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**USAID – AIR / TEACH ENGLISH FOR LIFE LEARNING (TELL)
ANNUAL PERFORMANCE REPORT
DECEMBER 2008 – SEPTEMBER 2009**



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Executive Summary

In December 2008, the American Institutes for Research (AIR), in collaboration with the Ethiopian Ministry of Education (MOE) and the United States Agency for International Development (USAID), began implementation of the Teach English for Life Learning (TELL) Program. The objective of this ten-month program is to improve the skills of grade 6, 7, and 8 English teachers in using the strategies and methods introduced in the new English textbooks developed through the USAID-funded Africa Education Initiative (AEI) Textbooks and Learning Material Program (TLMP).



AIR formed a Task Force, comprised of staff from AIR/TELL, USAID and the Ministry of Education, to plan and implement a cascading teacher training model in tiers of Master Trainers (MTs), Trainers of Teachers (TOTs), and Teacher Trainees. As a result, TELL provided training for 19 MTs (one female and 18 males), 289 TOTs (18 females and 271 males), and 19,146 teachers (4,661 females and 14,485 males).

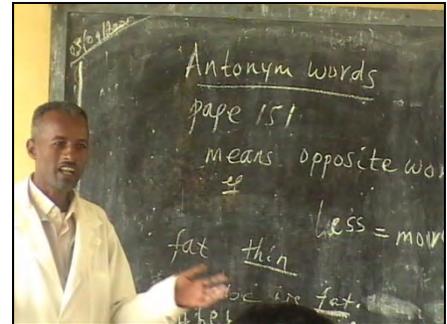
In addition to the trainings, TELL performed two complementary activities: first, TELL distributed 145,312 training materials to 76 venues in the regions, and secondly, TELL carried out a classroom observation and monitoring activity to gather information on the extent to which the strategies and methods from the trainings were being implemented by the teachers. To this effect, TELL developed a classroom observation protocol, trained 59 supervisors on how to conduct classroom observations, observed teachers in 170 sample schools, collected data from 301 teachers (73 females and 228 males), analyzed the classroom observation data and produced a report on the findings of the observations.

TELL trained a total of 19,146 teachers (95.8%); a commendable achievement compared to the planned target of training 19,975 teachers, especially considering the challenges encountered with time constraints and shortage of teachers' release time. Moreover, the results of the classroom observations were highly encouraging, as the majority of the teachers observed (80-90%) reported that they were using the strategies and methods they had gained from the TELL training. This success was largely due to the strong collaboration of all the stakeholders, including USAID, the central MOE, the Regional Education Bureaus (REBs), and the TELL staff, in the planning and implementation processes of the activities.

I. Program Activities December 1, 2008 – September 30, 2009

I.1 Programmatic Activities

In December 2008, the American Institutes for Research (AIR), in collaboration with the Ethiopian Ministry of Education (MOE) and the United States Agency for International Development (USAID), began implementation of the Teach English for Life Learning (TELL) Program. The objective of this ten-month program is to improve the skills of grade 6, 7, and 8 English teachers in using the strategies and methods introduced in the new English textbooks developed through the USAID-funded Africa Education Initiative (AEI) Textbooks and Learning Material Program (TLMP).



Collaborative Planning

AIR began program activities by forming a Task Force comprised of staff from AIR/TELL, USAID and the MOE, to plan the implementation of the cascading teacher training model in tiers of Master Trainers (MTs), Trainers of Teachers (TOTs), and teacher trainees. The national targets for the trainings were set at 20 MTs, 300 TOTs and 19,975 teacher trainees. The MOE, with TELL's assistance, communicated to Regional Education Bureaus (RSEBs) the regional quotas of number of teachers to be trained during the trainings. The RSEBs then began their planning process in accordance with their given quotas.

Per diem rates, travel allowances, and other budget matters were discussed and agreed upon in order to facilitate a uniform payment schedule for each of the eleven RSEBs. Following these meetings, the TELL team, in collaboration with the MOE, organized and participated in planning sessions with each region. During the planning sessions, the TELL facilitator explained the training model, the strategies needed to organize the training, and the budgeting process.

Each region established a RSEB focal person to serve as the point of contact for the TELL team throughout the budgeting, materials distribution, TOT training, teacher training, and reconciliation activities. These focal persons coordinated the technical and financial activities of the trainings from their assigned location. They were also tasked with recruiting TOTs from colleges of teacher education (CTEs) or secondary schools, and responsible for identifying venues and teachers for the trainings. TELL provided each focal person a training guide and financial and technical monitoring tools ahead of the training dates to help focal persons and supervisors carry out their tasks. The guide included specific information on organizing venues ahead of the training day; organizing and distributing training materials; using the monitoring tools; monitoring the training process; and contacting TELL staff member in case of difficulties.

Table I below shows the number of MTs, TOTs and teachers targeted by region.

