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USAID – AIR / TEACH ENGLISH FOR LIFE LEARNING (TELL) FINAL PERFORMANCE REPORT



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Introduction

The American Institutes for Research (AIR), in collaboration with the Ethiopian Ministry of Education (MOE) and the United States Agency for International Development (USAID), is implementing the Teach English for Life Learning (TELL) program. The TELL program was launched in late 2008 to introduce primary school teachers in Ethiopia to the new English textbooks developed through the USAID/AEI Textbook and Learning Materials Program (TLMP) and to train them in strategies and methods designed to improve student language learning. The TELL program has worked through the Ministry of Education (MOE) and the Regional Education Bureaus (REBs) to implement a cascade training approach that has reached teachers throughout the country in a limited amount of time and in a cost effective manner. In 2009, TELL conducted training for approximately 20,000 grade 6-8 teachers. The program was then extended to train 52,300 grade 1-4 teachers over the course of two years. During the period October 1, 2010 – September 30, 2011, the TELL program completed its final year of teacher training activities.

In December 2010, the TELL program was tasked with the administration of an English language Early Grade Reading Assessment (EGRA). The objective of this activity is to establish a baseline for student learning outcomes in English in grades 2-4 that will provide disaggregated data at both the national and regional levels. Based on initial conversations with the MOE regarding the timeline of the EGRA implementation it was determined that the baseline assessment should be administered in October 2011. As such, the TELL program received an extension through March 2012 in order to administer the assessment, analyze the data, and support the MOE with understanding and disseminating the results.

1. Summary of TELL Key Achievements and Results

1.1 *Teacher Training*

In the last three years, TELL distributed 407,129 training materials to 248 venues for trainers and trainees, trained 71,129 grade 1-4, and 6-8 English teachers through a cascading model, and conducted classroom observations to determine the level to which the TELL strategies are being used.

Achievements during 2008/2009

- Distributed 144,614 training materials to 76 venues across the country
- Trained 22 (3 female and 19 male) Master Trainers
- Trained 289 (18 female and 271 male) teacher trainers
- Trained 19,146 (4,661 females and 14,485 males) grade 6, 7 & 8 English teachers
- Trained 59 (4 female and 55 male) classroom observers in observation skills and methods of collecting classroom observation data
- Collected data from 301 (73 female and 228 male) grade 6-8 sample teachers
- Analyzed the classroom observation data and produced a report explaining the results that showed 90% of teachers were effectively implementing TELL strategies and methods

Achievements during 2009/2010

- Distributed 129,015 training materials to 86 venues across the country
- Trained 27 (1 female and 26 male) Master Trainers
- Trained 297 (14 female and 283 male) teacher trainers
- Trained 24,963 (12,440 females and 12,523 males) grade 1 and 2 English teachers
- Trained 96 (5 female and 91 male) classroom observers in observation skills and methods of collecting classroom observation data
- Collected data from 562 (386 female and 176 male) grade 1- 2 sample teachers
- Analyzed the classroom observation data and produced reports of the findings that showed 89.9% of teachers were able to effectively implement TELL strategies and methods

Achievements during 2010/2011

- Distributed 133,500 training materials to 86 venues across the country
- Trained 29 (3 female and 26 male) Master Trainers
- Trained 317 (26 female and 291 male) teacher trainers
- Trained 27,020 (9,546 female and 17,474 male) grade 3 and 4 English teachers
- Trained 92 (10 female and 82 male) classroom observers in observation skills and methods of collecting classroom observation data
- Collected data from 583 (333 female and 250 male) grade 3- 4 sample teachers
- Analyzed the classroom observation data and produced report of the findings that showed 85.4% of strategies observed were considered by the supervisors to have been effectively implemented.

