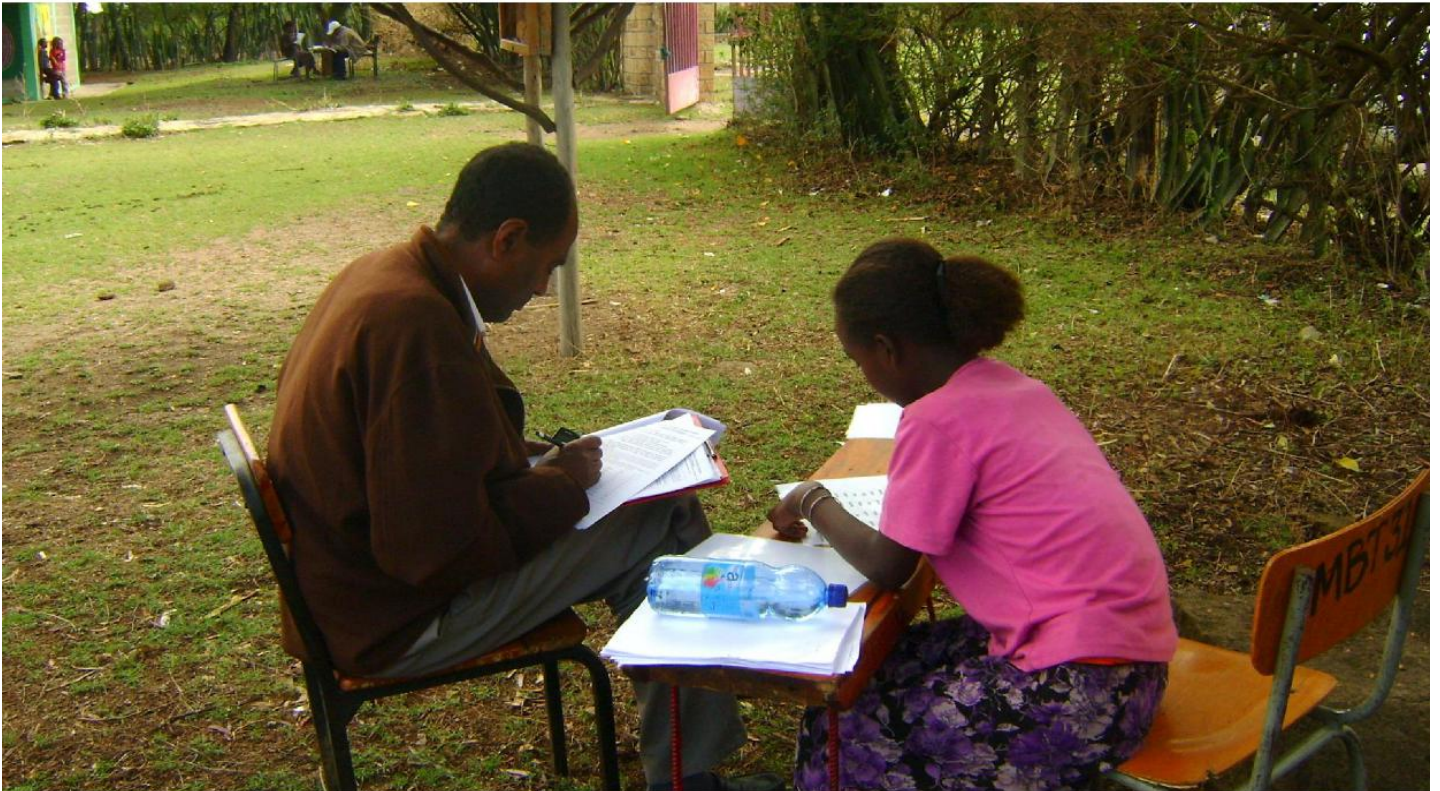




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READ M&E: QUARTERLY REPORT

QUARTER 3: JULY – SEPTEMBER 2020

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

October 30, 2020

Acknowledgement: This report was made possible by the support of the American People through the United States Agency for International Development (USAID). The contents of this report are the sole responsibility of American Institutes for Research (AIR) and do not necessarily reflect the views of USAID or the United States Government.