Table 1: Planned Number of MTs, TOTs and Teachers Trained

Regions	MTs	TOTs	Teachers
Addis Ababa	1	15	400
Afar	1	10	250
Amhara	5	52	5,500
Benishangul-Gumuz	-	12	250
DireDawa	-	10	250
Gambella	1	12	275
Harari	1	10	250
Oromia	5	90	6,500
SNNPR	3	45	4,000
Somali	1	14	300
Tigray	2	30	2,000
Total	20	300	19,975

Master Trainer (MT), Teacher Trainer (TOT) and Teacher Trainings

TELL organized a two-day refresher course in December 2008 for 20 Master Trainers, previously trained by Alabama A&M University in collaboration with USAID and the MOE, in the use of the *English for Ethiopia* textbooks and teacher’s guides. During the refresher course, MTs reviewed the TOT trainings and assisted in final preparations for the upcoming TOTs. At the end of the training, the MTs were deployed to each of the 11 regions to conduct TOT trainings.



As per the TELL cooperative agreement, the trainings of TOTs and teachers were planned to take place at the regional levels during the 1st semester break. The regional trainings occurred at various times during the first quarter of 2009, as each region had a different schedule for the timing of their 1st semester break. The Addis Ababa teacher training was conducted prior to the semester break, during the weekends of January 10-11 and 17-18, 2009, and served as a pilot training for the other trainings.

Lessons learned from the pilot experience, including the need for greater flexibility in the number of venues, supervisors, and preparation days, and the need for additional monitoring tools, helped improve the organization and monitoring of the TOT and teacher trainings in other regions.



Following these training preparations, a total of 289 TOTs were trained at 16 venues by 22 Master Trainers. Initially, 20 MTs had been planned to participate in the refresher workshop, but only 19 actually participated. As there was a need to support some TOT trainings with additional MTs, especially those with only one MT to carry the TOT trainings, three additional MTs were selected from the Addis Ababa TOTs, bringing the total of MTs to 22. After the TOT trainings, the TOTs were deployed to the teacher training venues, according to the regional quota, to carry out the teacher trainings.

TOTs and teachers received training in active-learning methods, effective classroom practices, basic literacy skills, and assessment techniques. In addition to the technical training given, TOTs were provided with tools on how to plan, monitor and report on the training process.

Table 2 below details both the planned and actual achieved numbers of MTs, TOTs, and teachers trained.

Table 2: Training Performance

Region	Master Trainers Participated			Trainers of Teachers (TOTs)					Teacher Trainees				
				Trained			Performance in Percent	Teachers Trained			Performance in Percent		
	Planned	Accomplished			Planned	Accomplished							
		M	F	T		M		F	T	M		F	T
Addis Ababa	1	-	1	15	4	7	11	73.3%	400	263	175	438	109.5%
Afar	2	-	2	10	10	-	10	100.0%	250	216	34	250	100%
Amhara	5	-	5	52	50	2	52	100.0%	5,500	3,578	1,638	5216	94.8%
Benishangul G.	-	1	1	12	11	-	11	91.3%	250	202	46	248	99.2%
Dire Dawa	-	-	-	10	10	-	10	100.0%	250*	107	24	131	100%*
Gambella	1	-	1	12	12	-	12	100.0%	275	249	2	251	91.2%
Harari	-	1	1	10	8	1	9	90.0%	250	123	87	210	84%
Oromia	5	-	5	90	82	4	86	95.5%	6,500	5375	1024	6399	98.4%
SNNPR	2	1	3	45	43	3	46	102.2%	4,000	2730	1078	3808	95.2%
Somali	1	-	1	14	12	-	12	85.7%	300	226	33	259	86.3%
Tigray	2		2	30	29	1	30	100.0%	2,000	1,416	520	1936	96.8%
Total	19	3	22	300	271	18	289	96.3%	19,975	14,485	4,661	19,146	95.8%

N.B.

* Dire Dawa's quota for the number of teachers to be trained was greater than the actual number of teachers in Dire Dawa. In fact, TELL trained all 6, 7 & 8 grade English teachers in Dire Dawa, resulting in a 100 percent success rate for number of teachers trained in that region.

In addition to the training activities, TELL performed two complementary activities. First, TELL planned, organized and distributed the *English for Ethiopia* textbooks, teacher's guides, and training manuals to all 76 training sites. Second, TELL carried out a classroom observation and monitoring activity to gather information on the extent to which the strategies and methods from the trainings were implemented by the teachers. The classroom observation and monitoring activity took place from April-June 2009.

Training Materials Distribution

TELL developed a material distribution plan based on the TOT and teacher trainee quotas allocated by the MOE and the training venues chosen by the regions. The training materials delivered included: Teacher Training Manuals; grade 6, 7 and 8 student textbooks; grade 6, 7 and 8 teacher's guides; stationery and pens, chalk and dusters. In addition, bags, charts and markers were provided to the TOT trainees.

Following the material distribution planning, the RSEBs identified specific venues for delivery and assigned supervisors to receive the materials at each venue and distribute them during the trainings. Training venues identified by the RSEBs were selected depending on the availability of facilities and distance from primary or secondary schools to technical and vocational education (TVET) or colleges of teacher education (CTEs).