1.2 English Language Early Grade Reading Assessment

Achievements during 2010/2011

- Developed two English EGRA test forms that are standards-based instruments aligned with the Minimum Learning Competencies (MLCs) of the Ethiopian English curriculum
- Developed a school director and a teacher questionnaire
- Conducted a pilot study of the instruments in 14 schools in 7 different regions
- Determined the sample size and sample selection criteria for the nationwide administration of the English EGRA baseline

Achievements during 2011/2012

- Trained 195 English EGRA test administrators
- Administered the English EGRA assessment in 333 schools testing 19,603 students and completing questionnaires from 984 teachers and 333 school directors
- Established 4 Performance Level Categories and category definitions
- Developed Performance Level Descriptions for each MLC of the English curriculum
- Completed the Ethiopia English EGRA Data Analytic Report
- Completed the supplemental early grade reading field study report, Literacy Policy and Practice in Ethiopia: Building on the TELL Program and EGRA Results

2. Description of TELL Approaches and Activities

2.1 Collaborative Planning

TELL works through the TELL Technical Team (TTM), comprised of members from the MOE, USAID, and the TELL program. TLMP is also represented. The TTM is responsible for guiding and planning TELL program activities. The TTM establishes the regional quotas for teachers, trainers, and venues, identifies areas for collaboration among the partners with special consideration for the Regional Education Bureaus (REBs), assigns program monitors and schedules monitoring of activities. Activity guidelines developed by the TTM are communicated through the central MOE to the REBs. Each REB assigns technical and finance focal persons to help TELL implement training activities in their respective regions.

During October-December 2010, TELL held and supported orientation and consultative workshops at the center and regional levels in preparation for the 2010-2011 teacher training cycle for grade 3 and 4 teachers. Formal communication was made through the Ministry of Education, requesting each REB to identify its focal persons and send them to the TELL Central Orientation and Consultative Workshop that was conducted November 1-2, 2010. Seventeen focal persons from ten REBs took part in this workshop. All regions were represented at the workshop except for Somali region whose focal persons were unable to attend. Additionally, REBs with multiple teacher training venues were expected to subsequently conduct similar workshops in their regions to help them organize their respective venues in organizing logistics and monitoring the training process.



The central orientation and consultative workshops were intended to acquaint the technical and financial focal persons from all regions with the TELL strategies in organizing training. Focal persons were tasked with coordinating the technical and financial activities at their assigned location, especially in recruiting Master Trainers (MTs) from Colleges of Teacher Training (CTEs), Trainer of Teachers (TOTs) from secondary schools and identifying venues and teachers for training. During the Central Orientation, TELL provided each focal person with a brief guide and financial control sheets, and monitoring tools. The guide included specific information about how to organize and distribute training materials; use the provided monitoring tools; organize venues ahead of training day; monitor the training process; and contact the appropriate TELL or MOE staff member in case of difficulty. After central and regional orientations, the REBs developed individual plans specifying the training timeframe, training venues, and human and financial resources required to organize the TOT training, teacher training, logistics, and the budget needed for conducting the training. Regions with multiple venues developed regional orientation workshop plans for their venue level supervisors and finance personnel. The regions with multiple venues (Oromia, Amhara, SNNPRS, and Tigray) trained 215 venue level supervisors and financial personnel during their regional orientation workshops.

2.2 Training of Master Trainers, TOTs and Teachers

TELL held this year's MT Training program from December 15-18, 2010 at the Soramba Hotel. The workshop was led by the Textbook and Learning Materials Program (TLMP) who were responsible for developing the revised *English for Ethiopia* texts as well as the teacher training manual. The training prepared 29 MTs, 3 female and 26 male. The original plan was to train 30 MTs, but SNNPR chose to send four MTs instead of five since they believed that would be sufficient to cover the regional TOT training.

After the Master Trainers training, the TOT training was organized at regional level in 12 venues starting from the end of December 2010 to mid-January, 2011. Regions with fewer TOTs, such as Harari, Dire Dawa, Somali in the east, and Benishangul-Gumuz and Gambella in the west, were combined to conduct their TOT training at a common venue. Similarly, Afar joined Oromia for its TOT training.

The four-day teacher training was conducted in 74 venues across the country beginning from the last week of January and ending in February 2011. Most of the regions conducted their teacher training in two rounds in order to optimize the trainer-trainee ratio.