Submitted to:

U.S. Agency for International
Development/Ethiopia

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DEC Requirements

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

Program Name:	USAID Reading for Ethiopia's Achievement Developed Monitoring and Evaluation (READ M&E)
Activity Start Date and End Date:	January 1, 2015 to December 31, 2020
Name of Prime Implementing Partner:	American Institutes for Research 1400 Crystal Drive 10th Floor Arlington, VA 22202

ACRONYMS

AIR	American Institutes for Research
ADA	Annual Data Assurance
CAEB	City Administration Education Bureau
COO	Community Outreach Officers
CoP	Chief of Party
CTE	College of Teacher Education
EGRA	Early Grade Reading Assessment
FCA	Formative Continuous Assessment
FGD	Focus Group Discussions
FO	Field Office
HO	Home Office
KETB	Kebele Education and Training Board
OLP	Oral Language Proficiency
MoE	Ministry of Education
Mol	Medium of Instruction
MT	Mother Tongue
NEAEA	National Educational Assessment and Examinations Agency
NGO	Non-Government Organization
NLA	National Learning Assessment
OWDA	Ogaden Welfare & Development Association
PRA	Participatory Rapid Assessment
PTSA	Parent Teacher Student Association
READ	Reading for Ethiopia's Achievement Developed
READ CO	READ, Community Outreach
READ M&E	READ, Monitoring & Evaluation
READ TA	READ, Technical Assistance
RSEB	Regional State Education Bureau
SNNPR	Southern Nation Nationalities People Region
SRM	Supplementary Reading Materials.
TDA	Tigray Development Association
USAID	United States Agency for International Development
WEOE	Woreda Education Office Expert

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I PROGRAM INTRODUCTION

The Reading for Ethiopia's Achievement Developed Monitoring and Evaluation (READ M&E) project is a 6-year U.S. Agency for International Development (USAID)-supported activity implemented by American Institutes for Research (AIR). READ M&E is one of the four READ projects on reading launched by USAID Ethiopia. READ M&E focuses on monitoring and evaluating early grade reading as well as on the M&E needs of the overall USAID READ program. The project works closely in partnership with the Ethiopian Ministry of Education (MoE) and the National Educational Assessment and Examinations Agency (NEAEA). The project also works in collaboration with Regional State Education Bureaus (RSEBs) and City Administration Education Bureaus (CAEBs).

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

The objectives of READ M&E are to:

- Assess student learning progress by analyzing and synthesizing nationally representative EGRA data collected for seven local languages; collect additional EGRA data annually to show reading skill gains for seven local languages; and collect nationally representative EGRA baseline data for English;
- Undertake National Learning Assessments (NLA) at Grades 4 and 8 for reading, comprehension, and writing aligned to the new national reading curriculum developed through the READ TA program;
- Support continuous assessment in schools;
- Monitor the performance of USAID's READ projects as well as other key projects related to the READ program, and conduct midterm and final evaluations of the three READ projects and of other projects that may take over or add to any of the major functions of these READ projects;
- Conduct impact evaluations and research studies on issues aligned with USAID's global- and mission-level learning agendas that relate to the evolving needs of the READ program and related key projects; and
- Build the capacity of the NEAEA of the MOE; provide technical assistance to the MOE, RSEBs, and other development partners determined key partners by USAID; collaborate and coordinate with key partners including other donors and NGO partners as well as projects in other sectors that relate to READ; and adapt to the evolving M&E needs and priorities of the READ program.

2 SUMMARIES OF RESULTS TO DATE

QUARTERLY REPORT

Standard Indicators	Baseline	Annual Target	Q1 FY20	Q2 FY20	Q3FY20	Q4 FY20	Annual Performance Achieved to the End of Reporting Period (%)	On Target (Y/N)
3.2.1–34 Number of standardized learning assessments supported by USG	N/A		0	0				Yes
3.2.1–3 Number of administrators and officials successfully trained with USG support	N/A	N/A	72	0	0		N/A	Yes

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

ANNUAL REPORT

Standard Indicators	Baseline	Actual prior year (if applicable)	Annual Target	Annual Actual	Annual Performance Achieved to the End of Reporting Period (%)	On Target Y/N
3.2.1–34 Number of standardized learning assessments supported by USG	N/A		0	0		Yes
3.2.1–3 Number of administrators and officials successfully trained with USG support	N/A		N/A	72		Yes

3 ACTIVITY IMPLEMENTATION PROGRESS

READ Intermediate Result: Improved reading achievement.