The TELL program used an extremely organized and deliberate packing and distribution strategy that aimed to minimize delivery errors and to deliver materials in a timely fashion. The training materials were first assembled in self-contained packs, and then consolidated in sets of ten to be placed into heavy duty bags and grouped according to the number of expected trainees at each venue. Finally, the bags were then transported to the venues in each region accordingly.

Supervisors were assigned to each training venue to receive and assume responsibility for the materials. These supervisors were usually secondary or primary school directors, Zonal Education Officers or deans of TVETs/CTEs. Supervisors then stored the materials in their offices until training day. The quantity of the materials for each region was based on the number of trainers and teachers assigned for each region.

As shown in Table 3 below, TELL delivered 145,312 training materials to the MT, TOT, and teacher training venues, exceeding its materials distribution target by 3,247 materials. In addition to the training materials, 20,294 stationery sets (comprised of a notebook and pen) were delivered to the trainees, and 347 packs of chalk and 347 dusters were distributed to the TOT and teacher training venues. Moreover, 16 flip charts and 16 packs of markers were delivered to the TOT venues, and 320 bags were distributed to the MTs and TOTs.

Table 3: Materials Distributed to each Region

Region	Training Materials Distributed						Total Materials	
	For MTs		For TOTs		For Teachers		Planned	Achieved
	Planned	Achieved	Planned	Achieved	Planned	Achieved	Planned	Achieved
Addis Ababa	7	7	105	77	2,800	2,982*	2,912	3,066
Afar	7	7	70	70	1,750	1750	1,827	1827
Amhara	35	35	364	364	38,500	38,500	38,899	38,899
Benishangul-Gumuz	-	-	84	84	1,750	1750	1,834	1,834
DireDawa	-	-	70	70	1,750	1750	1,820	1,820
Gambella	7	7	84	84	1,925	1925	2,016	2,016
Harari	7	7	70	70	1,750	1750	1,827	1,827
Oromia	35	35	630	930	45,500	45,500	46,165	46,465
SNNPR	21	14	315	315	28,000	28,000	28,336	28,329
Somali	7	7	98	98	2,100	2,100	2,205	2,205
Tigray	14	14	210	210	14,000	16,800*	14,224	17,024
Grand Total	140	133	2,100	2,372	139,825	142,807	142,065	145,312

*Additionally, 182 and 2,800 training materials were distributed to Addis Ababa and Tigray respectively, per their request.

Classroom Observation

The classroom observation and monitoring activity focused on training classroom observers, conducting classroom observations in sample schools, collecting classroom observation data from the RSEBs, and analyzing feedback.

The classroom observation training and data collection was coordinated at the central and regional levels depending on the size of the regions. At the central level, RSEBs organized the planning and overall supervision of the implementation of the activity. At the regional level, RSEBs selected the classroom observers, sample schools and teachers to be observed.



For the most part, RSEBs selected former TELL TOTs as classroom observers, which provided continuity for those participants. TELL asked the RSEBs to select 25 coordinators, 60 classroom observers, and 300 sample teachers from both urban and rural schools to monitor the classroom observation process. The number of coordinators, observers and sample teachers planned for each region was proportional to the number of teachers the RSEBs had trained.

The classroom observation training for supervisors was conducted from April 24-26, 2009. TELL trained 59 supervisors (45 males and 4 females) to conduct classroom observations. Prior to the training, a set of protocols and monitoring tools were developed and vetted by assessment experts in AIR's home office. The classroom observation protocol, in conjunction with the TELL training materials, was used during the training to help the supervisors master observation skills. Video recordings of Addis Ababa primary school teachers were integrated into the training to simulate a real classroom situation.



The performance of the classroom observation activity went as planned. RSEBs assigned 25 education officers to coordinate the observation activity in their respective regions. The trained supervisors collected data from 301 teachers (228 males and 73 females) in 170 schools (80 urban and 90 rural). The distribution by region of coordinators, sample teachers, schools, and observers that participated in the TELL classroom observation activity is presented in Table 4 below.

Table 4: Number of coordinators, sample teachers & schools, and supervisors participated

S.N	Region	Coordi-nators	Teachers Observed				Sample Schools Participated			Observers Participated			
			Plan	Achieved			Urban	Rural	Total	Plan	Achieved		
				M	F	T					M	F	T
1	Addis Ababa	1	15	12	4	16	10	-	10	3	-	2	2
2	Afar	1	10	9	1	10	4	6	10	2	2	-	2
3	Amhara	5	65	50	15	65	17	22	39	13	13	-	13
4	Benishangul-Gumuz	1	10	8	2	10	2	6	8	2	2	-	2
5	Dire Dawa	1	10	8	2	10	2	3	5	2	2	-	2
6	Gambella	1	10	9	1	10	2	2	4	2	2	-	2
7	Harari	1	10	7	3	10	2	2	4	2	2	-	2
8	Oromia	5	80	59	21	80	18	22	40	16	15	1	16
9	SNNPR	5	50	39	11	50	10	12	22	10	9	1	10
10	Somali	1	10	9	1	10	3	3	6	2	2	-	2
11	Tigray	3	30	18	12	30	10	12	22	6	6	-	6
Total		25	300	228	73	301	80	90	170	60	55	4	59