Table 1: Gr. 3-4 MTs, TOTs, and Teachers Trained

S/N	Region	MTs Trained			TOTs Trained			Teachers Trained		
		M	F	T	M	F	T	M	F	T
1	Addis Ababa		2	2	5	6	11	447	592	1,039
2	Afar	1	0	1	3	0	3	176	75	251
3	Amhara	6	0	6	86	2	88	3,766	3,621	7,387
4	Benishangul Gumuz	1	0	1	4	0	4	210	104	314
5	Dire Dawa	1	0	1	3	0	3	131	69	200
6	Gambella	1	0	1	3	0	3	262	35	297
7	Harari	0	1	1	3	0	3	94	87	181
8	Oromia	9	0	9	100	7	107	6,817	2,737	9,554
9	SNNPRS	4	0	4	57	9	66	4,060	1,325	5,385
10	Somali	1	0	1	3	0	3	223	32	255
11	Tigray	2	0	2	24	2	26	1,288	869	2,157
	Total	26	3	29	291	26	317	17,474	9,546	27,020

2.3 Materials Distribution

The TELL program distributed printed training materials and stationary packets to venues nationwide in advance of training activities. To ensure timely delivery of training materials, TELL developed a materials distribution plan based on the training quotas assigned to each region

and the training venues chosen by the regions. The materials to be distributed included training books and stationary packs:

The following items were included in the distribution plan for each TOT venue:

Training Books

- English for Ethiopia, Grade 3 Student Books
- English for Ethiopia, Grade 4 Student Books
- English for Ethiopia, Grade 3 Teacher's Guides
- English for Ethiopia, Grade 4 Teacher's Guides
- Teacher Training Manuals

Stationery Items

- Note books
- Pens
- Bags for MTs and TOTs
- Certificates
- Guides and monitoring sheets
- Flip charts
- Markers
- Scotch tape
- Packets of chalk
- Dusters

REB focal persons identified specific venues for training based on the proximity of the trainees and availability of quality facilities. They then assigned venue supervisors to receive the materials at each venue and distribute them during the training. Meanwhile, TELL individually packed the training books and stationary in a plastic case for each TOT and trainee. This strategy minimized delivery errors and reduced the time it would take to distribute materials at the training venue. TELL also assembled individual packs of training materials into sets of 25 which were placed into heavy duty sacks. The sacks, together with other training items, were then transported to each TOT and teacher training venues across the country.

The identified venue supervisors received and assumed responsibility for the materials upon delivery. These supervisors were usually secondary or primary school directors, zonal education officers or deans of CTEs. The supervisors then stored the materials in their offices until training day.

Table 2 shows the number of materials delivered compared to the material distribution plan. Materials were delivered based on the regional quota for TOTs and Teacher trainees. As the table shows, 100% of the training books and stationery packs planned were delivered to the 12 TOT venues and 74 teacher training venues. Additional materials were also sent to some venues, particularly in Oromia, upon their request to train more grade 3 and 4 teachers using

their own financial resources. Materials not used as a result of trainee absenteeism were left for the utilization of REBs structure.

Table 2: Gr. 3-4 Materials Distribution

S/N	Region	Training Books				Stationery Items			
		MT	TOT	Teachers	Total	MT	TOT	Teachers	Total
1	Addis Ababa	10	60	5,290	5,360	16	96	2,116	2,228
2	Afar	5	15	1,255	1,275	8	24	502	534
3	Amhara	30	450	37,595	38,075	48	720	15,038	15,806
4	Benishangul-Gumuz	15	20	1,570	1,605	8	32	628	668
5	Dire Dawa	5	15	1,010	1,030	8	24	404	436
6	Gambella	5	15	1,470	1,490	8	24	588	620
7	Harari	5	15	905	925	8	24	362	394
8	Oromia	45	545	45,770	46,360	72	872	18,288	19,232
9	SNNPR	20	330	27,160	27,510	32	528	10,864	11,424
10	Somali	5	15	1,370	1,390	8	24	548	580
11	Tigray	10	130	10,805	10,945	16	208	4,322	4,546
Total		155	1,610	134,200	135,965	232	2,576	53,660	56,468

