



ED DATA II

Ethiopia Early Grade Reading Assessment

Data Analytic Report:
Language and Early Learning



Ethiopia Early Grade Reading Assessment
Ed Data II Task Number 7 and Ed Data II Task Number 9
October 31, 2010

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Data Analysis Report: Language and Early Learning

Ed Data Task Order 7
Ed Data Task Order 9
October 31, 2010

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Table of Contents

List of Figures vi

List of Tables vii

Acronyms ix

Executive Summary	1
Data Collection	1
Language of Instruction Findings	2
EGRA Findings Snapshot	3
Gender Gaps 5	
Reading Materials	5
Factors Predicting Reading Outcomes	7
Findings Summary	8
Recommendations	8
1. Introduction	1
1.1 Ethiopian Context	1
1.2 Objectives 1	
1.3 Rationale – Why EGRA?	2
1.4 General Education Quality Improvement Program	3
1.5 National Learning Assessment Findings	3
1.6 Woliso EGRA	5
1.7 EGRA Tools	6
1.8 Minimum Learning Competencies and EGRA	7
2. Research Design	9
2.1 Research Design	9
2.2 Regional Selection	9
2.3 Instrument Adaptation	10
2.4 Training and Piloting	11
2.5 Sampling 12	
2.6 Achieved Sample	13
2.7 Analytic Strategies	16
3. Descriptive Statistics	17
3.1 Home Background	17

3.2 Other Background Items	18
4. Findings.....	19
4.1 Early Reading Achievement Is Low	19
4.2 Overall Achievement on Oral Reading Fluency by Region	23
4.3 Regional Comparisons for Amharic and Afan Oromo	25
4.4 Comparing Reading Comprehension and Listening Comprehension Outcomes.....	29
4.5 Reading Outcomes and Gender	31
4.6 Grade Difference.....	32
4.7 Accuracy Analysis	33
4.8 Relationships between Fluency Scores.....	35
5. Predictive Factors.....	36
Student, School and Family Level Predictive Factors	36
6. Regional Analysis Comparing Subtask Achievement.....	38
7. Proposed Benchmarks.....	40
7.1 Quantile Regression Results	40
7.2 Results from High Achieving Poor Schools	40
7.3 Oral Reading Fluency and Reading Comprehension Scores	41
7.4 Levels of Fluency Needed for High Comprehension	43
7.5 Draft Fluency and Comprehension Benchmarks	44
8. Interventions in Early Literacy in Sub-Saharan Africa.....	45
8.1 International Experience	45
8.2 Kenya Intervention Findings.....	46
8.3 South Africa Intervention	47
8.4 Liberia Intervention (EGRA Plus).....	49
8.5 Interventions in Ethiopia.....	50
9. Recommendations.....	50
Appendix A. Sampling by Woreda within Regions	1
Appendix B. EGRA Scores by Region	1
Appendix C. Technical Reliability Analysis	1
Reliability Analysis.....	1
Amharic Tool Analysis	1

Tigrigna Tool Analysis	3
Sidaamu Afoo Tool Analysis.....	5
Hararigna Tool Analysis	6
Somali Tool Analysis.....	7
Appendix D. Head Teacher Questionnaire Findings	1
Background of Respondent Head Teachers	1
School-related Findings	6
Appendix E. Teacher Questionnaire Analysis.....	1
Teachers’ Gender Distribution.....	1
Trained Teachers.....	2
Teachers’ Qualification and Experience	2
Sufficient Learning Materials	3
Supervise Pupils on Use of Library	4
Walking Duration to School	5
Teachers’ Guide	6
Appendix F. Amharic EGRA Tool	1
Appendix G. Afaan Oromo EGRA Tool.....	1
Appendix H. Tigrigna EGRA Tools	1
Appendix I. Somali EGRA Tools.....	1
Appendix J. Sidama EGRA Tools.....	1
Appendix K. Harari EGRA Tools	1
Appendix L. EGRA Teacher Questionnaire.....	1
Appendix M. Ethiopia Director Questionnaire	1

List of Figures

ES Figure 1.	Children Learning in Mother Tongue (%)	ES-2
ES Figure 2.	Children in Grade 2 Reading at Different Benchmark Levels (%)	ES-3
ES Figure 3.	Percentage of Children with Reading Comprehension Scores of 0%	ES-4
ES Figure 4.	Impact of Reading Materials and Wealth on Oral Reading Fluency	ES-5
ES Figure 5.	Children with School Textbook and Other Reading Materials at Home (%)	ES-6
ES Figure 6.	Impacts of Family Background, School, and Individual Factors on Oral Reading Fluency.....	ES-7
Figure 1.	ETNLA Mother Tongue Reading Scores.....	4
Figure 2.	Reading Fluency Results from Woliso Study (Destefano & Elaheebocus, 2009, p. 8)	5
Figure 3.	Ethiopia’s Regions	10
Figure 4.	EGRA Zero Scores by Grade.....	20
Figure 5.	Percentage of Children Scoring Zero on Reading Comprehension	21
Figure 6.	Percentage of Children Reading 0 and 60 Words in Grade 2 by Region	22
Figure 7.	Percentage of Children Not Meeting Benchmark	23
Figure 8.	Reading Levels by Region for Grade 2.....	24
Figure 9.	Reading Levels by Region in Grade 3	25
Figure 10.	Subtask Comparisons for Amharic-speaking Schools	27
Figure 11.	Radial Plot Comparing Achievement by Region for Amharic	28
Figure 12.	Subtask Comparisons for Afan Oromo Schools	29
Figure 13.	Reading Comprehension, Listening Comprehension and Teaching Gap Scores.....	30
Figure 14.	Gender Gap in EGRA Scores.....	31
Figure 15.	Gender and Urbanicity Interactions, Controlling for Grade	32
Figure 16.	Grade Difference (between Grade 2 and 3) by EGRA Task.....	33

Figure 17.	Letter and Word Accuracy Scores by Language, Including Difference Between Accuracy Scores.....	34
Figure 18.	Correlations between EGRA Tasks, by Sabeen or Latin Script.....	35
Figure 19.	Predictive Factors Relationships with Oral Reading Fluency.....	37
Figure 20.	Amhara Radial Plot Comparing Achievement by Grade and Gender for Six EGRA Tasks.....	39
Figure 21.	Oromiya Radial Plot Comparing Achievement by Grade and Gender for Six EGRA Tasks.....	39
Figure 22.	Oral Reading Fluency and Comprehension Rates for Amharic and Afan Oromo.....	42
Figure 23.	Oral Reading Fluency and Reading Comprehension Scatter Plots for Tigrigna, Sidaamu Afoo, Hararigna, and Somali.....	43
Figure 24.	Oral Reading Fluency Scores Necessary for 80% and 100% Comprehension	44
Figure 25.	Impact of South Africa SMRS on Reading Outcomes, by Task...	48
Figure 26.	Impact of South Africa SMRS Program on Oral Reading Fluency Outcomes.....	49
Figure 27.	Impact of Liberia EGRA: Plus on Oral Reading Fluency Outcomes.....	50

List of Tables

ES Table 1.	Summary of EGRA Data Collection Sample.....	ES-2
Table 1.	Ethiopian Third National Learning Assessment Mean Scores by Year (MOE, 2008, p. 49).....	3
Table 2.	Ethiopian Third National Learning Assessment Achievement Levels by Subject (MOE, 2008, p. 47).....	4
Table 3.	Minimum Learning Competencies in Mother Tongue and Associated EGRA Tasks	7
Table 4.	Sampled Districts for EGRA Study, by Region	12

Table 5.	EGRA 2010 Sample, by Language, School Type, and Location	14
Table 6.	Head Teacher and Teacher Questionnaires by Region.....	15
Table 7.	EGRA 2010 Sampling Frame	16
Table 8.	Descriptive Statistics of Self-reported Figures by Region.....	18
Table 9.	Subtask Comparisons for Amharic Assessed Regions.....	26
Table 10.	Subtask Comparisons for Afan Oromo-assessed Regions	28
Table 11.	Quantile Regression Results for Each Level of Oral Reading Fluency by Language	40
Table 12.	Oral Reading Fluency Scores at the School Level for High Scoring Schools with High Levels of Student Poverty	41
Table 12a.	Draft Oral Reading Fluency Benchmarks by Language.....	45
Table 13.	Kenyan Reading Scores at Baseline	46
Table 14.	South Africa Impacts from Literacy Intervention.....	47

Acronyms

CTE	College of Teacher Education
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
EBNLA	Ethiopian Baseline National Learning Assessment
EMIS	Education Management Information Systems
EGRA	Early Grade Reading Assessment
ES	Executive Summary
ESDP	Education Sector Development Program
ESNLA	Ethiopian Second National Learning Assessment
ETNLA	Ethiopian Third National Learning Assessment
ETQAA	Education and Training Quality Assurance Agency
FDRE	Federal Democratic Republic of Ethiopia
GEQIP	General Education Quality Improvement Program
IQPEP	Improving Quality in Primary Education Program
MLC	Minimum Learning Competencies
MOE	Ministry of Education
NLA	National Learning Assessment
NER	Net Enrollment Rate
PASEC	Programme d'Analyse des Systemes Educatifs de la CONFEMEN
PIRLS	Progress in International Reading Study
PISA	Programme for International Student Assessment
pm	per minute
REB	Regional Education Bureau
RTI	Research Triangle Institute International
SACMEQ	Southern and Eastern African Consortium for Monitoring Education Quality
SIP	School Improvement Program
SMRS	Systematic Method for Reading Success

SNNPR	Southern Nations, Nationalities and People’s Region
TEI	Teacher Education Institution
TIMSS	Trends in International Mathematics and Science Study
TTC	Teacher Training College
T&L	Teaching and Learning
UNICEF	United Nations Children’s Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development
WEO	Woreda Education Office
wpm	words per minute

Executive Summary

In May and June 2010, an early grade reading assessment (EGRA) was performed in eight regions in Ethiopia. The EGRA was a collaboration among the Ministry of Education (MOE), RTI International, members of the Education and Training Quality Assurance Agency (ETQAA), the Improving Quality in Primary Education Program (IQPEP), several core processes, and other stakeholders, and was a study of the reading skills in Ethiopia in a variety of areas. Due to the efforts of the MOE, and the generous funding of United States Agency for International Development (USAID)/Washington and USAID/Ethiopia, this EGRA study is the largest of almost 50 performed.¹

The assessment was developed for 6 languages in Ethiopia, such that Grade 2 and Grade 3 students were assessed in Tigrinya, Afan Oromo, Amharic, Somali, Sidaamu Afoo, and Hararigna. The assessments included a variety of subtasks, including letter (or fidel) sound fluency, phonemic awareness, word naming fluency, unfamiliar word naming fluency, oral reading fluency, reading comprehension, and listening comprehension. The assessments were leveled according to the MOE's Minimum Learning Competencies. The sampling included 338 schools and 13,079 students assessed by RTI and the IQPEP with the MOE. The purpose was to investigate the children's reading skills in the context of the General Education Quality Improvement Program (GEQIP) and the rapidly changing primary school environment in Ethiopia. In addition to student literacy assessments, a family background questionnaire was administered to students, and head teacher and teacher questionnaires at the school level. School level and teacher level data were matched with student achievement data to determine how student background, the classroom environment, and community factors were correlated with student outcomes.

Data Collection

Data collection took place between May 10, 2010, and June 16, 2010. Data collectors were trained intensively in the basics of reading assessment, specific to each language by RTI, IQPEP and renowned language experts from many universities, particularly Addis Ababa University. Assessors included experts from Colleges of Teacher Education (CTE), Woreda Education Offices (WEO), and Regional Education Bureau (REB) staff, as well as private data collectors, interrater reliability scores were higher than .94. Supervised by experts from the MOE and REBs, a team of 109 assessors was deployed in the eight regions. Table 1 summarizes the sample.

¹ <http://www.rti.org/page.cfm?objectid=0105C3ED-F254-B0BE-B763260791DE62B6>

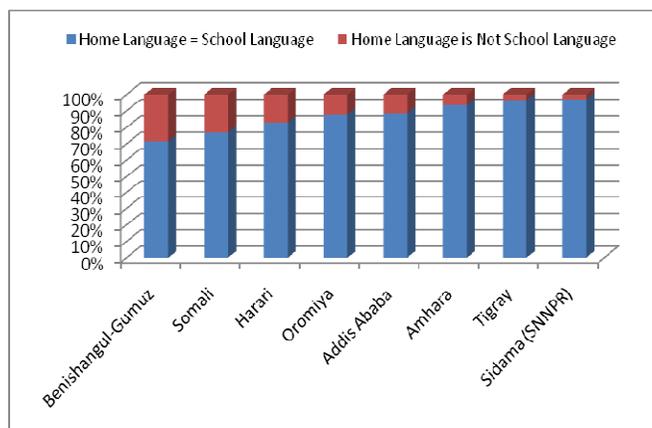
ES Table 1. Summary of EGRA Data Collection Sample

Region	Language	Woredas	Schools	Children Assessed
Tigray	Tigrinya	11	39	1551
Amhara	Amharic	15	60	2316
Oromiya	Afan Oromo	16	63	2491
Somali	Somaligna	4	33	1183
Benishangul-Gumuz	Amharic	6	35	1289
SNNPR(Sidama)	Sidaamu Afoo	11	42	1752
Harari	Hararigna	16 total	2	80
	Amharic		8	320
	Afan Oromo		21	785
Addis Ababa	Amharic	11	33	1312
Total			338	13,079

Language of Instruction Findings

Ethiopia’s primary school language policy is often noted for being the most progressive policy in Sub-Saharan Africa with respect to mother tongue instruction. The EGRA study asked children whether they speak the same language at home as they are taught in at school. Figure 1 shows that, in each region, the percentage of children learning in their mother tongue (home language) ranges from 71.5% (Benishangul-Gumuz) to 97.8% (Sidama zone, SNNPR), with the majority of regions surveyed having more than 85% overlap between language of instruction and mother tongue. This is certainly one of the highest uses of local languages in primary school anywhere in the continent, and likely contributes to literacy acquisition in Ethiopia, though the scores remain lower than

ES Figure 1. Children Learning in Mother Tongue (%)



expected. However, note that in each region a significant proportion of children learn in languages they do not speak at home; e.g., 28.5% in Benishangul-Gumuz and 12.2% in Oromiya.

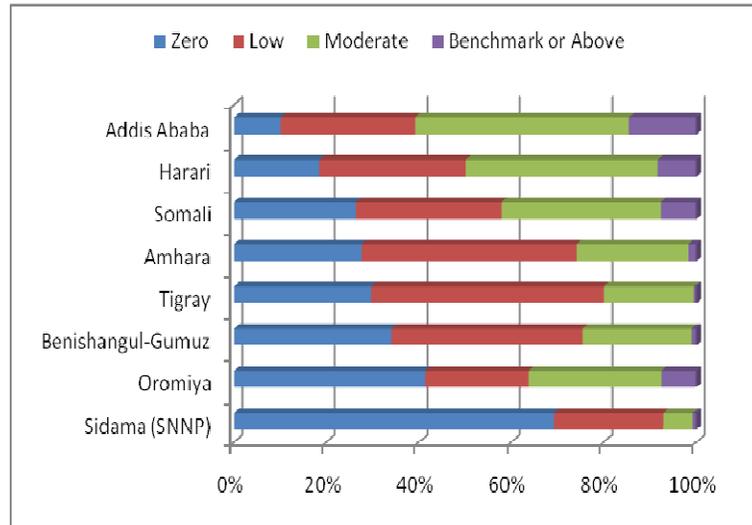
EGRA Findings Snapshot

This dataset provides opportunity for complex analysis of interesting relationships between language, student background, and student reading outcomes. The findings presented in this executive summary are in the areas of oral reading fluency and reading comprehension, as defined below:

1. *Connected text oral reading fluency*: ability to read a passage, about 60 words long. It is timed to 1 minute. The passages were targeted at the early Grade 2 level in vocabulary and complexity.
2. *Comprehension in connected text*: ability to answer several comprehension questions based on the passage read. Each assessment had 5 or 6 questions, and the scores presented are percentage-correct.

Figure 2 shows the percentage of children in each region in Grade 2 reading at different benchmark levels. The blue bars represent children who were unable to read a single word on the connected text oral reading fluency measure; the red bars indicate children who were very weak readers; the green bars represent children who read moderately well; and the purple bars describe children who read at the expected rate for the grade. The figure shows

ES Figure 2. Children in Grade 2 Reading at Different Benchmark Levels (%)

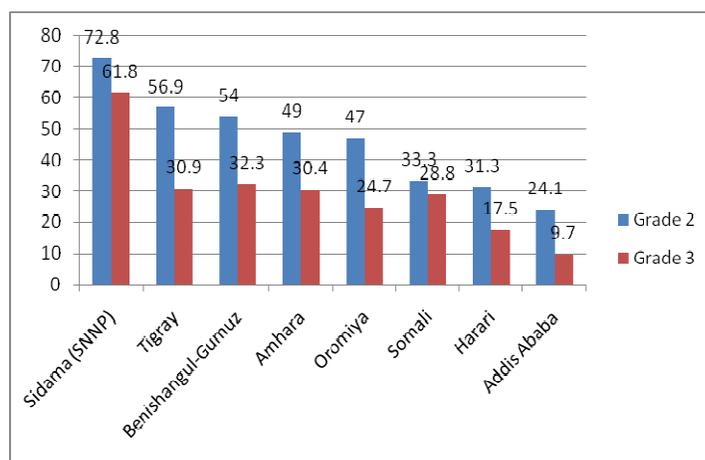


that **a significant percentage of children in Grade 2 read zero words correctly**. In Sidama the percentage of nonreaders was 69.2%, and in Oromiya it was 41.2%. Only Harari (17.9%) and Addis Ababa (10.1%) have percentages of zero scores less than 20%, with the largest regions (SNNP, Oromiya, Tigray, and Amhara) all having Grade 2 zero scores above 25%.

Even in Grade 3, significant percentages of children remained nonreaders. For Somali (21.4%), Amhara (17.0%), Sidama (54.0%), and Oromiya (20.6), it is striking that after 3

years of school, such large proportions of children remained completely illiterate in their mother tongue. Interestingly, it appears that large decreases in the percentage of nonreaders occur between Grade 2 and 3 for Oromiya, Benishangul-Gumuz, and Tigray. However, for those children who were just beginning to learn to read at the end of Grade 3, it was likely too little and too late. These children are likely candidates for dropout or repetition, and they certainly run the risk of not being prepared for the end-of-primary examinations. The purple bars that relate to children reading at the expected rate indicate very low scores. **In each of the 8 regions, at least 80% of children—and in the case of Sidama, 100%—were not reading at the expected oral reading fluency rate.**²

ES Figure 3. Percentage of Children with Reading Comprehension Scores of 0%



The problem of very low achievement exists for oral reading fluency as well as reading comprehension. Figure 3 shows the percentage of children whose reading comprehension scores were 0% correct. It is clear that a large percentage of children did not comprehend what they were reading, though the questions were quite simple. In Sidama (72.8%), Tigray (56.9%) and Benishangul-Gumuz (54.0%), **more than half of the region’s children in Grade 2, did not understand a story at all.** Even in the urban regions (Harari and Addis Ababa), one quarter or more of

children could not comprehend basic questions. There were some improvements between Grade 2 and 3, with less than one third of Grade 3 children scoring zero in all regions (except Sidama at 61.8%). On the other hand, the stories and associated questions were developed such that Grade 2 children should have been able to answer 4 or 5 of the 5 comprehension questions correctly.

These findings show that even though the purpose of mother tongue instruction is to ensure that children understand what they read, the children’s inability to decode the words means they are unable to understand the text, although they are likely to have the vocabulary to understand it. This is confirmed after analysis of the listening comprehension task, which shows that the average child can listen to and comprehend spoken stories quite well. The gap between the reading comprehension and listening comprehension scores is consistently large, and shows that **the problems identified by**

² This is based on benchmarks from other countries and preliminary analysis from Ethiopia. Using these data, the MOE will be able to determine appropriate grade-level benchmarks for children’s oral reading fluency.

this EGRA are specific to teaching *reading*, and not due to language issues in the children.

Gender Gaps

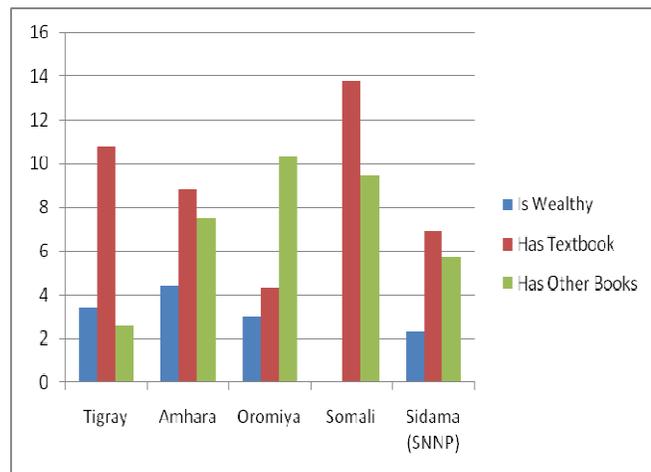
In EGRA administrations across Sub-Saharan Africa, RTI has found that in most instances, girls significantly outperform boys on early reading tasks. We investigated the relationship between gender and urbanicity to determine whether there are systematic gender gaps in reading achievement as measured by the EGRA. The 2007 National Learning Assessment (NLA) literacy results found that boys outperformed girls in rural areas, but there were no differences in urban areas. The EGRA study found almost the same result. Across regions, there was a statistically significant difference between boys' and girls' achievement in all reading tasks (save listening comprehension) that favored boys. On the other hand, in urban areas, girls outperformed boys, though in some cases it was not statistically significant. This relationship mirrors the NLA results. **There seems to be a problem in the education system for rural girls**, since girls can read in urban areas, and in other Sub-Saharan African countries girl (both urban and rural) outperform boys.

Reading Materials

Figure 4 shows the impact that three student characteristics had on oral reading fluency. First, the blue bars show the impact that being a wealthy student had on student achievement across the five languages, with the largest impact of 4.4 words per minute (wpm) in Amhara, and the smallest of 0 words in Somali.

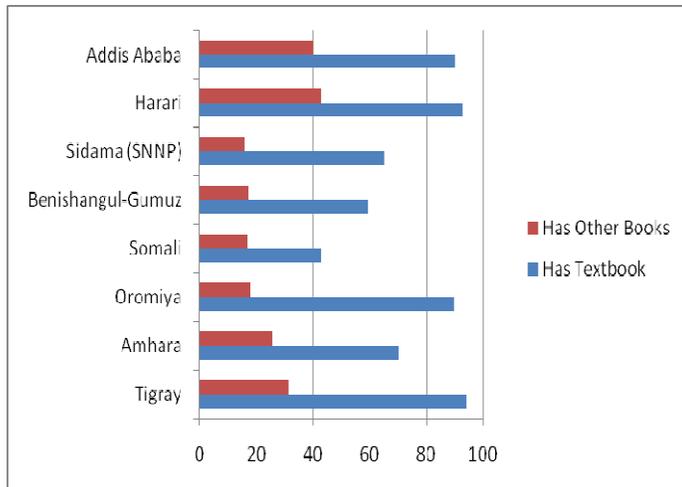
The red bars show the impact that having the language textbook had on student achievement. Having the book increased oral reading fluency by between 4.3 wpm (Oromiya) and 13.8 (Somali) in these large regions. The impact of having a book was larger than being wealthy, and that was true for all regions presented here. Finally, the green bars show the effect of having extra reading materials at home, which was significantly larger than being wealthy (except in Tigray) and larger in some cases than having the school reading textbook. For example, having other books is related with 10.3 words more per minute in Oromiya, much more than the 3.0 words related to being wealthy. Research in Sub-Saharan Africa decades ago confirmed the importance of

ES Figure 4. Impact of Reading Materials and Wealth on Oral Reading Fluency



having a textbook,³ and the findings from this EGRA study mirror what was known several decades ago: Having access to materials to read, both inside and outside of school, encourages achievement in literacy over and above the wealth of individual families.

ES Figure 5. Children with School Textbook and Other Reading Materials at Home (%)



This leads to the question of what percentage of children in Ethiopia have access to the valuable reading materials that make such a large difference on student achievement. Figure 5 shows the percentages of children with the school textbook (blue bar) and other reading materials at home (red bar). There is a wide range of responses as to whether the child had the textbook across the regions: **94.5%**

of Tigray’s children had the book, but only 42.8% of Somali children and 59.3% of Benishangul-Gumuz children had it.

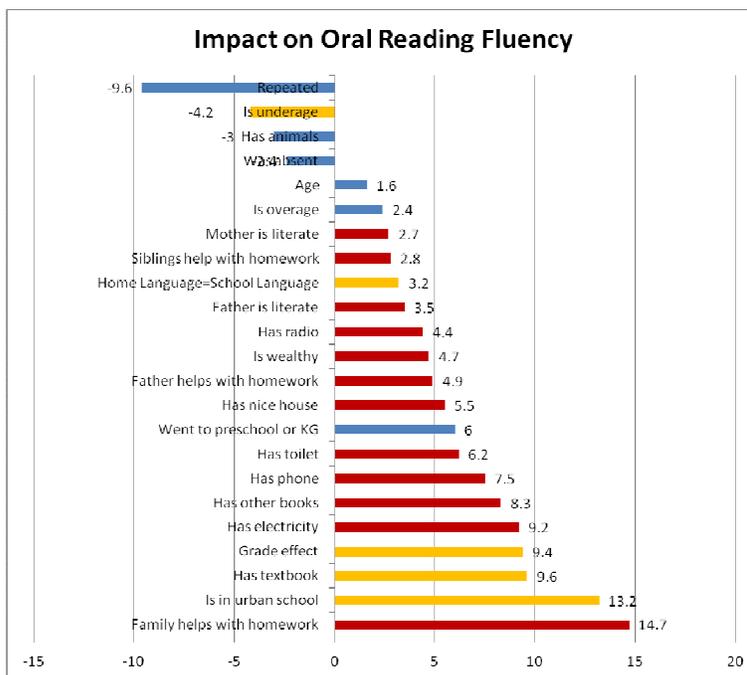
Given the relationship between having the book and student achievement, there is a clear policy implication: Getting the school textbook into the hands of each child is critical. In Sidama (65.1%) and Amhara (70.4%), the percentages of children with textbooks are low. Ensuring that children have other materials to read has also shown to be a critical variable, but this figure shows how few children have any other reading materials at home or at school. In urban regions (Harari and Addis Ababa), 40% or more of the children had other reading materials, but in the rest of the regions, the percentages were much lower. **In Oromiya, Somali, Benishangul-Gumuz, and Sidama, only 1 in 6 children had any other reading materials.** Given that having even a tiny amount of extra material to practice reading was so strongly correlated with policy outcomes, it appears that providing books to children or encouraging families and communities to have books at home is an important next step to improve the quality of literacy outcomes in Ethiopia.

³ Fuller, B. 1986. *Raising School Quality in Developing Countries: What Investments Boost Learning*. Washington, D.C.: The World Bank.

Factors Predicting Reading Outcomes

The very large dataset analyzed in this paper provides a significant opportunity to look at the factors related to student reading achievement (as measured by oral reading fluency scores). Controlling for region, these factors are predictive of student outcomes. The colors in Figure 6 relate to the level of the factors. Red bars show family background factors; gold bars show school level factors; and blue bars show individual factors. Clearly student achievement was highly dependent on all three levels. At the school and system level, it is clear that children learn a significant amount in Grade 3 (9.4 wpm), and if children learn in the same language they speak at home, it has a positive impact on student achievement (3.2 wpm), though a full 11.8% of the children in these regions do not learn in the same language that they speak at home.

ES Figure 6. Impacts of Family Background, School, and Individual Factors on Oral Reading Fluency



Critically, as mentioned above, **having a textbook provided by the school was associated with 13.2 more words per minute**. At the family level, many wealth factors were related to higher achievement (having a radio; having a nice house, a phone, electricity, and family helping with homework). Schools cannot affect these factors. However, whether a child had other books in the home (8.3 wpm), the father helped with homework (4.9 wpm), or if the entire family was available to assist with schoolwork (14.7 wpm) can make a big difference. At the student level, repetition (-9.6

wpm) was a significant problem, as was being underage for the grade (-4.2 wpm). These factors are measured at the student level, but actually are system level factors that can be improved by ensuring adherence to the entry policies of the REBs and the MOE. In short, there are many factors related to student achievement that the school and the system can improve upon.

Findings Summary

The findings suggest that while **children attend school for two or three years, a significant percentage is illiterate**. These findings buttress the work of the Ministry of Education and the National Organization of Examinations in the NLA and show that there is strong evidence that reading achievement is low in all regions sampled, with the urban regions Harari and Addis Ababa modestly outperforming the other regions. The language usage findings show strong adherence to the language of instruction policy, and that most children in the regions sampled learn in the language they speak at home, which increases their ability to understand and to read. Most critically, these findings show that reading achievement is very low in Ethiopia. When asked to read a simple passage at a Grade 2 level, many regions had more than 30% of Grade 2 and 20% of Grade 3 unable to do so successfully, with children in Sidama zone and Oromiya region particularly struggling. When it comes to reading comprehension, scores are extremely low, with **more than 50% of the children in most regions unable to answer a single simple comprehension question**. The exceptions are for urban areas and urban regions, and in some schools in Grade 3, where children are only starting to understand what they read. This appears to be too little, too late, and the current status of reading skills suggests that significant interventions in the quality of reading instruction and the provision of reading materials are necessary.

Recommendations

Recommendations from this study will be shared with the policy workshop to be held soon, and to include stakeholders from across the education sector and mirror the ideas that will be presented to the MOE in September, 2010. The recommendations include the following:

- **Focus resources on reading instruction.** Very few teachers reported any in-service training in reading methods and pedagogical techniques. This should be supported by specific training for teachers on how to appropriately and successfully teach children this content. This will support their ability to help children learn the fundamentals necessary for successful reading, including vocabulary, phonemic awareness, fluency, and decoding. Note that teaching teachers how to teach reading must be language-specific. Amharic and Afan Oromo are very different languages structurally, for example, and precision is needed to focus training on how best to improve primary education.
- **Start early, in Grades 1 and 2.** The findings show that teachers' views of when pupils could read and understand what they read are important for pupil outcomes. They also show that much learning of the fidel and alphabet is occurring primarily in Grade 3. This suggests that in some Ethiopian classrooms teachers wait too long to teach students how to read and expect too little from their young learners, and this has

implications for what children can gain from early primary school. It is recommended, therefore, that Grade 1 and 2 pedagogy focus most heavily on early reading acquisition and outcomes.

- **Encourage reading in the community.** Our findings showed that few classrooms were stocked with reading books, and very few children had many reading materials at their homes. Thus children have limited exposure to the joys of reading engaging and interesting materials appropriate for their developmental stages. A two-pronged effort should be made to increase the amount of reading material in classrooms and encourage families to make reading a part of their daily family activity. This could be accomplished by awareness raising efforts at the regional and woreda level.
- **Review in-service teacher professional development.** The findings from this study clearly indicate that, in many schools, little reading instruction happened, though mother tongue class is a significant part of the day. By this we mean that there was far less interaction between teachers and students around letters, words, sentences, and stories than there should be. This need not be the case, and experiments in Kenya, Liberia, and South Africa show that teachers can be very receptive to focused in-service professional development supporting skill acquisition in early literacy interventions. It is recommended that the in-service teacher professional development programs target the building blocks of reading and where possible, provide targeted lesson plans for teachers.
- **Set literacy benchmarks.** The complex language environment in Ethiopia means that policy makers should think carefully about outcomes they expect children to achieve by the end of Grade 2. This can be added to the reading portion of the Minimum Learning Competencies and will prepare Ethiopia for the indicative frameworks designed by the Fast Track Initiative. The findings suggest that without benchmarks, and work to achieve those benchmarks, children may never reach reading fluency.
- **Improve the quality of reading instruction.** There are some critical areas necessary for immediate intervention.
 - **Use letter sounds and the fidel as building blocks for reading.** There is a strong correlation with a child's scores on letter sounds with their reading fluency and comprehension scores in languages that use the alphabet. This means that these building blocks for fluency and comprehension are important skills for children to master in Grade 1.
 - **Teaching decoding is critical.** Many of the classroom observations in this sample revealed teaching situations where teachers pointed to words and encouraged the children to call out the word house. However, when faced with very similar words, those same children did very poorly because the pedagogy encourages the children to memorize particular words, and spends much less time training them in how to decode and “solve” new words.

- **Teach formal comprehension strategies.** The children in this sample had very low comprehension levels. This is partially because the children were likely to have limited oral vocabulary skills, in particular, but also because the children did not have much formal training in comprehension strategies. These can be systematically taught. Note, however, that without the ability to read fluently, comprehension is nearly impossible.
- **Expand literacy interventions.** Ethiopia has been very receptive to changes that can impact the quality of reading instruction; yet the evidence suggests that more effort is needed. Combined with scripted lesson plans, material book development and provision, and ongoing teacher professional development, it is clear that improvements to the quality of reading outcomes can be had in Ethiopia. We suggest that the following elements be included in the literacy interventions that are attempted in Ethiopia.
 - **Development of targeted lesson plans.** Teachers should be provided with specific instructions as to how to teach early reading acquisition, since most pre-service programs do not provide the level of detail and precision necessary to do it properly.
 - **Provision of ongoing support for teachers.** In order to support the behavioral changes necessary to help teachers to teach significantly better, they need ongoing support using a combination of new instructional methods and opportunities to discuss how their experiments with the new methods are working. A coaching model might provide effective support.
 - **Development and usage of significant reading materials.** Leveled materials need to be developed to support the graduated instruction in Grade 1 and Grade 2. These materials need to be read easily by burgeoning learners and incorporated into lessons.

Comments or questions on this executive summary are welcome, and should be sent to bpiper@rti.org.

1. Introduction

The Ethiopian Ministry of Education's interest in ensuring the quality of primary education across Ethiopia has led to an exploration of the means by which the quality of early grade reading can be assessed. The Early Grade Reading Assessment (EGRA) is a tool that allows careful investigation of the component parts of early literacy acquisition. Given the interest of the Ministry of Education (MOE) in collecting regionally representative data in a significant number of regions, RTI International was tasked with development of the assessment in 6 languages: Afan Oromo, Amharigna, Tigrigna, Somaligna, Sidamigna, and Hararigna, and the administration of EGRA in eight regions, encompassing almost 96% of Ethiopia's population. This report presents the findings from this assessment data to allow the MOE to unpack the variety of impediments to early grade literacy acquisition and inform the development of interventions to improve the quality of early reading teaching and learning.

1.1 Ethiopian Context

Ethiopia has been at the forefront of the continent's move toward improving access to education. Since the overthrow of the Derg in 1991, Ethiopia's primary education net enrollment rate has increased from less than 30% to more than 90%. This tremendously rapid increase in enrollment has been lauded in a recent United Nations Educational, Scientific and Cultural Organization (UNESCO) Global Monitoring Report as an example of the type of government commitment necessary to make dramatic changes in enrollment. Ethiopia also has one of the most language diverse environments in Sub-Saharan Africa, and has implemented probably the most comprehensive mother tongue education policy on the continent.

1.2 Objectives

The ability to read and understand a text is the most fundamental skill a child learns. Without literacy there is little chance a child will escape the intergenerational cycle of poverty. Yet, in many countries, students enrolled for four or as many as six years are unable to read and understand simple texts. Evidence indicates that learning to read early and at a sufficient rate, with comprehension, is essential for learning to read *well*, and reading well is critical for overall academic success. Children who do not learn to read in the first few grades are more likely to repeat and eventually drop out, or will fall behind others for the rest of their lives, and countries where the population cannot read well will tend to lag behind the more educated countries in terms of student achievement. In order to estimate the levels of reading in Ethiopia, the National Learning Assessment (NLA) program has been investigating the quality of literacy skills for Grade 4 students since 2000. The remarkably low (and declining) scores on the Grade 4 NLAs suggest the need for further assessment instruments that can identify points of weakness and strength not

easily identified by paper and pencil tests, such as NLA. The objective of the EGRA, then, is to provide evidence in these important areas. The purpose, of course, is to inform the efforts in the area of education quality, such as GEQIP.

1.3 Rationale – Why EGRA?

It is in this context that the MOE, including members of the Assessment Sub-Process in the Ethiopian Education Training Quality Assurance Agency (ETQAA) and partnering with RTI, undertook an EGRA in 2010. The strategy behind the EGRA package of assessments is to determine the areas of reading or prereading in which children have particular difficulty, which will allow policy makers in Ethiopia to be able to target interventions at the reading components most likely to increase outcomes. Given the low levels of student achievement in Sub-Saharan Africa as measured by Southern and Eastern African Consortium for Monitoring Education Quality (SACMEQ) and Programme d'Analyse des Systemes Educatifs de la CONFEMEN (PASEC)—and the lower levels of student achievement in developing countries in international assessments, such as Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS)—several international donors (particularly the United States Agency for International Development and the World Bank) and organizations (particularly RTI) collaborated to fund and create the EGRA. Development of the EGRA occurred between 2006 and 2007, drawing on research from other contexts, especially the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), a U.S.-based early literacy assessment.

The need for EGRA is clear. The average child from the low-income countries participating in international tests performed at approximately the third or fourth percentile of a developed country distribution. Unfortunately, it is difficult to disentangle whether a child's knowledge and skills are lacking, or whether the lack of foundational reading ability hinders the child's ability to understand the assessment. In response to this need, EGRA was designed to orally assess literacy acquisition for children in grades 1 through 4. The EGRA instrument measures oral reading fluency, reading comprehension, letter recognition, and phonemic awareness, among other skills predictive of future reading success. The need for EGRA has been echoed in low-income countries across the world, with the instrument implemented in more than 40 countries and 60 languages since 2006. EGRA is used for two main purposes. First, EGRA is designed to provide governments and Ministries of Education with policy making information regarding areas of improvement. Second, early grade reading achievement is a proxy for the quality of the early part of a school system. If reading, particularly in local languages, is not being learned sufficiently by children, it is likely that achievement in other subjects will be similarly low. The international community has been receptive to EGRA and it has become a relatively standard assessment tool with applications in many Sub-Saharan African countries. At the local level, the rationale is that this assessment will provide

REBs and the MOE the ability to look carefully at their policies and programs and to investigate how best to improve the quality of education.

1.4 General Education Quality Improvement Program

The Ethiopian MOE, as part of Ethiopia’s Poverty Reduction Strategy Program, has noted that while education enrollment increases are important, they are not sufficient. As a result, within the Education Sector Development Program III (ESDPIII) and the forthcoming ESDPIV, attention has been and will continue to be paid to the quality of education necessary to ensure that students that graduate from the first and second cycle of primary school leave with the requisite skills to be a contributing citizen and be prepared for secondary school. In addition, the GEQIP, which is at the core of the strategy for improving the quality of education, targets the resources needed to provide education, the curriculum delivered in that education, and the pedagogy by which the curriculum is delivered.

1.5 National Learning Assessment Findings

Ethiopia has a history of producing high-quality national learning assessment materials and results. In 2000, the baseline national learning assessment (EBNLA) was undertaken, in 2004 the second national learning assessment (ESNLA) occurred, and in 2007 the third national learning assessment (ETNLA) was implemented. While scaling issues exist,⁴ the MOE’s (2008) findings were that the quality of the reading comprehension outcomes have decreased since the 2004 ESNLA, as Table 1 shows. The mean score in the 2007 ETNLA was only 43.9, which was much lower than in either the 2004 EBNLA (64.5) or the 2000 EBNLA (64.3).

Table 1. Ethiopian Third National Learning Assessment Mean Scores by Year (MOE, 2008, p. 49)

Table 15. Comparison of mean scores among the three national assessments

Subjects	EBNLA (2000)	ESNLA (2004)	ETNLA (2007)
Mathematics	39.3	39.7	40.3
Reading	64.3	64.5	43.9
English	40.5	38.7	36.5
Env. Science	48.1	51.7	42.6
Composite	47.9	48.48	40.9

With respect to the 2007 ETNLA, the breakdown of Grade 4 scores is as follows in Table 2. Only 14.6% of children were deemed proficient, with a much larger proportion achieving at a below basic level (51.7%). Note that the scores presented here are from a Grade 4 assessment. Ethiopia’s NLA scores are similar to those of other countries, in that the scores are much lower than expected. However, while the MOE analysis team should

⁴ The ETNLA report notes that the reading comprehension test was dramatically changed between 2004 and 2007, so comparisons must be made carefully.

be lauded for its analysis of the raw data and their ability to understand the school and student level factors related to the low achievement, it remains a matter for research what are the requisite skills that children have or do not have in Ethiopia that might be related to the low scores in reading comprehension identified in the ETNLA.

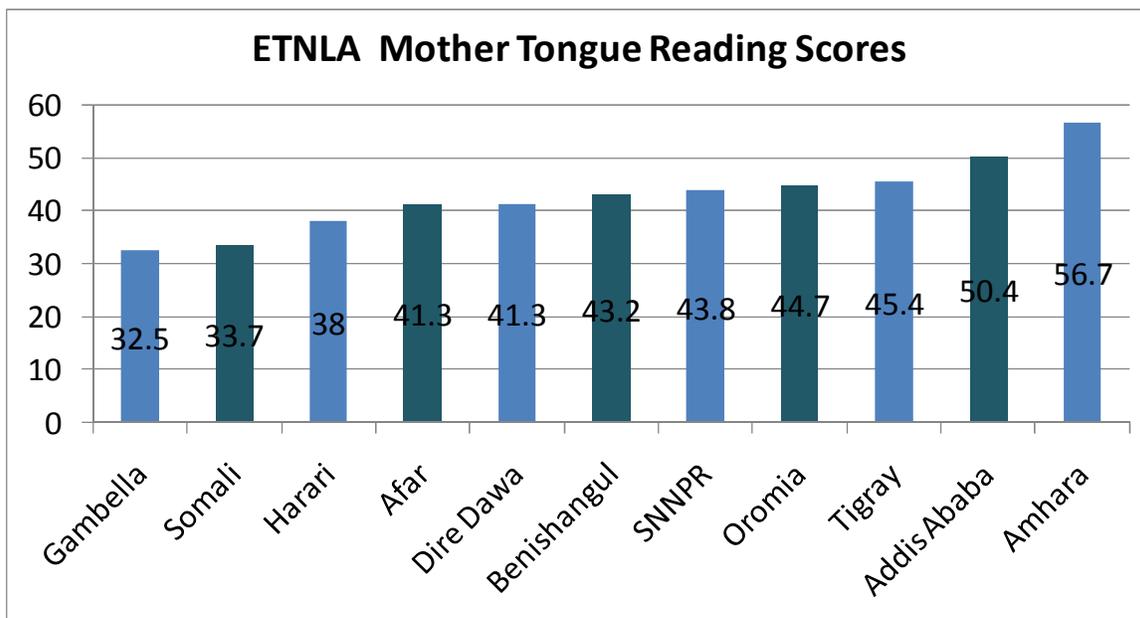
Table 2. Ethiopian Third National Learning Assessment Achievement Levels by Subject (MOE, 2008, p. 47)

Table 12. Achieved performance level for each subject

Subject	Proficient	Basic	Below Basic
Reading	14.6	33.7	51.7
English	16.9	31.5	51.6
Mathematics	17.1	29.0	53.9
Env. Science	16.3	38.5	45.1
Composite	14.7	37.8	47.4

Figure 1 presents the ETNLA’s average Grade 4 mother tongue reading scores by region, in Grade 4. Note that the highest scores were found in Amhara, Addis Ababa, Tigray, and Oromiya, but that only Amhara and Addis Ababa scored more than the expected level of 50%. The lowest scores were found in Gambella (32.5%), Somali (33.7%), and Harari (38.0%).

Figure 1. ETNLA Mother Tongue Reading Scores

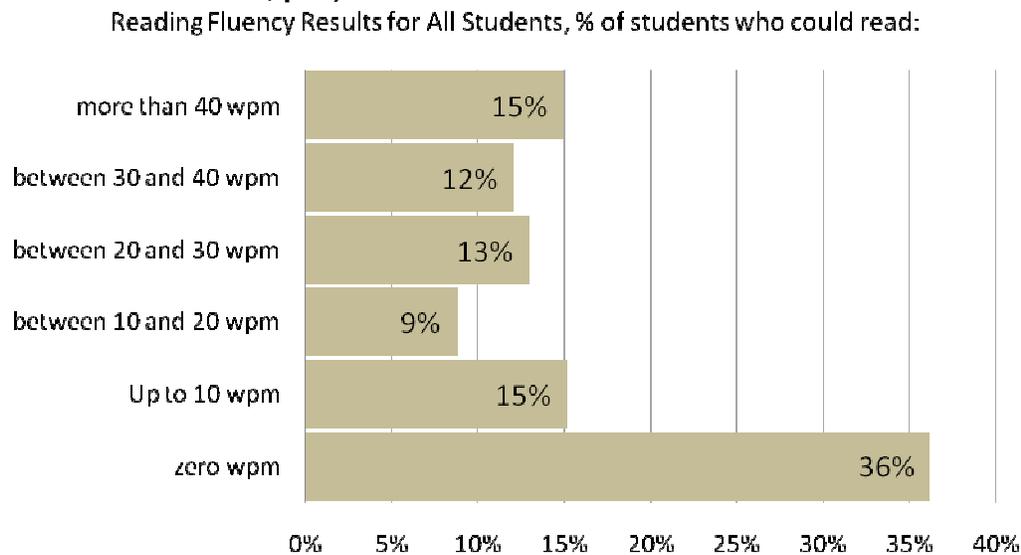


It appears that, given the low reading scores found in the ETNLA in particular, more research is necessary at early levels (prior to Grade 4) to determine the areas of quality improvement that might support the GEQIP efforts of the MOE.

1.6 Woliso EGRA

A small EGRA study took place in Woliso woreda in 2009 in Grade 3.⁵ The sample was quite small and is not thought to be representative of Ethiopia or Oromiya region. The findings were striking, though, as Figure 2 indicates. In the study, 36% of the sampled children could not read a single word of a simple text, and only 15% of children could read 40 words per minute (wpm) or more.

Figure 2. Reading Fluency Results from Woliso Study (Destefano & Elaheebocus, 2009, p. 8)



⁵ DeStefano, J & Elaheebocus, N. (2009). School quality in Woliso, Ethiopia: Using opportunity to learn and early grade reading fluency to measure school effectiveness. EQUIP2 report submitted to USAID.

1.7 EGRA Tools

EGRA is an orally administered assessment targeted at measuring the prereading and reading skills foundational to later reading (and academic success). EGRA takes approximately 15 minutes to administer and is often combined with a questionnaire measuring a variety of student background variables to assist in explaining some of the reading outcome findings. The Ethiopian EGRA consists of the following components, which have been found to be highly correlated with one another.

1. *Letter-naming (or fidel identification) fluency*: ability to read the letters of the alphabet (or the fidel) without hesitation and naturally. This is a timed test that assesses automaticity and fluency of letter or fidel sounds. It is timed to 1 minute, which saves time and also prevents children having to spend time on something that is difficult for them.
2. *Phonological awareness*: awareness of how sounds work with words. This is generally considered a prereading skill, and can be assessed in a variety of ways. In some Ethiopian languages, this task might be designed to determine whether children could differentiate the first syllable (or fidel) in a word, or whether they could identify all of the fidels in a word.
3. *Familiar word fluency*: ability to read high-frequency words. This assesses whether children can process words quickly. The lists of words were derived from the 50 most frequently used words in Grade 2 and 3 textbooks in each language. It is timed to 1 minute.
4. *Non-familiar or non-sense word fluency*: ability to process words that could exist in the language in question, but do not. The words were derived from the list of familiar words and follow the common patterns of the language. This component assesses a child's ability to "decode" words fluently. It is timed to 1 minute.
5. *Connected text oral reading fluency*: ability to read a passage, about 60 words long, that tells a story. The stories were created to be appropriate for particular regions and targeted at Grade 2 and Grade 3 children. The component is timed to 1 minute.
6. *Comprehension in connected text*: ability to answer several comprehension questions based on the passage read.
7. *Listening comprehension*: being able to follow and understand a simple oral story. This assesses a child's ability to concentrate and focus to understand a very simple story, assessed by asking simple noninferential (factual) questions. It is considered a prereading skill.

Note that each EGRA task was always adapted and essentially redesigned uniquely for each of the 6 languages in Ethiopia.

1.8 Minimum Learning Competencies and EGRA

While EGRA has gained international acceptance and has been undertaken in more than 40 countries worldwide, it is useful to determine whether EGRA relates to the Ethiopian curriculum at grade level. EGRA does not test whether children have learned an appropriate amount of the curriculum, but rather whether they have the basic skills required for a particular level. However, it is fair to assess whether EGRA is in line with the curricular goals of Ethiopia. To that end, a close analysis of the Minimum Learning Competencies (MLCs) document,⁶ allows an analysis of whether and how the EGRA is correlated with the expected tasks for a particular grade level. In order to do this, the portion of the MLC document related to mother tongue instruction in Grades 1-4 was referenced, with particular attention to the Listening and Speech and Reading sections. Table 3 makes clear that the EGRA fits well into the expected learning competencies for Grade 2 and Grade 3. In fact, EGRA appears to be targeted slightly below level for Grade 3 students in some tasks (letter/fidel fluency, word fluency, decoding, phonemic awareness) and for Grade 2 students in some tasks (letter/fidel fluency, phonemic awareness). Each EGRA task finds its match in an MLC competency.

Table 3. Minimum Learning Competencies in Mother Tongue and Associated EGRA Tasks

Minimum Learning Competency Statement	Grade	Content	EGRA Task
Ask simple questions related to the lessons they learned.	1	Listening	Listening Comp, Reading Comp
Listen to simple community story and speak about the characters	2	Listening	Listening, Reading Comp
Listen to stories and histories and tell one main idea	2	Listening	Listening
Speak sequentially the action of characters in a story	2	Listening	Listening, Reading
Listen to simple traditional stories and tell main ideas and characters	3	Listening	Listening, Reading
Ask questions that require explanations and reasons from the lesson they learned	3	Listening	Listening, reading
Explain events related to cultural customs and traditional practices	3	Listening	Listening, reading
Identify the sounds and read the alphabets excluding hybrids	1	Reading	Fidel/letter fluency, phonemic awareness
Read about 15 words at a glance without counting letters	2	Reading	Word fluency, decoding
Read silently and apply 2–3 sentences long guidelines	2	Reading	Oral reading fluency
Read silently about 3–4 sentences & match with pictures	2	Reading	Oral reading fluency
Read and comprehend short passages from textbooks	2	Reading	Oral reading fluency
And give appropriate answer for selected questions	2	Reading	Oral reading fluency, reading comprehension

⁶ Ministry of Education (2009). Minimum learning competencies Grades 1-4. Addis Ababa, Ethiopia.

Minimum Learning Competency Statement	Grade	Content	EGRA Task
Read loudly 1–2 sentences properly	2	Reading	Oral reading fluency
Read longer words at once	3	Reading	Word fluency, decoding
Identify special words and find out meanings	3	Reading	Decoding
Understand the meaning and concepts of new words	3	Reading	Decoding, oral reading fluency
Read incomplete story and guess its end	3	Reading	Oral reading fluency, reading comprehension
Read and understand 4–6 paragraphs	3	Reading	Oral reading fluency, reading comprehension

2. Research Design

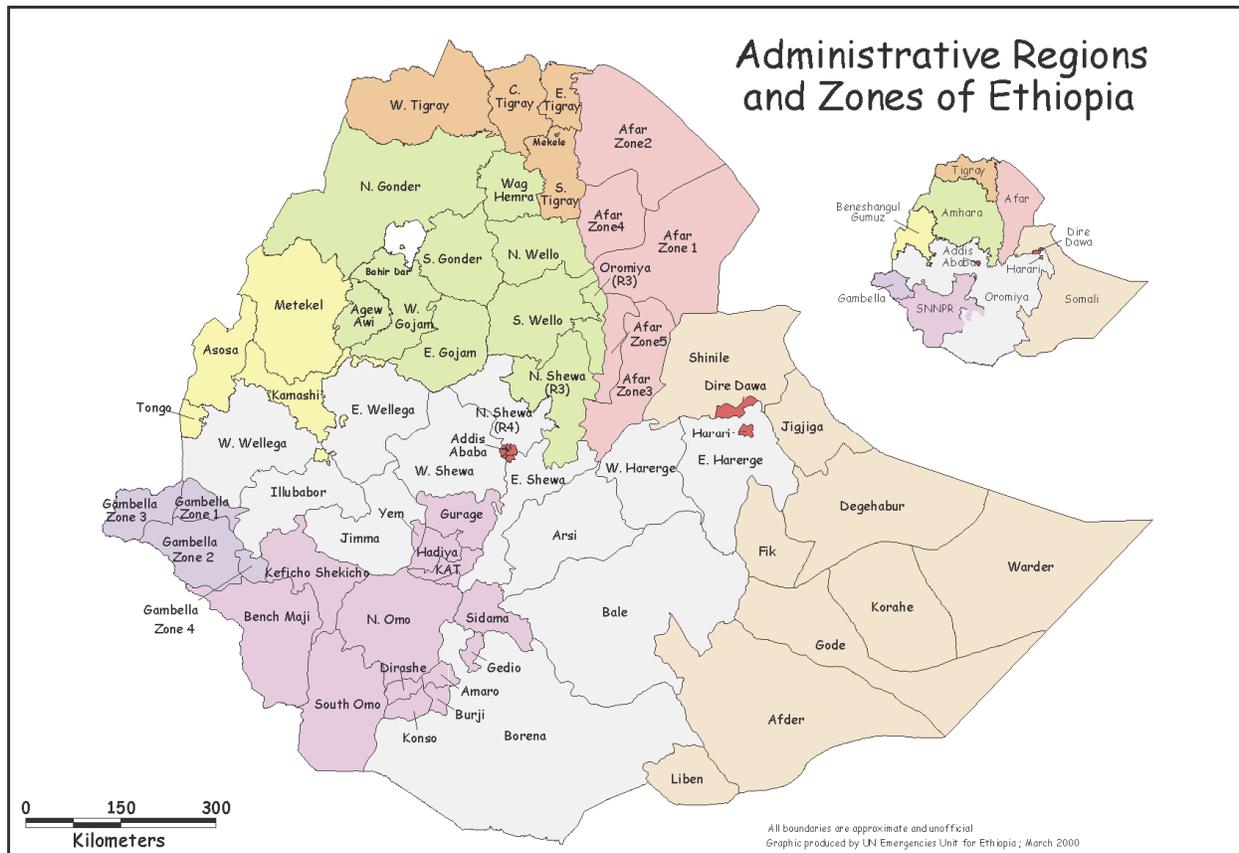
2.1 Research Design

The size of the Ethiopian EGRA allowed for the most complex and representative research design for any EGRA in Sub-Saharan Africa or elsewhere in the world. The initial stage, explained below, was to allow the MOE to determine the selection of regions. This means that any analysis made is representative to the region itself, rather than to the entirety of Ethiopia. This section then presents in some detail the development of the individual EGRA assessments. While EGRA is an internationally accepted assessment, at its core is an understanding that language and reading is primarily a local phenomenon. This is followed by a description of the piloting and revision processes, which were very systematic in the Ethiopian case. Then the section closes with some discussion of the analytic strategies employed in this study. While this is not meant as an overly technical report, some discussion is made here about the sampling design and analytic methods employed, particularly multiple regression methods.

2.2 Regional Selection

An important first step in this EGRA project was selection of the regions for the study. Given that EGRA was to be used for dual purposes—to provide an assessment of reading levels for a significant portion of the Ethiopia population, and also to provide a baseline for the IQPEP—a large geographic and regional spread was necessary. The MOE chose a panel to explore and debate the possibilities. The panel decided that Tigray, Amhara, Oromiya, Somali, Benishangul-Gumuz, SNNPR (Sidama zone), Harari, and Addis Ababa would be chosen. These regions cover over 96% of Ethiopia’s population and include a significant amount of language and cultural diversity. There is hope that future work will include the remaining three regions and additional language groups in SNNPR.

Figure 3. Ethiopia's Regions



2.3 Instrument Adaptation

To ensure that EGRA instruments are appropriate for the Ethiopian contexts and each of the selected languages, significant preparation was necessary. This included several critical items. First, several language consultants were identified from Addis Ababa University and regional academic institutions to prepare some of the linguistically more complex portions of the assessment for review before the assessment development workshop. Second, the Grade 2 and Grade 3 textbooks were obtained from the regions for each of the 6 languages. Then a representative sample of pages were typed and examined in Microsoft Excel to determine the most frequently occurring words and letters. This proved a challenge for the languages that used the Sabeen script (Amharic, Tigrigna, and Hararigna), because Excel is not yet capable of ordering the fidel alphabetically. However, it is an important task to ensure that the tasks reflect the textbooks and language complexity that children are exposed to in classrooms. Finally, the instruments were adapted to the Ethiopian contexts during workshops in May 2010. The Amharic, Tigrigna, and Afan Oromo tasks were developed in one week-long workshop, and Hararigna, Somali, and Sidamigna in another workshop.

This adaptation workshop was attended by experts from the ETQAA, the Assessment sub-process, the Curriculum process, the Planning process, the Teacher Education

process, several other portions of the MOE, UNICEF, the World Bank, Save the Children USA, International Rescue Committee, USAID, IQPEP, Addis Ababa University, the Regional Education Bureaus (REBs) from all 6 regions, and the relevant woreda education offices. In addition, an international reading consultant, Dr. Sandra Hollingsworth, supported the development of the reading components of the assessments. The local experts at that panel worked hard to ensure that the instruments matched local realities, developing appropriate stories; creating word frequency, letter frequency, and syllable frequency lists from actual textbooks used in the regions; and reviewing pretest data. These workshop participants were very hard-working and committed to the production of leveled instruments capable of identifying the true status of early reading skills in the 6 languages of interest for the study: Amharic, Tigrigna, Afan Oromo, Sidamigna, Somali, and Hararigna. They were also involved in the pretests of the instruments in the field.

2.4 Training and Piloting

The assessors were trained during a two week training session held from 19-23 April, 2010 and 10-14 May, 2010. Both RTI and IQPEP data collectors were involved in the training.⁷ Each assessor was given four interrater reliability tests and the lowest scoring assessors were not allowed to be a part of the pilot training, nor the full data collection. Final interrater reliability scores were higher than 94% for the entire group of assessors, which is extremely high, but similar to what was found in Kenya and Uganda for EGRA studies there.

In order to test the reliability and validity of the various subtasks in the 6 languages, a full pilot took place in Amhara and Oromiya regions 26-29 April, 2010, and in Tigray, SNNP, and Somali regions 17-20 May, 2010. Assessing children in several chosen schools in each region, pilot findings were analyzed from 77 Sidamigna assessments, 78 Tigrigna assessments, 90 Somali assessments, 90 Amharic assessments, and 105 Afaan Oromo assessments.⁸ The pilot data were entered the same day they were collected using an RTI-developed Excel-based data-entry system. These data were cleaned and coded immediately and sent to an RTI psychometrician. Findings from the pilot psychometric

⁷ IQPEP assessors were primarily from within the education sector, housed at Woreda Education Offices, Colleges of Teacher Education and other education offices. RTI assessors were primarily data collectors engaged in other assessment work in the system, but also included educators of various sorts. There were no statistically significant differences in assessment outcomes for the two groups across the 8 regions, except for Amhara, likely due to the very different woredas assessed. This shows that the fidelity of the assessment was not adversely impacted by the assessor selection, and the EGRA results remain robust.

⁸ Note that some colleagues point out that the EGRA assessment was not done by teachers. While this does present some challenges, in that the assessors were in some cases not pedagogical experts, it also makes it less likely that the teacher assisted the child with the assessment. Our findings in other countries suggest that teachers are often very weak assessors with respect to reliability and validity.

Rasch analysis that had implications for portions of each language assessment were adapted appropriately. Many of the changes related to particular items that were more or less discriminating than they should have been, and the response was to confer with language experts and assessors to determine how best to improve the assessments. Changes were made to improve each of the instruments before the full data collection and were included in the updated assessment versions. In nearly all cases, the changes necessitated by the pilot results were cosmetic; yet the exercise was important to determine items that were inappropriate.

2.5 Sampling

To ensure regional representativeness, RTI, with the support of the MOE, developed a sampling framework, employing three-stage stratified sampling, using proportional to population sampling at the regional and school levels and systematic sampling at the classroom level. We sampled from several woredas from within the 6 regions using the 2001 E.C. EMIS school data. Note that in Addis Ababa, two-stage sampling was employed because there was no need to sample at the woreda (or subcity) level. In Harari, sampling was done from the entire list of schools, stratified by language of instruction. In Somali, due to issues existing during the period of the election, convenience sampling was done at the woreda level and random sampling at the school level. Note that the IQPEP schools were sampled purposively; therefore the analysis below is stratified by IQPEP and RTI. Table 4 presents the number of sampled woredas and number of schools. Appendix A presents more detailed information about the sample of schools by woreda.

Table 4. Sampled Districts for EGRA Study, by Region

Region	RTI or IQPEP	Woredas	Schools
Tigray	RTI	6	25
	IQPEP	8	14
	Total	11	39
Amhara	RTI	8	40
	IQPEP	7	20
	Total	11	39
Oromiya	RTI	8	40
	IQPEP	7	23
	Total	15	63
Somali	RTI	4	25
	IQPEP	2	8
	Total	5	33

Region	RTI or IQPEP	Woredas	Schools
Benishangul-Gumuz	RTI	3	25
	IQPEP	3	10
	Total	6	35
Sidama	RTI	6	25
	IQPEP	5	17
	Total	11	42
Harari	RTI	8	22
	IQPEP	3	9
	Total	11	31
Addis Ababa	RTI	10	25
	IQPEP	4	8
	Total	11	33
Total	RTI	53	227
	IQPEP	39	109
	Total Sample	84	336

To ensure representativeness within regions, these random selections were kept as much as possible. In some cases, where EMIS data was inaccurate,⁹ replacements were made by the next school on the sampling list. The number of replacement schools differed by region.

2.6 Achieved Sample

Data collection took place in all 6 regions between May 10 and June 16, 2010. The woreda education officers, head teachers, and teachers were very cooperative and interested in the results. While many challenges existed, in particular the inconvenient timing of the data collection vis a vis the election, and the end of school examinations, the assessment data collection was successful. The student sample is summarized in Table 5. The table is disaggregated by grade and gender, as well as by RTI and IQPEP samples.

⁹ Several schools were noted as government schools, and were therefore part of the sampling frame, but the woreda education office informed the research team that the schools were actually private schools. In other cases,

Table 5. EGRA 2010 Sample, by Language, School Type, and Location

Region	Languages	RTI/IQPEP	Woredas	Schools	Grade 2 Boys	Grade 2 Girls	Grade 3 Boys	Grade 3 Girls	Children Assessed
Tigray	Tigrigna	RTI	6	25	245	250	248	249	992
		IQPEP	8	14	140	139	140	140	559
		TOTAL	11	39	385	389	388	389	1551
Amhara	Amharic	RTI	8	40	373	383	392	373	1521
		IQPEP	7	20	195	200	200	200	795
		TOTAL	15	60	568	583	592	573	2316
Oromiya	Afan Oromo	RTI	8	40	378	402	394	400	1574
		IQPEP	7	23	230	230	230	227	917
		TOTAL	15	63	608	632	624	627	2491
Somali	Somali	RTI	4	25	229	224	228	182	863
		IQPEP	2	8	81	79	86	74	320
		TOTAL	4	33	310	303	314	256	1183
Benishangul-Gumuz	Amharic	RTI	3	25	232	238	235	242	937
		IQPEP	3	10	92	86	85	89	352
		Total	6	35	314	324	320	321	1289
SNNP	Sidamigna	RTI	6	25	248	249	248	250	995
		IQPEP	5	17	190	189	188	190	757
		Total	11	42	438	438	436	440	1752
Harari	Hararigna	RTI		2	20	20	20	20	80
	Amharic	RTI		8	79	81	79	81	320
	Afan Oromo	RTI		12	124	101	119	102	446
	TOTAL	RTI	8	22	223	202	218	203	846
	Afan Oromo	IQPEP	3	9	87	77	95	80	339
		Total	11	31	310	279	313	283	1185
Addis Ababa	Amharic	RTI	10	25	242	256	248	252	997
		IQPEP	4	8	80	80	80	75	315
		Total	11	33	322	336	327	327	1312
EGRA	6 languages	RTI	53	227	2160	2204	2210	2151	8725
		IQPEP	39	109	1095	1080	1104	1075	4354
		Total	84	336	3255	3284	3314	3226	13,079

Note that the achieved sample was quite close to the planned sample. For example, for the RTI portion of the study, we planned to sample in 230 schools and 9200 students, and actually sampled 227 schools and 8725 students. The reason for the discrepancy in the number of students sampled was due to some grades and schools not having the sampled 20 students per grade level. In those situations, we sampled all available students. The following statistics show our success rate. The achieved school sample was 98.7% of the planned sample and the achieved student sample was 96.1% of the planned sample for the sampled schools.

In addition to the student data above, teacher and head teacher data were compiled for each school and relevant grade level, as indicated in the sample below.

Table 6. Head Teacher and Teacher Questionnaires by Region

Questionnaire	Sample	Tigray	Amhara	Oromiya	Somali	B-G	Sidama (SNNP)	Harari	Addis Ababa	Total
Teachers	RTI	79	91	109	36	59	125	61	69	629
	IQPEP	41	69	81	18	20	99	20	22	370
	Total	120	160	190	54	79	224	81	91	999
Head teachers	RTI	25	40	40	25	25	25	22	25	227
	IQPEP	14	20	23	8	10	19	9	8	109
	Total	39	60	63	33	35	44	31	33	336

Throughout this report, results are reported both for the population of students for each group of interest. The sample results, including frequencies and percentages, should be interpreted as representative of the students in each regional sample. Estimations, including means and regression results, allow for interpretation of results for the entire population of interest, as described in Table 7. The estimations of means and significance levels were calculated in STATA using the survey command (svy) to establish the parameters for each level of selection. Similar to other national assessments such as NLA, ours did not draw a simple random sample of the population of students in each group of interest, for cost and efficiency reasons. But to enable us to make inferences about the performance of the entire population and not just those sampled, we weighted our results.

Our data needed to be weighted because the sample design did not give each individual an equal chance of selection. If we did a simple random sample of all students in Ethiopia, we would have had to send the assessment teams to thousands of schools throughout the country. Instead we grouped students within schools, schools within woredas, and woredas within regions, and corrected for this grouping using weights. (The weights increase the power of the individuals who were sampled, making them represent

the estimated population within each group.) Based on the estimated total population and students in the final sample, we calculated a weight for each level of selection (woredas, schools, students) and for each observation (student). STATA takes this final student level weight to determine the best estimation of the results for the entire population of students. This weighting requires that instead of reporting the standard deviation (which tells the average of the difference from our sample mean) we must report a standard error, or the accuracy of our estimation (mean) for the population.

The sampling frame was defined as described in Table 7.

Table 7. EGRA 2010 Sampling Frame

Level	Sampling Unit	Stratified by
First	Woredas	
Second	School	RTI/IQPEP
Third	Students	Gender and grade

2.7 Analytic Strategies

The estimates and percentages provided here are from the weighted data, as specified above. This allows our estimates to be regionally (rather than sample-based) representative, and provide a significant improvement over other estimates, that are often cited, that are not in fact representative at the regional level. Note that the sample sizes achieved here by region are much larger than the expected levels for statistical significant differences at the grade level, as indicated in the EGRA toolkit (Gove, 2009). This means that the analyses in this report are well within what are expected to be conservative measures for identifying differences in reading outcomes.

Analyses are performed using t-tests and multiple regression techniques. This is important since simple comparisons are often made between groups without employing tests to ensure that any differences identified are statistically significant. This is done in three ways, first are the standard t-tests performed using the `ttest` command in Stata, or using post-hoc mean tests on weighted data using the `svy` command in Stata. Second are the standard multiple regression tests (including t-tests and other significance tests) performed in Stata, using the `reg` procedure. This is often also performed using weighted data, and to account for the nesting structure of the data, additional tests are performed using post-hoc significance tests. Given the corrections made for the nesting of the data and the corrections to the standard errors, we are able to show with confidence where the differences are statistically significant and where they are not.

Our ability to make comparisons is buttressed at the language level, particularly for Amharic and Afan Oromo, where more than one region is assessed using the same language. We refuse to make comparisons across languages (other than zero scores) given the fundamental language differences that make fluency scores uncomparable. On

the other hand, we are able to exploit the fact that some of the assessments were performed in the same languages, and we are able to see if the differences between regions are significant.

Note that the Findings section does not concern itself with whether there are statistically significant differences between regions. Such an analysis would be cumbersome and not particularly useful, since there is no interest in comparing between regions at this level. The more complex analyses, such as those found starting in Section 4.3 present “tested” mean scores by t-tests and multiple regression analyses. The basic scores are presented, but where differences are identified, they are ones that are statistically significantly different. The gender and grade comparisons in Section 4.5 and 4.6 are performed using multiple regression analysis and the differences are significant where noted. In Section 5, where predictive factors are presented, the entirety of the analysis using multiple regression. These models are simple ones, with the outcome variable compared against predictors presented in the section. In many of the models, grade and gender were also controlled for. In Section 7, the benchmarking section, more sophisticated regression techniques such as quantile regression and regressions within sub-samples were used. Where these differences are significant, they are noted. Then, in Section 7.3, scatterplots were employed using oral reading fluency as the predictor and reading comprehension as the outcome. These models explained very high percentages of variation, as the section explains. In short, the report employs standard statistical analyses in standard ways, and notes where models and particular variables were statistically significant. More details on the outcomes are found in Appendix A and B.

3. Descriptive Statistics

Descriptive statistics for the sample of children whose achievement data are described below are presented in Table 8. We find that the average age of children in the region is oldest in Somali (Grade 2, 10.6 years, and Grade 3, 11.6 years old), and youngest in Harari (Grade 2, 8.9 years old, and Grade 3, 9.8 years old). When the percentages of children whose home language matches the school language are compared across regions, the percentages are high in Tigray (96.7%), Amhara (93.6%), and Sidama zone (97.2%). The lowest percentage of children with a match between their language and the language of the school is found in Benishangul-Gumuz (71.5%) and Somali (76.9%). Even in Harari, where the schools teach in three languages, a relatively low percentage of children claim that the school language is the same as their home language (82.9%).

3.1 Home Background

The next several items asked children if their houses had a variety of commodities in order to estimate the relative family wealth. The percentage of children responding that their families had a radio ranged from 88.5% in Addis Ababa to 40.8% in Benishangul-Gumuz. The percentage of families with a mobile phone or landline ranged from 88.9%

in Addis Ababa to 10.2% in Benishangul-Gumuz and 10.7% in Amhara. The percentage of families that had electricity ranged from 12.5% in Harari to 85.5% in Addis Ababa. For televisions, the percentages ranged from 3.1% in Amhara to 78.1% in Addis Ababa. The percentage of children with televisions in Oromiya was surprisingly high (26.1%). The percentage of children with access to toilets either inside or outside of the house ranged from 37.5% in Sidama zone to 89.6% in Harari. Bicycles were relatively rare, with rates ranging from 1.1% in Tigray to 17.1% in Sidama. Motorcycles and cars were also low, with Harari having the highest percentages of both item (6.1% and 11.3%, respectively). Significant percentages of the children sampled had animals, with Tigray, Amhara, Oromiya, and Sidama all having more than 80%, while Addis Ababa had only 12.7%. The number of animals that a family had ranged from 0.9 in Addis Ababa to 12.1 in Tigray. Some regions had more children attending preschool or kindergarten, with rates in Addis Ababa (69.1%) and Harari (46.4%) particularly high. On the other hand, low rates for preschool/kindergarten were reported for Somali (10.0%), Amhara (5.9%), and Benishangul-Gumuz (11.3%).

3.2 Other Background Items

In addition to the wealth questions, children were asked other indicators about their families and school backgrounds. The findings showed that repetition rates were highest in Somali (7.0%) and lowest in Addis Ababa (1.7%). The textbook ratios were also quite different. Only 41.7% of children in Somali said that they themselves had the language textbook, while textbook rates were above 90% in Harari (92.7%) and Tigray (94.4%), and almost 90% in Oromiya (89.6%) and Addis Ababa (89.8%). Many fewer children had any other reading books at home, with Oromiya (17.8%), Somali (17.3%), Benishangul-Gumuz (17.2%), and Sidama (16.1%) reporting particularly low rates. Mother's literacy varied quite a bit with low rates in Somali (22.7%), Amhara (27.2%), and Benishangul-Gumuz (27.2%). High rates of father's literacy were found in Harari (73.7%) and Addis Ababa (72.5%).

Table 8. Descriptive Statistics of Self-reported Figures by Region

Item	Tigray	Amhara	Oromiya	Somali	B-G	Sidama	Harari	Addis Ababa	Total
Grade 2 Age (average)	9.1	9.7	9.6	10.6	9.3	9.2	8.9	9.4	9.5
Grade 3 Age (average)	10.2	11.1	10.8	11.6	11.0	9.9	9.8	10.4	10.6
Home Language =School Language (%)	96.7	93.6	87.8	76.9	71.5	97.2	82.9	88.4	88.2
Has Radio (%)	57.2	51.8	70.0	47.6	40.8	55.0	80.2	88.5	61.1
Has Phone (%)	15.3	10.7	43.7	29.5	10.2	15.2	72.5	88.9	34.1

Item	Tigray	Amhara	Oromiya	Somali	B-G	Sidama	Harari	Addis Ababa	Total
Has Electricity (%)	36.4	25.5	15.0	37.1	30.8	18.0	12.5	85.5	96.3
Has Television (%)	5.6	3.1	26.1	16.2	4.7	7.3	70.7	78.1	23.3
Has Toilet (%)	85.0	74.5	87.6	37.9	63.7	37.5	89.6	83.4	71.2
Has Bike (%)	1.1	4.0	15.0	4.7	6.2	17.1	14.5	4.9	8.8
Has Motorcycle (%)	0.4	0.8	3.3	2.3	0.7	4.2	6.1	0.7	2.3
Has Car (%)	0.5	0.8	3.3	3.6	1.3	1.3	11.3	9.1	3.3
Has Animals (%)	84.4	88.8	81.0	73.5	76.0	80.1	44.4	12.7	71.3
Number of Animals (average)	12.1	10.3	7.6	7.9	4.3	5.2	3.1	0.9	6.9
Went to Preschool/KG (%)	12.7	5.9	22.1	10.0	11.3	18.5	46.4	69.1	22.4
Was Absent (%)	25.2	40.3	26.7	21.3	21.0	64.4	15.1	13.3	30.5
Repeater (%)	3.2	5.0	3.2	7.0	5.4	5.8	5.1	1.7	4.4
Had Textbook (%)	94.4	69.6	89.6	41.7	59.4	65.0	92.7	89.8	76.4
Has Other Books (%)	31.3	25.5	17.8	17.3	17.2	16.1	43.0	40.3	25.0
Mother Is Literate (%)	65.3	27.2	40.6	22.7	27.2	35.1	58.0	55.2	40.5
Father Is Literate (%)	30.8	54.8	62.0	39.3	56.2	63.5	73.7	72.5	56.7

4. Findings

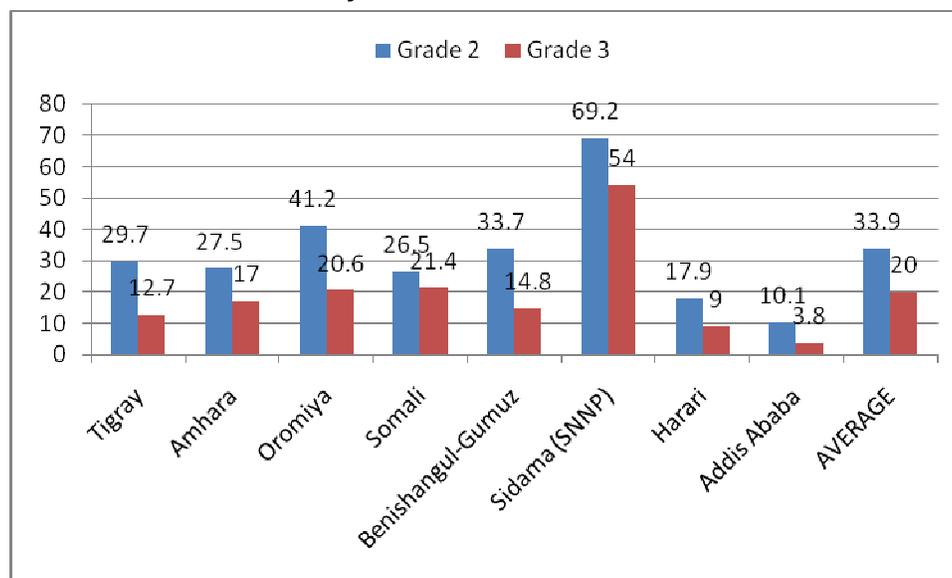
4.1 Early Reading Achievement Is Low

This section presents findings on the regional levels of reading. Of course, as each language in this study is different, comparisons are not easily made among them. Therefore, sections for each region present much more specific findings.¹⁰ While comparisons among various levels of reading are impossible, it is possible to identify the numbers of children who are unable to complete particular portions of tasks, and this section provides these comparisons.

¹⁰ These regional sections are found in the regional annex.

Each region sampled showed evidence of very low reading achievement. Figure 4 presents the percentage of children in each region who were unable to read a single word of a simple story targeted at Grade 2. It shows that in Grade 2, between 10.1% (Addis Ababa) and 69.2% (SNNP) of the children in these 8 regions could not read one word in Grade 2. The larger regions of Tigray (29.7%), Amhara (27.5%), Oromiya (41.2%), and Sidama (69.2%) had the highest percentages of children unable to read at all at the end of Grade 2. The scores for Oromiya and SNNP in particular were concerning, more so when we note that 54.0% of SNNP and 20.6% of Oromiya children were unable to read anything, even at the end of Grade 3. The region with the fewest zero scores was Addis Ababa, and Harari had the next fewest at both Grade 2 and Grade 3. The bar marked Average should be considered only as illustrative, and not as a proxy for Ethiopia, because no effort was made to weight the regional selections. If we had created an Ethiopia level in the weighting framework, it appears that the percentages of zero scores would be higher than this figure shows, because the lowest performing regions are the population-heavy ones of Oromiya, Amhara, Tigray, and Sidama (SNNPR).

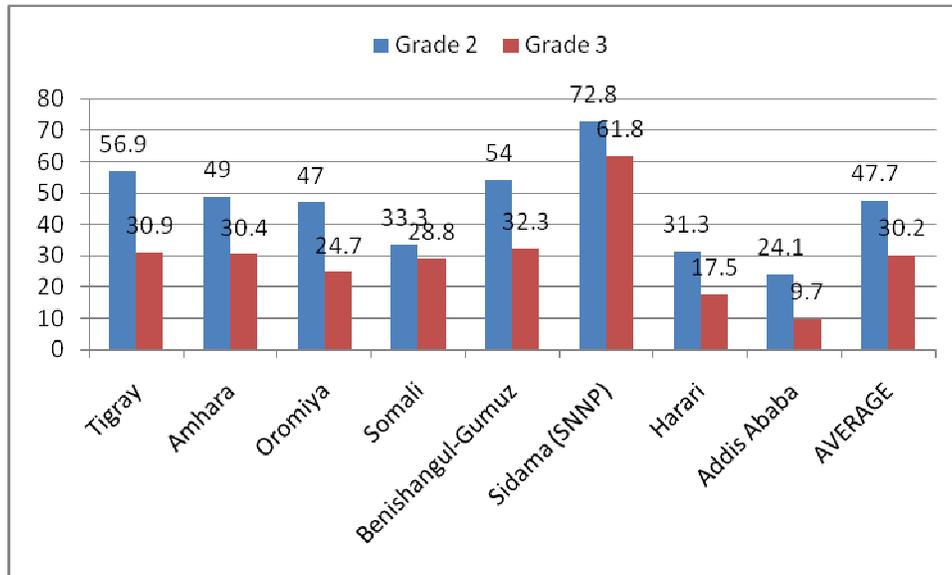
Figure 4. EGRA Zero Scores by Grade



The low achievement is not only evident in a child’s ability to read words fluently, but is even more stark in the percentages of children who were unable to correctly answer a single word of the reading comprehension test, as is evident in Figure 5. This table presents more frustrating results about the levels of comprehension across the regions. In Tigrinya, Amhara, Oromiya and SNNP, nearly 50% (or in the case of SNNP, nearly 75%) of children were unable to correctly answer one comprehension question. Note that the comprehension questions were written quite simply, with 4 of the 5 comprehension questions for each language serving as factual recall directly from the story. If

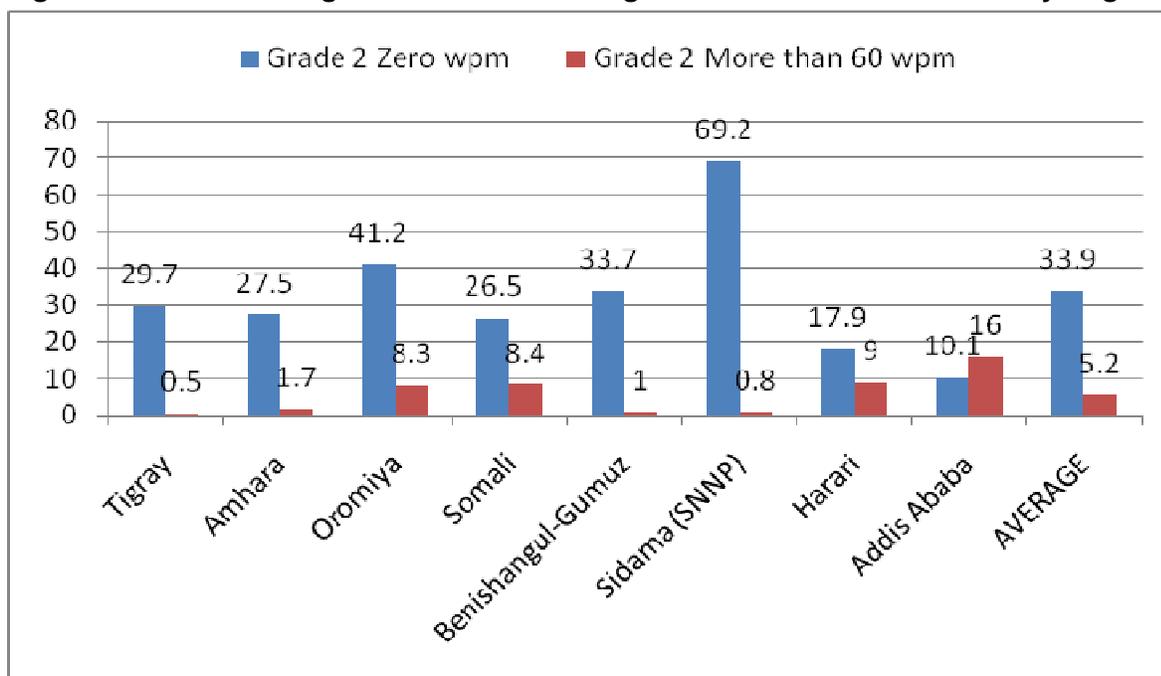
comprehension is the ultimate goal of reading, then it is remarkable to note that such high percentages of children are unable to comprehend simple stories.