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

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

CLIN #1: EGRA AND M&E:

1.1 EGRA:

This section of the objective is stated in the contract as “assess student learning progress by analyzing and synthesizing nationally representative EGRA data collected for seven local languages; collect additional EGRA data annually to show reading skill gains for seven local languages; and collect nationally representative EGRA baseline data for English.”

EGRA 2020:

READ M&E has completed its assignments in relation to EGRA 2016 and 2018. It now has focused its activities towards building the capacity of NEAEA to lead EGRA 2020. In order to ensure NEAEA’s adequate preparation for conducting the assessment, AIR/READ M&E, USAID and NEAEA started to conduct consecutive meetings on how to support the agency before, during and after the 2020 assessment. In the completed quarter, READ M&E built the capacity of the Agency, and this will be discussed in detail under CLIN 3.

READ M&E finalized all activities and the deliverables under this component. In the completed quarter, as per the request from USAID the READ M&E prepared a retrospective Interim Report by way of completing the deliverable requirement per the contract. It will be submitted to USAID in the next quarter.

1.2 M&E:

This section of the objective is stated in the contract as “Monitor the performance of USAID’s READ projects as well as other key projects related to the READ program. Conduct midterm and final evaluations of the three READ projects and other projects that may take over or add to any of the major functions of these READ projects.”

All activities under this component have been finalized.

CLIN # 2: LEARNING ASSESSMENTS

2.1. NLA RELATED OBJECTIVE:

The objective is stated in the contract as “Undertake national learning assessments (NLA) at Grades 4 and 8 for reading, comprehension, and writing aligned to the new national reading curriculum developed through the READ program”.

READ M&E has completed all the activities under this component and further activities are not currently part of the 2020 work plan.

2.2. FORMATIVE CONTINUOUS ASSESSMENT (FCA) RELATED OBJECTIVE:

The objective as states in the contract is “Support continuous assessment in schools”. Activities connected with FCA are completed and the project did not conduct any FCA related activities during the completed quarter. Copies of the report about the final evaluation of the implementation of FCA have been distributed to stakeholders.

All activities under this component have been finalized.

CLIN # 3: CAPACITY-BUILDING AND RESEARCH

3.1. CAPACITY BUILDING RELATED OBJECTIVE:

“Build the capacity of the National Educational Assessment and Examinations Agency (NEAEA) of the Ministry of Education (MoE); provide technical assistance to the MoE, Regional State Education Bureaus (RSEBs), and other development partners determined key partners by USAID; collaborate and coordinate with key partners including other donors, NGO partners, as well as projects in other sectors that relate to READ; and adapt to the evolving M&E needs and priorities of the READ program” as stated in the contract.

In the previous quarter the READ M&E and Home Office team were focused on the purchase of the tablets which can accommodate the Tangerine V3 software for the EGRA 2020. In the reporting period 150 tablets were purchased and shipped to Addis Ababa. READ M&E Field Office in collaboration with the USAID focal person for the purpose are working to get clearance from the Ethiopian custom to receive the tablets and are making necessary preparations to handover to NEAEA before the close of the project. The tablets and related accessories will be handed over to NEAEA in the next quarter.

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

3.2. MTTCA

In the completed quarter the project finalized the Mother Tongue Teacher Competency Assessment (MTTCA) report. The report documents the process of design, development, and implementation of the process. It evaluated the language and pedagogical knowledge and skills of teachers in the Ethiopian primary school system. The report consists of seven chapters that comprehensively address the following: (1) introduction including rationale for assessment of teachers’ competencies in Ethiopia, (2) assessment design, including development of assessment frameworks, item writing, assembly of pilot forms, pilot data collection, pilot data analysis, assembly of operational forms, conducting operational data collection in seven languages and five regions, data analysis, and production of reports, (3) setting performance standards, (4) results of teacher performance data, (5) results of associations between MT teacher performance and student reading performance, (6) results of the Co-interpretation workshop with local experts, and (7) summaries, implications, and pedagogical recommendations.