2.4 Monitoring Activities

Throughout implementation of the training, the TELL program carried out extensive monitoring of both the TOT and teacher training activities. The purpose of the monitoring activities was to ensure that the MTs and TOTs carried out the training program as planned, to provide on-site trouble-shooting support, and to provide feedback to the TELL office regarding best practices and lessons learned. Monitoring was carried out by TELL program staff, the MOE officials, and TLMP staff. The TELL program also hired Dr. Mary Spor from Alabama A&M University, lead of the English for Ethiopia textbook development program, to assist with monitoring training activities. Through this collaborative effort, the TELL program was able to monitor 100% of the TOT training venues and 50% of the 74 teacher training venues. The wide-spread monitoring of activities was critical to ensuring the accountability of the venue supervisors, MTs and TOTs, and contributed to better implementation of activities by facilitating communication and trouble-shooting

2.5 Classroom Observation Activity

The 2010-2011 classroom observation activity, as in previous years, included training classroom observers to conduct the observations, conducting the classroom observations in sample schools, collecting classroom observation data from the REBs, and analyzing feedback.

Preparation of Instruments, Selection of Supervisors and Sample Teachers

Prior to the training of the classroom observers, the data collection instrument with quantitative and qualitative items was developed in collaboration with assessment experts in AIR's home

office. Monitoring tools were also prepared to follow up the observation and data collection process. The classroom observation instrument, in conjunction with the TELL training materials, were used during the training to help the classroom observers gain observation skills. Additionally, video recordings of grade 3 and 4 English classrooms from Addis Ababa primary schools were prepared for integration into the training to simulate a real classroom situation.

Classroom observers were selected by the RSEBs based on criteria set by the TTM. The criteria required the classroom observers to have participated in the grade 3 & 4 TELL training program as trainers of the teachers. This was deemed necessary as it is important that the observers have a professional understanding of the TELL methods and strategies in order to properly observe and rate the trained teachers.

The regional distribution of the classroom observers and sampled teachers across the country was determined by the number of teachers trained by TELL in each region. TELL planned to train 97 supervisors to conduct 594 classroom observations of grade 3 and 4 TELL-trained teachers in urban and rural schools.

Classroom Observers Training

The TELL program held a classroom observation training workshop from April 14-16, 2011 at the MOE Hall. The purpose of this workshop was to review the strategies and methods taught during the TELL training, train the observers on the use of the observation instrument, establish observation procedures, and provide them adequate opportunities for guided practice. The training exercises also focused on ensuring that each individual observer had a similar level of understanding about the protocol, procedures, and the rating strategy so as to minimize the subjective nature of the classroom observers' task.

To help the classroom observers gain optimum skills from the training, they were shown two different videos of trained grade 3 and 4 teachers from two primary schools in Addis Ababa. During the first video, observers observed the lesson. Following the video, group and plenary discussions were held to generate dialogue around the strategies and methods used in order to establish a more common understanding of how to identify the strategies and rate teachers.

Classroom Observation Data Collection and Analysis

The classroom observation was conducted in 10 regions by 92 classroom observers selected by the RSEBs in their respective regions. Data collection occurred during April 18 to May 20, 2011, and 583 teachers were observed.

After consolidating the data collected from the observers, TELL entered the observation data using quantitative and qualitative methods. Local experts were hired to perform data entry and data cleaning processes. The resulting data sets were then encoded and analyzed using statistical software through the technical assistance of Ato Zewdu Gebrekidan, MOE, and Dr. Abdullah Ferdous, AIR. Descriptive statistics (i.e., percentages) were generated and qualitative data was summarized and included in the analysis to supplement and clarify quantitative analysis. The ***TELL Classroom Observation Data Analysis Report – Gr. 3-4*** provides full details and analysis of the results.

2.6 English Language Early Grade Reading Assessment (EGRA) Activity

Since December 2010, the TELL program has worked with USAID and the MOE to establish a TELL EGRA Steering Committee (TESC) to provide guidance and oversight to the overall implementation of the English language EGRA. The Steering Committee—consisting members from MOE (three directorates/processes, viz., NAE, CDI, TD), USAID and TELL—established, finalized and approved the implementation plan for the EGRA.