Classroom Observation Results

The 301 completed classroom observation protocols that TELL received from the 59 classroom observers were organized according to quantitative and qualitative methods. The quantitative data was encoded with SPSS and other applicable programs. Responses for open ended questions were summarized manually before being analyzed. Complete details of the classroom observation activity can be found in the full report: **USAID-AIR/Teach English for Life Learning (TELL) Classroom Observation Activity Data Analysis Report**. The summary of the results is as follows:



- 301 classroom observations were conducted in a sample of schools across the 11 regions of Ethiopia.
- Nearly 90 percent of teachers observed used the TELL strategies and over 80 percent used TELL methods they acquired from TELL training.
- TELL successfully conveyed the various lessons from *English for Ethiopia* textbooks and has demonstrated to have had an impact on improving teachers' teaching strategies and methods.
- Teachers praised the availability of the materials provided by TELL and the applicable and practical nature of the trainings' strategies and methods.
- Challenges centered on students' poor background knowledge, the scarcity of facilities and resources, and a difficulty for trainees in applying certain TELL strategies and methods in their classrooms.



Performance Summary December 2008-September 2009

The activities planned for the ten-month period of performance can be summarized as follows:

- Provide a refresher course for 20 Master Trainers (MTs).
- Distribute 142,065 training materials to 76 venues in all 11 regions.
- Train 300 Trainers of Teachers (TOTs).
- Train 19,975 grade 6, 7 & 8 English teachers.
- Develop a classroom observation protocol.
- Train 60 supervisors in observation skills and methods of collecting classroom observation data.
- Conduct classroom observation in a sample of rural and urban schools.
- Collect sample data from 300 teachers.
- Analyze the classroom observation data and produce a report to communicate the observation findings.

The achievements of the ten-month period can be summarized as follows:

- Provided a refresher course for 19 MTs and deployed 22 Master Trainers (3 females and 19 males) to the TOT trainings.
- Distributed 145,312 training materials to 76 venues located in all 11 regions.
- Trained 289 TOTs (18 females and 271 males).
- Trained 19,146 grade 6, 7 & 8 English teachers (4,661 females and 14,485 males).
- Developed a classroom observation protocol consisting of 38 items (quantitative and qualitative).
- Trained 59 supervisors (4 females and 55 males) in observation skills and methods of collecting classroom observation data.
- Conducted classroom observations in 170 sample schools (80 urban and 90 rural).
- Collected observation data from 301 teachers (73 females and 228 males).
- Analyzed the classroom observation data and produced a report to communicate the observation findings.

1.2 Administrative Activities

Administrative activities of the TELL program during the reporting period included program start-up, support to the MT, TOT and teacher training activities, support to the classroom observation and monitoring activity, and closeout preparations.

TELL Program Start-up

Start up activities for the TELL Program included setting up the TELL office in Addis Ababa, recruitment and hiring of staff, opening bank accounts, and setting up financial systems and processes. All start-up activities were completed within one month of the program start date.

The TELL office was established within the Institute for Curriculum Development and Research (ICDR) of the Ministry of Education. The office was renovated and furnished in order to create an effective work environment. Per the generous support of USAID, the TELL Program was assigned two vehicles from a

World Learning project that had previously closed. The assignment of these two vehicles to the TELL Program was of tremendous value to the implementation and administration of program activities.

In the first few months of the program, TELL staff were recruited and the following positions were filled by Cooperating Country Nationals: Deputy Chief of Party for Technical Programs, Finance Officer, Administrative Assistant, Office Assistant and two drivers.

Administrative Support to the MT, TOT, and Teacher Training Activities

During the planning and preparation of program training activities, TELL administrative activities focused on managing logistics and finances, particularly in establishing transparent and efficient systems in the regions to facilitate budget management and payments. After the trainings were completed, the reconciliation of the training expenditures was carried out in line with the agreed mechanisms. The carefully planned TELL administration and oversight of funds helped to verify the actual training figures.

During program implementation, two short-term hires were also put in place for three months to assist in the coordination of training activities in two of the largest regions: Oromia and Tigray. AIR also contracted an international consultant, Dr. Mary Spor, to support the monitoring of training activities. Dr. Spor had previously worked to develop the *English for Ethiopia* textbooks and teachers' guides for Grades 6, 7 and 8, as well as the Teacher Training Manual. With her in-depth knowledge of the content of these materials, Dr. Spor provided technical oversight during both the TOT and the teacher training activities that took place in the southern region of Oromia.

Following the trainings, TELL preprinted certificates and coordinated their distribution to all trained 19,146 teachers and 289 TOTs. To facilitate this process, TELL developed a database to input trainees' names, regions, dates and training type and then used a mail merge to print customized certificates for each participant. All the certificates were printed and distributed to the eleven RSEBs.