Following final approval of USAID, the READ M&E team distributed the report to all regional education offices, MoE and implementing partners.

3.3. MULTILINGUAL EDUCATION DESK REVIEW

In the completed quarter the project finalized the Multilingual Education: Synthesis of Literature for the Ethiopian Context report. The report covers several areas of research, including: (1) the political and historical context of Ethiopia in terms of the role of language policy and language in education practices; (2) the cognitive science underpinnings of language learning and child development, with a focus on implications for language in education policy; (3) relevant multilingual educational models and systems around the world; and (4) curricula considerations in multilingual education policy development. The main purpose of this document is to review available evidence on multilingual education in various settings around the world in order to provide globally comparative, evidence-based insights into how a multilingual education policy can be successfully executed in Ethiopia. The report was requested by the United States Agency for International Development (USAID) Ethiopia in order to support the Ministry of Education (MoE) and other key stakeholders in Ethiopia in the effective implementation of multilingual education policy.

The completed report was submitted to the USAID team for the purpose as USAID also shared with the MoE for their feedback. The project office also conducted virtual briefing to the MoE Mother Tongue and English Language Directorate Director and USAID Education Unit team via Google Zoom platform. As per the feedback from both USAID and the MoE, the READ M&E team revised the report and submitted the final version to USAID.

3.4. PASTORALIST EDUCATION DESK REVIEW

In the reporting quarter, READ M&E team with expert consultants finalized the desk review on Pastoralist Education in Ethiopia and submitted to USAID. The purpose of this report is to review and analyze the landscape of education in pastoralist areas in Ethiopia. The report seeks to provide the United States Agency for International Development (USAID) Ethiopia with a review of the current practices, challenges, policies, educational options, and educational programs offered to pastoralist communities in Ethiopia to inform future program design and intervention planning. The study is not intended to make recommendations; rather, it is intended to provide descriptive details and offer issues for consideration to inform future planning by relevant stakeholders in the Ethiopian context. The review was limited to secondary literature, as primary data collection in pastoralist areas was not feasible due to the COVID-19 pandemic. The secondary review focused on the following five research questions:

- a) What are the forms and characteristics of pastoralism observed across regions within Ethiopia?
- b) To what extent are the federal and regional governments and nongovernmental organizations in the target pastoralist locations in Ethiopia supporting pastoralist education?
- c) What types of education options are (or have been) available to pastoralist children? in these regions, and what outcomes/ results have been observed?
- d) To what extent do the available education options align with what communities want and need?
- e) What are the primary drivers affecting pastoralist children's participation (or lack thereof) in the education options available?

READ M&E and AIR Home Office conducted virtual dissemination meeting on Pastoralist Desk Review final report with USAID Ethiopia and DC Office Education team members. Feedback from

both USAID DC and USAID Ethiopia informed final revisions, and the final report is scheduled to be submitted to USAID for approval in the next and final quarter of the project.

3.4. ENTCA PREPARATION

Conducting English teachers' competency assessment is one of the key deliverables of the No-Cost Extension period of the project. This assessment was planned to be conducted in August. However, due to the COVID-19 pandemic, the activity was postponed until there is safe movement in the country. In the completed quarter, READ M&E and AIR Home Office continued the preparation for the assessment.

3.4.1 Tool and Test Administration Manual Preparation

READ M&E finalized tool development and preparations for the assessment, which will include Reading, Writing and Pedagogy as per the MTTCA, as well as Listening and Speaking. AIR Home Office in collaboration with the FO created a new listening tool for the purpose and adopted speaking tools and scoring rubrics from READ II.