EGRA Validation Workshop

TELL began implementing its first major activities of the English EGRA activity in April 2011. TELL conducted the EGRA validation workshop at Bishoftu, Hiwot Hotel, on April 7-9, 2011. Twenty nine (1 female and 28 male) English language and assessment experts from the MOE, RSEBs, and Colleges of Teacher Education (CTEs) took part in the workshop. The participants were guided by AIR assessment expert, Dr. Ferdous, the TELL Chief of Party, Mr. Jeremy Koch, and Deputy Chief of Party, Ato Dessalegn Garsamo. The facilitators guided the participants through a review of the curriculum standards (i.e. MLCs of English grade 2-4), competency classification of cognitive

complexity, assessment item classification for cognitive complexity, sequencing of assessment items, and rating of item-competency matching. After three days of intensive, reflective processes, the participants finalized the alignment and validated the draft EGRA test instruments. The participants also deliberated on the roles and responsibilities of the regional representatives in the major activities of the EGRA.

TELL EGRA Pilot Administrators Training

Following the validation workshop, TELL conducted an EGRA pilot test administration workshop in Addis Ababa, from May 9-11, 2011. Twenty five participants (2 female 23 male), comprising 21 test administrators and 4 regional coordinators drawn from seven sample regions took part in the workshop. The workshop was facilitated by two experts, Ato Zewdu Gebrekidan from the MOE, and TELL Deputy Chief of Party, Ato Dessalegn Garsamo. The participants were trained in EGRA pilot testing procedures, and reviewed the EGRA instruments in small and large groups. The participants were provided with the EGRA pilot instruments as a training tool and the EGRA pilot procedures guide for field work support. The facilitators also led the participants



EGRA Pilot Administrators Training Workshop

through role playing activities to simulate real scenarios that would help standardize the pilot testing procedures. Towards the end of the workshop, the administrators identified their roles and responsibilities in organizing and administering the pilot testing, developed a region-specific timeframe for administering the pilot test, and collected the pack of pilot test instruments allotted for their respective regions.

TELL EGRA Pilot Test Administration

The EGRA pilot testing took place in seven regions. Each region was requested to select two schools, one urban and one rural. One section from each grade, 2-4, was to be randomly selected from each school. Thirty students from each section were to be randomly selected for testing, thus sixty students were tested in each school. The section teachers for each grade and the school director from each school were selected to complete the relevant questionnaires. The distribution of the pilot test sample and administration is presented in Table 3 below.

Table 3: TELL EGRA Pilot Test Sample Distribution

S.N	Sample Regions	No. of Students			Regional Total	No. of Teachers			Regional Total	No. of Directors	No. of Schools		
		G. 2	G.3	G.4		G.2	G.3	G.4			Rural	Urban	Total
1	Addis Ababa	60	60	60	180	2	2	2	6	2	-	2	2
2	Amhara	60	60	60	180	2	2	2	6	2	1	1	1
3	Gambella	60	60	60	180	2	2	2	6	2	1	1	1
4	Harari	60	60	60	180	2	2	2	6	2	1	1	1
5	Oromia	60	60	60	180	2	2	2	6	2	1	1	1
6	SNNPRS	60	60	60	180	2	2	2	6	2	1	1	1
7	Tigray	60	60	60	180	2	2	2	6	2	1	1	1
Total		420	420	420	1,260	14	14	14	42	14	6	8	8

As shown in Table 3, the total number of sample students in the pilot is 1,260, and total number of participating teachers and directors is 42 and 14, respectively. Based on the pilot test the draft instruments were revised and issues related with logistics were reviewed.

The pilot test administration took place from May 16 to June 3, 2011. The exact dates of administration varied and were dependent on the context and calendar of each sample region. All pilot data of students and directors was collected and consolidated as planned.

Provision of Technical Support for Regional EGRA Administration Logistics Planning

In September 2011, the TELL Program had held a consultative workshop for regional focal persons (two from each region) to support them in planning, budgeting and monitoring the EGRA administration in their respective regions. Following that workshop, this quarter the regional coordinators finalized the confirmation of sample schools, recruited test administrators, determined administration routes and modes of transportation, and developed the budgets and timeframes for each EGRA administration team in their region.