Figure 5. Percentage of Children Scoring Zero on Reading Comprehension



As the regional analysis sections explain, the underachievement is similar even if the languages and regions are different. Each regional section will present the region’s scores on each of the subtasks. In this section, however, another comparison is useful. The U.S. reading benchmarks are not applicable to the Ethiopian context, and certainly not to the diverse languages in this study. In fact, part of this report focuses on the development of local benchmarks for Ethiopia’s languages. However, the U.S. and international benchmarks do shed some illustrative light on where Ethiopia is in the area of reading. Figure 6 shows the percentage of Grade 2 children who were reading at least 60 wpm (wpm), the absolute lowest benchmark for reading difficulties in the U.S., as well as the number of children who were reading zero words. Figure 6 presents some sobering facts. Only in Addis Ababa did more children read 60 words than 0 words, and that comparison was quite close (16.0% against 10.1%). Note that this is a grade where the majority of children should be reading at least 60 wpm. Of the other regions, only Harari, Oromiya, and Somali had more than 8% of children reading more than 60 wpm. On the other hand, all of the other regions (save Harari) had 25% or more of children reading zero wpm. The comparison suggests that while a significant number of children in each region are nonreaders (scoring 0), very few in any region are fluent readers.

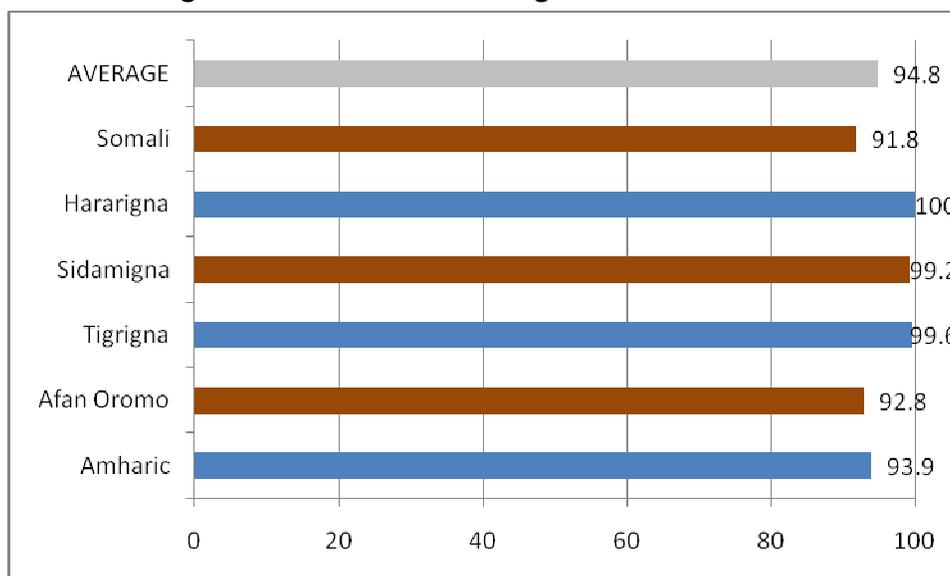
Figure 6. Percentage of Children Reading 0 and 60 Words in Grade 2 by Region



The final comparison in this section is the percentage of children in each language group who are meeting the minimum benchmark of 60 wpm. Note that this shows that the underachievement in reading is neither regionally specific nor limited to particular languages. Figure 7 presents the percentage of children assessed in each language who did not meet the benchmark of 60 wpm. The orange lines represent languages that use the Latin alphabet; blue lines languages that use the Sabean script; and the gray line shows the average of all language groups. The figure shows clearly that neither region nor language is sufficient for children to meet basic benchmarks in oral reading fluency, for in no language do more than 9% of children meet the benchmark. The reading deficiencies, therefore, exist in each of the languages assessed in this EGRA.¹¹

¹¹ Note that this figure includes both Grade 2 and 3, though the benchmark used is a Grade 2 benchmark.

Figure 7. Percentage of Children Not Meeting Benchmark

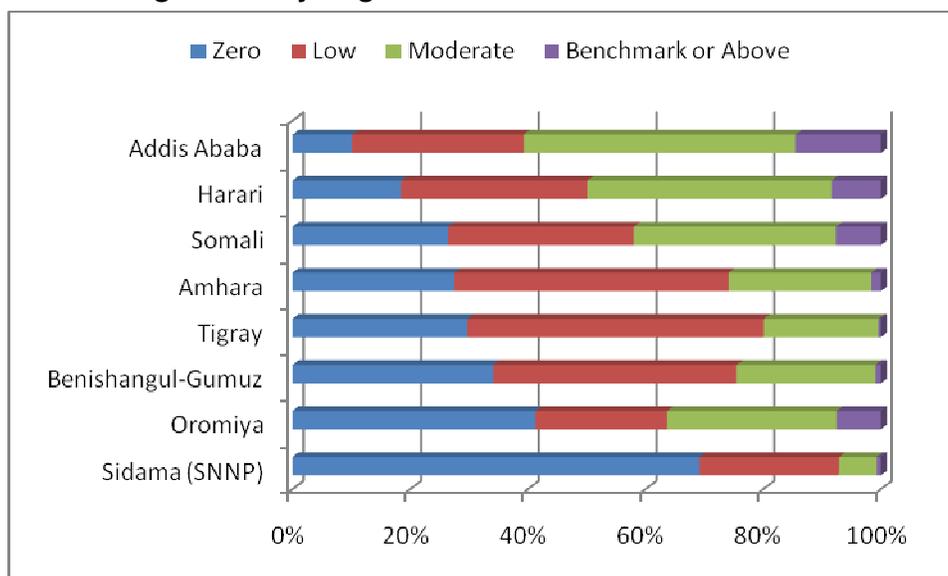


4.2 Overall Achievement on Oral Reading Fluency by Region

In the Figure 8 below, the regional achievement of children in the sample in Grade 2 is examined in more detail. The blue bars represent the zero scores; red bars show the percentage of children in the region with low oral reading fluency (between 1 and 29 wpm); green bars represent the percentage of children with moderate oral reading fluency (between 30 and 59 wpm); and purple bars indicate the percentage of children who read at least 60 wpm.

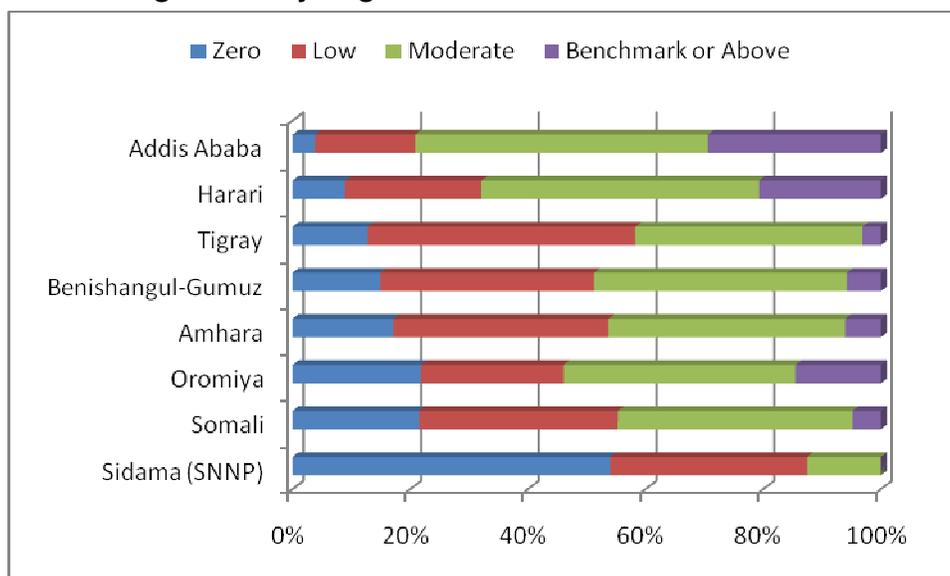
For Grade 2, the figure shows the underperformance of each region's children. In the highest scoring two regions, only 14.5% of Addis Ababa children and 8.2% of Harari children read at the international benchmark. In Sidama, Benishangul-Gumuz, and Tigray, the percentage of children reading 60 wpm was less than 1%. Only two regions had 50% of their children reading at least 30 wpm, Addis Ababa (70.0%) and Harari (58.1%). The regions with the largest percentage of children scoring less than 30 wpm are Tigray (68.7%), Benishangul-Gumuz (58.8%), and Sidama (90.3%). Interestingly, while Oromiya has a very large proportion of Grade 2 children who were not able to read at all (30.5%), a comparatively large percentage of children read 30 wpm or more (43.8%). This seems to indicate a tremendous amount of regional variation within Oromiya. In summary, this analysis shows that the distribution of Grade 2 reading skills is heavily skewed toward the low end of reading fluency.

Figure 8. Reading Levels by Region for Grade 2



To continue with the analysis above, Figure 9 provides the breakdown of reading scores in Grade 3 across regions. It makes clear that children were reading more fluently in Grade 3 than in Grade 2. The decreases in zero scores (Grade 2 zero scores – Grade 3 zero scores) range from 5.1% (in Somali) and 20.6% (Oromiya), except in Harari and Addis Ababa, where the decreases were smaller (because the number of zero scores in Grade 2 were much smaller). In short, in Grade 3 a significant percentage of children who could not read at all learned at least the basics of reading, particularly in Oromiya region. Similarly, there was a moderate increase in the number of children who could read 60 wpm. The gains in Grade 3 are significant, yet they show that children in Grade 3 remain, for the most part, quite far from reading fluency. Note that in SNNP, a full 87.5% of Grade 3 children read less than 30 wpm. In Tigray, 58.0% of children read less than 30 wpm. There remains, even at the end of Grade 3, a significant amount of progress necessary for children to read with sufficient fluency to ensure comprehension.

Figure 9. Reading Levels by Region in Grade 3



4.3 Regional Comparisons for Amharic and Afan Oromo

While it is impossible to compare reading outcomes across regions, due to the language differences, it is possible to compare regions that used the same language assessment. For Afan Oromo, both Oromiya and Harari regions used the same assessment. For Amharic, Amhara, Benishangul-Gumuz, Harari and Addis Ababa regions used the same assessment. This section uses multiple regression analyses to determine, for each task, which regions scored higher. Table 9 presents the scores for each region by the subtask.¹² When comparing within each task, the pattern is consistent. Harari students (assessed in Amharic) outperformed Addis Ababa students. Both of those regions outperformed students in Amhara and Benishangul-Gumuz.

¹² Post hoc general linear hypothesis tests were performed to determine whether the differences among regions were statistically significant. For each comparison, there is no statistical difference between Amhara and Benishangul-Gumuz. For phonemic awareness, the differences between Amhara and Harari, Amhara and Addis Ababa, and Harari and Addis Ababa are not statistically significant. All other comparisons are different in the direction shown in Table 9.

Table 9. Subtask Comparisons for Amharic Assessed Regions

	Schools	Students	Fidel Fluency	Phonemic Awareness	Word Fluency	Decoding Fluency	Oral Reading Fluency	Reading Comp.	Listening Comp.
Harari	8	320	92.9	82.5	52.5	28.2	46.4	50.9	69.2
Addis Ababa	33	1312	76.1	82.9	46.3	25.1	40.9	43.7	69
Amhara	60	2316	47.7	73.6	24.7	15.5	23.4	28.5	55
Benishan gul-Gumuz	35	1289	37.5	61.2	20	14	22	24.2	55

Differences in regional achievement by subtask are evident in this Figure 10. Gaps between the urban regions (Harari and Addis Ababa) and Amhara/Benishangul-Gumuz were quite large, with fidel fluency as an example. Children in Harari and Addis Ababa were about twice as fluent with their fidel as the average children in Amhara and Benishangul-Gumuz. The gap was less wide for phonemic awareness, as all groups scored above 60% correct. It appears that Harari and Addis Ababa were both 20% more accurate with phonemic awareness than Benishangul-Gumuz. For word reading fluency, children in Harari and Addis Ababa were twice as fluent with identification of words as they are in the other two regions. The comparison is nearly as stark in decoding fluency, as well. For oral reading fluency, we find that Harari children were twice as capable at reading stories fluently as are those in Amhara and Benishangul-Gumuz. Addis Ababa and Harari children were 70% and 100% more fluent than children in Amhara, respectively.

The comparisons were also wide for reading comprehension (as is expected, given the differences in oral reading fluency). For listening comprehension, the gap was much more limited, with Amhara and Benishangul-Gumuz both scoring 55% correct. Addis Ababa (69%) and Harari (69.2%) scored only 14% higher. This has interesting implications. It appears that with respect to listening skills and oral vocabulary, there are only small differences between Amhara/Benishangul-Gumuz and Harari/Addis Ababa. The differences are large at the fidel fluency level, so from the initial skill that children learn, the gaps between the two sets of regions starts at the beginning of primary school. Those gaps exist throughout the rest of the tasks, where the urban regions often double the performance of Amhara and Benishangul-Gumuz. This seems, then, to be a story of initial differences (fidel identification fluency) continuing and expanding over time.

Figure 10. Subtask Comparisons for Amharic-speaking Schools

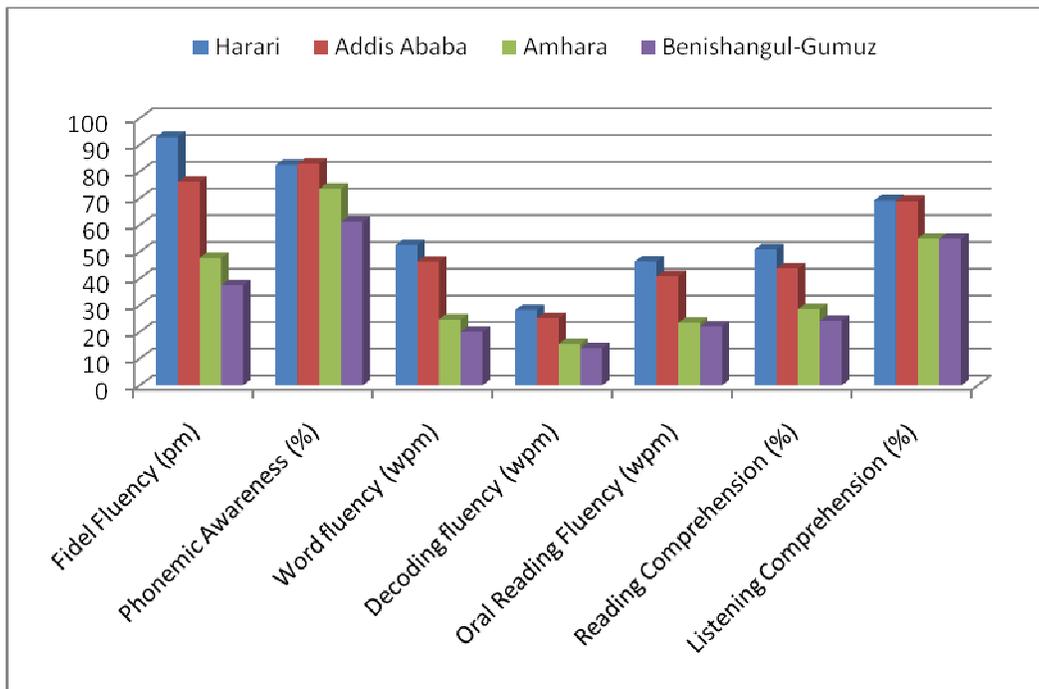
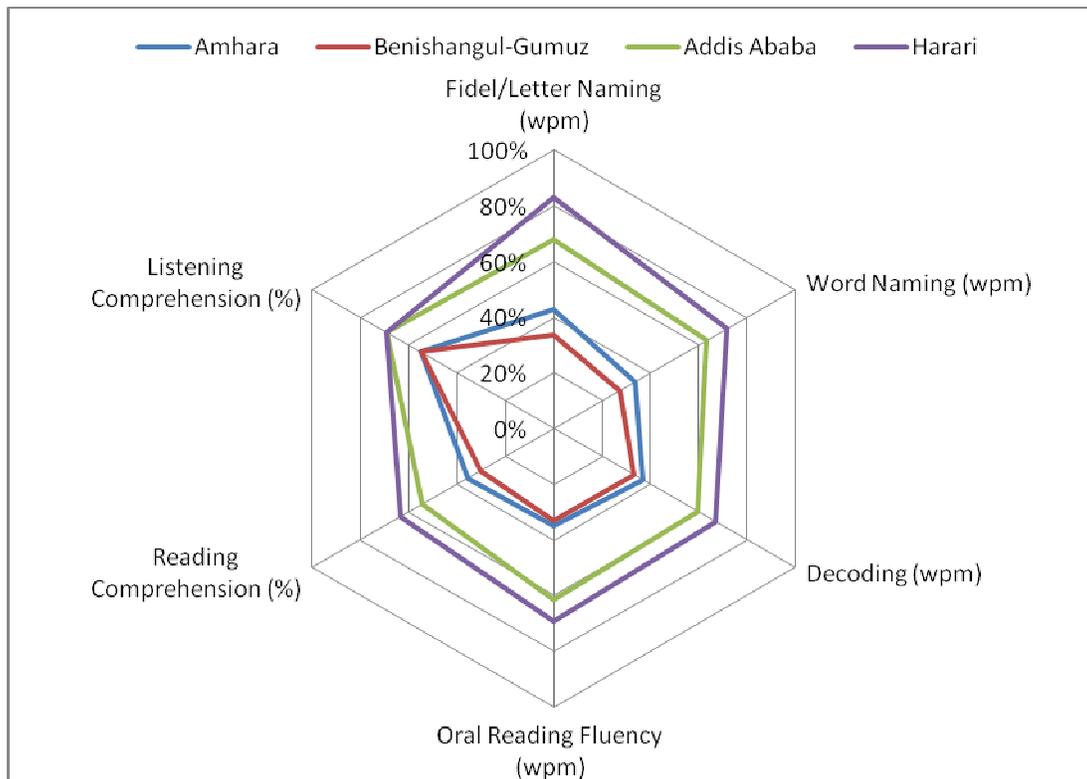


Figure 11 presents the achievement of a particular region assessed in Amharic against the benchmarks for that language. This allows us to investigate where the strengths and weaknesses of each region are, compared against a benchmark for the entire language group. The findings are clear. Children in Benishangul-Gumuz and Amhara are achieving lower than those in Addis Ababa or Harari. In particular, while listening comprehension scores are moderate in all four regions, and the letter naming fluency scores are reasonable in Amhara and Benishangul-Gumuz, the word level tasks (word naming, decoding, oral reading fluency) are all very low. In other words, while the children in those regions have some limited skills in identifying the fidel, combining the fidel to make words proves much more difficult, which shows itself in every word naming task. For Harari and Addis, the scores are closest to the benchmark for letter naming, but still far from it, and especially for reading comprehension.

Figure 11. Radial Plot Comparing Achievement by Region for Amharic



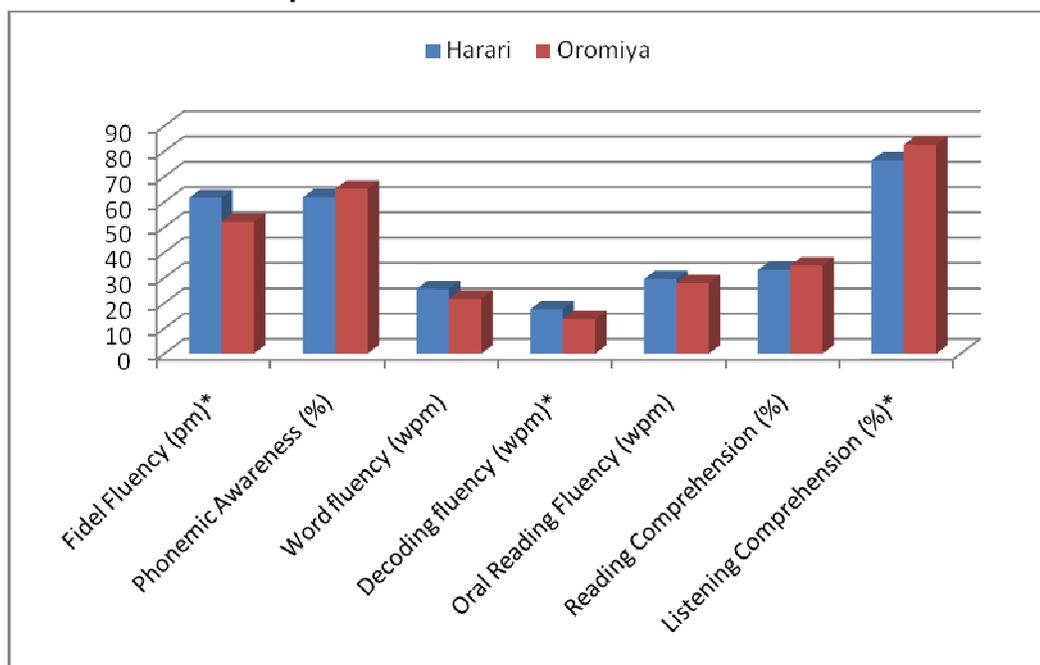
It is possible to compare the achievement of Harari children and Oromiya children on Afan Oromo reading. Table 10 presents the average scores for each task. Not all of the differences in this table are statistically significant, but the gap between fidel fluency (favoring Harari by 9.4 fidel per minute), decoding fluency (favoring Harari by 3.9 wpm), and listening comprehension (favoring Oromiya by 6.3%) are significant. The patterns here are much less consistent than the relationship between Amharic-speaking regions. In some cases Harari outperforms Oromiya, and in other cases, Oromiya does better than Harari. Listening comprehension is higher in Oromiya, but the skills of fidel fluency and decoding fluency are higher in Harari. This suggests that perhaps the oral language facility is more developed in Oromiya, but the pedagogy in Oromiffa-speaking portions of Harari are more sophisticated. More analysis is necessary to understand why these gaps exist and what can be done to ameliorate them.

Table 10. Subtask Comparisons for Afan Oromo-assessed Regions

	Schools	Students	Fidel Fluency	Phonemic Awareness	Word fluency	Decoding fluency	Oral Reading Fluency	Reading Comp.	Listening Comp.
Harari	12	785	61.5	61.7	25.5	17.5	29.4	33	76.3
Oromiya	63	2491	52.1	65	21.7	13.6	27.8	34.8	82.6

Figure 12 presents the comparisons between Harari and Oromiya students on Afan Oromo. For the most part, the substantive differences are small between the 2 regions, on average, with not many of the differences between scores by region being statistically significant. It is notable that the biggest gap by percentage is in decoding fluency, with Harari children doing better. Decoding fluency is often the task most responsive to specific teaching strategies, so it might be that Harari teachers spend more time helping children to decode new words.

Figure 12. Subtask Comparisons for Afan Oromo Schools



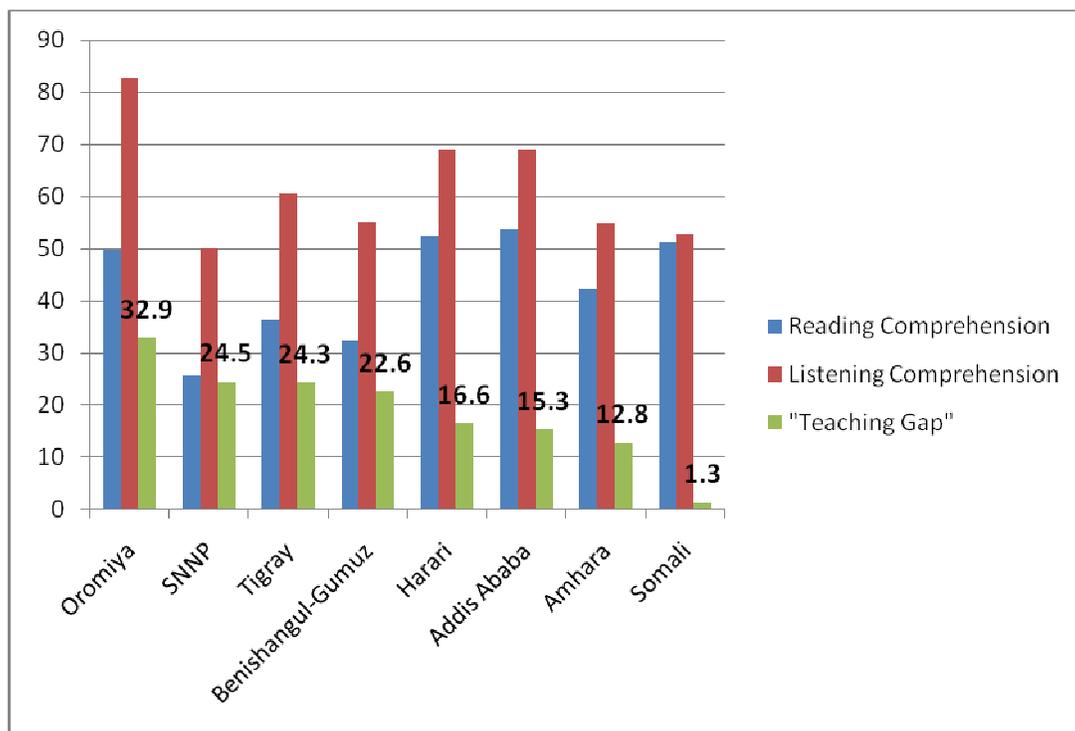
4.4 Comparing Reading Comprehension and Listening Comprehension Outcomes

It is important to determine the reason for the low achievement across the 8 regions in the study. In this section, the relationship between reading comprehension and listening comprehension is examined. Theoretically, if children understand what they read with ease, their scores on reading comprehension and listening comprehension should be very similar. Likewise, since listening comprehension examines the extent of a child’s oral language skills (including vocabulary, grammar, comprehension, and synthesis), it stands to reason that the difference between reading and listening comprehension is not due to oral skills, such as oral vocabulary. The Ethiopian curriculum laudably focuses on listening as part of the target of its learning competencies. It appears that the gap between reading and listening comprehension can be attributed to the skills a child receives primarily at school—such as a child’s ability to identify letters, combine letters to make words, read with speed and accuracy, decipher with meaning the words, and read

sentences read fluently. A simple analysis, then, allows us to estimate the “teaching gap.” It can be loosely identified as the gap between listening and reading comprehension scores, and due to children’s inability to match their oral skills with their reading skills.

In Figure 13, the reading comprehension scores (percent correct out of up to 5 questions attempted), are presented in blue bars, and the listening comprehension scores (percent correct out of 5 questions attempted), are presented in red bars.¹³ The gap between listening and reading comprehension scores are shown as green bars. The regions are organized in order from the region with the largest gap between listening and comprehension (Oromiya – 32.9%) to the smallest gap (Somali – 1.3%). Oromiya, Sidama zone, Tigray, and Benishangul-Gumuz have the largest “teaching gap,” each above 20%. The implication of these large gaps is that children’s scores in these regions could increase quite significantly with better teaching.

Figure 13. Reading Comprehension, Listening Comprehension and Teaching Gap Scores

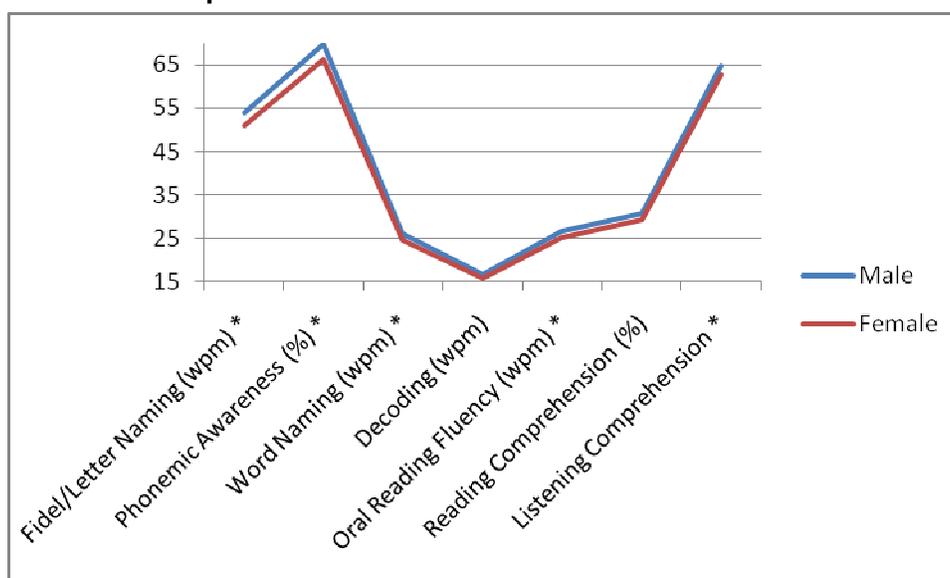


¹³ Note that the reading and listening comprehension tasks in Oromiya (and in parts of Afan Oromo-speaking Harari region) have 6 questions rather than 5. This has no impact on this analysis, since it is percentage-correct. Note that this analysis uses the reading comprehension scores for questions attempted rather than all 5 (or 6) questions.

4.5 Reading Outcomes and Gender

In most of the countries in Sub-Saharan Africa where EGRAs have been administered, RTI has found gender differences in reading outcomes. Differences also exist between urban and rural schools, as well as across grades. Unlike many other gender gaps in Sub-Saharan Africa education, the early reading scores identified by EGRA consistently favored girls. We examined the Ethiopia data to see whether there was a gender gap in achievement. Unlike in other countries, Ethiopian boys consistently outperformed girls on all 7 tasks. Figure 14 shows that the average scores for each task was slightly higher for boys. Note that the gender gap is statistically significant (noted by an asterisk) for all tasks except non-word decoding and reading comprehension.¹⁴

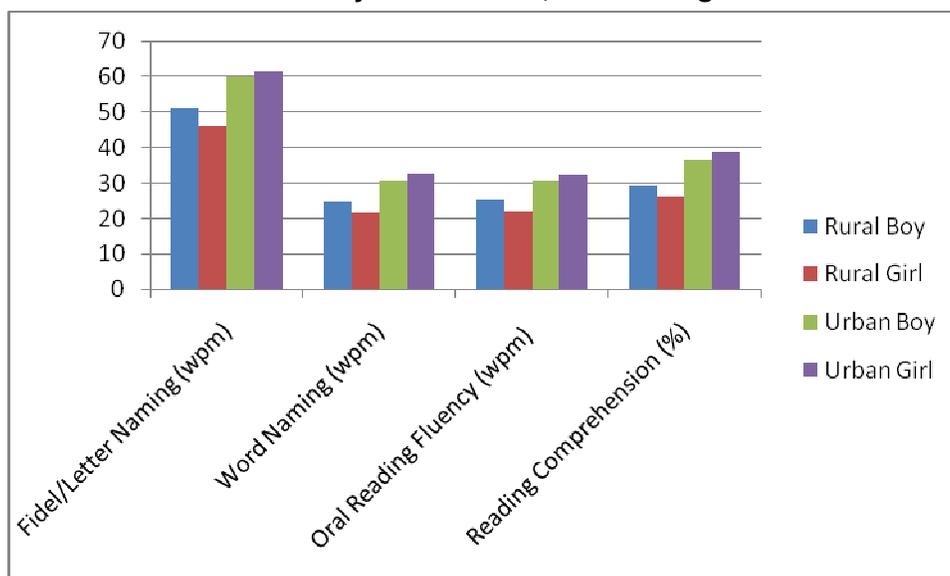
Figure 14. Gender Gap in EGRA Scores



However, the story is more complex than this simple gender comparison shows. Given that there might be differences in performance of boys and girls in urban and rural settings, multiple regression analyses controlling for region were performed to identify whether the gender differences were the same in urban and rural schools. Results are shown in Figure 15. While rural boys outperformed rural girls (on all tasks except for listening comprehension), the opposite relationship was true in urban schools. Urban girls outperformed urban boys on every task except for listening comprehension. In Ethiopia, it appears that rural girls have lower achievement than girls in urban areas and much lower than girls in other African countries.

¹⁴ The magnitude of the gender gap ranges from .05 standard deviations for reading comprehension to .09 standard deviations for phonemic awareness and fidelity/letter naming fluency. Therefore the effect size of the gender gap is quite small.

Figure 15. Gender and Urbanicity Interactions, Controlling for Grade



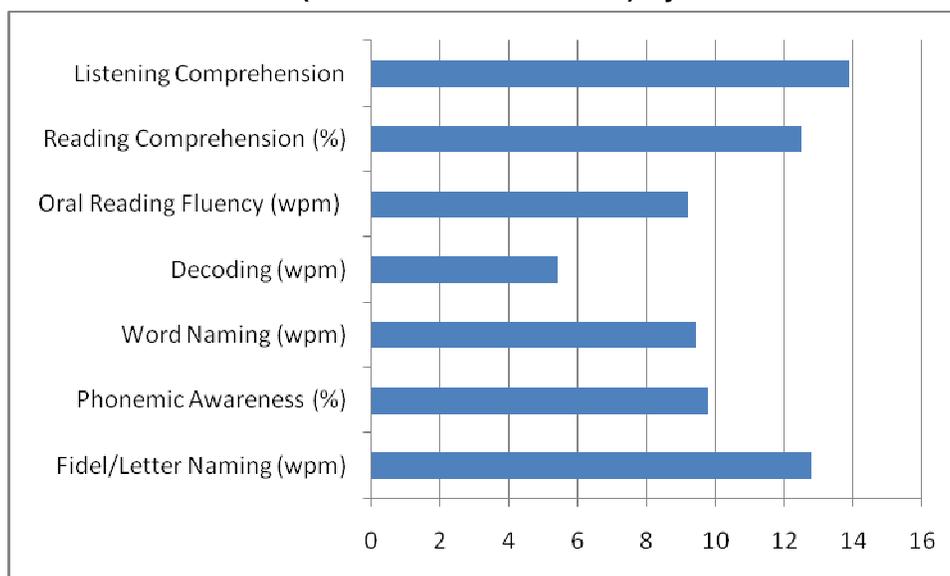
4.6 Grade Difference

The data presented here show how much reading skills children acquire from the end of Grade 2 through the end of Grade 3.¹⁵ Figure 16 shows the average grade gain (controlling for language and region) in Grade 3. The first finding is that children are learning quite a bit in Grade 3. For example, the average child increases the number of letters they can identify by 12.8 per minute, the words they can name by 9.4 wpm, the words they can decode by 5.4 wpm, the words they can read in a story by 9.2 wpm, and their reading and listening comprehension scores by 12.5% and 13.9%, respectively. The wpm increases are slightly lower than what has been identified in other countries (9.2 wpm compared to 12). Compared to US DIBELS benchmarks, the increase in wpm read in Grade 3 is lower in Ethiopia (20 wpm in the US, 9.2 wpm in Ethiopia).

An additional comment is that it would be expected that most children should have mastered their alphabet/fidel by the end of Grade 2. The fact that the average child in Grade 3 can identify 12.8 more letters per minute than can children in Grade 2 shows that many children are not fluent at letter identification after two years of schooling, and spend significant time in Grade 3 still learning the fidel. For these children, this is of course a critical skill, but seems to be an inefficient use of time in Grade 3, when we would expect that children are mastering words, learning to read sentences and stories, and comprehending what they read. This provides support for the types of church schools that Ethiopia has had in abundance in earlier times and that ensured children mastered the fidel before enrollment in Grade 1, and certainly before Grade 3.

¹⁵ Note that this is under the assumption that the children in Grade 2 are not dramatically different from those in Grade 3. There is no way to assess this, given the cross-sectional (non-longitudinal) nature of the dataset analysed here. Without drastic interventions, however, this is a reasonable assumption.

Figure 16. Grade Difference (between Grade 2 and 3) by EGRA Task



4.7 Accuracy Analysis

When investigating literacy outcomes it is important to understand the differences among languages and how differences relate to approaches to improve the quality of reading outcomes. Languages are different, and Ethiopia is particularly language-diverse, with more than 80 languages. Ethiopia is even more language-complex than its neighbors given the different scripts used in writing the languages. Of the languages in this particular EGRA study, 3 use the Sabean script (Amharic, Tigrigna, and Hararigna) and the other 3 use the Latin alphabet (Afan Oromo, Sidamigna, and Somali). This section presents the accuracy scores of children in order to determine whether the language scripts present different implications for improving student achievement in reading. In order to produce accuracy scores, each item was analyzed to determine first whether a child attempted it, and if she did, whether she got it right. These scores are then converted to percentages of the items attempted, or how likely children were to get an item correct.

It stands to reason that, all things equal, children learning in languages using the Sabean script might be less accurate in their responses to letter identification, given the larger number of letters in the script. It also stands to reason that the difference between letter accuracy and word accuracy is likely to be larger for children reading with the Latin alphabet, since each word is a combination of more letters. Put another way, children using the Sabean script are more likely to decode after they learn the fidel successfully. Therefore, for languages that use the Sabean script, the ability to read words accurately is not likely to differ significantly from the ability to read the fidel accurately.

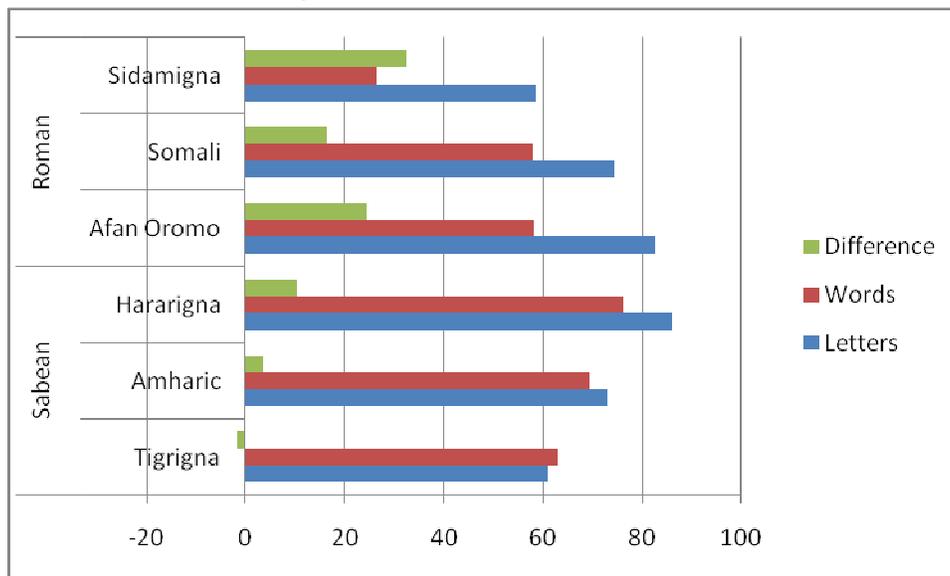
Figure 17 presents the findings regarding these questions. Scores for Sabean script languages (Tigrigna, Hararigna, and Amharic) are presented against scores for Latin alphabetic languages (Sidamigna, Somali, and Afan Oromo). The blue bars show that

children are particularly accurate at letter identification in Afan Oromo, with accuracy scores of 82.6%, and Hararigna (86.2%), and in Somali (74.3%). Children are less accurate in Tigrigna (73.0%) and Amharic (61.0%). This indicates that the first hypothesis is correct, that children reading in the Latin alphabet are more accurate at identifying letters.¹⁶

The red bars, on the other hand, show that the advantage that Latin alphabet learners have in identifying letters disappears when it comes to words. Word reading accuracy scores are very close between Afan Oromo (58.2%), Tigrigna (62.9%), and Amharic (69.4%). It is possible, therefore, that much of the controversy that has existed in Ethiopia regarding the benefits of various scripts is academic rather than practical, since for these three major languages, children can identify words at essentially the same level of accuracy. The exception, once again, is in Sidamigna, where children’s accuracy scores were an abysmal 29.1%. This again appears to be the result of low reading skills overall, rather than the impact of the language script itself.

Finally, it is of interest that the gap between letter and word accuracy scores (as indicated by the green bars) is negligible for Tigrigna (-1.9%) and Amharic (3.9%), but is quite substantial between Afan Oromo (34.4%) and Sidamigna (32.3%). It is as if children using Sabeen scripts have mastered the decoding skill once they have mastered the fidel, and those skills continue to serve them as they read words, while those using Latin alphabets require more instruction and practice to move from identifying letter sounds to combining those sounds to make words.

Figure 17. Letter and Word Accuracy Scores by Language, Including Difference Between Accuracy Scores



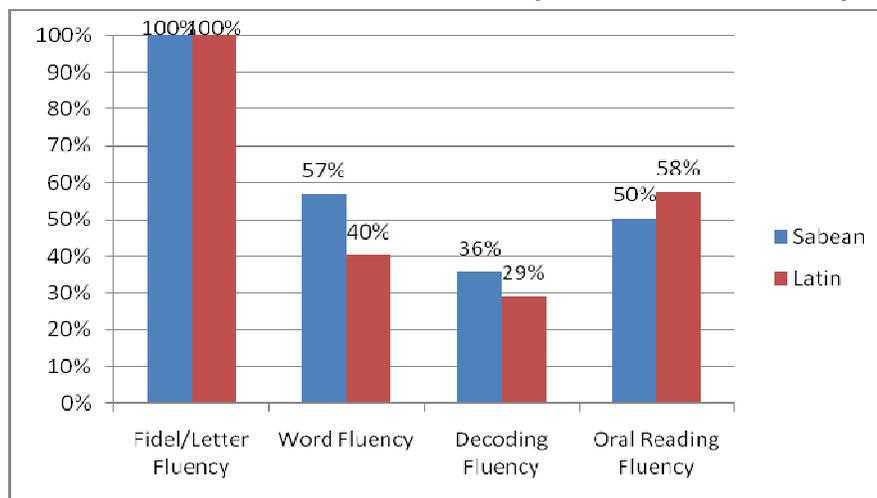
¹⁶ Note that this is not the case for Sidaamu Afoo at the aggregate level, which appears to be because children in Sidama zone have very low reading skills overall, starting with letter identification.

4.8 Relationships between Fluency Scores

The relationship between Sabean script and Latin alphabet can be analyzed another way. It is possible to investigate whether and how letter fluency is related to scores on other fluency tasks, namely word naming fluency, decoding fluency, and oral reading fluency. Figure 18 compares the relationships between these factors for Sabean script languages (Amharic, Tigrigna, and Hararigna) and Latin alphabet scripts (Somali, Sidamigna, and Afan Oromo). The word fluency, decoding fluency, and oral reading fluency scores are expressed as percentages of the scores on the letter fluency tasks.

Previous research has identified a linear relationship between these tasks in other countries that teach decoding and word attack strategies. In those countries, letter fluency scores are highest, followed by word fluency, then decoding, and finally oral reading fluency. This is not the pattern identified in the Ethiopian data, since decoding scores are so low. The drop from letter reading fluency to word reading fluency is extreme, particularly for Latin alphabet languages. It seems that while many children are very comfortable with the alphabet, they struggle with combining the letters into words, given that word reading scores are only 40% of what the letter scores are. The gap between fidel fluency and word naming fluency is smaller for the Sabean script languages (57%). One implication of this is that many children are simply letter readers and are not yet word readers. The decoding scores are quite different from the letter frequency scores. This shows, quite clearly, that children are not skilled in combining letters into new words. This is problematic for when children face any words to which they have not yet been introduced, and points to the importance of teaching decoding and word reading strategies.¹⁷

Figure 18. Correlations between EGRA Tasks, by Sabean or Latin Script



¹⁷ Surprisingly, oral reading fluency scores were more tightly correlated with letter fluency scores in Latin alphabet languages (58%). This might indicate that the stories on the assessments may have been too easy, since children were more able to read the stories than the familiar words.

5. Predictive Factors

Student, School and Family Level Predictive Factors

This section presents the results of multiple regression models to examine which factors predict achievement on reading outcomes. These models were fit at the regional as well as national level, and focus on the relationships between oral reading fluency outcomes and student level predictors. While dozens of models were fit, those presented here and in Appendix A, EGRA Scores by Region as well as the regional annex are the relationships that are statistically significant.¹⁸ Figure 19 presents the magnitude of the relationship on oral reading fluency and these predictors. The colors of the bars identify the “location” of the factor. Red signifies the family background characteristics; gold signifies the school and system level factors; and blue signifies the student characteristics.

Several patterns are evident from this figure. First, many of the predictive factors that are of the greatest magnitude are at the school level (having a textbook is 9.6 wpm) and system level (child attends an urban school is 13.2 wpm, the grade effect is 9.4 wpm). The implication is that schools and teachers matter a great deal.

Second, some of the significant factors are family characteristics that are out of the control of individual children, such as having a telephone or mobile phone (12.1 wpm) or electricity (9.2 wpm), or having other reading materials (8.3 wpm). That is, even if a child is extremely hard working, if she is an orphan, she is unable to have the entire family help her with her homework, and so she will not benefit from the very large increase in student achievement that having family support would provide. This becomes the responsibility of the school to help vulnerable children from less well off backgrounds to overcome their lack of family support. Moreover, some of the factors at the family level can be supported by the school. For example, the very large effect of the family helping with homework (that is the combined effect of fathers, mothers, and siblings helping, 14.7 wpm) could be encouraged by schools by providing training for families on how best to support children in their homework. Similarly, the family factor that determines whether a child has other materials to read (8.3 wpm) can be supported by the school system by providing simple readers to emerging readers’ families.

The student level factor that has the largest relationship with student achievement is attendance in kindergarten and/or preschool. This is clearly related to the MOE’s policy of supporting private kindergartens and the building of zero classrooms in schools. Given the extremely complex fidel that many children learn in Ethiopia, this suggests that the MOE continue providing kindergarten services to assist in the quick acquisition of the fidel. Similarly, for languages using the Latin alphabet, the important basic skills acquired by children in pre-school and kindergareten are (1) knowledge of the alphabet, and (2) the ability to combine letters to make words. Providing kindergarten and zero

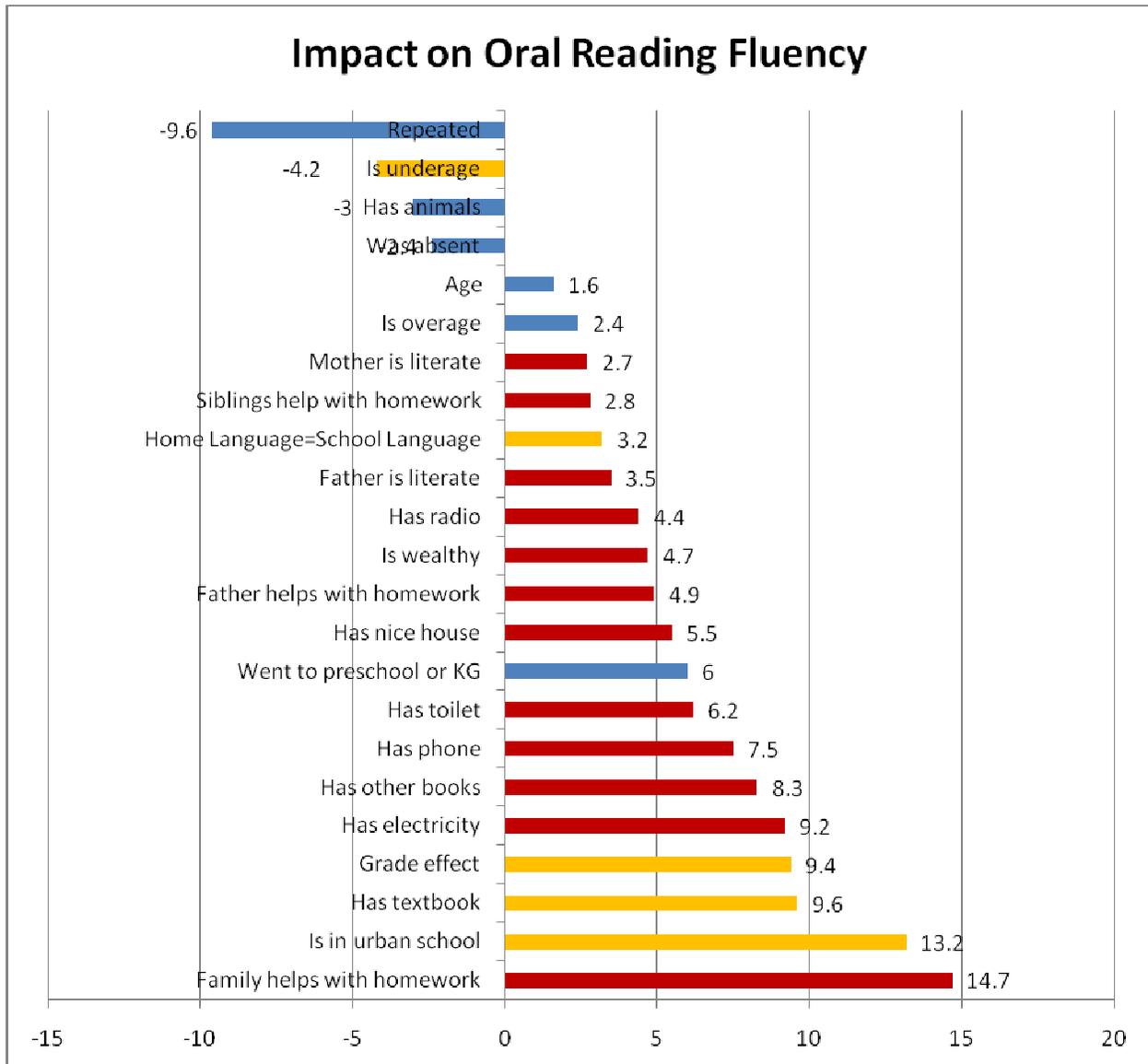
¹⁸ Significance is defined as the .10 level when the magnitude was large and the .05 level otherwise.

classes is, of course, very expensive, so encouraging the private sector development is a logical policy.

Two other school factors are of policy relevance. First, there is a large negative impact on student achievement of classroom repetition. Unlike in other countries where children who repeat outperform their counterparts on assessments (typically end-of-primary school assessments), the Ethiopian children in this study do much worse after repeating (-9.6 wpm) than nonrepeaters. Similarly, children who are underage for their grade perform significantly worse (-4.2 wpm) than children who are of age or slightly older.

Absenteeism is another problematic student level characteristic, with a negative relationship with oral reading fluency of -2.4 wpm.

Figure 19. Predictive Factors Relationships with Oral Reading Fluency



6. Regional Analysis Comparing Subtask Achievement

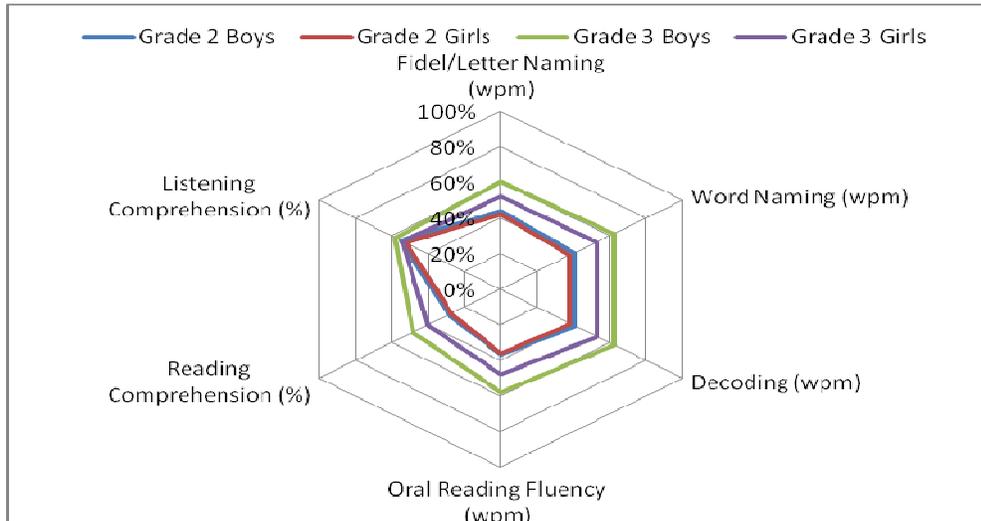
Given the unique nature of Ethiopian languages, and the inability to make comparisons across languages, even within Ethiopia, RTI has taken care to assess the quality of reading outcomes against Ethiopia-specific benchmarks, using the benchmarks that RTI has identified in the many countries where EGRA has been undertaken. Two regional figures are used to investigate whether there are gender gaps in achievement, and to determine the portions of reading that are most at risk, as well as whether there are significant differences between genders and grades.¹⁹

Figure 20 (for Amhara region) shows several things. First, comparisons can be made between the scores for Grade 2 (blue and red bars) and the scores for Grade 3 (green and purple bars). There is a strong relationship at Grade 3 which shows that for all tasks save listening comprehension, boys outperform girls. The Grade 3 scores are also significantly higher than those of Grade 2, which means that children are continuing to learn basic literacy skills in Grade 3. This is even for very basic skills such as fidel naming fluency. This means that some children are still learning the fidel at Grade 3, when the assumption is that they are already fluent with the tasks much earlier.

For Figure 20, it is important to understand what 100% indicates. This is the 90th percentile score for Ethiopian children in Amhara for each of these tasks. While not quite to the levels that we have found for baselines in other countries, the 90th percentile score as a benchmark shows that children in Amhara are capable of high achievement across these measures, and compares Amhara children to others in the same region taking the same language assessment. Note how far the average child is from the Amhara benchmark, however. Most scores in Grade 2 are close to the 40th percentile, and those for Grade 3 are between the 40th and 60th percentiles. This shows that for all tasks (letters naming, word naming, decoding, oral reading fluency, reading comprehension, and listening comprehension, the average child (boy or girl) in both Grade 2 and Grade 3 remains quite far from the levels necessary for grade level literacy scores, as defined by the minimum learning competencies, particularly in reading comprehension.

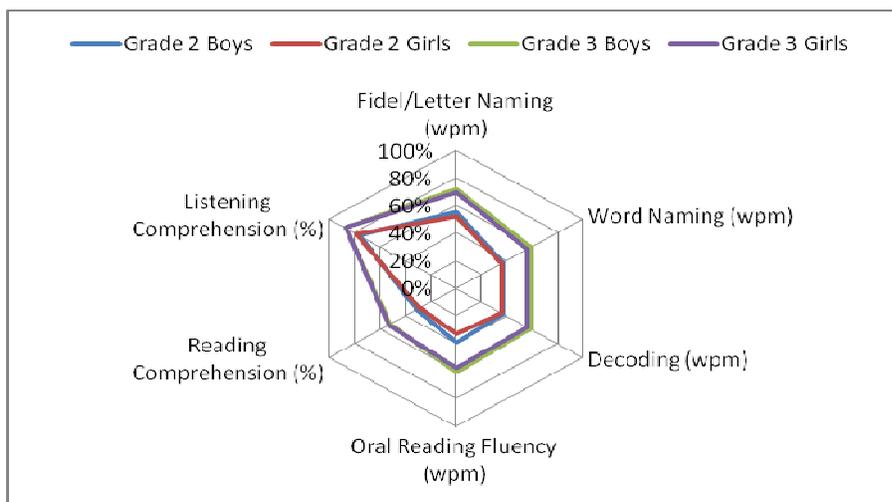
¹⁹ These regional radial plots are each presented in full detail in the regional sections below.

Figure 20. Amhara Radial Plot Comparing Achievement by Grade and Gender for Six EGRA Tasks



The Oromiya radial Figure 21 shows relatively similar achievement scores across levels. However, the gender gaps are less pronounced in Oromiya as they are in Amhara, meaning less gender inequity. Interestingly, the Oromiya children (both Grade 2 and Grade 3) do quite well on listening comprehension and well on letter naming. Their weak areas are in word naming, oral reading fluency, and reading comprehension. These are all tasks that require decoding skills. This is clear evidence for Oromiya, that while children know the language (as identified by listening comprehension) and know their alphabet (as identified by letter naming), they struggle with reading basic words, combining those words into a story, and reading comprehension.

Figure 21. Oromiya Radial Plot Comparing Achievement by Grade and Gender for Six EGRA Tasks



These regional analyses are presented in more detail in the regional annex.

7. Proposed Benchmarks

In this section, we take advantage of the rich amount of Ethiopia-specific data collected by the EGRA study to investigate what information is available to support the development of basic benchmarks for oral reading fluency for each language. To do so, we present several sets of data in this section. First, quantile regression methods are used to show potential markers for oral reading fluency scores. Second, analysis of the average reading scores for schools in the lowest 25th percentile of wealth variables is used to show that schools in poor areas can do quite well in oral reading fluency. Third, scatter plots matching oral reading fluency and reading comprehension scores are presented to investigate the fluency levels necessary to ensure high levels of reading comprehension. Fourth, multiple regression results are used to determine the levels of fluency for the expected levels of reading comprehension.

7.1 Quantile Regression Results

In Table 11, quantile regression methods are used to estimate the 50th, 75th, 80th, and 90th percentile scores for each language. For some of the low-scoring languages—Sidamigna in particular—the median score in the sample was zero wpm read. This means that even the 90th percentile scores were quite low. For the languages with the largest sample sizes (Amharic and Afan Oromo), the 90th percentile scores were the highest.

Table 11. Quantile Regression Results for Each Level of Oral Reading Fluency by Language

	Median	75 th percentile	80 th percentile	90 th percentile
Amharic	27	45	49	59
Afan Oromo	19	42	49	60
Tigrigna	18	34	37	44
Sidamigna	0	15	18	29
Hararigna	27	38	42	50
Somali	31	50	52	57

7.2 Results from High Achieving Poor Schools

In Table 12, we present the highest scoring schools (on oral reading fluency) that had a predominately poor student population.²⁰ This table shows that for Amharic, Somali, and

²⁰ This was done by averaging the socioeconomic status measures at the student level to a school level average. Each

Afan Oromo, there are schools with very poor student populations that also have relatively good average oral reading fluency scores. This is important because setting benchmarks from wealthy populations only is problematic. Instead, in these regions, there are schools with poor children who are successful at teaching those children to read. On the other hand, in Tigray, the highest scoring schools are all relatively wealthy or middle class. For Sidama, all of the average scores for schools are quite low, and for Hararigna, the sample size is too small to perform this analysis. It is encouraging, however, that relatively high achievement levels exist in some poor schools, even before reading interventions have been undertaken.²¹

Table 12. Oral Reading Fluency Scores at the School Level for High Scoring Schools with High Levels of Student Poverty

Language	Socio-economic Status	Region	Woreda	School	ORF
Amharic	Less 25 th	Benishangul-Gumuz	Dibati	Manden	42.6
	Less 25 th	Amhara	Dembecha	Yechereqa Tsion	40.9
	Less 25 th	Amhara	Sayint	Ewa	39.4
Somali	Less 25 th	Somali	Jijiga	Ceel Baxay	48.2
	Less 25 th	Somali	Jijiga	Ceel Amxaar	46.3
	Less 25 th	Somali	Jijiga	Gelbob	43.9
	Less 25 th	Somali	Jijiga	Harre	43.5
Afan Oromo	Less 25 th	Oromiya	Seka Chokorsa	Dabo Yaya	41.7
Tigrigna	Less 25 th	Tigray	Enda Mokoni	Shimta	23.5
Sidaamu Afoo	Less 25 th	Sidama	Chere	Shiko Genet	17.4

7.3 Oral Reading Fluency and Reading Comprehension Scores

In the scatter plots presented in Figure 22, the oral reading fluency scores for each language are presented on the X-axis with the associated reading comprehension scores presented on the Y-axis. The idea is to investigate what levels of oral reading fluency are associated with particular levels of reading comprehension. This is under the assumption

school cited here had less than the 25th percentile score for socioeconomic status.

²¹ Scores in most poor schools are quite low, yet these schools with poor populations show that it is possible for children to do quite well.

that reading comprehension is the ultimate and final goal of reading. The two largest languages in the sample, Amharic and Afan Oromo, are presented below. It is notable that the relationships look remarkably similar, and that a strong linear relationship between reading fluency and comprehension is evident. If and when a child reads at an oral reading fluency rate of 50–70 wpm in both Amharic and Afan Oromo, that child is likely to be able to comprehend at a rate of 80% or 100%.

Figure 22. Oral Reading Fluency and Comprehension Rates for Amharic and Afan Oromo

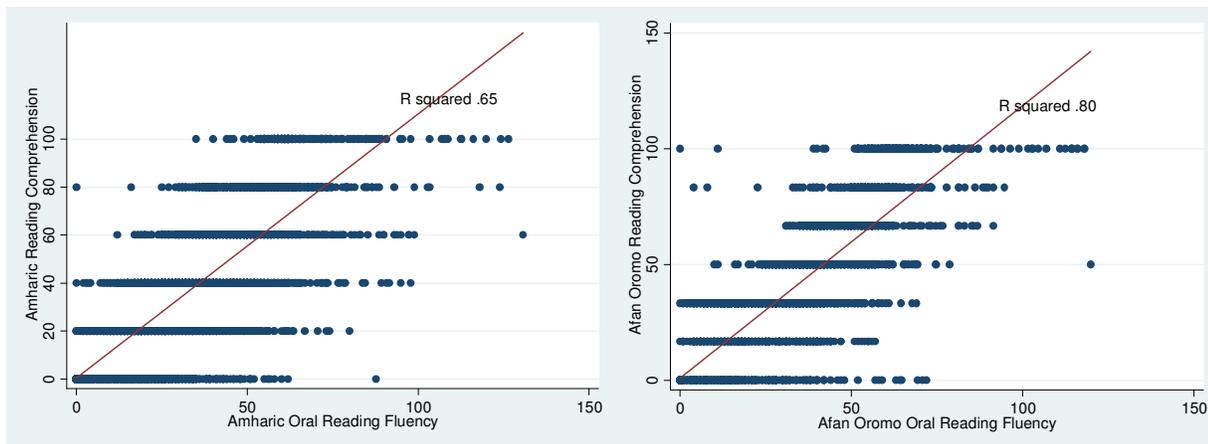
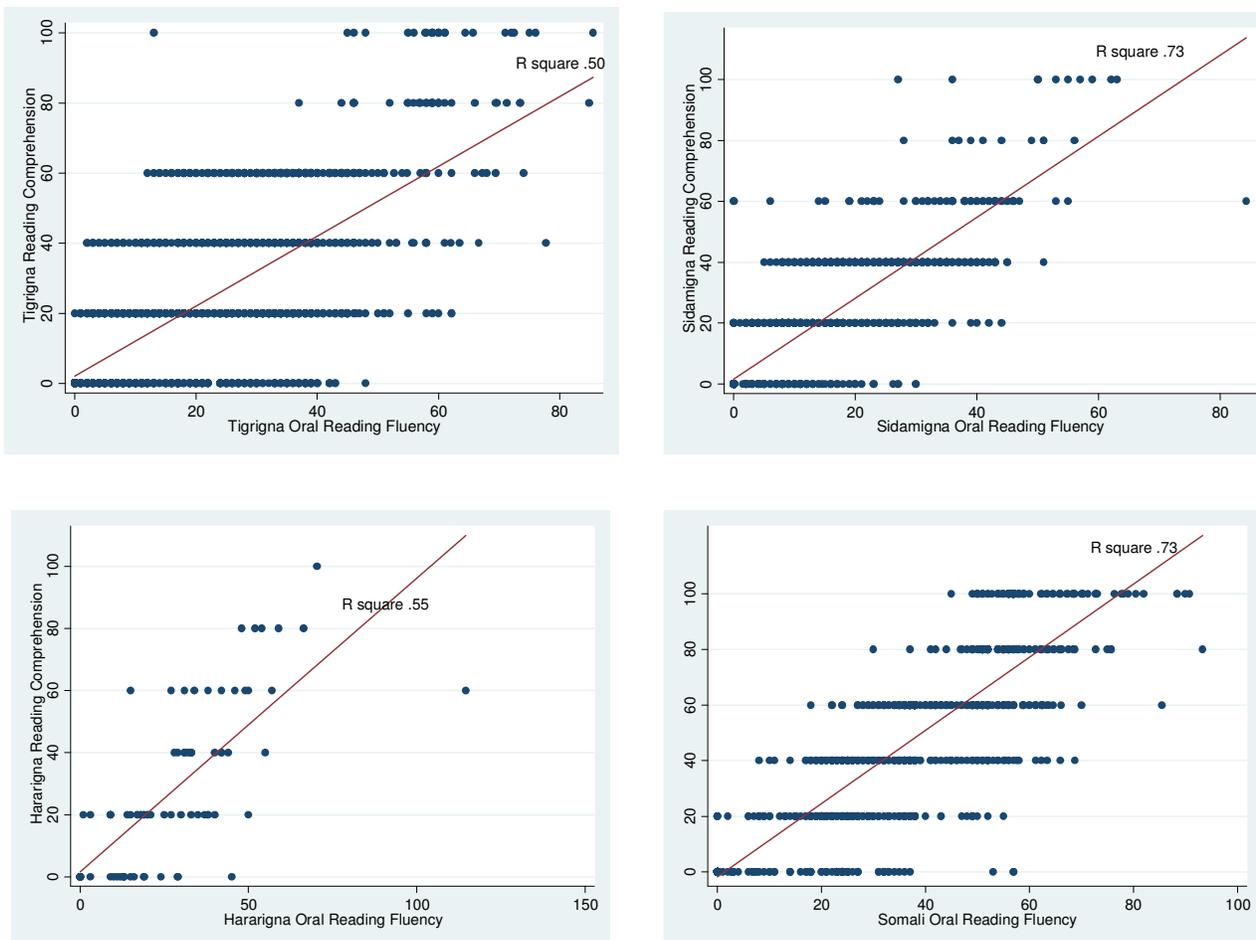


Figure 23 presents the same relationships for each of the other four languages in the study (Tigrigna, Sidamigna, Hararigna, and Somali). Though the sample sizes vary, the general point remains quite similar to what was found above for Afan Oromo and Amharic. The more fluent the child reads, across each language, the higher his or her comprehension scores. Moreover, in order to reach 80% of 100% comprehension scores, oral reading fluency levels need to be somewhere between 50 and 80 wpm. Similar findings exist regardless of which definition of reading comprehension is used.²²

²² Reading comprehension is assessed in two ways: (1) the number of comprehension questions correct out of the total (5 or 6); and (2) the number of comprehension questions correct out of the number attempted (1 to 6, depending on the child). Since children who read with low fluency are unlikely to understand what they read, the computations do not differ very much.

Figure 23. Oral Reading Fluency and Reading Comprehension Scatter Plots for Tigrigna, Sidamigna, Hararigna, and Somali



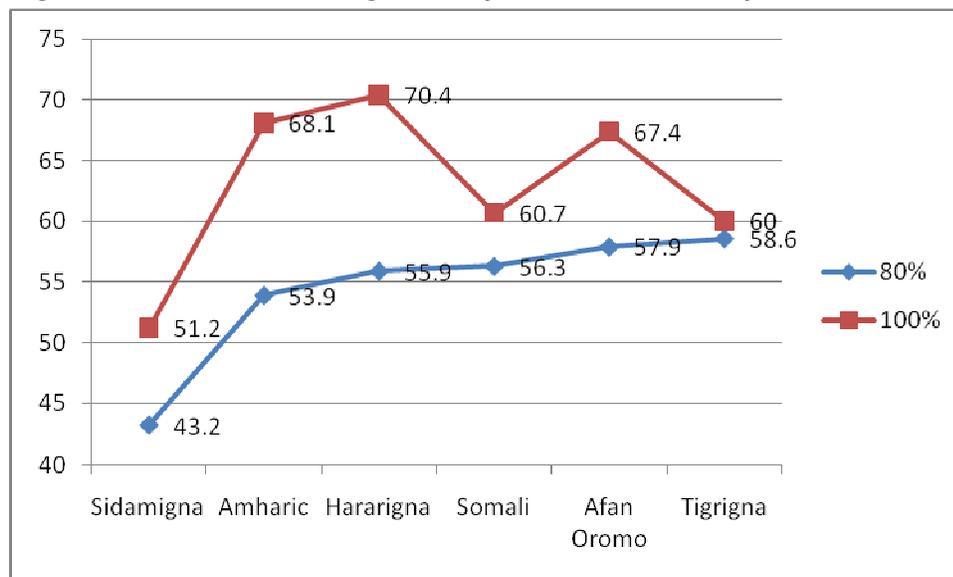
7.4 Levels of Fluency Needed for High Comprehension

Figure 24 specifies the levels of oral reading fluency necessary for high levels of comprehension. In order to examine more closely what levels of oral reading fluency are necessary to reach particular levels of comprehension, we performed simple multiple regression analyses for each of the 6 languages. These regressions allowed us to determine the average predicted level of oral reading fluency associated with each level of reading comprehension. Compared to analyses of this type from other countries, the Ethiopia results were quite similar. The range of oral reading fluency needed for 80% to 100% comprehension was between 53 wpm to 59 wpm for 80% comprehension.²³ For

²³ Note that the oral reading fluency scores for Sidaamu Afoo are lower than what is mentioned here. That is because the extremely low average scores for this language make regression analyses difficult to perform with accuracy.

100% comprehension, on the other hand, oral reading fluency scores are somewhere between 60.0 wpm and 70.4 wpm.

Figure 24. Oral Reading Fluency Scores Necessary for 80% and 100% Comprehension



7.5 Draft Fluency and Comprehension Benchmarks

At the EGRA findings workshop held in Adama on 3-4 November, 2010, regional language groups met to investigate the current levels of reading fluency and comprehension outcomes in each region and to develop draft benchmarks for further use as targets for policy reform. The Table 12a below presents the fluency benchmarks for children to read with at least 80% comprehension by the end of Grade 2. Each group was provided the information presented in this section, and then when requested, were provided with the current percentage of children reading at the benchmark proposed. Note that all of the groups reading comprehension benchmark was at least 80% comprehension rates. The differences depended on the oral reading fluency targets deemed critical to meet. The two different groups for Amharic (expressed as Amhara region and Amharic Group 2) were asked to independently determine a benchmark for the Amharic language, and then come together to agree on one figure. The groups had fundamentally different perspectives on the issue, with the first group (focused on Amhara region) preferring to set a modest fluency benchmark reachable by a large percentage of children, while the second group thought that it was more important for the

Note also that the oral reading fluency scores for 80% comprehension when the alternative definition of reading comprehension (percent correct of attempted, rather than of the total) is used are very similar. The reading fluency scores for 100% comprehension are different, because some children could barely read, but were able to answer one or two questions correctly. This does not change the results of this analysis with respect to the levels of reading fluency necessary for high scores on reading comprehension.

benchmark to be set high. The Table presents an important first step at determining Ethiopian language specific targets for oral reading fluency outcomes.

Table 12a. Draft Oral Reading Fluency Benchmarks by Ethiopian Language

	Proposed Benchmark (words per minute)	Percentage of children at benchmark (2010)	Target percentage of children at benchmark by 2015
Amhara region	60 wpm	4.3%	80%
Amharic (Group 2)	90 wpm	1.0%	50%
Afan Oromo	70 wpm	4.2%	60%
Tigrigna	60 wpm	0.4%	45%
Sidaamu Afoo	75 wpm	0.1%	70%
Hararigna	60 wpm	0.6%	50%

8. Interventions in Early Literacy in Sub-Saharan Africa

8.1 International Experience

This section presents the findings from analyses of interventions in literacy in the last two years in Sub-Saharan Africa in Kenya, South Africa, and Liberia in order to investigate how Ethiopia could respond to the findings of the EGRA presented here. The EGRA findings in Kenya are illuminating. While Kenya has made notable progress in ensuring access for all children, achieving a Net Enrollment Rate (NER) of 92.5% with near gender equity, the quality of education experienced by the youngest pupils remains disparate. For example, the 2007 analysis of Early Grade Reading in Malindi district in Coast province found that pupils in Standard 2 could read 11 wpm on average, far below the international benchmark of 60 wpm, and more importantly, much lower than policy experts at the Kenyan MOE believed was acceptable for Standard 2 (at least 45 correct wpm [EGRA Kenya Stakeholder Workshop, April 2007]). As a result of that low achievement, the Kenyan MOE supported a nationwide baseline assessment of learning achievement in Kiswahili, English, Kikuyu, and Dholuo. In addition to the expansion of the assessment system in Kenya, including EGRA, the MOE and District Education Officers were heavily involved in the implementation of a reading intervention in Malindi managed by Aga Khan Foundation and RTI. This intervention was found to increase the number of words read by children by nearly 100%, and had an impact on pupils’

knowledge of letter names, letter sounds, and word identification. These large impacts occurred in both Kiswahili and English.

8.2 Kenya Intervention Findings

Research provides a great deal of knowledge about the reading skills of Kenyan children. Table 13 presents the results of the Kenyan baseline in 2007, when Grade 2²⁴ children were assessed in Kiswahili and English. In Kiswahili, children were able to properly identify only 4.7 letters in a minute²⁵, and in English, they identified 22.7 letters in one minute. From a list of 50 commonly used words, children were able to identify only 11.7 Kiswahili words and 7.5 English words, showing a limited reading vocabulary and limited fluency even within the vocabulary.

Most concerning, however, are the scores from the oral reading fluency tasks, where children were asked to read a short story of around 60 words in one minute. In Kiswahili, children were only able to read 1/6 of the story correctly (10.2 words), and the English score of 11.4 words was only a little bit higher. As far as comprehension is concerned, it is unsurprising that children who were unable to read most of the passage also exhibited low comprehension, with the Kiswahili scores and English scores showing that children answered less than one half of a question correctly out of a total of 5 questions. One explanation for the low achievement scores is the importance of reading fluency on comprehension, such that children’s ability to decode words is necessary but not sufficient for their ability to understand what they read. In this context, then, children were able to read only a few words and were unable to turn their ability to decode into comprehension.

In summary, Table 13 shows that Grade 2 children in Malindi had low reading skills.

Table 13. Kenyan Reading Scores at Baseline

Task	Kiswahili		Task	English	
	Mean	Standard Deviation		Mean	Standard Deviation
Letter Naming Fluency	4.7	10.7	Letter Naming Fluency	22.7	19.9
Word Naming Fluency	11.7	13.7	Word Naming Fluency	7.5	11.5
Oral Reading Fluency	10.2	14.0	Oral Reading Fluency	11.4	16.2
Reading Comprehension	0.45	1.1	Reading Comprehension	0.39	0.95

²⁴ Kenyan grades are called standards or classes and roughly correlate with grades in Ethiopia.

²⁵ It appears that part of the reason for the low scores on letters in Kiswahili is that children confused the English and Kiswahili letter names.

The results from interventions in South Africa and Liberia show similarly dismal baseline findings. In Liberia, children in Grade 2 were able to read 14.5 wpm in a short story at the baseline. In South Africa, at the end of Grade 1, pupils in control schools could read only 3.9 words per minute in a short story. Preliminary findings from the current EGRA in Kenya, assessed in Grade 3, do not deviate from the basic message: Pupils leave the early grades with very low levels of reading skills.

While much of the research evidence presented above presents a bleak picture of reading achievement in Kenya, the intervention in Malindi and, even more so, findings from recent analyses of experimental interventions in South Africa and Liberia show that targeting reading skills early in primary school can have large impacts on student achievement. In Malindi, after only seven months of intervention, children in treatment schools increased their scores in Kiswahili by 335% (letter recognition), 96% (word recognition), 100% (oral reading fluency), and 106% (reading comprehension). Gains were slightly less for English. The project was well-received by the community and the schools, so much so that since experimental, control, and treatment schools were fairly close one to another; control schools increased their scores almost as much. Qualitative analysis shows that these increases were due to exchanges of ideas between treatment and control schools in the experiment, and show that Kenyan teachers are particularly interested in learning new methods for teaching reading.

8.3 South Africa Intervention

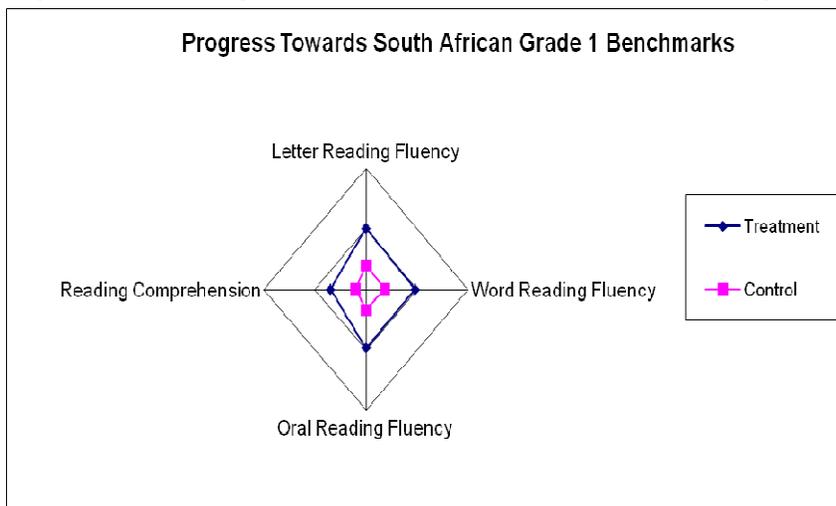
The findings from South Africa show remarkably large impacts on student achievement in all of the major categories of reading skills. In Table 14, the left column shows the three different strategies used to analyze the data, with remarkable consistency that the program increased the number of letter sounds identified correctly by 14.1 per minute. This is an increase over the baseline group. Similarly, being in the treatment group increased word naming fluency by 4.6 wpm. Notably, the program increased oral reading fluency by 7.3 words, and reading comprehension by more than 8 percentage points. Compared against the baseline and the standard deviations, the magnitude of these impacts are, in some cases, more than 2 standard deviations, remarkably large for social science research in general, and huge for educational interventions. The program works, and quite well.

Table 14. South Africa Impacts from Literacy Intervention

	South Africa EGRA Estimates (Units)				
	Letter Sounding Fluency	Word Fluency	Naming Fluency	Oral Reading Fluency	Reading Comprehension
Program Impacts	14.13 (letters pm)	4.61 (words pm)		7.22 (words pm)	8.24 (percent correct)

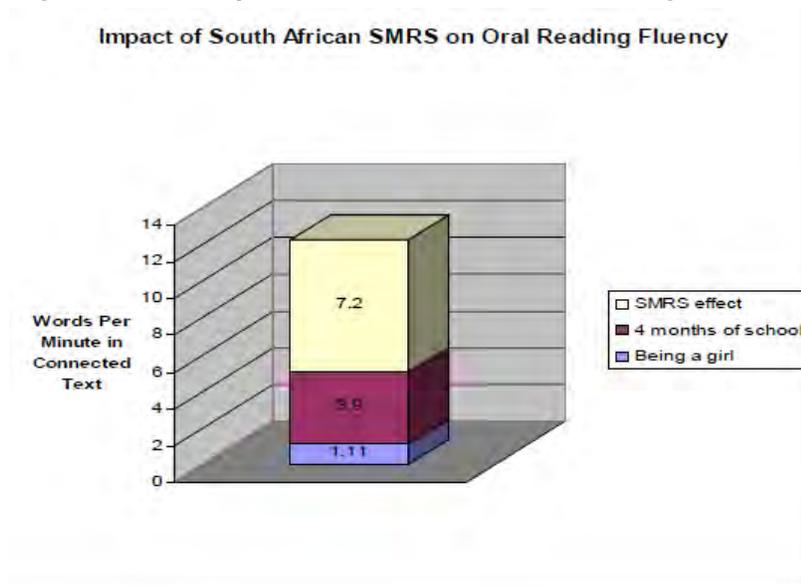
Figure 25 below graphically presents the impact of the South African intervention on Grade 1 outcomes. The radial plots show how much more close the treatment schools are to high level benchmarks after just a few months of interventions. The bar graph on the right shows the very large impact of the program on oral reading fluency, with the effect of the program (called Systematic Method for Reading Success (SMRS)) nearly twice as large as the effect of being in school. In other words, participating in the program basically doubled how much children could read. The impacts were similarly large for letter reading fluency, word reading fluency, and reading comprehension. The program seemed to be particularly successful because of its focus on the development of lesson plans targeted at particular skills and using particular materials.