Support to the Classroom Observation and Monitoring Activity

Following the reconciliation of training expenditures, TELL supported the implementation of the classroom observation and monitoring process. This included rigorous follow up with the classroom observers and coordinators to collect protocols, and disburse per diem and travel payments. For nearby regions, supervisors and coordinators traveled to the TELL headquarters in Addis to deliver protocols and collect payments. For more distant regions, TELL staff traveled to the various regions to meet with their supervisors and coordinators and collect protocols and disburse payments.



TELL's strategic and targeted schedule allowed for effective and timely data collection and payment completion.

Closeout Preparations

The TELL cooperative agreement was originally planned to end on August 31, 2009. In preparation for the closeout, the TELL team submitted a closeout plan to the USAID/Ethiopia Mission on May 31 and subsequently submitted a revised plan on June 29. The closeout plan included a program overview, a pipeline for the use of remaining funds, the non-expendable property disposition plan, the personnel phase-out plan, and an overview of AIR's closeout procedures and guidelines.

The closeout plan was never fully implemented as USAID granted the TELL Program a one month no-cost extension in order to discuss the possibility of a two-year funded extension of program activities. On September 28, USAID/Ethiopia approved a \$5,000,000 23-month TELL Program extension. The program extension aims to train over 50,000 Grade 1-4 English teachers over a two-year period (September 1, 2009 - August 31, 2011).

2. Challenges, Responses/Lessons Learned, and Best Practices

Challenge	Response/Lesson Learned
<i>Materials Distribution</i>	
<p>Due to financial constraints, the TELL Task Force decided to only deliver the full 108-page training manual to the TOTs and to deliver an abridged version containing only Chapter 3 to the teachers. Many teachers complained for not receiving the full version of the training manual. However, the cost of copying 20,000 additional manuals would have been expensive and elongated the training preparations, and subsequently, jeopardized the timely delivery of the training materials for the trainings.</p>	<p>Providing the full version of the manual to teachers would have been useful to teachers, and thus, funding of such materials should be taken into account when budgeting. Additionally and in light of the increasing cost of photocopying in Ethiopia, current market conditions should be considered when budgeting for the photocopying of such large numbers of materials.</p>
<p>During the training preparation process, some regions identified venues, for where the materials needed to be delivered, without a clear or direct route. As a result, materials were sometimes returned to the center or delivered to another location to be then re-routed to the proper venue. Moreover, some regions changed the delivery venues originally identified without informing the center. Consequently, the materials had to be rerouted from the original venue to the new one resulting in additional costs and time.</p>	<p>Additional orientation time for regional officers is necessary in the areas of training implementation, financial administration, and technical reporting. However, it is important to note that due to a tight implementation timeframe, allotting more time for orientation for regional officers would have been difficult.</p>
<i>Training</i>	
<p>While most of the teachers appreciated the relevance and usefulness of trainings, they also suggested that the number of workshop days were too short to cover the content of the training. Moreover, teachers strongly suggested that trainings should be continuous in order to maximize and sustain skills and knowledge gained at trainings.</p>	<p>Consideration should be given for additional time and continuity when planning such training programs. This is especially applicable to the TELL training program as it advocates a complete paradigm shift in teaching English in the classroom. Teachers in Ethiopia come from a teaching background based solely on teaching English grammar and vocabulary, as opposed to the new communicative methodologies and strategies TELL was teaching. Such a teaching methodology shift is often difficult for a teacher who has spent most of his/her career teaching English with the traditional approaches. However, funding constraints and teachers' time away from their classrooms makes the implementation of longer training programs challenging.</p>

