID CO the impact of lack of registration on the project on March 24.

3.4 PMP Update

READ M&E met with the USAID team to review our PMP in mid-March. Suggestions were made and a new PMP should be sent to USAID in May.

4. KEY ISSUE NARRATIVE

EGRA: The Early Grade Reading Assessment (EGRA) is a valuable assessment tool to help policy makers, educators, and donors become aware of the reading level of children in grades 1-4. The EGRA measures long term growth and cannot be used to measure the impact of a specific intervention. In this case, the EGRA cannot be used to measure the effectiveness of the new mother tongue textbooks without holding back the training, textbooks, and awareness created about the importance of mother tongue instruction from a number of schools. In other words, without a randomized control trial model as is being done with READ Community Outreach, we cannot attribute the success or failure of EGRA scores to one intervention.

If the EGRA scores do not increase from the 2014 to the 2016 EGRAs, we cannot say that the interventions are not working. First, as stated above, the improvement or stagnation of scores cannot be tied to one intervention. Second, the intervention of the new curriculum with new mother tongue textbooks, teachers' guides, supplementary materials, and training has not been fully implemented. Some schools report ratios of one textbook for seven students. Until all of the pieces of this intervention and time for the new methodology to be owned by the teachers, we may not see improvement in reading scores.

Formative Continuous Assessment: UNICEF, the National Evaluation and Assessment Education Agency, and JICA are all working with teachers on Formative Continuous Assessment. The diverse interventions aimed at one concept has left some confusion. READ M&E works with teachers to improve their classroom teaching by understanding where each child in their room is in the process of learning to read. READ M&E will not be creating a manual or items for testing children. Rather our focus is on simple tools and techniques that teachers can use in their classroom for their own assessment.

From our understanding, both UNICEF and the NEAEA have developed excellent manuals to help teachers use formative continuous assessment. UNICEF has developed items for summative testing after units for Amharic. JICA as we understand it, is focusing on math and science education.

5. INTEGRATION OF CROSSCUTTING ISSUES AND USAID FORWARD PRIORITIES

5.1 Gender Equality and Female Empowerment

READ M&E actively encouraged female candidates to apply to the project's Formative Continuous Assessment Technical Lead position. However, all twenty-four applicants for the position were male.

With a female Chief of Party, READ M&E endeavors to create free discussion of gender roles in Ethiopia and indeed worldwide. This has led to our female technical staff leading activities and showing leadership.

For the data collection in May 2016, READ M&E has notified the RSEBs that we expect an increase number of female data collectors volunteer by their offices. Similarly, when collecting data on teachers for needs assessment regarding formative continuous assessment (FCA), READ M&E interviewed 26 female teachers and three male.

5.6 Capacity Development

READ M&E works closely with the Ministry of Education providing training, hiring staff as data collectors/enumerators, and working with key personnel to improve their skills in data cleaning, analysis, statistics, and training. During this quarter, READ M&E worked with three staff from the NEAEA to analyze data from the Mini EGRA.

READ M&E engages the NEAEA staff routinely on the development of the EGRA and the Formative Continuous Assessment. For the EGRA 2016, the NEAEA staff provided valuable feedback and a lively discussion on the use of common person equating. The group from NLA, led by Ato Tamiru, meets regularly with Ato Zewdu and is involved in every aspect of EGRA design, delivery, and analysis. The NLA staff will be team leaders for the data collectors and be active in the analysis.

The directorate of Curriculum Development and Implementation along with the NLA, has designated specific staff members to be part of the formative continuous assessment advisory group. This group will meet regularly with the newly hired FCA technical lead and steer the development of the activity.

4.8 Science, Technology and Innovation Impacts

As noted above, READ M&E has administered the Early Grade Reading Assessment on Nexus 7 tablets using the Tangerine software for seven languages in Ethiopia for the first known time. Collecting data on tablets ensures a higher quality of data by preventing enumerator and data entry errors. For the December pilot, READ M&E trained fifty-two enumerators, mostly employees of the Ministry of Education and RSEBs on how to use the tablets. This built their capacity and provided a more cost effective manner of collecting data.