Figure 25. Impact of South Africa SMRS on Reading Outcomes, by Task



The program in South Africa was also effective because of its targeted population of Grade 1. Children in the program basically learned twice as much as children who did not attend school in the area of oral reading fluency, as Figure 26 indicates. This shows that with careful design, in mother tongue, and in lower levels, children’s outcomes can be drastically improved quite quickly.

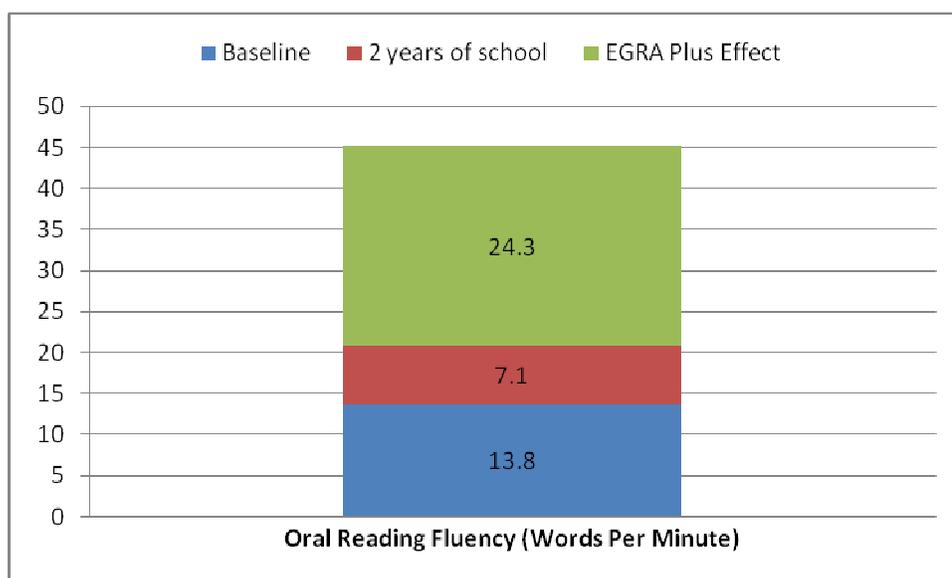
Figure 26. Impact of South Africa SMRS Program on Oral Reading Fluency Outcomes



8.4 Liberia Intervention (EGRA Plus)

In Liberia, a program was designed that used an adapted form of EGRA to support teachers in monitoring education quality in its schools. This program used EGRA also as a means of informing the community about the quality of education by using report cards. While very short in duration, at least at the mid-term assessment, the program had significant impacts after 4 months of intervention. The Liberian results show that a program targeted at Grade 2 and Grade 3 children increased letter naming fluency by 21.0 letters per minute, phonemic awareness cores by 17.7%, familiar word fluency by 15.7 words per minute, unfamiliar word fluency by 12.8 words per minute, oral reading fluency by 24.3 words per minute on connected text, and reading comprehension by 30.2%. Note that for most tasks, being in treatment was worth two or even three years of school. For small experimental programs, these increases are remarkable, as Figure 27 shows.

Figure 27. Impact of Liberia EGRA: Plus on Oral Reading Fluency Outcomes



8.5 Interventions in Ethiopia

Ethiopia has an opportunity to take the programs from these experiments to scale. However, care must be taken, since early grade reading interventions have not yet been brought to national scale anywhere. With significant strategic investments, and commitment to quality, an early grade reading program could have significant impacts on educational quality in primary school.

9. Recommendations

Ethiopia’s commitment to improving the quality of education is quite clear, with the MOE engaged in a long-term GEQIP to identify and focus on quality improvement areas across the educational system. The study findings presented in this report represent the largest administration of the EGRA methodology to date. The findings supplement the work of the Ethiopian Training Quality Assurance Agency in the National Learning Assessment studies of 2000, 2004, and 2007. These reports suggested that the quality of reading outcomes is declining slightly; yet the NLA studies were not designed to determine what prereading and early reading skills might be necessary to improve in order to support reading instruction outcomes. The EGRA study was assessed against the Minimum Learning Competencies in mother tongue and EGRA is in line with the Ethiopian curriculum. The findings show that students are not learning at the level expected at either Grade 2 or Grade 3. This results in very low oral reading fluency levels and, for the most part, extremely low reading comprehension. This low achievement in reading comprehension is very concerning, given that listening comprehension skills were moderately strong across regions. The gap, then, is not in language skills or

vocabulary acquisition, but in children’s ability to read, decode, and comprehend written text.

With respect to language of instruction, Ethiopia should be lauded for its success on encouraging adherence to what is the most progressive language of instruction policy in Sub-Saharan Africa. More than 70% of the children in these 6 regions report they learn in the language they speak at home, and many of the larger regions have percentages closer to 90%. The student questionnaires in this study reveal that most children have access to the school reading textbook, but small percentages of children have access to reading materials of any kind at home. The study also shows that these materials are highly correlated with higher achievement in reading. Critically important seems to be whether family members (mothers, fathers or siblings) are available to support children in their homework, and whether that support has created a focus on reading instruction in the home. If so, children’s reading outcome scores are significantly higher.

Although overall scores in oral reading fluency and reading comprehension are low, an interesting result was identified. The correlations between oral reading fluency and reading comprehension were very high, across all languages and regions. This suggests that while most children do not comprehend what they read, the likely reason is that they are unable to read with sufficient fluency to encourage comprehension. The implication is that if Ethiopian classrooms are able to increase children’s ability to decode words, the impact on comprehension will be significant and positive. It is encouraging to know that if children have the skills to read text fluently they also have the skills to comprehend what is read. The following are policy recommendations in response to these findings:

Focus resources and policy efforts on reading instruction. Two-thirds of teachers report not having any in-service teacher professional development in reading methods and pedagogical techniques, and 61% report not having any in-service training at all. Critically, Ethiopia’s regions do have dedicated class time for mother tongue reading. This should be supported by specific training for teachers on how to appropriately and successfully teach children this content. This instruction will support their ability to help children learn the fundamentals necessary for successful reading, including vocabulary, phonemic awareness, fluency, and decoding. Teaching teachers how to foster these skills is of paramount importance for the improvement of reading outcomes in Ethiopia. Teaching teachers how to teach reading must be language-specific. Languages with Sabean scripts present challenges with respect to learning the fidel fluently, while languages with Latin alphabets present challenges of learning the alphabet, then issues of combining letters to make words. These languages are also very different, structurally, so the guidance should be technically precise in how to support this instruction. Moreover, given that Amharic and English are often taught as second (and third languages), care must be taken to deal with potential language interference issues. In short, in order to enjoy the quick and deep changes necessary to reading instruction outcomes, the Ministry of Education and Regional Education Bureaus should focus their considerable expertise on the improvement of reading outcomes in the country.

Start early, in Grade 1 and 2. The findings show that teachers’ views of when students can read and understand what they read are important for student outcomes. This suggests that in some Ethiopian classrooms teachers wait too long to teach students how to read and expect too little from their young learners, and this has implications for what children can gain from their time in early primary school. It is recommended, therefore, that Grade 1 to Grade 2 pedagogy focus most heavily on early reading acquisition and outcomes. This is in line with the expectations from the Minimum Learning Competencies document.

Encourage reading in the community. The findings showed that few classrooms were stocked with reading books other than the textbook, and very few children had any reading materials at their homes, let alone reading materials appropriate for their reading skills. This means that children have limited exposure to the joys of reading engaging and interesting materials appropriate for their developmental stages. A two-pronged effort should be made to *increase the amount of reading material* in classrooms and encourage families to *make reading a part of their daily family activity*. A primary strategy for this change must come from taking advantage of the richness of the intertwined Ethiopian society to encourage families to expect their children to read after being in school, and to provide the children with adequate literate environments. Strategies by which this could occur include woreda-level reading contests, book drives at the local level, and awareness raising activities at the regional education bureau and woreda levels.

Review teacher in-service and pre-service professional development. The findings from this study clearly indicate that little reading instruction is happening in many schools, although literacy class is a significant part of the day. By this we mean that there is far less interaction between teachers and students around letters, words, sentences, and stories than there should be. This need not be the case, and experiments in Kenya, Liberia, and South Africa show that teachers can be very receptive to focused in-service professional development supporting skill acquisition in early literacy interventions. It is recommended that the in-service teacher professional development programs target the building blocks of reading and, where possible, provide targeted lesson plans for teachers, closely related to the textbooks and supplementary reading materials. Ideally, these skills can be incorporated into the College for Teacher Education curriculum to help new teachers prepare students to read. Specifically, we recommend that the in-service program include a specific module focused on the development of basic reading teaching skills, specific to each language. This would include a focus on letter and fidel sounds, the alphabetic principle, decoding new words, and comprehension strategies, amongst other skills.

Review reading curriculum and textbooks. The recent curriculum reform under GEQIP provides an opportunity for Ethiopia’s regions to develop reading curriculum that can systematically address the weak levels of reading. This can be done by carefully reviewing reading acquisition in each language, with particular attention to the frequency of letters and words in the language. This will determine in what order particular letter

sounds (or fidel) should be taught, and then support the development of the necessary decoding skills, all in the context of consistent and relevant exposure to interesting and engaging stories. The existing textbooks seem to be written at a level beyond the average learner in the studies, and lesson plans that can support the textbooks, lesson by lesson, would prove a critical component to reading improvement in Ethiopia.

Set literacy benchmarks. The Minimum Learning Competencies document provides guidelines for the expected levels of reading for children. The lack of specific guidelines at the word and sentence level means, however, that it is difficult for teachers and educators to determine whether children read at the appropriate levels. The Fast Track Initiative is creating indicative frameworks with wpm read (with comprehension) as an important marker for education quality. The data presented in this report can be used to create language-specific oral reading fluency benchmarks, such that policy makers determine what outcomes they expect children to achieve by the end of Grade 2. The findings suggest that without benchmarks, children are unlikely to be able to read fluently and with comprehension.

Review teacher deployment. The assignment of teachers by subject should be based on skill level, including language facility, and interest. Teachers trained as generalists, with skills in mathematics, will have less facility with teaching reading than will teachers who have specific subject knowledge and interest in language issues.

Improve the quality of reading instruction. Using some of the recommendations below, including pre-service and particularly in-service teacher professional development, the findings show that reading instruction must be improved. There are several pedagogical areas to focus on.

- **Differentiate reading instruction methods by language.** The findings in this report show that once children have learned the fidel in Sabean script languages, reading words is relatively simple. Many children in regions that use Sabean script languages take far too long to master the fidel, however. On the other hand, decoding (combining letter sounds into words) remains a difficult challenge for Ethiopian languages using the Latin alphabet. The findings show that there is little teaching of decoding in Latin alphabet languages. It is critical that the methods for teaching reading be differentiated by language, and teachers be provided a full and ongoing training of how young children should grasp the basics of that language.
- **Teach decoding.** The findings from the unfamiliar word reading (decoding) tasks show that children in all languages have limited skills in reading new and unfamiliar words. This is logical given that much of Ethiopian reading instruction focuses on reading words that children already know. However, while Ethiopian children have the ability to memorize a small number of words, reading new words is a critical skill that most teachers are not providing. Increasing children’s ability to combine letters (or fidel) into new

words is critically important to increase their reading fluency and comprehension. In Latin alphabet languages, we found that teachers pointed to words (e.g., “house”) and encouraged the children to recite the word aloud. And these children became proficient in reading house. However, when faced with the word “mouse,” those same children would do very poorly, since the pedagogy encourages the children to memorize particular words and spends much less time training them how to decode and “solve” new words to which they have not yet been exposed.

- **Teach formal comprehension strategies.** The children in these 8 regions had very low comprehension levels. This is not likely due to low levels of oral vocabulary, given the relatively high scores in listening comprehension. Instead, it appears that children have weak skills in the metacognitive processes that ensure comprehension. These include the skills of reviewing, questioning, and predicting. This appears to be because children have not had much formal training in comprehension strategies. These strategies can be systematically taught. Note, however, that without the ability to read fluently, comprehension is nearly impossible. Therefore, increased ability to read fluently is critical to the ability to comprehend.

Expand literacy interventions under GEQIP. Given the existing quality improvement initiative, the findings suggest that the MOE and GEQIP respond to the low findings in this report and expand literacy interventions in particular languages. Clearly, there needs to be improvements in teachers’ techniques in teaching literacy. Combined with scripted lesson plans, material book development and provision, and ongoing teacher professional development, it is clear that improvements to the quality of reading outcomes can be had in Ethiopia. Note that literacy interventions with these elements have been able to increase oral reading fluency scores by more than 100% in South Africa, Liberia, and Kenya. We suggest that the following elements be included in the literacy interventions that are implemented:

- *Development of targeted lesson plans.* Teachers should be provided with specific instructions on how to teach early reading acquisition, since most pre-service programs do not provide the level of detail and precision necessary to do it properly.
- *Provision of ongoing professional development.* To support the behavioral changes necessary to help teachers teach better, teachers need ongoing support using a combination of new instructional methods and opportunities to discuss how their experiments with the new methods are going with colleagues. A coaching model would support this effectively, particularly if the cluster and supervisor system is employed.
- *Development and use of significant reading materials.* Leveled materials developed to support the graded instruction in Grade 1 and 2 that can be read easily by burgeoning learners and incorporated into lessons are necessary.

- *Support from the community.* The community and their support are critical to the improvement of learning outcomes. Whether it is asking parents to ensure that their children read 20 minutes a day, or engaging children in reading competitions and holding teachers accountable, the community is critical to any drastic improvement of literacy.

Appendix A. Sampling by Woreda within Regions

Region	Woreda	RTI or IQPEP	Number of Schools
Tigray	Ahferom	RTI	5
	Mekelle	RTI	3
	Ofla* ²⁶	RTI	4
	Saesi Tasedaemba	RTI	4
	Tselemti*	RTI	4
	Werie Lekhe*	RTI	5
	RTI TOTAL	6	25
Tigray	Adwa City	IQPEP	1
	Enda Mekoni	IQPEP	3
	Raya Azebo	IQPEP	3
	Geter Adwa	IQPEP	1
	Ofla*	IQPEP	1
	T/Abergele	IQPEP	3
	Tselemti*	IQPEP	1
	Werie Lekhe*	IQPEP	1
IQPEP TOTAL	8	14	
Tigray	EGRA Total	11	39

Region	Woreda	RTI or IQPEP	Number of Schools
Amhara	Angolela Natara	RTI	5
	Awabel	RTI	5
	Bahir Dar Zuriya	RTI	5
	Bugena	RTI	5
	Chilga	RTI	5
	Dera	RTI	5
	Dessie Zuria	RTI	5
	Guangua	RTI	5
	RTI TOTAL	8	40
Amhara	Dembecha	IQPEP	4
	Dessie Town	IQPEP	2
	Jabi Tehnan	IQPEP	3

²⁶ *Indicates that a woreda was found in both the RTI and IQPEP samples.

	Mecha	IQPEP	2
	Mekdela	IQPEP	3
	Sayint	IQPEP	3
	Womberma	IQPEP	3
	IQPEP TOTAL	7	20
Amhara	EGRA Total	15	60

Region	Woreda	RTI or IQPEP	Number of Schools
Oromiya	Adama	RTI	5
	Algee Saachii	RTI	5
	Amuru	RTI	5
	Dadar	RTI	5
	Laaloo Assaabii	RTI	5
	Saqaa Coqorsaa	RTI	5
	Warra Jaarsoo	RTI	5
	Zuwaay Dugdaa	RTI	5
	RTI TOTAL	8	40
Oromiya	Dale Sadi	IQPEP	3
	Dembi Dolo	IQPEP	3
	Digalu	IQPEP	3
	Mana	IQPEP	3
	Munesa	IQPEP	3
	Seka Chekorsa	IQPEP	3
	Shirka	IQPEP	2
	IQPEP TOTAL	7	23
Oromiya	EGRA Total	15	63

Region	Woreda	RTI or IQPEP	Number of Schools
Somali	Afdem	RTI	2
	Errer	RTI	7
	Jijiga	RTI	10
	Shenile	RTI	6
	RTI TOTAL	4	25
Somali	Harshin	IQPEP	4
	Jijiga	IQPEP	4
	IQPEP TOTAL	2	8
Somali	EGRA Total	5	33

Region	Woreda	RTI or IQPEP	Number of Schools
Benishangul-Gumuz	Assosa	RTI	12
	Belojiganfoy	RTI	5
	Dibati	RTI	8
	RTI TOTAL	3	25
Benishangul-Gumuz	Kamashi	IQPEP	4
	Odabidigldu	IQPEP	3
	Pawe	IQPEP	3
	IQPEP TOTAL	3	10
Benishangul-Gumuz	EGRA Total	6	35

Region	Woreda	RTI or IQPEP	Number of Schools
SNNP	Aroresa	RTI	4
	Bensa	RTI	5
	Chere	RTI	3
	Dale	RTI	4
	Hawassa Town	RTI	5
	Shebedino	RTI	4
	RTI TOTAL	6	25
SNNP	Aleta Wondo	IQPEP	5
	Chuko	IQPEP	2
	Darra	IQPEP	5
	Hawassa	IQPEP	2
	Loka Abaya	IQPEP	3
	IQPEP TOTAL	5	17
SNNP	EGRA Total	11	42

Region	Woreda	RTI or IQPEP	Number of Schools
Harari	Aboker*	RTI	1
	Amir Nur	RTI	2
	Dire Teyara	RTI	4
	Erar	RTI	4
	Hakim	RTI	1
	Jinella	RTI	2
	Shenkor	RTI	4
	Sofi*	RTI	4
	RTI TOTAL	8	22

Region	Woreda	RTI or IQPEP	Number of Schools
Harari	Aboker*	IQPEP	3
	Harari City Admin.	IQPEP	2
	Sofi*	IQPEP	4
	IQPEP TOTAL	3	9
Harari	EGRA Total	11	31

Region	Subcity	RTI or IQPEP	Number of Schools
Addis Ababa	Addis Ketema	RTI	2
	Akaki-Kaliti	RTI	1
	Arada	RTI	2
	Bole	RTI	2
	Gullelie	RTI	3
	Kirkos	RTI	1
	Kolfe-Keranio	RTI	7
	Lideta	RTI	1
	Nefas Silk-Lafto	RTI	3
	Yeka	RTI	3
	RTI TOTAL	10	25
Addis Ababa	Akaki	IQPEP	3
	Bole*	IQPEP	1
	Kirkos*	IQPEP	2
	Yeka	IQPEP	2
	IQPEP TOTAL	4	8
Addis Ababa	EGRA Total	11	33

Appendix B. EGRA Scores by Region

		Tigray EGRA Scores						
Task	Grade 2			Grade 3			Total	
	Total	Female	Male	Total	Female	Male		
Tigrigna	Fidel Identification	34.6	34.3	34.9	44.2	40.7	47.6	39.5
	Phonemic Awareness	6.0	5.8	6.2	7.5	7.1	7.9	6.8
	Word Naming Fluency	20.8	19.7	21.9	32.4	29.4	35.4	26.8
	Unfamiliar Word Fluency	11.6	11.4	11.8	17.2	16.2	18.3	14.5
	Oral Reading Fluency	15.1	14.4	15.8	24.7	22.5	26.9	20.0
	Reading Comprehension	15.3	14.2	16.5	29.3	28.1	30.6	22.5
	Listening Comprehension	55.7	55.3	46.1	65.2	63.4	66.9	60.6
Zero Scores (%)	Word Naming Fluency	31.5	30.5	32.5	13.2	16.4	10.1	22.1
	Unfamiliar Word Fluency	33.7	33.8	33.6	21.4	25.1	17.9	27.4
	Oral Reading Fluency	29.7	28.9	30.6	12.7	17.1	8.4	21.0
	Reading Comprehension	56.9	59.9	54.0	30.9	32.3	29.5	43.6

		Amhara EGRA Scores						
Task	Grade 2			Grade 3			Total	
	Total	Female	Male	Total	Female	Male		
Amharic	Fidel Identification	41.4	40.6	42.3	54.2	50.2	58.2	47.7
	Phonemic Awareness	7.1	7.2	7.1	7.6	7.4	7.8	7.4
	Word Naming Fluency	20.2	19.5	20.8	29.4	26.9	31.9	24.7
	Unfamiliar Word Fluency	12.8	12.4	13.2	18.3	16.5	20.1	15.5
	Oral Reading Fluency	19.1	19.0	19.3	27.9	25.2	30.6	23.4
	Reading Comprehension	22.0	21.5	22.6	35.3	32.2	38.4	28.5
	Listening Comprehension	53.8	52.4	55.3	56.3	54.5	58.1	55.0
Zero Scores (%)	Word Naming Fluency	26.4	26.2	26.5	16.5	19.5	13.6	21.5
	Unfamiliar Word Fluency	36.2	36.9	35.4	25.1	29.0	21.1	30.7

Amhara EGRA Scores							
Task	Grade 2			Grade 3			Total
	Total	Female	Male	Total	Female	Male	
Oral Reading Fluency	27.5	26.8	28.1	17.0	19.3	14.7	22.3
Reading Comprehension	49.0	51.4	46.5	30.4	35.2	25.5	39.9

Oromiya EGRA Scores								
Task	Grade 2			Grade 3			Total	
	Total	Female	Male	Total	Female	Male		
Afan Oromo	Letter Identification	44.8	43.7	46.0	59.1	58.0	60.2	52.1
	Phonemic Awareness	5.8	5.5	6.2	7.2	7.0	7.4	6.5
	Word Naming Fluency	16.7	16.5	17.0	26.4	25.7	27.1	21.7
	Unfamiliar Word Fluency	10.7	11.5	9.9	16.4	15.9	16.8	13.6
	Oral Reading Fluency	20.9	19.1	23.0	34.4	33.4	35.4	27.8
	Reading Comprehension	25.2	24.2	26.3	43.9	44.1	43.7	34.8
	Listening Comprehension	77.4	78.6	76.1	87.4	87.5	87.4	82.6
Zero Scores (%)	Word Naming Fluency	41.0	43.0	38.6	18.9	22.1	15.6	29.6
	Unfamiliar Word Fluency	48.0	47.7	48.3	25.5	26.9	24.0	36.4
	Oral Reading Fluency	41.2	43.6	38.4	20.6	23.1	17.9	30.5
	Reading Comprehension	47.0	49.5	44.1	24.7	27.7	21.5	35.5

Somali EGRA Scores								
Task	Grade 2			Grade 3			Total	
	Total	Female	Male	Total	Female	Male		
Somali	Letter Identification	45.3	41.0	48.6	53.9	48.1	58.9	49.0
	Phonemic Awareness	4.4	3.8	4.9	4.3	3.6	5.0	4.4
	Word Naming Fluency	16.5	16.1	16.8	19.9	17.5	21.9	17.9
	Unfamiliar Word Fluency	16.7	15.9	17.3	20.7	18.1	23.0	18.4
	Oral Reading Fluency	25.8	25.7	25.8	26.9	23.7	29.7	26.3

Somali EGRA Scores								
	Reading Comprehension	30.4	29.4	31.2	34.7	32.5	36.5	32.2
	Listening Comprehension	53.5	55.1	52.3	51.3	49.6	52.8	52.6
Zero Scores (%)	Word Naming Fluency	28.1	26.9	29.0	23.6	25.1	22.3	26.2
	Unfamiliar Word Fluency	27.3	27.6	27.1	20.2	22.2	18.5	24.3
	Oral Reading Fluency	26.5	23.7	28.7	21.4	21.5	21.3	24.3
	Reading Comprehension	33.3	30.1	35.6	28.8	26.7	30.6	31.4

Benishangul-Gumuz EGRA Scores								
	Task	Grade 2			Grade 3			Total
		Total	Female	Male	Total	Female	Male	
Amharic	Fidel Identification	29.2	30.2	28.1	46.1	48.1	44.2	37.5
	Phonemic Awareness	5.4	5.9	4.9	6.8	7.0	6.7	6.1
	Word Naming Fluency	14.8	14.5	15.1	25.4	26.9	24.0	20.0
	Unfamiliar Word Fluency	10.6	10.4	10.7	17.5	19.0	16.0	14.0
	Oral Reading Fluency	16.6	17.7	15.4	27.7	28.5	26.9	22.0
	Reading Comprehension	17.7	18.7	16.7	30.9	31.1	30.8	24.2
	Listening Comprehension	52.9	52.3	53.5	57.3	57.7	56.9	55.1
Zero Scores (%)	Word Naming Fluency	38.2	34.1	42.5	18.9	20.4	17.5	28.7
	Unfamiliar Word Fluency	44.4	40.1	48.9	28.7	29.0	28.5	36.7
	Oral Reading Fluency	33.7	31.5	36.0	14.9	18.6	11.2	24.4
	Reading Comprehension	54.0	48.7	59.5	32.3	31.1	33.5	43.3

Sidama Zone (SNNPR) EGRA Scores								
	Task	Grade 2			Grade 3			Total
		Total	Female	Male	Total	Female	Male	
Sidaamu Afoo	Letter Identification	28.3	23.8	32.7	39.6	34.0	45.3	33.8
	Phonemic Awareness	4.7	4.2	5.2	5.9	5.6	6.2	5.3
	Word Naming Fluency	7.5	4.5	10.5	12.3	10.4	14.2	9.9

Sidama Zone (SNNPR) EGRA Scores								
	Unfamiliar Word Fluency	5.2	3.1	7.2	9.1	7.5	10.6	7.1
	Oral Reading Fluency	6.8	3.5	10.0	9.9	8.3	11.5	8.3
	Reading Comprehension	9.5	5.7	13.2	13.7	12.0	15.5	11.6
	Listening Comprehension	46.2	44.9	47.4	54.2	51.0	57.4	50.1
Zero Scores (%)	Word Naming Fluency	62.0	69.6	54.7	44.7	53.0	36.4	53.6
	Unfamiliar Word Fluency	66.9	72.4	61.6	47.7	57.8	37.8	57.8
	Oral Reading Fluency	69.2	78.6	60.1	54.0	63.6	44.3	61.8
	Reading Comprehension	72.8	82.1	63.8	61.8	67.8	55.8	67.5

Harari EGRA Scores								
Task	Grade 2			Grade 3			Total	
	Total	Female	Male	Total	Female	Male		
Hararigna	Letter Identification	69.9	75.0	65.2	81.3	83.0	79.8	75.7
	Phonemic Awareness	6.9	7.3	6.6	8.2	8.2	8.2	7.6
	Word Naming Fluency	33.3	36.8	30.0	44.3	46.3	42.5	38.8
	Unfamiliar Word Fluency	20.2	23.2	17.5	25.6	26.0	25.2	22.9
	Oral Reading Fluency	30.4	34.0	26.9	42.6	44.0	41.3	36.5
	Reading Comprehension	32.4	35.8	29.2	47.5	50.5	45.0	40.0
	Listening Comprehension	64.8	65.0	64.7	73.1	70.9	75.0	69.0
Zero Scores (%)	Word Naming Fluency	16.3	15.4	17.1	7.1	9.3	5.3	11.7
	Unfamiliar Word Fluency	23.5	18.0	28.8	15.4	17.3	13.8	19.4
	Oral Reading Fluency	18.1	16.3	19.8	8.8	9.6	8.1	13.4
	Reading Comprehension	31.5	27.3	35.4	17.3	18.3	16.4	24.3

Addis Ababa EGRA Scores								
Task	Grade 2			Grade 3			Total	
	Total	Female	Male	Total	Female	Male		

Addis Ababa EGRA Scores								
Amharic	Fidel Identification	67.0	65.4	69.2	84.5	86.4	82.0	76.1
	Phonemic Awareness	8.0	8.0	7.9	8.6	8.4	8.8	8.3
	Word Naming Fluency	38.2	38.0	38.4	53.8	55.8	51.0	46.3
	Unfamiliar Word Fluency	21.7	21.6	21.7	28.2	28.2	28.2	25.1
	Oral Reading Fluency	34.5	34.5	34.5	46.9	48.1	45.3	41.0
	Reading Comprehension	37.2	37.2	37.3	49.7	50.4	48.8	43.7
	Listening Comprehension	69.3	68.9	69.9	68.8	64.3	74.8	69.0
Zero Scores (%)	Word Naming Fluency	8.7	8.3	9.3	3.4	2.3	4.7	6.0
	Unfamiliar Word Fluency	18.4	18.2	18.7	13.9	15.0	12.4	16.0
	Oral Reading Fluency	10.1	10.9	9.1	3.8	4.7	2.6	6.8
	Reading Comprehension	24.1	24.3	23.8	9.7	10.1	9.1	16.6

Appendix C. Technical Reliability Analysis

Reliability Analysis

In the sections below, each of the 6 assessments are analyzed to determine their appropriateness with respect to reliability using Pearson correlations and Cronbach's alpha. This is an important analysis because it is indicative of whether the instruments are capable of reliably obtaining data on the levels of learning of Ethiopian children.

Amharic Tool Analysis

In Table C-1, Pearson correlations between the various subtasks in the Amharic EGRA tool are presented. Of interest if the relatively high correlations between letter naming fluency and word identification, unfamiliar word identification and oral reading fluency. This shows that whether a child is fluently capable of recalling the fidel, this is highly correlated with other reading outcomes. It is interesting that the correlations were lowest between phonemic awareness skills and the rest. It appears that the skill of dividing a word into its component sounds is far less critical in Amharic, largely because it is much easier than it is in Latin alphabetic languages.

Table C-1. Pearson Correlations for Subtasks in Amharic EGRA Tool

	Correct fidel	Phonemic awareness	Correct words	Unfamiliar words	Oral reading fluency	Reading comp.	Listening Comp.
Correct fidel	1.00						
Phonemic awareness	.54	1.00					
Correct words	.88	.49	1.00				
Unfamiliar words	.86	.48	.87	1.00			
Oral reading fluency	.85	.48	.91	.89	1.00		
Reading comprehension	.71	.44	.73	.74	.82	1.00	
Listening comprehension	.46	.48	.40	.41	.43	.47	1.00

In Table C-2, Cronbach's alpha scores for the Amharic tool are presented. This includes the scores for all children that took the Amharic assessment, from Amhara, Benishangul-Gumuz, Addis Ababa and portions of Harari. Note that the alpha score for each individual subtask was higher than 0.90, and the overall alpha score was 0.92, which is

remarkably high for this type of assessment. This suggests that the instrument did not differentially perform in various regions.

Table C-2. Cronbach’s Alpha for Amharic Tool

Item	Item-test correlation	Item-rest correlation	Average inter-item correlation	Alpha
Fidel naming fluency	0.91	0.88	0.60	0.90
Phonological awareness	0.67	0.56	0.70	0.93
Familiar words fluency	0.91	0.87	0.60	0.90
Unfamiliar words fluency	0.90	0.86	0.61	0.90
Connected text fluency	0.93	0.90	0.60	0.90
Reading comprehension	0.85	0.78	0.63	0.91
Listening comprehension	0.63	0.51	0.71	0.94
Overall test			0.64	0.92

Afan Oromo Tool Analysis

Table C-3 presents the Pearson correlations between the various subtasks for Afan Oromo. Note that phonemic awareness in this task is a bit of an outlier, scores on that assessment are far less correlated with any of the other measures than expected. This is in stark contrast to word fluency, which proves to be highly correlated with word reading, word decoding, oral reading fluency and even reading comprehension. This suggests that familiar word fluency is an early reading skill that is highly predictive of the rest of the reading outcomes in this assessment. The same can be said, in fact, of letter sound fluency.

Table C-3. Pearson Correlations for Subtasks in Afan Oromo EGRA Tool

	Correct letter	Phonemic awareness	Correct words	Unfamiliar words	Oral reading fluency	Reading comp.	Listening comp.
Correct letter	1.00						
Phonemic awareness	.64	1.00					
Correct words	.82	.61	1.00				

	Correct letter	Phonemic awareness	Correct words	Unfamiliar words	Oral reading fluency	Reading comp.	Listening comp.
Unfamiliar words	.76	.56	.89	1.00			
Oral reading fluency	.77	.59	.92	.85	1.00		
Reading comprehension	.70	.57	.81	.75	.87	1.00	
Listening comprehension	.42	.44	.38	.35	.39	.41	1.00

Table C-4 below presents the tool reliability analysis for Afan Oromo using Cronbach's alpha. It shows that the Afan Oromo subtasks are quite reliable, with each task scoring 0.90 or higher, with an overall test reliability of 0.93 which is very high.

Table C-4. Cronbach's Alpha for Afan Oromo

Item	Item-test correlation	Item-rest correlation	Average inter-item correlation	Alpha
Letter naming fluency	0.87	0.82	0.63	0.91
Phonological awareness	0.75	0.66	0.67	0.92
Familiar words fluency	0.93	0.91	0.60	0.90
Unfamiliar words fluency	0.88	0.84	0.62	0.91
Connected text fluency	0.92	0.89	0.61	0.90
Reading comprehension	0.88	0.83	0.62	0.91
Listening comprehension	0.58	0.45	0.74	0.94
Overall test			0.64	0.93

Tigrigna Tool Analysis

Table C-5 presents the Pearson correlations for the various components of the Tigrigna EGRA tool. Similar to the Amharic task (which also uses the Sabeian script), Tigrigna fidel naming fluency is highly correlated with the rest of the tasks outcomes. The rest of the correlations are also tightly clustered, such that familiar word, unfamiliar word, and oral reading fluency scores are correlated quite highly.

Table C-5. Pearson Correlations for Subtasks in Tigrigna EGRA Tool

	Correct fidel	Phonemic awareness	Correct words	Unfamiliar words	Oral reading fluency	Reading comp.	Listening comp.
Correct fidel	1.00						
Phonemic awareness	.59	1.00					
Correct words	.82	.61	1.00				
Unfamiliar words	.83	.58	.85	1.00			
Oral reading fluency	.81	.56	.90	.88	1.00		
Reading comprehension	.61	.47	.65	.65	.71	1.00	
Listening comprehension	.47	.50	.47	.48	.47	.46	1.00

Table C-6 presents the tool reliability test for Tigrigna and presents alpha scores that are remarkably high, with individual alpha scores above 0.90 and an overall test reliability score of 0.92.

Table C-6. Cronbach's Alpha for Tigrigna

Item	Item-test correlation	Item-rest correlation	Average inter-item correlation	Alpha
Fidel naming fluency	0.88	0.84	0.61	0.91
Phonological awareness	0.74	0.65	0.67	0.92
Familiar words fluency	0.91	0.87	0.60	0.90
Unfamiliar words fluency	0.91	0.87	0.61	0.90
Connected text fluency	0.92	0.88	0.60	0.90
Reading comprehension	0.78	0.70	0.65	0.92
Listening comprehension	0.66	0.55	0.70	0.93
Overall test			0.64	0.92

Sidaamu Afoo Tool Analysis

Table C-7 presents a set of correlational analyses designed to determine the interrelationships between the various Sidaamu Afoo subtasks. The findings show that while the correlations are high across the rest of the subtasks, letter sound fluency is highly predictive of the rest of the tasks, and phonemic awareness is less correlated. Similar to Afan Oromo, the word fluency tasks are highly correlated with oral reading fluency, reading comprehension and listening comprehension.

Table C-7. Pearson Correlations for Subtasks in Sidaamu Afoo EGRA Tool

	Correct letter	Phonemic Awareness	Correct words	Unfamiliar words	Oral reading fluency	Reading comp.	Listening Comp.
Correct letter	1.00						
Phonemic awareness	.59	1.00					
Correct words	.74	.47	1.00				
Unfamiliar words	.67	.43	.87	1.00			
Oral reading fluency	.69	.44	.92	.85	1.00		
Reading comprehension	.68	.46	.83	.79	.87	1.00	
Listening comprehension	.38	.41	.33	.31	.34	.36	1.00

The tool reliability analysis presented below in Table C-8 for Sidaamu Afoo shows strong reliability for each individual subtask (none with alpha scores below 0.88) and for the entire assessment (alpha=0.91).

Table C-8. Cronbach's Alpha for Sidaamu Afoo

Item	Item-test correlation	Item-rest correlation	Average inter-item correlation	Alpha
Letter naming fluency	0.84	0.78	0.58	0.89
Phonological awareness	0.67	0.56	0.64	0.92
Familiar words fluency	0.92	0.88	0.55	0.88
Unfamiliar words fluency	0.87	0.82	0.57	0.89
Connected text fluency	0.91	0.86	0.55	0.88

Item	Item-test correlation	Item-rest correlation	Average inter-item correlation	Alpha
Reading comprehension	0.88	0.83	0.56	0.89
Listening comprehension	0.55	0.41	0.69	0.93
Overall test			0.64	0.91

Hararigna Tool Analysis

Table C-9 presents the Pearson correlations for the various components of the Hararigna EGRA tool. Though the sample size was quite small (80 children in 2 schools), the tool has similar patterns to what is found in the Amharic and Tigrigna subtask correlations. Tigrigna fidel naming fluency is highly correlated with the rest of the tasks outcomes, save phonemic awareness. The rest of the correlations are also tightly clustered, such that familiar word, unfamiliar word, and oral reading fluency scores are correlated quite highly.

Table C-9. Pearson Correlations for Subtasks in Hararigna EGRA Tool

	Correct fidel	Phonemic awareness	Correct words	Unfamiliar words	Oral reading fluency	Reading comp.	Listening comp.
Correct fidel	1.00						
Phonemic awareness	.31	1.00					
Correct words	.86	.31	1.00				
Unfamiliar words	.86	.32	.92	1.00			
Oral reading fluency	.88	.34	.95	.95	1.00		
Reading comprehension	.61	.35	.71	.65	.74	1.00	
Listening comprehension	.22	.30	.28	.25	.33	.44	1.00

Table C-10 below presents the tool reliability test for Hararigna and presents alpha scores that are remarkably high for such a small sample, with individual alpha scores above 0.86 and an overall test reliability score of 0.90.

Table C-10. Cronbach's Alpha for Hararigna

Item	Item-test correlation	Item-rest correlation	Average inter-item correlation	Alpha
Fidel naming fluency	0.86	0.80	0.52	0.87
Phonological awareness	0.53	0.38	0.64	0.92
Familiar words fluency	0.92	0.88	0.50	0.86
Unfamiliar words fluency	0.90	0.85	0.51	0.86
Connected text fluency	0.95	0.92	0.49	0.85
Reading comprehension	0.82	0.74	0.54	0.88
Listening comprehension	0.51	0.36	0.65	0.92
Overall test			0.55	0.90

Somali Tool Analysis

Table C-11 presents a set of correlational analyses designed to determine the interrelationships between the various Somali subtasks. The findings show that while the correlations are high across the rest of the subtasks, letter sound fluency is highly predictive of the rest of the tasks, and phonemic awareness is less correlated, but much more so than the other language tasks in this set of 6 languages. Similar to Afan Oromo and Sidaamu Afoo, the word fluency tasks (both familiar and unfamiliar word) are highly correlated with oral reading fluency and reading comprehension. Listening comprehension is the least correlated task in this tool.

Table C-11. Pearson Correlations for Subtasks in Somali EGRA Tool

	Correct letter	Phonemic Awareness	Correct words	Unfamiliar words	Oral reading fluency	Reading comp.	Listening Comp.
Correct letter	1.00						
Phonemic awareness	.56	1.00					
Correct words	.71	.53	1.00				
Unfamiliar words	.70	.56	.86	1.00			
Oral reading fluency	.65	.56	.79	.81	1.00		

	Correct letter	Phonemic Awareness	Correct words	Unfamiliar words	Oral reading fluency	Reading comp.	Listening Comp.
Reading comprehension	.61	.48	.73	.74	.86	1.00	
Listening comprehension	.40	.41	.37	.38	.42	.44	1.00

The tool reliability analysis presented below in Table C-12 for Somali shows strong reliability for each individual subtask (none with alpha scores below 0.88) and for the entire assessment (alpha=0.91).

Table C-12. Cronbach’s Alpha for Somali

Item	Item-test correlation	Item-rest Correlation	Average inter-item correlation	Alpha
Letter naming fluency	0.82	0.74	0.60	0.90
Phonological awareness	0.72	0.62	0.63	0.91
Familiar words fluency	0.88	0.83	0.57	0.89
Unfamiliar words fluency	0.89	0.84	0.57	0.89
Connected text fluency	0.90	0.86	0.56	0.89
Reading comprehension	0.86	0.80	0.58	0.89
Listening comprehension	0.60	0.47	0.68	0.93
Overall test			0.60	0.91

The findings from this section show that all 6 language tools are highly reliable, quite impressively so for assessments of this type. The Ethiopian experts that contributed to the tool developments should be lauded for their high-quality work.

Appendix D. Head Teacher Questionnaire Findings

This part summarizes the findings from head teacher questionnaire, 227 in number. Though all targeted primary schools were selected randomly, the head teachers (or individuals assuming that position) were included by their position in the schools. The findings in this part were organized into two parts – personal background of the respondents and the school profile in view of factors related to early reading development in Ethiopia.

Background of Respondent Head Teachers

The distribution of head teachers by region follows the distribution of the sample schools from the regions. Hence, a total of 227 head teachers were included in the RTI study out of which 181 were at directorship positions and the rest were deputy directors or temporarily assigned individuals. The data also showed that there were more males, than females, in the position of directorship in the regions which brought the proportion of male directors at a national level to above 83 per cent (Table D-1).

Table D-1. Number of Respondent Head Teachers, by Tegion and Sex

No	Region	Position of respondent				Sex			
		Director	Deputy director	Other	Total	Female	Male	Missing	Total
1	Tigray	15	7	3	25	3	22	-	25
2	Amhara	36	1	3	40	4	35	1	39
3	Oromia	32	7	1	40	8	32	-	40
4	Somali	23	2	0	25	1	21	3	22
5	Benshangul Gumuz	22	3	0	25	0	25	-	25
6	Sidama (SNNP)	23	2	0	25	3	22	-	25
7	Harari	19	3	0	22	7	15	-	22
8	Addis Ababa	11	14	0	25	8	17	-	25
Total		181	39	7	227	34	189	4	227

The qualification of head teachers for primary education in Ethiopia is recommended to be a diploma level and accordingly the majority of the respondents of this study (about 64.3%) were found to be diploma holders. Besides, at a national level the certificate and bachelor degree graduates represented equal number of proportions; i.e. 17.2% each, with some variations at regional levels. In all other regions, the majority of directors were

found to be diploma graduates, except for Somali region where the certificate holders were almost equal in number to the diploma graduates.

Table D-2. Head Teachers by Qualification and Service Years

Region	Certificate	Diploma	Bachelors	Missing	Total
Tigray	3	13	9	0	25
Amhara	10	27	3	0	40
Oromiya	3	30	7	0	40
Somali	12	11	1	1	25
Benishangul-Gumuz	3	20	2	0	25
Sidama (SNNP)	3	19	2	1	25
Harari	4	12	6	0	22
Addis Ababa	1	14	9	1	25
Total	39	146	39	3	227

Experience as a director is assumed to influence the degree of competence to manage instructional activities (such as reading). However, the majority of sampled directors (45.8%) were found to be beginners with directorship experience less than or equal to two years. Similar trends were observed in the individual regions with the exception of Tigray and Harari, which showed marginally greater number of directors with experience ranging from 3–5 years at the position.

Table D-3. Experience as Directors in Years and Weekly Teaching Load by Region

Region	Experience as directors in years				Total	Have a teaching load		
	1–2 years	3–5 years	6–10 years	Above 10 years		No	Yes	Total
Tigray	8	10	6	1	25	15	10	25
Amhara	20	14	6	0	40	26	14	40
Oromiya	21	8	9	2	40	15	24	39
Somali	13	10	0	1	24	6	19	25
Benishangul-Gumuz	8	10	5	1	24	12	13	25
Sidama (SNNP)	10	9	5	1	25	16	9	25

Region	Experience as directors in years					Have a teaching load		
	1–2 years	3–5 years	6–10 years	Above 10 years	Total	No	Yes	Total
Harari	8	9	1	4	22	12	13	25
Addis Ababa	16	2	5	1	24	0	25	25
Total	104	72	37	11	224	102	124	226

In Ethiopia, directors are often also required to teach. Accordingly, the responses showed that considerable numbers of directors (102, or 44.9%) are teaching. The teaching loads per week ranged from three periods to 30 periods, except two cases in Oromia, where the director taught 35 and 40 periods per week. In fact, in one shift system there are usually 30 periods in a week and 35 and 40 periods per week could mean teaching both shifts. Considering regional variations, with the exception of Tigray and Sidama (SNNP), all of the other regions more than 50% of respondents were found to have some teaching load.

It is clear that directors are selected from among the teachers in the system. Accordingly, the respondents were asked to indicate their teaching experiences from pre-school to grade 8. The responses in this regard were, however, limited in that the total frequency (in the multiple response items) obtained was 99. Out of the respondents only two, three and six respondents said that they had teaching experiences in pre-school, grade 1 and grade 2, respectively. Between 13 and 16 respondents indicated teaching experiences at each of the grades 3 through 8. Comparatively speaking, the multiple responses obtained showed that considerable number of individuals in Somali region had teaching experiences at grades 1-4 rather than in upper primary, unlike the responses from the other regions.

The findings showed that directors are managing and teaching. This section investigates the instructional support that the directors provided to teachers.

Table D-4. Provision of Instructional Support, per Week, in Hours for Teachers

Region	Hours for instructional support per week						Total
	0 hrs	1 -5 hrs	6–10 hrs	11–15 hrs	16–20 hrs	≥20 hrs	
Tigray	0	14	4	0	0	1	19
Amhara	3	33	1	0	1	1	39
Oromiya	1	11	7	1	2	11	33
Somali	2	15	2	1	1	1	22
Benishangul-Gumuz	0	17	5	1	0	1	24

Region	Hours for instructional support per week						Total
	0 hrs	1 -5 hrs	6–10 hrs	11–15 hrs	16–20 hrs	≥20 hrs	
Sidama (SNNP)	8	11	2	0	1	2	24
Harari	0	10	3	1	0	5	19
Addis Ababa	0	16	0	0	2	4	22
Total	14	127	24	4	7	26	202

The hours for instructional support in Table D-4 above were categorized with respect to the number of hours of direct instructional support per week. Results showed that in Sidama (SNNPR) eight directors gave no instructional support at all, followed by three, two and one directors from Amhara, Somali, and Oromiya respectively. The majority of respondents in all regions (62.9%), however, indicated that (with similar trends at regional levels) directors provide instructional support for teachers for about one to five hours a week (approximately one hour per day).

With respect to special training in school management and reading, the responses provided are presented in Table D-5.

Table D-5. Special Training in School Management and in Reading

Region	Training in school management			Training in Reading		
	No	Yes	Total	No	Yes	Total
Tigray	21	3	24	4	20	24
Amhara	33	7	40	4	36	40
Oromiya	28	12	40	9	31	40
Somali	11	14	25	3	22	25
Benishangul-Gumuz	20	0	20	1	24	25
Sidama (SNNP)	19	5	24	4	20	24
Harari	13	9	22	0	22	22
Addis Ababa	18	6	25	4	20	24
Total	163	56	220	29	195	224

Results showed that in each region at least some special training in school management was provided, except in Benishangul –Gumuz where every head teacher gave a negative answer to the question. In fact, at the national level the majority (74.1%) of directors

reported no special training in school management at all. A similar trend was true for each region, except Somali, where 56% confirmed that they had training in school management. That is, the findings can be summarized as (1) no training in Benishangul-Gumuz, (2) majority in Somali had the training and (3) in the other regions, the majority did have training in school management at all.

Unlike results in special training in school management, the majority (87.1%) confirmed that they had special training in reading, with a similar trend at each of the sample regions. Specially, in Harari and Benshangual – Gumuz (as opposed to the results in school management) almost every director indicated that he or she had some training in reading. In both school management and reading, trainings were said to be organized by offices like regional education bureaus, woreda education offices, cluster centers, and colleges/universities.

Directors are supposed not only to accomplish school activities within the school settings and with teachers and students but also to leave the school compound for school-related activities. Accordingly, directors were asked to indicate for how many days they were out of school on school business in the last month. The results are presented in Table D-6 below.

Table D-6. Days Absent Last Month during School Days on Official School Business

Region	Days absent from school in last month						Total
	0	1-5	6-10	11-15	15-20	>20	
Tigray	7	14	2	1	0	0	24
Amhara	14	20	3	0	0	0	37
Oromiya	11	15	0	1	0	1	28
Somali	6	11	1	0	0	1	19
Benishangul-Gumuz	7	5	7	1	1	1	22
Sidama (SNNP)	9	10	1	0	0	2	22
Harari	4	9	5	0	0	3	21
Addis Ababa	0	11	4	0	0	0	15
Total	58	95	23	3	1	8	188

In Table D-6, 188 of the respondents gave valid responses to this particular item. All respondents from Addis Ababa schools confirmed that they were out of school on school business last month at least for one day and for a maximum of ten days. In other regions, a considerable proportion of directors reported that they have been out of school on

school business for at least one day and maximum of ten days. One respondent in Tigray, 2 in Oromiya, 1 in Somali, 3 in Benishangul-Gumuz, 2 in Sidama and 3 in Harari reported excessive absence from the school, at 11 or more days in a month.

School-related Findings

The sample schools were selected randomly (except in Somali, where a convenience sample was taken) and the distribution at each region in terms of location looked were as follows (Table D-7).

Table D-7. Location of Sample Schools by Region

Region	Location		
	Urban	Rural	Total
Tigray	5 (20%)	20	25
Amhara	4 (10%)	36	40
Oromiya	12 (30%)	28	40
Somali	11 (44%)	14	25
Benishangul-Gumuz	4 (16%)	21	25
Sidama (SNNP)	6 (24%)	19	25
Harari	10 (45.54%)	12	22
Addis Ababa	25 (100%)	-	25
Total	77 (33.92%)	150 (66.08%)	227

From Table D-7, 66.1% of the sampled schools were in rural areas. The number of urban schools by region ranged from a minimum of 10% in Amhara region to a maximum of 45.5% in Harari. Obviously, all schools in Addis Ababa were urban.

Though all sample schools include grades 2 and 3, the last grade in the school varies. From the 227 sample schools 63 of them ended at lower primary cycle (1–4), 152 included upper primary grades (i.e. grades 5–8), and three schools (two from Harari and one from Addis Ababa) grades 9 or 10, and 9 were missing that response. That is, the highest grade taught in majority of the sample schools ranged from grade 5 to grade 8 (upper primary level), except in Harari where the number of schools with lower primary grades was greater than those with upper primary grades (11 and 9, respectively).

Table D-8. Number of Teachers Who Received Specific Training in Using Mother Tongue as a Medium of Instruction

Region	Number of teachers trained			Total
	0	1-4	≥ 5	
Tigray	2	7	16	25
Amhara	9	14	17	40
Oromiya	3	11	26	40
Somali	5	15	5	25
Benishangul-Gumuz	11	5	9	25
Sidama (SNNP)	1	8	16	25
Harari	2	14	6	22
Addis Ababa	0	4	21	25
Total	33	78	116	227

Table D-8 shows that majority of sample schools (194 out of 227 or 85.5%) have at least one trained teacher in mother tongue instruction. On the other hand, the number of schools with no trained teacher in mother tongue instruction in each sample region was also considerable, ranging from one school in Sidama (SNNPR) to 11 in Benshangul-Gumuz. This might have a negative effect on the reading ability development of the children in the specific schools. From the responses, initiators of such trainings included regional education bureaus, woreda education offices, cluster centers and teacher education colleges/universities.

Table D-9. School Closed in this Year during Regular Calendar

Region	School Closed			Remark
	No	Yes	Total	
Tigray	21	4	25	Reasons were related to heavy rain, flood, local holiday, conflict, climate change, teacher training, salary payment, etc
Amhara	22	18	40	
Oromiya	33	7	40	
Somali	20	5	25	
Benishangul-Gumuz	13	12	25	

Region	School Closed			Remark
	No	Yes	Total	
Sidama (SNNP)	16	9	25	
Harari	17	5	22	
Addis Ababa	14	10	24	
Total	156	70	226	

In total, 70 of the sample respondents (31.0%) confirmed that their school was closed this year for some time. The lowest percentage of schools closed was in Tigray and the highest was in Benishangul-Gumuz region, though Addis Ababa and Amhara also had large percentages of closing schools. The reasons provided were related to heavy rain and flood, local holiday, conflict, teacher training, and late salary payment for teachers. The number of days when regular classes were interrupted ranged from a few hours or a day to more than five days (or one working week).

In addition to school closure, teacher absenteeism and lateness was also assessed in this study. Table D-10 showed that schools experience late coming and absenteeism of teachers though the magnitude may vary.

Table D-10. Absent and Late Teachers Yesterday or Last School Day

Region	Number of Teachers										
	Absent						Late comers				
	1	2	3	4	5	6	1	2	3	4	≥5
Tigray	3	3	-	1	-	-	1	1	-	-	
Amhara	15	4	5	1	-	-	7	-	1	-	
Oromiya	5	6	1	-	-	-	3	1	-	-	
Somali	5	3	3	2	1	1	6	6	1	-	
Benishangul-Gumuz	6	-	1	-	-	1	1	1	-	1	2
Sidama (SNNP)	3	2	2	1	-	2	3	2	2	-	1
Harari	1	1	4	-	1	-	1	2	2	2	1
Addis Ababa	4	3	1	2	-	-	3	3	-	1	3
Total	42	22	17	7	2	4	25	16	6	4	7

Teachers are expected to have instructional plans for effective instruction. Hence, respondent directors were asked about who was responsible to review these instructional plans and about the frequency of reviewing lesson plans. Table D-11 below presents the findings.

Table D-11. Responsible for Reviewing Lesson Plans (multiple response item)

Region	No one	Director	Deputy	Others (department, unit leader, teachers and self review)
Tigray	1	7	14	9
Amhara	10		17	2
Oromiya	15		16	3
Somali	2	16	9	1
Benishangul-Gumuz	1	11	12	6
Sidama (SNNP)	1	8	14	2
Harari	2	10	11	4
Addis Ababa		2	17	6
Total	32	54	110	33

From Table D-11 it is clear that considerable number of directors from Amhara and Oromiya said that no one is responsible to review the lesson plans prepared by teachers. If the lesson plans were reviewed the responsibility lay with the deputy directors, with the exception of Somali where the director was more likely to be responsible. It was also learned that there is a room for department heads, unit leaders and senior teachers to be involved in reviewing lesson plans in schools. Across the regions, lesson plan review is done about once per week. Planning is part of preparing to teach. Thus, there is a need to support teachers through observation of lessons. In this regard, the study showed that directors, deputy directors, department heads and unit leaders are the responsible individuals to observe classroom instruction. The observation by the director of the school can vary from one to four times in a year, which might not be enough to ensure high quality supervision.

Another issue raised in relation to EGRA was how schools check students' learning progress. Table D-12 provides the summary of the findings in this regard.

Table D-12. Mechanisms of Checking Student Progress (multiple response item)

Region	Mechanisms					
	Observation	Test	Oral test	Assignments	Progress report	Other
Tigray	9	15	11	9	9	4
Amhara	18	28	14	10	18	8
Oromiya	25	30	13	15	27	12
Somali	10	8	12	5	5	-
Benishangul-Gumuz	17	15	9	9	16	3
Sidama (SNNP)	11	17	1	5	5	4
Harari	15	20	11	10	20	6
Addis Ababa	7	15	11	10	19	1
Total	112	148	82	73	119	38

Table D-13 summarizes the practices and techniques used to assess students' progress in learning. In this regard, tests were frequently used in Tigray, Amhara, Oromiya, and Sidama (SNNPR). In Somali the emphasis was found to be on oral test followed by observation; in Benishangul-Gumuz on observation followed by progress report; in Addis Ababa the emphasis seemed to be on progress reports; and in Harari both progress report and test seemed equally emphasized.

Table D-13. Availability of Mother Tongue Textbooks/Reading Materials and Other Resources

Region	Response		
	No	Yes	Total
Tigray	5	20	25
Amhara	6	34	40
Oromiya	0	39	39
Somali	4	21	25
Benishangul-Gumuz	14	11	25
Sidama (SNNP)	0	25	25

Region	Response		
	No	Yes	Total
Harari	4	18	22
Addis Ababa	6	18	24
Total	39	186	225

The data in Table D-13 above confirmed that there are textbooks or reading materials in mother tongue languages in most of the regions. The no responses then should be indicative of scarcity or problems of distribution or accessibility. In this regard, more schools in Benshangul-Gumuz seemed to have problems with access to mother tongue textbooks and materials, followed by Addis Ababa and Tigray.

Similarly, responses on availability of other resources were summarized in Table D-14.

Table D-14. Availability of Resources in Schools

Region	Water	Electricity	Girls' washroom facilities	Computer room	Library for pupils	Library for teachers	Library for pupils and teachers
Tigray	8	5	5	4	1	1	14
Amhara	10	5	22	2	10	1	23
Oromiya	18	13	17	5	6	2	17
Somali	8	8	6	3	2	1	3
Benishangul-Gumuz	5	2	10	0	0	1	5
Sidama (SNNP)	4	8	2	2	10	3	7
Harari	10	18	10	12	5	3	5
Addis Ababa	23	23	7	12	4	12	21
Total	86	82	79	40	38	24	95

From Table D-14 the following findings were evident:

- Water scarcity seemed comparatively high in Sidama (SNNPR) and better in Addis Ababa followed by Oromiya;
- Electricity and a computer room were less accessible in Benishangul-Gumuz than in the other regions;
- Sidama (SNNPR) has a problem of girls' washroom facilities followed by Tigray, Somali and Addis Ababa in their order of priority; and

- Library facilities for pupils and teachers seemed comparatively scarce in Somali, Benishangul-Gumuz, and Harari.

Generally, the above descriptions were made for comparative purposes and otherwise the scarcity of the facilities in schools was a common phenomenon.

Another factor considered in this study was the involvement of the community in school activities, mainly through a committee called PTA (Parent – Teacher Association). Findings in this regard were related to the frequency of meetings and their responsibility or authority to decide on school affairs.

Table D-15. Meetings of PTA in E.C. 2002.

Region	Frequency of meeting						Total
	Never	Once a year	Once every 2-3 months	Once a month	Once a week	DK/NR	
Tigray	1	0	7	14	1	2	25
Amhara	4	3	6	25	0	2	40
Oromiya	0	3	7	21	9	0	40
Somali	0	7	2	7	9	0	25
Benishangul-Gumuz	0	0	4	21	0	0	25
Sidama (SNNP)	0	1	6	12	2	2	23
Harari	0	1	8	4	8	0	21
Addis Ababa	4	4	8	6	1	1	24
Total	9	19	48	110	30	7	223

The schedules of meetings of PTA seemed to be more or less similar across the regions. Generally speaking, the patterns showed a meeting schedule of once every month. But, the four directors from Amhara and Addis Ababa who responded that the PTA never met gave some indication as to what extent the schedules vary from school to school. In other cases, though the length might vary, the responses indicated that PTA had some meetings about school affairs. The next question was then what are the responsibilities of the PTA in schools? Since the PTA was established by a manual prepared by the MoE, the responsibilities should hardly vary from place to place or from school to school, however, the implementation of the PTA might differ, as well as perceptions. Thus, the directors responded that PTAs were responsible for the factors listed (school management, financial solutions, school progress, pupils' problems, etc) with less frequency than curriculum and procurement activities.

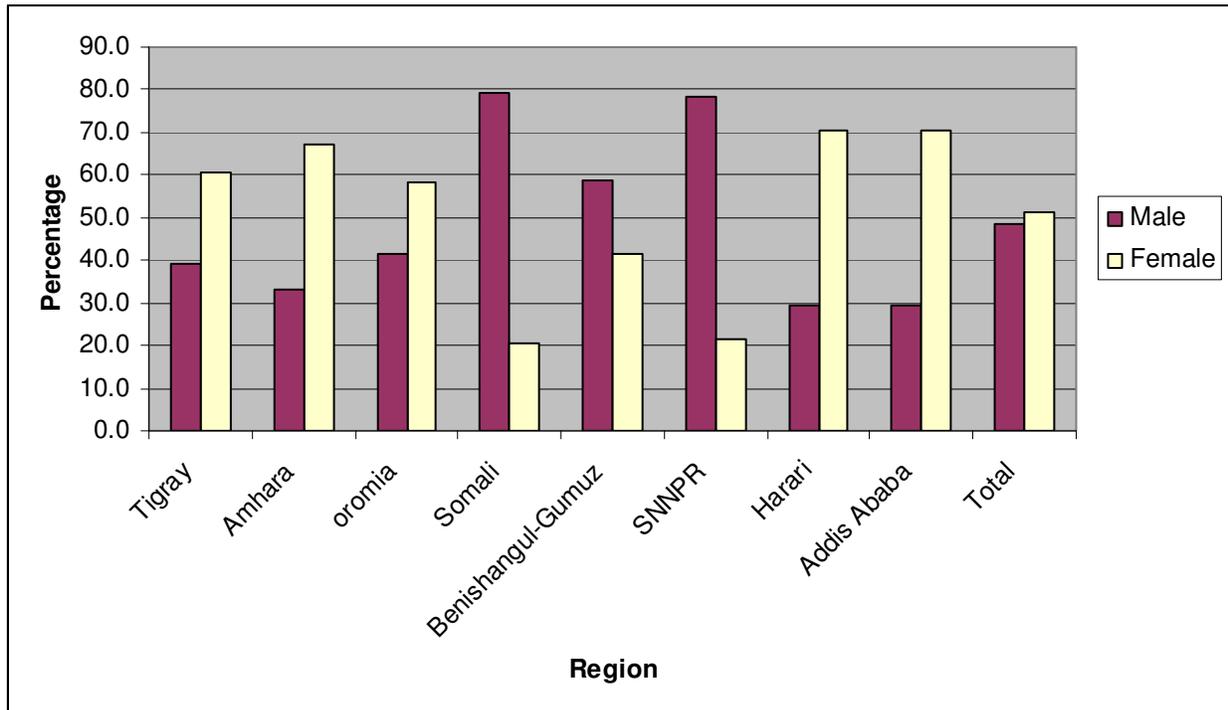
Appendix E. Teacher Questionnaire Analysis

Teachers are responsible for the education of children, particularly when it comes to providing early grade students with the skills and knowledge they will need at their level. It is believed that the use of mother tongue languages for instruction will improve classroom instruction and student achievement. In each region, in line with the education and training provision and strategy, primary education is implemented in the mother tongue and currently taking place under close supervision and management of Regional Education Bureau, to ensure the promotion of appropriate education responding to individual and local needs. Provision of formal education can be practical when there are adequate and qualified teachers available in every school. Hence, when investigating the quality of education it is necessary considering teachers as the leading partners in implementing the objectives of the education program. The survey result of each region's teachers in relation to gender, training, qualification, experiences, adequacy of teaching materials and teachers guide will be reported in this section.

Teachers' Gender Distribution

The sample survey results show that the number of female teachers is larger than male teachers except in Somali (20.6%), Sidama (21.6%) and Benishangul-Gumuz (41.4%). More than 70% of the teachers are female in Addis Ababa and Harari, followed by Amhara (67%) and Tigray (61%).

Figure E-1. Gender Distribution of Teachers



Trained Teachers

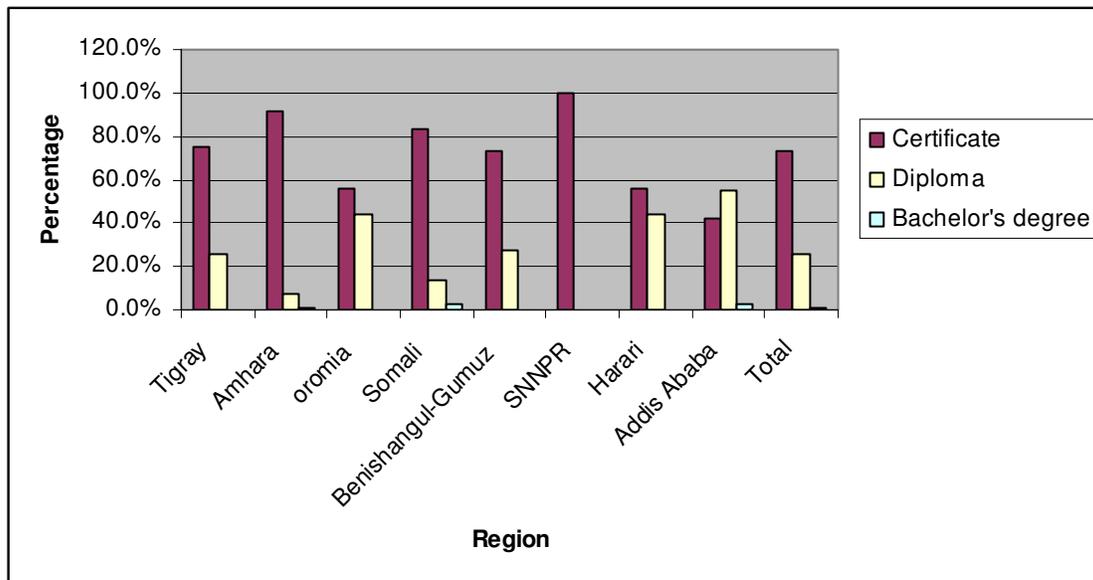
Expanding access and improving quality of education not only requires constructing schools building and providing education materials but also a sufficient number of trained teachers. Teachers occupy a significant place in maintaining quality education.

Curriculum effectiveness and quality education require the appointment of the right quantity and quality of teachers. Primary teachers who teach grades two and three were asked if they are trained for the job they are currently engaged. The responses of sample teachers, as indicated below, show that invariably in all regions almost all of them are trained. It is only in Somali region that out of sample teachers interviewed, 8.6% were not trained.

Teachers' Qualification and Experience

In the selected sample schools, assessments of teachers' shortage in terms of the required qualification were made. It is apparent that the national norm for first cycle primary school teachers is determined to be certificate holders, graduates from Teachers Training Institutes (TTI), and the second cycle primary school teachers should be diploma holders, graduates from Teachers Training College (TTC), as a minimum requirement to qualify as a teaching staff. Teachers teaching grades two and three in sample schools were asked to provide details on their qualification and experience. The results show that unqualified teachers were seldom observed in the regions. From the information provided by sample teachers, 55.1%, 44.3% and 44.0% were diploma holders in Addis Ababa, Harari and Oromia respectively. The high percentages of certificate holders provide a large challenge for the current upgrading program at the CTEs.

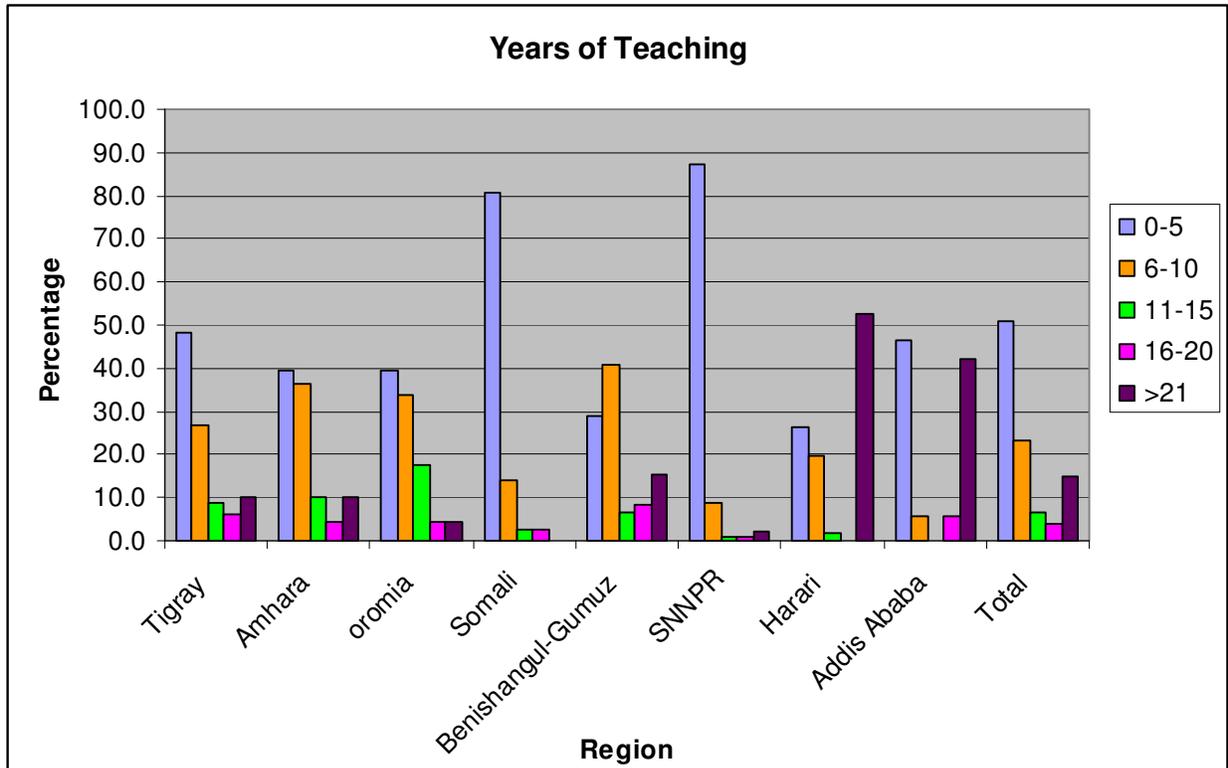
Figure E-2. Training Levels of Teachers



When experiences of teachers at primary schools are considered, they have varying experiences among the regions that may impact the education quality. Teachers who have

less than 6 years experience appear to be the highest in Sidama (87.2%) followed by Somali (80.6%). It can also be observed that about half of the teachers in Tigray have less than six years experience while 27% of them have teaching experience between 6 and 10 years. The pattern of teaching experience of teachers in Amhara and Oromia is almost similar. About 40% in Amhara and Oromiya have less than six years experience. In Benishangu-Gumuz a large proportion of teachers (40.7%) have teaching experience between six and ten years.

Figure E-3. Experience Levels of Teachers



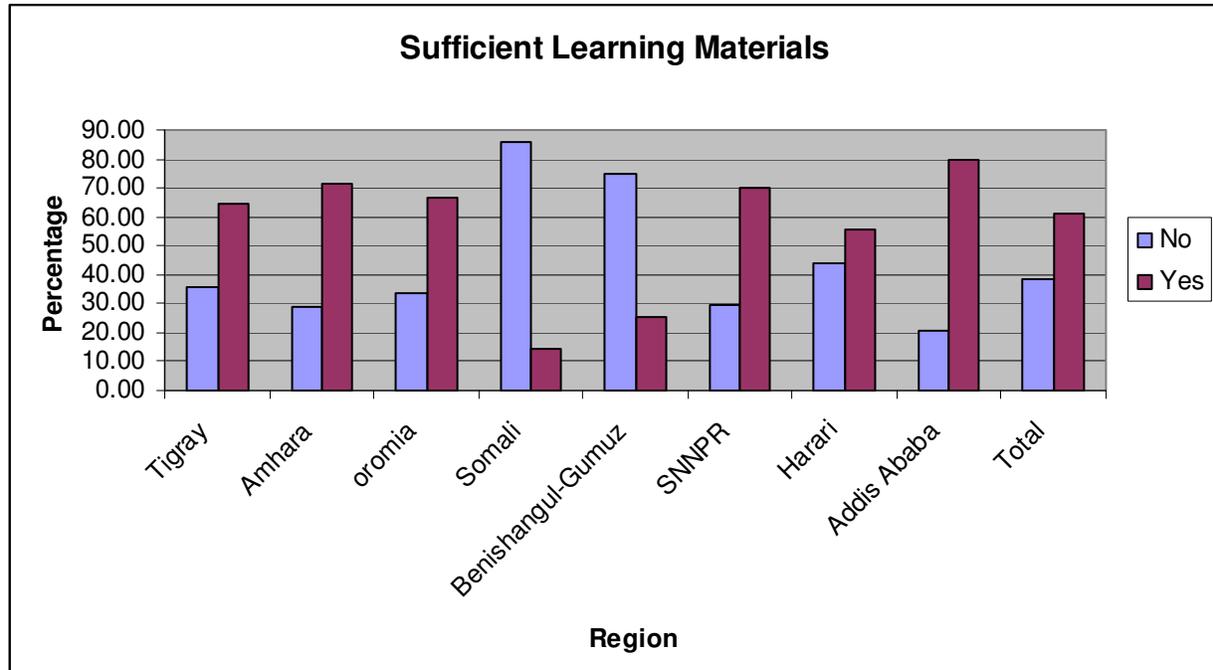
The teaching experience of teachers in Addis Ababa and Harari is quite different from the other regions. Slightly over half of the teachers in Harari and 42% of teachers in Addis Ababa have teaching experience of over twenty years. A significant proportion of teachers also have less than 6 years experience in these two regions, 26.2% in Harari and 46.4% in Addis Ababa.

Sufficient Learning Materials

The unavailability of learning materials adversely affects lesson planning, as well as teaching. Primary teachers' preparation for working without sufficient learning materials will face challenges with regard to educating students. To a question pertaining to the identification of sufficient learning materials, teachers indicated a shortage of learning materials in Somali (85.7%), Benishangul-Gumuz (74.6%) and Harari (44.3%). The availability of learning materials in other regions is relatively better. Addis Ababa teachers reported having about 80% availability of learning materials followed by

Amhara, Sidama, Oromia and Tigray. Overall, according to teachers' responses, the learning materials are not sufficient in all regions and this could be an obstacle for the provision of quality education.

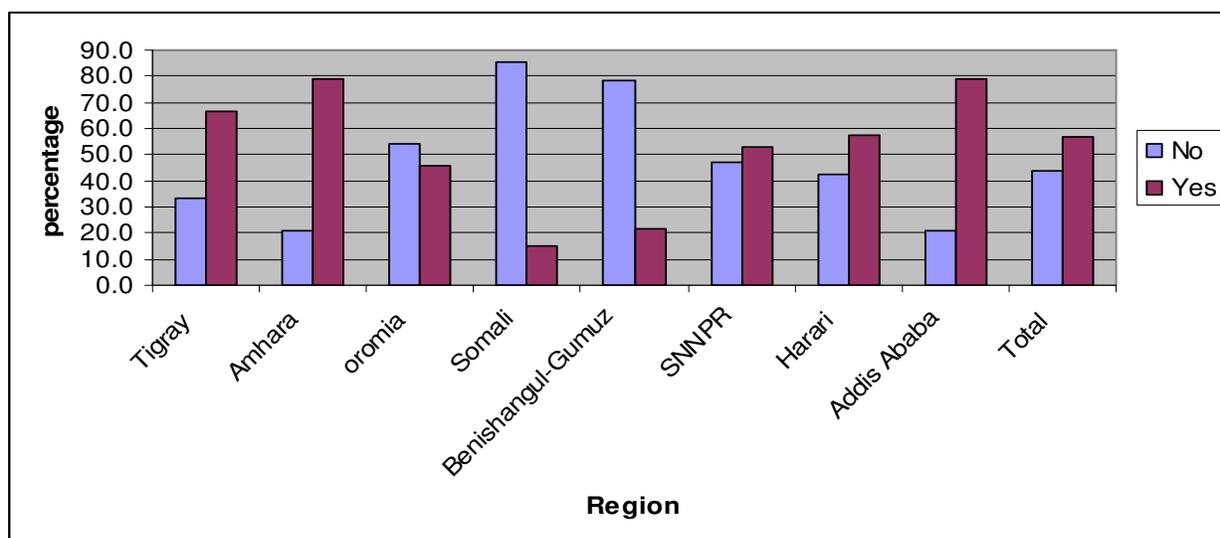
Figure E-4. Learning Materials by Region



Supervise Pupils on Use of Library

In Somali 85.3%, Benishangu-Gumuz 78.4% and Oromia 54.4% of teachers reported that they do not supervise pupils on the use of library. In the other regions a relatively large proportion of teachers said that they do not supervise students on the use of library. Of the responding teachers, about 47% in Sidama and 42% in Harari did not supervise. Better supervision were comparatively observed in Addis Ababa (79.1), Amhara (78.8)% and Tigray (66.7%).

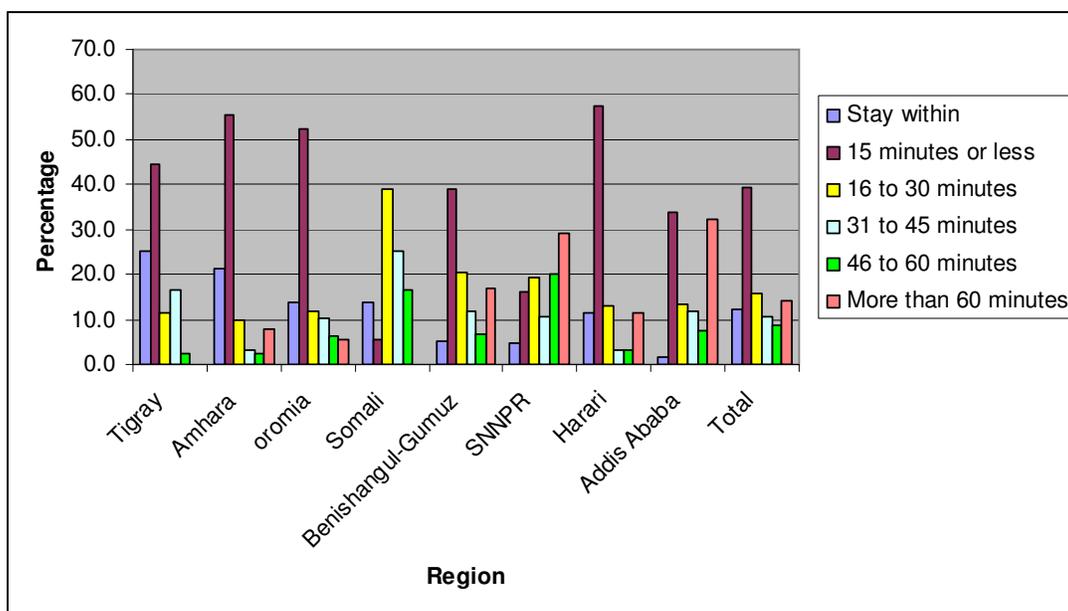
Figure E-5. Supervision of Teachers in Library



Walking Duration to School

Distance is believed to be as a factor adversely affecting the teaching and learning process. Teachers were asked “Approximately, how long do you take to walk to school from your residence?” Most teachers in Tigray, Amhara, Oromia, Benishangul – Gumuz, Harari and Addis Ababa indicated that they walk 15 minutes or less. About 39% of teachers in Somali walk 16 to 30 minutes while those in Sidama walk more than 60 minutes. A relatively large number of teachers in Addis Ababa (32.4%) also travel more than 60 minutes to reach school, likely due to the lack of transportation available.

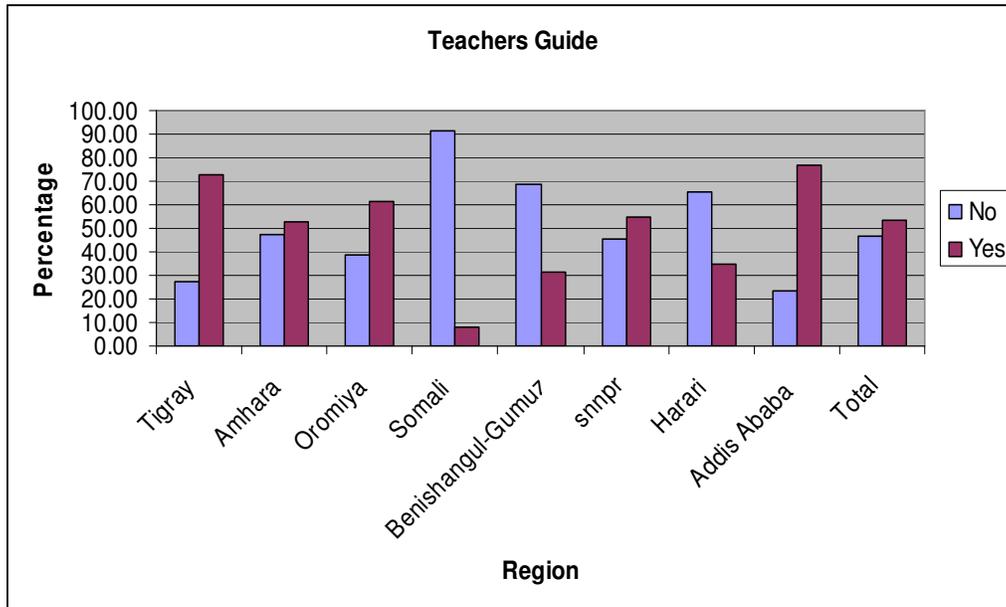
Figure E-6. Teachers’ Distance from School



Teachers' Guide

The unavailability of teachers guide is observed to be a serious impediment to education effectiveness in some regions. From the teachers' responses it seems that the lack of teachers' guides was a serious problem in Somali (91.7%), followed by Benishangul-Gumuz (69.0%), Harari (65.6%) and Amhara (47.3%).