Challenge	Response/Lesson Learned
<p>Many of the regional focal individuals and the Central MOE staff were occupied with the Business Process Reengineering (BPR) trainings/meetings taking place throughout the Governments' agencies and bureaus at the same time as TELL activities. This resulted in additional challenges in the coordination of the TELL training activities. In fact, in most of the regions, the TELL focal person was required to change location from the training venue for the BPR, which created substantial difficulties for the TELL field office to coordinate the regional activities from Addis Ababa. At times, the TELL team was required to personally visit the regional venues to resolve issues related to the implementation of the trainings.</p>	<p>The timing of the BPR training was an unfortunate circumstance that could not have been foreseen. However, multiple and alternate contacts should always be arranged when coordinating such a large scale and comprehensive training. This can also be helpful in the case of turnover or illness. Additionally, it should be communicated early on to the regions that it is their responsibility to communicate with TELL as early as possible of such events so that all stakeholders may have time to prepare accordingly.</p>
<p>Some regions objected that there was not enough time and resources allocated for the supervision and budgeting/payment activities. They suggested that an orientation for the venue supervisors and finance personnel, focused on the supervision and budgeting process, would have been beneficial.</p>	<p>The TELL team concurs that this would have been a useful exercise. In future training activities in which the regions are as substantially involved, it would be a best practice to provide orientation to supervisors and focal persons so as to minimize errors and misunderstandings.</p>
<i>Classroom Observation</i>	
<p>In some regions TELL trained teachers were not in their school because their classes were taken over by a practicum program from nearby Colleges of Teacher Education (CTEs).</p>	<p>To avoid the gap created by the schedule in practicum classes, the observers worked closely with the zonal education offices and schools to call back teachers trained by TELL and observe them. Future training plans should have prior information on CTEs' practicum schedules from each region.</p>
<p>Some of the classroom observers found it difficult to conduct the classroom observation as scheduled as they were assigned by their secondary schools to supervise the national exams.</p>	<p>To minimize schedule overlap resulted from the assignment of the classroom observers for the supervision of the national examination, their timetable for classroom observation was revised and they were able to complete the observation early. For future practice, information on national examination schedules should be sought prior to the scheduling of classroom observations.</p>
<p>In some regions, it was difficult to conduct classroom observations for Grade 8 classes as they were approaching national exams and had completed their subjects.</p>	<p>Grade 8 teachers arranged tutorial classes for the supervisors to observe their usage of the strategies and methods to minimize the chance of being left out. For future practice, information on Grade 8 classes and prioritizing their observation should be sought prior to the scheduling of classroom observations.</p>
<p>Half of the classroom observers from the SNNPR did not attend the training.</p>	<p>The TELL central staff conducted a supervisor training for the SNNPR classroom observers at their regional capital immediately following the central training activity. It is important to closely follow-up on communications with workshop participants.</p>

Challenge	Response/Lesson Learned
<p>In some regions, the coordinators could not focus on organizing the classroom observation as they were busy with other meetings, and at times, they were even away from their assigned place of work.</p>	<p>To minimize this coordination problem at the regional level, TELL staff at the central level provided some support and closely monitored the process through available means of communication. For future reference, the number of coordinators should be increased to avoid relying only on too few coordinators.</p>
<p>Administrative Matters</p>	
<p>Due to both budget and time constraints, TELL managed all activities armed with a small staff, including the Acting COP, Project Director, Deputy COP, Finance Officer, Administrative Assistant, Office Assistant, and two Drivers. This posed a challenge in the planning of training activities as TELL staffs could not attend all planning meetings, especially since the team made a concerted effort to meet face-to-face with each region.</p>	<p>To address this issue, AIR worked closely and collaboratively with the Ministry of Education, which worked well because TELL is in fact under the umbrella of the MOE. TELL used selected MOE staff who were part of the TELL taskforce, along with other stakeholders to conduct regional planning visits. These stakeholders also aided TELL in gathering information, sending letters, negotiating about budgets, planning the training venues, and other tasks dealing with the TELL trainings. Without the assistance of these dedicated people and the truly supportive role of the Ministry of Education, TELL would not have been a successful as it ultimately was.</p>
<p>The rapid startup required for this program posed a serious challenge to the ability of program staff to conduct a successful training. Due to time constraints, TELL had to simultaneously accomplish administrative and technical activities in a very short timeframe, while having no foundation from which to build on, since AIR did not have offices in Ethiopia prior to TELL. In three months (December- February) TELL opened a bank account, hired staff, furnished an office, bought equipment, contacted and met with regions, negotiated with material distributors, packed materials, delivered training materials, and trained Master Trainers, TOTs and teachers. TELL's small staff worked diligently and persistently to successfully achieve the goal of training nearly 20,000 6th, 7th and 8th grade English teachers. Without such a strong and ingenious team, such lack of planning time could have jeopardized the realization and success of the program.</p>	<p>For future training activities of such a large scale and in a country as expansive as Ethiopia, it is advisable to allow implementers, especially those who do not already have a presence in country, at least two months for administrative and financial set-up before beginning technical activities.</p>
<p>In the initial TELL Task Force meetings, financial management and fund transfer issues were discussed. It was agreed that the only viable strategy for getting the required funds to the 76 venues in such a short time frame was to allocate the funds directly to the RSEBs who would utilize their accountants and cashiers to distribute the payments at the various venues. To receive the funds, each region submitted a budget that was reviewed,</p>	<p>The Ethiopian banking system is viable for transferring money but is unable to do so in short timeframes, which resulted in funds not being delivered on time for the training implementation. In this case, the TELL team worked persistently with RSEBs who facilitated advance payments from their own funds to realize the trainings. In the future, implementers planning to use similar mechanisms for financing trainings should plan to initiate the transfer process at least four weeks</p>