EGRA Test Administration

The TELL program held three rounds of English EGRA administrator training in Bishoftu from September 17-27, 2011. Each round of training was three days. At the end of each round of EGRA administration training, the trained cohort of test administrators were immediately deployed to their respective regions, creating a staged roll-out of the EGRA administration to ensure timely completion. TELL trained 195 of 198 planned EGRA administrators.

The 330 sample schools for the EGRA were divided into 66 clusters of 5 schools each. The 195 trained administrators were grouped into teams of 3, with one of the team members in each group serving as the Team Representative. Each team was then assigned to a cluster and was expected to assess 60 students from each school in two days (see *Table 1*). Data collection for the EGRA was scheduled so as to commence immediately after the opening of schools for the 2011/12 academic year.

Table 1. Planned Regional Distribution of the EGRA Administration and Data Collection

Regions	Regional Sample Schools	No. of Clusters	No. of Test Administrators	No. of Teams in Each Region	No. of Sampled Students
Addis Ababa	25	5	15	5	1,500
Afar	25	5	15	5	1,500
Amhara	40	8	24	8	2400
Benishangul-Gumuz	25	5	15	5	1,500
Dire Dawa	25	5	15	5	1,500
Gambella	25	5	15	5	1,500
Harari	25	5	15	5	1,500
Oromia	60	12	36	12	3,600
SNNPRS	30	6	18	6	1,800
Somali	25	5	15	5	1,500
Tigray	25	5	15	5	1,500
Total	330	66	198	66	19,800

The EGRA administration followed closely to plans, as shown in *Table 2*. Out of the 19,800 grade 2-4 students expected to take part in the assessment, a total of 19,603 were assessed, representing a 99.0% achievement level.

Table 2. Actual Regional Distribution of the EGRA Administration and Data Collection

S/N	Region	Student Response Form 1 & 2			Teachers Questionnaire			Directors Questionnaire		
		Planned	Achieved	In %	Planned	Achieved	In %	Planned	Achieved	In %
1	Addis Ababa	1,500	1,500	100.0	75	75	100.0	25	25	100.0
2	Afar	1,500	1,440	96.0	75	75	100.0	25	26	104.0*
3	Amhara	2,400	2,400	100.0	120	119	99.2	40	40	100.0
4	Benishangul Gumuz	1,500	1,496	99.7	75	75	100.0	25	25	100.0
5	Gambella	1,500	1,463	97.5	75	71	94.7	25	27	108.0*
6	Dire Dawa	1,500	1,499	99.9	75	75	100.0	25	25	100.0
7	Harari	1,500	1,500	100.0	75	75	100.0	25	25	100.0
8	Oromia	3,600	3,600	100.0	180	179	99.4	60	60	100.0
9	SNNPR	1,800	1,756	97.6	90	90	100.0	30	30	100.0
10	Somali	1,500	1,449	96.6	75	75	100.0	25	25	100.0
11	Tigray	1,500	1,500	100.0	75	75	100.0	25	25	100.0
Total		19,800	19,603	99.0	990	984	99.4	330	333	100.9

N.B *Additional directors questionnaires were collected at some sampled schools where it was found that the schools were split into different campuses based on cycle levels.

As the table above indicates, five regions assessed 100% of the planned number of students. These included Addis Ababa, Amhara, Harari, Oromia and Tigray. EGRA administrators from Somali and Afar, with the lowest percentage of planned students assessed (96.6% and 96%, respectively) reported that in some of the schools there were not enough students at the time of the administration to meet the expected sample of 20 students per grade. Collection of teacher and school director questionnaires also proceeded closely to plans.

Data Encoding

While the EGRA administration was underway, TELL worked closely with the MOE to arrange the data encoding process by hiring encoders and professional supervisors, and arranging with both the MOE and the USAID-IQPEP project to have the encoders utilize an MOE computer facility from mid-November to mid-December. After all test results were scored, collected and consolidated, a clean data file was developed for in-depth analysis using various advanced statistical procedures.