Figure E-7. Availability of Teachers' Guides



Appendix F. Amharic EGRA Tool



የኢ.ፌ.ዲ.ሪ መ የትምህርት ሚኒስቴር
የኢትዮጵያ የመጀመሪያ ደረጃ የመጀመሪያ ዕርክን ተማሪዎች የንባብ ክፈለግ ጥምገማ የተማሪዎች ምላሽ ቅጽ
የአተገባበር መመሪያና ፕሮቶኮል 2002 (2009/2010)
አጭር

አጠቃላይ መመሪያ:

በትደሚያ ህፃን ከሚፈልጋቸው/ከሚወዳቸው ርዕሰ ጉዳዮች ውስጥ በመምረጥ የማይታዩ/የመነሻ ተራክቦ በማድረግ (ለምሳሌ ቀጥሎ በሳጥን ውስጥ ያለውን ተመልክት/ች) ከሚገመገመው ህፃን ጋር ጨዋታ አዘልና አዝናኝ ግንኙነት መመሥረት በጣም አስፈላጊ ነው።

ቃላት ስምምነት

- እንደምን እደርክ/ሽ? እኔ ሰጧ-----ይባላል። የምኖረውም-----ውስጥ ነው። ስለራሴ ጥቂት ነገር ልነግርህ/ሽ እፈልጋለሁ። [የልጆች ቁጥርና ዕድሜ፣ ስለሌሎችም የቤት እንስሳት፣ ስለሰጋርቶች ወዘተ.]
1. ስለእንተና/ስለእንቸና ስለቤተሰብህ/ሽ ልትነግረኝ/ሪኝ ትችላለህ/ያለሽ? [ምሳሌ የትምህርት መጠበቅ፣ ተማሪው/ዎ የሚያመነታ/የምታመነታ ክሆነ ጥያቄ 2 ን መጠየቅ]
 2. ከትምህርት ቤት ውጪ ስትሆን/ኝ ምን መሥራት ትወዳለህ/ትወጃለሽ? ...

- ዛሬ ለምን እዚህ እንደመጣሁ ልነግርህ/ሽ። እኔ የመጣሁት ከትምህርት ሚኒስቴር ነው። ህፃናት ማንበብን እንዴት እንደሚማሩ ለመረዳት/ለማወቅ ጥረት እያደረግን ነው። አንተም/አንቺም ለዚህ ተግባር የተመረጠክ/ሽው በዕጣ ነው።
- አሁን ያንተን/ያንቺን ትብብር እንፈልጋለን። ነገር ግን ፈቃደኛ ካልሆንክ/ሽ ለለመሳተፍ ትችላለህ/ያለሽ።
- እሺ! አሁን የንባብ ጨዋታ አብረን እንጫወታለን። ከዚህ በመቀጠል ፈደሎችን፣ ቃሎችንና አጭር ታሪክ እንድታነብ/ሽ/ሽ እጠይቅሃለሁ/ሻለሁ።
- ንባቡ ምን ያህል ጊዜ እንደወሰደህ/ሽም ለማወቅ ይኼን የመቆጣጠሪያ ሰዓት እጠቀማለሁ።
- ይኼ ፈተና አይደለም። በትምህርት ቤት የምታገኘውን/ኝውንም ውጤት አይነካም።
- ከዚህ በተጨማሪ ስለቤተሰቦችህ/ሽ - ለምሳሌ በቤት ውስጥ ምን ዓይነት ቋንቋ እንደሚጠቀሙ፣ በቤት ውስጥ ስላላቸው ንብረት ወዘተ. - እጠይቅሃለሁ/ሻለሁ።
- አሁንም በድጋሚ የምገልጽሃለሁ/ሽ ፍላጎት ከሌለህ/ሽ መሳተፍ የለብህም/ሽም፣ በተጨማሪም የሚተርጉሙ/ሽን ጥያቄዎች ባትመልስ/ሽ አትፍራ/ሪ፣ ምንም ችግር የለም።
- ጥያቄዎች እሉህ/ሽ? ለመጀመር ተዘጋጅተሃል/ሻል?

ቃላት ስምምነት ከተገኘ በሳጥን ውስጥ ምልክት አድርግ/ሂ፣ እዎ
 (ምናልባት ቃላት ስምምነት ካልተገኘ ህፃኑን/ኗን አመስግንህ/ሽ
 በተመሳሳይ ሁኔታ ወደሚቀጥለው/ወደምትቀጥለው ህፃን ተሻጋር።)

ሀ. የጥምገማው ቀን	ቀን-----ወር----- /2010
ለ. የገምጋሚው ስም	
ሐ. የት/ቤት ስም	
መ. ክልል	
ሠ. ወረዳ	
ረ. ፊሪቃ	<input type="radio"/> 1 = ሙሉ ቀን <input type="radio"/> 2 = ጫት <input type="radio"/> 3 = ከሰዓት በኋላ
ሰ. ብዙ ክፍል አንድ ላይ?	<input type="radio"/> 0 = አይ <input type="radio"/> 1 = አዎ

ቁ. የመምህር ስም	
በ. ክፍል	02 - 2ኛ 03 - 3ኛ
ተ. ለዩ ክፍል	
ቸ. የተማሪው ሙሉ ስም	
ገ. የተማሪው ዕድሜ	
ነ. የተማሪው የታ	01 - ወንድ 02 - ሴት
ሃ. የተጀመረበት ሰዓት	_____ : _____



ፍል 1. የፊደል ስያሜ ዕውቀት

ለሕገ/ኗ የፊደል ገበታውን ከሙሉ ስተ ወስጥ አሳጥ/ያት። የግንኙነት ስያሜን በል/ደ።

እነዚህ የአገር ፊደሎች ናቸው። እስከ የፊደሎቹን ስም ገንጊ/ሪገገ?

ለምሳሌ ይህ ፊደል [ወደፊደል ሀ አሙል/ኛ] "ሀ" ነው።

እስከ እንደሚባል፡ ይህን ፊደል ገንጊ/ሪገገ? [ወደፊደል ቡ አሙል/ኛ]

ልጅ/ቷ በትክክል ከሙሉ/ች ጥሩ ነው በል። ይህ ፊደል "ቡ" ነው።

ልጅ/ቷ በትክክል ካላሙሉ/ች የዚህ ፊደል ስሙ "ቡ" ነው በል።

አሁን ደግሞ ሌላ እንጥክር። ይህ ፊደል ማን ነው? [ወደፊደል ላ አሙል/ኛ]

ልጅ/ቷ በትክክል ከሙሉ/ች ገበዝ ነው በል/ደ። ይህ ፊደል "ላ" ነው።

ልጅ/ቷ በትክክል ካላሙሉ/ች ይህ ፊደል "ላ" ነው በል።

አሁን ምን እንደምትሰራ/ሰሪ ገባህ/ሽ?

ጀምር/ሪ ስልህ/ሽ ፊደሉን በፍጥነትና በጥንቃቄ ትጠራህ/ሪያለሽ። አሁን ከዚህ ትጀምራህ/ሪያለሽ። ከዚያ በዚህ ዓይነት ትተጠላህ/ሪያለሽ።

[ወደሙሉ/ሪያው ፊደል አሙል/ኛ ከዚያም በሙሉ/ሪ ወደገን በሙሉ/ሪ ፊደሎቹን አሙል/ኛ] የግንታውቀው/ቂው ፊደል ጋ ስትደርስ/ሽ እኔ እነግርሃለሁ/ሻለሁ። የምታውቀው/ቂው ከዚያ ገም ብዩ ለንተን/ኛን እጻምጣለሁ። ተዘጋጅህ/ሽ? አሺ ጀምር/ሪ

Ⓞ ልጅ/ቷ የሙሉ/ሪያውን ፊደል ማንበብ እንደሚረገግ ሙቆጣጠሪያ ሰዓቱን አስጀምር። ከዚያም በሚጠራቸው/በምትጠራቸው በእያንዳንዱ ፊደል አንጻር በእርሳስ እየጠቆምክ ተከተል። በትክክል ያሳነበው/ችው ፊደል ካለ በፊደሉ ላይ በግልጽ የአገባር (/) ምልክት አድርግ። በዚህ ሂደት ልጅ/ቷ ወዲያውን በራሱ/ቧ አስተካክሎ/ላ ያነበባቸውን/ያነበቡቸውን እንደትክክል አድርገው ውሰድ። ይሁንና ልጅ/ቷ በራሱ/ቧ ያረማቸውን/ያረሙቸውን ፊደሎች እንደሰህተት ወስደህ ምልክት ካደረግህበት ፊደሉን ከበወውና ተጥል። ልጅ/ቷ በሚያነበቡት/በምታነበቡት ጊዜ ለንዱን ፊደል ለማንበብ ለሶስት ሰከንድ ያህል ካሙነታ/ች ፊደሉን ነግረሽው/ሻት የግንኙነት ፊደል በማሙልክት ለጂ ቃጥል/ዩ ከምትል በስተቀር ምንም ገር አትናገር። ገም በል። ትክክል ለይደለም ብለህ ለልጅ/ቷ በነገርከው/ካት ፊደል ላይ ግን በተገቢ ሁኔታ ምልክት ማድረግ አለብህ።

ከ60 ሰከንድ በኋላ 'አቀም' በማለት ንባቡን አስቀም። እኛም በሙሉ/ሪ ግንባታው ፊደል ላይ የአራት ግዕዝን ቅንጭ] ምልክት አድርግ።

ከሰዓቱ ቀደም የግዕዝ ቅንጭ - ልጅ/ቷ የሙሉ/ሪያው ረድፍ ካሉት ፊደሎች አንድም በትክክል ማንበብ ካልቻለ/ች 'አሙሉ/ሪያው' ብለህ የንባቡን ተግባር አድርግ። ከሰንጠረዥ ግርጌ ባለው ሳጥን ውስጥም ምልክት አድርግ። ከዚያም ወደተከታዩ ተግባር እለፍ።

ምሳሌ ሀ ቡ ላ

1	2	3	4	5	6	7	8	9	10	
ሽ	ሱ	ያ	ሻ	ት	ር	ት	ኛ	መ	መ	(10)
ሰ	ዝ	ጸ	ን	ል	ብ	ን	ለ	ን	ረ	(20)
የ	ቡ	ራ	በ	በ	መ	ኝ	ኝ	ስ	ት	(30)
ታ	ጠ	ሩ	ባ	ሪ	ል	ቢ	ሂ	ተ	ና	(40)
ቱ	ጥ	ዋ	በ	ፈ	ሀ	ን	የ	ው	አ	(50)
የ	ከ	ቅ	ጋ	ል	ዘ	ፍ	ግ	አ	ቃ	(60)
ቸ	ቀ	ን	ሰ	ግ	ሌ	ወ	ማ	ተ	ሳ	(70)
እ	ጽ	ደ	ቤ	ከ	ዎ	ላ	ው	ካ	ሉ	(80)
ት	ም	ኛ	ው	ድ	ሁ	ይ	ሮ	ነ	ቻ	(90)
ቱ	ጥ	ዋ	በ	ፈ	ሀ	ን	የ	ው	አ	(100)

ንባቡ ሲጠናቀቅ በሙቆጣጠሪያ ሰዓቱ ላይ የተረው ጊዜ (ሰከንድ ሙጠን)

ልጅ የሙሉ/ሪያው ረድፍ ካሉት ፊደሎች በትክክል ያነበው ፊደል ከሌለ በዚህ ሳጥን ውስጥ ምልክት አድርግ

ገበዝ ጥሩ ለርተሃል/ሻል። ወደግንታው ከፍል እንደገባር።



ክፍል 2. የቃላትን ፊደል መለየት

ይህ መለጠጫ በጊዜያዊነት ለይደለም። እናም የተማሪው ገጽ የለም። ቃላትን ሙከታ ብለህ ሁለት ጊዜ እንብብላት/ላት። ከዚያም ተማሪው/ዋ የቃሉን ፊደሎች እንዲጠራ/እንድትጠራ ለድርግ። “ፊደሎቼን ብቻ” ናሙና ግድረግ እንዳለብህ አስታውስ።

ይህ የግንዛቤ መለጠጫ ነው። የየቃሉን ሁሉንም ፊደሎች እንድትነገረኝ/ሪኝ? እፈልጋለሁ። ለምሳሌ፡ “አሁን” በሚለው ቃል ውስጥ ያሉት ፊደሎች “አሁ እና ደ” ናቸው። በዚህ መለጠጫ ውስጥ በያንዳንዱ ቃል ውስጥ ያዳመጥኩት/ሽውን ሁሉንም የቃሉን ፊደሎች እንድትነገረኝ/ሪኝ? እፈልጋለሁ። እያንዳንዱን ቃል ሁለት ሁለት ጊዜ እጠራለሁ/ሻለሁ። ቃሉን ለዳምጥ/ጩ። ከዚያም የቃሉን ሁሉንም ፊደሎች ልብ በል/ዱ።

• እስኪ እንለግመድ። “ውሻ” በሚለው ቃል ውስጥ ያሉት ፊደሎች እነማን ናቸው? “ውሻ”
 ለጅ/ቷ በትክክል ከመለሰ/ች በግም ጥሩ ነው በል። “ውሻ” በሚለው ቃል ውስጥ ያሉት ፊደሎች “ው እና ሻ” ናቸው። በል።

ለጅ/ቷ በትክክል ካልመለሰ/ች እንደገና ለዳምጥ/ጩ። “ውሻ” በሚለው ቃል ውስጥ ያሉት ፊደሎች “ው እና ሻ” ናቸው በል።

አሁን ደግሞ ሌላ እንጥክር። “ቤት” በሚለው ቃል ያሉት ፊደሎች እነማን ናቸው? “ቤት”
 ለጅ/ቷ በትክክል ከመለሰ/ች በግም ጥሩ ነው በል/ዱ። “ቤት” በሚለው ቃል ውስጥ ያሉት ፊደሎች “ቤ እና ት” ናቸው።

ለጅ/ቷ በትክክል ካልመለሰ/ች እንደገና ለዳምጥ/ጩ። “ቤት” በሚለው ቃል ውስጥ ያሉት ፊደሎች “ቤ እና ት” ናቸው በል።

አሁን ምን እንድምትሰራ/ሰሪ ገባህ/ሽ?
 ለጅ/ቷዎ ለልገባንም ካለ/ች አስታውስ/ሺ ያዳመጥኩት/ሽቸውን ቃላት ፊደሎች ንገረኝ/ሪኝ። ጥክር/ሪ።

ቃሉን አንብብ! ከዚያም መልሱን ቃሉን ለሁለተኛ ጊዜ አንብብ። በትክክል የጠራውን/ችውን ብቻ ተቀባል። ለጅ/ቷ ፊደሉን ለመጥራት ለሶስት ሰከንድ ያህል ካመነታ/ች ምላሽ የለም የሚል ምልክት ለድርግ። ከዚያም የሚተላለውን ቃል በል። በሚገባ አንብብ እንጂ ፊደሎቹ ላይ የተለየ ጫና አታድርግ።

ከሰዓቱ ቀድሞ የግብቆም ሕግ፡ - ለጅ/ቷ የመጀመሪያዎቹን አምስት ቃላት እንድም በትክክል መመለስ ካልቻለ/ለች ወይም የተላላተ መልስ ከመለሰ/ች ‘አመሰግናለሁ’ ብለህ የመለጠጫውን ተገባር አድርጥ። ከሰንጠረዥ ግርጌ ባለው ሳጥን ውስጥም ምልክት ለድርግ። ከዚያም ወደተከታዩ ተገባር እለፍ።

“-----” በሚለው ቃል ውስጥ የሚገኙት ፊደሎች እነማን ናቸው? “-----”? ቃሉን ሁለት ጊዜ ድገም።

ገንቦ	/ገ-ገ-ቦ/	0 ትክክል	0 ስህተት	0 አያውቅም/ታውቅም	0 ምላሽ የለም
ጎረምሳ	/ጎ-ረ-ም-ሳ/	0 ትክክል	0 ስህተት	0 አያውቅም/ታውቅም	0 ምላሽ የለም
አውራ	/አ-ው-ራ/	0 ትክክል	0 ስህተት	0 አያውቅም/ታውቅም	0 ምላሽ የለም
መጋዣ	/መ-ጋ-ዣ/	0 ትክክል	0 ስህተት	0 አያውቅም/ታውቅም	0 ምላሽ የለም
ጥራጥራ	/ጥ-ራ-ጥ-ራ/	0 ትክክል	0 ስህተት	0 አያውቅም/ታውቅም	0 ምላሽ የለም
ቅርስ	/ቅ-ር-ስ/	0 ትክክል	0 ስህተት	0 አያውቅም/ታውቅም	0 ምላሽ የለም
ወልጋዳ	/ወ-ል-ጋ-ዳ/	0 ትክክል	0 ስህተት	0 አያውቅም/ታውቅም	0 ምላሽ የለም
ግምት	/ግ-ም-ት/	0 ትክክል	0 ስህተት	0 አያውቅም/ታውቅም	0 ምላሽ የለም
ጡረታ	/ጡ-ረ-ታ/	0 ትክክል	0 ስህተት	0 አያውቅም/ታውቅም	0 ምላሽ የለም
ጋራጣ	/ጋ-ራ-ጣ/	0 ትክክል	0 ስህተት	0 አያውቅም/ታውቅም	0 ምላሽ የለም

ለጅ/ቷ የመጀመሪያዎቹን አምስት ቃላት በትክክል ካልመለሰ/ች በዚህ ሳጥን ውስጥ ምልክት ለድርግ

ጎበዝ ጥሩ ሰርተሃል/ሻል። ወደሚተላለው ክፍል እንሸጋገር።



ክፍል 3፡ - የተዘወተሩ ቃላት ንባብ

በመጽሐፉ ውስጥ የተዘወተሩ ቃላት ያለበትን ገጽ ለልጅ/ቷ አሳይተው/ሽ የሚከተለውን በል/ዱ።

እዚህ ጥቂት ቃላት ተሰጥተዋል። እባክህ የምትችሉውን/ችውን ያህል ቃላት እንብብ/ቢ (የቃላትን ፊደል ሙጥራት ሳይሆን ፊደሎቹን አያይዘው/ሽ ቃላትን እንብብ/ቢ።) ለምሳሌ ይህ ቃል "ድመት" ተብሎ ይነበዳል።

እስከ እንለግጠድ፡ የሚከተለውን ቃል እንብብ/ቢ [በተለ ወደሚለው ቃል ለመልክት]

ልጅ/ቷ በትክክል ከመለሰ/ች ገበዝ! በል። ይህ ቃል በተለ ነው።

ልጅ/ቷ በትክክል ካለመለሰ/ች ይህ ቃል በተለ ነው በል።

አውን ደግሞ ሌላ እንጥክር። እስከ ይህን ቃል እንብብ/ቢ [ታመመ ወደሚለው ቃል ለመልክት]

ልጅ/ቷ በትክክል ከመለሰ/ች ገበዝ በል። ይህ ቃል ታመመ ነው።

ልጅ/ቷ በትክክል ካለመለሰ/ች ይህ ቃል ታመመ ነው በል።

ጀምር/ሪ ስልህ/ሽ የምትችሉውን/ችዬውን ያህል በፍጥነትና በጥንቃቄ ቃላትን ታሳባህ/ቢ ያለህ። በገጹ ላይ የተሰጡትን ቃላት ከመጀመሪያው በመጀመር ከግራ ወደቀኝ እንብብ/ቢ። ድጋፍ እስካልፈለግህ/ሽ ድረስ ገም ጠቆ ነው የግዳምጥህ/ሽ። ምን እንደምትሰራ/ሪ አውቅህ/ሽ? ተዘጋጅህ/ሽ? እዚ ጀምር/ሪ።

Ⓢ ለጅ/ቷ የመጀመሪያውን ቃል ማንበብ እንደጀመረ/ች ሙቆጣጠሪያ ሰዓቱን አስጀምር። ከዚያም በሚያነባቸው/ በምታነባቸው በአያንዳንዱ ቃል አንጻር በእርሳስ እየጠቆምክ ተከተል። በትክክል ያሳበበው/ችው ቃል ካለ በቃሉ ላይ በግልጽ የእግር (/) ምልክት አድርግ። በዚህ ሂደት ለጅ ወይም ለጅ/ቷ በራሱ/ቷ አስተካክሎ/ላ ያነበባቸውን/በቻቸውን እንደትክክል አድርገው ወሰድ። ይህንና ለጅ/ቷ በራሱ/ቷ አስተካክሎ/ላ ያነበባቸውን/በቻቸውን ቃላት እንደሰሙት ወስደህ ምልክት ካደረግህበት ቃሉን ከበበውና ተጥል። ለጅ/ቷ በሚያነበቡት/በምታነበቡት ጊዜ አንዱን ቃል ለማንበብ ለሶስት ሰከንድ ያህል ካመነታ/ች ቃሉን ነግረኸው/ሽት የሚተጥለውን በማመልከት እዚ ተጥል/ዱ ከምትል በስተቀር ምንም ነገር አትናገር። ገም በል። በትክክል ሊያነብ/ላታነብብ ባለመቻሉ/ላ እንተ ለልጅ/ቷ የነገርከውን/ካተን ቃል ስህተት እንደሆነ በግልጽ ምልክት ማድረግ አለብህ።

ከ60 ሰከንድ በኋላ 'አቀም' በማለት ንባቡን አስቀም። እናም መጨረሻ ጥናብ/ቸው ቃል ላይ አራት ግዕዝ ቅንፍ] ምልክት አድርግ።

ከሰዓቱ ቀደም የግለቆም ሕግ - ለጅ/ቷ የመጀመሪያው ረድፍ ካሉት ቃላት አንድም ቃል በትክክል ካሳበበ/ች ወይም ለመጀመሪያዎቹ አምስት ቃላት ምንም ምላሽ ካልሰጡ/ች 'አመሰግናለሁ' ብለህ የንባቡን ተግባር አቋርጥ። ከሰንጠረዥ ግርጌ ባለው ላጥን ውስጥ ምልክት አድርግ። ከዚያም ወደተከታዩ ተግባር እለፍ።

ድመት	በተለ	ታመመ			
ላይ	መልሱ	ወደ	ነው	ወይም	(5)
ምንድን	መሰርቱ	በኋላ	የተለያዩ	ተማሪዎች	(10)
ሰው	ባለ	ውስጥ	በጣም	በታ	(15)
ነጥብ	ምን	ብቻ	በምንባቡ	ነበር	(20)
ነገሮች	መሰረት	በሽታ	ቤት	አለች	(25)
በማድረግ	ያሉትን	ሁለት	የሚከተሉትን	ጊዜ	(30)
ጥያቄዎች	መሠረት	መልመጃ	ይቻላል	ቃል	(35)
ግጥም	ልጅ	ያለ	ሆኒያት	ጥሩ	(40)
እንዴት	ምሳሌ	የሚለው	መልሱ	ቃላት	(45)
አንድ	ሶስት	ናቸው	መካከል	ዮሐንስ	(50)

ንባቡ ሲጠናቀቅ በመቆጣጠሪያ ሰዓቱ ላይ የቀረው ጊዜ (ሰከንድ መጠን)

ልጅ የመጀመሪያው ረድፍ ካሉት ቃላት በትክክል ያነበበው ከሌለ በዚህ ላጥን ውስጥ ምልክት አድርግ

ጎበዝ ጥሩ ስርተሃል/ሻል። ወደሚተጥለው ክፍል እንሸጋገር።



ክፍል 4. የፈጠራ ቃላትን ግንብብ

በመጽሐፉ ውስጥ የፈጠራ ቃላት ያለበትን ገጽ ለልጅ/ቷ አሳይተህ የሚከተለውን በልጅ/ቷ

እዚህ ጥቂት የፈጠራ ቃላት ተሰጥተዋል። እባክህ የምትችለውን/ኞውን ያህል ቃላት እንብብ/ቢ (የቃላትን ፊደል ማጥፋት ሳይሆን ፊደሎቹን አያይዘህ ቃላትን አንብብ/ቢ) ለምሳሌ ይህ ቃል "ለደብ" ተብሎ ይነበባል።
 እስከ እንለግጠው፡ የሚከተለውን ቃል እንብብ/ቢ [ገተለ ወደሚለው ቃል አመልክት]
 ልጅ/ቷ በትክክል ከመለሰ/ች ገበዝ በል። ይህ ቃል ገተለ ነው።
 ልጅ/ቷ በትክክል ካልመለሰ/ች ይህ ቃል ገተለ ነው በል።
 ለሁን ደግሞ ሌላ እንጥክር። እስከ ይህን ቃል አንብብ [ጋመመ ወደሚለው ቃል አመልክት]
 ልጅ/ቷ በትክክል ከመለሰ/ች ጥሩ ነው በል። ይህ ቃል ጋመመ ነው።
 ልጅ/ቷ በትክክል ካልመለሰ/ች ይህ ቃል ጋመመ ነው በል።
 ጀምሮ/ሪ ስልህ/ሽ የምትችለውን/ኞውን ያህል ቃላትን በፍጥነትና በጥንቃቄ ታሳባህ/ቢ ያለህ። በገጹ ላይ የተሰጡትን ቃላት ከመጀመሪያው በመጀመር ከግራ ወደቀኝ እንብብ/ቢ። ድጋፍ እስካልፈለግህ/ሽ ድረስ ገምጃ ነው የግላምጥህ/ሽ። ምን እንደምትሰራ/ሪ አውቅህ/ሽ? ተዘጋጅህ/ሽ? ጀምሮ/ሪ።

④ ልጅ/ቷ የመጀመሪያውን ቃል ግንብብ እንደሚረ/ች ማቆም ሰዓቱን አስጀምር። ከዚያም በሚያነባቸው/በምትነባቸው በእያንዳንዱ ቃል እንደር በእርሳስ እየጠቆምክ ተከተል። በትክክል ያሳነበው/ችው ቃል ካለ በቃሉ ላይ በግልጽ የእዝባር (/) ምልክት አድርግ። በዚህ ሂደት ልጅ/ቷ ወዲያው በራሱ/ቷ አስተካክሎ/ላ ያነበባቸውን/ያነበቃቸውን እንደትክክል አድርገህ ውሰድ። ይሁንና ልጅ/ቷ በራሱ/ቷ አስተካክሎ/ላ ያነበባቸውን/ያነበቃቸውን ቃላት እንደሰህተት ወሰደህ ምልክት ካደረግህ በኋላ ስበብህን ተጥል። ልጅ/ቷ በሚያነብብ/በምትነብብበት ጊዜ እንዴት ቃል ለግንብብ ለሰሰት ስክንድ ያህል ካመነ/ች ቃሉን ነፃረሽው/ሻት የሚተላለውን በማመልከት እሺ ተጥል/ዪ ከምትል በስተቀር ምንም ነገር አትናገር። ገምጃ በል። በትክክል ሊያነብ/ላታነብብ ባለመቻሉ/ላ አንተ ለልጅ/ቷ የነገርከውን/ካትን ቃል ስህተት እንደሆነ በግልጽ ምልክት ማድረግ አለብህ።

ከ60 ሰከንድ በኋላ 'አቆም' በማለት ንባቡን አስቆም። እናም በመጨረሻ ባነበበው ቃል ላይ እራት ማዕዘን ቅንፍ] ምልክት አድርግ።

ከሰዓቱ ተደግሞ የግለቆም ስዓ። - ልጅ/ቷ በመጀመሪያው ረድፍ ካሉት ቃላት አንድም ቃል በትክክል ካሳበበ/ች ወይም ለመጀመሪያውም አምስት ቃላት ምንም ምላሽ ካልሰጠ/ች 'አመለካከት' ብለህ የንባቡን ተግባር አዳርጥ። ከሰንጠረዥ ግርጌ ባለው ሳጥን ውስጥ ምልክት አድርግ። ከዚያም ወደተከታይ ተግባር እለፍ።

ለደብ	ገተለ	ጋመመ			
1	2	3	4	5	
ረሰበሰ	መነገበ	ሱዳ	ቃዲያ	ጋም	(5)
ግርዳ	ወታ	ታዶ	ሾርጭ	ግርጫ	(10)
ወደፊ	ደር	ሱዳሂ	ባገለ	ቃገተ	(15)
ቦሰ	ቡጭማ	ቻተረ	ቡማና	የክል	(20)
ልርጫ	ቱም	ነሰገ	መኘክ	ፈገረ	(25)
በራመ	ለጥፕ	ገረበ	በቸቨ	ዘደረ	(30)
ወረቀ	ባገክ	አመር	ጀለፊ	ንጉብ	(35)
አዲጋ	ተቃ	ረደሰ	ወቸተ	ግሩብ	(40)
ሲዶ	መደገ	ቀበ	ተመለ	ተመ	(45)
ከለፊ	ረሰደ	ቀነረ	ጋመነ	በለደ	(50)

ንባቡ ሲጠናቀቅ በመቆጣጠሪያ ሰዓቱ ላይ የተረው ጊዜ (ሰከንድ መጠን)

ልጅ በመጀመሪያው ረድፍ ካሉት ቃላት በትክክል ያነበበው ቃል ከሌለ በዚህ ሳጥን ውስጥ ምልክት አድርግ

ንበዝ ጥሩ ሰርተሃል/ሻል። ወደሚተላለው ክፍል እንሸጋገር።



ክፍል 5 ሀ. የታላቅ ገባብ

በሙሉ-ሰው ወይን የግንባታ ታሪክ ያለበትን ገጽ ለልጁ/ት ለሳይተህ/ሽ የግንባታውን በላ::

ይህ ለጭር ታሪክ ነው:: ይህን ታሪክ ምክ ብለው/ሽ በቀጥተኛ በትክክል ለንብብልኝ/ቤልኝ:: ለንብብ/ሽ ስት ወርሶ/ሽ ጥያቄዎች እጠይቅለሁ/ሻለሁ:: ምን ግድረግ ለንብብ/ሽ ገብተዋል/ሻል? ለሽ ይምር/ሪ ስለ የምትችሉውን/ችሁውን ያህል ታሪኩን ለንብብልኝ/ቤልኝ:: ደጋፊ ካልፈለግህ/ሽ በቀር ዝም ብቆ ነው የማይቻለው/ሽ:: ተዘጋጅህ/ሽ ይምር/ሪ::

ፀልጁ/ት የመጀመሪያውን ቃል ግንባብ እንደጀመረ/ች ሙቆጣጠሪያ ሰዓቱን ለሰጅምር:: ከዚያም በግንባታው/ሽ በምትገኝበት ሰዓት ለንጸር በእርሳስ እየጠቀምኩ ተከተለ:: በትክክል ያሳነበው ቃል ካለ በቃል ላይ በግልጽ የአዘገገር (/) ምልክት ለክርግ:: በዚህ ሂደት ልጁ ወይም ልጅ በራሱ ለስተካከሎ ያነበባቸውን/ችን ለንጸትክክል ለክርግ ወሰድ:: ይህንና ልጁ/ት በራሱ/ሪ ለስተካከሎ/ሪ ያነበባቸውን ቃላት ለንጸትክክል ወይን ምልክት ካደረግህበት ቃሉን ከበወውና ቀጥሎ:: ልጁ/ት በግንባታው/ሽ በምትገኝበት ሂደት ለንጸት ቃል ለግንባብ ለሰነት ሰከንድ ያህል ካሙኑ/ች ቃሉን ነግሮ/ሽ/ሃት የግንባታውን በማመልከት ለእኔ ቀጥሎ/ሪ ከምትል በስተቀር ምንም ነገር ለትናገር ዝም በል:: በትክክል ሊያነብ ባለሙያሉ ለገተ ለልጁ የነገርከውን ቃል ስህተት ለንጸት በግልጽ ምልክት ግድረግ አለብሁ::

ከ60 ሰከንድ በኋላ 'አቁም' በግለት ገባብን ለስተም:: ለኛም በመጨረሻ ባነበው ቃል ላይ ለራት ግዕዝን ትንፈ] ምልክት ለክርግ::

ከሰነቱ ቀደም የግንባታ ሕግ: - ልጁ በመጀመሪያው መስመር ካሉት ቃላት ለንጸት በትክክል ባለግንባብ/ሪ ምልክት ካደረግህ 'እመሰግናለሁ' ብህ የገባብን ተግባር ለክርግ:: ከሰከንድ 901 ባለው ሳጥን ወይን ምልክት ለክርግ:: ከዚያም ወደተከተሉ ተግባር ለላኛ::

ክፍል 5 ለ. ለንብብ መረዳት

የተፈቀደው 60 ሰከንድ ሲያልቅ ወይም ልጁ/ት ምንባብን ከ60 ሰከንድ ቀደም/ግ ከሠራሰ/ች ምንባብን ከልጁ/ት ፊት ለገላ:: ከዚያም ከዚህ በታች ካሉት ጥያቄዎች የመጀመሪያውን ጥያቄ ጠይቅ:: መልሱን ለመመለስ ለልጁ/ት ቢበዛ 15 ሰከንድ ስት:: የልጁን/ት ምልሰ በሰንጠረዥ ወይን ከተሰጡት ምልክት ወይን ባንጻ ላይ ምልክት ለክርግ:: ከዚያም ወደግንባታው ጥያቄ ለላኛ::

ልጁ/ት ግንባብ ያፋመበትን/ችበትን ቦታ እስከግንባታው ትንፈ ድረስ የግንባታ ከተትን ጥያቄዎች ብቻ ለንብብ::

አሁን ስላነበብኩ/ሽው ታሪክ ጥቂት ጥያቄዎች ለጠይቅህ/ሽ ነው:: ጥያቄዎቹን በምትችሉው/ችሁው መጠን ለመመለስ ሞክር/ሪ::		ትክክል	ስህተት	ምላሽ የለም
አበበ ከእናኑ ጋር በደብረሲና ከተማ ይኖራል:: እናኑ ለንጸት ላም ነበረቻቸው:: አበበ ላላላቱን ይጠብቃል:: ከወተት ሽያጭ በሚገኘው ገቢ እናኑ ቀለብና ለአበበ ደብተር ይገዛለታል:: 22	የአበበ እናት የት ይኖራሉ?			
	[ደብረ ሲና]			
አንድ ተን አበበ ከጓደኞቹ ጋር ሲጫወት ላላላቱ ጠፋችበት:: ከዚያ ሲፈልግ ቆይቶ ወደ ማታ ከአቶ ጌታቸው ሰንዴ ማላ ወይን ለገኛት:: 41	አበበ ከትምህር ቤት መልስ ምን ይሰራል?			
	[ላም ይጠብቃል]			
ደብ ብሎት ይዞ ሲመለስ በርቀት አቶ ጌታቸው አዩት:: በሩጫ ደረሰበት :: የሰንዴ ቡቃያው በመባላት ተቆጡ:: አበበንና ላላላቱን ይዘው ወደ አበበ እናት ወሰዷቸው:: 62	የሰንዴ ማላው ባለቤት ማን ነው?			
	[አቶ ጌታቸው]			
የሰንዴ ማላው ባለቤት ማን ነው? ለወተት ለላላቱን የሰንዴው ሰብል ለማስከፈል]	አበበ ምን ሲሰራ ነው ላላላቱ የጠፋችበት?			
	[ሲጫወት]			
አቶ ጌታቸው አበበንና ላላላቱን ወደአበበ እናት የወሰዷቸው ለምንድን ነው?	አቶ ጌታቸው አበበንና ላላላቱን ወደአበበ እናት የወሰዷቸው ለምንድን ነው?			
	[ለወተት ለላላቱን የሰንዴው ሰብል ለማስከፈል]			

ገባብ ሲጠናቀቅ በሙቆጣጠሪያ ሰዓቱ ላይ የቀረው ሂደት (ሰከንድ መጠን) ልጁ/ት የመጀመሪያውን መስመር በትክክል ካሳነበ/ች በላጥነ ወይን ምልክት ለክርግ ደርግ

ገባብ ጥሩ ስር ተሃል/ሻል:: ወደግንባታው ክፍል እንሸጋገር::





ክፍል 6. አጻም መረጃት

ይህ በጊዜ የሚለካ መለማመጃ አይደለም። እናም የተማሪው ገጽ የለም። ምንባቡን ሮክ ብለህ አንድ ጊዜ ብቻ አንብብላት/ላት። ከዚያም ለእያንዳንዱ ጥያቄ 15 ሰከንድ ሰጥ። ከዚያም የሚከተለውን በል።

አንድ አጭር ታሪክ ሮክ ብዬ አንድ ጊዜ ብቻ አንብባለሁ/ሻለሁ። ከዚያም አንዳንድ ጥያቄዎች እጠይቅሁለሁ/ሻለሁ። በጥንቃቄ አጻምጥ/ጫ። ከዚያም የቻልኩውን/ሺውን ያህል መልስ/ሺ። አሁን ምን አንድምትሰራ/ሰራ ገባህ/ሻ?

አንዲት ቡችላ ስትጫወት ጉድጓድ ውስጥ ወደቀች። እናቷም ጨሽቷን ሰምታ መጣች። ግን ልትረዳት አልቻለችም። ከዚያ አልማዝ ወደቤቷ ስትመጣ የቡችላዋን ችግር አየች። በረጅም እንጫት ጫፍ ላይ ስጋ አሰራ ወደጉድጓዱ ውስጥ አሰገባችው። ቡችላዋ ስጋውን መብላት ስትጀምር በእንጨቱ ጎትታ አወጣቻት።

ቡችላዋ ምን ውስጥ ወደቀች?	[ጉድጓድ ውስጥ]	0 ትክክል	0 ስህተት	0 ምላሽ የለም
ቡችላዋ ጉድጓድ ውስጥ የገባችው ምን ስትሰራ ነው?	[ስትጫወት]	0 ትክክል	0 ስህተት	0 ምላሽ የለም
ቡችላዋ ጉድጓድ ውስጥ ስትወድቅ ቀድሞ የደረሰው ማን ነው?	[የቡችላዋ እናት]	0 ትክክል	0 ስህተት	0 ምላሽ የለም
ቡችላዋ ከጉድጓዷ ስትወጣ የቡችላዋ እናት ምን ተሰማት?	[ደስታ]	0 ትክክል	0 ስህተት	0 ምላሽ የለም
ቡችላዋ ከጉድጓዱ እንዴት ወጣች?	[አልማዝ በእንጨት ላይ ስጋ አሰራ የላከችውን ስጋ ስትበላ በመጎተት]	0 ትክክል	0 ስህተት	0 ምላሽ የለም

ጎበዝ ጥሩ ሰርተሃል/ሻል። ወደሚተጥለው ክፍል እንሸጋገር።



ክፍል 7. የተማሪው ዐውዳዊ ቃለመጠይቅ

በቃለመጠይቅ እንደሚደረገው ሁሉ እያንዳንዱን ጥያቄ በትደም ተከተል ለልጅ አቅርብለት። እማራጭ ምላሾችን ራስህ ብለህ አታንብብ። ልጅ እስኪመልስ ጠብቀው። ከዚያ ምላሹን በተሰጠው ባዶ ቦታ ላይ ጻፍ ወይም ከልጅ ምላሽ ጋር የሚስማማውን እማራጭ ምላሽ ኮድ ክበቡ። የተለየ መመሪያ አስከፊ ተሰጦ ድረስ አንድ መለስ ብቻ ነው የሚፈቀደው።

1	በትምህርት ቤት ውስጥ የምትናገረውን /ትናገረውን ቋንቋ ነው እቤት ውስጥ የምትጠቀሙ/የምትጠቀሟዎት?	አይደለም!0 አዎ 1 አላውቅም/ምላሽ የለም 9
2	እቤት ውስጥ የምትናገረው/ሪው ቋንቋ ምንድነው? [ከአንድ በላይ ምላሾች ይፈቀዳሉ]	አማርኛ 1 ኦሮምኛ 2 ትግርኛ 3 ሲዳሞኛ 4 ሀረር 5 ሱማላኛ 6 ሌላ (ግለጽ) 7 አላውቅም/ምላሽ የለም 9
በቤትህ ውስጥ አለ?		የለም አዎ አላውቅም ምላሽ የለም
3	ሬዲዮ	0 1 8 9
4	ስልክ ወይም ጥባባ	0 1 8 9
5	የኤሌትሪክ መብራት	0 1 8 9
6	ቴሌቪዥን	0 1 8 9
7	መጻፍያ	0 1 8 9
8	ባይስክል	0 1 8 9
9	ጥተር ሳይክል	0 1 8 9
10	የቤት መኪና፣ የጭነት መኪና፣ ትራክተር	0 1 8 9
11	የቤት እንስሳት (ለምሳሌ በሬ፣ በግ፣ ፍየል፣ ግመል...) አሏቸው?	የለም0 አለ 1 አላውቅም/ምላሽ የለም 9
11ሀ	ሥንት የቤት እንስሳት (በሬ፣ በግ፣ ፍየል፣ ግመል...)
12	የምትናገርበት/ሪበት ቤት ጣሪያ/ክፍን ምንድን ነው?	ቆርቆሮ 1 ሳር 2 ፕላስቲክ 3 አላውቅም/ምላሽ የለም 9
13	የምትናገርበት/ሪበት ቤት ወለል ምንድን ነው?	አፈር 1 የፕላስቲክ ታይል 2 ሊኾ (ሲሚንቶ) 3 አላውቅም/ምላሽ የለም 9
14	አንደኛ ክፍል ከመግባትህ/ሽ በፊት መዋዕለ ሕጻናት ወይም ቀድሞ መደበኛ ትምህርት ቤት /ቴሰ ትምህርት ቤት፣ ቁርዓን.../ገብተህ/ሽ ነበር?	አልገባሁም 0 አዎ 1 አላውቅም/ምላሽ የለም 9



15	ባለፈው ዓመት ስንተኛ ክፍል ነበርክ/ሽ?	ትምህርት ቤት አልገባሁም	0
		1ኛ	1
		2ኛ	2
		3ኛ	3
		አላውቅም/ምላሽ የለም	9
16	በዚህ ዓመት ከአንድ ሳምንት በላይ ከትምህርት ቤት ቀሪ ነበርክ/ሽ?	አልቀረሁም	0
		አዎ	1
		አላውቅም/ምላሽ የለም	9
17	የአማርኛ ቋንቋ መማሪያ ወይም የንባብ መጽሐፍ አለህ/ሽ?	የለኝም	0
		አዎ	1
		አላውቅም/ምላሽ የለም	9
18	ከትምህርት ቤት ውጪ በቤት ውስጥ የሚነበቡ መጽሐፎች፣ ጋዜጦች ወይም ሌሎች አሉ?	የለም	0
		አዎ	1
		አላውቅም/ምላሽ የለም	9
		(ምላሹን መጻፍ አያስፈልግም)	
19	[ለ18ኛው ጥያቄ ምላሽ አዎ ከሆነ] እነዚህ መጽሐፎች ወይም ጽሑፎች የተጻፉበት ቋንቋ ምንድነው? [ከአንድ በላይ ምላሽ ይፈቀዳል]	አማርኛ	1
		አሮምኛ	2
		ትግርኛ	3
		ሲዳሞኛ	4
		ሀረሪ	5
		ሱማላኛ	6
		አንግሊዝኛ	7
		ሌላ (ግለጽ)	8
		አላውቅም/ምላሽ የለም	9
20	በቤት ውስጥ የሚያሰጠናህ/ሽ ማን ነው?	የለም	1
		እናት	2
		አባት	3
		ወንድም/እህት	4
		ሌላ ዘመድ	5
		አሰጠኝ(የተቀጠረ)	6
		አላውቅም/ምላሽ የለም	9
21	እናትህ/ሽ ማንበብና መጻፍ ይችላሉ?	አትችልም	0
		ትችላለች	1
		አላውቅም/ምላሽ የለም	9
22	አባትህ/ሽ ማንበብና መጻፍ ይችላሉ?	አይችልም	0
		ይችላል	1
		አላውቅም/ምላሽ የለም	9
አሁን ጨርሰናል። በግም ጥሩ ስራ ነው የሰራኸው/ሽው። ወደክፍልህ/ሽ ተመለስ/ሺ። ዛሬ እዚህ ስለሰራነው ነገር ለማንም አታውራ/ሪ።			

ያለቀበት ሰዓት/.....
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Appendix G. Afaan Oromo EGRA Tool



Qorumsa Dubbisa Kutaalee Jalqabaa: Unka Deebii Barataa Pirootookoolii fi Qajeelfama Olaanaa, Bitootessa, 2010
Afaan Oromoo

Qajeelfama Dimshaashaa:

Matadureewwan sasalphoofi namatti tolan giddu-galeessa godhachumii waliin dubbii gaggeessuun akkasumas haala taphachiisaa ta'een barattoota qoratamuuf jedhan haala bashannansiisu uummuun (fakkenya armaan gadii ilaali) baay'ee barbaachisa. Madaallii armaan gadii ilaalchisee daa'imichi hubachuu kan qabu akka waan isa dhiphisuutti utuu hin taane, akka tapha bashannansiisaatti ta'uu qaba. Birkii sanduuqa keessa jiru qofa sagalee ol kaasanii suntaa fi ifaan dubbisiisum bu'aa qabeessa.

Akkam bulite/oolite. Maqaan koo _____ kanan jiraadhu _____, Waa'ee koo waanuma xiqqooshee sitti himuun fedha. (Baay'ina fi umurii ijoollee—, beelada leellisan—, ispoortii —, kkf)

1. Waa'ee keefi maatii kee xiqqoo natti himuu dandeessaa? [Deebii eeggadhu; barataan deebisuuf yoo boodatti harkifate ykn. yoo dhiise, gaaffii lammaffaa gaafadhu. Garuu yoo dammaqinaan kan hirmatu ta'e waliin dubbii itti fufi].
2. Yeroo mana barumsaa ala jirtu maal hojjechuutti gammadda?

Yaada waliin dubbii irratti walii galuu

- Mee har'a maaliif akkan bakka kana dhufen sitti hima. Ani kanan hojjedhu ministeera barumsaa wajjini. Yaalii nuyi goonus barattoonni akkamitti dubbisuu akka barataa jiran hubachuu dha. Ati akka carraa filatante; jechuu dha.
- Dhimma kanarratti gargaarsa kee barbaana. Garuu fedhii hin qabdu taanaan qooda fudhachuu dhiisuu dandeessa.
- Tapha dubbisuu tokko waliin taphachuuf jenna. Qubeewwan, jechootaafi seenaa gabaabaa sagalee kee ol kaastee akka dubbistun sigaafadha.
- Sa'aatii yeroo to'attu kanatti gargaarameen dubbisuudhaaf yeroo hangamii akka sitti fudhatu baruun barbaada.
- Kuni qabxii kee mana barumsaa irratti dhiibbaa kan qabu miti.
- Dabalees dhimma maatii kee ilaallatu irratti gaaffiin sii dhiyeessu qaba. Fakkeenyaaf, afaan maatiin kee manatti itti gargaaramuufi wantoota maatiin kee qabu.
- Maqaa kee waanan hin barreessineef, ati deebii kennuu kee namni beeku hinjiru
- Ammallee hirmaachuu hin barbaaddu taanaan dhiisuu dandeessa. Gaaffiis hin deebistu taanaan dhiisuu dandeessa.
- Gaaffii qabdaa? Jalqabuuf qophooftettaa?

Yoo yaadaan walii galameera ta'e, sanduuqa kana keessa mallattoo kan'un agarsiisi Eeyyee

(yoo afaaniin walii hin galanne ta'e, daa'ima galateeffadhuutti daa'ima itti aanutti darbi. Unkichi tokkuma waan ta'eeffitti faayadami).

A. Guyyaa madaallii	Guyyaa Ji'a /2010
B. Maqaa ragaa fumaanaa	
C. Maqaa mana barumsaa	
D. Naannoo	
E. Aanaa	
F. Furi	<input type="radio"/> 1= guyyaa guutuu <input type="radio"/> 2= ganama <input type="radio"/> 3= waree booda
G. Kutaa wal makaa	<input type="radio"/> 0= waawun <input type="radio"/> 1= eeyyee

I. Maqaa barsiisaa		
J. Kutaa	<input type="radio"/> K2	<input type="radio"/> K3
K. Daree		
L. Koodii addaa barataa		
M. Umrii barataa		
N. Saala barataa	<input type="radio"/> 1= dhiira	<input type="radio"/> 2= durba
Sa'aatii eegalame	_____ : _____	

Birkii 1 : Beekumsa Sagalee Qubee

Gabatee qubee wanii baratatti agarsiisitiin akkas jedhi.

Ila kunoo fuulli kuni qubee Afaan Oromootiin guutamee jira. Mee sagalee qubee wanii hanga dandeessu natti himi. Maqaa isaanii utuu hin taane sagalee qofa.

Fkn., Sagaleen qubee kanaa ["A"tti quba qabi] "aa" dha akka jecha "aadaa" jedhuutti

Mee haashaakallu: Mee sagalee qubee kanaa natti himi ["t"tti quba qabi].

- *Yoo daa'imni sirriitti deebise, gaarii dha jedhi. Sagaleen qubee kana "Taa" dha jedhi.*
- *Yoo daa'imni sirriitti deebisuu baate, sagaleen qubee kanaa "Taa" dha jedhi.*

Amma gara biraa yaali. Sagalee qubee kanaa natti himi ["L"tti quba qabi]

- *Yoo daa'imni sirriitti deebise, gaarii dha jedhi. Sagalee qubee kanaa "Laa" dha jedhi.*
- *Yoo daa'imni sirriitti deebisuu baate, sagaleen qubee kanaa "Laa" dha jedhi.*

Maal hojjechuuf akka deemtu hubattee?

Yommuu ani jalqabi siin jedhu, maaloo saffisaafi ofeeggannoon sagalee qubee wanii himi.

Asii jalqabiitii haaluma kanaan itti fufi. [Toora qubee sarara jalqabaa keessaa qubee isa

jalqabaatti quba kee qabi. Erga fakkeenya kennitee booda, sarara jalqabaarra quba kee assii fi

achi deemsisuun agarsiisi]. Yoo qubee hin beeknetti dhufte, ani sittan hima. Ta'uu baannaan

calliseen si dhageeffadha. Oophooftee? Jalaabi.

① *Yommuu daa'imni qubee jalqabaa dubbisu, sa'aatii yeroo saffiru kaasi. Qubeessaa kee qabadhuutti, qubee dogoggorame sirriitti mura'aa irra dibuun mirkaneessi. Of-sirreessa daa'imichaas akka sirriitti lakkaa'i. Isa daa'imni of-sirreessa akka sirrii hin taanetti fudhateetta yoo ta'e, qubee sanatti mariitii itti fufi. Yoo deebii akka armaan gadiitti kenne malee callisitiiti turi: yoo daa'imichi sakandii 3f mamee ture, maqaa qubee sanaa itti himi; qubee isatti aanutti quba kee qabiitii "maaloo itti fufi" jedhi. Qubee dogoggoradha jettee barataatti hintutti mallattoo godhadhu. Yoo daa'imni maqaa qubee irra sagalee qubee sanaa sitti hima, maqaa qubee sanaa itti himiitii ["Maaloo sagalee qubee sanaa natti himi"] jedhi. Yeroo shaakalaa yaaliin akkasii tarii kan kennamu al-tokko qofaa dha.*

SEKONDII 60 BOODA, "dhaabi" jedhi. Qubee dhumarra dubbifame irra mallattoo hammattuu kaa'i (j).

Seera durraanii dhaabsisuu: Yoo daa'imni deebii sirrii sarara duraa irratti tokkollee hin kennine ta'e, "Galatoomi!" jedhiitii shaakala kana dhaabi. Sanduuqa xijyoo gara gadii jiru mirkaneeffadhuutti shaakala itti aanutti darbi.

Fakkeenya: A t L

i	m	v	l	h	s	R	a	u	h	(10)
ny	a	H	x	s	u	dh	m	B	ts	(20)
J	n	ph	A	i	c	N	ny	l	j	(30)
i	T	f	i	sh	q	x	K	n	i	(40)
e	u	y	p	I	o	a	U	b	u	(50)
O	e	a	r	ph	sh	T	b	a	E	(60)
Y	D	i	d	t	z	ch	W	n	c	(70)
T	a	G	w	dh	a	e	o	e	i	(80)
f	P	m	d	n	r	S	k	a	k	(90)
g	i	n	g	e	o	Q	a	f	ch	(100)

Yeroo shaakalli raawwatu sa'aatii hafte (baay'ina sekondiiitiin)

Tarii gilgalli kun sababii daa'imni sun deebii sirrii tarree jalqabaa irratti waan hin kenniniif addaan citeera yoo ta'e, sanduuqa kanaan mirkaneeffadhu.

Yaalii gaarii! Birkii itti aanutti haadabarru.

Birkii 2. Sagalee dhumaa Addaan Baafachuu

Kun shaakala yeroo kenname keessatti hojjetamuufi bartaafis kan shiitidhaan kenamu miti. Tokkoo tokkoo jechaa sagalee kee ol kaasiitii si'a lama lama dubbisi. Barataanis jechootuma kana akka sagaleessu taasisi. Sagaleeleen qulqullinaan dubbifamuu ykn. sagaleeffamuu qabu: "mudaa" malee "mutaa" miti.

Kuni shaakala dhaggeeffachuuti. Sagalee qubee dhumaa kan jecha tokko tokkoo akka natti himtun barbaada. Fakkeenyaaf, jecha **furuu** jedhuuf sagaleen dhumaa " |uu|" dha. Shaakala kana keessatti sagalee dhumaa jechootaa tokko tokkoon akka natti himtun barbaada. Si'a laman jechoota kanneen irra deebi'een waama. Jechicha dhaggeeffadhuutii sagalee dhumaa jechichaa natti himi.

Mee haashaakallu: sagaleen dhumaa jecha "tole" jedhuu maali? "e."

- Yoo daa'imni sirriitti deebise, baay'ee gaarii dha jedhi. Sagaleen dhumaa kan "tole" |e|, dha jedhi.
- Yoo daa'imni sirriitti hin deebifne ta'e ammas dhaggeeffadhu |e|, dha jedhi. Sagaleen qubee dhuma mukaa /e/dha.

Amma immoo mee gara biraa haa yaallu. Sagaleen dhumaa "Calii" keessatti argamuu maali?

- Yoo daa'imni sirriitti deebise, baay'ee gaarii dha jedhi. Sagaleen dhumaa kan "Calii" |ii|, dha jedhi.
- Yoo daa'imni sirriitti hin deebifne ta'e, ammas dhaggeeffadhu. Sagaleen qubee dhumaa "Calii" |ii| dha jedhi.

Anumas itti fufiitii jecha xiyyeeffannoo kana irra deebi'ii yeroo lammaffaaf sagaleessi. Sagalee adda ta'e akka sirrii ta'etti qofaatti fudhadhu. Yoo daa'imni sekondii 3 booda deebii kennuu baate, deebiin hin jiru jedhii galmeessiitii isattaanutti darbi. Sirriitti sagaleessi malee haala barbaadamuu oliitti sagalee qubee jalqaba jechaa irratti akka malee xiyyeeffannoo kennuu hin barbaachisu.

Seera dursanii dhaabsisuu: yoo daa'imni deebii dogoggoraa jechoota shanan jalqabaaf kenneera ta'e, "galatoomi" jedhiitii shaakalicha dhaabi. Itti aansuun sanduuga gajjalaa fuula kanaa irra jiru mirkaneessiitii shaakala itti aanutti darbi.

Sagaleen dhumaa maali? "_____"? "_____"? Sagalee jechichaa si'a lama irra deebi'ii dubbisi.						
Lammii	/ii/	<input type="radio"/> sirrii	<input type="radio"/> dogoggora	<input type="radio"/> hin beeku	<input type="radio"/> deebii hinqabu	Jechoota 5
Kaloo	/ool/	<input type="radio"/> sirrii	<input type="radio"/> dogoggora	<input type="radio"/> hin beeku	<input type="radio"/> deebii hinqabu	
Biyya	/aal/	<input type="radio"/> sirrii	<input type="radio"/> dogoggora	<input type="radio"/> hin beeku	<input type="radio"/> deebii hinqabu	
Lubbuu	/uul/	<input type="radio"/> sirrii	<input type="radio"/> dogoggora	<input type="radio"/> hin beeku	<input type="radio"/> deebii hinqabu	
Eelee	/eel/	<input type="radio"/> sirrii	<input type="radio"/> dogoggora	<input type="radio"/> hin beeku	<input type="radio"/> deebii hinqabu	
Afuura	/aal/	<input type="radio"/> sirrii	<input type="radio"/> dogoggora	<input type="radio"/> hin beeku	<input type="radio"/> deebii hinqabu	
Fidi	/ii/	<input type="radio"/> sirrii	<input type="radio"/> dogoggora	<input type="radio"/> hin beeku	<input type="radio"/> deebii hinqabu	
Jala	/aal/	<input type="radio"/> sirrii	<input type="radio"/> dogoggora	<input type="radio"/> hin beeku	<input type="radio"/> deebii hinqabu	
Sammuu	/uul/	<input type="radio"/> sirrii	<input type="radio"/> dogoggora	<input type="radio"/> hin beeku	<input type="radio"/> deebii hinqabu	
Lookoo	/kool/	<input type="radio"/> sirrii	<input type="radio"/> dogoggora	<input type="radio"/> hin beeku	<input type="radio"/> deebii hinqabu	

Sababii barstaan debii sirrii qubee jalqaba jechoota duraaf hin kenniniif yoo gilgaalli addaan citeera ta'e, sanduuga itti aanu irratti mirkaneessi.

Yaala gaarii! Birkii itti aanotti haadabarru.

Birkii 3: Jechoota Beekamoo Dubbisuu

Gabatee jechoota beekamoo barataatti agarsiisiti, akkas jedhi

Jechoonni beekamoon hanga tokko kunoo ti. Mee jechoota hanga dandeessu dubbisi. (Jechoota kana qubeessuu hinqabdu, dubbisuu malee).

Fakkeenyaaf, jechi kun "sangaa" dha.

Mee haashaakallu: Maaloo jecha kana dubbisi [jecha "lama" jedhutti quba qabi].

- Yoo daa'imni sirriitti deebiseera ta'e, gaarii dha jedhiitti jechi kun "lama" jedhi.
- Yoo daa'imni sirriitti hindeebisne ta'e, jechi kun "lama" jedhi.

Mee amma immoo kan biraa yaali maaloo, [jecha "sibiila" jedhutti quba qabi]

- Yoo daa'imni sirriitti deebiseera ta'e, gaarii dha jedhi. Jechi kun "sibiila" dha jedhi.
- Yoo daa'imni sirriitti hindeebisne ta'e, jechi kun "sibiila" dha jedhi.

Yommuu ani jalqabi siin jedhu, jechoota kanneen saffisaafi ofeeggannoon hang dandeessu dubbisi. Sarara jalqabarraa kaasiitti dalga dubbisi. Ani calliseetuman sidhaggeeffadha; [yoo gargaarsa sibaaraachisa ta'e malee]. Maal hojjechuuf akka deemtu hubatee? Qophoofta? Jalqabi.

Yommuu daa'imni jecha jalqabaa dubbisu, sa'aatii yeroo saftu kaasi. Qubeessaa kee qabadhuutti, qubee dogoggorame sirriitti muraq irra dibuun mirkaneessi. Of-sirreessa daa'imichaas akka sirriitti lakkaa'i. Isa daa'imni of-sirreessa akka sirrii hin taanetti fudhateetta yoo ta'e, qubee sanatti mariitti itti fuji. Yoo deebii akka armaan gadiitti kenne malee callisiitti turi: yoo daa'imichi sakandii 3f mamee ture, jecha sanadubbisiifi; jecha itti aanutti quba kee qabiitti "maaloo itti fuji" jedhi. Jecha dogoggoradha jettee barataatti himutti mallattoo godhadhu.

SEKONDII 60 BOODA, "dhaabi" jedhi. Jecha dhumarra dubbifame irra mallattoo hammatuu kaa'i (J).

Seera duranii dhaabisuu: Yoo daa'imni deebii sirrii sarara duraa irratti tokkollee hin kennine ta'e, "Galatoomi!" jedhiitti shaakala kana dhaabi. Sanduuqa xijyoo gara gadii jiru mirkaneeffadhuutti shaakala itti aanutti darbi.

Fakkeenya: sangaa lama sibiila

jedhee	dammi	soba	naannoo	maaliif	5
xalayaa	kan	isaan	obbo	maal	10
qabuu	yoo	jiru	barannoo	isaa	15
ija	jedhe	akka	waan	yeroo	20
osoo	ni	kana	gadi	gilgaala	25
nama	keessaa	irraa	tokko	dubbisi	30
kana	hin	haadha	bakka	ishee	35
nyaata	mana	hima	deebisi	keenya	40
jecha	nama	fi	ta'e	barsiisaa	45
leenca	ilkaan	arma	gaara	keessa	50

Yeroo shaakalli raawwatu sa'aatii hafte (baay'ina sekondiitiin)

Tarii gilgalli kun sababii daa'imni sun deebii sirrii tarree jalqabaa irratti waan hin kenniniif addaan citeera yoo ta'e, sanduuqa kanaan mirkaneeffadhu.

Yaalii gaarii! Birkii itti aanutti haaqabarru.



Birkii 4. Jechoota Uumaman Dubbisuu

Gabatee jechootaa keessatti jechoota uumaman barattootatti agarsiisi.

Jechoonni armaan gadii jechoota uumamani dha. Hanga dandeessu akka dubbistun sigaafadha. Jechoota kanneen akka qubeessitu hinbarbaachisu, dubbisuu malee. Fakkeenyaaf, jechi "kadu" jedhu kun kan uumame dha.

Mee haashaakallu: Maaloo jecha kana dubbisi [jecha muunoo jedhutti quba qabi].

- Yoo daa'imni 'munoo' jedhe, baay'ee gaarii dha; "munoo" jedhi.
- Yoo daa'imni sirriitti jechuu baate, jechi uumame kun "munoo" jedhama jedhi.

Mee ammas kan biraa yaali. Maaloo jecha kana dubbisi. [jechicha itti aanutti quba qabi: gapii]

- Yoo daa'imnichi "gapii" jedhe, baay'ee gaarii dha jedhitii, jechi kun "gapii" jedhama jedhi.
- Yoo daa'imni sirriitti "gapii" jedhee hin deebisne ta'e, jechi uumame kun "gapii" jedhama jedhi.

Yommuu ani jalqabi siin jedhu, jechoota kanneen saffisaafi ofeeggannoon hang dandeessu dubbisi. Sarara jalqabarraa kaasiitii jechoota fuula sanarra jiran dubbisi. Ani calliseetuman sidhaggeeffadha; [yoo gargaarsa sibaarbaachisa ta'e malee]. Maal hojjechuuf akka deemtu hubattee? Qophooftee? Jalqabi.

① Yommuu daa'imni jecha jalqabaa dubbisu, sa'aatii yeroo saftuu kaasi. Qubeessaa kee qabadhuutii, qubee dogoggorame sirriitti muraa irra dibuun mirkaneessi. Of-sirreessa daa'imichaas akka sirriitti lakkaa'i. Isa daa'imni of-sirreesse akka sirrii hin taametti fidhatteena yoo ta'e, qubee sanatti mariitii itti fuufi. Yoo deebii akka armaan gadiitti kenne malee callisiitii turi: yoo daa'imnichi sakandii 3f manee tura, jecha sanadubbisiif; jecha itti aanutti quba kee qabiitii "maaloo itti fuufi" jedhi. Jecha dogoggoradha jettee barataatti himutti mallattoo godhadhu.

SEKONDII 60 BOODA, "dhaabi" jedhi. Jecha dhumarra dubbifame irra mallattoo hammattuu kaa'i (J).

Seera dursaanii dhaabisuu: Yoo daa'imni deebii sirrii sarara duraa irratti tokkollee hin kennine ta'e, "Galatoomi!" jedhiitii shaakala kana dhaabi. Sandhuuga xiyyoo gara gadii jiru mirkaneeffadhuutii shaakala itti aanutti darbi.

Fakkeenya: kadu munoo gapii

tibu	yiduu	apa	seecoo	dixo	5
gili	bura	leena	jeegu	jiki	10
jamu	feme	caaki	deēju	falo	15
qar	xaame	daani	bukuu	eluka	20
feraa	phooxa	uta	teemu	oobii	25
shunii	qaatii	zumii	niilaa	uko	30
gide	diitoo	hiixa	shin	iga	35
fuudoo	daaphii	leemii	fimaa	darii	40
yamii	xuulii	shaam	nomoo	yinee	45
tikii	betuu	aaguu	gol	giiraa	50

Yeroo shaakalli raawwatu sa'aatii hafe (baay'ina sekondiitiin)
 Tarii giigalli kun sababii daa'imni sun deebii sirrii tarree jalqabaa irratti waan hin kenniniif addaan citeera yoo ta'e, sandhuuga kanaan mirkaneeffadhu.

Yaalii gaarii! Birkii itti aanutti haadabarru.

Birkii 5a. Dubbisa Afaaniffaa Dubbisuu

Barataatti seenaa gabaabaa barreffame agarsiisiti akkas jedhi.

Armaan gaditti seenaa gabaabaan tokko ni argama. Sagalee kee ol kaastee, garuu, of-eeggannoon akka ati dubbistun barbaada. Yommuu xumurtu waa'ee dhimma dubbiste sanaa gaaffilee tokko tokkon sigaafadha. Maal hojjechuuf akka deemtu hubattee? Yommuun ani eegali jedhu, seenicha hanga dandeessu dubbisi. Ani calliseetuman sidhaggeeffadha; yoo ati gargaarsa barbaadda ta'e malee. Qophoofttee? Jalqabi.

① Yommuu daa'imni jecha jalqabaa dubbisu, sa'aatii yeroo saftu kaasi. Qubeessaa kee qabadhuutti, qubee dogoggorame sirriitti mura'a irra dibuun mirkaneessi. Of-sirreessa daa'imichaas akka sirriitti lakkaa'i. Isa daa'imni of-sirreessa akka sirrii hin taanetti fudhatteetta yoo ta'e, qubee sanatti mariitii itti fuufi. Yoo deebii akka armaan gadiitti kenne malee callisiitii turi: yoo daa'imichi sakandii 3f mamee ture, jecha sanadubbisiif: jecha itti aanutti guba kee qabiitii "maaloo itti fuufi" jedhi. Jecha dogoggoradha jettee barataatti himtutti mallattoo godhadhu.

SEKONDII 60 BOODA, "dhaabi" jedhi. Jecha dhumarra dubbiftame irra mallattoo hammattuu kaa'i (J). **Seera durasani dhaabisuu:** Yoo daa'imni deebii sirrii sarara duraa irratti tokkollee hin kennine ta'e. "Galatoomi!" jedhiitii shaakala kana dhaabi. Sanduuqa xiyyoo gara gadii jiru mirkaneeffadhuutti shaakala itti aanutti darbi.

Birkii 5b. Hubannoo Dubbisaa

Yeroo sekondiin 60 dhumu ykn. yeroo daa'imichi dubbisicha sekondii 60 dura dubbisee fixu, barreffamicha barataa fuula duraa kaasiitii gaaffii jalqabaa kanaa gadii gaafadhu.

Daa'imichi gaaffii akka deebisu yoo baay'ate sekondii 15 kenni. Deebii barataa galmeessiti, gaaffii itti aanutti tari.

Gaaffilee sarara tokko tokkorraa bahan kan hanga hammattuutti jiraniif eddoo barataan dubbisuu dhaaberraatti argaman dubbisiif.

	Amma seenaa dubbiste keessaa gaaffilee muraasa sigaafadha. Hanga dandeessu deebisuuf yaali.			
	sirrii	dogoggora	Deebii hinqabu	
Maqaan ishee Caaltuu jedhama. Umriin ishee waggaa jaha. Kan jiraattu Adaamaa obboleessa ishee wajjin. Erga Adaamaa dhuftee waggaa tokko. 19	Caaltuun eessa jiraatti? [Adaamaa]			
	Caaltuun eenyu wajjin jiraatti? [obboleessa ishee wajjin]			
Isheen mana barumsaa waan hin galleef, guyyaa guutuu qofaa ishee mana oolti. Ijjoollee wajjin taphattu waan hin qabneef, gammachuun itti hin dhaga'amu ture. 42	Caaltuun guyyaa guutuu eessa oolti? [Mana oolti]			
	Caaltuun maaliif hin gammaddu? [Ijjoollee wajjin taphattu waan hin qabneef, mana barumsaa waan hin galleef.]			
Obboleessi ishee haala kana waan hubateef, mana barumsaa bara dhufu ishee galchuuf waadaa galeeraafi. Kanaaf, amma baay'ee gammadde jirti. 61	Caaltuun yoom mana barumsaa galti? [Bara dhufu; waggaa dhufu]			
	Caaltuun yoo mana barumsaa galtee maatu itti dhagahamu danda'a sitti fakkaata? [Gammachuu]			

Yeroo shaakalli raawwatu sa'aatii hafte (baay'ina sekondiitiin)
 Tarii gilgalli kun sababii daa'imni sun deebii sirrii tarree jalqabaa irratti waan hin kenniniif addaan citeera yoo ta'e, sanduuqakanaan mirkaneeffadhu.

Yaalii gaarii! Birkii itti aanutti haadabarru.



Birkii 6. Hubannoon Caqasuu

Kun giigaala yeroon kennameeffi dalagamuun miti; sababnisaa, waraqaan shaakala waan hin jirreefi. Dubbisa armaan gadii sagalee olkaasuufi suutaan daa'imaaf ai tokko qofa dubbisi (jecha tokko sokondii tokkotti). Sanaan booda, tokkoo tokkoo gaaffiiif sokondii 15 kenniiif). Akkasii jedhi:

Amma seenaa tokko sagalee ol kaasee altokko qofaa siif dubbisuufan jedha. Achiin booda, gaaffilee muraasan sigaafadha. Hanga dandeessetti sirriitti caqasuun gaaffilee kana deebisi. Amma maal gochuuf akka jirtu hubattee?

Haati Dhaabaa ilma ishee akka ashaboo bituuf gabaatti ergite. Garuu karaa irratti qarshiin jalaa bade. Utuu karaarra taa'ee boohuu, eessumnisaa itti dhufee, “Maaliif boossa ?” jedhee gaafate. Qarshiin najalaa bade jedhee itti himnaan, eessumni isaa ashaboo bitee kenneef.

Haati Dhaabaa maaliif ilma ishee gabaatti ergite?	(ashaboo akka bituuf)	<input type="radio"/> Sirrii	<input type="radio"/> dogoggora	<input type="radio"/> Deebiin hinkennamne
Dhaabaan maaliif booye?	(waan qarshii jalaa badeef; waan gateef)	<input type="radio"/> Sirrii	<input type="radio"/> dogoggora	<input type="radio"/> Deebiin hinkennamne
Eessumni isaa eessatti itti dhufe?	(Karaa irratti)	<input type="radio"/> Sirrii	<input type="radio"/> dogoggora	<input type="radio"/> Deebiin hinkennamne
Eenyutu ashaboo bitee laateef?	(eessumasaa)	<input type="radio"/> Sirrii	<input type="radio"/> dogoggora	<input type="radio"/> Deebiin hinkennamne
Qarshiin yoo Dhaabaa jalaa badu maaltu itti dhagahama jettee yaadda?	(naasuu, gadda, dhiphachuu, kkf.)	<input type="radio"/> Sirrii	<input type="radio"/> dogoggora	<input type="radio"/> Deebiin hinkennamne
Dhaabaaf ashaboon waan bitameef, maaltu isaatti dhagahama jettee yaadda?	(Gammachuutu itti dhagahama jedheen yaada)	<input type="radio"/> Sirrii	<input type="radio"/> dogoggora	<input type="radio"/> Deebiin hinkennamne

Yaahi gaarii! Birkii itti aanutti haadabarra



Birkii 7: Afgaaffii Waa'ee Barattootaa

Akkuma afgaaffiin gaafatamutti daa'imichaaf gaaffii afanii dhiyeessi. Filannoo deebii sagalee ol kaastee hindubbisiin. Hanga daa'imichi deebii sii kennutti eegi. Sanatti aansuum deebii kennamee bakka kennamee jirutti barreessi. Yookaan koodii filannoo deebii barataa wajjin walsimatutti mari. Ajajni addaa hinjiru taanaan, deebii tokko qofatu eeyyamama.

1	Mana jireenyaa fi mana barumsaa keessatti afaanuma tokko dubbattaa?	Waawuu, gara 2ffaatti darbi0 Eeyyee.....1 Hinbeeku/callisuu9
2	[Yoo deebiin kee gaaffii 1ffaa "waawuudha" ta'e], manatti afaan maalii dubbatta? (Tokkoo ol deebisuun danda'ama)	Afaan Amaaraa1 Afaan Oromoo2 Tigriingnaa3 Sidaamaa4 Hararii5 Somalee6 Kan biraa (ibsi).....7 Hinbeeku/callisuu8
	Mana keessan keessaa maal qabdu?	Waawuu Eyyee Hinbeeku Deebii hinqabu
3	Raadiyoonii	0 1 8 9
4	Bilbila sararaa ykn. Moobaayilii	0 1 8 9
5	Elektiriikii	0 1 8 9
6	Televiziyoonaa	0 1 8 9
7	Mana fincaanii	0 1 8 9
8	Biskileetii	0 1 8 9
9	Dogdogqee	0 1 8 9
10	Konkolaataa guddaa/xiqqaa, tiraaktara	0 1 8 9
11	Wami kee beelada qabuu? Yoo deebiin eeyyee ta'e gara lakkoofsa 11atti darbi.	Waawuu0 Eeyyee1 Hinbeeku/deebii hinqabu9
11a	Beelada (qotiyyoo, hoolaa, gaala) meeqa qabu?	-----
12	Manni ati keessa jiraattu bantiinsaa (baaxiinsaa) maalirraa hojjetame?	Biyyoo1 Citaa2 Qorqorroo3 Kan biraa.....4 Hinbeeku/callisuu9
13	Lafti mana ati keessa jiraatuu maali?	Biyyoo1 Taayilsii2 Liishoo3 Hinbeeku/callisuu9
14	Utuu barnoota idilee kutaa tokko hingaliin dura, Dhaabbata barumsaa biraa (oolmaa daa'immanii, mana barumsaa quraanaafi kiristaanaa) galtee beektaa?	Waawuu0 Eeyyee1 Hinbeeku/callisuu9
15	Bara darbe kutaa meeqa turte?	Mana barumsaa hin galle.....0 Kutaa 11 Kutaa 2.....2 Kutaa 33 Hin beeku/Callisuu.....9
16	Bara kana torbaan tokkoo oliif mana barumsaa irraa haftee beektaa?	Waawuu0 Eeyyee1 Hinbeeku/callisuu9
17	Kitaaba Barnoota Afaan Oromoo qabdaa?	Waawuu0 Eeyyee1 Hinbeeku/callisuu9
18	Kan mana barumsaatiin ala, kitaaba, gaazexaa ykn. wanta dubbifamu kan biraa manaa qabdaa?	Waawuu0 Eeyyee1 Hinbeeku/callisuu9



	Yoo deebiin 18 eeyyee ta'e, fakkeenya kenni.	Deebii dirqama barreessuu hin barbaachisu
19	[Yoo deebiin 18 eeyyee ta'e], kitaabileen ykn. meeshaaleen kunniin afaan maaliin barreeffamanii jiru? [Deebii hedduun kennamuu danda'u]	Afaan Amaaraa1 Afaan Oromoo2 Tiginaa3 Sidaamaa4 Hararii5 Somalee6 Afaan Ingilizii7 Kan biraa (ibsi).....8 Hinbeeku/callisuu.....9
20	Eenyutu hojimanee kee hojjechuu irratti irra caala sigargaara?	Homa1 Haadha koo2 Abbaa koo3 Obbolaan koo4 Gargaaraa barsiisaa5 Kan biroo.....6 Hinbeeku/callisuu9
21	Harmeen kee dubbisuufi barreessuu dandeessii?	Waawuu0 Eeyyee1 Hinbeeku/calisuu9
22	Abbaan kee dubbisuufi barreessuu dandahaa?	Waawuu0 Eeyyee1 Hinbeeku/calisuu9
Tole, amma xumurreerra. Hojii gaarii hojjette. Gara kutaa keetti deebi'i. Maaloo isa har'a dalagne immoo eenyuttuu hin himiin.		