Challenge	Response/Lesson Learned
<p>modified and approved by the TELL field team. TELL then transferred the money into the regional center's bank account. The regions subsequently transferred the funds to the venues accordingly. However, the banking system in Ethiopia is not conducive for such a process in such a tight timeframe, and as a result, it took a long time for the funds to be transferred to the regions. In many cases, regions were forced to use their own funds to realize the trainings until the arrival of TELL funding.</p>	<p>in advance of the trainings. This would allow at least two weeks for the implementers' banks to transfer to the RSEBs banks and then another two weeks for the RSEBs central banks to transfer the funding to the venues' bank accounts.</p>
<p>Teachers and TOTs raised concerns about insufficient in-town per diem rates of 50 Birr per day and out-of town rates of 70 Birr for teachers and 100 for trainers, due to rising cost of living and rapidly increasing inflation rates in Ethiopia. As a result, and as the evaluation responses indicate, many teachers felt unmotivated due to the low per diem rates. However, TELL was operating under the umbrella of the MOE, and contradicting MOE's per diem rules would have jeopardized the ability of the MOE to carry out future trainings with their actual per diem rates. As a result, the program did not have the flexibility that some other NGO implementers have in identifying their own per diem rates based on current market conditions.</p>	<p>Low per diem rates due to inflation caused serious issues that permeated all MOE activities. A conversation and decision at the highest levels of the MOE will be necessary to adequately adjust per diem rates to current market conditions.</p>
<p>The TELL team had to reconsider its financial disbursement strategy for the training implementation for certain regions such as Somali due to security and accountability issues. In response, the TELL team developed a viable alternative strategy through which funds were distributed via the central MOE financial office. The central MOE assigned four accountants to the TELL program, who traveled in teams of two to the venues. In addition, TELL worked with the RSEB to arrange for and fund police escorts to ensure the safety of the staff and the money.</p>	<p>Financial accountability and transparency was a particularly sensitive issue with the RSEBs. Fortunately, the RSEB was understanding of the issue and worked collaboratively with program staff and Central MOE staff to put in place a viable alternative which resulted in a successful training implementation. In such situations, TELL staff learned that open channels of communication and face-to-face meetings are essential as they often work to alleviate any mistrust or misunderstanding between RSEB and TELL staff.</p>
<p>Negotiating and budgeting with each region was an onerous process due to difficulties in estimating necessary expenses for the implementation of trainings in each region. TELL staff were concerned that it would be challenging to get regions to return funds in cases where regions under spent their budgets. On the other hand, TELL staff did not want to give regions too few funds and force them to use their own funds.</p>	<p>Following the training completion every region had under spent their budget and therefore returned unspent funds speedily to the TELL program via bank deposits. The speed and efficiency with which regional financial reconciliations of training activities were accomplished was due to the regions' robust and organized financial systems. TELL staff was also extremely impressed with the integrity and quality of the financial staff that worked with the program. Reflecting back on the process, the TELL staff's concerted effort to establish strong and collaborative relationships in each of the regions played a significant</p>

Challenge	Response/Lesson Learned
	<p>factor in helping and motivating regions to effectively and speedily reconcile their finances, as it was received by the RSEBs as a symbol of TELL's respect and appreciation for the RSEBs. Therefore, it is extremely important to establish positive and active relationships with RSEBs in the planning and implementation design of such activities.</p>
<p>Preparing certificates on time was delayed because entering the names of more than 20,000 teachers and TOTs was burdensome and because power interruptions took longer than anticipated.</p>	<p>Additional professional efforts from TELL central staff minimized the problem entering the names of the trainees. For the coming years, other options of delivering the certificates as described above will alleviate this challenge. Upon reflection of the execution of this activity, TELL staff has concluded that it would be ideal to develop an alternative method for printing and distributing certificates. Because of the sheer number of certificates and the timing of the training, there was no way to develop and deliver the certificates in advance of the training. However, if a similar activity were to take place in the future and there was enough lead time to plan for the activity, the TELL team concluded that the most efficient method of certificate development and delivery would be to produce and print a template certificate with blank spaces for name, region and dates. The signatures and stamps would be scanned and printed directly onto the blank certificates so as to eliminate the need for someone to manually sign and stamp 20,000 plus certificates. The blank certificates would be delivered along with the training materials to the various venues according to the number of trainees to participate at that venue. Upon completion of the training and at the same time as per diem distribution, trainees would be given a blank certificate which they themselves would fill in accordingly. They would sign upon receiving their certificate and each region would return any remaining blank certificates to TELL upon the completion of the training activity.</p>

Best Practices

- Collaborative relationship between USAID, MOE, RSEBs and AIR
 - Smooth implementation of a training framework that was mutually agreed upon early on in the program
 - Within one month of start up, training activities began
 - Within three months of start up, all 19,146 teachers had been trained
- Program was embedded within the Central MOE
 - Strong relationships ensued between TELL and the MOE
 - Capacity building within the MOE for planning, managing, and disbursement of funding
 - Cost savings
- Focus on relationship building with stakeholders
 - Created a feeling of mutual respect and promoted greater accountability and ownership
 - Designated coordinators at the regional level were able to anticipate problems ahead of time, thereby strengthening the implementation
- Customized training plans developed for each region
 - Promoted ownership by the RSEBs - venues and teachers were selected by the regions, coordinators were delegated to plan and implement the training, and supervisors were used to ensure proper disbursement of the materials
 - Built the capacity of the RSEBs to budget, plan, implement and follow-up on the teacher training activity
- Linked tightly to the Alabama A&M TLMP project
 - TELL was able to leverage the knowledge and expertise of the TLMP in designing and monitoring the teacher training activities
 - TLMP gained a new perspective by being involved in the teacher training activities and may use this feedback to strengthen future textbook development
- Teacher training took place during the semester break
 - Minimized the amount of time teachers were going to be away from their classrooms
- Integrated training approach used a varied selection of trainers
 - Farther reach of the newly implemented curriculum – to college instructors and secondary school teachers
- Rigorous follow-up strategies were employed
 - Minimal dilution of training despite the use of a cascade model
 - Enabled TELL to build in a quick turnaround feedback loop to identify problems early and therefore maximize efficiency