6. STAKEHOLDER PARTICIPATION AND INVOLVEMENT

READ M&E has been working in cooperation and collaboration with the Federal Ministry of Education and regional state education bureaus. The READ M& E project continues to enjoy a smooth and positive working relationship with partners and stakeholders.

Date	READ M&E Representative	Client or partner	Topic of meeting	Key decisions/outcomes
1-Jan-16	Dr. Solomon, Ato Daniel	Dr. Steve Bachman, RTI/READ TA	READ TA evaluation	On-Schedule
21-Jan-16	Dr. Jordene, Dr. Rebecca Stone	Ato Mohammed Director of Inclusive Education, Marc Bonnenfant, Ato Befakado	Data on Inclusive Education	Need for accurate data
22-Jan-16	Dr. Rebecca, Dr. Jordene	Marc Bonnenfant	FCA	Agreed to plan of action on FCA
25-Jan-16	Dr. Jordene, Ato Daniel	Dominik Koeppl, Education Cluster (emergency aid)	Education Cluster	Need for accurate data to assist El Nino affected schools
26-Jan-16	Dr. Jordene	Education Cluster, Ato Eshetu	Education Cluster	Priorities for aid for affected schools
26-Jan-16	Dr. Jordene	Sunil Verma and Nishu Chaudhry, from IPE Global	Education Cluster	Possible assistance for Education Cluster
27-Jan-16	Dr. Rebecca, Dr. Jordene, Dr. Solomon	Ato Daniel	FCA	Need to keep Ato Daniel informed
27-Jan-16	Dr. Rebecca, Dr. Jordene	Ato Eshetu	FCA/Emergency Education	Briefing on current status
29-Jan-16	Dr. Jordene	Ato Bekure	ChSA Registration	Possible alternative routes
4-Feb-16	Dr. Jordene, Ato Daniel	Sunil Verma and Nishu Chaudhry, from IPE Global; Dominik Koeppl, Education Cluster (emergency aid)	Emergency Education	Hand held data system
5-Feb-16	Dr. Jordene	Ato Bekure	ChSA Registration	Review budget 70/30
10-Feb-16	Dr. Jordene	Marc Bonnenfant	Inclusive Education	Prepare plan for Inclusive Education data collection
11-Feb-16	Dr. Jordene	Ato Bekure	ChSA	Visit Office
16-Feb-16	Dr. Jordene	Ato Bekure	ChSA	Review visit and plan
17-Feb-16	Ato Zewdu and Ato Lishan	ENAB, Ethiopian National Association for the Blind	Inclusive Education	Information gathered on the status of children with visual impairments
17-Feb-16	Dr. Solomon and Ato Daniel	ENAD, Ethiopian National Association for the Deaf	Inclusive Education	Information gathered on the status of children with hearing impairments