Yeroo xumurame _____ : _____

Appendix H. Tigrigna EGRA Tools



ክፍል 1 ፍልጠት ስም ፊደላት

ነቲ/ታ ልዩ ልዩ ክፍል/ታ ስም/ፊደላት ለርእዮ/ዮ። ነዚ ህሰብ በል/ል።

እዚ ስም ፊደላት ትግርኛ ፍጥፍ። እስቲ ከንዲ ዝካለልካ/ካፍ እስግጥም ነገር/ርገ።
 ንእብንት ናይ'ዚ ፊደል ስም ንገርገር/ርገ/ናብ ፊደል ህ እመልክት/ቲ/ 'ህ' እዩ።
እስቲ ንላግመዲ፡ ስም'ዚ ፊደል ንገርገር/ገ (ናብ ፊደል በ እመልክት።)
 እቲ/ታ ልዩ ልዩ ብትኽክል እንተመለሱ/ሳ ዕቡኹ/ዮ በሉ/ሳ። ናይ እዚ ፊደል ስም 'ሞ' እዩ
 እቲ/ታ ልዩ ልዩ ብትኽክል እንተዘይመለሱ ናይ'ዚ ፊደል ስም 'ሞ' እዩ ኣልካ ንገር።
እዚ ደግ ክልእ ንፈትጉ፡ እዚ ፊደል እንታይ ይግለግል? (ናብ ፊደል 'ላ' እመልክት/ቲ)
 • እቲ ልዩ ልዩ ብትኽክል እንተመለሱ ዕቡኹ/ዮ በሉ/ሳ። ናይ'ዚ ፊደል ስም 'ላ' እዩ።
 • እቲ ልዩ ልዩ ብትኽክል እንተዘይመለሱ ናይ'ዚ ፊደል ስም 'ላ' እዩ በል/ል።
እዚ እንታይ ከምትግዚ ተፈላጊካ/ካ?
 • ጀምር እንተብልካ/ኪ ናይቲ ፊደል ስም ብፍተነትን ብተንታኻን ከትዕዎ/ሳ ሊኻ/ኺ። ልዩ በዚ መንገዲ ከትጀምር/ሪ ሊኻ/ኺ። ክውኡ በዚ እንፈት ከትኹል/ላ ሊኻ/ኺ።
 • (ናብቲ ናይ መፈለግ ፊደል እመልክት፡ ክውኡ ብመሰመር ንሂን ብምውራድ ነቲ ፊደልት እመልክት ዘይትፈልግ/ሞ ፊደል) እንትትርክብ/ቢ እነ ከነግርካ/ኪ እዮ። እትፈልግ/ሞ እንተኹይንካ/ኪ ቡኹ ሊካ ከይምግካ/ኪ እዮ። ተገልግቡ/ሩ? ግርም ጀምር/ሪ።

① እቲ/ታ ህገ ናይ መፈለግ ፊደል ምገብ ምጽመር/ት ነቲ መቐገሪ ሰዓት እጀምር/ሪ። ክውኡ ንደገር ብመንገር ዝዕዎ/ሞ/ቲ ሕድሕድ ፊደል ብእርሳስ እናጠቀምካ/ኪ ሰዓብዚ። ንዝተገብሩ ፊደል እንተሎ ኣብ ልዩ ስቲ ፊደል ምልክት ልንገፅ () እምብር/ሪ። በዚ ከይዲ እቲ ልዩ ልዩ ልክትካ/ኪ ንዝገበሩ/ሩ ከም ትኽክል ጌርካ/ኪ ውሰድ/ሪ። ከይት ግና ኔጋ ቀገርካ/ኪ ምልክት ምስገብርካ ልዩ ጌንኡ ፈልጦ እንተኣረገም ኣኹብሎ/ሎቲ ነቲ ልዩ ገሰሰተ ሰከንድ እንተግኑሉ ናይቲ ፊደል ስም ነገርካ ናብ ቀገል ፊደል ምልክት ብምግር ቀፅል/ላ ካብ ምገል ወገእ ምንገር ካብ ምዃራብ ተገብሎ።

ንቲ/ታ ልዩ ትኽክል ኣይኮነን ኣልካ ኣብ ልዩ ዝነገርኩ/ኪ ፊደል ግና በግሉ ምልክት ኔጋ ከትገብር/ሪ ኣለካ/ኪ።
 • 60 ሰከንድ ምስመላገጠሙ ኣብል/ላ ምግል ነቲ ገብብ ጠመወ ኣብሎ/ሳ። ከውኡ ኣብ መወገስታ ነቲ ምገብ ምግል ፊደልት ብእርሳስ ከርኖሶ ኣብርገምልክት እንብር።
 • ሰዓት ቅድሚ ምግል ስጊ ጠመወ ምግል፡ እቲ/ታ ልዩ ኣብ መፈለግ መሰሪ ዘሎ ፊደልት ሞላ ሓይ ብትኽክል እንተዘይገብሩ/ሩ 'የኹንገለይ' ኣልካ/ኪ ዕፍ ገብብ ኣዳርፎ። ኣብ ትልቲ እቲ ሰደጃ ኣብ ዘሎ ሰንፍኹን ምልክት እምብር። ክውኡ ናብ ዝኹል ዕግም ሰገር።

ኣብነት፡ ሀ በ ለ

ከ	ያ	ም	ዞ	ቢ	ፀ	ት	ም	ወ	ሩ	(10)
ቡ	ም	ዩ	ወ	ት	ም	ፈ	ገ	ብ	ዝ	(20)
ም	ግ	ኻ	ብ	ካ	ነ	ሊ	እ	ኡ	ደ	(30)
ተ	የ	ቶ	ን	ይ	ተ	ር	ኸ	ዕ	ን	(40)
ሰ	እ	ጉ	ሉ	ሰ	ኮ	ዕ	ማ	ዓ	ኸ	(50)
ብ	በ	ለ	ሓ	ሳ	ዲ	ሉ	ኸ	ሉ	ታ	(60)
ቲ	ጠ	እ	ባ	ት	ሉ	ቦ	ር	ዝ	ድ	(70)
ሎ	ብ	ይ	ን	ሳ	ከ	ሊ	ና	ን	ኸ	(80)
ራ	ረ	ኸ	ሰ	ሀ	ዘ	ዊ	ይ	ጠ	እ	(90)
ታ	እ	ጠ	ሃ	እ	ዳ	ረ	ሐ	ን	ተ	(100)

እቲ ገብብ እንትዘዘም ኣብቲ መቐገሪ ሰዓት መጠን ዝተረፈ ጊዜ

እቲ/ታ ልዩ ሞላ ሓይ ፊደል ብትኽክል እንተዘየገቡ/ሳ ኣብዚ ሰንፍኹ ምልክት እምብር

ንኡድ ገዕሪ ከትገብር/ሪ ጸጺሕኻ ናብ ዝኹል ክፍል



ክፍለ 2. ናይ መወጻእታ ፈደል ምናባይ

እዚ ንጥፊት ሰዓት ተቃላዚሉ ዝኸደ ላይኮነን :: መልሲ መውሃቢ ቅጥጻ ተምሃራይ እውን የበሉጉ። ሕድሕድ ቃል ከልተ ጊዜ ዓው ላልካ እንብብዎ ተምሃራይ ተኸተሉ ነፋም ፈደላት ይፅራሕ። ዘክር ንኣብነት 'ፅሩይ' እብ ዝብል 'ይ' ከምዘሉ ይገገር።

እዚ ንጥፊት ምናባህ ዩ። ንሰኻ/ኺ መወጻእታ ፈደል እዚ ቃል ክትነግረኒ ይዳሊ ። ንኣብነት 'ዕትር' ኣብ ዝብል ቃል እቲ ናይ መወጻእታ /ፈደል/ /ር/ እዩ ። ኣብዚ ንጥፊት ብተመሳሰሊ ካብ ዘክር መፅኻዮም/ክ ሕድሕድ ቃላት እቲ ናይ መወጻእታ ፈደል ክትነግረኒ ይደሊ ። ሕድሕድ ቃል ከልተ ጊዜ ክንብብልካ/ኺ እየ። ነቲ ቃል ብፅሞኖ ምስ ላዳመፅካ/ኺ ካውሉ እቲ ናይ መወጻእታ ፈደል ንገረኒ ።

- ንሰማሙድ 'ኣንጭዎ' ኣብ ዝብል ቃል እቲ ናይ መወጻእታ /ፈደል/ እንታይዮ።
- [እቲ/ታ ተምሃራይ ብትኽከል እንተመለሱ/ሳ ክምዚ በል። *ብግዕሚ ፅቡኹ'። 'ኣንጭዎ' ኣብ ዝብል ናይ መወጻእታ ፈደል 'ዎ' እዩ።
- እቲ ተምሃራይ ብትኽከል እንተዘይመለሱ ክምዚ በል። ናይ መወጻእታ ፈደል ኣብ 'ኣንጭዎ' ሞ'እዩ።
- እንታይ ክምትዓይ ተረጺኢካ/ዩ; [እቲ/ታ ተምሃራይ ላይተረጸኣንን እንተይሉ/ሳ] ዘክር ካብ ዘይመፅኻዮ እቲ ናይ መወጻእታ ፈደል ንገረኒ/ር። ዝኽከልካዮ ፊትን። ተዳሊኻዩ? ጀምር።

ነቲ = ዘተሓረዩ ቃል ምስ እንብብካ ፈደላት እቲ ቃል ንኻልእይ ጊዜ እንብብ :: ነቲ ዘተፈለዩ ፈደል እንትፅዕኑ ጥራሕ ከም ትኽከል ውሰድ። እቲ/ታ ተምሃራይ/ርት ንሰለስተ ሰከንድ ዝላከል እንተዘይመለሱ/ሳ ምንም ከምዘይመለስ ምልክት ግብርኖ ናብ ዝኻፅል ፈተነ ሰገር= ብትኽከል እንብብ ኮይን ግና እብቲ ናይመፈለምታ ፈደል ዘሉ ሕድሕድ ቃል ዘተፈለዩ እትኩር ላይትግበር።

ሳዓት **መው ላብል ሕጊ**። እቲ/ታ ተምሃራይ/ርት ብትኽከል እንተዘይመለሱን ንተኸታተላቲ 5 ቃላት ምንም ግብር መልሲ እንተዘይሂሱ 'የኻንገላይ' በሉ :: እቲ ንጥፊት እዳርፅ። ኣብ ትሕቲ እቲ ሰይቃ ዘሉ ሳገራኹ ምልክት ብምግባር ናብ ዝኻፅል ንጥፊት ተበክሎ።

እብ — ናይ መወጻእታ ፈደል መገዶ።		ነቲ ቃል ክከልተ ጊዜ ደጊምካ እንብብ		
ፀሓይ	ይ	ዕ ትኽከል	ዕ ንጋ	ዕ መልሲ የሉን
ሓዚ	ዚ	ዕ ትኽከል	ዕ ንጋ	ዕ መልሲ የሉን
ኪድ	ድ	ዕ ትኽከል	ዕ ንጋ	ዕ መልሲ የሉን
ገግሆ	ሆ	ዕ ትኽከል	ዕ ንጋ	ዕ መልሲ የሉን
ጦርሓ	ሓ	ዕ ትኽከል	ዕ ንጋ	ዕ መልሲ የሉን
ከበር	ር	ዕ ትኽከል	ዕ ንጋ	ዕ መልሲ የሉን
ዓተረ	ረ	ዕ ትኽከል	ዕ ንጋ	ዕ መልሲ የሉን
ድሙ	ሙ	ዕ ትኽከል	ዕ ንጋ	ዕ መልሲ የሉን
ሰዓት	ት	ዕ ትኽከል	ዕ ንጋ	ዕ መልሲ የሉን
ሓምሊ	ሊ	ዕ ትኽከል	ዕ ንጋ	ዕ መልሲ የሉን

እቲ ተምሃራይ ንሓሙስተ ተኸታተላቲ ቃላት ምንም ግብር መልሲ እንተዘይሂሱ/ቢ እብዚ ሳገራኹ ላረጋግፅ

ንኡድ ገፅ/ገፅ ናብ ዝኻፅል ፅዩ ንሰገር።



ክፍል 3፡- ንባብ ተዘውተርቲ/ላሙዳት/ ቃላት

እብ ውሽጢ'ቲ መፅሓፍ ዝርከቡ ተዘውተርቲ ቃላት ዘለዎ ገፅ ነቲ/ታ ዕሽል ብምርእይ ነዚ ዝሰዕብ በል/ላ

እብዚ ሓደጎት ቃላት ኣለዎ። በይዛኻ/ኺ ዝኸለልካ/ኸፍ ቃላት እንብብ/ቤ = (ፈደላ እቶም ቃላት ምዕቓዕ ዘይኮነስ ነቶም ፈደላት እተሓሓዝኻ/ኺ ነቶም ቃላት እንብብ/ቤ)። ንእብነት እዚ ቃል "ድሙ" ኢልካ ይገብብ።

ሕራይ ገለግመድ፡ ነዚ ዝሰዕብ ቃል እንብብ ('ሓጉሰ' ናብ ዝበል ቃል እመልክት) እቲ/ታ ዕሽል ብትኸኸል እንተመለሱ ፅቡቕዮ በል። እዚ ቃል 'ሓጉሰ'ዮ።

ብትኸኸል እንተዘይመለሱ እዚ ቃል 'ሓጎሰ' ተገሂሎ'ዮ ዝገበብ በል/ላ።

ሓዚ ደግ ካለእ ክገፍገፍ፡ እሰቲ ነዚ ቃል እንብብ/ቤ ('ደቂሶ' ናብ ዝበል ቃል እመልክት/ቲ)።

ብትኸኸል እንተመለሱ/ላ ፅቡቕዮ በሎ/ላ። እዚ ቃል 'ደቂሶ' ይበሃል።

ብትኸኸል እንተዘይመለሱ እዚ ቃል 'ደቂሶ' ተገሂሎ'ዮ ዝገበብ በል/ላ።

ጀምር/ሪ እንትበልካ/ኺ ዝኸለልካ/ኸ ብቐልጣፊን ብውነን ነዞም ቃላት ክተገብብ/ቤ ኢኻ/ኺ፡ እብቲ ገፅ ዝተውሃቡ ቃላት ካብ መፈለጎም ብምጀግር ንጎኒ እንብብ/ቤ ። ሓገዝ ክሳብ ዘደለዮካ/ኺ እዞን ሱቕ ኢሎ'ዮ ዘደምፀካ/ኺ። እንታይ ክምትሰርሕ/ላ ፈለገካ/ኺ ዶ? ተዳለኻ/ኺ'ዶ? ሕራይ ጀምር/ሪ።

① እቲ/ታ ዕሽል ፈላጊ ቃል ምንባብ ምስ ጀመር/ሪት ሰዓት መቐጻፊ ሓህ፡ ካውኡ ብመገፊር ነቶም ዘገብሩም ሕጽ ሕጽ ቃላት ብእርግጥ እናጠቓቓኻ/ኺ እመልክት/ቲ። እንተተገገዩ ኣብ ልዕሊ ቃል ምልክት ጋድጎም ሕገገፅ (j) እምብር/ሪ። በዚ ክይደ እቲ/ታ ዕሽል ነጠፋ/ቲ ብባሕሩ/ላ ኣሰተኸሊ/ላ ነገረዎም ከም ትኸኸል ብምውሳድ ነቲ ትድገ ከም ኔጋ ወሲድካ ምልክት ሕገገፅ ኣብ ልዕሊ ዝበርካል ብምኽባብ እመልክት። ቀልል።

እቲ/ታ ዕሽል ኣብ ዘገበበሉ እዞን ሓደ ፈደላ ንምንባብ ገሰልሰት ሰከንድ ዝኣከል እንተግቲኡ/ላ (እንጋእ እንጋእ እንጋይል) ነቲ ቃል ሓብርካ/ኺ ናብቲ ዝኸኸል ሕራይ ቀልል/ላ ካብ ምባል ወጻኢ ምንጻይ ኣይትህርብ/ቤ። ሱቕ በል/ላ። ብትኸኸል ክንብብ/ቤት ብወይም ኸለል/ላ ገሰኻ/ኺ ነቲ/ታ ዕሽል ቃል ኔጋ ምዃን ብገልጺ ምልክት ክትገብር/ሪ ኣሎካ/ኺ።

ድሕሪ ፀዕ ሰከንድ ጠመው ኣብል/ላ ብምባል ነቲ ንባብ ኣቋርጥዎ። ካውኡ ኣብ መዓለታ ኣብ ዘገበዎ ቃል ምልክት ሓር ገበር/ሪ።

ሰዓት ትድገ ምእካል ሕጺ ጠመው እብል፡- እቲ/ታ ዕሽል ኣብ መፈለጎም መሰርዕ ኣብ ዝርከቡ ቃላት ዋላ ሓደ ቃል ብትኸኸል እንተዘደገቡ/ቤ/ላ ወይደግ ንናይ መፈለጎም ሓሙሽት ቃላት ምንጻይ መልሲ እንተዘይሂቡ/ላ 'እመስገን' ኢልካ/ኺ ንጉፊት ንባብ ኣቋርጥዎ። ኣብ ውሽጢ ትሕቲ እቲ ሰድጃ ዘሮ ሰንዳቕ ምልክት ኣቐምጥ ካውኡ ናብ ቀገላ ዕግም ተበገስ።

እብነት ድሙ ሓጉሰ ደቂሶ

ቃላት	ክተግ	ንባብ	እውን	ክፍሊ	5
ምስ	ናይ	ግና	ነዞም	እብነት	10
ብመሰረት	ሕርሻ	ድግ	ሰብ	ነቲ	15
ቦታ	ብዙሕ	እኹሎት	ንኸነብር	ዝኸረቡ	20
ምስ	ሓደ	ካብ	መፅሓፍ	ምሉእ	25
ፈደላት	ክልቤ	መዓልቲ	እኸሊ	ሕቶታት	30
ሓርግዝ	ነገር	ምግብ	እቲ	እንታይ	35
መልሲ	ሓደን	እፀ	ሓሳባት	ዝሰዕቡ	40
ኩልኻዕ	ኣብ	መልመዲ	ናብ	ቤት	45
ዝዛ	ዝሰዕቡ	ቀጂሎም	ትምህርቲ	እውን	50

እቲ ንባብ እንትዛዘም ኣብ መቐጻፊ ሰዓት ዝተረፈ እዞን (በዛሓ ሰከንድ) ፀሓፍ/ፈ

እቲ/ታ ዕሽል ኣብ መፈለጎም መሰርዕ ገዘለው ቃላት ብትኸኸል ዘገበቡ/ቲ እንተዘይሃልዩ ኣብዚ ዝተውሃቡ ሰንዳቕ ምልክት ግሰር

ንኡድ ገሕድ ክትገብር/ሪ ፀኢሓካ/ኺ ናብ ዝኸኸል ክፍሊ ንጉፊታት ገበገስ።



ክፍለ 4 ቃላት ምዘ ምዕራሕ

ነቲ/ታ ዕዘል እብ ወሽጢ እቲ ሙዕላፍ ቃላት ምዘ ዝሓዘ ገፅ እርእሻ/ኪ ነዚ ዝሰፀበ በል።

እብዚ ሓደጉ ቃላት ምዘ ተዋሪዖም እለው። በይዛኻ/ኺ ከገዲትኻ/ሎ /ልፍ ቃላት እገብቢ። ፈደል እቲም ቃላት ምዕዞ ዘይኮነስ ነቲም ፈደላት ወዲብካ ቃላት እገብብቢ። ገእብነት እዚ ቃል ንየቀ ተባሂሎ ይገበብ።

እስቲ ገለግውድ ነዚ ዝሰፀበ ቃል እገብብቢ። (ህርቡ ናብ ዝባል ቃል ለመልክት)

- እቲ/ታ ዕዘል በትኽክል እገተመሊሱ/ሳ ዕሱቕ/ዩ በል። እዚ ቃል ንህርቡ እዩ።
- እቲ/ታ ዕዘል በትኽክል እገተዘይመሊሱ/ሳ እዚ ቃል ንህርቡ ዩ በሎ።

ሓዚ ድግ ካለክ ከገዛትን እስቲ ነዚ ቃል/ዚ እገብብ (ጋለሙ ናብ ዝባል ቃል ለመልክት)

- እቲ/ታ ዕዘል በትኽክል እገተመሊሱ/ሳ ዕሱቕ/ዩ በል። እዚ ቃል ንጋለሙ እዩ።
- እቲ/ታ ዕዘል በትኽክል እገተዘይመሊሱ እዚ ቃል ንጋለሙ እዩ በል/ላ።

እስተወፅዕ/ላ ጀምር/ሪ እገትብሃል/ላ ከገዲ ዝኸለልካ/ኸፍ ቃላት ብፍጥነትን ብጥንቃቄን ክተንብብቢ እሻ/ኺ። እብቲ ገፅ ዝተሓበሩ ቃላት ካብ መፈለጎም ብምጅግር ገንድኒ እገብብቢ ሓገዝ ክባብ ዘይደለኻ/ኺ እዋን ቡቕ ሊላዮ ዘድምዕካ/ኺ። እገታይ ክምትሰርሕ/ላ ተረደለኻ/ኺ/ሪ? ተደለኻ/ኺ/ሪ? ጀምር።

ዕለቲ/ታ ዕዘል ነቲ ፈላግይ ቃል ምገብብ ምስ ጀመር/ት ሰዓት ሙዕዞሪ ረእሻ/ኺ እጀምር/ሪ። ካውኡ ብመገፅር ከገብሮም/ቲ ሕድሕድ ቃላት ብእርባስ እናጠቀምኻ/ኺ ሰዓብቢ። በትኽክል ዘገበሮም/ቲ ቃል እገተሃልዩ ብገልጺ ብምልክት ሕገፅ (i) ምልክት እምብር። እብዚ ከይደ እቲ/ታ ዕዘል ወዲፍውን ብገባሊ ርእሱ/ላትኻ/ኺ/ላ ዘገበሮም/ቲ ክምትኽክል ብምውሳድ ነቲ ቅድም ክም ኔጋ ወሲኵካ ምልክት ሕገፅ እብ ልዕሊ ዝበርካሉ ብምኽባብ ኣመልክት።

እቲ/ታ ዕዘል እብ ከገብሮም/ቲ እዋን ሓደ ፈደል ገምገብ ገሰሰሉት ሰከገር ዝኣክል እገተመኛቲ/ላ ነታ ቃል ነገርካ/የ ነቲ ዝሰፀበ ብምሕብር ሕረይ ተፅዕኖ/ላ ካብ ምባል ወዲእ ምንጥ ኣይተህረብቢ። ሱቕ በል/ላ። በትኽክል ክገብብተ ብዘይምኽእል/ላ ገሰኻ/ኺ ነቲ/ታ ዕዘል ዝገርካ/የ ቃል ኔጋ ምኻን ብገልጺ ምልክት ክትብር ኣሎካ።

ፀፀ ሰገር ምስሓብተዎ "ጠጠዎ እብል/ላ" ብምባል ነቲ ገብብ ጠጠዎ እብሎ። ካውኡ እብቲ ዘቋረፀሉ ቃል ምልክት ሓርገ] ኣቕም።

ሰዓት ቅድሚ ምቕቕራ ሕገ ጠጠዎ እብል/ላ። እቲ/ታ ዕዘል እብ መፈለጎም መሰርዕ ካብ ዘለው ቃላት ዋሉ ሓደ ቃል በትኽክል እገተከገቢብዎ። ወይድግ ገፈላምቲ ሓውሽተ ቃላት ምንጥ ሙልሲ እገተዘይረብብ። "እመስገን" ኣልካ ገጥፈት ገብብ እቋርፅ። ኣብ ትሕቲኪ ለደጃ እብ ውሽጥ ዘሎ ሳገዳቕ ምልክት(ነ) ኣቕም። ካውኡ ናብ ዝሰፀበ ገጥፈት ተበጎሰ።

እብነት ነየቀ ህርብ ጋለሙ

በለለ	ሰሰበ	ሰኘኸ	ከበፍ	ሀመለ	5
በጠነ	ፈፀገ	ለጠጠ	መፍረ	ደገኘ	10
ፈጥረ	እበኸ	ቀነጠ	ረነነ	ለፍጠ	15
ጥለበ	ጥጥደ	ጥደጫ	ጫፀገ	ፍነመ	20
ኸረበ	ሐሰጫ	ቕሰበ	ኸብን	ፈፈተ	25
ደደቤ	ቋቋረ	ይጋፀ	ይሳበ	ተተመ	30
ተየደ	ፀመተ	ቀደበ	ርጣመ	ጋዋተ	35
ድቴቤ	ከከነ	ቡቆጣ	ብኮኮ	ይሓፀ	40
ሓርወ	ይራዕ	ገመላ	በበአ	ግረሓ	45
ኒይወ	ኒወይ	ምያን	ዋድዓ	ሓበጫ	50

እቲ ዕዘል ብሙሉኡ እገተተጋጊዩ እብዚ ወሽጢ ሳገዳቕ ምልክት ኣቕም።

እዚ ገብብ እገትዘዘም እብ ሙዕዞሪ ሰዓት ዘተረፈ ጊዜ/ብዝሓ ሰከገድ/

ገሌድ ገፅሪ ክትገብር/ሪ ፀጺሕኻ ናብ ዝቕፅል ክፍል



ክፍል 50 ናይ ቃል ንግብ

ነቲ/ታ ዕድል ኣብ ውሽጢ እቲ ሙሉኡ ዘገብሩ ዛገታ ኣብ ዘለዎ ገፅ ኣርእኺ ከምዘሰፀበ በልሉ።

እዚ ሓገር ዛገታዮ። ንዚ ዛገታ ዓጩ ኣልካሲን ብኸልግረን ኣገብብላይ። ኣገብቢካኪ ምስወጻእኻኪ ሕቶታት ከፋተካኪዮ። እንታይ ክትገብር/ሪ ከም ዘለካኪ ተረጎጻኻኪ? ሕራይ ጀምርሪ እንትበል ዝኸለልካዮ/ክ ዘበላ ነቲ ዛገቲ ኣገብባይ/ሪ። ሓገህ እንተዘይፋቲትካኪ ሱኾ ኣለፕ ዘናምካኪ። ተጻልኻኪ ዶ?

⓪ እቲ/ታ ዕድል ረገሳይ ቃል ምገብ እንትጀምር ሰዓት ሙቓፀሪ ኣጀመር። ካውኡ ብመገፀር ሕጽ ሕጽ ዘገበዎም ታላት ብእርባሳ እናጠቓካኪ ሰዓብ። ብትኸክል ንዘገብ ቃል ኣብ ልዕሊ እቲ ቃል ገልጺ ምልክት ሕገፅ () ኣቐምጥ። በዚ ክይቲ ወጺዖት ባዕሉ/ላ ኣስተኻኺሉ/ላ ዘገበዎ/ኩም ትኸክል ጌርካኪ ውሳኔ/ኑ። ዝኣረመ ምዃን ንምልካት ነቲ ቀጻሎ ሕገፅ ዘገበርካሉ ብምኸባብ ሕመልክት። ኮይን ገን እቲ/ታ ዕድል ኣስተኻኺሉ ኣብ ዘገበሉ/ይት እዋን ሓይ ፈጽል ንምገብ ንሰለሰተ ሰከንጅ ዝኣክል እንተግዲኡ/ላ ነቲ ቃል ነገርካዮ/ክ ነቲ ዝሰፀበ ብምልካት ሕራይ ቀፅል ካብ ምባል ወጺኢ ምንጥ ነገር ኣይተብረብ። ሱኾ በል።

ክፍል 50 እንብባኻ ምርጻጺ

ዘተፈቓደ 80 ሰከንጅ እንተብቅፅ ወይድማ እቲ/ታ ዕድል ነቲ ንባብ ቅድሚያ 80 ሰከንጅ እንተወጸሉ/ላ ነቲ ዘገበብ ካብ ቅድሚያ እቲ/ታ ዕድል ኣልዕሎ/ለዮ። ብምትገል ካብዚ ንታሕቲ ካብ ዘለው ሕቶታት እቶም ፈለግቲ ሕቶታት ሕታት/ቲ።

ነቲ/ታ ዕድል ነቲ ሕቶ ንኸምልሰት እንተብህሉ 15 ሰከንጅ ዕድል ዘበገ። ናይቲ/ታ ዕድል ሙልሲ ኣብ ውሽጢ እቲ ሰደታ ኣብ ትሕቲ ዘተመልከቲ ሙልሲታት ኣብ ሓጺኦም ምልክት ገበር/ሪ። ካውኡ ናብ ቀጻሎ ዕግም ሕለፍ/ሪ።

እታ/ቲ ዕድል ምገብ ብህጹው ዘበለሉ/ት ቦታ ከባብ ዘኩ ምልክት ሓፀር ንዘበገጠ ሕጽገጽ ሙሉጦር ሕቶታት ኣገብብ። ሕጺ ጠህጦ ኣብል ናይ ሙልሲታት ሙሉጦር ብትኸክል እንተዘገቡሉ ቦታ ንባብ ኣሕርፅ ኣመሳጺኻ ናብ ዝኸፈል ሕለፍ ኣብቲ ሳንሊኽ ድግ ምልክት ገበር

	ኣዚ ብዛዕባ ዘገበብካዮ/ክ ዛገታ ሓደገ ሕቶታት ከፋተካኪ እዮ። ነቶም ሕቶታት ክገኛ ዝኸለልካዮ/ክ መጠን ንኸትምልሰሲ ፈትገኒ።		
	ትኸክል	ጌግ	ምላሽ ገለገ
ብርኽቲ ኣብ ገፀር ትግራይ ተወሊዳ። ብትምህርታ ንኸትነፍሶ ኩሉኻዕ ኣዲኣ ይምዕድኣ። ብዓቕጦን ድማ ዘድለዮ የግላኣ ነበራ።	1 ብርኽቲ ኣብይ ተወሊዳ? (ኣብ ገፀር ትግራይ)		
15	2 ብርኽቲ ንኸትመሃር ዝደለ ሙን ነይሩ? (ኣዲኣ)		
ብርኽቲ ሓኪም ናይ ምዃን ድልዮት ነበራ። ሰለዚ ኩሉኻዕ ተፅፎ ነበረት። ንብዙሕ ዓመታት ድማ ቀደሙይቲ እናወፀት ትሸለም ነይራ። ኮይን ግና ኣቦኣ ኣብዘይ ዕድሚኣ ክትምርፖ ኣሕፅይዋ።	3 ድልዮት ብርኽቲ እንታይ ንምዃን ነይሩ? (ኣኪም)		
39	4 ብርኽቲ ኣብ ዩኒቨርሲቲ እንታይ ተግሂራ? (ሕክምና)		
ተጅውሞ ብርኽቲን ሓገዝ ኣዲኣን ስለዝገዘክ ትምህርታ ተፀለት። ከምትምኒታ ዓሰርተ ክልተ ክፍሊ ምስወደኣት ኣብ ዩኒቨርሲቲ ሙቐል ክፍሊ ሕክምና ኣትያ ብዘለዓለ ውፅኢት ተመረቐት።	5 እቲ ሕፀ እንታይ ኮይን ይኸውን? (ሕፀ ፈረሰ ፣ ሕፀይ ይፀበ ኣሉ)		
60			

ብትኸክል ክገብሩ/ት ብዘይምኸለል/ላ ገሱኻ ከምዝኾን ብገፀር ምልክት ክትገብር/ሪ ኣሉካኪ

እዚ ንባብ እንተዘበም ኣብ ሙቓፀሪ ሰዓት ዘተረፈ ኒዜ (በዚሓ ሰከንጅ)

እቲ/ታ ዕድል ኣብ ሙልሲታት ረፍሬ ብትኸክል እንተዘገቡ/ክ ኣብዚ ውሽጢ ሰንገራ ምልክት ገበር/ሪ

ገሱድ ግዕሪ ክትገብር/ሪ ፀጺሕኻ ናብ ዝኸፈል ክፍል



ክፍለ 6 እድሜያዊ ምርጫ

እዚ ንጥፊት ብሰዓት ዝሰየን መልሲ መውሃቢ ወርቓት ዝተጻለዉሉ አይኮነን። ንቲ/ንታ ዕሸል ዓው ኢልካ/ኪ ኣንገላብ ርግእ ኣልካ ኣንብቡል/ላ። / ኣደ ቃል ንኣደ ሰከንድ ዝላክል/። ንኤድኤድ ሕቶ ን 15 ሰከንድ ዝላክል ፍቓድ። በል።

ነዚ ኣገር ዛንታ ኣንገላብ ዓው ኢሉ ከንብቡልካ/ኪ እየ። ካውኡ ሕደት ሕቶታት ክኣተካ ኢየ። ግርም ብፅሞና እጻምፀኒ/ፅ እሞ ነዞም ሕቶታት ትክክል ኢዩ ትብሉ/ልዩ መልሲ ሃብ/ቢ። እንታይ ከምትገብር ተረድኡካ/ኪ ዶ?

ሰመረ ዝበሃል ንፉዕ ተማሃራይ ኔይ። ኣደ ማዓልቲ ንትምህርቲ እንጻኸደ ሚኒቲ ቐርሺ ወዲቐ ረኽቦ። ንማኣዝኡ ምሰገር ድማ ንኣንሸሾ በሎ። ሰመረ ግና በቲ ናይ ማኣዝኡ ዘረባ ከይተታለለ እቲ ገንዘብ ንመምህሩ ኣረከቦ። መምህሩ ድማ ንሰመረ እሞጊሶ እቲ ገንዘብ ንፖሊስ ኣረከቦ።

ሰመረ እንታይ ኢዩ ዝሰርሕ?	ተማሃራይ	ዐ ትክክል	ዐ ኔጋ	ዐ መልሲ የሎን
ሰመረ እንታይ ረኽቡ?	ሚኒቲ ቐርሺ	ዐ ትክክል	ዐ ኔጋ	ዓ. መልሲ የሎን
ማኣዛ ሰመረ ነቲ ገንዘብ እንታይ ንግበሮ ኢሉዎ?	እቲ ሚኒቲ ቐርሺ ንኣንሸሾ በሎ	ዐ ትክክል	ዐ ኔጋ	ዐ መልሲ የሎን
ሰመረ ጠፊኡ ዝረኸቦ ቐርሺ ንመን ሂብዎ?	ንመምህሩ	ዐ ትክክል	ዐ ኔጋ	ዐ መልሲ የሎን
እቲ ተማሃራይ እቲ ገንዘብ ንምንታይ ንመምህሩ ኣረከብዎ?	-መምህሩ ብቐረባ ስለዝረኸቦ -ዘይናትካ ምብላዕ ነውሪ ስልዝኾነ -መምህር ኣላፍነት ስለዘለዎን ናይቲ ገንዘብ ማዓልኡ ስለዝፈልገዎ	ዐ ትክክል	ዐ ኔጋ	ዐ መልሲ የሎን



ክፍለ 7 ዓውላግ ቃል መሰታት ተምሃራይ

እዞም ዝሰዕቡ ስቶታት ከም ቃል መሰታት ጌርካ ነቲ ቆልዓ ስቶታት፡፡ ገመገሞቲ መልሲታት ዓው እላካኪ እይተገብብዮ፡፡ እቲ ተምሃራይ ከሳብ ዘ/ት/ምልሰ ተፀባብ/ይ፡፡ ካውኡ ነቲ ዝሃዕ መልሲ እብቲ ዘተወሃበ ክፍቲ ቦታ ፀሓፍ/ፈ፡ ወይ ደግ ነቲ ምስ መልሲ ተምሃራይ/ይት ዝሰግግሶ መግረጺ ኮድ መልሲ ክበባ/ብዮ፡፡ ዘተፈለፍ መምርሒ ከሳብ ዘይተወሃበ ሓደ መልሲ ተራሕዮ ዝፍቀድ፡፡

1	እብ ቤት ትምህርትን እብ ገዛኻን ትዛረቦ ቋንቋ ሓደ ዓይነት ድዩ?	እይፋል፡0 እው.....1 እይፈልጥ/ምልሻ ዮሎን.....9
2	እብ ገዛ ትዛረቦ ቋንቋ እንታይዮ? (ካብ ሓደ ንላዕሊ መልሲታት ይፍቀድዮ)	ትግርኛ1 እምሓርኛ.....2 እርምኛ.....3 እርብ.....4 ኮናማ5 ካምብኛ6 ካለእ እንተሃልዩ ይገለፅ.....7 እይፈልጥ/ምልሻ ዮሎን9
እብ ገዛኻ/ኪ አሎካ/ኪ'ዶ		እይፋል እው እይፈልጦን ምልሻ ዮሎን
3	ፊደፕ	0 1 8 9
4	ስልኪ ወይ ደግ ሞገይል	0 1 8 9
5	መብራህቲ	0 1 8 9
6	ቴሌቪዥን	0 1 8 9
7	ሸንቲ ቤት /ሸምቕ	0 1 8 9
8	ብሽክሌታ	0 1 8 9
9	ፕተር ሳይክል	0 1 8 9
10	ናይ ገዛ መኪና፡ ናይ ፅዕነተ መኪና፡ ትራክተር	0 1 8 9
11	ወለደኻ ተሪት እለወለም ለ? ዝተሞሃበ መልሲ እው እንተሸይጉ ናብ ቆሕሪ 11ሀ ኪድ	እይፋል፡0 እው.....1 እይፈልጥ/ምልሻ ዮሎን.....9
11ሀ	ክንደይ ተሪት (እቡዑር፡ እባጊዕ፡ እእራግ፡ እጣል፡ ግመል) ስድራኻ እለም?	_____
12	ምድርቤትኩም እንታይ ዓይነት እዩ?	ዊታ.....1 ዕገፀይቲ2 ሰግንቶ.....3 እይፈልጥ/ምልሻ ዮሎን9
13	ግዜ-ም እንታይ ዓይነት ኮርኒስ(ሶሎፍን) እለም	ሀደጥ.....1 ሳዕሪ ቤት.....2 ቆርቆር.....3 እይፈልጥ/ምልሻ ዮሎን9



14	ቅድሚያ ተጽዕኖ ክፍለ ምሥራቅ/ኪ ኣብ ሙዋላላ ሀፃናት ወይድማ ቅድሚያ ሰራሕ ትምህርቲ እንዳ ተሸ/መስጊድ/ሎ እቲ ካ/ኪ ኔርካ/ኪ?	ኣይላተኹን0 እወ1 ኣይፈልጥን/ምላሽ የሎን9
15	ኣብ ዝሓለፈ ዓመት ክንደይ ክፍለ ኔርካ/ኪ?	ቤት ትምህርቲ ኣይላተኹን0 1ይ1 2ይ2 3ይ3 ኣይፈልጥኩን/ምላሽ የሎን9
16	ለብዘበን ካብ ቤት ትምህርቲ ካብ ኣደ ሰሙን ንላዕሊ ተሪፈካ/ኪ/ሎ ትፈልጥ/ጧ?	ኣይተረፍኩን0 እወ1 ኣይፈልጥኩን/ምላሽ የሎን9
17	መምሃሪ መፅሓፍ ወይ ናማ መፅሓፍ ንባብ ኣሎካ/ኪ/ሎ?	የብለይን0 እወ1 ኣይፈልጥኩን/ምላሽ የሎን9
18	ካብ ቤት ትምህርቲ ወፃኢ ኣብ ገዛ ዝንበዩ መፃሕፍቲ፡ ጋዜጣታት ወይ ናማ ካልእት ኣለውኻ/ኪ/ሎ?	የሎን0 እወ1 ኣይፈልጥኩን/ምላሽ የሎን9
	(ንመበል ሕቶ 18 መልሱ "እወ" እንተኾይን) ኣብነታት ጥቀስ/ሲ:	ናይዚ ምላሽ ምምዘጋብ ኣየድልገ::
19	(ንመበል ሕቶ 18 መልሱ "እወ" እንተኾይን) እቶም መፃሕፍቲ ወይ ናማ ፅሑፋት ዝተፅሕፈሉ ቋንቋ እንታይዩ?	ኣምሓርኛ0 ኦርምኛ1 ትግርኛ2 እንግሊዝኛ3 ካለእ ንተኾይን ግለፅ/ሂ4 ኣይፈልጥን/መልሲ የሎን9
20	ኣብ ገዛ ኣብ ምፅናፅ ዝሕፃዘካ/ኪ ሙንዩ?	የለን1 ኣደይ2 ኣቦይ3 ኣወይ/ኣፍተይ4 ካለእ ዘመድ5 ኣጋዚ/ዝተኾፀረ6 ኣይፈልጥን/መልሲ የሎን7
21	ኣዲኻ/ኪ ምንባብን ምፅሓፍን ይኸእሉ/ሎ?	እወ0 ኣይፋል1 ኣይፈልጥን/መልሲ የሎን9
22	ኣቦኻ/ኪ ምንባብን ምፅሓፍን ይኸእሉ/ሎ?	እወ0 ኣይፋል1 ኣይፈልጥን/መልሲ የሎን9
ኣዚ ወዲእና፡፡ ኣዘዩ ፅቡቕ ሰራሕ ኢኻ/ኪ ሰራሕኻ/ኪ፡፡ ናብ ክፍልኻ/ኪ ተመለስ/ሲ፡፡ ሎሚ ኣብዚ ብዛዕባ ዝሰራሕናዩ ነገር ንማንም ተምሃራይ ኣይትዛረቡ/ሲ፡፡		

ዝተወደለሉ ሰዓት _____

Appendix I. Somali EGRA Tools

**Qiimaynta akhriska fasaladii hore ee itoobiya: qaabka jawaabaha ardayda (QABYO)
 isuduwaha tilmaan bixinta iyo habraaca, May 2010**
SOMALI
Tilmaan bixin guud:

Waa muhiin in lala aas aaso ciyaarbadan iyo cilaaqaad degan ilmaha silooqiimeeyo, iyada oo marka hore wada sheekaysi lala yeelanayo waxa ay caruurta xiiseeyaan (eeg tusaalaha hoose). ilmuhu waa inuu gartaa qiimaynta soosocota kudhawaad siciyaar raaxa leh, oo aan ahayn midaan ku habooneyn. waa muhiin in aad akhriso kaliya qaybta sanduuqa kuxidhan adoo sidagan ugu dhawaaqaya oo cad.

Subax wanaagsan. Maqacaygu waa waxaanan kunoolahay . Waxaan jeclahay Inaan shaqsi ahsantayda wax kaaga sheego. (tirada iyo dada caruurta; waxoogaa xayawaanka quryaha lagu dhaqo; ciyaaraha; wmm)

1. waxma ilga sheegi kartaa nafsadaada iyo qoyskiina? [sug Jawaab; haddii ardaygu yahay mid cagafid ah, waydii su aasha 2aad, laakiin hadii ay jeclaystaan u wad hadalada la iskuraaco].

2. maxaad jecelehay in aad samayso marka aadan joogin dugsiiga?

Haddalada la isku raaco

- Aankuu sheego sababta aan xagan ujoogo maanta, waxaan u shaqeyaa wasaarada waxbarashada, waxaanan isku dayaynaa Inaan fahano siday caruurta u fahmaan akhriska.
- Waxaanu jecelehay Inaad naga caawisid halka, laakiin haka qaybgalin haddii aadan rabin.
- Waxaan ciyaari doonaa hal xidhaale, waxaan kuwaydinayaa Inaad akhrisid xarfaha, prayada iyo sheekooyinka gaagaabansi cod sarre ah.
- Anigoo kuu qabanaya saacad, waxaan eegayaa Ina ay kugu qaadato Inaad ku akhrido.
- Kani maaha tijaabo kaamana wax yeelaynayo dhibcahaaga dugsiiga.
- Waxaan sidookale kuwaydin doonaa su'aalo kale oo kusaabsan qoyskiina, sida luuqada ay qoyskiinu ugu isticmaalaan guriga iyo waxyaabaha kale ay qoyskiinu haystaan.
- Ma qoridoono magacaaga sidaa darteed qofna ma ogaan doono in ay tani Jawaabahaaga tahay.
- Mariabaad waa Inaad kaqaybgalin haddii aadan rabin. marka aan bilowno, haddii aadan kajawaabaynayn, waa hagaag.
- Wax su'aalo ah maad ka qabtaa? diyaar ma u tahay Inaad bilowdo?

Hubi sanduuqa haddii hadalad la isku raaco aad heshid: haa

(haddii hadalada la isku raaco aan lahelin u mahad celi ilmaha kadib u gudub ilmaha kale adoo isticmaalaya qaabkan)

B. taariikhda :	Maalinta : _____ bisha : _____
T. magaca diiwaangeliyaha :	
J. magaca dugsiiga :	
X. kiilka :	
KH. dagmada :	
D. wakhtiga dugsiiga :	<input type="radio"/> 1 = maalinta idil <input type="radio"/> 2 = aroorta <input type="radio"/> 3 = galabta
R. fasalada kala duduwan ?	<input type="radio"/> 0 = maya <input type="radio"/> 1 = haa

s. magaca macalinka :	
sh. fasalka:	<input type="radio"/> 2 <input type="radio"/> 3
dh. qaybta	
c. shuruuca ugaarka ardayga:	
g. dada ardayga :	
i. jinsiga ardayga	<input type="radio"/> 1 = wiil <input type="radio"/> 2 = gabadh
q. wakhtiga iabilaabay:	_____ : _____

Qaybta 1. Aqoonta dhawaqa erayada

Tus ilmaha warqad erayo ah buuga ardayga . dhe :

Waakan bog aykabuuxaan erayada xuruufaha soomaali.fadlan iisheeg dhawaqa sida aad badanaa erayada aad ukarto-maaha magacyada erayada ,laakiin dhawaqa.
Tusaale ahaan, dhawaqa xarafkan [wailmaan A] waa "AH" sida "Albaab".
Haynu ku celcelino: iisheeg dhawaqa eraygan [wailmaan x]:
haddii uu ilmuhu sisax ah uga jawaabo,kudhe: wanaagsan, dhawaqa eraygani waa "xxx."
Haddii uu ilmuhu sisax ah uuna uga jawaabin, kudhe: wanaagsan, dhawaqa eraygani waa "xxx."
Hadda isku day mid kale: iisheeg dhawaqa xarafkan [wailmaan L]:
Haddii uu ilmuhu sisax ah uga jawaabo,kudhe: wanaagsan, dhawaqa xarafkaniwaa "LLL."
Haddii uu ilmuhu sisax ah uuna uga jawaabin, kudhe: wanaagsan, dhawaqa xarafkaniwaa "LLL."
Miyaad fahantay waxaadqabanaysid?
Marka aan dhaho "bilooow," fadlan ugu dhawaaq erayada si dhaqso ah oo taxadiran sida aad ukarto. iisheeg dhawaqa xarfaha, adoo xagan kabilaabaya kuna siiwadaya qaabkan. [wailmaan erayga ugu horeeya sisaxan kadib tusaalaha kadibna kujeex fartaada xariijinta ugu horaysa],haddii aad latimaado xaraf aanad dhawaqiisa garanayn, waan kuusheegidoonaa. Haddii kalena, waan aamusayaa kadibna waan kudhagaysan . diyaar? bilooow.



bilooow saacada markuu ilmuhu akhriyo erayga koobaad. Raac qalinqorigaaga sisax ahna ugu calaamadi eraykasta oo khalada (/) tiri kuwaad iskaa usaxday inay sax yihiin,hadaad marhore calaamadisaxarfahaad saxday inay khaladyihiin xarafka goobaab kanasoco.yarasug,lagareebo markaad qaybinaysid jawaabaha sidan soosocota.: haddii ilmuhu kashakiyo saddex daqiiqadood sii dhawaqa xarafka una gudub xarafka kale dhana "fadlan ka soco".calaamadee xarafkaad sikkhalada ugu sheegtay ilmaha". Haddii uu ardaygu kusiiyo magaca xarafka inta uu dhawaaqilaha sii dhawaqa xarafka dhehna.: ["fadlan iisheeg dhawaqa xarafka"]. Tani wuxuu nasiinkaraa oo kaliya wakhtiga layliska.

Kadib lixdan(60) daqiiqadood kudhe, "jooji." Calaamadee xarafka ugu akhriska danbeeya qawuska (/).

Sharciga durba istaajinta: haddii aad sikkhalada uga calaamadaysay dhamaan jawaabaha sadarka koobaad sixidla'aan, dheh"mahadsanid!", jooji layliskan, hubi sanduuqa hoose, una gudub layliska kuxiga.

Example : A x L

	1	2	3	4	5	6	7	8	9	10	
a	B	i	h	Y	aa	u	d	A	a		(10)
y	G	a	L	d	W	aa	a	n	E		(20)
n	U	aa	h	K	a	g	y	S	a		(30)
x	Q	i	k	a	sh	uu	a	aa	d		(40)
B	T	a	A	U	a	k	m	N	m		(50)
ee	L	w	a	F	t	u	O	s	D		(60)
G	y	oo	o	a	ee	J	x	a	L		(70)
dh	oo	L	D	ii	d	i	n	M	a		(80)
h	i	aa	b	h	a	R	S	i	r		(90)
n	a	H	s	c	u	a	r	uu	y		(100)

Wakhtiga hadhay inay saacadu istaagto lana dhameeyo (tiro daqiiqado ah) :

Hubi sanduuqan haddii uu laylisku istaagay maxaa yeelay ilmuhu jawaab sax ah ma una helin sadarka kobad

Dadaal wanaagsan! aan ugudubno qaybta labaad.

2

Qaybta 2. Sheeqida codka ugu danbeeya

Tani maaha laylis wakhti gaaban ah markaa ardayka warqad lamasiyo. Eray kasta laba jeer kor ugudhawaag ardayduna hakaa daba dhawaaqdo. Xusuusnow inaad ugu dhawaaqdo sida saxda ah: /t/, maaha "ruh" or "piay." dheh:

Kaniwaa laylis dhagaysi ah. I waxaan doonayaa inaad iisheegto codka ugu danbeeya eraykasta. Tusaale ahaan, erayga "banana", codka ugu danbeeya waa "/n". Layliskan, waxaan jeclaanlahaa inaad iisheegto codka ugu danbeeya ee aad maqasho eray kasta waxaan dhihi doonaa eraykasta labajeer. Dhagayso erayga kadibna iisheeg codka ugudanbeeya eraygaas.

Balaan ku celcelino. Waa maxay codka ugudanbeeya erayga "nin"? "nin."

[hadduu ilmuhu sisaxa uga jawaabo, kudhe]: wanaagsan, codka ugu danbeeya erayga "nin" waa /nnnnnn/

[hadduu ilmuhu sisaxa uga jawaabin]: marlabaad dhagaso "nin". Codka ugu danbeeya erayga "nin" waa /nnnnnn/.

Hadda aan iskudayno mid kale "ey"? "ey".

[hadduu ilmuhu sisaxa uga jawaabo, ku dheh]: aad uwanaagsan, codka ugu danbeeya erayga "ey" waa /y/.

[hadduu ilmuhu sisaxa uga jawaabin, ku dheh]: marlabaad idhagayso: "ey". Codka ugu danbeeya "ey" waa /y/.

Miyaad fahantay waxaad qabanaysid?

[hadduu ilmuhu yidhaahdo maya, dheh]: xusuusnoow, inaad iisheegto codka ugudanbeeya ee aad maqasho. Iskuday.

Sidagdaga u akhri kadibna kudhawaag eraygaad rabtid marlabaad .aqbal codkakaliya eesaxda ah ee kuugaarka ah hadduuna ilmuhu kajawaabin sadex daqiiqadood kadib kucalaamadi "jawaabmale haddana marlabaad sidagdaga uceli eraykasta.

Sharciya durba istaaminta: haaddii ilmuhu uga jawaabo si khalad ah ama hadduuna kajawaabin shanta eray ee ugu horeeya, kudhe "mahadsanid!". jooji layliskan, hubi sanduuqyada boga dhamaadkiisa ah una gudub layliiska ku xiga.

Waa maxay codka ugu danbeeya " _____ "? " _____ "? [ugu celi erayga laba jeer]					
tax	/x/	<input type="radio"/> sax	<input type="radio"/> khalad	<input type="radio"/> magaranayo	<input type="radio"/> jawaab la'aan
bah	/h/	<input type="radio"/> Sax	<input type="radio"/> Khalad	<input type="radio"/> Magaranayo	<input type="radio"/> jawaab la'aan
hooy	/y/	<input type="radio"/> Sax	<input type="radio"/> Khalad	<input type="radio"/> Magaranayo	<input type="radio"/> jawaab la'aan
Tag	/g/	<input type="radio"/> Sax	<input type="radio"/> Khalad	<input type="radio"/> Magaranayo	<input type="radio"/> jawaab la'aan
lug	/g/	<input type="radio"/> Sax	<input type="radio"/> Khalad	<input type="radio"/> Magaranayo	<input type="radio"/> jawaab la'aan (5 words)
cag	/g/	<input type="radio"/> Sax	<input type="radio"/> Khalad	<input type="radio"/> Magaranayo	<input type="radio"/> jawaab la'aan
af	/f/	<input type="radio"/> Sax	<input type="radio"/> Khalad	<input type="radio"/> Magaranayo	<input type="radio"/> jawaab la'aan
il	/l/	<input type="radio"/> Sax	<input type="radio"/> Khalad	<input type="radio"/> Magaranayo	<input type="radio"/> jawaab la'aan
orod	/d/	<input type="radio"/> Sax	<input type="radio"/> Khalad	<input type="radio"/> Magaranayo	<input type="radio"/> jawaab la'aan
eeg	/g/	<input type="radio"/> Sax	<input type="radio"/> Khalad	<input type="radio"/> Magaranayo	<input type="radio"/> jawaab la'aan

Hubi sanduuqyada haddii aan layliisku joojinay maxaayeelay ilmuhu sisaxa uga jawaaba shantii eray ee ugu horeeyay:

Dadaal wanaagsan! aan ugudubno qaybta labaad.

3

Qaybta 3. Akhrinta erayada layaqaano

Tus ilmaha warqada erayada layaqaano ee buuga ardayga dhiirigaliya, dhe.

Waakuwan waxoogaa eraya ah fadlan akhri erayo badan intaad kartid (hahigaadin erayada, akhri). Tusaale ahaan, eraygan waa: "bisad".
Bal aan ku celcelino: fadlan akhri eraygan [tilmaan erayga "xannuun"]:
 Hadduu ilmuhu uga jawaabo sisax ah, dheh: **wanaagsan, "xannuun."**
 Hadduu ilmuhu uga jawaabin sisax ah dheh: **eraygan waa "xannuun."**
Hadda isku day midkale: fadlan akhri eraygan [tilmaan eraygan "samayn"]:
 Hadduu ilmuhu uga jawaabo sisax ah, dheh: **wanaagsan, eraygan waa "samayn."**
 Hadduu ilmuhu uga jawaabin sisax ah dheh: **eraygan waa "samayn."**
Markaan idhaahdo "bilow," akhri erayada sidagdaga oo taxadarleh intaad kartid. Akhri erayada bogga oodhan kana bilaabmaya tixitaanka koobaad ee xariiqa hoose. Waan aamusi doonaa waanana kudhagaysan ilaa intaad caawimaad ubaahato mooyaane. miyaad fahantaywaxaad qabanaysid? diyaargalw? bilow.

 bilow saacada markuu ilmuhu akhriyo erayga koobaad. Raac qalinqorigaaga sisax ahna ugu calaamadi eraykasta oo khalada (/) tiri kuwaad iskaa usaxday inay sax yihiin, hadaad marhore calaamadisay xarfahaad saxday inay khaladyihiin xarafka goobaab kanasoco. yarasug, lagareebo markaad qaybinaysid jawaabaha sidan soosocota: haddii ilmuhu kashakiyo saddex daqiiqadood sii dhawaqa xarafka una gudub xarafka kale dhana "**fadlan kasoco**". calaamadee xarafkaad sikhilada ugu sheegtay ilmaha". Haddii uu ardaygu kusiiyo magaca xarafka inta uu dhawaaqilaha sii dhawaqa xarafka dhehna: ["**fadlan iisheeg dhawaqa xarafka**"]. Tani wuxuu nasiinkaraa oo kaliya wakhtiga layliska.

Kadib lixdan (60) daqiiqadood kudhe, "jooji." Calaamadee erayga ugu akhriiska danbeeya qawuska (/). **Sharciga durba istaajinta:** haddii aad sikhilada uga calaamadaysay dhamaan jawaabaha sadarka koobaad, dheh "mahadsanid!", jooji layliskan, hubi sanduuqa hoose, una gudub layliska kuxiga.

tusaale: bad xan sun

1	2	3	4	5	
kala	mid	noqota	qor	hal	(5)
socda	hore	ka	sheeg	heesta	(10)
hoos	dadka	macnaha	guud	su'aalahan	(15)
hadalka	fal	waxa	xoolaha	ku	(20)
aad	haddii	erayada	leedahay	duwan	(25)
laba	jawaab	dhex	layli	ama	(30)
badan	leh	tirade	iyo	wada	(35)
kale	maxay	qoran	ninkii	calaamad	(40)
af	fiican	magac	sheegtaa	yahay	(45)
waan	wax	meel	mar	dadka	(50)

Wakhtiga hadhay inay saacadu istaagto lana dhameeyo (tiro daqiiqado ah):

Hubi sanduuqan haddii uu laylisku istaagay maxaa yeelay ilmuhu jawaab sax ah ma una helin sadarka koobad.

Dadaal wanaagsan! aan ugudubno qaybta labaad.

4

Qaybta 4. Erayada lasameeyay

Tus ilmaha warqada erayada la sameeyay ee buuga ardayga dhiirigaliya. dhe,,

Waa kuwan waxoogaa erayo lasameeyay. Waxaan jecelahay inaad akhrisid waxbadan intaad kartid . hahigaadin erayga, laakiin akhri. Tusaale ahaan, eraygan lasameeyay waa: “soo”.

Bal aynu ku celcelino: fadlan akhri eraygan [utilmaan erayga kuxiga: niy].
 [hadduu ardaygu dhaho “niy”, dhe]: “aad uwanaagsan: “niy”
 [hadduuna ardaygu odhan “niy” sisaxa udhe]: eraygan lasameeyay waa “niy.”

Hadda iskuday midkale: fadlan akhri eraygan [utilmaan erayga kuxiga: mug].
 [hadduu ardaygu dhaho “mug”, dhe]: “aad uwanaagsan: “mug”
 [hadduuna ardaygu odhan mug” sisaxa adhe]: eraygan lasameeyay waa “mug.”

Markaan idhaahdo “bilooow,” akhri erayada sidagan oo dagdaga sida aad ukarto. Akhri erayada bogwalba, adookabilaabaya shax walba laynka hoose. Waan aamusidoonaa waanan kudhagaysan, ilaa aad caawimaad ubaahato. Miyaad fahantay waxaad qabanaysid? diyaar? bilooow.

 bilooow saacada markuu ilmuhu akhriyo erayga koobaad. Raac qalinqorigaaga sisax ahna ugu calaamadi eraykasta oo khalada (/) tiri kuwaad iskaa usaxday inay sax yihiin, hadaad marhore calaamadisay xarfahaad saxday inay khaladyihiin xarfka goobaab kanasoco.yarasug, lagareebo markaad qaybinaysid jawaabaha sidan soosocota: haddii ilmuhu kashakiyo saddex daqiiqadood sii dhawaqa xarfka una gudub xarfka kale dhana “fadlan kasoco”.calaamadee xarfkaad sikhilada ugu sheegtay ilmaha”. Haddii uu ardaygu kusiiyo magaca xarfka inta uu dhawaaqilaha sii dhawaqa xarfka dhehna.: [“fadlan iisheeg dhawaqa xarfka”]. Tani wuxuu nasiinkaraa oo kaliya wakhtiga layliska.

Kadib lixdan(60) daqiiqadood kudhe, “jooji.” Calaamadee erayga ugu akhriska danbeeya qawuska (/).
Sharciga durba istaajinta: haddii aad sikhilada uga calaamadaysay dhamaan jawaabaha sadarka koobaad, dheh “mahadsanid!”, jooji layliskan, hubi sanduuqa hoose, una gudub layliska kuxiga.

Example : soo niy mug

1	2	3	4	5	
gal	nab	sad	goy	kim	(5)
hay	Jir	sid	had	jan	(10)
kih	fid	xar	joo	dib	(15)
buu	yab	yir	kad	her	(20)
cum	naj	dab	kal	dah	(25)
faa	lah	dha	miy	can	(30)
mad	maah	fah	mash	xug	(35)
kaa	suu	faj	qab	biy	(40)
qad	darl	far	raac	rix	(45)
san	sii	gab	tii	waj	(50)

Wakhtiga hadhay inay saacadu istaagto lana dhameeyo (tiro daqiiqado ah):

Hubi sanduuqa haddii uu laylisku istaagay maxaa yeelay ilmuhu jawaab sax ah ma una helin sadarka.

Dadaal wanaagsan! aan ugudubno qaybta labaad.

Qaybta 5a. Afka mawduuc akhrinta

Tus ilmaha sheekada buuga ardayga, dheh

Waa tan sheeko gaaban. Waxaan rabaa in aad codsare u akhridid, si dagdaga ah laakiin taxadirleh. Marka aad dhamaysid, waxaan kuwaydiindoonaa waxoogaa suuqa ah oo kusaabsan waxaad akhriday. Miyaad fahantay waxaad qabanaysid? Marka aan dhaho "biloow," akhri sheekadan sida ugu fiican aad u kartid. Waan aamusii doonaa waanan ku dhagaysani, ilaa aad caawimaad iiga baahato mooyee. diyaarmatahay? biloow.



Biloow saacada markuu ilmuhu akhriyo erayga koobaad. Raac qalinqorigaaga sisax ahna ugu calaamadi eraykasta oo khalada (/) tiri kuwaad iskaa usaxday inay sax yihiin, hadaad marhore calaamadisay xarfahaad saxday inay khaladyihiin xarafka goobaab kanasoco. yarasug, lagar eebo markaad qaybinaysid jawaabaha sidan soosocota: haddii ilmuhu kashakiyo saddex daqiiqadood sii dhawaqa xarafka una gudub xarafka kale dhana "fadlan kasoco. calaamadee xarafkaad sikkhalada ugu sheegay ilmaha". Haddii uu ardaygu kusiiyo magaca xarafka inta uu dhawaaqilaha sii dhawaqa xarafka dhehna: ["fadlan iisheeg dhawaqa xarafka"]. Tani wuxuu nasiinkaraa oo kaliya wakhtiga layliska. Kadib lixdan(60) daqiiqadood kudhe, "jooji." Calaamadee erayga ugu akhriiska danbeeya qawuska (/). Sharciga durba istaaginta; haddii aad sikkhalada uga calaamadisay dhamaan jawaabaha sadarka koobaad, dheh "mahadsanid!", jooji layliskan, hubi sanduuqa hoose, una gudub layliska kuxiga.

Qaybta 5b. Fahanka akhriiska

Marka ay lixdan(60) daqiiqo gaadho ama haddii uu ilmuhu ku dhameeyo inkayar lixdan daqiiqo akhrinta mawduuca **kaqaad mawduuca ilmaha hortisa**, waydii su aashakoobaad ee hoose.

Sii ilmaha ugu badnaan shan iyo tobondaqiiqo si'uu uga jawaabo su'aasha, calaamadee jawaabta ilmaha una gudub su'aasha danbe

Akhri su'aalaha laynkasta ilaa qawuska adoo tusaya meesha uu ilmuhu kujoojiyay akhriiska.

		Hadda waxaan idinwaydiin doonaa su'aalo yar oo kusaabsan sheekadii aad hadda akhriday. Iskuday inaad su'aalaha uga jawaabtid sida aadkarto.		
		sax	khalad	Jawaab male
Waxaa jirijiray qoys danyar ah oo ku noolaa meel miyi ah kana koobanaa sadax qof oo kala ah aabo, hooyo, iyo inan yar oo la yiraahdo Faadumo.	27	Qoyska dantayar xagee ayay ku noolaayeen? (miyi, magaalo)		
		Qoyska faadumo imisa ayuu ka koobnaa? (aabo, hooyo, iyo inan yar)		
Qoyska wuxuu lahaa laba neef oo geel ah, awr iyo hal.	38	Xoola hoodu waa imisa? (waxay ahaayeen, hal, iyo awr)		
Maalin baa la waayey inantii iyadoo lafogaatay xoolihii, aabo iyo hooyo way baadi goobeen.	52	Muxuu waalidkeed ka walaacsanaa? (waayitanka lawaayay)		
Kadibna way heleen inantii.	57	Waa ayo qofka lahelay? (inantii, hooyo, aabo)		

Wakhtiga hadhay inay saacadu istaagto lana dhameeyo (tiro daqiiqado ah):

Hubi bogoska haddii laylisku istaagay iyada oonlasixin jawaabaha laynka ugu horeeya.

Dadaal wanaagsan! Han kasocono.



Qaybta 6. Fahanka dhaqaysiga

Kanimaaha laylis wakhti kooban ah,markaa ardayga warqad lama siinkaro. Kor u akhri mawduucan soosocda markaliya, sidagan (halkii eray hal seken). Kadib u'ogoloow su'aalkasta shan iyotobanjeer dhe.

Waxaan kuu akhrindoonaa sheeko gaaban halmar kadibna waxaan kuwaydiini su'aalo. Fadlan sidagan udhagayso kadibna kajawaab su'aalaha sida ugu fiican ee aad kartid . miyaad fahantay waxa aad samaynaysid?

Dacwo ayaa casuuntay habeen Diig si ay u wada casheeyaan, diigii wuu ogalaaday , laakiin wuxuu yiri dadkale noogu yeer, waxay tiri arrimo gaar ah ayaan ka sheekaysanaynaa, markaasuu yiri maalin ka dhig xalaal maalin baa la quutaaye, haddii kale imaan maayo annigu.

Yee casuuntay dawacada?	[diiga]	<input type="radio"/> sax	<input type="radio"/> khalad	<input type="radio"/> jawaab la'aan
Diigii ma ka aqblay casuumadda?	[wuu aqbaly]	<input type="radio"/> sax	<input type="radio"/> Khalad	<input type="radio"/> jawaab la'aan
Maxay u casuuntay?	[si ay uwada sheekaystan]	<input type="radio"/> sax	<input type="radio"/> Khalad	<input type="radio"/> jawaab la'aan
Muxuu u baajiyeey casuumaddii?	[wuu cabsaday]	<input type="radio"/> sax	<input type="radio"/> Khalad	<input type="radio"/> jawaab la'aan
Muxuu ka cabsaday diigu?	[in lacuno]	<input type="radio"/> sax	<input type="radio"/> Khalad	<input type="radio"/> jawaab la'aan

Qaybta 7. Xaalada waraysiga ardayga

odhaah ahaan ku waydii su'aalkasta ardayga siwaraysi ah. Ha u akhriyin doorasiinta ardayga. Sug inuu ka jawaabo ilmuhu, kadib ku qor jawaabtiisa meelaha banaana ee lagusiiyay, ama goobo gali xuruufta dooradhooyinka adiga oo u eegaya ardayga jawaabtiisa. Haddii aanu jirin tilmaame lidku ah, waxaaloo ogolyahay jawaabkaliya.

1	Miyaad ku hadashaa luuqad iskumida marka aad guriga joogto sida aad ugu hadasho marka aad dugsiiga joogto?	Maya 0 haa 1 aangaranayn/jawaab la'aan 9
2	[luuqadeebaad guriga kaga hadashaa? [jawaabo badan ayaala ogolyahay]	amxaariga 1 af oromo 2 tigray 3 Sidaamo 4 Harari 5 Soomaali 6 kuwokale (sheeg): 7 aangaranayn/jawaab la'aan 9
guriqina, miyaad leedihiin:		Maya Haa Aan garanayn Jawaab la'aan
3	Raadiyoo ?	0 1 8 9
4	Telefoon ama mobayl?	0 1 8 9
5	laydh?	0 1 8 9
6	fiidiyoo?	0 1 8 9
7	Suuli ?	0 1 8 9
8	Baaskiil ?	0 1 8 9
9	Mooto ?	0 1 8 9
10	Gaadhi, cagaf, cagaf, gaadhi xamuul ?	0 1 8 9
11	Qoyskiinu xoolo maleeyihiin? Hadii haa tahay, ugudub #11a.	Maya 0 haa 1 aanan garanayn/jawaab la'aan 9
11a	Imisa xoolo ah (lo, ido, riyo, geel) ayuu qoyskiinu leeyahay?	_____
12	Saqaf nooc ee ah ayuu gurigina leeyahay?	Girgid 1 mamar 2 sibidh 3 magaranayo/jawaab la'aan 9
13	Waa nooc ee saxada dhulka ee guriga aad ku nooshahay?	Caro 1 Mudul/aqal somali 2 Biradag/shub 3

		aangaranayn/jawaab la'aan..... 9
14	Dugsi kale miyaa lagugeeyay inta aadan koobaad galin?	Maya 0 haa 1 aangaranayn/jawaab ma'le..... 9
15	fasalkee baad ahayd sanadkii hore?	Dugsi kumaan jirin..... 0 koobaad 1 1 labaad 2 2 sadaxaad 3 3 aangaranayn/jawaab ma'le..... 9
16	Sanadkan miyaad kamaqnayd dugsiiga inkabadan isbuuc/todobaad ?	Maya 0 haa 1 aangaranayn/jawaab la'aan..... 9
17	Miyaad haysataa buugta luuqada ?	Maya 0 haa 1 aangaranayn/jawaab la'aan..... 9
18	Marka lagatago shaqada dugsiiga, miyay jiraan buugaagkale, joornaalo ama waxyaabo kale oo aadku akhrisataa gurigiina?	Maya 0 haa 1 Aangaranayn/jawaab la'an 9
	[haddii aad haatiri su aasha 18aad] fadlan tusaalekabixi.	(muhiim malaha inaad qorto jawaabta)
19	[haddii aad haa tiri su aasha 18aad] luuqadeebay kuqoranyihiin buugtani iyo waxyaalaha kale ? <i>[jawaabo badan ayaa la ogotyahay]</i>	amxaarig 1 luuqada oromada..... 2 Tigray..... 3 Sidaamo.....4 Herari..... 5 Soomaali.....6 ingilish..... 7 kuwokale (kalasoc):.....8 aangaranayn / jawaab la'aan.....9
20	Ayaa badanaa kaacaawiya shaqada guriga?	cidna..... 1 hooyo..... 2 aabo..... 3 walaalahay.....4 qaraabadakale..... 5 macalinka.....6 aangaranayn / jawaab la'aan.....9
21	Hooyadaa wax maqortaa waxna ma akhriyin kartaa?	Maya 0 haa 1 aan garanayn / jawaab la'an..... 9

Appendix J. Sidama EGRA Tools

**Kaimu kifilla Niwaawete Ha'runsa Itiyophyunnita; rosaanote dawaro forme
Biddishshanna Pirotokoole; Dotteessa, 2002 MD**

Sidaamu Afoo

Xaphote Biddishsha:

Niwaawete dandoonsa ha'runsinanni rosaanote ledo mimmitu fiile haa'ranna ruukkoweelo shinqe kalaq'ra hasiissanno. Hattenneno wonshate shollado safote hasaawanna (konni woroanni noo lawishsha lai) qaaqqullu baxanno haariimo horoonsi'ra dandiinanni, Niwaawete dandoo ha'runsa tenne dikaajjado fonqolo gedena boorraso hoo'late hasaawi gede asse heda hasiissanno. Konni woroanni noo saaxinna giddo leeltanno badooshshubba amado qaale gotti assine nabbawa hasiissano.

Keere galtini. Ane Su'miti. heeshsho'yati. Aneta shiima hasaaweemmo'ne. (ooso illote kiiro, ilamansa diro, minu giddo heedhanno saada/danqa, yanna sayisi'rate isiporte,wkl).

1. Kif'ne umi'netanna ayiddi'ne manniita shiima hasaabbinaera dandiitinanni? (dawaronsa agadhi. Rosaanchu gajaajjo afi'riha ikkiro, 2kki xa'mowa sa'e xa'mi. Rosaano hisattenna gajaajjo hoogge qolturo kayinni, qaalu dawaronsa aanchite adhi.

2. Rosu minira dagginnikki barra ma assidhinoomero baxxinanni?

Qaalu Dawaro

- **Techcho kawira abbitue haja kuleemmo'ne. Rosu ministeere ledo loonseemmo loosi hajaati. Hakko loosi rosaano niwaawe assite rosiisi'ranno gara afate wo'naallanni hee'noommo. Konni loosi kaa'lorano ki'ne assine doorri gari kaayyo abbitu garinniiti. Lotoore/hixu fulanno garinni yaate.**
- **Konni loosira ki'ne kaa'lo hasiissanno. Haja tennera kaa'lo assa kayinni baxillunni assitinannita ikkitanno. Gibbiniro agura dandiitinanni yaate.**
- **konni aanchine niwaawete godo'le godo'lineemmo. Fidalla, qaallanna harancho xagge nabbabbinanni gede xa'meemmo'ne. Qaale gotti assitine nabbabbinanni.**
- **Tenne yanna giddono niwaawe ma saate giddo nabbabbine guda dandiitinanni afa dandeeemmo.**
- **Ha'runse afate xa'mo timi fatana rosi'ne miniha riqibhannota di'ikkitino. Baxxitinote yaate.**
- **Qoleno wole xa'mo ayiddi'ne manna la'annota xa'meemmo'ne. Hatte xa'mono coyi'ranno/coyidhanno afii maatironna mini udiinnichcho afidhinola la'anno xa'mooti.**
- **Dawaro qoltinota eweli qollote yee afa dandiinannikki gedeno su'muwan'e dawarote aanche diborreesseemmo.**
- **Qoleno xaano tenne xa'monna dawarote godo'le beeqqa hasidhinannikkiha ikkiro agura dandiitinanni yaate. Xa'mo mittete dawaro aa hoogginiha ikkiro, hattino qarra diafidhanno.**
- **Xa'mitinaera hasidhinanniri no? Dawaro hanafate qixxaabbinnonni?**

Dawaro qolturo konne leeltanno saaxinera malaate wori **Ee**

Qaalu dawaro qola hoogiro rosaancho galatte ka'e wolu rosaanchi wido higge forme albite garinni xa'mi.

A Ha'runsate barra	Barra.....Agana.....	I Rosiisaanchu su'ma	
B Xa'maanchu su'ma		J Roso/kifile	2= 2kki 3= 3kki
C Rosu mine		K Kifilete badooshshe	
D Qoqqowo		L Baxxino malaate rosaanchunniha	
E Worada		M Rossanchu ilamme diro(Kiiro)	
F Fulote/rosu bado Yanna	1=Wo'ma barra 2=Soodo fulota 3=Hawarota	N Rosaanchu kootee(labbaah/meyata ikka)	1= labbaha 2=meyata
G Duucha kifile Rosita?	0=Dee'ni 1=Ee	O Hanafote yanna	_____ : _____

Badoshshe 1. Fidallate Qoonqo Egenno

Rosaanote kakkayishshu maxaafi giddota fidallate soro leellishinsa. Togo yite kuli

Konnini aane sidaamu afii fidalla borreessantino qooli no. Hanni ballo dandilto/ta geeshshi fidallata QOONQO kulle. Difidallate SU'MUWA yaanni noommo. Lawishshaho, fidalcho tenne qoonqo ("A" leellishi) "A"ti. Hanni togoonni rosiishi'no. qoonqo tenne fidalchota kulle. ("V" leellishi). Qaaqqu/qaaqqo taalo dawaro uyturo togo yil; "Dancha dawarooti; tenne fidalcho qoonqo "V il" ti. Dawaro taalo ikkiinokkita uyturo kayinni, togo yite kuli; tenne fidalcho qoonqo "V il" ti. Xaano wole rosiishsha wo'nallo. Tenne fidalcho qoonqo kulle ("L" leellishi). Qaaqqu/qaaqqo taalo dawaro uytuha ikkiro, "dancha dawarooti, tenne fidalcho qoonqo "LLL" ti yil. Qaaqqu/qaaqqo taalo dawaro aa hoogiha/hoogguha ikkiro, tenne fidalcho qoonqo "LLL" ti yite kuli. Konni aanchite ma'assattoro/ma'assattaro afoo? "hanaff" yeemmo woyite, qoonqo fidalchonnita qorophitenna rakke dadhite macciishishi. Fidallate qoonqo konne saffe tenne xaawanni saffe kulle. (lawishsha kulte ka'e haawittote xaawanni umi fidalcho leellishshe angichchokki shiqqi assitanni leellishi). Qoonqose afoottokki/afoottakki fidalchowa marte fulittoro/fulittaro, qoonqose ani kulemmohe. Hakkunni ka'a cuqqi diyeemmo, sammi yee macciisheemmohe. Qixawo? Hanaff.



Yanna kiirtanoo saate rosaanchu/rosaancho umi fidalcho nabbawa hanafanno woyite loossanno assi/kiirtanno assi.angichchokki Masimaru aana irsaasetenni haawiiito shiqqi assitanni so'rantu fidallara seekkite malaatisi togoonni (/malaatisi. Rosaanchu/rosaancho qolte taashshidhino dawaro taalo dawarimma haa'ri. Balaxxe so'rote malaate worootoha ikkiro kayinni, fidalcho qoqqobbe malaatisse wolewa sai. Konne aane noo garinni dawaro aatto woyite ikkinnina hakkuyi ka'a sammi yite agari. Rosaanchu/rosaancho 3 sekonde geeshsha taxi yaannoha ikkiro, taalo qoonqo fidalchonnita kulte wole fidalcho widira sai. "Ballo suffe kuli" yite ka'e fidalchote so'rote malaate worte sai. rosaanchu fidalchote qoonqo kula agure su'mase kulihero, fidalchote qoonqo kulte togo yil; "Ballo fidalchote qoonqo kulle". Togo xawishsha rosiishshu konni giddo mitte hinga calla uyihiro ikkara dandaanna.

60 sekonde gedensaanni "uurisi" yite ka'e, uurisiwa/ qoonqose kuli fidalchota konne malaate (/)wori. **Balaxxe uuriisate wadho** : umi masimari aana wo'manti dawarataalo ikka hooggeenna qolteno taashshi'ra hoogatenni malaatisootoha ikkiro, togo yil; "Galateemmohe" yite ka'e konne rosiishsha uuriisi. Woroomni noo saaxinera malaatisse aane noo rosiishshi wido higge sai.

Lawishsha: A G L

	1	2	3	4	5	6	7	8	9	10	
O	.	y	E	A	S	u	L	T	I	M	(10)
n	.	H	i	u	N	h	n	u	i	E	(20)
d	.	e	O	o	T	L	A	r	J	w	(30)
i	.	p	A	w	M	o	i	T	a	D	(40)
s	.	i	B	o	L	i	a	d	B	a	(50)
n	.	N	a	n	A	K	g	n	i	k	(60)
E	.	i	n	o	S	a	s	E	f	O	(70)
G	.	x	N	s	Q	A	a	o	R	i	(80)
I	.	d	H	n	R	A	a	M	i	c	(90)
h	.	O	a	y	R	e	a	o	N	h	(100)

Keenote saate goofimarchoho leellishshanno yanna gattata (sekondete kiiro).

Tenne saaxinera rosaanchu/rosaancho mitu masimarira no dawaro baalanta aa hoogiro/hoogguro calla malaatisi |
 Dancha wo'naalshati. Aante noote wido hinga rosiishsha loonseeemmo. 2

Badooshshe 2. Qaalu kaimi Qoonqo Bade Afa

Kuni rosiishshi yannate bikka hasi'ramokki rosiishshatina rosaanote uyinanni woraqati nookkiho. Mitto mitto qaale qaalekki gotti assite lame higge dadhite ka'e rosaano kaimu qoonqo badde kultanno gede assi. Lawishshu gede, "xaare" yaanno qaali giddo /x/ qoonqo no. /g/ woyi /s/ yinannikkita wodana assi. Togo yii:

Kuni wodana asse macciishshate rosiishshati. Qaallate kaimu qoonqo kultinaera hasi'reemmo. Lawishshaho /gotti/ qaalira kaimu qoonqo /g/ ti. Konni rosiishshira kaimu qoonqo qaallanniti maatiro niwaawe macciishshatine ka'ine dawaro qoltinanni. Mitto qaale lame higge woshsheemmo woyi dadheemmo. Seekkitine macciishshatine mittu – mittu qaali kaimira/safora noo qoonqo baddine kulle'e.
Hanni wo'naallo: lawishsha; "bikka" giddo kaimu qoonqo maati?
Rosaanchu taalo dawaro uyiha ikkiro, "dancha dawarooti", kaimu qoonqo "bikka" giddoti /b/ ti yii. Rosaanchu taalo dawaro aa hoogiro, xaano "bbikka" ra kaimu/safote qoonqo /b/ ti yii.
Xa konninni sunfe wole wo'naallo. "dayi" giddo kaimu qoonqo maati?
Rosaanchu taalo dawaro uyiha ikkiro, "dancha dawarooti. "dayi" ra kaimu qoonqo /d/ ti yite aguri. Rosaanchu taalo dawaro aa hoogiro, xaano macciishi "dayi" kaimi qoonqo /d/ ti yite kuli.
Aanchite assa hasiissannohera afoo?
Rosaanchu diafoommo yiuro, wodana assite macciishatto qaali giddota kaimu qoonqo kuli yii. Jawaata gede assite wo'naali yii.

Safote kakkayishshu niwaawe nabbabbe ka'e xa'mote hexxo assini qaale lame marro qolte dadhite macciishsiishi. Taalo dawarooti yite haa'rattohu baxxi'ino qoonqo qaaluu hakkonni kaimite callate. Diqarqaru qoonquwa ganbooshsheeti. Rosaanchu sase(3) sekonde giddo dawaro aa hoogiro, "dawaro dino" yite malaatisse ka'e aane noo kakkayishsha nabbawi. Xawaabba gede assite maccishiishi. Kayinnilla kaimu qoonquwa qaallannita dannimale naggi assite macciishsiishooti.

Rosiishshu xa'mo anga aana uurrisate wodho: Rosaanchu aantete dagganno qaalla ontete dawaro aa hoogiro woyi taalo ikkitinokki dawaro uyiha ikkiro, "Galateemmohe", rosiishsha konne hakko uurrisse konni woroonni higge leeltanno saaxinera malaatisi; qolteno aane daanno rosiishsha loosi.

Kaimu qoonqo		giddoti maati?		giddoti maati? (lame marro qolte kuli)	
Naanno	/n/	<input type="radio"/> Taalo	<input type="radio"/> So'ro	<input type="radio"/> Diafoommo	<input type="radio"/> Dawaro dino
Sajjoo	/s/	<input type="radio"/> Taalo	<input type="radio"/> So'ro	<input type="radio"/> Diafoommo	<input type="radio"/> Dawaro dino
Xallo	/x/	<input type="radio"/> Taalo	<input type="radio"/> So'ro	<input type="radio"/> Diafoommo	<input type="radio"/> Dawaro dino
Banqo	/B/	<input type="radio"/> Taalo	<input type="radio"/> So'ro	<input type="radio"/> Diafoommo	<input type="radio"/> Dawaro dino
Jaddo	/J/	<input type="radio"/> Taalo	<input type="radio"/> So'ro	<input type="radio"/> Diafoommo	<input type="radio"/> Dawaro dino
Dodi	/D/	<input type="radio"/> Taalo	<input type="radio"/> So'ro	<input type="radio"/> Diafoommo	<input type="radio"/> Dawaro dino
Lai	/L/	<input type="radio"/> Taalo	<input type="radio"/> So'ro	<input type="radio"/> Diafoommo	<input type="radio"/> Dawaro dino
Midaano	/M/	<input type="radio"/> Taalo	<input type="radio"/> So'ro	<input type="radio"/> Diafoommo	<input type="radio"/> Dawaro dino
Hanni	/h/	<input type="radio"/> Taalo	<input type="radio"/> So'ro	<input type="radio"/> Diafoommo	<input type="radio"/> Dawaro dino
Luki	/L/	<input type="radio"/> Taalo	<input type="radio"/> So'ro	<input type="radio"/> Diafoommo	<input type="radio"/> Dawaro dino

(5 words)

Rosaanchu aantete dagganno qaalla ontete dawaro qola hoogiro, saaxine tennera malaate wori:

Dancha wo'naalshati. Aante noote wido hinga rosiishsha loonseemmo.

3

Badooshe 3. Anfooni Qaalla Nabbawa.

Rosanote affino qaalla soro kakkayishshu maxaaffa giddota leellishi. Togo yii:

Konne shilma qaalla no. Hanni ballo dandilto/dandiitta geeshshita nabbawi (fidalla kiirtooti, nabbawi). Lawishsha: ko qaali "roso" ti.
Hanni rosishi'no: ballo konne qaale nabbawi /basu/ leellishi.
Qaaqqu/qaaqqo taalo gede assite nabbabburo, "Danchate, ko qaali /basu/ ti yil.
Qaaqqu/qaaqqo taalo gede assite nabbawa hoogguro, "ko qaali /basu/" ti yil.
Xa wole wo'naali: ' konne qaale nabbaw' (/daga/ leellishi).
Qaaqqu/qaaqqo taalo dawaro uyituro, "danchate" yil.
Taalo dawaro aa hoogguro, "koni qaali /daga/" ti yil.
"Hanafi" yeemmo woyite dandiitto geeshsha rakkenna qorophite nabbawi. Qaalla haawiltote masimari taalinni nabbawi. Umi masimarinni saffe nabbawi. Ani cuqqi yuummokka maccishemmohe. Xa'matto/xa'mattaeri hee'ra hoogiro yaate. Ma'assattoro/ma'assattaro afoo? Qitxaabbe noo? Nabbawa Hanafi.