The Field Office through STTAs translated all the instructions for both listening and speaking assessments into the following target languages of READ Program: Afan Oromo, Amharic, Tigrigna, Sidama Affu and Af Somali. Wolayitato was dropped and Bertigna added at the suggestion of USAID. READ M&E already conducted MT to English Transition Studies in the previous quarters in Bertigna. Aligned with the agreement to administer the assessment in Addis Ababa City Administration, Oromia, Amhara, Tigray, SNNPR, B/Gumuz regions, the instructions hence were translated in to the respective mother tongue/working languages of the listed regions. All tools will be finalized at the start of the next quarter ahead of scheduled test administration.

READ M&E is adapting the MTTCA administration manual for ENTCA administration purposes. The final assessment administration manual be completed in the start of the next quarter and will be annexed to the next quarterly report.

3.4.2 Sampling Plan

In the quarter the READ M&E team also prepared the sampling plan to conduct the assessment, which was submitted to USAID for review before the end of the quarter. The READ M&E Field Office and the Home Office technical team deliberated on the sampling procedure for operational administrations of ENTCA. The sampling strategy is proposed to be a combination of purposive and randomized sampling that takes into consideration the existing COVID-19 situation, proximity of schools from the assessment center, as well as security issues in the country in general and in the selected regions, zones, woredas in particular. Thus, six regions and one city administration were purposively selected. These 7 regions together are believed to cover the large geographic area in Ethiopia. The final sampling plan will be fully detailed in the ENTCA report to be completed in the next and final quarter of the project.

3.4.3 Test Administration Plan

READ M&E team has been closely working with the MoE and consulting with the Mother Tongue and English Language Development Directorate (MTE added) regarding the timing of the assessment. The team will follow government direction and guidance on how and when to conduct the field-based data collection, with all data collection scheduled for the month of October 2020.

Safety precautions are necessary due to the COVID-19 pandemic, and READ M&E is aware of and will adhere to all the necessary preparations and government restrictions to administer the test within the current COVID-19 environment. In accordance with USAID guidelines, READ M&E will avail face masks, sanitizers and gloves for all teachers and test administrators. It will administer the test only for 22-24 teachers in one hall to keep adequate space as per the COVID-19 directive between two teachers while taking the assessment. Once the test is administered, assessment tools and answer sheets will be transported to Addis Ababa in boxes to READ M&E office and will remain closed for a at least three days before further data processing.

CLIN #4: TECHNICAL LEADERSHIP

KEY ISSUES

4.1 COVID-19 CONSIDERATIONS FOR DATA COLLECTION

In the completed quarter, READ M&E finalized all requisite details for COVID-compliant data sampling and collection planning. Full execution of the data collection plan will take place in October 2020.

4.2 STAKEHOLDERS PARTICIPATION AND INVOLVEMENT

In the reporting period, multiple discussions and meetings were conducted with partners. Table 3 shows the meetings and the subjects of these meetings and discussions.

Table 1: Key meetings that have taken place with partners in Quarter 3

Date	READ M&E Representative	Client or partner	Topic/Subject of Meeting	Key decisions/outcomes
August 13, 2020	Pooja, Margaret, Solomon, Belen, Ana	Addis Yigzaw, Aurore Dorelien, Sonjai Reynolds, MoE Mother Tongue and English Language Directorate representatives	Virtual presentation of key findings of Multilingual Education Desk Review Report	Presentation and discussion on the key findings of the desk review. READ M&E team responded to all questions and utilized
September 16, 2020	Margaret, Solomon, Belen, Daniel, Ziyin Engdasew (Expert Consultant)	Addis Yigzaw, Aurore Dorelien, Sonjai Reynolds, Tahir Gero, Yadessa Assfaw, Rebeca Martinez, Friewot	Virtual presentation of the key findings of Pastoralist Education Desk Review Report	Presentation and discussion on the key findings of the desk review. READ M&E team and the lead consultant responded to all
July-September 2020 Weekly meeting	<ul style="list-style-type: none"> READ M&E COP & DCOP for technical activities Margaret 	Addis Yigzaw, Aurore Dorelien, Sonjai Reynolds	Weekly updates	The READ M&E FO team plus the Project Director have been conducting regular weekly meetings as scheduled by USAID. The purpose is to review activity updates and