3. Implementation Status

Activities	Planned November				Planned December				Planned January				Planned February				Planned March				Planned April				Planned May				Planned June				Planned July				Planned August				Planned September				STATUS				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4					
Project kick off																																																	Completed
TELL office start up																																																	Completed
Meet with REB TELL Task Force																																													Completed				
Recruit TOTs to participate in TELL TOT Training																																													Completed				
REBs to identify teachers to be trained																																													Completed				
Confirm TOT training regional venues																																													Completed				
Confirm Teacher Training regional venues																																													Completed				
Plan Master Trainer refresher training																																													Completed				
Print Training Manual																																													Completed				
Master Trainer Refresher training																																													Completed				
Addis Ababa pilot TOT training																																													Completed				
Addis Ababa pilot Teacher Training																																													Completed				
TOT regional training																																													Completed				
Teacher training: Cohort 1																																													Completed				
Teacher training: Cohort 2																																													Completed				
Training follow-up activities																																													Completed				
Teacher training data collection and financial settlement																																													Completed				

4. Program Outputs

Indicator	Unit of Measure/Definition	Frequency	Responsible Individual	Method/Source	Baseline	Achieved Cumulative
Number of Master Trainers provided refresher training	Master Trainers to receive follow-up training on the <i>English for Ethiopia</i> materials	Once at end of refresher training event	COP/Ops Manager	Attendance rosters	20	19
Number of TOTs Trained	TOTs to receive 5-days of training on the <i>English for Ethiopia</i> materials	Once per region at end of training event	COP/Ops Manager	Attendance rosters	0	289
Number of TOTs trained in active-learning methods	TOT training will focus on teaching methods, including active-learning and student-centered methods	Once per region at end of training event	COP/Ops Manager	Attendance rosters	0	289
Number of TOTs trained in effective classroom practices	TOT classroom practices trainings will focus on lesson planning, mixed ability grouping, teaching in overcrowded classes and classroom management	Once per region at end of training event	COP/Ops Manager	Attendance rosters	0	289
Number of TOTs trained in basic literacy	TOT literacy trainings will focus on listening, speaking, reading, writing, vocabulary development and storytelling)	Once per region at end of training event	COP/Ops Manager	Attendance rosters	0	289
Number of TOTS trained in classroom/continuous assessment techniques	TOT assessment trainings will include portfolio assessment, structured assessment, observation, conferencing, testing and error correction.	Once per region at end of training event	COP/Ops Manager	Attendance rosters	0	289
% of TOTs effectively delivering training curriculum	TELL team to monitor during TOT training events	Random sample throughout training period	COP/Ops Manager	Observation, pre/post survey, regional training reports	0	100%
Number of teachers trained	Teachers to receive 5-days of training on the <i>English for Ethiopia</i> materials	Once per training event	COP/Ops Manager	Attendance rosters	0	19,146
Number of teachers trained in active-learning methods	Teacher training will focus on teaching methods, including active-learning and student-centered methods	Once per training event	COP/Ops Manager	Attendance rosters	0	19,146

Indicator	Unit of Measure/Definition	Frequency	Responsible Individual	Method/Source	Baseline	Achieved Cumulative
Number of teachers trained in effective classroom practices	Teacher classroom practices trainings will focus on lesson planning, mixed ability grouping, teaching in overcrowded classes and classroom management	Once per training event	COP/Ops Manager	Attendance rosters	0	19,146
Number of teachers trained in basic literacy	Teacher literacy trainings will focus on listening, speaking, reading, writing, vocabulary development and storytelling)	Once per training event	COP/Ops Manager	Attendance rosters	0	19,146
Number of teachers trained in classroom/continuous assessment techniques	Teacher assessment trainings will include portfolio assessment, structured assessment, observation, conferencing, testing and error correction.	Once per training event	COP/Ops Manager	Attendance rosters	0	19,146
% of grade 6th, 7th and 8 th grade teachers effectively implementing <i>English for Ethiopia</i>	TELL team to monitor teacher training events	Random sample throughout training period	COP/Ops Manager	Observation, pre/post survey, regional training reports	0	90%
Numbers of printed materials reaching the trainees	Trainees will receive training materials as part of all trainings. These will include training guides.	Once at end of all training events	COP/Ops Manager	Inventory list	0	144,614



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