Yannate bikka saate qaaqqu umi qaale nabbawa safinte gedeenni ka'anna/loossanno gede assi. Irsaasetenni xaawa nabbawannota ha'runsianni so'ratenni nabbabbu qaallara (f) malaate wori. Rosaancho/rosaancho uminsa qolte taashshite nabbabbu qaalla kayinni, taalo niwaawimma hedde malaatisi. Balaxxe kayinni qaaleho so'rote malaate woroottoha ikkiro, aanaanni qolte qaale malaatinni qunqunte leellishshe aguri. Rosaanchoho konni woroonni leellanno garinni dawaro aatto woyite ikkinni wole woyite cuqqi yittokkinni agaratto. Rosaancho cuqqo giwe/dawaro qolikkinni sase sekonde geeshsha iilliro, taalo niwaawe hakko qaallita kulte ka'e aane noo qaale leellishshe togo yii: "ballo suffe nabbawi". Taashshite kulito qaalirano so'rote malaate wori.
60 sekonde gedensaanni; "jeefi" woyi "uurisi" yite jeeftote qaali hakkonnira konne malaate(l) wori.
Anga aana uurisate wodho: kaimu xuruuri woyi masimari aani qaalla baalante so'rote malaatta woroottoha ikkiro, togo yii; "Galateemmohe". Saaxine aante nootera malaatisse ka'e suffe rosiishsha aane noohu widira higi.

Lawishsha : baga jawa xintammo

1	2	3	4	5	
mayira	afidhino	aante	wayi	coyi	(5)
layinki	gede	seeda	woroonni	wote	(10)
garinni	tenne	uduunne	umi	yitanno	(15)
yee	manchu	qaalla	rosiishsha	yine	(20)
yanna	sayikki	qoli	yinanni	qoonqo	(25)
dawaro	yaanno	saada	lowo	fidalla	(30)
fooliishsho	ma	shiqqino	kayinni	ledo	(35)
hasiissanno	kiifilete	borreessi	noo	xawisi	(40)
geeshsha	mine	giddo	konni	daraaro	(45)
minira	niwaawete	doogo	lawishsha	gufo	(50)

Yanna kiire afate saate aana leeltanno yanna jeeffonita (sekondete kiiro) :

Qaaqqu umi masimari taalira noo qaalla baalante nabbawa hoogiro, woyi taalo dawaro hooggusiro tenne saaxinera malaatisse sai

Dancha wo'naalshati. Aante noote wido hinga rosiishsha loonseeemmo.

4

Badooshe 4. Qalote Qaalla Nabbawa

Rosaancho qalote qaalla soro kakkayishshu maxaafi giddota leellishi. Togo yii;

Konne leeltannoti qalote qaallaati. Dandiitto geeshshita nabbawatto gede hasi'reemmo. Fidaale mitte-mittle addinni kiira agurte fidallate hubbo mitteenni nabbaw. Lawishsha: ko qaali/goo/ti.
 Hanni roslisi'no: ballo konne qaale nabbaw. (qaale leellishi). /ran/.
 Rosaanchu/rosaancho /ran/ yituro, "Danchate"yi.
 Rosaanchu/rosaancho /ran/ biddi assite nabbawa hoogguha ikkiro, qalote qaali konni niwaawe /ran/ ti yite kull.
Xa wole wo'naali: Ballo konne qaale nabbaw/aane noo qaale leellishi; saga/
 Rosaanchu "saga"yituro, "Faayya dawarooti" yii.
 "rosaanchu "saga" yaa hoogiro, qalote qaali kuni, "saga"ti yii.
"Hanafi" yeemmo woyite qalote qaalla rhotenninna qorophite taalo gede assite dandiitto geeshsha nabbaw. Konni qoolira leeltanno qaalla qalonnita haawittote masimari taalinni nabbaw. Kaa'lo hasi'ratto/hasi'ratta woyite ikkinni wole woyite nabbabanni heedheenna cuqqi diyeemmo, sammi yeella macciisheemmohe. Ma'assa hasiisannohero afoo? Qibxaawo? Hanafi.



Saate yanna bikkinannita rosaanchu nabbawa safannanni ka'anno /loossanno gede assi. Irisaasetenni xaawa leellishshanni taalo gede nabbawa hoogguera konne malaate (/) worte sai. Rosaano balaxxe sodhe tenne qolte anga aana taashshite kultannota kayinni taaltino dawaro hedo garinni kiirinsa. Ati balaxxe so'rote malaate woroottoha ikkiro kayinni, aanaanni qolte qalote suudinni qunqunte agurte sai. Qaaqqullu dawaro aanno woyite cuqqi yuuttokkinni agari. Rosaanchu/rosaancho sase sekonde geeshsha sammi yiha ikkiro taalo niwaawe kulite ka'e aanchite qaale qalonnihu widira sai. Togo yii; "Ballo suffe nabbawi". Wona taalo niwawesi kulitto qaali qalonnihu aanaanni qolte so'rote malaate wori.

60 sekonde gedensaanni, "Guxxi" yite kulinsa. Kuliteennansa jeffu dargi qaali qalonnihu aana togoo malaate (/) wori.

Anga aana uurrisate wodho: umi masimari aani qaalla baalantera so'rote malaate woroottoha ikkiro, "galateemmohe" konne rosiishsha hakko uurrisi/jeffi yite ka'e hundaanni higge noo saaxinera malaate worte aane noo rosiishsha suffe loosisi.

Lawishsha: sani saggu rawi

1	2	3	4	5	
kiwi	nishshi	nama	kagu	bankana	(5)
kooshe	mafa	titti	boonse	labawa	(10)
jonse	gaalo	naki	ifi	nora	(15)
iirra	sawi	sidi	jumi	qanna	(20)
niinne	nacci	kifi	laja	solo	(25)
zaaro	late	bini	wecho	mudi	(30)
todi	oora	huse	nooro	gedi	(35)
nasi	naala	keelle	bafa	laawa	(40)
loomi	raale	gandi	go'naala	iiso	(45)
lori	haala	seena	ranqa	yawa	(50)

Yanna kiirtanno saate aana leeltanno kiiro garinni garu sekonde :

onnini aante noo saaxinera rosaanchu umi masimari taalita baalantera dawaro aa hoogiha ikkiro malaate wori.

Dancha wo'naalshati. Aante noote wido hinga rosiishsha loonseemmo.

5

Badooshshe 5a. Qaalu Niwaawe

Rosaanchoho mitte ikkito kultanno xagge noo qoola leellishi. Togo yii:

Konnini aante harancho xagge mitte ikkito kultannoti no. Qaale gotti assite qorophitenna taalo gede nabbawatto/nabbawatta gede hasi' reemmo. Nabbabbe kaittoro/kaittaro nabbawitto/nabbawitta xagge giddota ikkito kulattoe/kulattae gede shiima xa'mo xa'meemmohe. Ma'assa hasiissannohero afoo? "Hanaff" yuummoro, niwaawe dandiitoo geeshsha biddi assite nabbaw. Xa'mattoera/xa'mattaera hasi'rattori/hasi'rattari hoogiro cuqqi diyeemmo. Sammi yeella macclisheemmo. Qixxaawo? Hanafi.



Yanna kiirtanno saate qaaqqu umi qaale nabbawa hanafannanni loossanno gede assi/kayisi. Irsaseenni masimari xaawa leellishshanni so'roteenni nabbabba qaallara konne malaate() wori. Balaxxe sodhe tenne qolte taalo gede assite nabbabbaha ikkiro kayinni, hakko qaalira taalo niwaawimmate hedonni kiirinsa. Sase sekonde geshsha sammi yee / dawaro aa hoogiha ikkiro, taalo niwaawe hakko qaalira kulte ka'e aane noo qaale leellishi. Togo yii "Ballo suffice nabbawi". Taashshite kulitoo qaalira so'rote malaate worte agurte sai

60 sekonde gedensaanni "guxxi" yite uurrisi. Jeefote marte niwaawe uurriru qaalira konne malaate() worte aguri. **Niwaawe guddukkinni uurrisate wodho:** Rosaanchu umi masimari xaawara noo qaalla baalanta taashshe nabbawa hoogiro, togo yii, "Galateemmohe". Konne rosiishsha hakko uurrisi, saaxinete malaate worte aane noo rosiishsha suffice loosi.

Badooshshe 5b. Wodanche afate Niwaawe

60 sekonde gooffuro, woyi kayinni rosaanchu niwaawe 60 sekonde balaxe gudiro **Niwaawe albisiinni haadhe hoolte**, konni woroonni noo xa'mo xa'mi.

Qaaqqoho dawaro qolara batidhuro 15 sekonde uyite, dawarosi garinni malaatise aantanno xa'mowa sai.

Mittu-mittunku masimari xa'mo rosaanchu/rosaanchu nabbawa uurrisi bayichcho keellishshanno biraaketete geeshsha noota nabbawisi/se.

		Xa konnini aanche boode xa'mo nabbawitto/nabbawitta xagge giddo ikkito la'annota xa'meemmohe. Xa'mo dandiitoo/dandditta geeshsha biddi assite qoli.		
		Taalo	So'ro	Dawaro dino
Geedimu manchoho shaana ite gudino. Woshshaado worroti geedimo amaddino.	9	Woshshaado maati? [Moyichcho amaddanno siiwo/siwiila]		
Fushshi'rate sharramanni hee'renna malu leellinosi. Hakko hee'renna lamu amboomi daggino.	19	Woshshaado geedimo amadde hee'renna mayi dayi? [Lamu amboomi daggino]		
Geedimu amba keereho yino. "Keereholla" yite shiqqino. "Inawe?" yeenna "Il" yituta anme Manchu kuni gorre itaenku ki'ne gaxigalu fiixi itte'e yino. Maahoyya yite assite beeqqitanota hasaabbino.	45	Geedimu ambooma ma' assasira xa'miri? [Itasira xa'mirino.]		
Meereronsa beehachchu gibbo ka'ino. Lamunku siiwo tayisse geedimo adhitara mimmiddanna woshshaado ta'ino. Geedimu burraaqe fule lubbosati gatisi' rino.	62	Amboominna amboomi mayira giwantu? [Geedimu assite beeqqitanno hedo kaiminni] Amboominna geedimu gedee gaxigalla mayinni xaaddanno? [Dubbu heeshshonsa/gaxigalimmansa, diinoomnsannii.]		

Yanna kiirtanno sa'atera gooffmarchoho gattino yanna(sekondete kiirto)

Umi masimari aana taalo dawaro hoogguanna rosiishsha uurrisootta ikkiro tenne saaxinera malaate wori

Dancha wo'naalshati: sunfe loonso.

Badooshshe 6. Macciishe Wodana Assa.

Kuni rosiishshi yanna amdannikkihonna rosaanote uyine leellinshanni borro qooli nookkiho. Konnini aante noo borro rosaanote qaale gotti assite mitte higge calla nabbawinsa. Sonunni yite mitto-mitto qaale mitte sekonde giddo nabbawate hedonni mitte xa' mora 15 sekonde geeshsha faji. Togo yii,

Konnini aanche harancho xagge mitte higge calla nabbawe kae xa'mo hattenne la'annota/hatte xagge ikkito la'annota xa'meemmohe. Xa'mo Seekkite macciishshite ka'e dawarose biddi assite qoli. Ma'assattoro afoo?

Ayyano yinanni beetti ayiddisi ledo hee'ranno. Bunu daa giwino diro ayiddeho woxu qarranno. Woxu hoonginni Ayyanora rosoho dafitarunna biire qarritanno. Qarra konne tidhate Ayyano shonkoora daddale saante codhanno. Hatte saantenni rosisira hasiisannore hidhanno.

Ayyano aye ledo hee'ranno?	(amasinna annisi, /ayiddisi ledo hee'ranno)	<input type="radio"/> Taalo	<input type="radio"/> So'ro	<input type="radio"/> Dawaro dino
Ayyano ayiddira woxu qarranno diri hiitoo dirooti?	(bunu daa giwanno dirooti)	<input type="radio"/> Taalo	<input type="radio"/> So'ro	<input type="radio"/> Dawaro dino
Ayyano qarqarisi manna mayinni kaa'lanno?	(shonkoora woluwiinni abbe hiranni kaa'lanno)	<input type="radio"/> Taalo	<input type="radio"/> So'ro	<input type="radio"/> Dawaro dino
Ayyano saante mayinni codhanno?	(shonkoora hiranni/shonkoora dadda'lanni)	<input type="radio"/> Taalo	<input type="radio"/> So'ro	<input type="radio"/> Dawaro dino
Ayyano qarqari manni isi kaiminni hiitoo egenno afi'ra dandaanno?	(woxe abbannore, shonkooru gedere loosa woyi dadda'la dandaannota,wkl)	<input type="radio"/> Taalo	<input type="radio"/> So'ro	<input type="radio"/> Dawaro dino

Badooshe 7. Rosaanchu Heeshho Qargari Ikkito la'anno xa'mo gaalunnita.

Rosaanchu babbaxitinota xa'mo gaalunnita xa'mi. Dawarosira doorshu noota qaale gotti assittokinni nabbawi. Rosaanchu dawaro mullaancho base worritera borreessi. Woyi kayinni wodhote malaatishshi garinni dawarote fidalchora qaale malaate wori. Wolu konnini baxxino biddishshi hee'ra hoogiro, mitte xa'mora mitte dawaro calla fajjinanni.

1	Ayidde horoonsi'ratto afoo rosu mineno horoonsi'ratto?	Dee'ni.....0 Eewa.....1 diafoommo/Dawaro dino.....9
2	Ayidde Ma afoo horoonsi'ratto? (Doorshu dawaro fajjinoonni)	Amaaru afoo.....1 Afaan Oromo.....2 Tigirete afoo.....3 Sidamu afoo.....4 Harari5 Somali.....6 Wole(Xawisi).....7 Diafoommo/dawaro dino9
Mine afi'rootore		Dee'ni Ee Diafoommo Dawaro dino
3	Raadoone ?	0 1 8 9
4	Silke / mobayile ?	0 1 8 9
5	Korreente ?	0 1 8 9
6	Televizhine ?	0 1 8 9
7	Minu giddo shumate ofollinanni darga?	0 1 8 9
8	Sayikile/shalleette	0 1 8 9
9	Motore	0 1 8 9
10	Kaameela, makeena, tiraktere.	0 1 8 9
		0 1 8 9
11	Ayiddikki saada afi'rino? "Ee"yiuro, #11a wa mari.	Dee'ni.....0 Ee1 Diafoommo /Dawaro dino.....9
11a	Ayiddikki mageeshshi saada (handa,ge'ree wo,gaala) afi'rino?	
12	Hee'ratto mini fukko maati?	Buuyyo/Hayisso2 Qoroqorro.....3 Diafoommo/a.Dawaro dino.....9.

13	Hee'ratto mini uullayido mayinni loonsoyiho?	Bushsha..... 1 Tayile 2 Siminto.....3 Diafoommo/aDawaro dino.....9
14	Umi kifile albiidi rosi mine eootto?	Dee'ni.....0 Ee1 Diafoommo/dawaro dino.....9
15	Niro hiitte kifile rossanni galootto?	D Rosu mine dinoommo/a 0 1 Kifile1 2 Kifile2 3 kifile3 Diafoommo/dawaro dino.....9
16	Tayixe mitte lamala roortino yanna rosu mininni gatootto?	Dee'ni..... 0 Ee1 Diafoommo/a/dawaro dino9
17	Afuu rosi maxaafi noohe/afi'rootto?	Dee'ni..... 0 Ee1 Diafoommo/dawaro dino.....9
18	Rosu maxaaffa agurranna wole gaazeexu, woyi wole maxxaaffa nabbawattoti mine noohe? 18kki xa'mora“Ee” yee qoliro, lawishsha kulona.	Dee'ni..... 0 Ee1 Diafoommo/dawaro dino9 (Dawarose borreessa dihasiissanno)
19	18kki xa'mora “Ee” yee qoliro, ma afiinni borreessinoonnite ? (Doorsha afidhino dawaro fajjinoonnite)	Amaaru afoo..... 1 Afan Oromo..... 2 Tigrete afoo.....3 Sidamu afoo.....4 Harari afoo.....5 Somalete afoo 6 Ingilizete afoo7 Wole (bade kuli).....8 Diafoommo/dawaro dino 9

20	Rosikki looso mine loosatto woyite roore kaa'lannohehu ayeeti?	Ama.....1 Annu2 Roduuwu.....3 Wolu fiixi.....4 Tutore/qajeelshu rosiisaanchi.....5 Diafoommo /Dawaro dino.....9
21	Amakki nabbawanna borreessa dandiitanno?	Dee'ni.....0 Ee1 Diafoommo/dawaro dino9
22	Annikki nabbawanna borreessa dandaanno?	Dee'ni.....0 Ee1 Diafoommo/dawaro dino9
Maahoyye. Dancha looso loossinooni. Kifilekki widira ha'ri. Techcho loonsummore wole rosaanora hasaabbooti.		

Gawalote Yanna: _____

Appendix K. Harari EGRA Tools



ዚሊትጥጥ ዚግገልታኝ ደረጃ ዚግገልታኝ ከተራ ተልግዛት ዚመቅሪኡ ሓርፈት ቤሓላት ዚታልግዛት ጸዋቤ ሱሕ ዚለዩት ዋል "መቅናኛነቲ" ዋል ፕሮፍሎይል 2002 ሐረሪ

ጸዋቤ "መቅናኛነቲ"

ተልግዛት ቲራክ መፍረክ ዋል ስልመናረክዘዮው ሞቀ ዚትኸህሊ ባይቲ ዚትሊያዮ ተልግዛት ሺሾናው ስላሳ ዛህ ሓርቃኦታቸው ዚላሓዱ ቀጠሎ ዋል ሊሓም ገልገቢ ጠብ ሞሻ ከትኼሻ፡፡(ተሓይቤ ዛል ግላሎው ሓጅ፡፡) ተልግዞ ዩ ቤሓላቲ ታብ ያሽገዘልኩትቤም ስልታዎ መቅናኛነቲ ከትቤ ዩሓዳሽልኩት ሞኸን ሓልባ፡፡ሰንጻቅ ከሰጠቤ ዛላ ቢያገቤ ዚትከተብኩትቤ ሊሸት ዋል ስውቤ መቅናኛነቲ የትኸሻል፡፡

ሰጥን ሓደርኹ፡፡ ሱጺ _____ ለንታ፡፡አንበራዛኹም _____ ቤንታ፡፡አን ዩገዝዘልቤ ጠት ቀሊ ኡፍ ነሕ ን-ሽላኹ [ወልዳት ሓላኸ/ሺር፡፡ሓልቲዘዮዎ ኮምፒዩተር፡፡ጋር ለመድ ቤሓሊም፡ ለሰፈርት፡ዚምሳላቸ ቀትሊዮ]፡፡

1. ጠቀሻ ቀሊ ስኻኸ/ሽ ዋል ጋራቸው ቲደ/ጸገ/ሺርጋትቤ ጠት ቀሊ ኡቅሊ/ላ፡፡ ከሓሪ ከሓሪ ባየተሺር ሓላባላትቤ ከትሓላባላ፡፡

2. ስልታዎ ዚትከላለዩትቤ ለገገሞ ገር ዚም ወቅቲ ዚሓላ ፎኝ ተግድ፡፡

2. መድረሳ ዘሓላርሺላ ሞሻ ቲኸሻኸሽሽ ማኔንታ?

- ዚ ወቅቲ ከሓላ
- ሓጺ ስን ግገሌ ለደ ጻጅኹው ጌድ፡፡አን ለደልጋዛኹ ዚተላ ለም "ግዛራ" ለጻሪቤንታ፡፡ ስኻ ሞቀላ ሂደታቤ ዛልናም ቲልግዛት ግገኩትቤ መቅርክ ዩሎም/ግገንታ፡፡ ግ ስኻኻቸ ሓጠቤ መልካኔኹ፡፡
 - ዩ ቤም ገርጋራ ታኾናው ሂሽሻ፡፡ ላኪን ዘልቲወንቅኹቤ፡ መትላለድ ስልኸሽሹ-ጊራም ስልመትላለድ ቲረርካኹ፡፡
 - ስኸሕ ቲግቅራክ መትፋቀርቲ ሂትፋቀራን፡፡ሐርፈያቸ፡፡ወቅቲያቸ ዋል ሓወር ታሪኻቸ ስው ቲሎ ግ ቲቀናኩት ከትሓላርኹኹ፡፡
 - ሓዮ መትኪታተልቲ ስህሊ ዚልቲኸታተልኹኹ መቅራክ ላይ ተቀሊ ወቅቲ ዩገዝባሎ ለሓጻኹ፡፡
 - ዩ ለምቲሓንም ስልታ ፡ ስዋትኩም ገቲጅኹም ዩናውግግል፡፡
 - ስላይ ጋራቸው ዩገዝዛላይ ጋርቤ ዩትናሊዛላ ለናን ዋል ጋራቸሽ ዛላፍ ለሰሓድ ሺሊው ከትሓላባራኹ፡፡
 - ዘርገባሽ ገርጋታ ከሓድ ኮሎም ዘዩቃኩት ገርጋታትሽ ላይሊ ስምኹው ለከትባራኹ፡፡
 - ስርገባራ ስኻም ለጻኸ ጻርቲ ከልባኹም ስልኸሽሹ ሃራጊር ስልመትላለድ ቲረርካኹ፡፡
 - ሓላባሪ ሓላኹ ? ማንሌ ጠብ ባኹ?

ቆውላ ቲካሓሎት ተረኸቦ ገር ሰንጻቅ ከሰጠቤ ስላላ ኮሽሻ ላይ
 (ሰሓድ ኩትቤ ዚቆውላ ቲካሓሎትዞ ስልቲራ-ሽባር ተልግዞው/ ዘው የትራሕራላ ሹገቲቤ ተላያዮግ ዚም ዩትኼ ተልዛል ተልግዝ ፎኝ ተግድ)

ሓ. ዚሓላባላ ሞይ	እያም ወርሂ	ቀ. ዚሓላታድ ሱም	
ላ. ስቤሓላዞ ሱም		ቤ. ሪሰላ ደረጃ	<input type="checkbox"/> 2ታኝ <input type="checkbox"/> 3ታኝ
ሓ.ዚመድረሳዞ ሱም		ተ. ሪሰላ	
መ. ሺርቲ		ቸ. ተልግዛት ዩትላይቤ ሓልቲ ኮይ	
ወ. በገደር		ኩምሪ	
ረ. ዚመልመድ ሪረቃ	1. ሞይ መሎክ 2. ሰካዛ 3. ሰካት ቤሓር	ሃ. "ሐግር"	<input type="checkbox"/> 1=ሊጻ <input type="checkbox"/> 2=ቀሓት
ሰ. በጅሕ ሪሰላቤኢን ቲላምጻኹ?	<input type="checkbox"/> ማእ <input type="checkbox"/> ላይ	ሄ. ዚትከገልቤው ወቅቲ	_____ : _____

ጊዜ 1: ዘርፍ አሰማ አቶ

የጅላ/የጃትላ/ ዘርፍ ገበታው ኪታበ/ዜ ኩስጠቤ ኩራ/ኩራማ ዩትኬተልሳው በል

ሐይዎች ሀረር ሐርፊዎችን ተዩ። ኬ ዘርፍዎች ሱሙው ኢምደንበል/ኤምጂኝ በይ/ ሚሳሌ ዩ ሐርፊ /ሐ/ ሐርፊው አጣቢኝን ኩርማ /ሐ/ አንታ በል።
 ኬ ነትላማመድ ለ/ ሐርፊው አጣቢኝን ኩራ/ኩራማ ዩ ሐርፊ ሚኒንታ በል።
 ተልሚዝ/ዚት ስሕቤ ጀዋብ አላሸሸተጊር፡ ዩ ሐርፊ ሱምዞ ግጦ አንታ በል።
 አኝም አላይ ነገባቲ፡ [ላ' ሐርፊው አጣቢኝን ኩራ/ኩራ] ተልሚዝ/ዚት ስሕቤ ጀዋብ አላሸሸተጊር፡አይኩ! ዩ ሐርፊ ግጦአንታ በል።
 ተልሚዝ/ዚት ስሕቤ ጀዋብ አላሸሸተጊር፡ዩ ሐርፊ ግጦአንታ በል።
 አኝህ ሚን ታሸኩ/ሹ አቅኪ/ሺ / ገባአሺ/ሺ?
 "ኤግላ/ዩ" ዛኹላ ቲ/ቺፈርካ ቀስሲ ቲፈጥኚፈጭኒማ ቀስተቤ ሐርፊዎቹ ቲጠርሐኸሽ
 ሐያ አደቤ ኤግላማ ሐያች ሐርፊዎች ጠባው ኤይ/ጂኝ።
 [ከሐይዎች ሚስጣራቤ ዛል ሚገልታኝ ሐርፊቤ አጠባኝን መቅናኔ ኤግላማ አዘኩትቤ አሉጥ] ከሐይዎች ስቱ/ቸቀ ሐርፊ ዋረቀኸሽ ጊር አይሸ/ኝ/ኸ።ከልዋረቀኸሽ/ኸጊርሞኸ ለም አልማ አጠንባኝ/ኸ።ሐያ ጠባ ማኪ/ሺ? ኤግላ/ኤግዩ/።

ረ ተልሚዝ/ተልሚዚት ዘሚገልታኝ ሐርፊው መቅራኔ ዘገላ ስህ ዘገልቲ ስህ መቀያሰቲ ስህው ኪፈት። በሐርጠም ዩጠርሐላል/ ቲጠርሐላት/ሐርፊቶቹው ቀለም-ሳሰቤ ኪልክክሺ ተኸታተል። ስሕቤ ዘልጠራሐይ/ ዘልጠራሕተዩ/ ሐርፊ ሐልጊር ሐርፊዞ ላክይቤ ሾርጠዮ አስጣ/ሳ) ኩሸ። ዩ ኩትቤ ቲላጥሳኸ ተልሚዝ/ዚት/ ሩሕላላ/ሌላ ጠባ ጠባ ኪላሽ/ ኪላሽቲ ዘቀራሕው ዘቀራሕታው ስሕ ዜታኩትቤ ኒላኔ። የኸኒማም ተልሚዝ/ዚት ጠባ ላኸው/ሸታ ሐርፊዎቹው ኸጠኔ ኩትቤ ነስኦኝማ አስጣ አሸሽግጊር ሐርፊዞ ለክይቤ ዱላላ አስጣ ኩሸማ ሉጥ። ተልሚዝ/ዚት መቅራኔ ኪላላ/ቲ ከሐይ ሐርፊው መቅራኔ ሸክሰቲ(ፆ) ስኮንዳ ቀሰሲ ስም ማረጋገጥቲር ሐርፊዞው ሚመድቤ ዩትኬተልሳላ ሐርፊው ታርማ መርሐበኔ አሉጥ/ጩ ማይቲ ዘልታ ከሐይ ሸክላም አተሰንጂ። ስሐም ስልታ ዛኸማ ተልሚዝ/ተልሚዚትላ ዜመድኸ/ኸ ሐርፊ ለክይቤ ላኪን በያን ዜተ ኸጠኔ ዛሸነት ዛጥ አሰጣ ሞሽ ሐልበኸ። 60 ስኮንዳ ቤሐር ዮቃል በልማ መቅራኔዞው/ መቅራኔዜው አትቃኒማ አታይላቤ ዩ]ው ኩሽ።

ውቅቲዞ በቀድ መቅራኔው ዘመቃናን ቃንን፡- ተልሚዝ/ዚት ሚገልታኝ ሚስጣራቤ ዛላ ሐርፊዎቹ ከሐይዘዮውም ስሕቤ መቅራኔ አልፈረከጊር/ አልፈረከቲጊር ገለታ ከግቢኦማ ዘመቅራኔ ሐርካው ዩቃኒኩት ኩሽ።ተሐይቤም ዛል ሰንዱትቤ አስጣ ኩሸማ ዩትኬተልሳላ ሐርካ ፎኝ ተማጅ።

ሚሳል፡ ሐ ቡ ላ

1	2	3	4	5	6	7	8	9	10	
አ	ብ	፫	፭	ሀ	ው	ወ	ዝ	ሐ	ጢ	(10)
ከ	ሊ	መ	ን	ሰ	አ	ኸ	ዞ	ቀ	ረ	(20)
ሸ	ት	፫	ዛ	ኸ	ኑ	ቡ	ጌ	ዳ	ሁ	(30)
፪	ዞ	ቆ	ሩ	ሺ	ታ	ኩ	ሊ	መ	ን	(40)
ሱ	ኹ	ኢ	ዛ	ጼ	፻	ቤ	ኬ	ሊ	ግ	(50)
ቡ	ፋ	፭	ጣ	ኬ	ቃ	ገ	ሀ	ዚ	ኑ	(60)
፫	ጩ	ኣ	ኘ	ቡ	ከ	ል	ሊ	ና	መ	(70)
ጼ	ጩ	ል	ራ	ም	ሐ	ረ	ው	ሳ	ቆ	(80)
ኸ	ኣ	ሉ	ዞ	ት	አ	መ	ሐ	ር	ጥ	(90)
ቲ	ታ	ጋ	ላ	ሩ	ይ	ደ	አ	ቲ	ሐ	(100)

መቅራኔው ዘበረድ ስለዘበረድቲ ስህ መቀያሰቲ ስህ አስጠቤ ዜቀራ ውቅቲ(በሰኮንዳ ቲያ) ፡

ተልሚዝ/ተልሚዚት/ሚገልታኝ ሚስጣራቤ ዛላከሐይዎቹም ስሕ አልቀረከው/ሳታጊር ዩ ሰንዱትቤ አስጣ ኩሽ

ፈሪድ ቀረራምቤ ቀረኢኸ/ሺ/ ኪል ዩትኬተል ዛል ፎኝ ነትማጅ

ፊርማ 2 ዘሚገልጽኝ ጠባው መላይቲ

ዩ ወቅትቤ ዩትቃየሰዛል መጣላሉ ኣልታም። መኸናዘቢም ዘተልግዝ/ዚት/ መሕዳጃ ኤላም። ጨቅቲዛው ኣውቤ ኮላትጊር ቂራኣለ /ለ/። ቤሔርዞም ጠበባው ዩጠርሑ/ ቲጠርሑ/ ኩት ኩሽ። ጨቅቲዞ መጥጠው ሚሳል ሞሽ ዘለበኸትው ቀልቢ ኩሽ።

ዩ ዘመትጤንብ መልመድቲንታ።
ጨቅቲዞ ሚገልጽኝ ጠባው ቲምጃኸት/ ቲምጃኸት ኣኸኸ። ሚሳል ሥእር ዩልዛል ጨቅቲ ኩሰጠቤ ሚገልጽኝ ጠባሥ/ኣ/ ኣንታ። ዩ መልመድቲ ቤ ጨቅቲያቸው ኣሰከት ጊር ኣቀርላኻኸኸ። (ቀረኣኸ ጨቅቲው ቲትጤንብ/ቲውገቢ ሚገልጽኝ ጠባው ቲምጃኸት ኩትሉ። ቲጨቅቲዞ መገልጽኝ ጠባው መጥጠው ቲምጃኸት ቀልቢ ኩሽ።)

ኬ ነተለማመድ ግብቶ ዩልዛል ጨቅቲሉ ሚገልጽኝ ጠበብ ሚገንታ? ግብቶ።
 [ተልግሚዛዚት ሰከቤ ጆዋብ ኣላሽ/ሽቲጊር።] ኣይኮነ ሞቲዮ/ዩል ጨቅቲሉ ሚገልጽኝ ጠበ ሞገንታ በል።
 [ተልግሚዛዚት ሰከቤ ጆዋብ ኣላሽ/ሽቲጊር።] ግብቶ/ዩል ጨቅቲሉ ሚገልጽኝ ጠበ ሞገንታ በል።

ኣኸም ኣይ ነገብቲ ሥጋር ዩልዛል ጨቅቲሉ ዘሚገልጽኝ ጠበብ ሚገንታ? ሥጋ ፡፡
 [ተልግሚዛዚት ሰከቤ ጆዋብ ኣላሽ/ሽቲጊር።] ኣይኮነ ሥጋር/ዩል ጨቅቲሉ ሚገልጽኝ ጠበ ሥጋን ታበል።
 [ተልግሚዛዚት ሰከቤ ጆዋብ ኣላሽ/ሽቲጊር።] ሥጋር/ዩል ጨቅቲሉ ሚገልጽኝ ጠበ ሥጋን ታበል።
ሶኣኸኸኸ?
 [ኣልባኣላቲም ግብ/ቲጊር።] ኻና ቀልቢ ኩሽ/ሽግ ቲቸፈርካ ቀልቤ ሚገልጽኝ ጠባው ላይዩማ ኣይ/ሻኝ።

ጨቅቲዛው ኣትጊራግቢ ሚገልጽኝ ቂራኣ ፡፡ ሰከቤ ዘጠራሔው ዘጠራሔታ መጥጠው ተቀበል። ተልግሚዛዚት ሐርፊዛው መጥጥራሕሉ ሻኸሽቲ ሰከንድ ሰም ግብ/ቲጊር ጆዋብ ኤላም ይልዛል ኣሰግ ኩሽ። ቤሔርዞም ዩትኼተልዛል ጨቅቲው በላሉ። ኣማንቤ ቂራኣ ቢላይ ሚገልጽኝ ሐርፊ ላኣይቤ ዘትላይ ኣሽሐናት ኣቲሽ።

ወቅቲ ኣመይቆሪ ዘመትቆናን ቆንን ፡- ተልግሚዛዚት ዘሚገልጽኝ ሐሚሰቲ ጨቅቲያቸቤ ኣሐይዚዩዎም ሰከቤ ጆዋብ ሞሽ ኣልፈረካኸቲጊር ኣቲንም ኸለጥ ጆዋብ ሰሙጥቲጊር ገለታ ኣግቢኦላሉ ሚገልጽኝ ጠበብ ሚገልጽኝ ሐረካው ኣቆን። ሰፊልዞ ለጊር ጊይቤ ዛል ሳንዱቅ ኩሰጠቤም ኣሰግ ኩሽ። ቤሔርዞም ኪም ዩትኼተል ዛሉ ኣሻታች ፎኝ ሁሉፍ በል።

- ዩሉዛል ጨቅቲ ኩሰጠቤ ዘመገልጽኝ ሐርፊው ሚገ ይሉሆል		ጨቅቲዩ ኮላት ጊር ዳገም።			
ሰበቲ	ሰ/	<input type="radio"/> ሰከ	<input type="radio"/> ኸለጥ	<input type="radio"/> ዩቆሚል	<input type="radio"/> ጆዋብ ኤላም
ቆዩ	ቆ/	<input type="radio"/> ሰከ	<input type="radio"/> ኸለጥ	<input type="radio"/> ዩቆሚል	<input type="radio"/> ጆዋብ ኤላም
ላም	ላ/	<input type="radio"/> ሰከ	<input type="radio"/> ኸለጥ	<input type="radio"/> ዩቆሚል	<input type="radio"/> ጆዋብ ኤላም
ኣትጃ	ኣ/	<input type="radio"/> ሰከ	<input type="radio"/> ኸለጥ	<input type="radio"/> ዩቆሚል	<input type="radio"/> ጆዋብ ኤላም
ሚሒላ	ሚ/	<input type="radio"/> ሰከ	<input type="radio"/> ኸለጥ	<input type="radio"/> ዩቆሚል	<input type="radio"/> ጆዋብ ኤላም
ገንገራ	ገ/	<input type="radio"/> ሰከ	<input type="radio"/> ኸለጥ	<input type="radio"/> ዩቆሚል	<input type="radio"/> ጆዋብ ኤላም
ተመላካ	ተ/	<input type="radio"/> ሰከ	<input type="radio"/> ኸለጥ	<input type="radio"/> ዩቆሚል	<input type="radio"/> ጆዋብ ኤላም
ሚጃ	ሚ/	<input type="radio"/> ሰከ	<input type="radio"/> ኸለጥ	<input type="radio"/> ዩቆሚል	<input type="radio"/> ጆዋብ ኤላም
ሲር	ሲ/	<input type="radio"/> ሰከ	<input type="radio"/> ኸለጥ	<input type="radio"/> ዩቆሚል	<input type="radio"/> ጆዋብ ኤላም
ሐያት	ሐ/	<input type="radio"/> ሰከ	<input type="radio"/> ኸለጥ	<input type="radio"/> ዩቆሚል	<input type="radio"/> ጆዋብ ኤላም

(5 words)

ተልግሚዛዚት ዘሚገልጽኝ ሐሚሰቲ ጨቅቲያቸው ሰከቤ ጆዋብ ኣላሽ/ሽቲጊር ዩ ሰንዱቅ ኩሰጠቤ ኣሰግ ኩሽ።

ፈሪድ ቀረራምቤ ቀረኣኸ/ሺ/ ኪል ዩትኼተል ዛል ፎኝ ነትማጅ

ፈሰሌ 3 ዚትሎምዳ ጩቅቲያቸው መቅራኒ

ኪታብዎ ኩሰጡቤ ዚትሎምዳ ጩቅቲያቸው ዛሉብ ሰፍሐው ተልግገሎ ኩርግ ዩትኹተል ዛሉው በላላ።

እዲቤ ጠቅ ቀሰ ጩቅቲያቸው ተሰጡ። ቲ/ጅፈረካ ቀሰ ጩቅቲያቸው ቂራኒ/ላ (ዚ ጩቅቲያቸው ሐርፈው ማምላሕ ዘልኻናቤ ሐርፈያቸው ከተላሐሕማ ቂራኒ)። ማላላ ይጨቀተው ስዳርፍ/ጌልማ ጌቀራና።

ኪ ነትሎምዳ ጌደረኻ/ኸሽሴ ሐያ ጩቅቲው ቂራኒ/ላ/ቂራኒ በይ። [ጠቀሰ፣ ተል ጩቅቲው ኩራ/ራ]።
 [ተልግሚዛት ስሕቤ ጀግብ አሸ/ሸተጊር]። አይኩ! ዩ ጩቅቲ ጠቀሰ፣ ጌታ በል።
 [ተልግሚዛት ስሕቤ ጀግብ አሸ/ሸተጊር]። ዩ ጩቅቲ ጠቀሰ፣ ጌታ በል።
 አኻም አይ ነጌይብተ- ኪ ዩ ጩቅቲው ቂራኒ/ላ በል/ይ። [እንተው፣ ተል ጩቅቲው ኩራ/ራ]።
 ስሕሕቤ ጀግብ አሸ/ሸተጊር። አይኩ ዩ ጩቅቲ "እንተው" ጌታ በል።
 ስሕሕቤ ጀግብ አሸ/ሸተጊር። ዩ ጩቅቲ "እንተው" ጌታ በል።
 ኡግላ /ዩ ሃኹ-ኸ/ሽ ስሕ ቲፈርካ/ኸ/ሽ ቀስሳ ፈጠንቤ ጩቅቲያቸው ቲቃራኸ/ሽ። ሰፍሐዎ ለአይቤ ዚትሎ ጩቅቲያቸው ነጻጎይቤ ቲ/ጅግላ/ማ ቢቶቤ ኪም ቀኝት ቲ/ጅቀራኸ/ሽ። ጊርጋራ ስለተኬሸኸ/ሽ ጊር ሰም እልማ ኢትጤባኻ/ሻኸ። ማን ታኸኩሹ አቅኪ/ሺ/ጠብ ባኪ/ሺ? ኡግላ/ዩ።

(L) ተልግሚዛት ዚመገልታኝ ጩቅቲው መቅራኒ ዚጋለልቲኩትቤ መቃየሰቲ ሰለው አትግላ። በሐርገም ዩቀረዩዛል/ቲቀረዩዛት ጩቅቲያቸው ማጣቀሻዎ ዚልቲኹታልኺ ቀለም ረሳሰቤ አቅኒ። ስሕሕቤ ዘልቀረኤው ጩቅቲ ሐልጊር ጩቅቲዎ ለአይቤ ሾርጠፍ አሰጣ ()ኩሽ። ዩኩትቤ ተልግሚ ወቅተንዎ ርሕዞቤ ጠብጠብ ኪሳሻ ዚቀረኤዉው ስሕሕ ኩትቤ ጌላሎ። ሾኸኒምም ተልግሚ ጠብ አሸማ ርሕ ዞሌ ዚቀረኤያቸው ኸሰጥ ኩትቤ ነሳኔኻማ አሰጣ አሸኺ ባጊር ጩቅቲዎ ለአይቤ ዳላሉ አሰጣ ኩሽማ ሱጥ። አሐድ ጩቅቲው መቅራኒሉ ሺሊሽቲ ሰከንዳ ሰም ባይ/ቲጊራ ጩቅቲዎው ኤምዳ/ዴማ ዩትኹተል ዛሉ ኩራ/ራ። ሞረኒማ ኻና አሉጥ ባይቲ ዘልታ አሐድሺሊም አተሰገኒ። ሰምበል። ተልግሚ/ተልግሚ/ተል ጩቅቲ ስልመፍረከዛዛቤ ዚመድኸ/ኹ ጩቅቲ ለአይቤ ላኪን ቢያን ዚተ ኹጠኔ ዛሽንት ዛጥ አሰጣ ሞሽ ሐልበኹ።

60 ሰከንዳ ቤሐርሌ መቅራኒ አትቃኒ። ዘቃነን/ጌ/ዜው/ቲቤ አታይዴም ዩ አሰጣው ኡሽ ()።
ሰከ ቤቃይ ዚመትቀጫ ቃንን- ተልግሚዛት ማገልታኝ ሰልፊቤ ዛሉ ጩቅቲያቸው አሐድዜዩዎም አልቀረከ/ሰተጊር
 አደንም ዚማገልታኝ ሐሚስቲ ጩቅቲያቸው አሐድ ጀግብም አሸ/ሸተጊር ሾክረን በልማ ዚመቀረኒ ሐረካው አትቃን። ሲፋልዎ አጊር ጌይቤ ዛሉ ሰንዳቅ ኩሰጡቤ አሰጣ ኩሽ። በሐርገም ኪም ዩትኹተልዛል ፎኝ ተማጅ። ማሳልሌ አዳርፍ በቀላ እንቲው

1	2	3	4	5	
ጋግላ	አው-ወል	ደቺ	ሐምሚስቲ	ጩቅቲ	(5)
ሚላል	ዛሉ	ሚገል	ኪተቡዩ	ለአይቤ	(10)
አው	ጋር	ነሰለ	ላም	ሐሉ	(15)
ዩቤ	አቡ	በለለ	በሰር	ዳጅ	(20)
ኩሱኒ	ናር	ሺሊሽቲ	ከረቡ	አማንቤ	(25)
ሀረሪ	ኪሕሊ	ፈዝቤ	ሱቡር	አሳሰቤ	(30)
አሐድ	ጌይ	ጠይ	ሚጊር	ዚቀረብ	(35)
ዚተዩ	ሐልበን	ሐርፈ	ሐረት	በይ	(40)
ሲናን	ጠብ	መልመድቲ	ኮሕት	ተሐይሌ	(45)
ቂጥጤ	ኪተቡ	ሊጃ	አትታይቤ	ሰጠ	(50)

ሚቅራኒዎ ዚትቦረዳ ሰከ መቃየሰቲ ሰከ ላይቤ ዙቀሪ ሰከ ቂዩሰዎ (ሰከንዳ ቀስሰኒ)

ተልግሚ ማገልታኝ ሰልፊቤዛሉ ጩቅቲያቸው ስሕሕቤ ዚቀረኤው ኤልጊር ዩ ሳንዳቅ ኩሰጡቤ አሰጣ ኩሽ።

ፈርፍ ቀረራ-ምቤ ቀረኒኸ/ሺ/ ኪል ዩትኹተል ዛሉ ፎኝ ነትማጅ

ጠቅላይ ልቦና ማረጋገጫ ማረጋገጫ

የ ወትብዬ የተቃየሰዛል መተላማመድተም አልታ።የ ሌ ባይቲ ተልሚዝ ሰፋሐ ኤሉም። ሚቀራ ዛው ጠበኘው አሐድ ጊር ሐዋ ኮሽማ ቂራሕ። ቤሔርዎም ሐብሪዛሌ አሐድ አሐድ ዛሌ 15 ሰከንድ ሲጥ።

አሐድ ሐወር ታሪኽ አው አሊማ አቀርላኝኽ። ቤሔርዎም ሐብሪያቹ አሐድ አሐድሌ አትሐብረኝኽ። አማንቤ ተጠኑብ። ተረጋላላኽ ቀሲቤም ሐብሪያቹ አርጉባ። ለኝሕ ሚን ቲደልጋኽ ቦሐሌኽ?

አሐድ አርቲ ደማቹ ካከዘጋር ቡቺዞ በሕ ለጣ። አሐድ ወረባ ዳጃ። ላኪን ቡቺዞ ማቤይና ዜዩ ቦላማ አው ባዩ። ቡቺ ወረባ አንገትዛዉ ነኸሴው ። ቶያቹም ወጠማ ወረባው መንጫቤ ገደሉ። ደማቹ አውዞ ራዝቤ ተሰባዩዩ። ቡቺሌ በሰር አትባላሕ።

ደማቹ አይዴ ይለጠናራ	ካካ ዞ ጋር ይለጥናራ/	<input type="radio"/> ሰሕ	<input type="radio"/> ኸጣሕ	<input type="radio"/> ጆዋብ ኤሉም
ወረባው ማን ገደሉው?	/ቶያ ኮሱለኝ/	<input type="radio"/> ሰሕ	<input type="radio"/> ኸጣሕ	<input type="radio"/> ጆዋብ ኤሉም
መንጫ ሚኒንታ?	/መንጫ አንጨዋ አሰሐድ ሺሕቹ ዩቁጭ በዛሊንታ/	<input type="radio"/> ሰሕ	<input type="radio"/> ኸጣሕ	<input type="radio"/> ጆዋብ ኤሉም
ደማቹ ካካዞ ጋር ለጣ?	/አሊማም/	<input type="radio"/> ሰሕ	<input type="radio"/> ኸጣሕ	<input type="radio"/> ጆዋብ ኤሉም
ደማቹ አውዞ ቡቺሌ ሚንሌ በሰር ሰጠው?	/ቡቺ ደማቹ ወረባቤ ዘሰሰጠው ለባይቲ/	<input type="radio"/> ሰሕ	<input type="radio"/> ኸጣሕ	<input type="radio"/> ጆዋብ ኤሉም

ፈጣሪ 7. ተሰናኝ ሸረተ አፋዊ ሐሰርት

አፋዊ ሐሰርት የኩነታዎች ተኮርቶ ለሰራተኛ ተኮርቶ ለተሰማ ለቅራባላ ። ሐንጫይ ጊረጋቦታቹ ለው ለተሰማ ለተቀራረ። ለርደዊቸዎ የርገብጊ ቀስሲ ለቅቦ ። ቤሐርብ ጊረጋቦት ዞ ዘሰጣ ቀፍ ለታይቤ ኪተብ ። ለዊንም ወልዲዞ ጊረጋቦት ቦሐ የተካሐላላ ሐንጫይ ጊረጋቦት ስሰጣው ለንጾላ(ስሰጠ ለስይቤ ዱላሉ ኩሽ)። ዘተላይ ለምረገ ዘለተሰጣው ቀሲ ጊረጋቦትዞ ለሐይ ለንታ።

1	መደረሳ ኩስጠቤ ተትናፋላሃኽ /ሽ ሲናኑ ጋር ኩስጠቤም ተትናፋላሃኽ/ሽ ?	ሊ	-----	0	
		ሚእ	-----	1	
		ኩቁሚኽ /ጀዋብ ሌላኙም	-----	9	
2	ጋር ኩስጠቤ ታላናሃኽ /ሽ ሚን ሲናኒንታ? [ስሐደቤ ለላይ ጊረጋቦት መስጠ የተፈረካል]	አማረኛ	-----	1	
		አሮምኛ	-----	2	
		ተግራኛ	-----	3	
		ሲያምኛ	-----	4	
		ሐረር	-----	5	
		ሱማሌ	-----	6	
		አላይ ሐልጊር(ጊላግሊ/ዩ)	-----	7	
		ኩቁሚኽ	-----	8	
		ጊረጋቦት ሌላኙም	-----	9	
ጋርሃቤ _____ ሐላኙ?		ሌሎም	አ/ሐል	ኩቁሚኽ	ጀዋብ ሌላኙም
3	ሬዲዮ?	0	1	8	9
4	ሲልኪ ለልታንጊሩም ሞባይል	0	1	8	9
5	ተሪክ?	0	1	8	9
6	ቴሌቪዥን	0	1	8	9
7	ዊሰኖይ?	0	1	8	9
8	ባስኪባት?	0	1	8	9
9	ሞተርሳይክል?	0	1	8	9
10	ጋር መስጊና ፣መጠርተ መስጊና ፣ተራክተር?	0	1	8	9
11	ጋር ለመደ ባሐላም ?ሐላን ባዎ/ተ ጊር#11ሐ ፎን ተማጅ/ጂ	ሌላናም	-----	0	
		ሐላን	-----	1	
		ኩቁሚኽ/ጀዋብ ሌላኙም	-----	9	
11ሐ	ጋር ባሐላም ጣራ ጣይ ደው ጋሚላሚስተ ሐላኙ?				
12	ተንብሪ ባሃኽ/ሽ ጋር ገራራዞ ሚኒንታ?	አረር	-----	1	
		ደርቢንጫ ሞ አረር	-----	2	
		ሲሚንቶ	-----	3	
		ኩቁሚኽ/ጀዋብ ሌላኙም	-----	9	
13	ጋርሽ ኩስጠ ደቂዞ ሚኒንታ?	ቀሐ አረር	-----	1	
		እስሚይ	-----	2	
		ሙሽመስ ኑጠፍ	-----	3	
		ኩቁሚኽ/ጀዋብ ሌላኙም	-----	9	

ፈሪድ ቀረራምቤ ቀረንኪ/ሺ/ ኪል ዩትኬተል ዛል ፎን ነትማጅ

14	አሐድታችን ረሰላ መቦህኸሽ ቤቀድ ጥድጥድ በኸ/ሸ?	አልቦኸም -----0 ቦኸ -----1 ኦቁሚኸ/ጀጥብ ኤለኸም-----9
15	አመና ሚስታችን ረሰላ ናርኸ/ሸ?	መድረሳ አልቦኸም-----0 1ታች-----1 2ታች-----2 3ታች-----3 ኦቁሚኸ/ጀጥብ ኤለኸም-----9
16	ዩ አመትቤ አሐድ ሳትበላከይ መድረሳቤ ቀርኸ/ሸ?	አልቀርኸም-----0 አ -----1 ኦቁሚኸ/ጀጥብ ኤለኸም-----9
17	ሀረሪ ለናን የትላም ዳቦ ዛል መልመድቲ አዊትም ሚቅራ ዚታብ ሐለኸ/ሽ ?	ኤለኸም-----0 ሐለኸ -----1 ኦቁሚኸ/ጀጥብ ኤለኸም-----9
18	መድረሳቤ ቃጩ ጋርቤ ይትቀረዛሉ ዚታባቸ፣ወርጊዳታች(ጋዜጣች) አዊትም አላያች ሐለኸ?	ኤለናም-----0 ሐለኸ -----1 ኦቁሚኸ/ጀጥብ ኤለኸም-----9
	[18ታች ሒብሪሌ ጊርቦት ሐለኸ ታጊር] ኬ ሚሳሌ ቀትላ/ዩ በል/ዩ	(ጀጥብዛው መክተብ የትኪሹሚል)
19	18ታች ሒብሪሌ ጊርቦት ሐለኸ ታጊር አላያች ዚታባቸ አዊትም ኩተባቸ ቤትከተቡቡ ለናን ሚን ሊገታ? [በጂሖ ጊርቦት መስጠ ዩትረረካል]	አማርኛ-----1 አሮምኛ-----2 ቲግሪኛ-----3 ሲያምኛ-----4 ሐረሪ-----5 ሱማሌ-----6 አላይ ሐልጊር(ጊላግሊ/ዩ)-----7 ኦቁሚኸ -----8 ጊርቦት ኤለኸም-----9
20	ጋር ኦሰጠቤ የትባለሽዛል (የትባለሽዛል) ማኔገታ?	አለኸም-----1 አዩ-----2 አዩ-----3 አሌ/አሌ ቲ-----4 አላይ አሌ-----5 የቲቢሰሌ ዛል-----6 ኦቁሚኸ/ጀጥብ ኤለኸም-----9
21	አይኸ /ሽ መቅራላዎ መክተብ ይፈርከኑሉ?	ይፈርከሙ-----0 ይፈርካሉ-----1 ኦቁሚኸ/ጀጥብ ኤለኸም-----9

ፈሪድ ቀረራምቤ ቀረጸኸ/ሸ/ ከሌ ዩትኸተል ዛል ፎኝ ነትማጅ

22	አውኸ/ሽ ሽ መቅራሕዋ መክተብ ይፈርከኅሉ?	ይፈርከግሉ-----	0
		ይፈርካሉ-----	1
		ኩቁግኸ/ጀዋብ ኤላኑም-----	9
ኸና አባሪድ አማፕ ዳላጋጋታ ቢደለግኸ/ሽ ቢም ፈለሉ ኸ/ሽሽ ጌሪባጌ :: ሆኧ ሊደቤ ቢደለግኔው ከሐድ ኩሱሌም ወር አቶሽሺ=			

ዘባሪደቤው ወቅቲ _____ : _____

Appendix L. EGRA Teacher Questionnaire

**Teacher Questionnaire
May 2010**



- The Ethiopian Ministry of Education and USAID is conducting a study to better understand how children learn to read. Your school was selected through a process of random sampling. We would like your help in this. But you do not have to take part if you do not want to.
- Your name will not be recorded on this form, nor mentioned anywhere in the survey data. The results of this survey will be published in the form of collective tables. The information acquired through this instrument will be shared with the Ministry of Education with the hope of identifying areas where additional support may be needed.
- The name of your school and the class you teach will be recorded so that we can correctly link school, class, and student data so as to analyze relationships between children's learning and the characteristics of the settings in which they learn. Your school's name will not be used in any report or presentation. The results of analysis will be used to help identify additional support that is needed.
- If you agree to help with this study, please read the consent statement below, check the "Yes" box, and answer the questions in this questionnaire as completely and accurately as you can, regarding your teaching preparation and activities. It should take you no more than 10 minutes. Return the completed form to the study team before the team leaves your school.
- If after reading this message you prefer not to participate, please return this form with no markings to the study team.

CONSENT STATEMENT: I understand and agree to participate in this reading research study by filling out this questionnaire as completely and accurately as possible. YES

Please answer all questions truthfully. Write each response in the space on the right across from each item. Where response options are given, clearly circle the number on the far right of the option that corresponds most closely to your response. For example, (3)

	Name of Assessor:	
1	Name of Region:	
2	Name of Woreda/Sub-City:	
3	Name of School:	
4	Classes you are teaching this year (Circle numbers for ALL classes that apply):	GRADE 1 1 GRADE 2 2 GRADE 3 3 GRADE 4 4 GRADE 5 5 GRADE 6 6 GRADE 7 7 GRADE 8 8

5	Name of the Class and Section you teach:	Class: _____ Section: _____
6	Your gender:	Male 1 Female 2
7	Enrolment of your class (indicate numbers by gender)	Number of boys: _____ Number of girls: _____
8	Your age at last birthday (years)	_____ years
9	Are you a Trained Teacher?	No 0 Yes 1
10	What is your highest professional qualification?	1 → Certificate 2 → Diploma 3 → Bachelor's degree 4 → Master's degree 5 → Other (Specify) 4
11	How many years have you been teaching overall?	_____ years
12	How many years have you been teaching as a trained teacher?	_____ years
13	Does your school have a functioning Library or Reading Room?	No 0 Yes 1 Don't know 9 If "No" or "Don't Know" skip to 15
14	Are there sufficient reading materials for supporting reading teaching?	No 0 Yes 1
15	Do you supervise your pupils as they use the library?	No 0 Yes 1
16	Do you have sufficient learning materials?	No 0 Yes 1 Don't know 9
17	Does your school have a functioning Parent - Teacher Association (PTA)?	No 0 Yes 1 Don't know 9
18	Do you have class meetings with the parents of your pupils?	No 0 Skip to 20 Yes 1

19	How often do you have class meetings with these parents?	About once per semester 1 About twice per semester 2 About thrice per semester 3 About four times per semester 4 Five or more times per semester 5 Other, specify.....
20	Approximately, how long do you take to walk to school from your residence?	Stay within the school compound 0 15 minutes or less 1 16 to 30 minutes 2 31 to 45 minutes 3 46 to 60 minutes 4 More than 60 minutes 5
21	Please state the main textbook you use during reading lessons I don't have the Textbooks 9 Skip to 24
22	How often do you use the reading textbook mentioned in Q21 during reading lessons?	One day per week 1 Two days per week 2 Three days per week 3 Four days per week 4 Five days per week 5 I don't have the Texts 9
23	How useful do you find this reading Textbook?	Not useful 1 A little bit useful 2 Somewhat useful 3 Useful 4 Very useful 5
24	Do you have a teacher's guide for the reading class? (They may not have separate one, modify for clarity)	No 0 Skip to 27 Yes 1
25	How useful do you find this guide?	Not useful 1 A little bit useful 2 Somewhat useful 3 Useful 4 Very useful 5
26	What improvements to the guide would you recommend? (Describe):	

Following are different activities you might do with your pupils. Think about <u>the last 5 school days</u> and indicate how often each of the following activities took place, by circling the number on the right that corresponds to the closest frequency:							
		Never	1 day a week	2 days a week	3 days a week	4 days a week	5 days a week
27	The whole class repeated sentences that you said first.	0	1	2	3	4	5
28	Pupils copied down text from the chalkboard.	0	1	2	3	4	5
29	Pupils retold a story that they read.	0	1	2	3	4	5
30	Pupils sounded out unfamiliar words.	0	1	2	3	4	5
31	Pupils learned meanings of new words.	0	1	2	3	4	5
32	Pupils read aloud to teacher or to other pupils.	0	1	2	3	4	5
33	Pupils were assigned reading to do on their own during school time.	0	1	2	3	4	5
Which of the following methods do you use to measure your pupils' reading progress? Indicate how often you use each method by circling the number on the right that corresponds to the closest frequency:							
		Never	1 day a week	2 days a week	3 days a week	4 days a week	5 days a week
34	Written evaluations	0	1	2	3	4	5
35	Oral evaluations	0	1	2	3	4	5
36	Review of pupil work	0	1	2	3	4	5
37	Checking of exercise books	0	1	2	3	4	5
38	Checking of homework	0	1	2	3	4	5
39	Other methods (please describe):						
In what class should pupils FIRST be able to demonstrate each of the following reading skills? Circle number of option corresponding most closely to your response for each skill.							
		Before G1	G1	G2	G3	Not important	
40	Read aloud a short passage with few mistakes	0	1	2	3	9	
41	Write name	0	1	2	3	9	
42	Understand stories they read	0	1	2	3	9	
43	Recognize letters and say letter names	0	1	2	3	9	
44	Sound out unfamiliar words	0	1	2	3	9	
45	Understand stories they hear	0	1	2	3	9	
46	Recite alphabet	0	1	2	3	9	

47	How many days of in-service training or continuous professional development sessions have you attended during the last year? If none put a "zero" and skip to 49.	Days: _____	
48	Did you learn how to teach reading in mother tongue during this training?	No0	Yes1
49	How many days of in-service training or professional development in the area of reading or in mother tongue have you attended during the last three years?	Days: _____	
50	If yes to Question 49, indicate year(s) and for how many hours total (approx.)	Which Year(s): _____	Total Hours: _____
51	If you ever attended in-service training in Question 47 or Question 49, what was the most useful aspect of these trainings?		
	Name of Data Entrant:		

Thank you for your participation! You have been very helpful.

Appendix M. Ethiopia Director Questionnaire

RTI EGRA - May 2010 - ETHIOPIA
Director Questionnaire

Region _____										
Woreda/sub-city: _____										
School: _____		School code: <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr></table>								
Consent Obtained? _____										
D1	Name of enumerator	_____								
D2	Date	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr></table>								
Personal Information										
D3	What is your position at this school?	School Director 1 Deputy Director 2 Other 3								
D4	[Is the director male or female?]	Female 1 Male 2								
D5	How many years have you been in this position (as a head teacher or the deputy head teacher)	Years <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td></tr></table>								
D6	What is your highest level of education?	Certificate 1 Diploma 2 → Bachelor's 3 → Master's 4 → Other (Specify) 5 If other, specify don't know/no response 99								
D7	How many periods a week do you teach, if any?	Number of periods per week. <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td></tr></table> <i>If 0, go to D9</i>								
D8	What class do you teach?	Preschool (KG) 0 Grade 1 1 Grade 2 2 Grade 3 3 Grade 4 4 Grade 5 5 Grade 6 6 Grade 7 7 Grade 8 8								
D9	How many hours, per week, do you provide instructional support for your teachers?	Number of hours per week <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td></tr></table>								

D10	Have you received special training or taken courses in school management?	Yes 1 No 0 Go to D13 Doesn't know/Refuses to respond 99									
D11	If yes, what was the length of the program? [Enter in the period of time elapsed next to the appropriate measure of time either day, week, or month] [IF DON'T KNOW, ENTER "DK"]	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td>days</td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td>weeks</td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td>months</td></tr> </table>			days			weeks			months
		days									
		weeks									
		months									
D12	Who initiated this training for you?	My woreda/sub-city invited me 1 I initiated it 2 Other 3 If other, specify: _____									
D13	Have you received special training or taken courses that prepared you to implement a program in reading?	Yes 1 No 0 → Go to D17 Doesn't know/Refuses to respond 99									
D14	If yes, what was the length of the program? [IF DON'T KNOW, ENTER "DK"]	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td>days</td></tr> </table>			days						
		days									
D15	Who organized this training?	Regional Education Bureau (REB) 1 Zone Education Office (ZEO) 2 Woreda Education Office (WEO) 3 Cluster Center 4 Other 5 If other, specify: _____									
D16	How were you selected to this training?	I was invited by the REB 1 I was invited by the WEO 2 I was invited by the Cluster Center 3 I took the initiative to go 4 Other 5 If other, specify: _____									
D17	Have you supported teachers on how to teach reading (the pedagogy)?	Yes 1 No 0									
D18	Are you satisfied with the performance in reading in Grade 2 and Grade 3 in your school?	Yes 1 No 0 no response 99									

D19	In the last month, on how many days did you have to leave the school during the school day on official school business?	Number of Days	<input type="text"/> <input type="text"/>
Information about the school			
D20	What is the highest Class taught in this school?	Class	<input type="text"/>
D21	Does your school teach in mother tongue for Grade 1 Grade 4?	Yes 1 No 0 I don't know 99	
D22	What percentage of actual instruction in Grade 1-4 is in mother tongue?	Percentage	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
D23	When is the appropriate class to begin teaching in English?	Grade 1 1 Grade 2 2 Grade 3 3 Grade 4 4 Grade 5 5 Grade 6 6 Grade 7 7 Grade 8 8 Grade 9 9	
D24	Why does your school not use more mother tongue in its instruction?	Explain:	<hr/> <hr/>
D25	How many of the teachers have received specific training using mother tongue as the medium of instruction?	Number of teachers	<input type="text"/> <input type="text"/>
D26	Who organized this training? [Multiple Possible Responses]	The school 1 The cluster center 2 The woreda 3 The regional education bureau 4 If other, specify: _____	
D27	Since the start of the current school year, was this school closed during the regular school calendar other than holidays?	Yes 1 No 0 Go to D30	
D28	[If yes,] how many days was the school closed?	Number of days	<input type="text"/> <input type="text"/>
D29	[If yes,] Why was the school closed?	Explain:	<hr/> <hr/>

D30	Was your school disturbed [affected] by disturbances (including protests) this year?	Yes 1 No 0 Go to D33 don't know/no response 99
D31	How many days this year?	Number of days this year <input type="text"/> <input type="text"/> <input type="text"/>
D32	How many days last year?	Number of days last year <input type="text"/> <input type="text"/> <input type="text"/>
D33	How many teachers were absent yesterday (or on the last school day)? [ENTER "DK" FOR "DON'T KNOW"]	Number of absent teachers <input type="text"/> <input type="text"/>
D34	How many teachers arrived after the start of classes yesterday (or on the last school day)? [ENTER "DK" FOR "DON'T KNOW"]	Number of teachers who were late <input type="text"/> <input type="text"/>
D35	Is someone responsible for reviewing teacher's lesson plans	No one 0 Go to D37 Director 1 Deputy Director 2 Other 3 If other, specify: _____
D36	How often are these plans reviewed?	Never 0 Once per year 1 Once every 2-3 months 2 Once every month 3 Once every two weeks 4 Every week 5 Once per day 6 Don't Know/No Responses 99
D37	In your school, who is responsible for observing teachers in their classrooms?	No one observes 0 Go to D39 head teacher 1 deputy head teacher 2 Other 3 If other, specify: _____ I don't know/Refuse to respond 99

D38	In a term, how often are you able to observe the teachers in their classrooms?	Never 0 One time 1 Two times 2 Three Times 3 Four or more times 4 If other, specify: _____ I don't know/Refuse to respond 99
D39	How do you know whether your pupils are progressing? [DO NOT READ RESPONSES - CIRCLE 1 FOR THOSE MENTIONED]	YES Classroom observation 1 Monitor students' results on tests given by teachers 1 Evaluate children orally myself 1 Review children's assignments or homework 1 Teachers provide me progress reports 1 Other 1 If other, specify: _____ Don't know/refuse to respond 1
D39.1		
D39.2		
D39.3		
D39.4		
D39.5		
D39.6		
D39.7		
D40	Has your school received mother tongue textbooks or materials for reading? [IF YES], when?	No 0 Yes 1 If yes, specify: _____ Don't know/refuse to respond 99
D41	Who provides pupils' textbooks in mother tongue? [CIRCLE '1' IF THIS SOURCE WAS MENTIONED]	YES Ministry 1 School (via independent funds) 1 Parents (Individually) 1 School Committee or board 1 Other (specify): 1 If other, specify: _____ Don't know/refuse to respond 1
D42	How often did the P.T.A. meet in this past year?	Never 0 once a year 1 once every 2-3 months 2 once a month 3 once a week 4 doesn't know/no response 99

For which of the following does the PTA have decision making authority and/or responsibility? [CIRCLE ALL THAT APPLY] [DON'T READ ALL THE POSSIBLE RESPONSES. SIMPLY CIRCLE 1 FOR EACH RESPONSE GIVEN]		Yes
D43		
D43.1	Discuss school management problems?	1
D43.2	Discuss pupils' problems and solutions?	1
D43.3	Review progress of school improvement efforts?	1
D43.4	Review financial situation (budgets) of the school	1
D43.5	Manage school infrastructure and equipment?	1
D43.6	Discuss school curriculum?	1
D43.7	Raise funds	1
D43.8	Manage procurement or distribution of textbooks?	1
D43.9	don't know/no response	1
D44	Is there clean, safe water supply available on school premises?	
	Yes	1
	No	0
D45	Does the school have electricity?	
	Yes	1
	No	0
	don't know/no response	99
D46	Does the school have girls' washroom facilities?	
	Yes	1
	No	0
	don't know/no response	99
D47	Does the school have a computer room?	
	Yes	1
	No	0
	don't know/no response	99
D48	Does the school have a library?	
	Yes, for the pupils	1
	Yes, for the teachers	2
	Yes, for pupils and teachers	3
	No	0
	don't know/no response	99
D49	Using the MOE policy, what language should this school teach in for Grade 1-4?	
	Mother tongue	1
	Amharic	2
	English	3
	Other	4
D50	Is this considered an urban or a rural school?	
	Urban	1
	Rural	2

THANK YOU

Director Questionnaire - EGRA Ethiopia May 2010



USAID | ETHIOPIA
FROM THE AMERICAN PEOPLE

Ethiopia Early Grade Reading Assessment

Regional Findings Annex



Ethiopia Early Grade Reading Assessment
Ed Data II Task Number 7 and Ed Data II Task Number 9
October 15, 2010

This publication was produced for review by the United States Agency for International Development. It was prepared by RTI International and the Center for Development Consulting.

Ethiopia Early Grade Reading Assessment

Regional Findings Annex

Ed Data II Task 7
Ed Data II Task 9
October 15, 2010

Prepared for
USAID/Ethiopia

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Table of Contents

List of Figures	iv
List of Tables	v
Regional Analysis Annex	vi
1. Tigray Region EGRA Scores	1
2. Amhara Region EGRA Scores	6
3. Oromiya Region EGRA Scores	12
4. Somali Region EGRA Scores	17
5. Benishangul-Gumuz Region EGRA Scores.....	21
6. Sidama Zone EGRA Scores	25
7. Harari Region EGRA scores	29
8. Addis Ababa Region EGRA Scores	34

List of Figures

Figure 1.	Map of Tigray region	2
Figure 2.	Tigray woreda percentage scores on oral reading fluency.....	3
Figure 3.	Radial plot for Grade 2 and Grade 3 boys and girls against Tigray benchmarks for six EGRA tasks	4
Figure 4.	Tigrigna oral reading fluency against reading comprehension (left) and fidel against words (right).....	5
Figure 5.	Factors impacting oral reading fluency in Tigray	6
Figure 6.	Map of Amhara region	7
Figure 7.	Amhara woreda percentage scores on oral reading fluency	9
Figure 8.	Radial plot for Grade 2 and Grade 3 boys and girls against Amhara benchmarks for six EGRA tasks	10
Figure 9.	Amhara oral reading fluency against reading comprehension.....	10
Figure 10.	Factors impacting oral reading fluency in Amhara.....	11
Figure 11.	Map of Oromiya region	13
Figure 12.	Oromiya woreda percentage scores on oral reading fluency	14
Figure 13.	Radial plot for Grade 2 and Grade 3 boys and girls against Oromiya benchmarks for six EGRA tasks	15
Figure 14.	Oromiya oral reading fluency against reading comprehension	16
Figure 15.	Factors impacting oral reading fluency in Oromiya	16
Figure 16.	Map of Somali region	18
Figure 17.	Somali woreda percentage scores on oral reading fluency.....	19
Figure 18.	Radial plot for Grade 2 and Grade 3 boys and girls against Somali benchmarks for six EGRA tasks	20
Figure 19.	Factors impacting oral reading fluency in Somali	20
Figure 20.	Map of Benishangul-Gumuz region.....	22
Figure 21.	Benishangul-Gumuz woreda percentage scores on oral reading fluency ..	24
Figure 22.	Radial plot for Grade 2 and Grade 3 boys and girls against Benishangul-Gumuz benchmarks for six EGRA tasks	24
Figure 23.	Factors impacting oral reading fluency in Benishangul-Gumuz	25

Figure 24.	Map of SNNPR region, including Sidama zone	26
Figure 25.	Sidama zone woreda percentage scores on oral reading fluency.....	27
Figure 26.	Radial plot for Grade 2 and Grade 3 boys and girls against Sidama zone benchmarks for six EGRA tasks	28
Figure 27.	Factors impacting oral reading fluency in Sidama zone.....	28
Figure 28.	Map of Ethiopia, including Harari region.....	29
Figure 29.	Harari woreda percentage scores on oral reading fluency	31
Figure 30.	Radial plot for Grade 2 and Grade 3 boys and girls against Harari benchmarks for six EGRA tasks	32
Figure 31.	Factors impacting oral reading fluency in Harari	33
Figure 32.	Map of Addis Ababa region city administration	35
Figure 33.	Addis Ababa woreda percentage scores on oral reading fluency by subcity	36
Figure 34.	Radial plot for Grade 2 and Grade 3 boys and girls against Addis Ababa benchmarks for six EGRA tasks	37
Figure 35.	Factors impacting oral reading fluency in Addis Ababa.....	38

List of Tables

Table 1.	EGRA scores in Tigray region	2
Table 2.	EGRA scores in Amhara region.....	7
Table 3.	EGRA scores in Oromiya region	13
Table 4.	EGRA scores in Somali region	18
Table 5.	EGRA scores in Benishangul-Gumuz region	23
Table 6.	EGRA scores in Sidama zone (SNNPR region)	26
Table 7.	EGRA scores in Harari region	30
Table 8.	EGRA scores in Addis Ababa region.....	35
Table 9.	Difficult letters by language.....	38
Table 10.	Difficult words by language.....	39

Regional Analysis Annex

This annex is an accompanying document to the Ethiopia Early Grade Reading Assessment (EGRA) report. The purpose of the annex is to examine in more detail the reading assessment scores for individual regions. Since language assessments cannot be compared with any validity, this annex presents each region's scores separately. This also allows the regions to examine their reading outcome scores by woreda, to see where the focus should be on reading outcomes.

In addition, we present the words and letters that are most difficult for children in each region to provide some context as to whether and how children struggle in reading their letters and in recognizing words.

1. Tigray Region EGRA Scores

In this section, we present and analyze Tigray region Early Grade Reading Assessment (EGRA) scores. Figure 1 is a map of the Tigray region and its woredas, and Table 1 presents all of the EGRA task scores from across Tigray, disaggregated by gender and grade. In addition, Table 1 indicates the percentages of zero scores for several tasks: word naming fluency, unfamiliar word fluency, oral reading fluency, and reading comprehension. Several items are of interest from this table. First, note that the fidel identification fluency task scores increase from 34.6 fidel per minute (pm) in Grade 2 to 44.2 fidel pm in Grade 3. This shows that children in Tigray are improving their ability to identify letters in Grade 3, which is surprising because the assumption would be that, for the most part, children are comfortable with and capable of knowing the fidel by the end of Grade 2. There is little variation in the phonemic awareness scores; the difference between Grade 2 females (5.8 out of 10) and Grade 3 males (7.9 out of 10) is quite modest. It appears that most children in the sample are able to differentiate the fidels within a word. For word naming fluency, where the children were faced with a set of 50 familiar and commonly used words from the Tigray reading textbook, we find that boys outperform girls (more so in Grade 3), and that there is a large increase from Grade 2 (20.8 words per minute [wpm]) to Grade 3 (32.4 wpm). This makes sense, given that children are more comfortable with a wider range of words by Grade 3. Yet, it should be noted that 20.8 wpm in Grade 2 represents a quite limited capacity to read familiar words. Unfamiliar word fluency scores are surprisingly low (11.6 wpm in Grade 2 and 17.2 wpm in Grade 3) given the identified skill level in fidel identification. Given the consistency in pronouncing Tigrigna words, it would suggest that scores on unfamiliar word fluency (decoding) should be closer to that of word naming fluency. It is possible that children have not had much experience facing new words or training on what to do, systematically, to figure out how to read a new word. Oral reading fluency scores are also low, with children in Grade 3 (24.7 wpm) outscoring those in Grade 2 (15.1). Reading between 15 wpm and 25 wpm will not allow sufficient fluency to be able to comprehend what is read. This is supported by the very low reading comprehension scores in Grade 2 (15.3%) and the modest scores in Grade 3 (29.3%). In Grade 2, this means that three quarters of the population got 1 answer correct out of 5. In Grade 3, this means that the average child got 1.5 answers correct out of 5. The increase between Grades 2 and 3 is large, but for many children, that is too late. It is remarkable how much higher the listening comprehension scores are (55.7% in Grade 2 and 65.2% in Grade 3) than the reading comprehension scores, indicating a problem with reading and comprehending what is read.

Figure 1. Map of Tigray region

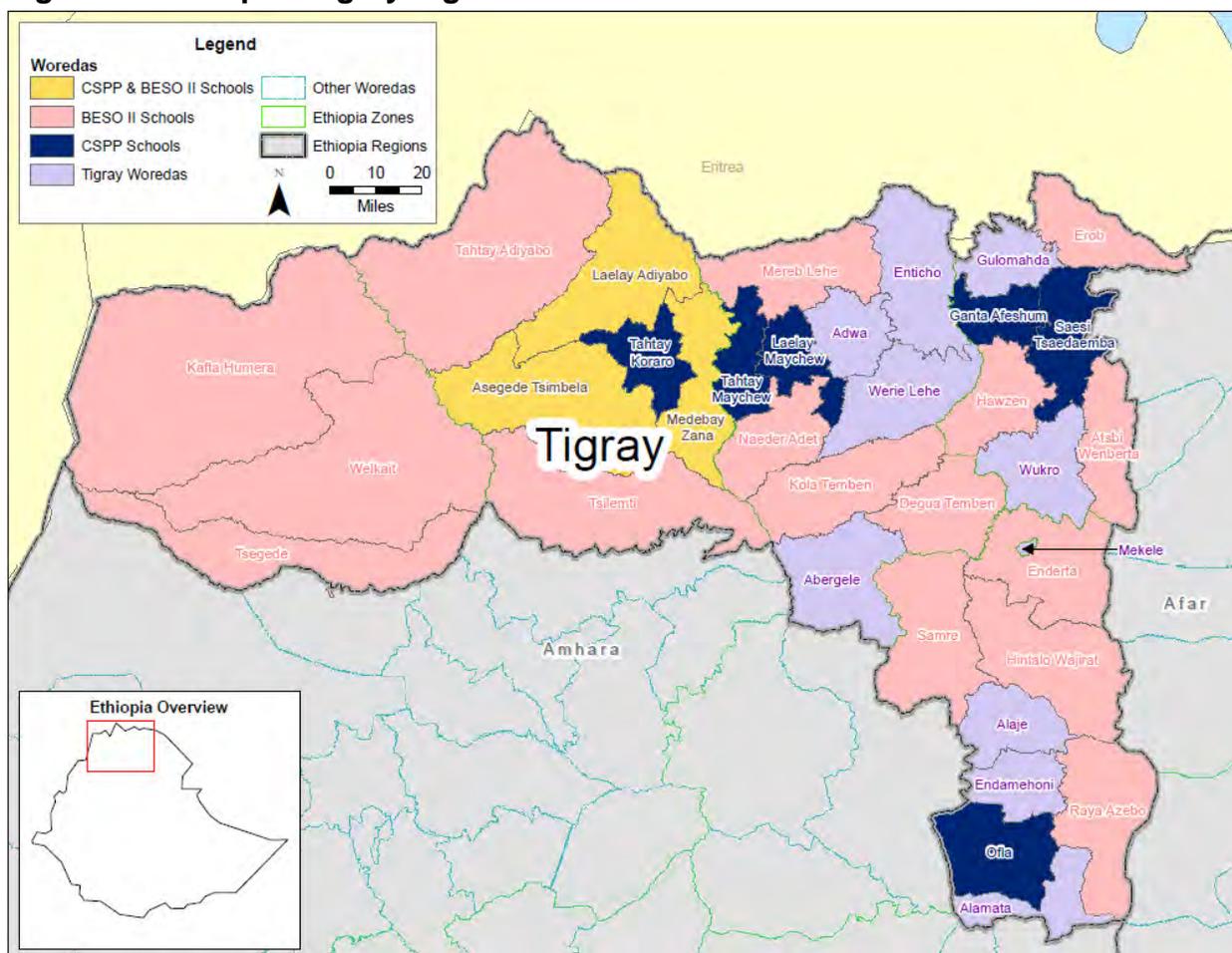


Table 1. EGRA scores in Tigray region

Task		Tigray EGRA Scores						Total
		Grade 2			Grade 3			
		Total	Female	Male	Total	Female	Male	
Tigrigna	Fidel Identification	34.6	34.3	34.9	44.2	40.7	47.6	39.5
	Phonemic Awareness	6.0	5.8	6.2	7.5	7.1	7.9	6.8
	Word Naming Fluency	20.8	19.7	21.9	32.4	29.4	35.4	26.8
	Unfamiliar Word Fluency	11.6	11.4	11.8	17.2	16.2	18.3	14.5
	Oral Reading Fluency	15.1	14.4	15.8	24.7	22.5	26.9	20.0
	Reading Comprehension	15.3	14.2	16.5	29.3	28.1	30.6	22.5
	Listening Comprehension	55.7	55.3	46.1	65.2	63.4	66.9	60.6
Zero Scores (%)	Word Naming Fluency	31.5	30.5	32.5	13.2	16.4	10.1	22.1
	Unfamiliar Word Fluency	33.7	33.8	33.6	21.4	25.1	17.9	27.4
	Oral Reading Fluency	29.7	28.9	30.6	12.7	17.1	8.4	21.0
	Reading Comprehension	56.9	59.9	54.0	30.9	32.3	29.5	43.6

With respect to the zero scores for each task, it appears that there is a relatively consistent one-third of the Grade 2 population who are unable to read words in isolation, decode new words, or read words in a story. In Grade 3, that population drops to around one-seventh, or one-fifth for unfamiliar word fluency. The number of zero scorers for reading comprehension also is

concerning, with more than one half (56.9%) of Grade 2 children and nearly one-third (30.9%) of Grade 3 children unable to understand what they read at all.

This data, in combination, shows that there are several major issues. First, children are not very fluent with their fidel, so there are obvious implications for improving (and speeding up) the teaching of the fidel. Second, many children have a limited ability to connect the fidel that they can identify together into words. Third, most children have modest skills in combining words together coherently so that understanding can ensue. This suggests that teaching the letters, ensuring that children can decode words, and providing training in comprehending what is read are key next steps.

In Figure 2, the range of scores by woreda is presented. This provides strong evidence that there are schools in Tigray that are doing much better in teaching children reading, and some that have a much worse pedagogical provision for reading. This figure presents the percentage of Tigrayan children reading at certain levels by woreda. The blue bar indicates the zero scorers, red the low scorers, green the moderate scorers, and purple the children reading at the benchmark (60 wpm).¹ The woreda with the fewest zero scores was Enda Mokoni, with Mekelle close behind. The woredas with the highest percentage of children reading 60 wpm were Adewa City and Ahferom. The woredas with the highest percentage of children reading less than 30 wpm (blue and red bars) were Saesi Tsaedaemba and T/Abergele. Finally, the woredas with the highest percentage of children reading 30 wpm or above were Enda Mokoni, Mekelle, and Werie Lekhe. Note that 30 wpm still is quite low and that what is needed for fluency and understanding is 60 wpm (approximately), or above.