4 MANAGEMENT AND ADMINISTRATIVE ISSUE

READ M&E team has continued to work through the COVID-19 pandemic. Staff has been working from home and conducts frequent brief meetings, entering the office for essential activities. The office distributed face masks and sanitizers for all staff members and meetings have been conducted keeping physical distances per government guidelines. The project office also conducts regular weekly technical update meetings with USAID in the presence of the Project Director from Home Office. These meetings help create common understanding on the remaining project activities and implementation at hand. Challenges are shared and solutions are sought together. To mention one example regarding ENTCA, the COR of the project discussed with her team member in Tigray Regional state on how to effectively conduct the assessment in the region. The region, unlike the other regional states, decreed a two-week quarantine period for all people that enter the region. This posed a challenge to conducting the assessment in the region. With the support of the USAID focal person in the region and collaboration of the regional education bureau, READ M&E continued its discussion and preparation for smooth administration of the assessment. Details of the process will be included in the next quarter report.

STAFF ACTION

READ M&E project is finalizing its period and already started its preparation for project close out. As one of project close out activities, it is decreasing its staff members gradually. In the reported period, three of its staff members, Ato Zewdu Gebrekidan , Ato Assefa Jano , and W/ro Asrate Tegegn, from technical and finance and admin team respectively, completed their contract period by the end of September 2020. The office prepared a mini farewell party upon their departure. Dr. Solomon and other team members appreciated their contributions and thanked them for all that they have done during their tenure in the organization.

5 FINANCIAL REPORT

TABLE 4: PROJECTED EXPEDITURES

ETHIOPIA READ M&E					
Expenditures Through September 2020					
Period of Performance: 1/01/2015 to 12/31/2020					
Contract Number: AID-663-C-15-00001					
AIR Ref.: D3778					
Quarterly Report					
Date of Report: 9/30/20					
Consolidated Report					
	A	B	C	D (B+C)	E (A-D)
Expense Category	Approved Budget	Total Expenditures through Jun 30, 2020	Expenditures & Accruals for Jul 1 - Sep 30, 2020	Total Expenditures & Accruals through Sep 2020	Total Budget Remaining
Personnel	\$1,921,095	\$1,826,959	\$74,258	\$1,901,217	\$19,879
Fringe Benefits	\$870,180	\$809,148	\$9,412	\$818,560	\$51,620
Travel & Per Diem	\$367,739	\$324,538	\$0	\$324,538	\$43,201
Allowances	\$163,072	\$163,072	\$0	\$163,072	\$0
Other Direct Costs	\$1,280,130	\$1,181,273	\$17,297	\$1,198,570	\$81,561
Subcontractor Costs	\$21,924	\$924	\$0	\$924	\$21,000
Project Activities	\$2,590,093	\$2,427,858	\$0	\$2,427,858	\$162,234
Overhead	\$1,956,885	\$1,837,238	\$28,646	\$1,865,884	\$91,002
G&A	\$1,066,881	\$1,004,676	\$16,849	\$1,021,525	\$45,356
Fee	\$614,280	\$574,541	\$8,788	\$583,329	\$30,952
TOTAL	\$10,852,279	\$10,150,226	\$155,249	\$10,305,475	\$546,804
	\$ 10,852,279	\$ 10,150,226		\$ 10,305,475	\$ 546,804
Notes					
Column A	Total Approved Budget				
Column B	Total Cumulative Expenditures from the Contract Start Date through the end of previous Quarter				
Column C	Total Amount of Expenditures and Accruals for the current Quarter (Jul-Sep 2020)				
Column D	Total Cumulative Amount of Expenditures and Accruals through September 30, 2020				
Column E	Total Amount Budget Remaining				

6 PLANNED ACTIVITIES FOR NEXT QUARTER

The major planned activities during the next quarter include:

- Submit the EGRA brief retrospective interim report
- Finalize English teachers' competency assessment
- Finalize ENTCA report
- Handover Tablets and Cases to NEAEA
- Continue on project close out activities
- Close the project