19-Feb-16	Ato Zewdu and Ato Lishan	ECDD, Ethiopian center for disability development	Inclusive Education	Interview on the status of children with visual and hearing impairments
25-Feb-16	Dr. Solomon, Ato Daniel and Marc Bonnefant	Ato Desalegn Mebratu and Mr. Kjetil from Handicap International	Inclusive Education	- Data provided on the intervention schools - Agreed to work together in the future
25-Feb-16	Dr. Solomon, Ato Daniel and Dr. Hale	Marc Bonnefant and w/ro Addis from USAID	Update	- Update of project activities - FCA - EGRA - Inclusive Education - Monitoring of READ Co
26-Feb-16	Dr. Solomon	Ato Daniel Abebe from MoE, curriculum directorate	Assigning a focal person for FCA	Focal person assigned
26-Feb-16	Ato Solomon Belayneh from MoE	Ato Zewdu	Assigning a focal person for FCA	Focal person assigned for FCA
28-Feb-16	Dr. Solomon and Ato Daniel	Ato Alemayehu from MoE	Inclusive Education	Recommendation to conduct large scale survey at national level on visual and hearing impairments
1-Mar-16	Dr. Jordene, Ato Daniel, w/ro Feben	w/ro Addis	Inclusive Education	Data collection for Inclusive Education
4-Mar-16	Dr. Jordene	Dr. Steve Bachman, RTI/READ TA; Dr. Mark Hamilton Save/READ CO	Project coordination	Need for collective calendar
10-Mar-16	Dr. Jordene	Ato Tesafaye and DD W/ro Fantaye	ChSA	Presented documents and discussion
14-Mar-16	Dr. Jordene	W/ro Fantaye	ChSA	Return to receive answer
16-Mar-16	Dr. Jordene	W/ro Fantaye; Ato Siraj	ChSA	Rejection of ChSA because READ M&E does not meet 70/30 rule
18-Mar-16	Dr. Jordene; Ato Daniel	Ato Ketema Kinfe; Daniel Mickley, IOS	Inclusive Education	Sharing of materials for training teachers
18-Mar-16	Dr. Solomon and Ato Lishan	Oromia RSEB	Briefing to the person delegated from the RSEB	- Briefed on the FCA needs assessment - Delivered the FCA tool for his preparation

29-Mar-16	Dr. Jordene, Ato Daniel	Marc Bonnenfant; W/ro Addis	Inclusive Education	Discontinue work on inclusive education

The following table summarizes the key meetings that have taken place with partners:

7. MANAGEMENT AND ADMINISTRATIVE ISSUES

All field staff in Ethiopia remain temporarily classified as consultants pending registration of the project in Ethiopia. As noted above, non-registered status poses serious challenges to the project in terms of payment of taxes, cost and difficulty of hiring logistics firms to arrange activities, and limitations of staff retained as consultants. READ M&E continues to engage a local attorney in Addis Ababa to assist with registration of the project with the Charities and Societies Agency (ChSA). In the first quarter of 2016, READ M&E received a rejection from Ato Siraj at the ChSA. He cited that teachers and the MoE could not be beneficiaries therefore our budget did not meet the 70% for direct beneficiaries rule. As discussed with USAID, READ M&E will not appeal this ruling.

Staff Actions

Dr. Hale continues to lead a consistent team in the Addis office. In the first quarter of 2016, the project hired a one-year Formative Continuous Assessment Lead, Ato Bonsa Bayisa. Ato Bonsa is well qualified; he holds MA degree in Psychology, B.Ed. in Education, and Higher diploma in Teacher Education. He has also taken short term trainings in continuous assessment, education material development, monitoring and evaluation and tutor training. He has more than 30 years in education in Ethiopia including managing in-service trainings of primary school teachers, school principals in instructional leadership and planning and management skills. He is well skilled in the development of training materials in early grade reading and writing, subject matter handbooks for teachers and module on instructional leadership. He has designed and implemented FCA

handbooks. In addition to Amharic language, Afan Oromo is his mother tongue. Ato Bonsa is expected to be approved by USAID and join the team in late April.

Consultants and Subcontractors

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

READ M&E continues to work with a local attorney in Addis Ababa to assist with registration of the project with the ChSA and to consult on human resources issues. Other individuals have been consulted on the registration process but to-date, all efforts have been unsuccessful.

READ M&E has used two logistical firms to handle hall rental, refreshments, payment of per-diem, and similar requirements made challenging by the project's lack of registration and subsequent lack of bank account in-country. MBH Management and Conference PLC, a logistics firm, provided excellent service for our READ II workshop. Once READ M&E is registered, hiring subcontractors to provide logistics services will no longer be necessary.