Figure 2. Tigray woreda percentage scores on oral reading fluency

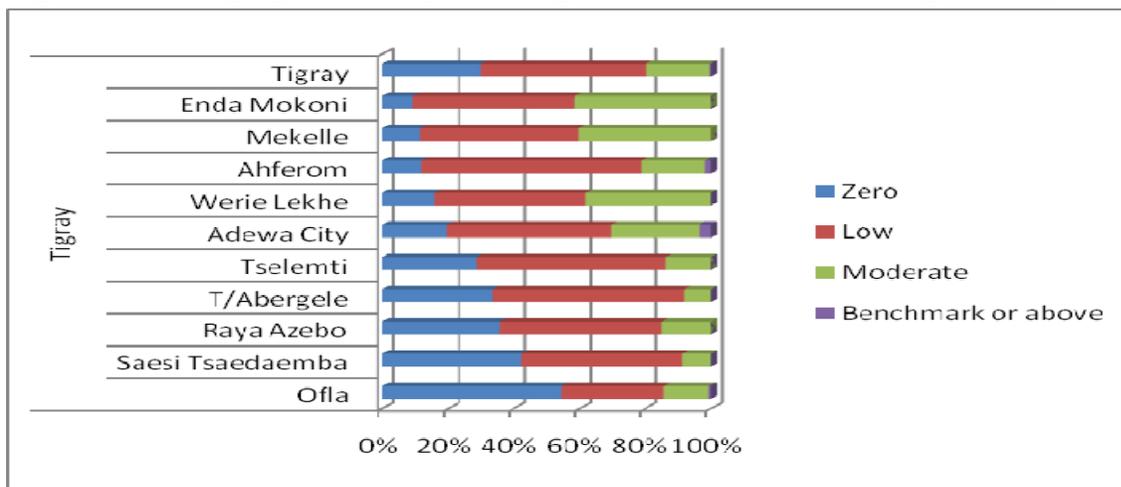


Figure 3 presents the average scores for Grade 2 boys (blue line) and girls (red line) and Grade 3 boys (green line) and girls (purple line) against the benchmarks for each task within Tigray. We used the 90th percentile score for Tigray because while it was less than desirable in some tasks, it is representative of Ethiopia-specific data. This radial plot can inform policymakers as to where

¹ Note that this benchmark can be improved upon consultation with this data and regional reading experts.

the biggest gaps are. Notice the skew toward listening comprehension, such that the percentage scores are highest for all groups on the listening comprehension task. That means that most children in Tigray are relatively strong in their ability to listen to spoken Tigrigna and understand what it means. A dramatic drop occurs between listening and fidel naming, though, with all groups, including Grade 3 boys, less than 60% of the way to Tigrigna benchmarks. Scores are slightly higher for familiar word naming fluency. However, decoding scores are quite low, and oral reading fluency is modest at best. The widest gaps, notably, are at reading comprehension, with Grade 2 children scoring around 30% of the benchmark, and Grade 3 children scoring around 50%. Note that the consistent pattern is for Grade 3 boys to outperform girls, but that Grade 2 scores are much closer between the genders.

Figure 3. Radial plot for Grade 2 and Grade 3 boys and girls against Tigray benchmarks for six EGRA tasks

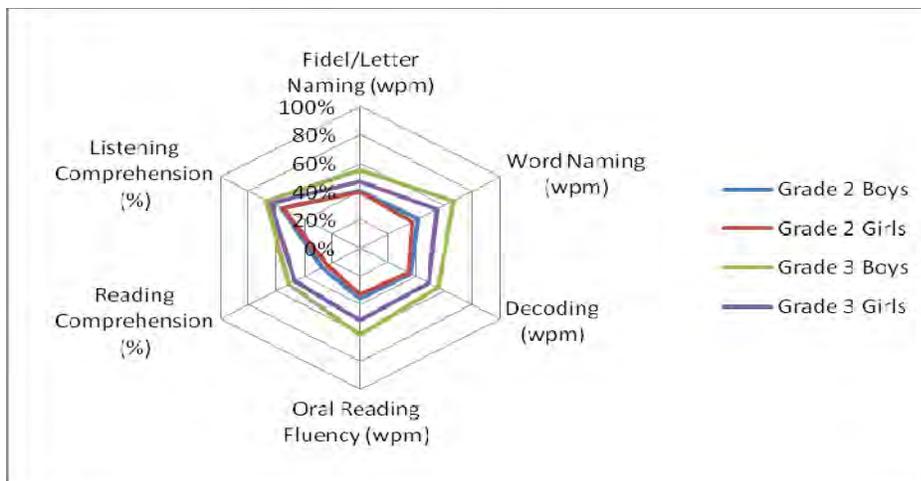
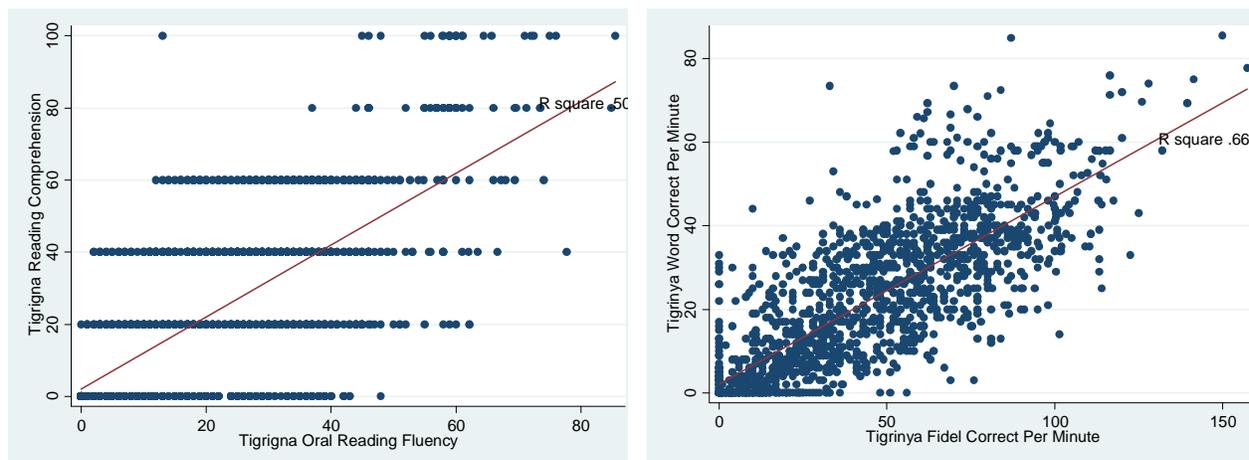


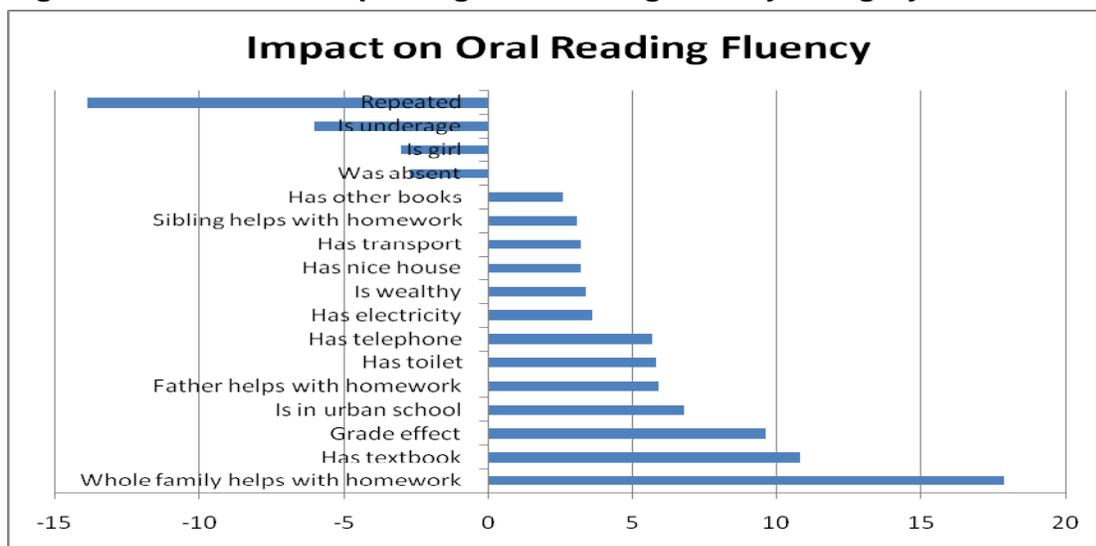
Figure 4 presents the comparison between Tigrigna oral reading fluency (on the X axis) and Tigrigna reading comprehension (on the Y axis). It shows very clearly that the more that children can read, fluency-wise, the higher their reading comprehension scores. This is good news in some ways because it shows that there are many children in Tigray who can read to expected levels, and when they do, they are very likely also to understand what they read. The problem seems simple (in diagnosis)—far too few children are reading at the fluency rates necessary for comprehension. The story is similar for the comparison (on the right) between fidel identification and word reading. If children know the fidel fluently, they can read words fluently. This has clear pedagogical implications—if the fidel is taught, children can read. And if children can read, they can comprehend.

Figure 4. Tigrigna oral reading fluency against reading comprehension (left) and fidel against words (right)



The final portion of the Tigray-specific analysis is an investigation of the factors that are related to the quality of learning outcomes, as measured by oral reading fluency scores. Each of these factors is displayed by the regression coefficient for its relationship with oral reading fluency, specifically for children in Tigray. Figure 5 shows a few interesting things. First, repetition dramatically adversely affects oral reading fluency scores (-13.9 wpm), as does being underage for one's grade (-6.0 wpm). Having other books improves scores (2.6 wpm), as does many of the family background characteristics expected to impact scores. Having the textbook has a very large impact on oral reading fluency scores (10.8 wpm). Put another way, for the smaller percentage of Tigray children without a textbook, their scores are dramatically adversely affected by the lack of provisions. The urban school effect is also quite large (6.8 wpm) and having a family with enough time to support homework is also quite important (17.9 wpm). It is encouraging that many of these factors are within the control of the school and the system, either by providing books, encouraging reading in the home, adhering to the no repeating policy, or supporting parents as they support children in reading.

Figure 5. Factors impacting oral reading fluency in Tigray



2. Amhara Region EGRA Scores

In this section, the Amhara regional scores on the Amharic EGRA assessment are presented. Figure 6 is a woreda-level map of the Amhara region, and Table 2 is a disaggregated table of EGRA scores by task and gender and grade. This table shows that there is a large difference between fidel identification fluency scores between Grade 2 (41.4 pm) and Grade 3 (54.2 pm). In other words, children are still learning the fidel (and fluency with the fidel, in particular) in Grade 3. Boys outperform girls in this comparison (as in all of the other tasks), but the gap is wider for boys in Grade 3, who seem to have differentiated themselves more from girls. This might be when the gender gap in results in Amhara begins to expand, during Grade 3. The phonemic awareness task scores show that children in both grades and of both genders are capable of splitting words up into their component fidel. In fact, this task seems to suffer from a topping-out effect. For familiar word reading, note that the average score is only 20 wpm in Grade 2, and then in Grade 3, the scores increase to 29.4 wpm. Compared to the fidel identification task, this is almost exactly one-half of the score for fidel identification. It might be that if children were more fluent at the fidel level, they would also be more fluent at the word level. When asked to decode new words, the average child could read 12.8 in Grade 2 and 18.3 in Grade 3, which is much less than the word naming fluency. Oral reading fluency levels are closer to word naming fluency levels (19.1 wpm in Grade 2 and 27.9 in Grade 3). Note that there appears not to be a gender gap in Grade 2, but there is a large one in Grade 3 (25.2 wpm for girls and 30.6 wpm for boys). In reading comprehension, arguably the most critical facet of reading, scores were 22.0% for Grade 2 and 35.3% for Grade 3. This is clearly lower than expected, given that listening comprehension scores were above 50% for both Grade 2 and Grade 3. The gap is significant between what an Amhara child can comprehend from listening and what that child can comprehend from reading.

Figure 6. Map of Amhara region

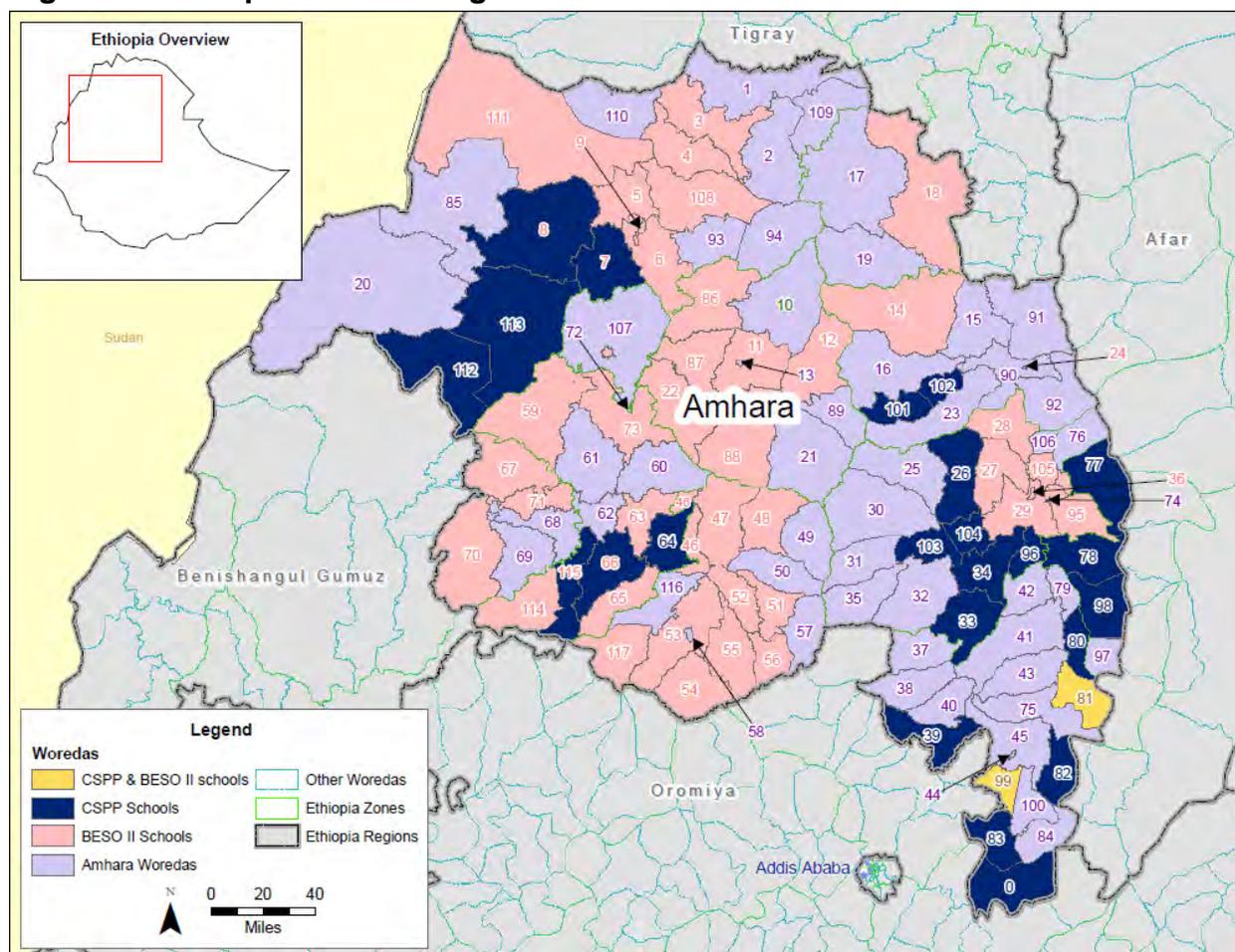


Table 2. EGRA scores in Amhara region

		Amhara EGRA Scores						
Task		Grade 2			Grade 3			Total
		Total	Female	Male	Total	Female	Male	
Amharic	Fidel Identification	41.4	40.6	42.3	54.2	50.2	58.2	47.7
	Phonemic Awareness	7.1	7.2	7.1	7.6	7.4	7.8	7.4
	Word Naming Fluency	20.2	19.5	20.8	29.4	26.9	31.9	24.7
	Unfamiliar Word Fluency	12.8	12.4	13.2	18.3	16.5	20.1	15.5
	Oral Reading Fluency	19.1	19.0	19.3	27.9	25.2	30.6	23.4
	Reading Comprehension	22.0	21.5	22.6	35.3	32.2	38.4	28.5
	Listening Comprehension	53.8	52.4	55.3	56.3	54.5	58.1	55.0
Zero Scores (%)	Word Naming Fluency	26.4	26.2	26.5	16.5	19.5	13.6	21.5
	Unfamiliar Word Fluency	36.2	36.9	35.4	25.1	29.0	21.1	30.7
	Oral Reading Fluency	27.5	26.8	28.1	17.0	19.3	14.7	22.3
	Reading Comprehension	49.0	51.4	46.5	30.4	35.2	25.5	39.9

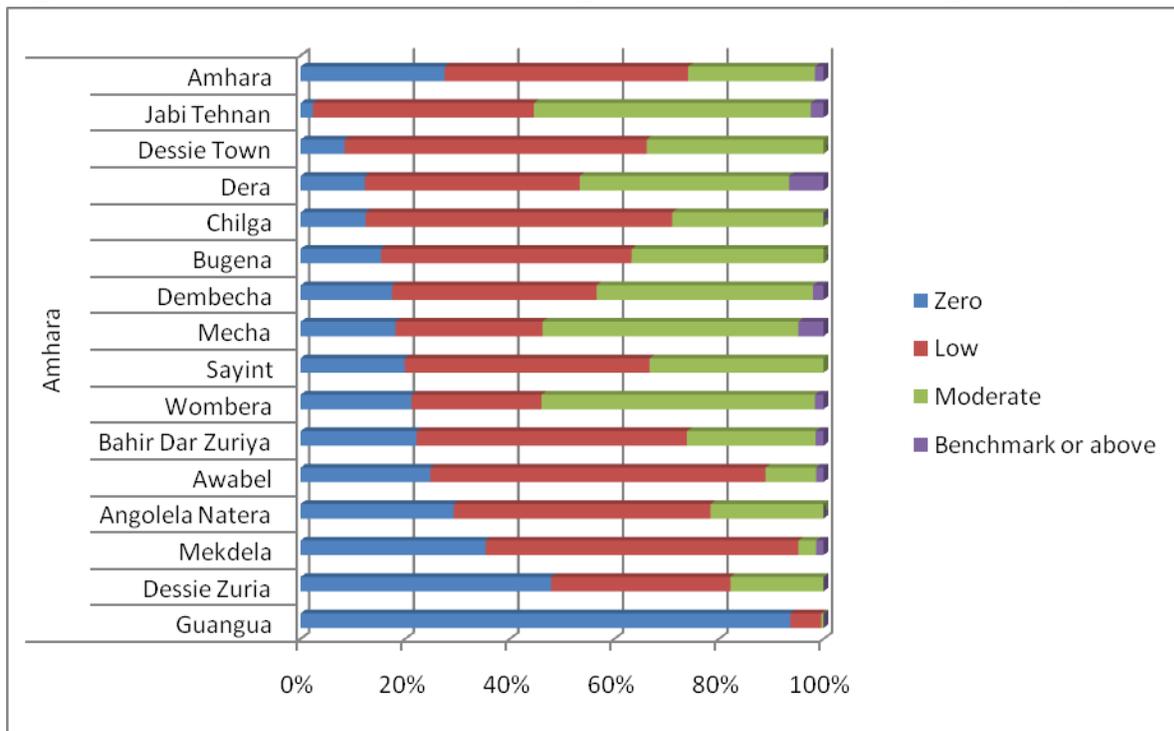
The bottom portion of Table 2 presents the percentage of children who scored zero on each of four reading tasks. It appears that at least 25% of Grade 2 children and nearly 20% of Grade 3 children are incapable of reading words in isolation, decoding new words, or reading words in

stories. The drop in zero scores between Grade 2 and Grade 3 is about 10% for each task, which means that during Grade 3, 10% of children move from complete nonreader to beginning reader. This is a high percentage and suggests that more needs to be done much earlier. With respect to comprehension, the zero scores show that half of Grade 2 children (49.0%) and one third of Grade 3 children (30.4%) do not comprehend what they read at all. This is a much higher result than expected.

In Figure 7, the percentage of children at particular reading levels is presented by woreda. The woreda with the fewest zero scorers (blue bar) is Jabi Tehnan, followed by Dessie Town and Dera. The woreda with the highest zero scorers is Guangua,² followed by Dessie Zuria. It is notable that there is such a wide gap in achievement between Dessie town and Dessie Zuria, and further research is necessary to determine why the gap exists at the size that it does. The largest number of children reaching 60 wpm or more is found in Dera and Mecha woredas, while Guangua, Sayint, Dessie Zuria, Chilga, and Bugena have very low numbers of children at those levels. In general, the percentage of children reading at the expected benchmark, even in the strongest woredas, is minimal. The highest percentages of children reading less than 30 wpm (blue and red bars together) are found in Guangua, Mekdela, and Awabel. The highest percentages of children reading more than 60 wpm (green and purple bars together) are in Wombera, Mecha, and Jabi Tehnan. It is clear, then, that woreda level differences within Amhara are enormous, and there are woredas with much stronger early reading programs than others. It also appears, however, that few woredas are able to produce the fluency levels expected for high levels of comprehension.

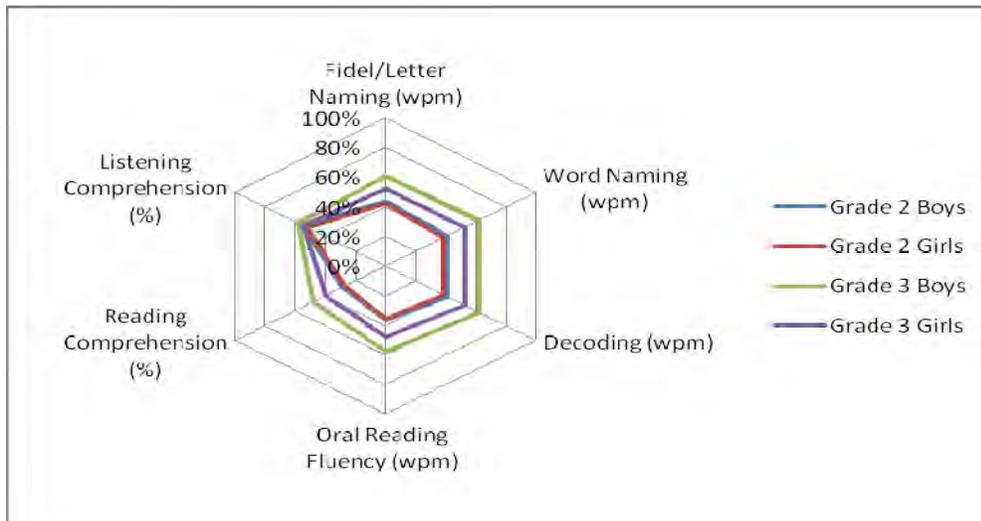
² Note that the likely reason for the low performance of children in Guangua is due to the transition from another language of instruction to Amharic at Grade 2 or 3. Since the language of instruction in these schools was Amharic, these schools were retained, with this explanation given for the low performance.

Figure 7. Amhara woreda percentage scores on oral reading fluency



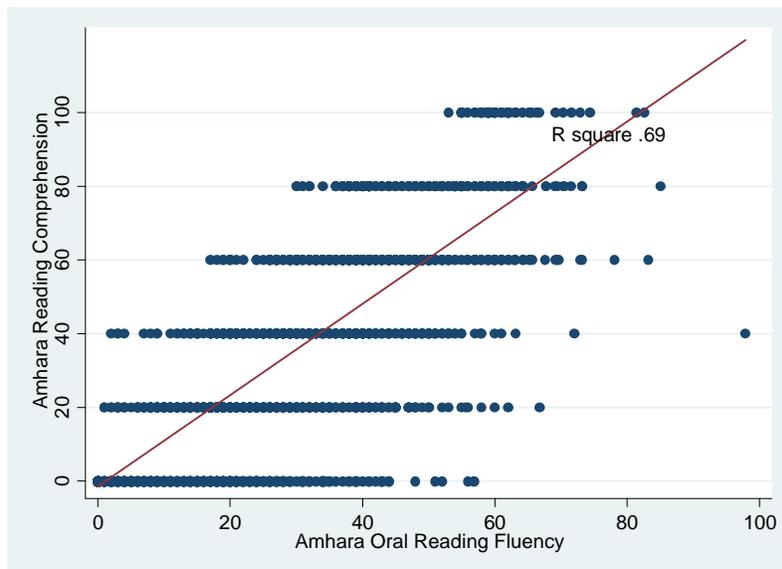
In Figure 8, we present the average scores by gender and grade for each task, compared against benchmarks from the Amhara region. This radial plot shows that the highest scores (and smallest gender and grade gaps) occur in listening comprehension. On the other hand, the lowest scores with the widest gaps occur in reading comprehension. There are not many differences in this metric between fidel naming, word naming, decoding, and oral reading fluency. All of these tasks had low scores, which likely contributes to the very low scores in reading comprehension. In short, much work with the fidel and words is necessary to limit the difference between listening and reading comprehension.

Figure 8. Radial plot for Grade 2 and Grade 3 boys and girls against Amhara benchmarks for six EGRA tasks



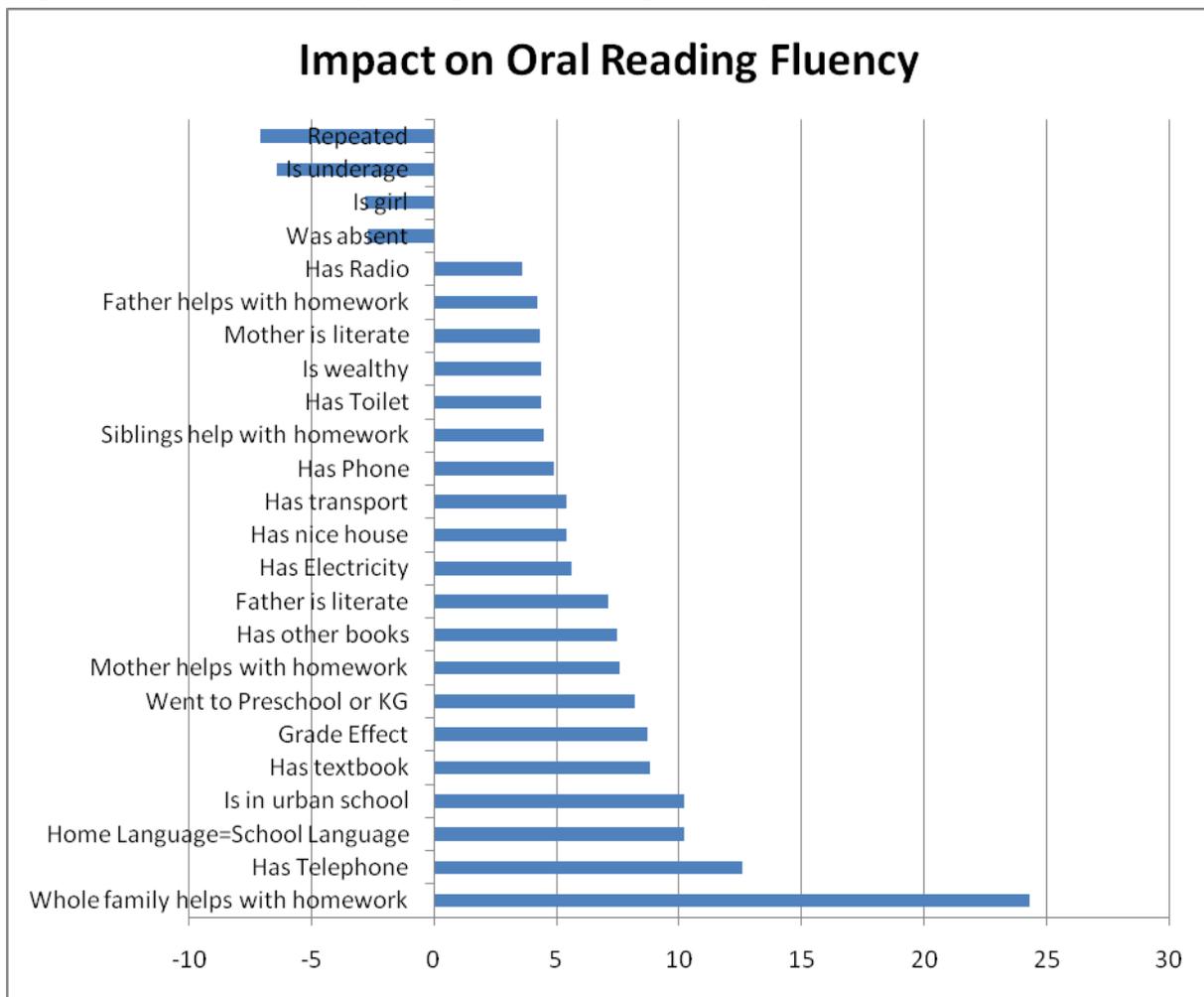
In Figure 9, Amhara oral reading fluency scores are presented against reading comprehension outcomes. While the analysis above shows that reading comprehension scores are low, on average, this figure shows that where oral reading fluency is high (above 60 wpm), reading comprehension scores are also quite high. Children who comprehend at 80% and 100% most often have reading fluency scores of at least 40 wpm up to 100 wpm. This shows that while reading comprehension scores appear quite low, this is large due to the fact that many children do not read fluently enough to allow for comprehension of the texts.

Figure 9. Amhara oral reading fluency against reading comprehension



In this portion of the analysis, the predictive factors at the student, family, and school levels are analyzed to determine what relationship the factors have with oral reading fluency outcome scores. Note that only statistically significant factors are presented here. It appears that repetition has a large impact on achievement (-7.1 wpm), as does being underage for grade (-6.4 wpm). Family factors, such as household wealth, parental literacy, and assistance with homework, all have the expected impact on achievement. In Amhara, having gone to preschool or KG increases oral reading fluency scores by 8.2 wpm, having the textbook increases the scores by 8.8 wpm, learning in the same language that you speak at home is related to a score of 10.2 wpm, and having other books increases the scores by 7.5 wpm. Having a family where the mother, father, and siblings assist with homework is related to a score of 24.3 wpm more on oral reading fluency. For the most part, other than the family background characteristics, these predictive factors are things that can be affected by the school and the educational system.

Figure 10. Factors impacting oral reading fluency in Amhara



3. Oromiya Region EGRA Scores

This section analyzes the scores from EGRA for the Oromiya region. Figure 11 presents a woreda-level map of the region, which would be one of the larger countries in sub-Saharan Africa if it was a stand alone country. Table 3 presents EGRA scores disaggregated by gender and grade. Note the consistent differences between genders, with males always outperforming females (except for listening and reading comprehension for Grade 3). For letter identification, is notable that the scores are slightly higher than what has been presented in other large regional states heretofore that use a Sabeian script. Children in Oromiya are slightly more fluent in letter identification than are children in Amhara or Tigray. Note that there is a large gain between Grades 2 and 3; it appears that some children are still learning the alphabet (or at least fluency with it) during Grade 3. There is a larger difference between Grades 2 and 3 in phonemic awareness skills in Oromiya than there was in the Sabeian script languages above. This appears to be because that skill is easily acquired in Sabeian script languages, while differentiating the first sound in a word is more difficult (and takes longer to master) in Afan Oromo. For word naming fluency, it is remarkable how much more fluent children are with letters than they are with words, reading nearly three times as many letters as words in Grade 3. The children in Oromiya, then, have marked difficulty in combining letters to make words; even amongst words that should already be familiar (i.e., these were the 50 most common occurring words in the Oromiya texts). Skills in unfamiliar word reading are meager, with Grade 2 and Grade 3 averages of 10.7 and 16.4, respectively. Oral reading fluency scores (20.9 wpm in Grade 2 and 33.4 wpm in Grade 3) are higher than might be expected given the low scores in word reading. This might indicate that the story was a bit easier than it should have been for the grade. These scores remain very low, though, and about one-third of the level they should be to ensure comprehension. This is evident when the comprehension scores are analyzed, with the average Grade 2 child only able to answer a bit more than 1 of 5 questions correctly. The average Grade 3 child could answer more than 2 out of 5. This is about one-third (for Grade 2) and one-half (for Grade 3) of the scores on listening comprehension. This means that children would understand much more of what they read if they could read it. Therefore, there seem to be three major gaps in Oromiya. First, children are struggling to identify their letters. Second, they have difficulty combining letters to make words. Third, they do not do well in determining the meaning of the words that they can read, likely because they read too slowly.

Figure 11. Map of Oromiya region

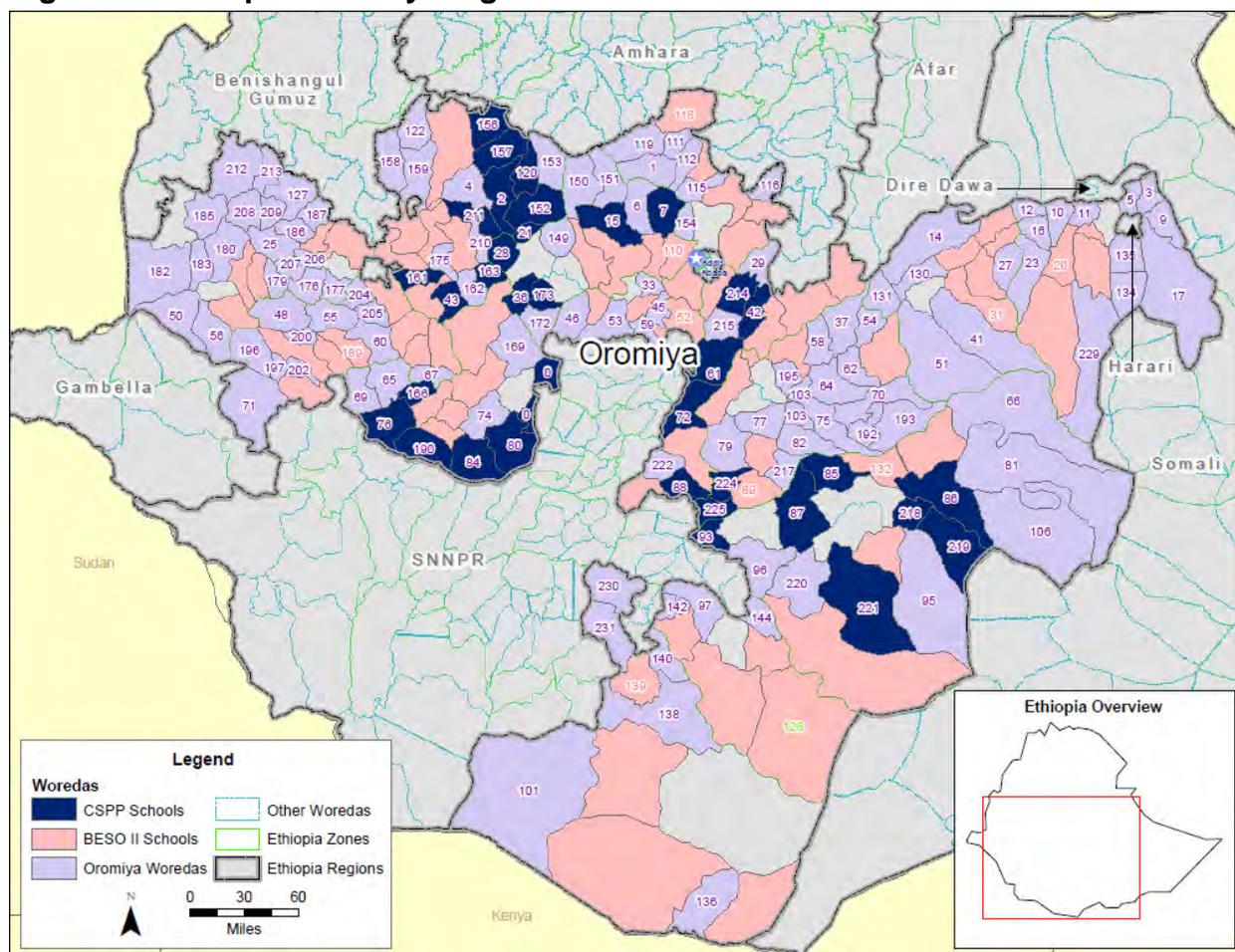


Table 3. EGRA scores in Oromiya region

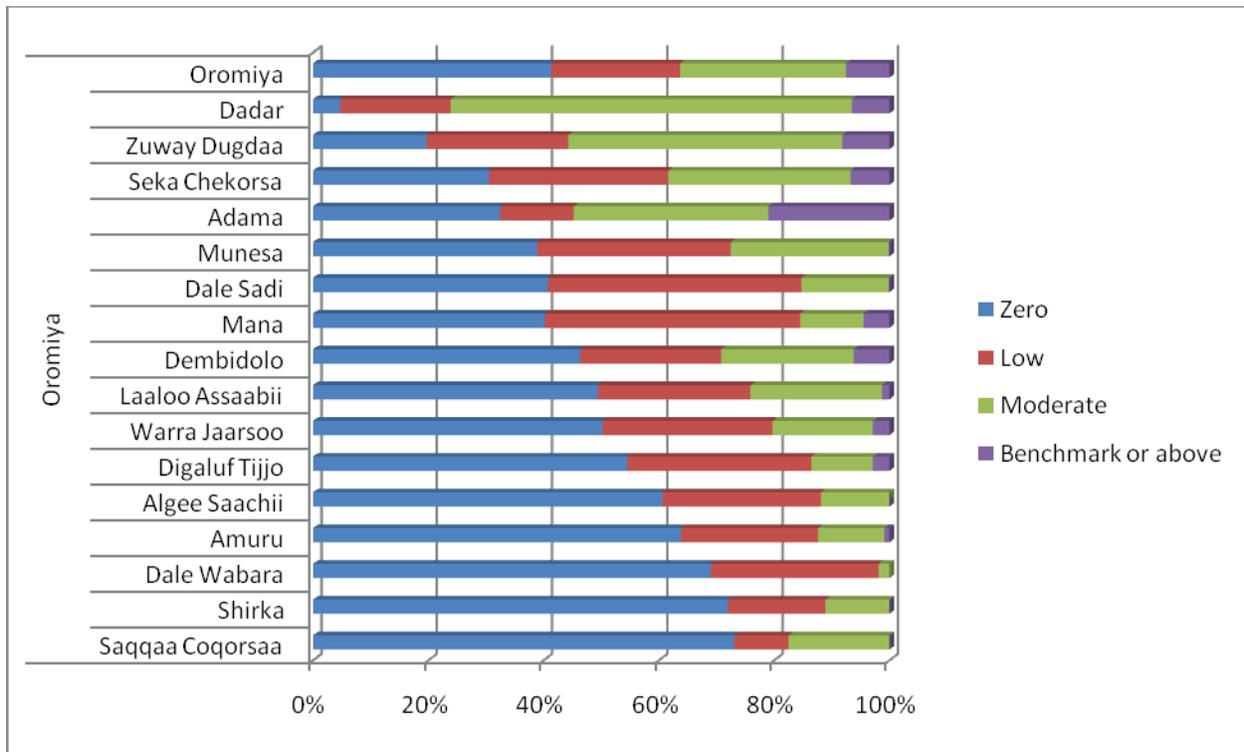
		Oromiya EGRA Scores						
Task		Grade 2			Grade 3			Total
		Total	Female	Male	Total	Female	Male	
Afan	Letter Identification	44.8	43.7	46.0	59.1	58.0	60.2	52.1
Oromo	Phonemic Awareness	5.8	5.5	6.2	7.2	7.0	7.4	6.5
	Word Naming Fluency	16.7	16.5	17.0	26.4	25.7	27.1	21.7
	Unfamiliar Word Fluency	10.7	11.5	9.9	16.4	15.9	16.8	13.6
	Oral Reading Fluency	20.9	19.1	23.0	34.4	33.4	35.4	27.8
	Reading Comprehension	25.2	24.2	26.3	43.9	44.1	43.7	34.8
	Listening Comprehension	77.4	78.6	76.1	87.4	87.5	87.4	82.6
Zero Scores (%)	Word Naming Fluency	41.0	43.0	38.6	18.9	22.1	15.6	29.6
	Unfamiliar Word Fluency	48.0	47.7	48.3	25.5	26.9	24.0	36.4
	Oral Reading Fluency	41.2	43.6	38.4	20.6	23.1	17.9	30.5
	Reading Comprehension	47.0	49.5	44.1	24.7	27.7	21.5	35.5

The bottom part of Table 3 presents the zero scores for each grade. This is one of the most concerning portions of the Oromiya data analysis. It appears that 2 out of 5 children in Oromiya, at the end of Grade 2, have absolutely no ability to read common words, decode new words, or read words in stories. These same children, unsurprisingly, cannot understand what they did not

read. In Grade 3, that percentage drops by about half. That means that 20% of Oromiya children are barely entering the word stage in Grade 3, which is far too late, based on the Minimum Learning Competencies documents and the syllabus. A significant number of children seem to be in school, but not learning much while they are there.

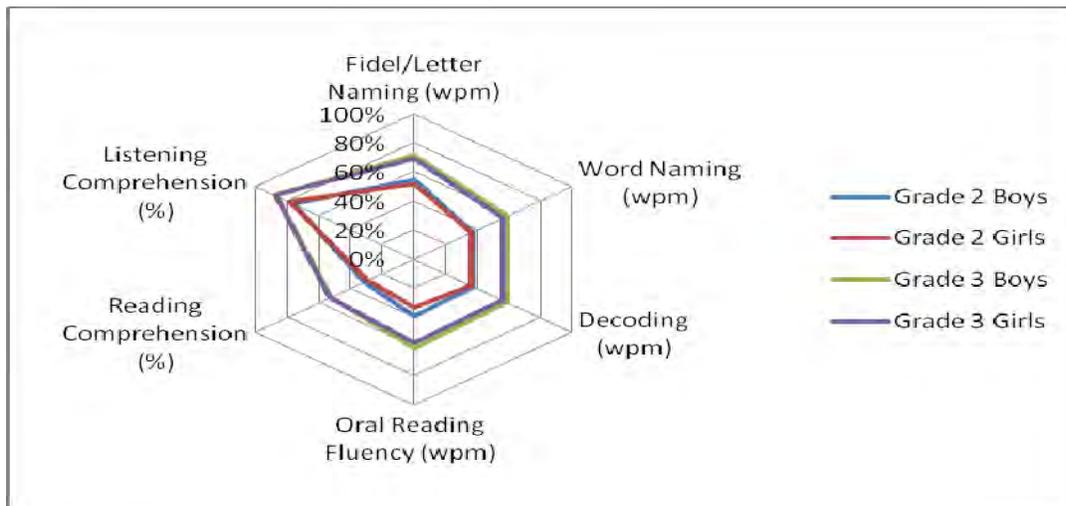
Figure 12 compares oral reading fluency scores by woreda, with particular attention to different levels of oral reading fluency. The woredas where more than 60% of children cannot read a single word (blue bars) are Saqqaa Coqorsaa, Shirka, Dale Wabara, and Amuru. The woredas with the lowest percentage of zero word readers are Dadar and Zuway Dugdaa, with Dadar significantly better. Adama, Zuway Dugdaa, Dadar, Dembidolo, and Seka Chekorsa have the largest percentages of children reading 60 wpm or better (purple bars). Note that only Adama has more than 20% of its readers above the benchmark, and most have very modest percentages. Dadar, Zuway Dugdaa, and Adama all have more than 50% of their children reading at least 30 wpm (green and purple bars together). On the other hand, Shirka, Dale Wabara, Amuru, Algee Saachii, and Digaluf Tijjo all have more than 80% of their children reading less than 30 wpm. This is highly problematic for their children. Adama is of particular interest, since it has 30% of children that are unable to read at all, and more than 20% that can read more than 60 wpm. It seems, therefore, to have a bifurcated population, some that cannot read at all, and others who read quite well. Adama is a unique woreda in that respect.

Figure 12. Oromiya woreda percentage scores on oral reading fluency



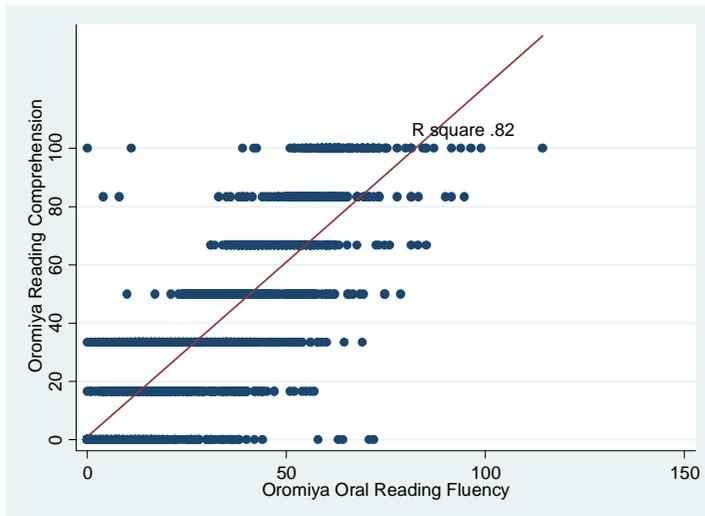
In Figure 13, the comparative performance of Oromiya’s children on the subtasks is analyzed. It shows that while there is a grade gap, with Grade 3 outperforming Grade 2, the gender gap is minimal across the tasks. It also shows that children in both Grades 2 and 3 do quite well on the listening comprehension task. This is a stark difference when compared with the other reading tasks (i.e., letters, words, decoding, and oral reading fluency), where the performance of Grade 2 is 40% of the expected level, and for Grade 3, it is only 60%. The scores are lower on reading comprehension than on words, which shows that there is an additional problem of teaching children to understand what they are able to read.

Figure 13. Radial plot for Grade 2 and Grade 3 boys and girls against Oromiya benchmarks for six EGRA tasks



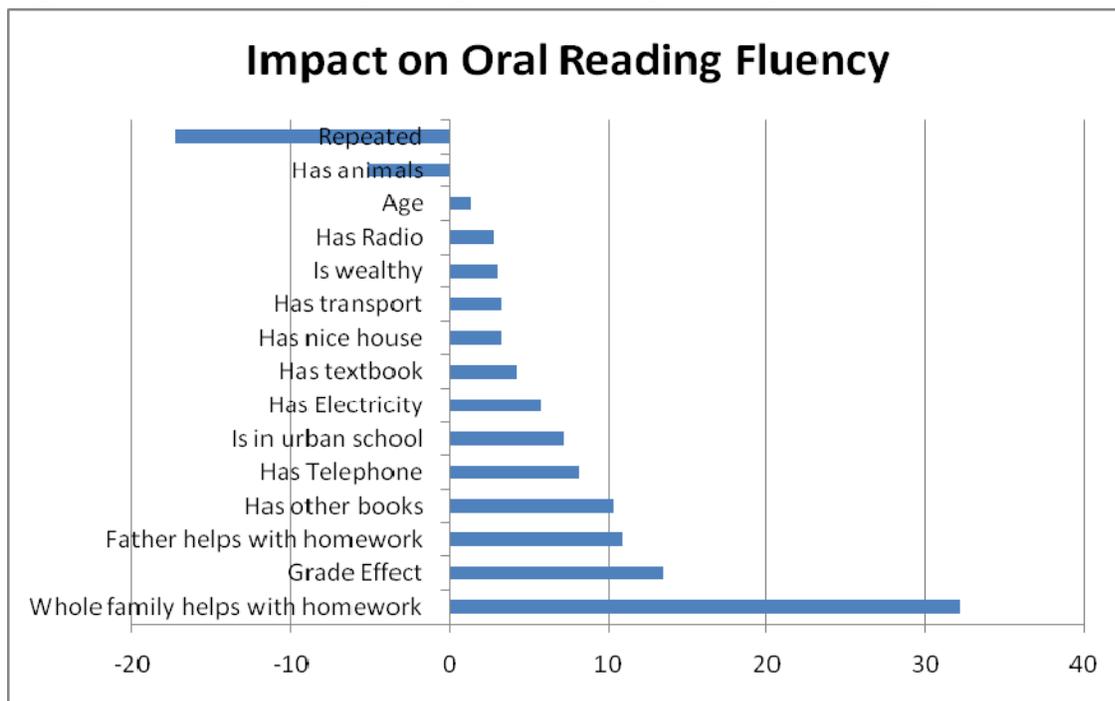
In Figure 14, Oromiya scores on oral reading fluency are compared with those on reading comprehension. The R square score is quite high (.82), which shows that most of the variation in comprehension can be explained by the variation in oral reading fluency. In other words, if one knows how a child does in reading fluency, we can predict with a great deal of accuracy how that child will do on the reading comprehension task. The problem, then, seems to be the low scores on reading fluency. Where children can read fluently (above 50/60 wpm), their reading comprehension scores are consistently 80% to 100%. The problem, simply, is that too few children can read with much fluency at all.

Figure 14. Oromiya oral reading fluency against reading comprehension



In Figure 15, several factors that are statistically significantly correlated with oral reading fluency outcomes are presented. Note that the impact of repeating is quite large (-17.3 wpm). Having animals is also a significant negative factor (-5.2 wpm), which likely is a proxy for urbanicity, which is also a positive predictor (7.2 wpm). Family background has an impact, as does having a textbook (4.3 wpm), having other reading materials (10.3 wpm), having the father help with homework (10.9 wpm), and having the whole family involved in homework (32.2 wpm).

Figure 15. Factors impacting oral reading fluency in Oromiya



4. Somali Region EGRA Scores

Figure 16 presents a woreda map of the Somali region, with a particular focus on the woredas in the EGRA study. Table 4 presents disaggregated EGRA scores for the Somali region.³ Note that boys consistently outperform girls, across all tasks and both grades. When examining the scores, it is immediately clear that the letter identification task was done relatively well, with the average letter fluency score at 45.3 pm in Grade 2 and 53.9 in Grade 3. The gap between Grade 2 and Grade 3 is slightly smaller than what has been found in other regions. Phonemic awareness scores are quite low, with an overall average of 4.4. There is no difference between scores in Grades 2 and 3, which suggests that this is not a skill that is taught in Grade 3. For word reading fluency, the gain between Grade 2 (16.5 wpm) and Grade 3 (19.9 wpm) is modest, meaning that the early gains in Grade 2 are not accelerating in Grade 3. Unlike all of the other regions, children perform better on unfamiliar word reading fluency (18.4 wpm) than on familiar word fluency (17.9). This is likely because the length of the unfamiliar words was shorter than that for familiar words. The oral reading fluency scores are higher than those of words and unfamiliar words (26.3 wpm). Reading comprehension scores were modest (30.4% in Grade 2 and 34.7% in Grade 3), and listening comprehension scores were decent (53.5% in Grade 2 and 51.3% in Grade 3). There seems to be not as large a gap between listening skills and reading skills in the sampled schools in the Somali region.

³ It is important to note that the sampling for Somali region was done differently for both RTI and IQPEP sub-samples due to the difficulty in accessing schools in Somali region during the period of the study (May and June 2010). The findings here, as a result, must be seen as an illustrative case study and cannot be extrapolated back to the entirety of Somali region.

Figure 16. Map of Somali region

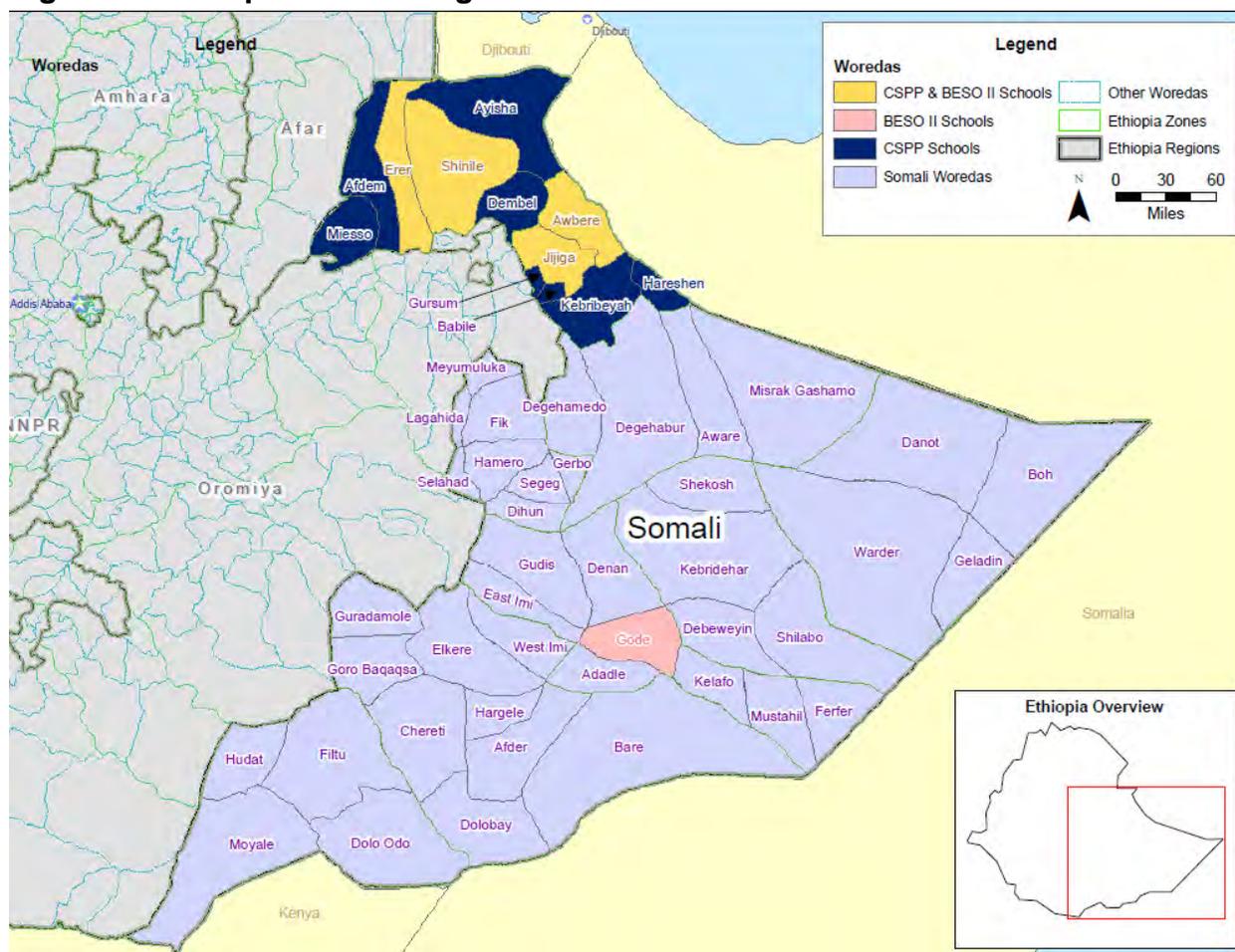


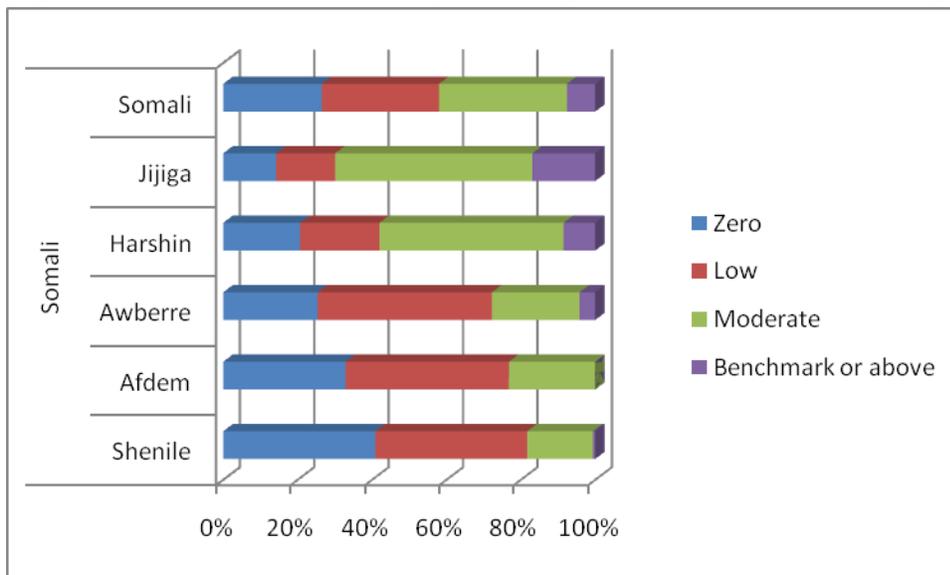
Table 4. EGRA scores in Somali region

		Somali EGRA Scores						
Task		Grade 2			Grade 3			Total
		Total	Female	Male	Total	Female	Male	
Somali	Letter Identification	45.3	41.0	48.6	53.9	48.1	58.9	49.0
	Phonemic Awareness	4.4	3.8	4.9	4.3	3.6	5.0	4.4
	Word Naming Fluency	16.5	16.1	16.8	19.9	17.5	21.9	17.9
	Unfamiliar Word Fluency	16.7	15.9	17.3	20.7	18.1	23.0	18.4
	Oral Reading Fluency	25.8	25.7	25.8	26.9	23.7	29.7	26.3
	Reading Comprehension	30.4	29.4	31.2	34.7	32.5	36.5	32.2
	Listening Comprehension	53.5	55.1	52.3	51.3	49.6	52.8	52.6
Zero Scores (%)	Word Naming Fluency	28.1	26.9	29.0	23.6	25.1	22.3	26.2
	Unfamiliar Word Fluency	27.3	27.6	27.1	20.2	22.2	18.5	24.3
	Oral Reading Fluency	26.5	23.7	28.7	21.4	21.5	21.3	24.3
	Reading Comprehension	33.3	30.1	35.6	28.8	26.7	30.6	31.4

With respect to zero scores, there are more than 25% of Grade 2 students and 20% of Grade 3 students who are total nonreaders in that they cannot read any words in isolation, cannot decode new words, and cannot read words in stories. This is a significant amount of each classroom and does not bode well for that group of children and their ability to further their education. Exactly one-third of Grade 2 children did not comprehend anything that they read, and just over one-quarter did not comprehend anything in Grade 3.

In Figure 17, the levels of oral reading fluency are compared across woredas. We find that the woredas with the highest percentage of zero scores (blue bars) are Afdem and Shenile, and the one with the lowest percentages is Jijiga. Jijiga also has the highest percentage of children reading at the 60 wpm benchmark (purple bar), while Afdem and Shenile have basically zero children at that level. While Jijiga and Harshin both have more than 60% of their children reading 30 wpm or higher (green and purple bars together), Awberre, Afdem, and Shenile each have just over 20% of their children at 30 wpm or higher. This region, then, seems to have a significant amount of woreda-level variation in reading outcomes.

Figure 17. Somali woreda percentage scores on oral reading fluency



In order to understand whether children in Somali are closer or farther from regionally developed benchmarks for particular subtasks of reading, Figure 18 investigates the average scores for boys and girls in Grade 2 and Grade 3 against the 90th percentile score in Somali. Note that the 90th percentile is still not at the expected level based on the Minimum Learning Competencies document or international experience. The interesting thing about this figure is that it shows how wide the gender gap is in Grade 3, with boys (green line) outperforming all other groups. In fact, Grade 3 girls are closer to Grade 2 achievement than they are to Grade 3 achievement. Note that the percentage scores are similar for letters, words, decoding, and oral reading fluency. The lowest percentages are in reading comprehension, and the highest is for listening comprehension, which is a consistent pattern in the Ethiopia EGRA data.

Figure 18. Radial plot for Grade 2 and Grade 3 boys and girls against Somali benchmarks for six EGRA tasks

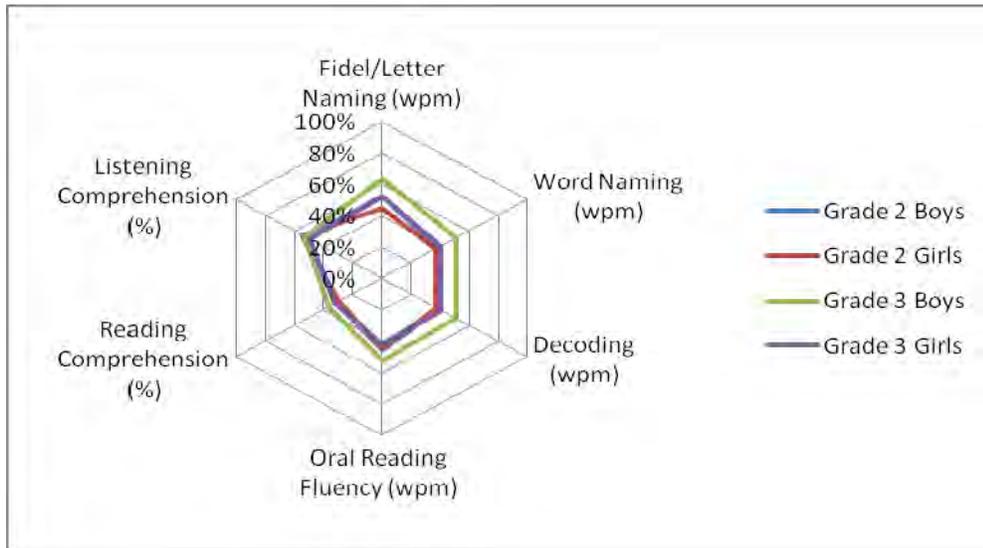
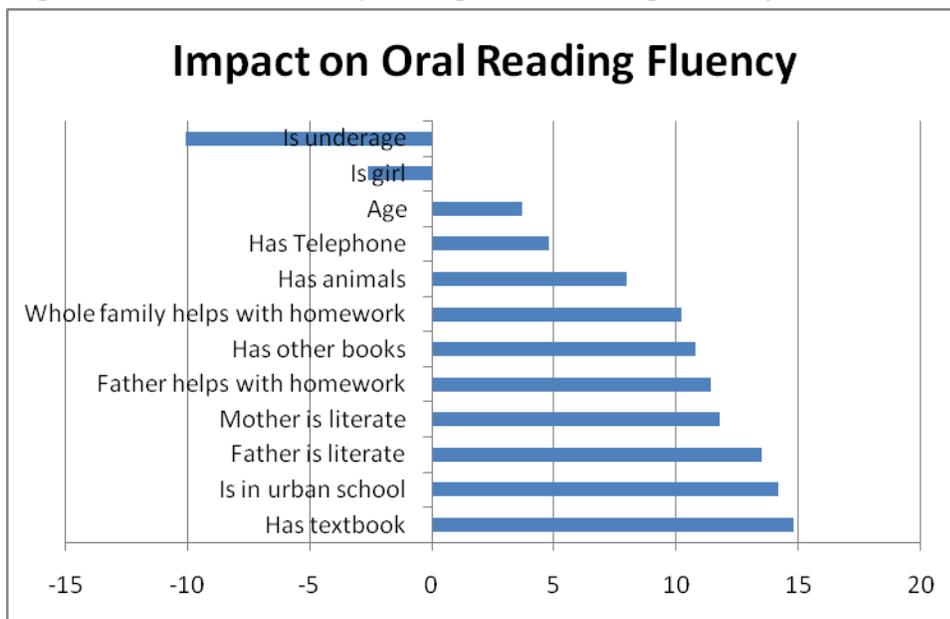


Figure 19 presents the factors that have significant relationships with oral reading fluency outcomes. Note that being underage is particularly problematic in Somali (-10.1 wpm). Unlike Oromiya, having animals is associated with higher reading fluency (8.0 wpm), and having parents who are literate is related with oral reading fluency by 11.4 wpm for fathers and 11.8 wpm for mothers. Having the textbook is absolutely critical and is correlated with 14.8 wpm in the Somali region.

Figure 19. Factors impacting oral reading fluency in Somali



5. Benishangul-Gumuz Region EGRA Scores

In Figure 20, the wordas in the Benishangul-Gumuz region are presented. Then, in Table 5, the disaggregated scores for the various subtasks of the EGRA are presented. Note that in Benishangul-Gumuz, girls consistently outscore boys, though the differences are not statistically significant. On the fidel identification task for the Amharic assessment given in Benishangul-Gumuz, Grade 2 children can read 29.2 letters in a minute, while Grade 3 children can read 46.1. This represents a significant increase between Grades 2 and 3 and shows that the majority of children in Benishangul-Gumuz are still learning the alphabet in Grade 3. Phonemic awareness scores are lower in this region than in others taking this task, which suggests that word reading might be more difficult than in other regions taking the Amharic task. Word naming fluency scores are approximately half as large as the fidel identification task, which suggests that identifying common words is yet another step that children in this region struggle with. Unfamiliar word fluency scores are quite low, with only 10.6 wpm in Grade 2 and 17.5 wpm in Grade 3. Oral reading fluency scores are closer to word naming fluency, but are actually slightly higher (16.6 wpm in Grade 2 and 27.7 wpm in Grade 3). This means that the oral reading fluency task might be slightly too easy for the level. Reading comprehension scores were very low, with the average Grade 2 student not able to answer 1 out of 5 questions correctly (17.7%) and the average Grade 3 student not able to answer 1.5 out of 5 questions correctly (30.9%). Listening comprehension scores are much higher (52.9% in Grade 2 and 57.3% in Grade 3). This suggests that while children have skills in listening and oral language, they have more difficulty in understanding what they read.

Figure 20. Map of Benishangul-Gumuz region

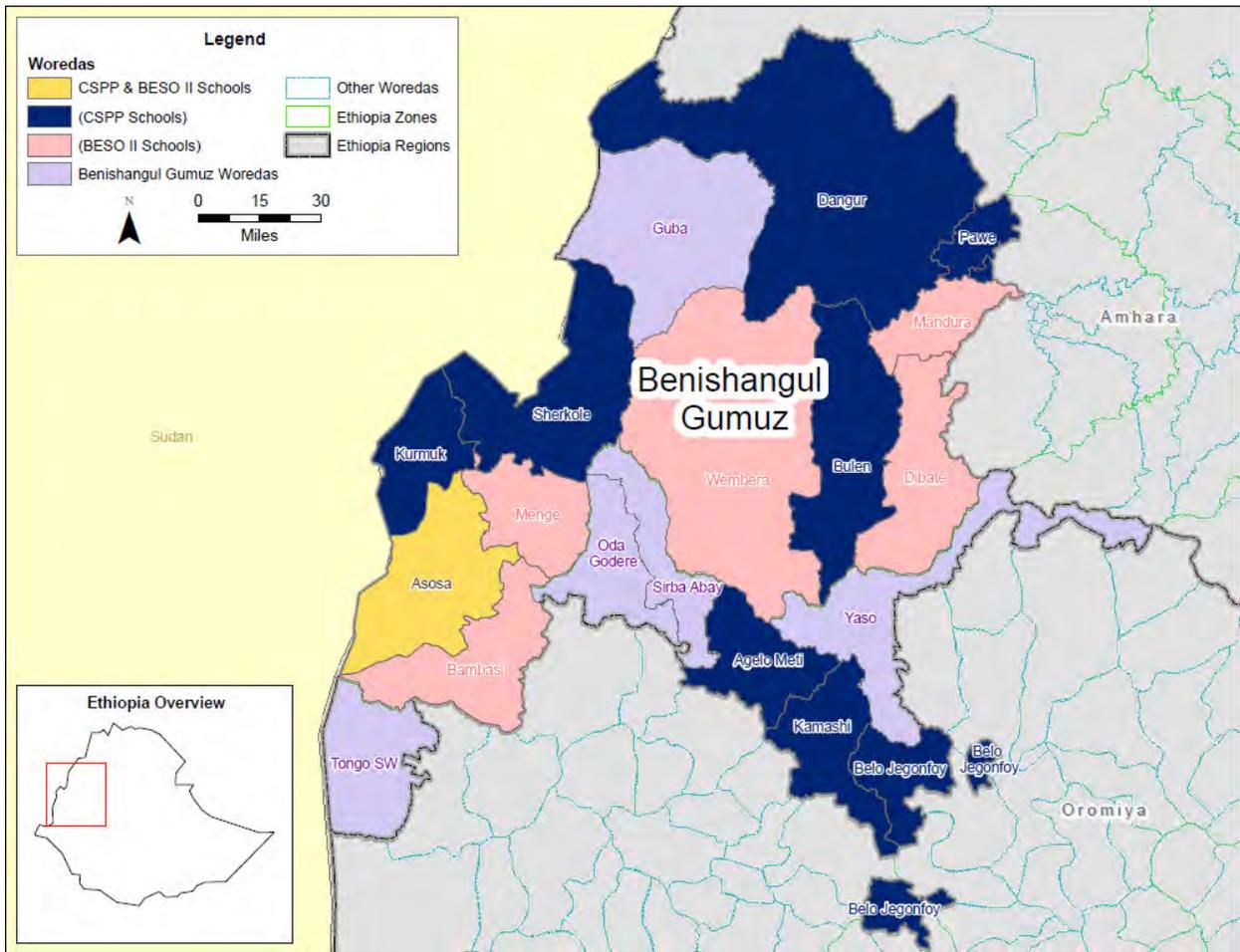


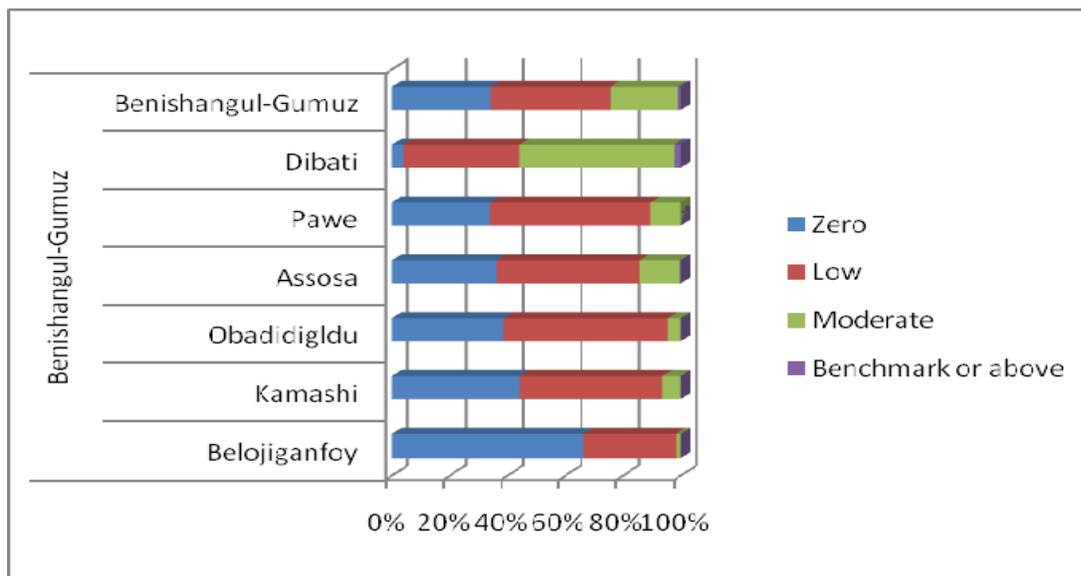
Table 5. EGRA scores in Benishangul-Gumuz region

Benishangul-Gumuz EGRA Scores								
Task	Grade 2			Grade 3			Total	
	Total	Female	Male	Total	Female	Male		
Amharic	Fidel Identification	29.2	30.2	28.1	46.1	48.1	44.2	37.5
	Phonemic Awareness	5.4	5.9	4.9	6.8	7.0	6.7	6.1
	Word Naming Fluency	14.8	14.5	15.1	25.4	26.9	24.0	20.0
	Unfamiliar Word Fluency	10.6	10.4	10.7	17.5	19.0	16.0	14.0
	Oral Reading Fluency	16.6	17.7	15.4	27.7	28.5	26.9	22.0
	Reading Comprehension	17.7	18.7	16.7	30.9	31.1	30.8	24.2
	Listening Comprehension	52.9	52.3	53.5	57.3	57.7	56.9	55.1
Zero Scores (%)	Word Naming Fluency	38.2	34.1	42.5	18.9	20.4	17.5	28.7
	Unfamiliar Word Fluency	44.4	40.1	48.9	28.7	29.0	28.5	36.7
	Oral Reading Fluency	33.7	31.5	36.0	14.9	18.6	11.2	24.4
	Reading Comprehension	54.0	48.7	59.5	32.3	31.1	33.5	43.3

When analyzing the zero score data at the bottom of Table 5, it is apparent that a very large percentage of Benishangul-Gumuz children are nonreaders. 38.2% of Grade 2 children scored zero on familiar word naming fluency, 44.4% on unfamiliar word fluency, and 33.7% on oral reading fluency. This suggests that between one-third and two-fifths of children are not at the word, decoding, sentence, or story level. The percentages are much less at Grade 3, which suggests that there is some reading instruction going on in Grade 3. Reading comprehension zero scores are 54.0% in Grade 2 and 32.3% in Grade 3.

Figure 21 presents the levels of reading scores for the different woredas in the region. Kamashi and Belojiganfoy both have zero scores over 40% (blue bars), while Dibati has the fewest zero scores. None of the woredas have significant percentages of children above the benchmark of 60 wpm. Belojiganfoy, Kamashi, and Obadidigldu woredas all have more than 90% of their children scoring 30 wpm or less. On the other hand, Dibati woreda has 60% of its children reading 30 wpm or more.

Figure 21. Benishangul-Gumuz woreda percentage scores on oral reading fluency



The following radial plot, Figure 22, shows the percentage scores for each group of children (Grade 2 and Grade 3 boys and girls) against the regional benchmarks. Note that for Grade 3 in particular, girls outperform boys, while modestly so in Grade 2. The gap between Grades 2 and 3 is very large for most of these tasks. For Grade 2, the scores are skewed toward listening comprehension, with average scores much higher for listening than the other tasks. For Grade 3, similar to other regions, the reading comprehension scores are the lowest.

Figure 22. Radial plot for Grade 2 and Grade 3 boys and girls against Benishangul-Gumuz benchmarks for six EGRA tasks

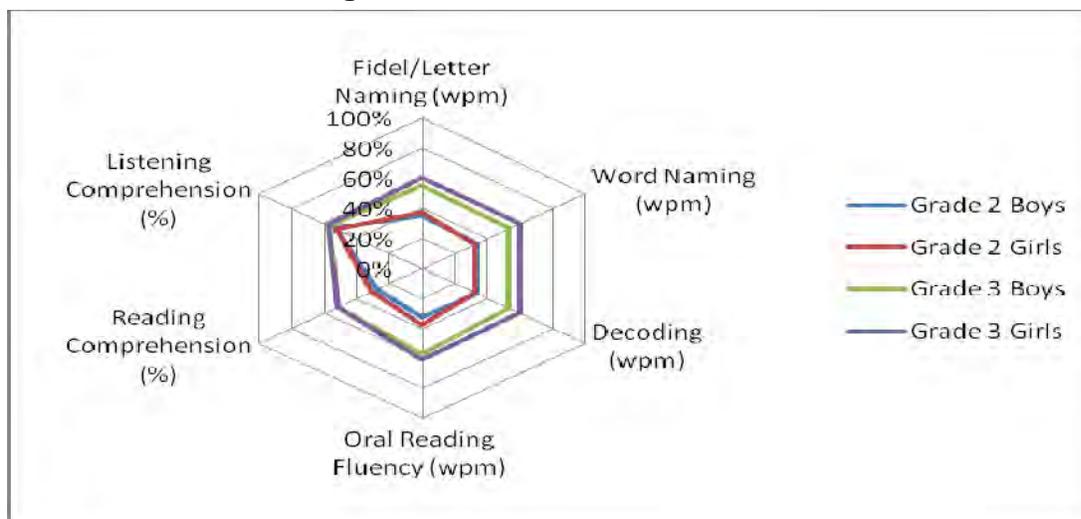
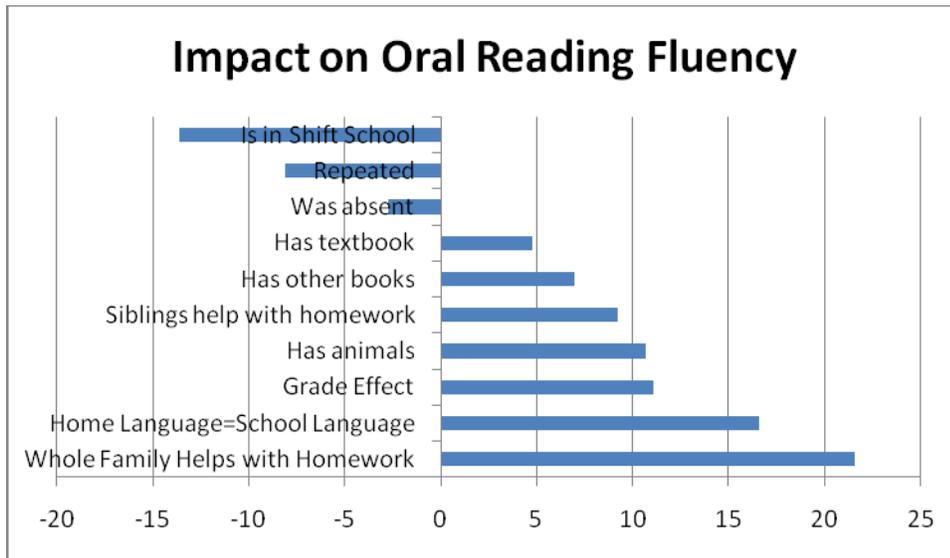


Figure 23 presents predictive factors and their relationship with oral reading fluency in the Benishangul-Gumuz region. Unlike other regions, this data shows a strong negative relationship

between being in a shift school, particularly the afternoon sessions, of -13.6 wpm. Repeating a grade also is related with fluency by 8.1 wpm. Having other books is a significant positive predictor (7.0 wpm), as is having the textbook (4.8 wpm). Having animals is a positive predictor in this region. With respect to policy, if children learn in the same language that they speak at home, their scores are 16.6 wpm higher.

Figure 23. Factors impacting oral reading fluency in Benishangul-Gumuz



6. Sidama Zone EGRA Scores

In Figure 24, the woredas of Sidama zone in Southern Nations, Nationalities, and People's Region (SNNPR) are shown. Note that the sample in this EGRA study comes from woredas in the Sidama zone in particular. Table 6 shows the average scores for each disaggregated group, by grade and gender. The gap between females and males in the Sidama zone is consistently quite large. The improvements between Grade 2 and Grade 3 are also quite large, meaning that children are improving in Grade 3. Letter identification scores are quite low for a Latin alphabet, with an average score of 28.3 for Grade 2 and 39.6 for Grade 3. Phonemic awareness scores are closely centered on 5 out of 10, with small differences between Grades 2 and 3. For word naming fluency, average wpm are 7.5 for Grade 2 and 12.3 for Grade 3. This is quite low and means that a significant percentage of children are unable to read any words at all. The same is true for unfamiliar word fluency (5.2 in Grade 2 and 9.1 in Grade 3). For oral reading fluency, scores are 6.8 wpm and 9.9 wpm for Grade 2 and Grade 3, respectively. This is extremely low, for an average. With respect to reading comprehension, scores are also very low for both Grade 2 (9.5%) and Grade 3 (13.7%). On the other hand, listening comprehension scores are much higher (46.2% in Grade 2 and 54.2% in Grade 3). The gap between listening and reading comprehension outcomes is very concerning. In the area of zero scores, it appears that two-thirds of the Grade 2 children in the Sidama zone are not capable of reading

words in isolation, decode new words, or read words in stories. The percentage drops to nearly one-half in Grade 3, but these are dismal percentages.

Figure 24. Map of SNNP region, including Sidama zone

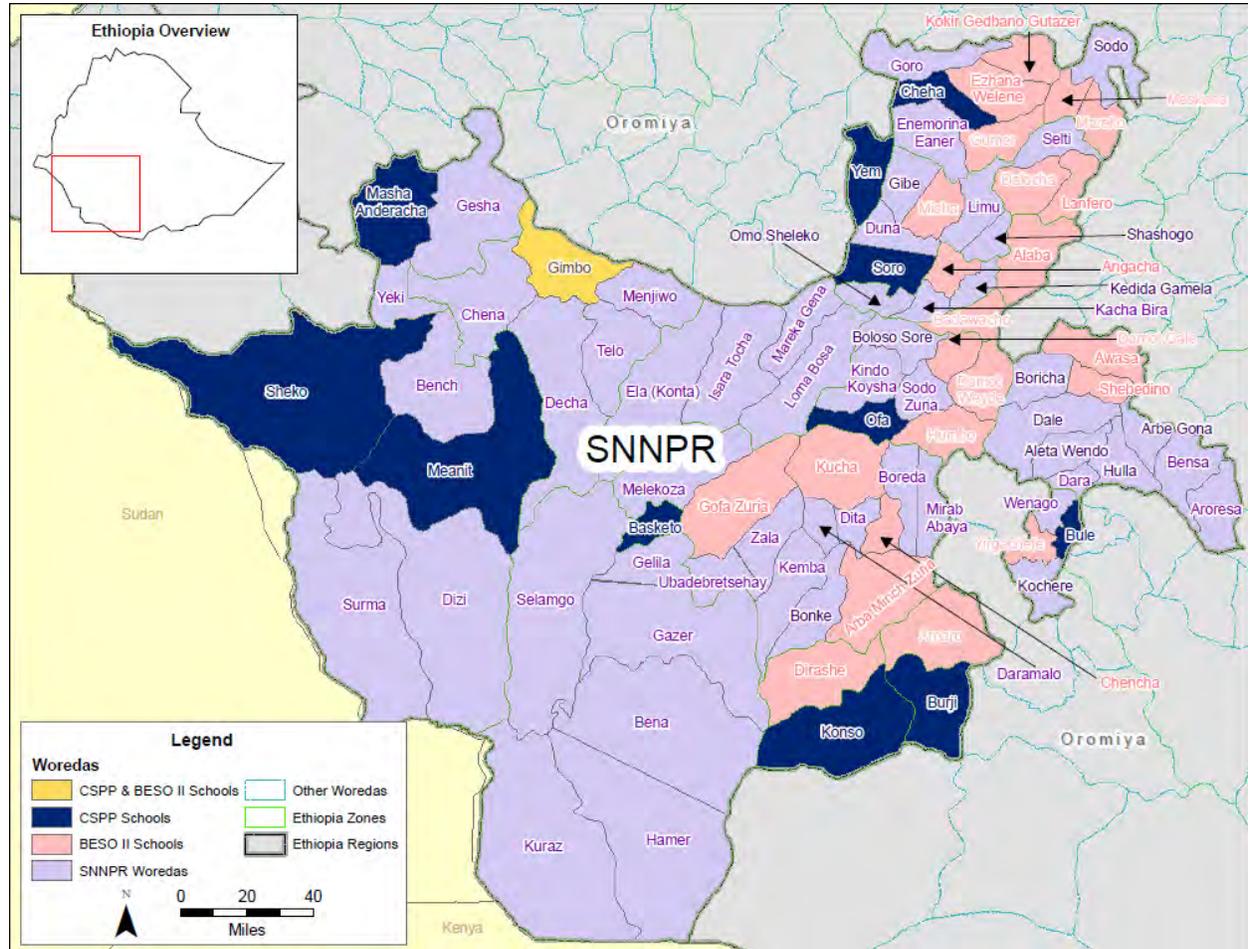
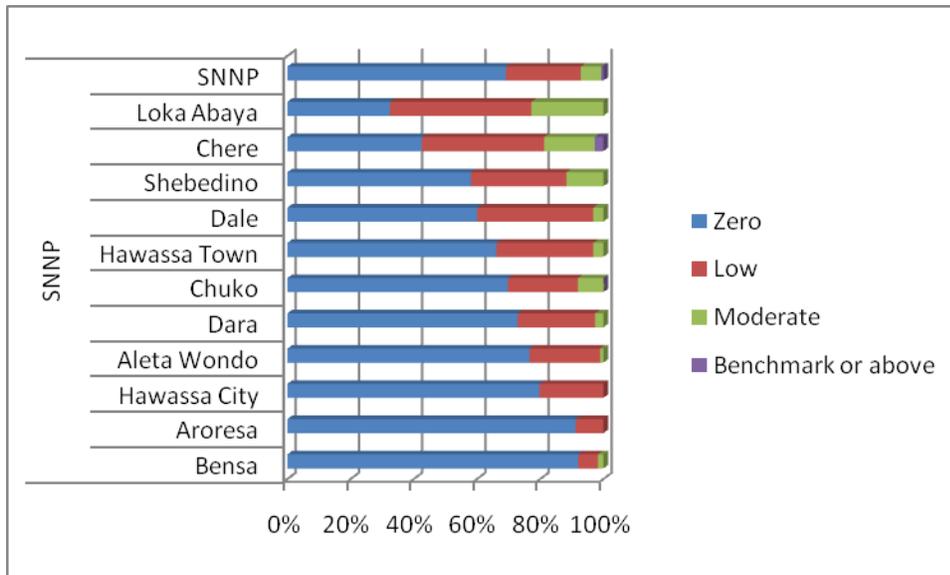


Table 6. EGRA scores in Sidama zone (SNNP region)

		Sidama zone SNNPR EGRA Scores						
Task		Grade 2			Grade 3			Total
		Total	Female	Male	Total	Female	Male	
Sidamigna	Letter Identification	28.3	23.8	32.7	39.6	34.0	45.3	33.8
	Phonemic Awareness	4.7	4.2	5.2	5.9	5.6	6.2	5.3
	Word Naming Fluency	7.5	4.5	10.5	12.3	10.4	14.2	9.9
	Unfamiliar Word Fluency	5.2	3.1	7.2	9.1	7.5	10.6	7.1
	Oral Reading Fluency	6.8	3.5	10.0	9.9	8.3	11.5	8.3
	Reading Comprehension	9.5	5.7	13.2	13.7	12.0	15.5	11.6
	Listening Comprehension	46.2	44.9	47.4	54.2	51.0	57.4	50.1
Zero Scores (%)	Word Naming Fluency	62.0	69.6	54.7	44.7	53.0	36.4	53.6
	Unfamiliar Word Fluency	66.9	72.4	61.6	47.7	57.8	37.8	57.8
	Oral Reading Fluency	69.2	78.6	60.1	54.0	63.6	44.3	61.8
	Reading Comprehension	72.8	82.1	63.8	61.8	67.8	55.8	67.5

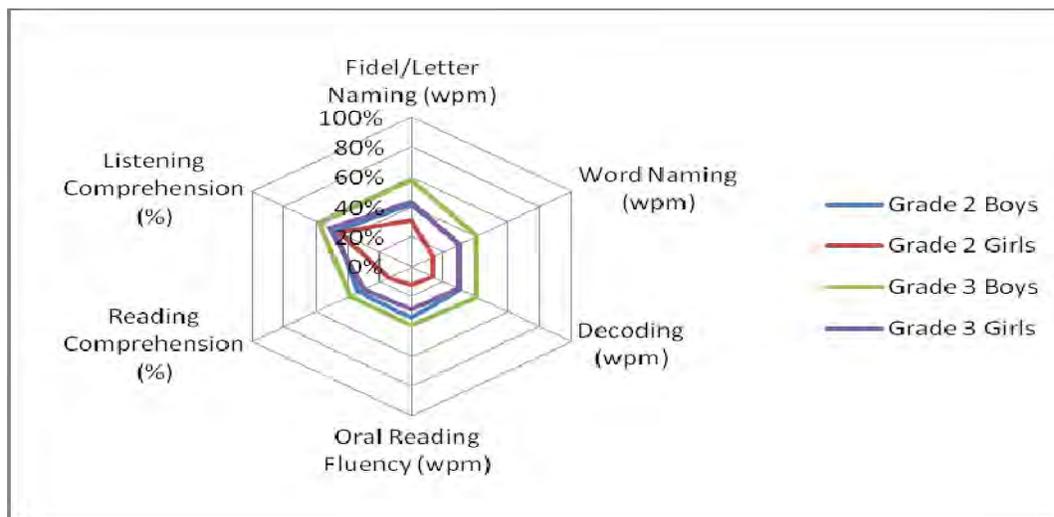
The levels of oral reading fluency scores are presented in Figure 25. Loka Abaya has the fewest zero scores (blue bar), and Bensa and Aroresa have the most. Chere has the highest percentage of children reading 60 wpm or more (purple bar), and many of the other woredas have zero. Only Loka Abaya and Chere have more than 20% of their children reading 30 wpm or more. Dale, Hawassa Town, Chuko, Dara, Aleta Wondo, Hawassa City, Aroresa, and Bensa all have less than 10% of their children reading 30 wpm or more.

Figure 25. Sidama zone woreda percentage scores on oral reading fluency



In the radial plot shown in Figure 26, the performance of girls and boys in Grades 2 and 3 is compared against benchmarks. These benchmarks were derived from the 90th percentile scores in the Sidama zone, and are likely too low to serve as benchmarks in the future. However, until the Ministry of Education and the Regional Education Bureaus devise more reasonable benchmarks, these can be used. Note that Grade 2 girls (red line) stand alone in their low performance, significantly far from Grade 2 boys (blue line). Moreover, Grade 2 boys (blue line) score approximately the same on the EGRA tasks as do Grade 3 girls (purple line). This means that Grade 3 boys (green line) significantly outperform the other groups on all tasks. Notably, the average performance on each of the six tasks is below 40% of the benchmark for all four groups. In short, there is a real crisis of Sidamigna educational reading performance identified in the Sidama zone.

Figure 26. Radial plot for Grade 2 and Grade 3 boys and girls against Sidama zone benchmarks for six EGRA tasks



In Figure 27, the factors that have a statistically significant relationship with oral reading fluency in the Sidama zone are presented. Note that the effects are much smaller given that scores in oral reading fluency are lower in the Sidama zone than in the other regions. The grade effect, for example, is only 3.1 wpm. The findings show that for every 10 animals a child’s family has, their score is higher by 3.7 wpm. Having other books has an effect of 5.7 wpm, having the textbook increases scores by 6.9 wpm, and speaking the same language at home that is spoken at school is related with 8.1 wpm. As in many other regions, having the entire family help with homework (i.e., mother, father and siblings) is correlated with 12.0 more wpm.

Figure 27. Factors impacting oral reading fluency in Sidama zone

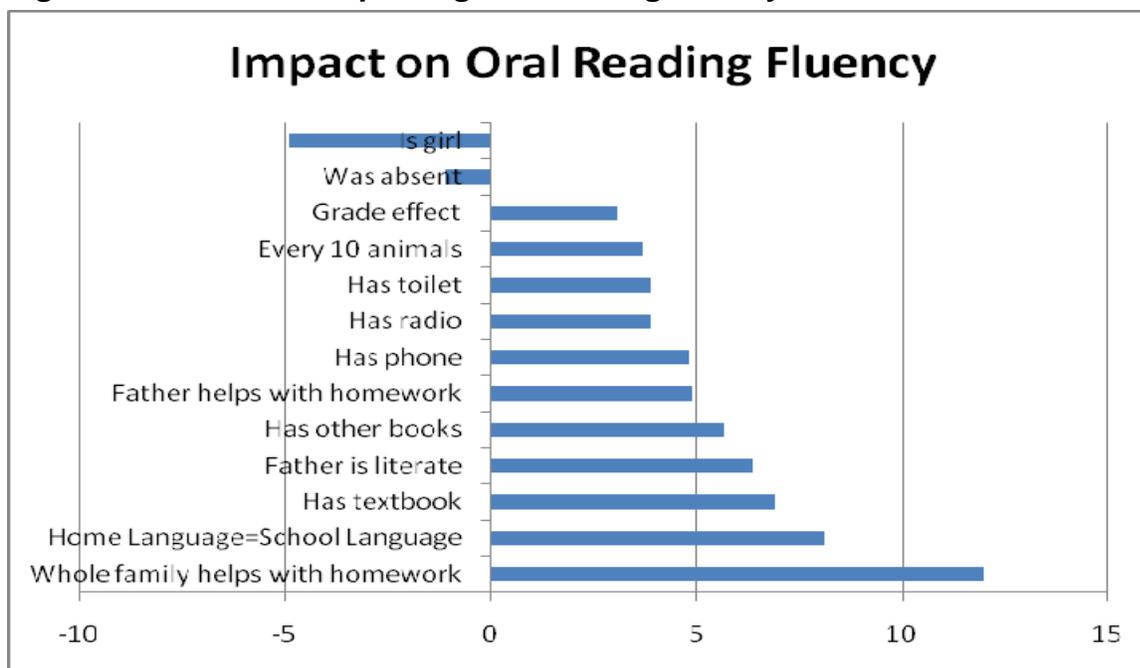
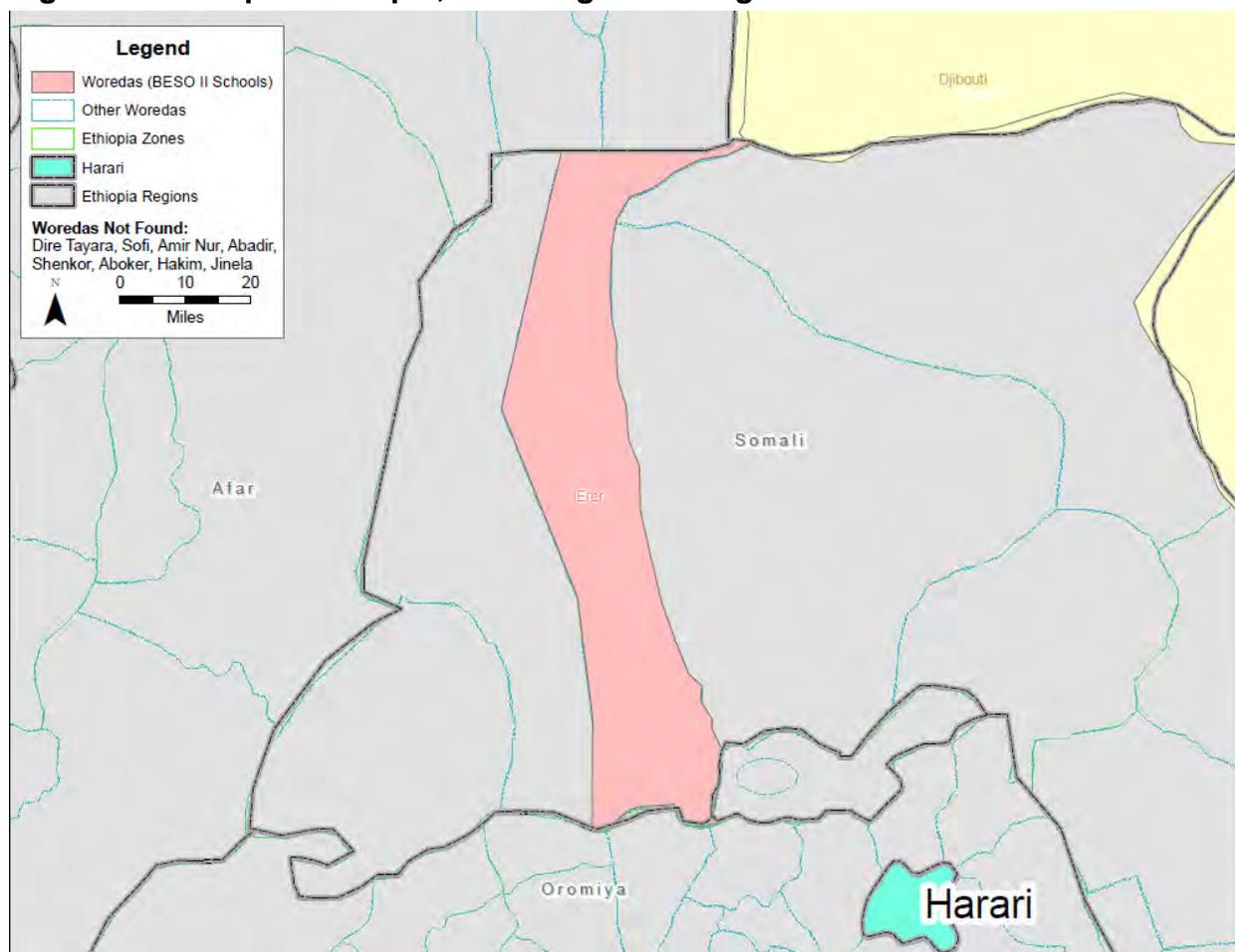


Figure 28. Map of Ethiopia, including Harari region



7. Harari Region EGRA scores

In Table 7, EGRA scores disaggregated by grade and gender are presented. Across the table, it is clear that girls in the Harari region outperform boys, across each metric, save Grade 3 listening comprehension. Note that this table includes scores from all three languages taught in Harari’s schools; therefore, it can only provide general information on the quality of reading skills in Harari because the languages are of quite different structures. That said, it appears that children in Harari do well in letter identification (69.9 wpm in Grade 2 and 81.3 wpm in Grade 3). Word naming fluency is also decent, with averages of 33.3 wpm and 44.3 wpm; and oral reading fluency scores are reasonable, at 30.4 wpm and 42.6 wpm in Grades 2 and 3, respectively. For reading comprehension, however, scores remain low, even in Grade 3, where average scores were only 47.5% correct. Though scores in Harari seem higher than the other, larger regions, there are still significant percentages of children that are largely illiterate. In Grade 2, 18.1% scored zero on oral reading fluency and 31.5% in reading comprehension. Even in Grade 3, 17.3% scored zero on unfamiliar word reading and 18.3% in reading comprehension. There

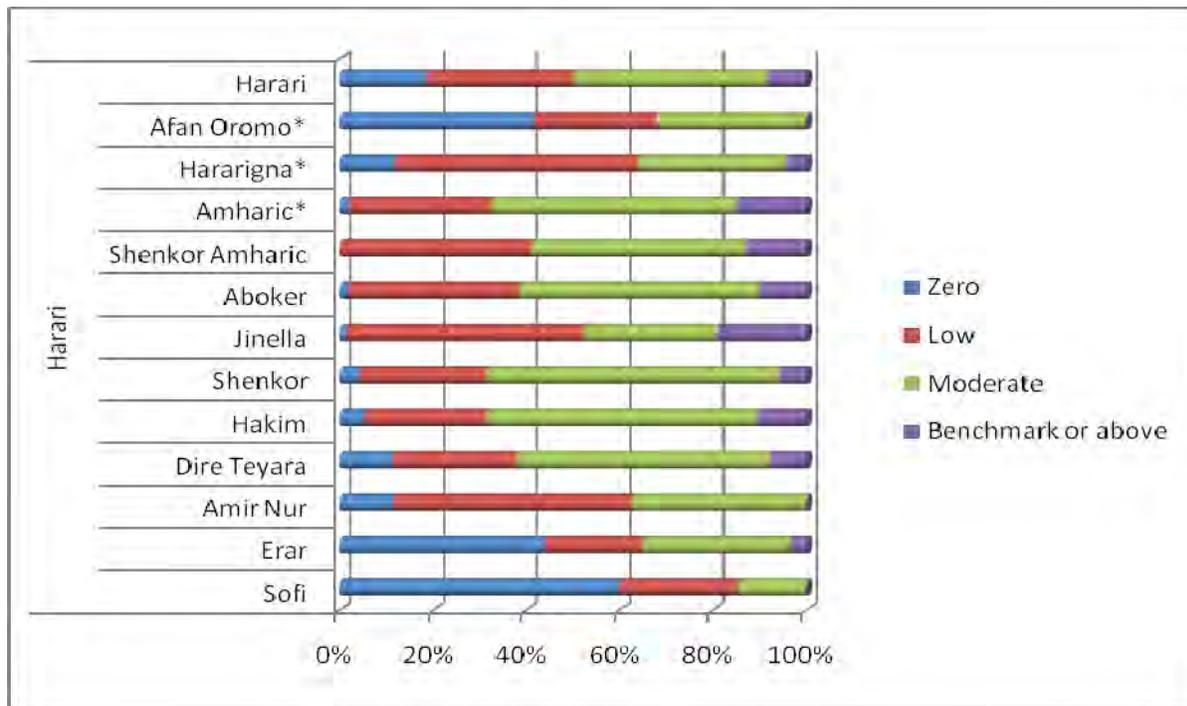
remain significant proportions of children who have not yet gained the expected levels of reading fluency and comprehension.

Table 7. EGRA scores in Harari region

Task		Harari EGRA Scores						Total
		Grade 2			Grade 3			
		Total	Female	Male	Total	Female	Male	
Hararigna	Letter Identification	69.9	75.0	65.2	81.3	83.0	79.8	75.7
	Phonemic Awareness	6.9	7.3	6.6	8.2	8.2	8.2	7.6
	Word Naming Fluency	33.3	36.8	30.0	44.3	46.3	42.5	38.8
	Unfamiliar Word Fluency	20.2	23.2	17.5	25.6	26.0	25.2	22.9
	Oral Reading Fluency	30.4	34.0	26.9	42.6	44.0	41.3	36.5
	Reading Comprehension	32.4	35.8	29.2	47.5	50.5	45.0	40.0
	Listening Comprehension	64.8	65.0	64.7	73.1	70.9	75.0	69.0
Zero Scores (%)	Word Naming Fluency	16.3	15.4	17.1	7.1	9.3	5.3	11.7
	Unfamiliar Word Fluency	23.5	18.0	28.8	15.4	17.3	13.8	19.4
	Oral Reading Fluency	18.1	16.3	19.8	8.8	9.6	8.1	13.4
	Reading Comprehension	31.5	27.3	35.4	17.3	18.3	16.4	24.3

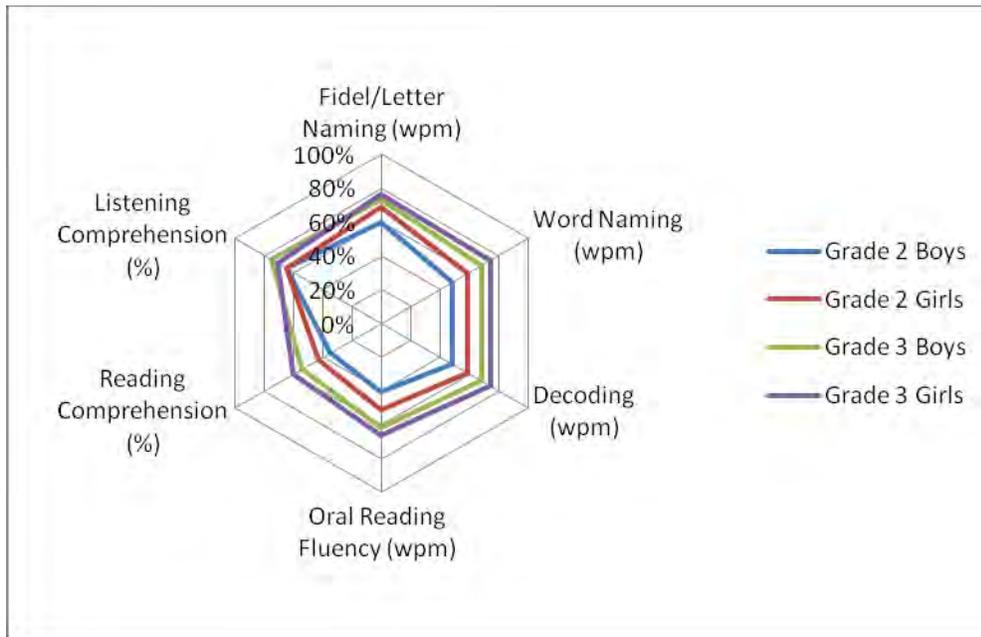
In Figure 29, the levels of oral reading fluency are presented for each woreda. In addition, the average levels for the Afan Oromo, Hararigna, and Amharic schools are presented as well. These are the 2nd through 4th bars. Note that zero scores in Afan Oromo schools are nearly 40%, while zero scores in Hararigna and Amharic schools are less than 10% and nearly 0%, respectively. Looking at it another way, nearly 70% of Amharic-learning children read 30 wpm or more, while less than 40% of Hararigna children read as well as Afan Oromo learning children. These findings suggest that the educational system in Harari is differentiated by language, with children in Amharic and Hararigna schools doing much better than children in Afan Oromo schools. Note that when examined at the woreda level, the differences are also quite significant. In Sofi, zero scores are nearly 60%, and in Erar, they are over 40%. On the other hand, zero scores in Aboker, Jinella, Shenkor, and Hakim are nearly zero. In Shenkor and Hakim, nearly 70% of children read 30 wpm, while in Sofi, less than 20% can read at that level.

Figure 29. Harari woreda percentage scores on oral reading fluency



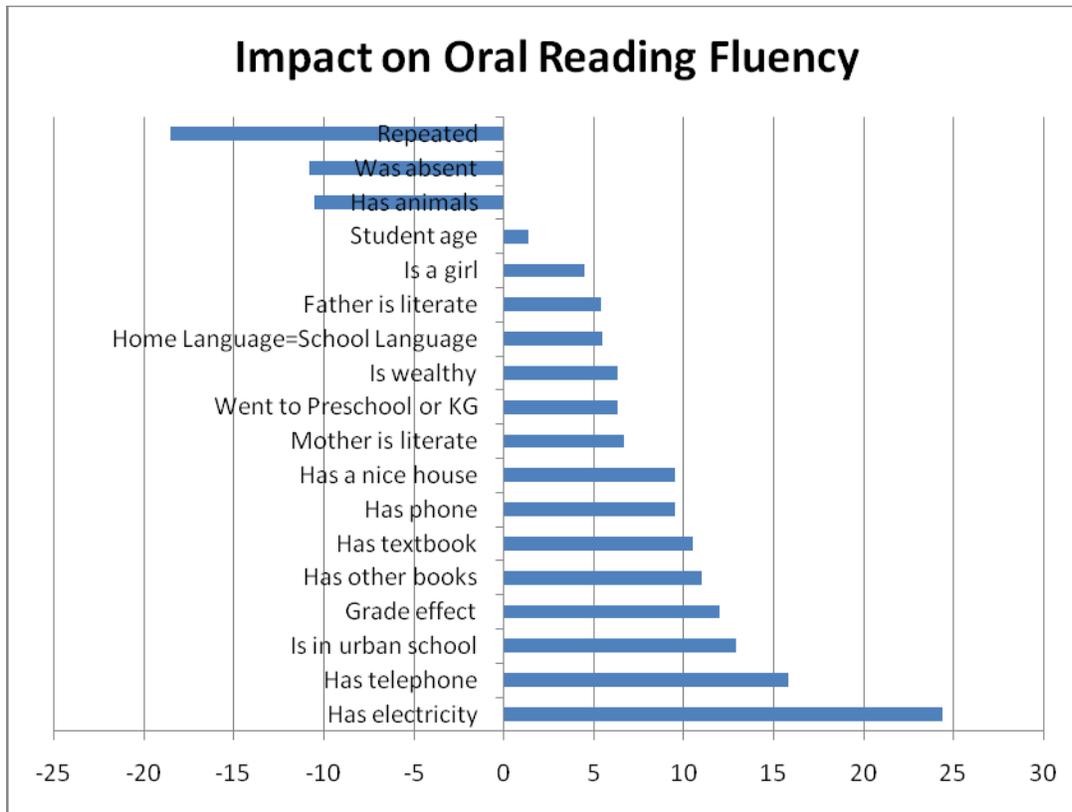
In Figure 30, the average scores by gender and grade are presented. It is obvious that Grade 3 girls (purple line) outscore all others, particularly Grade 3 boys (green line), in most tasks. Similarly, Grade 2 girls (red line) do better than Grade 2 boys (blue line). As in many other regions, scores are highest in listening comprehension and lowest in reading comprehension, across grade and gender. Decoding scores, aggregated across languages, seem to be closer to the regional benchmark in Harari than in other regions.

Figure 30. Radial plot for Grade 2 and Grade 3 boys and girls against Harari benchmarks for six EGRA tasks



In order to investigate what factors are predictive of oral reading fluency in Harari, Figure 31 presents the statistically significant predictors and their relationship with oral reading fluency. In Harari, repetition is negatively correlated (-18.5 wpm), as is having animals (-10.5 wpm). Note that this variable might be a differentiator between children who learn in Amharic or Hararigna (closer to the urban center) from those in the rural part of Harari (potentially learning in Afan Oromo). Having a match between home and school language is positively correlated (5.5 wpm), as is preschool or KG attendance (6.3 wpm). Having the school textbook (10.5 wpm) and having other reading materials (11.0 wpm) also matter quite a bit, as do other variables that might differentiate between rural and urban children (e.g., electricity, urban school, phone, nice house). It appears that Harari is one of the most differentiated regions in this study, with very different experiences occurring for children in the same region. That said, it should be noted that along with the Addis Ababa region, scores in the Harari region are the highest in the sample.

Figure 31. Factors impacting oral reading fluency in Harari



8. Addis Ababa Region EGRA Scores

In Figure 32, the map includes the sub-cities for the Addis Ababa region. Table 8 presents the disaggregated EGRA scores for Grades 2 and 3 and boys and girls. In most respects, Addis Ababa's scores are the highest (at least for those regions using Amharic). In general, there are only modest differences between males and females in Addis Ababa, with the advantage fluctuating between genders. Fidel identification scores are reasonably high for both Grade 2 (67.0 pm) and Grade 3 (84.5 pm). Note, once again, that scores are much higher in Grade 3, which means children are still improving on their ability to identify letters in the third grade. For phonemic awareness, the task did not perform that well in Addis Ababa, and many children topped out at 10 questions correct out of 10. For familiar word fluency, the average child in Addis Ababa can read 38.2 wpm in Grade 2 and 53.8 wpm in Grade 3, much higher than the scores in other Amharic speaking regions. Unfamiliar word fluency scores are significantly less, at 21.7 and 28.2 wpm for Grades 2 and 3, respectively. With respect to oral reading fluency, the scores are closer to those of familiar word fluency than to unfamiliar word fluency (34.5 in Grade 2 and 46.9 in Grade 3). It is plausible that students are not taught to read using decoding skills that might more rapidly increase their oral reading fluency outcomes. Reading comprehension scores are less than what might be expected given the fluency scores, with 37.2% for Grade 2 and 49.7% for Grade 3. This might be something that could be improved upon with more specific instruction on comprehension strategies. With respect to zero scores, it is clear that Addis Ababa has the lowest percentage of zero scores in the sample. That said, 8.7% of word naming fluency, 18.4% of unfamiliar word fluency, 10.1% of oral reading fluency, and 24.1% of reading comprehension assessments in Grade 2 were still zero.

Figure 32. Map of Addis Ababa region city administration

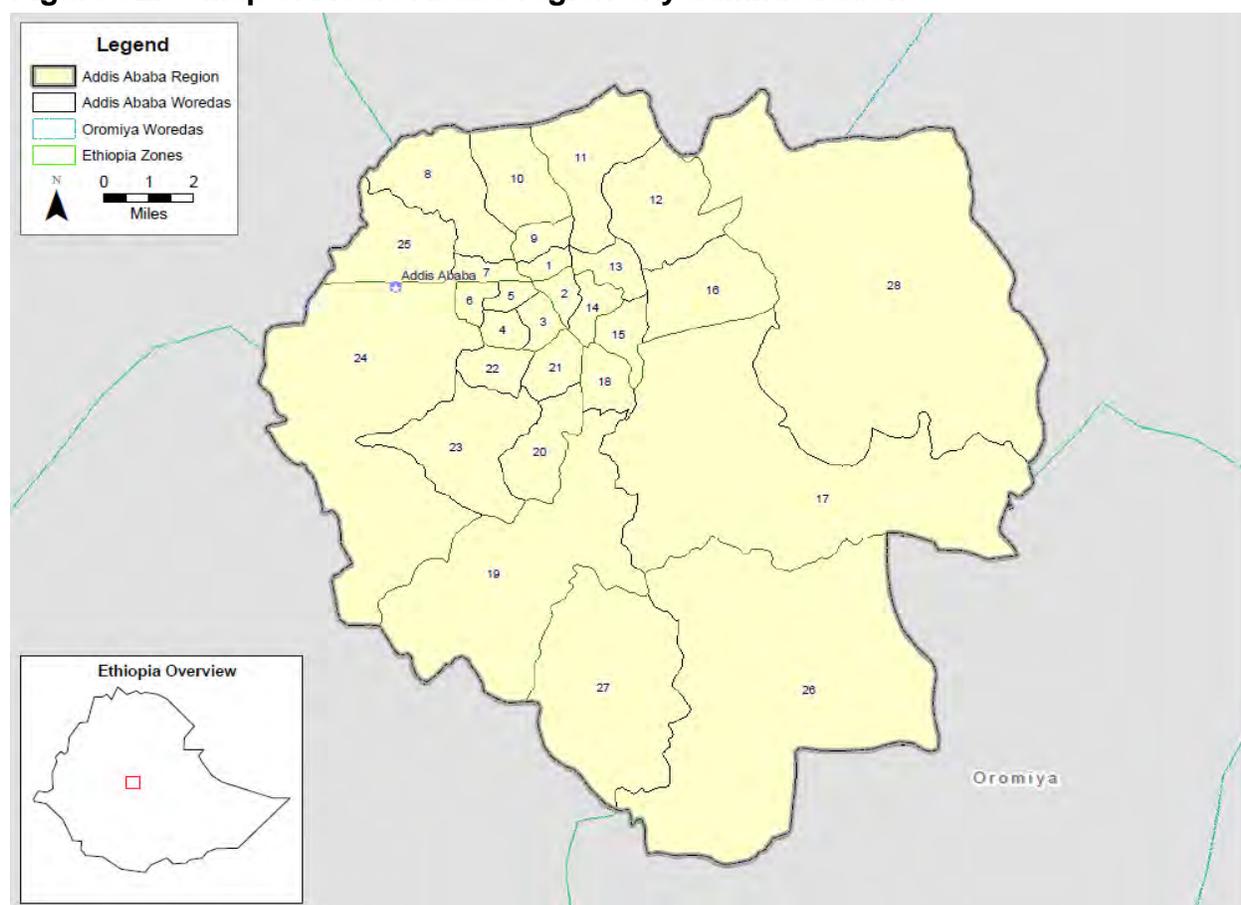


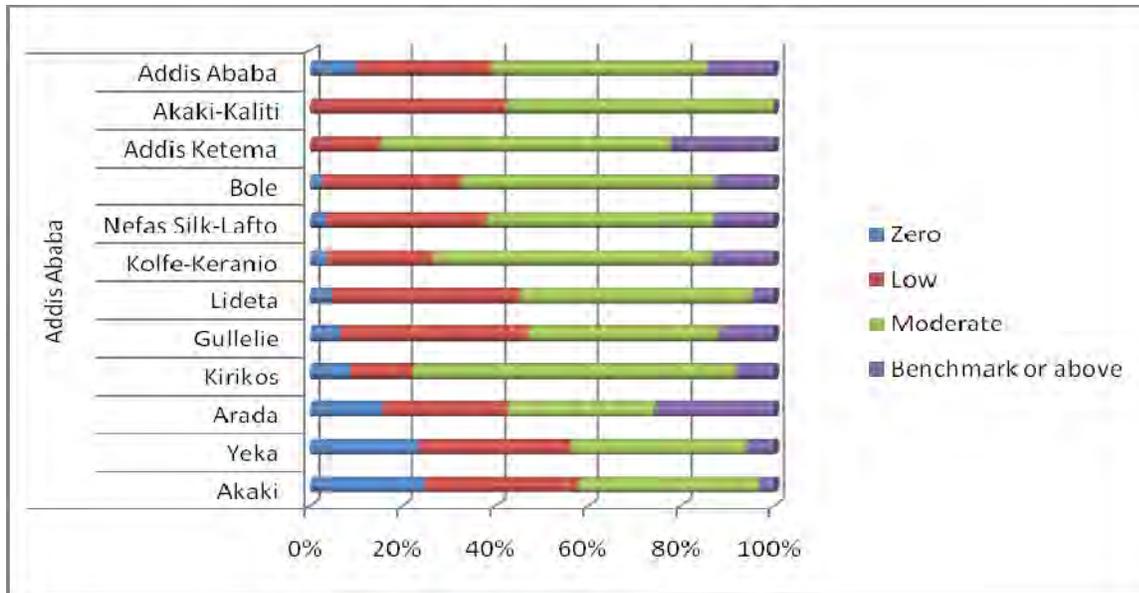
Table 8. EGRA scores in Addis Ababa region

Task		Addis Ababa EGRA Scores						Total
		Grade 2			Grade 3			
		Total	Female	Male	Total	Female	Male	
Amharic	Fidel Identification	67.0	65.4	69.2	84.5	86.4	82.0	76.1
	Phonemic Awareness	8.0	8.0	7.9	8.6	8.4	8.8	8.3
	Word Naming Fluency	38.2	38.0	38.4	53.8	55.8	51.0	46.3
	Unfamiliar Word Fluency	21.7	21.6	21.7	28.2	28.2	28.2	25.1
	Oral Reading Fluency	34.5	34.5	34.5	46.9	48.1	45.3	41.0
	Reading Comprehension	37.2	37.2	37.3	49.7	50.4	48.8	43.7
	Listening Comprehension	69.3	68.9	69.9	68.8	64.3	74.8	69.0
Zero Scores (%)	Word Naming Fluency	8.7	8.3	9.3	3.4	2.3	4.7	6.0
	Unfamiliar Word Fluency	18.4	18.2	18.7	13.9	15.0	12.4	16.0
	Oral Reading Fluency	10.1	10.9	9.1	3.8	4.7	2.6	6.8
	Reading Comprehension	24.1	24.3	23.8	9.7	10.1	9.1	16.6

In Figure 33, the percentages of children scoring at different levels are graphically depicted. Note that in Akaki-Kaliti and Addis Ketema, none of the children scored zero wpm on oral reading fluency (blue bar). On the other hand, more than 20% of children scored 0 in Yeka and Akaki.

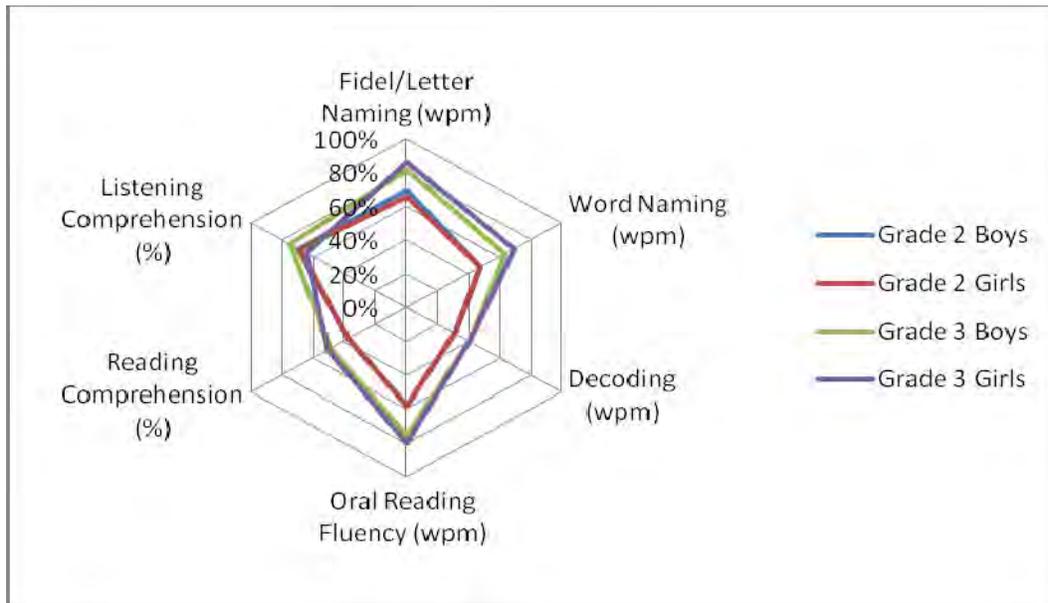
With respect to reaching the benchmark, more than 20% of children can read at the benchmark score of 60 wpm in both Addis Ketema and Arada. It is once again Yeka and Akaki that have more than 50% of children that read less than 30 wpm. For Lideta and Gullelie, the percentages are more than 40%. On the other hand, in Addis Ketema and Kirkos more than 80% of children read 30 wpm or more. While Addis Ababa is the best scoring region, less than 20% of the region's children read at the 60 wpm benchmark.

Figure 33. Addis Ababa woreda percentage scores on oral reading fluency by sub-city



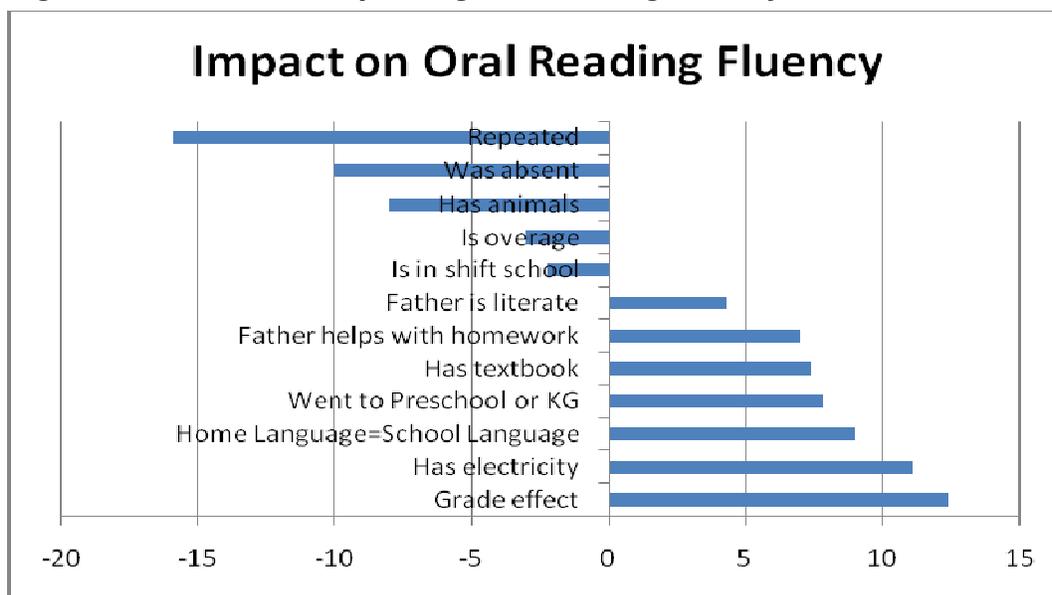
In Figure 34, the Addis Ababa scores are disaggregated by grade and gender and compared against regional benchmarks for subtasks outcome scores. Note that the gaps by gender are modest, with significant overlap in Grade 2 (blue line for boys and red line for girls) and Grade 3 (green line for boys and purple line for girls). Scores are skewed toward three areas: fidel naming, oral reading fluency, and listening comprehension. It appears that the average Grade 2 child is 60% of the way to the fidel naming benchmark, and Grade 3 children are 80% of the way there. Similarly, Grade 2 and Grade 3 children are 60% and 80%, respectively, of the way to the benchmark for oral reading fluency. The scores are much more modest, though, for decoding (40% on average for all groups) and reading comprehension (40% for Grade 2 and nearly 60% for Grade 3). Areas of improvement, therefore, are decoding and reading comprehension.

Figure 34. Radial plot for Grade 2 and Grade 3 boys and girls against Addis Ababa benchmarks for six EGRA tasks



In Figure 35, which is focused on Addis Ababa data, the relationships between particular factors and oral reading fluency outcomes are presented. Repetition has a strong negative relationship with oral reading fluency, such that if a child repeated a grade, their scores are 15.9 wpm lower. If the child’s family has animals, their scores are 8.0 wpm lower. If the child is in a shift school, particularly the afternoon session, their scores are 2.2 wpm less. Father’s literacy (4.3 wpm) and father helping with homework (7 wpm) are both correlated with improved student outcomes. In addition, going to preschool or KG (7.8) matters quite a bit, as does having the textbook (7.4 wpm). Speaking the same language at home and at school is an important predictor (9.0 wpm), which is particularly important in a city like Addis Ababa with significant internal migration.

Figure 35. Factors impacting oral reading fluency in Addis Ababa



Difficult Letters and Words

The discussion above provides details for achievement by woreda, and specific characteristics of which groups are highest performing on reading outcomes. What follows in this section is a more detailed discussion of the letters and words that children in particular language groups find difficult. In Table 9, the 8 most difficult letters are presented by language. Letter 1 was found to be the most difficult of the 100 letters on the list. Recall that these letters (or fidel) were included proportional to their occurrence in the language textbooks for Grades 2 and 3. Repeated letters are not included here, but for the Latin alphabet, differentiation is made for capital and lower case letters. Note that the most difficult letter for both Tigrigna and Hararigna are the same. Note also that consonants were difficult for Somali and Afan Oromo, with only E appearing on the difficult list for Somali and only I on the difficult list for Afan Oromo. For Sidamigna, however, note that the hardest letters were ones that are surprising, both I and E.

Table 9. Difficult letters by language

Region	Letter 1	Letter 2	Letter 3	Letter 4	Letter 5	Letter 6	Letter 7	Letter 8
Amharic	ሸ	ቸ	ሪ	ኝ	ዝ	ጽ	ሪ	ፍ
Tigrigna	ዞ	ቐ	ቐ	ዎ	እ	ከ	ሩ	ያ
Hararigna	ዞ	ዌ	ሰ	ብ	ዜ	ኬ	ዪ	ዝ
Somali	W	K	g	E	Q	Y	D	S
Afan Oromo	v	i	q	P	y	x	J	I
Sidamigna	I	J	p	Y	E	r	I	h

In Table 10, for the same six languages, the five most difficult words on the commonly occurring word list are presented.

Table 10. Difficult words by language

Region	Word 1	Word 2	Word 3	Word 4	Word 5
Amharic	መስርቱ	በምንባቡ	በኋላ	ሆሂያት	መልሱ
Tigrigna	ዝቕረቡ	እኸሊ	ንኸነብር	እውን	ግና
Hararigna	ኪተቡዩ	አውወል	ዲጁ	ጠይ	ሐልበነ
Somali	Su'aalahan	Macnaha	Noqota	Leedahay	Erayada
Afan Oromo	Barannoo	Dammi	Maalif	Xalayaa	Haadha
Sidamigna	Rosiishsha	Qoli	Afidhino	Woroonni	Sayikki

From the list of difficult letters and words from each language, the following explanations are possible. Most of the letters in Amharic list (except **ሂ** and **ሪ**) are in the sixth stage of the fidel arrangement and might be confused with others and the sounds of extension fidels. The **ጸ** fidel is also confused with the **ጹ** fidel (i.e., similar appearance but different sounds). But this pattern is not true for Tigrigna. In Tigrigna, the list of fidels are mixed, but the difficulty seems related to the sound differentiation (**ቀ** from **ቕ**; **ቐ** from **ቖ**; **ሩ** from **ሊ**; **ዎ** from **ቦ**) and fidels such as **ቕ** and its associates are irregular ones in the language—they are extensions of other sounds. On the other hand, the **እ** fidel in Tigrigna is both a vowel and a consonant and can easily be confused. In the cases in Afan Oromo, the letters p and x proved to be among the difficult ones because they are not naturally attached to any sound in the language. Only recently were they adopted for use in the Afan Oromo language. In addition, there seems a problem because of similarity absence in sound. For example, the letter “f” is read synonymously with the letter “e,” and there is no “v” sound in Afan Oromo. Generally, it was said that the problem seems related to the difficulty in differentiating between vowels and consonants. However, there is no clear pattern in the Sidamigna list, and the problems could be more teacher-related rather than script/language-specific.

In the cases of the difficult words, the result in the Amharic language is surprising for the words listed are the most common ones in the school curriculum. They are parts of instructions - መስርቱ፣ መልሱ፣ በምንባቡ፣ ሆሂያት are meant construct (a sentence), give answers, according to the passage and fidels respectively. Thus, it is possible these words are not taught because of their familiarity. In Tigrigna, the difficult words seem to be those words that include a fidel from the list of difficult letters.

Afan Oromo, Somali, and Sidamigna use the same Latin script, and the possibility of repetition of vowels and consonants may be a reason for the difficulty. Generally, then the problems seem

related to (1) similarity of letters (fidels) and (2) difficulty to differentiate between vowels and consonants. These are both pedagogical issues related to teaching quality rather than language-specific issues.



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Ethiopia Early Grade Reading Assessment

Technical Annex



Ethiopia Early Grade Reading Assessment
Ed Data II Task Number 7 and Ed Data II Task Number 9
October 31, 2010

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Ethiopia Early Grade Reading Assessment

Technical Annex

Ed Data II Task 7
Ed Data II Task 9
October 31, 2010

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Table of Contents

List of Tables.....	2
Introduction to Technical Annex.....	3
1. Sampling Specifics.....	4
2. Sample quality, comparing between RTI and IQPEP samples	4
3. Presenting Models for Figure 4, simple weighted averages of zero scores	5
4. Presenting Models for Figure 5, reading comprehension scores	6
5. Models in Figure 6, oral reading fluency at 0 and 60 wpm or more.....	7
6. Models in Figure 8, oral reading fluency at 0, 1 to 30, 31 to 59, and 60 wpm or more	8
7. Models in Figure 9, oral reading fluency at 0, 1 to 30, 31 to 59, and 60 wpm or more	9
8. Models in Figure 10, post-hoc tests comparing regions in Amharic	10
9. Models in Figure 11, post-hoc tests comparing regions in Afan Oromo	13
10. Models in Figure 13, including the creation of the “teaching gap” figures.....	13
11. Gender regression model	14
12. Gender and urbanicity interaction regression model	15
13. Grade effect.....	16
14. Accuracy analysis	16
15. Predictive Factor analysis	17
16. Quantile regression for 6 languages.....	17
17. Fitting fluency regressions at particular levels of reading comprehension.....	18
18. Conclusion	19

List of Tables

Table 1.	Sample quality check, regression outcomes from models estimating whether RTI or IQPEP status is statistically significant	5
Table 2.	Mean percentages of weighted zero scores on oral reading fluency by grade...	6
Table 3.	Mean percentages of weighted zero scores on reading comprehension by grade.....	7
Table 4.	Mean percentages of children reading 0 and children reading 60 or more words per minute on oral reading fluency in Grade 2	8
Table 5.	Mean percentages of children reading 0, reading 1 to 29, reading 30 to 59, and children reading 60 or more words per minute on oral reading fluency in Grade 2.....	9
Table 6.	Mean percentages of children reading 0, reading 1 to 29, reading 30 to 59, and children reading 60 or more words per minute on oral reading fluency in Grade 2.....	10
Table 7.	Task comparisons for regions teaching in Amharic	11
Table 8.	Reading comprehension, listening comprehension and the “teaching gap”	14
Table 9.	Testing the gender effect on each task	15
Table 10.	Testing the impact of the gender and urban interaction	16
Table 11.	Testing the impact of grade on student outcomes	16
Table 12.	Letter and Word accuracy scores by language and language family	17
Table 13.	Quantile regression results with standard errors in parentheses	18

Introduction to Technical Annex

This annex is an accompanying document to the Ethiopia Early Grade Reading Assessment (EGRA) report. The purpose of the annex is to respond to a few comments given in response to an earlier draft of the EGRA report. The majority of comments noted that the EGRA report was written either at an appropriate level of complexity or slightly too complex. There were only two or three comments that asked for a higher level of technical and statistical detail. However, to ensure that those who require more details are satisfied, we have prepared this statistical annex to give the levels of statistical significance in the comparisons provided in this report.

The annex is organized by the figures and tables in the full EGRA report.

1. Sampling Specifics

The EGRA final report presents the three stage stratified random sampling procedure used in this study in some detail from pages 12-16. In this section we will present the Stata programming code used to actually create the dataset used for analysis.

At stage 1, we stratified by RTI or IQPEP status, in order to properly account for the fact that IQPEP schools were only 10% of the region's schools, while the schools sampled by RTI represented the other 90%. We created 16 strata, divided by RTI/IQPEP and the 8 regions. The code for this was: `gen strata1=1 if region==1 & RTI==1, replace strata1 =2 if region==1 & RTI==0`, and so on. We also created weight variables for each strata in the first stage. The weight was derived from the number of woredas from which we selected. The code for this was: `gen wt1=4.15 if s_city==101`, such that each woreda (signified by `s_city`) was given a different weight. We then created a third variable for stage 1, called the `fpc` variable. This was basically the number of woredas within those strata that we sampled. The code for this was: `gen fpc1=46 if strata1==1`.

The system of coding was similar in stage 2 to what was done in stage 1 above. Based on the student attendance from the EMIS data from E.C. 2001, each school was given a weight. The code was: `gen wt2=5.27 if n_school==10101`. This was derived from the `fpc`, which was created by this code: `gen fpc2=34 if s_city==101`, which again was created from the number of schools in the woreda.

The third stage had four strata, differentiating between grades and genders. The code was: `gen ClassGender = 1 if s_gender==2 & grade==2`. Each child was given a weight, related to the number of children in those grades attending school the day that we sampled, such as `gen fpc3=738 if ClassGender==1 & region==1`. This allowed us to derive a weight for each child in the region, by gender: `gen wt3 = 2 if n_school==10101 & ClassGender==1`.

A correction was then given (for ease of analysis) so that the weights themselves were manageable. This was derived by using the number of children in each first stage strata, such as: `replace wt_final=wt_final/100.2712 if region==1 & RTI==1`. The data was then `svyset`, such that it could be used for sampling work. We then checked for any strata with solitary schools or children and fixed them appropriately. The dataset could then be used for analysis.

2. Sample quality, comparing between RTI and IQPEP samples

While the section above allows us to have a carefully derived set of sampling procedures that allows us to make claims about regional levels, it is important to determine whether there are systematic differences in outcomes between RTI and IQPEP schools. In order to

test this, we fit 8 regression models (for each region), with oral reading fluency as the outcome variable and a dummy variable distinguishing between RTI and IQPEP schools as the question variable. The results are presented in Table 1 below. Note that the p-values presented in the significance column are all insignificant, except for the Amhara model. In Amhara, as discussed in the final report, RTI school children read 8.6 words fewer per minute than did IQPEP children, a statistically significant difference (p-value .02). This leads us to think that the non-random sampling for IQPEP school selection produced a set of schools in Amhara that were of slightly higher quality than those in the rest of the region. Except for Amhara region, there were no other differences between RTI and IQPEP schools at the regional level. Note that the Harari regression model requires that language of instruction be controlled for, and when it is, there are no differences. Given the very large sample sizes in each region, this provides very strong evidence that there are not systematic differences in reading outcomes at baseline for these two groups of schools.

Table 1. Sample quality check, regression outcomes from models estimating whether RTI or IQPEP status is statistically significant

Region	OUTCOME	Predictor	Coeff.	Std Error	T	Sig.	Lower CI	Upper CI	F	Sig.
Tigray	Oral Reading Fluency	RTI	-2.1	2.8	-.7	.48	-8.4	4.3	.55	.48
Amhara	Oral Reading Fluency	RTI	-8.6	3.2	-2.7	.02	-15.5	-1.6	7.1	.02
Oromiya	Oral Reading Fluency	RTI	5.7	4.5	1.3	.23	-3.9	15.3	1.61	.22
Somali	Oral Reading Fluency	RTI	-4.8	7.9	-.6	.58	-26.7	17.2	.36	.58
BG	Oral Reading Fluency	RTI	6.7	7.8	.9	.44	-14.9	28.4	.75	.44
Sidama	Oral Reading Fluency	RTI	.14	2.1	.1	.95	-4.6	4.9	.00	.95
Harari	Oral Reading Fluency	RTI	-.4	3.6	-.1	.91	-9.8	8.9	13.1	.03
Addis Ababa	Oral Reading Fluency	RTI	.6	1.9	.3	.77	-3.8	5.01	.09	.77

3. Presenting Models for Figure 4, simple weighted averages of zero scores

Figure 4, on page 20 of the final report, presents a graphical representation of the percentage of children reading zero words per minute in Grade 2 and 3. This was derived by creating a dummy variable equaling 1 for the children who read no words on oral reading fluency and 0 for all other children. The Stata code was simple: `svy, subpop(harariG2): mean fpm0`. The figures were generated by using the mean command under the survey set functions, so no parametric tests were run. The relatively small standard errors show that our estimates are quite precise.

Table 2. Mean percentages of weighted zero scores on oral reading fluency by grade

Region	Grade	Observations	Mean	Std Error
Tigray	2	774	29.18	6.01
	3	777	12.68	3.53
Amhara	2	1151	27.46	6.63
	3	1165	16.98	5.22
Oromiya	2	1240	41.17	6.19
	3	1251	20.55	4.14
Somali	2	613	26.51	7.67
	3	570	21.40	6.43
BG	2	638	33.67	16.47
	3	651	14.84	7.68
Sidama	2	876	69.19	8.01
	3	876	53.98	4.41
Harari	2	589	18.08	2.64
	3	596	8.76	1.73
Addis Ababa	2	658	10.13	2.36
	3	654	3.81	0.98

4. Presenting Models for Figure 5, reading comprehension scores

Figure 5, on page 21 of the final report, presents a graphical representation of the percentage of children answering zero comprehension questions correctly in Grade 2 and 3. This was derived by creating a dummy variable equaling 1 for the children who scored 0 on reading comprehension 0 for all other children. The Stata code was `simple. svy, subpop(tigrayG2): mean cacomp0`. The figures were generated by using the `mean` command under the `survey` set functions, so no tests were run.

Table 3. Mean percentages of weighted zero scores on reading comprehension by grade

Region	Grade	Observations	Mean	Std Error
Tigray	2	774	56.95	5.63
	3	777	30.91	4.05
Amhara	2	1151	49.01	5.70
	3	1165	30.37	6.07
Oromiya	2	1240	47.02	6.46
	3	1251	24.69	4.56
Somali	2	613	33.26	7.87
	3	570	28.82	7.86
BG	2	638	53.96	14.66
	3	651	32.32	7.56
Sidama	2	876	72.83	8.20
	3	876	61.83	5.23
Harari	2	589	31.46	3.33
	3	596	17.26	2.19
Addis Ababa	2	658	24.08	2.37
	3	654	9.68	1.93

5. Models in Figure 6, oral reading fluency at 0 and 60 wpm or more

Figure 6, on page 22 of the final report, presents a graphical representation of the percentage of children either reading 0 words per minute or 60 words per minute in Grade 2. The Stata code was `simple. svy, subpop(tigrayG2): mean fpm0 fpm60`. The `fpm60` dummy variable was created by giving a value of 1 to all children reading 60 words per minute or more, and a zero to all others. The figures were generated by using the `mean` command under the `survey` set functions, so no parametric tests were run.

Table 4. Mean percentages of children reading 0 and children reading 60 or more words per minute on oral reading fluency in Grade 2

Region	Level	Observations	Mean	Std Error
Tigray	0 wpm	774	29.72	6.01
	60+ wpm	774	0.44	0.28
Amhara	0 wpm	1151	27.46	6.63
	60+ wpm	1151	1.56	0.84
Oromiya	0 wpm	1240	41.17	6.18
	60+ wpm	1240	7.54	3.64
Somali	0 wpm	613	26.51	7.67
	60+ wpm	613	7.62	5.56
BG	0 wpm	638	33.67	16.47
	60+ wpm	638	0.88	0.69
Sidama	0 wpm	876	69.19	8.01
	60+ wpm	876	0.68	0.61
Harari	0 wpm	590	18.08	2.64
	60+ wpm	590	8.17	1.71
Addis Ababa	0 wpm	658	10.14	2.36
	60+ wpm	658	14.49	2.97

6. Models in Figure 8, oral reading fluency at 0, 1 to 30, 31 to 59, and 60 wpm or more

Figure 8, on page 24 of the final report, presents a graphical representation of the percentage of children either reading 0 words per minute, 1 to 29, 30 to 59, or 60 words per minute in Grade 2. The Stata code was simple. `svy, subpop(tigrayG2): mean fpm0 fpm1low fpm1moderate fpm1high`. The `fpm1low` dummy variable was created by giving a value of 1 to all children reading between 1 and 29 words per minute or more, and a zero to all others. The `fpm1moderate` variable was created similarly, for children between 30 and 59 words per minute. The figures were generated by using the `mean` command under the `survey` set functions, so no parametric tests were run.

Table 5. Mean percentages of children reading 0, reading 1 to 29, reading 30 to 59, and children reading 60 or more words per minute on oral reading fluency in Grade 2

Region	Level	Observations	Mean	Std Error
Tigray	0 wpm	774	29.72	6.01
	1 to 29 wpm	774	50.31	4.61
	30 to 59 wpm	774	19.48	4.08
	60+ wpm	774	0.44	0.28
Amhara	0 wpm	1151	27.46	6.63
	1 to 29 wpm	1151	46.43	5.40
	30 to 59 wpm	1151	24.16	4.50
	60+ wpm	1151	1.55	0.84
Oromiya	0 wpm	1240	41.17	6.19
	1 to 29 wpm	1240	22.31	2.97
	30 to 59 wpm	1240	28.71	5.44
	60+ wpm	1240	7.54	3.64
Somali	0 wpm	613	26.51	7.67
	1 to 29 wpm	613	31.52	8.24
	30 to 59 wpm	613	34.35	10.04
	60+ wpm	613	7.62	5.56
BG	0 wpm	638	33.67	16.47
	1 to 29 wpm	638	40.91	4.10
	30 to 59 wpm	638	23.35	13.91
	60+ wpm	638	0.88	0.69
Sidama	0 wpm	876	69.19	8.01
	1 to 29 wpm	876	23.75	5.34
	30 to 59 wpm	876	6.38	2.60
	60+ wpm	876	0.68	0.61
Harari	0 wpm	1185	18.08	2.64
	1 to 29 wpm	1185	31.14	2.56
	30 to 59 wpm	1185	40.82	2.93
	60+ wpm	1185	8.2	1.71
Addis Ababa	0 wpm	1312	10.14	2.36
	1 to 29 wpm	1312	29.20	1.58
	30 to 59 wpm	1312	46.17	4.19
	60+ wpm	1312	14.49	2.97

7. Models in Figure 9, oral reading fluency at 0, 1 to 30, 31 to 59, and 60 wpm or more

Figure 9, on page 25 of the final report, presents a graphical representation of the percentage of children either reading 0 words per minute, 1 to 29, 30 to 59, or 60 words per minute in Grade 3. The Stata code was simple. svy, subpop(tigrayG3): mean fpm0 fpm1low fpm1moderate fpm60, the same exactly as above, except tigrayG2 is replaced by tigrayG3. The fpm1low dummy variable was created by giving a value of 1 to all children reading between 1 and 29 words per minute or more, and a zero to all others. The fpm1moderate variable was created similarly, for children between 30 and 59 words per

minute. The figures were generated by using the mean command under the survey set functions, so no parametric tests were run.

Table 6. Mean percentages of children reading 0, reading 1 to 29, reading 30 to 59, and children reading 60 or more words per minute on oral reading fluency in Grade 2

Region	Level	Observations	Mean	Std Error
Tigray	0 wpm	777	12.68	3.53
	1 to 29 wpm	777	45.25	4.67
	30 to 59 wpm	777	38.42	6.00
	60+ wpm	777	3.06	0.65
Amhara	0 wpm	1165	16.98	5.22
	1 to 29 wpm	1165	36.30	3.08
	30 to 59 wpm	1165	39.86	3.73
	60+ wpm	1165	6.00	0.92
Oromiya	0 wpm	1251	20.56	4.14
	1 to 29 wpm	1251	22.93	2.98
	30 to 59 wpm	1251	37.18	4.03
	60+ wpm	1251	13.73	2.07
Somali	0 wpm	570	21.40	6.43
	1 to 29 wpm	570	33.72	7.17
	30 to 59 wpm	570	39.68	4.79
	60+ wpm	570	4.79	3.13
BG	0 wpm	651	14.84	7.58
	1 to 29 wpm	651	35.87	7.27
	30 to 59 wpm	651	42.55	9.50
	60+ wpm	651	5.73	2.28
Sidama	0 wpm	876	53.98	4.41
	1 to 29 wpm	876	33.49	2.57
	30 to 59 wpm	876	12.48	2.51
	60+ wpm	876	0.05	0.04
Harari	0 wpm	595	8.76	1.73
	1 to 29 wpm	595	22.84	2.42
	30 to 59 wpm	595	46.43	3.39
	60+ wpm	595	20.44	2.58
Addis Ababa	0 wpm	654	3.81	0.98
	1 to 29 wpm	654	16.94	3.47
	30 to 59 wpm	654	49.41	2.77
	60+ wpm	654	29.21	2.40

8. Models in Figure 10, post-hoc tests comparing regions in Amharic

A slightly more complex analysis is presented below and refers to Table 9 on page 26 and Figure 10 on page 27 of the report. This is an analysis comparing scores for regions assessed in the same languages, in this case Amharic. While much of the analyses presented below were not statistical comparisons, per se, this one was. The models were simple for each of the tasks: svy, subpop(amharic): reg clpm harari BG addis. This

regression model makes heavy use of dummy variables for the language used, as well as for the regions compared. The reference group is children in Amhara, whose scores are found in the constant produced by the regression model. The p-value associated with the parameter estimate for each region gives a test as to whether that region performed differently (statistically) from Amhara. If that was all that was done in this test, then we could not determine how Harari and Benishangul-Gumuz compared, statistically. Therefore we fit a set of post-hoc general linear hypothesis (GLH) tests after the regression model, to determine whether there were statistically significant differences. Those GLH tests are run in the following way:

```
test harari==addis
test BG==harari
test addis==BG
```

This combination of tests, then, in one model, is able to tell us which regions outperformed the others on fidel identification fluency, and whether those differences are statistically significant. Below, we reproduce Table 9 and present whether the differences are statistically significant in the narrative below. In short, what we find is that children in Harari and Addis Ababa significantly outperform those in Amhara and Benishangul-Gumuz. Scores in the latter two regions are nearly indistinguishable, and Harari outperforms Addis Ababa on a few tasks, modestly.

Table 7. Task comparisons for regions teaching in Amharic

	Schools	Students	Fidel Fluency	Phonemic Awareness	Word Fluency	Decoding Fluency	Oral Reading Fluency	Reading Comp.	Listening Comp.
Harari	8	320	92.9	82.5	52.5	28.2	46.4	50.9	69.2
Addis Ababa	33	1312	76.1	82.9	46.3	25.1	40.9	43.7	69
Amhara	60	2316	47.7	73.6	24.7	15.5	23.4	28.5	55
Benishangul-Gumuz	35	1289	37.5	61.2	20	14	22	24.2	55

Letter fluency: The regression tests show that children in Harari identify 45.2 more letters per minute than do those in Amhara (p-value <.001), that children in Addis Ababa identify 28.4 more letters per minute than do those in Amhara (p-value <.001), but that there is no difference between Benishangul-Gumuz and Amhara, statistically (p-value .26). The post-hoc GLH tests reveal that Harari outperforms Addis Ababa by nearly 17 fidels per minute (p-value <.001), Harari outperforms Benishangul-Gumuz by more than 55 fidels per minute (p-value <.001), and Addis Ababa outperforms Benishangul-Gumuz by more than 38 fidels per minute (p-value <.001).

Phonemic Awareness: The regression tests show that there is no difference between Addis Ababa and Amhara (p-value .15), nor between Harari and Amhara (p-value .18), but that children in Amhara do better than those in Benishangul-Gumuz by 1.2 words out of 10 (p-value .06). The post-hoc tests show that there is no difference between Addis Ababa and Harari (p-value .80), that Harari does better than Benishangul-Gumuz by more than 2 words out of 10 (p-value <.001), and Addis Ababa outperforms Benishangul-Gumuz by nearly 2.5 words out of 10 (p-value <.001).

Familiar word naming fluency: The regression output shows that Harari children read 27.8 words more per minute than do those in Amhara (p-value <.001), that Addis Ababa children read 21.6 words more per minute than Amhara (p-value <.001), and there is no difference between Amhara and Benishangul-Gumuz (p-value .36). The post-hoc tests reveal that Harari children outperform Addis children by 6.2 words per minute (p-value .02), that Harari children read 32 more words per minute than do those in Benishangul-Gumuz (p-value <.001), and Addis Ababa children read 26 more words per minute than do those in Benishangul-Gumuz (p-value <.001).

Unfamiliar word naming fluency: The relatively consistent regional comparison pattern continues for unfamiliar words. Addis Ababa outperforms Amhara by 9.6 words (p-value <.001), Harari outperforms Amhara by 12.7 words (p-value <.001), and Amhara and Benishangul-Gumuz are statistically similar (p-value .74). The post-hoc tests show that Harari reads more unfamiliar words than Addis Ababa by 3 words per minute (p-value .01), that Harari reads 14.2 more words than Benishangul-Gumuz (p-value <.01) and Addis Ababa reads 11 words more than Amhara (p-value .02).

Oral reading fluency (connected text): The pattern is mimicked for oral reading fluency. Addis Ababa reads 17.5 more words than does Amhara (p-value <.001), Harari reads 23.0 more words than Amhara (p-value <.001), and Amhara and Benishangul-Gumuz are statistically indistinguishable (p-value .84). The post-hoc tests show that Harari reads 5 words more than Addis Ababa (p-value .02), Benishangul-Gumuz reads 24 words less than Harari (p-value <.01), and Addis Ababa reads 19 words more than Benishangul-Gumuz (p-value <.01).

Reading Comprehension: As expected, the relationships mirror what is found in oral reading fluency. Harari outscores Amhara by 22.4% on reading comprehension (p-value <.001), Addis Ababa outscores by 15.2% (p-value <.001), and there is no difference between Amhara and Benishangul-Gumuz (p-value .57). Harari does 7% better than Addis Ababa (p-value <.01), nearly 27% better than Benishangul-Gumuz (p-value <.001), and Addis Ababa outperforms Benishangul-Gumuz by nearly 20% (p-value <.001).

Listening Comprehension: The differences are also found for listening comprehension, where Addis Ababa (p-value .01) and Harari (p-value .01) both understand 14% more than Amhara, and there is no difference between Amhara and Benishangul-Gumuz (p-value .99). There is also no difference between Addis and Harari (p-value .93), and

Benishangul-Gumuz children understand 14% less than both Addis Ababa children (p-value <.001) and Harari children (p-value <.001).

9. Models in Figure 11, post-hoc tests comparing regions in Afan Oromo

Similar to Section 8 above, we were able to compare scores for the two regions that assessed in Afan Oromo. The models were simple for each of the tasks: svy, subpop(orumiffa): reg clpm harari. This regression model makes heavy use of dummy variables for the language used, as well as for the regions compared. The reference group is children in Oromiya, whose scores are found in the constant produced by the regression model. The p-value associated with the parameter estimate for each region gives a test as to whether that region performed differently (statistically) from Afan Oromo schools in Harari. The findings show modest differences, typically with Harari outperforming Oromiya.

Letter fluency: The regression tests show that children in Harari identify 9.4 more letters per minute than do those in Oromiya (p-value .05).

Phonemic Awareness: The regression tests show that there is no difference between Harari and Oromiya (p-value .50).

Familiar word naming fluency: The regression output shows that there is no difference between Harari and Oromiya children on familiar word fluency scores (p-value .27).

Unfamiliar word naming fluency: This task shows a small advantage for children in Harari, at the .10 confidence level, such that children in Harari read 3.9 more unfamiliar words per minute than those in Oromiya.

Oral reading fluency (connected text): There is no statistically significant difference between Harari and Oromiya children in Afan Oromo oral reading fluency (p-value .68).

Reading Comprehension: Unsurprisingly, then, children in Oromiya and Harari understand what they read at the same rates (p-value .73).

Listening Comprehension: For listening comprehension, notably, children in Harari understand what they hear 6.3% lower than those in Oromiya (p-value .07).

10. Models in Figure 13, including the creation of the “teaching gap” figures

In order to produce Figure 13, we ran simple mean summary commands that provided average reading comprehension and listening comprehension scores within each region. The code for this was: svy, subpop(tigray): mean cacomp caocomp, replicated for each region. The findings were then incorporated into a simple Excel file, that had two

columns for reading comprehension (cacomp) and listening comprehension (caocomp) and then a simple command for creating the variable “teaching gap” which was simply the difference in listening and reading comprehension scores. This was then ranked order by the largest teaching gap (which was found in Oromiya) to the smallest, and the numbers are presented in Table 8 below.

Table 8. Reading comprehension, listening comprehension and the “teaching gap”

	Reading Comprehension	Listening Comprehension	Teaching Gap
Tigray	36.28	60.58	24.3
Amhara	42.15	55.02	12.87
Oromiya	49.66	82.59	32.93
Somali	51.35	52.58	1.23
Benishangul-Gumuz	32.48	55.06	22.58
Sidama	25.57	50.08	24.51
Harari	52.42	69.01	16.59
Addis Ababa	53.73	69.02	15.29

11. Gender regression model

Figure 14 on page 31 of the full report presents a graphical representation of comparisons by gender performed using regression models. The figure presents an * where there were gender differences, but Table 9 below will present the actual regression findings. Note that the regression models were initially fit in the following way: `svy: reg clpm s_gender`. This treats all the regions together in one model. In order to test whether that was acceptable, we ran another model (`svy: reg clpm s_gender tigray amhara oromiya somali BG SNNP Harari`) that had dummy variables for each region to see if there were regional differences in the impact of gender. It appeared that the simpler model masked gender differences identified when each region was kept at its constant mean. So the parameter estimates presented below come from models with regional dummies included, and compared against the constant of Addis Ababa’s scores on each task. Note that there is a gender effect, in favor of boys, in all tasks except for unfamiliar word fluency and reading comprehension.

Table 9. Testing the gender effect on each task

OUTCOME	Predictor	Coeff.	Std Error	T	Sig.	Lower CI	Upper CI	F	Sig.	R ²
Letter identification fluency	Gender (girl)	-3.1	1.1	-3.0	<.01	-5.2	-1.0	27.9	<.001	.17
Phonemic Awareness	Gender (girl)	-3.6	.2	-2.2	.03	-.7	-.0	19.9	<.001	.08
Familiar word fluency	Gender (girl)	-1.4	.7	-1.9	.06	-2.9	.07	44.4	<.001	.21
Unfamiliar word fluency	Gender (girl)	-.9	.6	-1.5	.13	-2.0	.27	30.9	<.001	.12
Oral reading fluency (text)	Gender (girl)	-1.6	.8	-2.0	.05	-3.3	-.01	39.2	<.001	.16
Reading comprehension	Gender (girl)	-1.5	1.0	-1.5	.15	-3.6	.5	26.75	<.001	.10
Listening comprehension	Gender (girl)	-2.0	.9	-2.3	.02	-3.8	-.3	20.06	<.001	.14

12. Gender and urbanicity interaction regression model

Figure 15 on page 32 of the full report presents a graphical representation of comparisons by gender and urbanicity performed using regression models. The idea behind the figure is to test whether the gender differences presented above hold in both rural and urban Ethiopia. In order to test this, we fit an additional regression model that looked at whether urbanicity made a difference to reading outcomes, and it did for the most part. We created an interaction dummy variable, then, which was 1 for urban girls and 0s for all others. We found that there was an interaction, even when controlling for region, gender and urbanicity. What this means is that the effect of gender differs in urban and rural areas. In other words, girls in rural areas do worse than boys, while girls in urban areas do better than boys. This speaks to the importance of gender in Ethiopia. Technically, the models looked like this: `svy: reg clpm urban s_gender urbangirl tigray amhara oromiya somali BG SNNP Harari`. Table 9 presents the results of each of the regression output and whether or not the gender/urbanicity interaction was statistically significant. Note that Figure 15 does not present all of the models, and note that there was a statistically significant interaction between gender and urban in every task, save listening comprehension.

Table 10. Testing the impact of the gender and urban interaction

OUTCOME	Predictor	Coeff.	Std Error	T	Sig.	Lower CI	Upper CI	F	Sig.	R^2
Letter identification fluency	Girl Urban Interaction	6.7	1.9	3.6	<.01	3.0	10.4	27.26	<.001	.186
Phonemic Awareness	Girl Urban Interaction	6.5	2.6	2.5	.02	.1	1.2	16.03	<.001	.097
Familiar word fluency	Girl Urban Interaction	5.4	1.2	4.3	<.001	2.9	7.8	48.82	<.001	.225
Unfamiliar word fluency	Girl Urban Interaction	3.0	1.9	2.5	.01	.6	5.4	31.37	<.001	.137
Oral reading fluency (text)	Girl Urban Interaction	4.8	1.4	3.5	<.01	2.0	7.7	34.27	<.001	.172
Reading comprehension	Girl Urban Interaction	5.3	1.9	2.8	<.01	1.5	9.0	24.67	<.001	.113
Listening comprehension	Girl Urban Interaction	-.5	2.2	-.2	.83	-4.9	4.0	14.64	<.001	.145

13. Grade effect

Figure 16 on page 33 of the full report presents a graphical representation of the effect of gender on each task. The models are quite simple multiple regression models, and what is presented in the figure is the main effect of grade on the outcome. These findings are presented below in Table 11.

Table 11. Testing the impact of grade on student outcomes

OUTCOME	Predictor	Coeff.	Std Error	T	Sig.	Lower CI	Upper CI	F	Sig.	R^2
Letter identification fluency	Grade	12.8	1.1	11.4	<.001	10.6	15.1	38.24	<.001	.202
Phonemic Awareness	Grade	9.8	1.3	7.8	<.001	7.3	1.2	23.04	<.001	.092
Familiar word fluency	Grade	9.4	.8	11.9	<.001	7.8	11.0	45.07	<.001	.248
Unfamiliar word fluency	Grade	5.4	.5	11.5	<.001	4.5	6.3	45.32	<.001	.150
Oral reading fluency (text)	Grade	9.2	.8	11.4	<.001	7.6	10.8	40.56	<.001	.195
Reading comprehension	Grade	12.5	1.1	11.8	<.001	10.3	14.6	38.28	<.001	.140
Listening comprehension	Grade	5.5	1.0	5.7	<.001	3.5	7.4	20.27	<.001	.149

14. Accuracy analysis

Figure 17 on page 34 of the full report presents a graphical representation of the results of an accuracy analysis performed in the Ethiopian EGRA for the first time. While most EGRA analyses focus on outcomes, particularly fluency, as this report does, the Ethiopian context provides reasons to look carefully at how accurate each child is on the letters or words that she faces. The accuracy scores were derived by dividing the number

of letters correct by the number of letters attempted. The same methods were used for word accuracy scores. It looks like this: $\text{gen let accur} = \text{lettotcor} / \text{lettotatt}$, where *let accur* is the new variable letter accuracy, *lettotcor* is the total number of correct letters, and *lettotatt* is the total number of attempted letters. Using Excel then, the accuracy scores for letters and words were compared for languages using Latin alphabets and those using Sabean script. This was a very simple calculation, where the word accuracy percentage score was subtracted from the letter accuracy percentage score.

Table 12. Letter and Word accuracy scores by language and language family

		Letter Accuracy	Word Accuracy	Difference
	Tigrigna	61	62.9	-1.9
	Amharic	73	69.4	3.6
Sabean	Hararigna	86.2	76	10.2
	Afan			
	Oromo	82.6	58.2	24.4
	Somali	74.3	57.8	16.5
Latin	Sidamigna	58.7	26.4	32.3

15. Predictive Factor analysis

Figure 19 on page 37 of the full report presents a graphical representation of the outcomes of a set of multiple regression models. These models were simple, fit on the weighted dataset, and did not control for region (for purposes of simplicity). The parameter estimates on those models are presented here, but hundreds were actually fit. Only those that were statistically significantly related with oral reading fluency on connected text were presented in the full report, for the sake of space. Note also that, given some coding problems in the IQPEP dataset, these predictive factor analyses were only run on the RTI dataset. This represents 90% of each region, still making it a very robust analysis. For the sake of space in this technical annex, the findings will not be reported, save to share the Stata code for the regression outputs: `svy: reg fpm lanhome`, where *lanhome* is a dummy variable representing 1 when the language the child speaks at home matches the language the child is taught in at school.

16. Quantile regression for 6 languages

In our work to provide data useful for the Ministry of Education and the Regional Education Bureaus in the setting of benchmarks for each language used in the country, we applied a variety of statistical techniques to the data to estimate the relationships of interest. One such method was quantile regression, which is a tool to use a test to examine the data to determine what level of the distribution is associated with particular levels of outcomes. The code we employed was as follows:

```

sort l_grp
by l_grp: qreg fpm
by l_grp: qreg fpm, quantile(.75)
by l_grp: qreg fpm, quantile(.8)
by l_grp: qreg fpm, quantile(.9)

```

where l_grp is the language group, qreg is the code for quantile regression, and the quantile specifications asked us to look at what levels of the distribution we were interested in.

Table 13 below is simple Table 11 from page 40 of the full report with the additional information included of the standard error for each estimate. Note that the standard errors are quite low, except for Hararigna where the sample size is much smaller.

Table 13. Quantile regression results with standard errors in parentheses

	Median	75 th percentile	80 th percentile	90 th percentile
Amharic	27 (.50)	45 (.43)	49 (.40)	59 (.44)
Afan Oromo	19 (1.0)	42 (.65)	49 (1.0)	60 (.45)
Tigrigna	18 (.75)	34 (.43)	37 (.58)	44 (.88)
Sidamigna	0 (.16)	15 (.87)	18 (.80)	29 (.74)
Hararigna	27 (3.14)	38 (3.42)	42 (3.50)	50 (12.19)
Somali	31 (1.01)	50 (1.08)	52 (.59)	57 (.47)

17. Fitting fluency regressions at particular levels of reading comprehension

In order to estimate what levels of oral reading fluency are on average necessary to achieve high reading comprehension rates, we fit regression models with particular parameters set in. For example, in order to create Figure 24 on page 44 of the full report, we fit a set of regression models holding constant the reading comprehension rates. For example, for Tigrigna at 80% comprehension we fit: svy, subpop(tigray): reg fpm if cacomp==80. For Tigrigna at 100% comprehension we fit: svy, subpop(tigray): reg fpm if cacomp==100. This gave us some parameters for where outcomes would be if children were to comprehend at particular levels.

18. Conclusion

This technical annex was designed to provide some of the methods used to create the figures of interest in the full report. The decision was made, based on the feedback of the reviewers from the Ministry of Education, to retain a relatively non-technical tone in the report. This annex, therefore, provides some details of interest to more technical stakeholders.