International Travel

Dr. Rebeca Stone, AIR Researcher, visited the Addis Ababa to help with the production and planning of the formative continuous assessment needs assessment from January 21-29. Dr. Rebecca worked closely with Ato Lishan and W/ro Feben. Zarko Vukmirovic, AIR Principal Psychometrician, worked with the Addis Ababa based team on March 7th and 8th as part of his existing travel under a different project. During this time, Zarko worked alongside Ato Zewdu to analyze data from the Mini EGRA.

Travel during the previous quarter (January-March, 2016)

Name	Beginning date	Ending date	Itinerary	Purpose
Dr. Rebecca Stone	January 21	January 29	Washington, DC to Addis Ababa	Formative continuous assessment needs assessment
Zarko Vukmirovic	March 7	March 8	Washington, DC to Addis Ababa	Analyze EGRA pilot data; Plan for comparability

Travel during the upcoming quarter (April-June 2016)

Name	Beginning date	Ending date	Itinerary	Purpose
Dr. Todd Drummond	May 14	May 28	Washington, DC to Addis Ababa	Assist with EGRA supervision

Procurement

Because of VAT complications, other equipment purchases such as a vehicle and additional office furniture is being delayed until registration is complete and tax-exempt status has been received.

Financial Report

Projected Expenditures through March 31, 2016

Date of Report: 04/11/2016

	A	B	C	D (B + C)	E (A - D)
Expense Category	Budget	Total Cumulative Expense- December 31, 2015	Jan 1 - March 31, 2016 Spent and Accrued	Total Cumulative March 31, 2016 Spent and Accrued	Total Remaining
CLIN 1- EGRA M&E	$ 4,371,912	$ 362,452	$ 168,326	$530,778	$ 3,841,135
CLIN 2 - Learning Assessment	$2,261,506	$ 74,732	$ 56,579	$131,311	$ 2,130,195
CLIN 3- Capacity Building	$1,092,828	$ 13,816	$ 42,958	$ 56,774	$ 1,036,054
CLIN 4 – Technical Leadership	$2,271,033	$ 427,563	$ 349,457	$777,020	$ 1,494,013
TOTAL	$9,997,279	$ 878,562	$ 617,320	$ 1,495,882	$ 8,501,396

8. LESSONS LEARNED

The READ II report dissemination workshop was not as well attended as READ M&E had hoped. Conflicting meetings scheduled by the MoE and READ TA limited the number of attendees that could make the dissemination workshop. READ M&E failed to follow up with anticipated attendees for confirmation of attendance. If we had known that so few people were going to be able to attend, we may have rescheduled. In the future, we will follow up closely to ensure maximum attendance.

Several deliverables have been delayed to date for several reasons, including the additional burden of accomplishing activities given lack of registration and READ M&E's commitment to building the capacity of technical staff in Ethiopia to produce technical work of the highest quality. READ M&E will place greater emphasis on creating upfront activity schedules that are well communicated. Schedules will need to accommodate the back and forth required when technical people work together in different time zones and have differing backgrounds to enable to delivery of high quality and timely deliverables.

9. PLANNED ACTIVITIES FOR NEXT QUARTER INCLUDING UPCOMING EVENTS

April-June 2016

Activity	Start Date	End Date	Task
EGRA	16 May	22 May	Data collector Training
EGRA	23 May	10 June	Data Collection
EGRA	10 June	2 September	Preliminary Results to USAID
READ CO monitoring	10 May	30 May	Plan READ CO monitoring
READ TA		27 May	Deliver report to USAID
FCA		1 June	Complete Needs Assessment: Share with MoE
FCA		June	Discuss FCA plan with MoE
FCA		June	Tool and Technique development with MoE and teachers
Research Project		June	Develop research project with input from MoE, RSEBs

10. HOW IMPLEMENTING PARTNER HAS ADDRESSED A/COR COMMENTS FROM THE LAST QUARTERLY OR ANNUAL REPORT

READ M&E revised the previous quarterly report in response to comments from the COR.