EGRA Standards Setting

In January 2012, the TELL Program developed English EGRA Performance Level Categories and category definition with MOE and RSEB higher officials in Ethiopia's first Standard Setting

workshop conducted in Addis Ababa. The participants of this workshop consisted of 18 individuals (17 male and 1 female). The participants were heads of the relevant MOE departments and assessment experts, and regional education bureau officials. The focus of this first workshop was to determine the number of performance-level categories used, to name those categories, and to write general policy definitions for each category. Through this process the MOE and education bureau representatives determined that the four categories would be used to classify student performance. The participants arrived at a consensus decision on the following definitions for each performance-level category:

1. **Below Basic:** The student at this level demonstrates **very limited** knowledge and **no** skills necessary to be proficient in the MLCs of the grade level.
2. **Basic:** The student at this level demonstrates **partial** knowledge and skills necessary to be proficient in the MLCs of the grade level.
3. **Proficient:** The student at this level demonstrates the **required** knowledge and skills to meet the MLCs of the grade level.
4. **Advanced:** The student at this level demonstrates knowledge and skills **beyond proficiency** in the MLCs of the grade level.

The second round of this workshop continued during January 13-18, 2012 at Bishoftu in which 20 (11 male and 9 females) MOE and RSEB English language curriculum experts and first cycle primary school teachers were present. During this workshop the participants developed Performance Level Descriptors (PLDs) that describe the level of knowledge and skills the students need to demonstrate on the assessment in order to be classified into the four performance-level categories and they undertook a guided psychometric process for determining the cut scores corresponding to those performance-level categories. The PLD document can be found as an attachment to the English EGRA Data Analytic Report.

EGRA Dissemination Workshop

The TELL Program also conducted EGRA Results Dissemination Workshop in Adama during March 26-27, 2012. Thirty seven participants (1 female and 36 male) from the MOE, RSEBs, USAID, and implementing partners were present in the workshop. The workshop was facilitated by Dr. Abdullah Ferdous, Ato Zewdu G.Kidan, Mr. Jeremy Koch and Ato Dessalegn Garsamo. The participants were provided with draft English EGRA reports and selected presentations from the report.

The agenda of the dissemination workshop mainly focused on clarification of the standards-based approach as an underpinning conceptual framework for the study, and related components in the methodology, findings of the study at national & regional level, questionnaire & regression analysis, regional level minimum learning results review, and recommendations of the study. Based on the results of the study, the participants were put into national and regional level groups to reflect on the implications of the result for curriculum development, teacher development, and system level support needs. Each group came up with its own ideas on the implications and next steps, and presented for plenary discussion. Some of the ideas forwarded during the plenary discussion are summarized as follows:

Curriculum Development

- Introduce revised concepts and the methodologies to teachers and CTEs.
- Revisit the appropriateness of the reading text in the syllabus and textbooks.
- Consider the use of MLCs as compulsory activity.
- Support schools with selected reading materials.
- Train schools/teachers on how to make their reading text from locally available materials.
- Align the use of ICT with curriculum development.

Teacher Development

- Prepare a full-fledged training package for teachers that can address EGRA results.
- Introduce a paradigm shift in teaching methods employed at the pre-service level.
- Equip teachers with the necessary skills to enhance the reading habits and skills of early grade learners.
- Incorporate key elements reading, writing, and listening in the SBEM (School Based English Mentor) training package.
- Avail MLCs in the hands of trainee teachers as well as primary school teachers English.
- Establish a more comprehensive monitoring and evaluation scheme.

Central System Support Needs

- Prioritize reading by allocating time at school level and offering courses at CTEs.
- Assign school-based reading specialist and supervisor.
- Align education media programs with curriculum so as to support each other.
- Design and sustain M & E mechanisms for the enhancement of language skills in general and for reading in particular.

Early Grade Reading Research Support

To complement the statistical information from the EGRA, TELL is also supporting a qualitative research study aimed at enhancing the MOE's knowledge of effective policy and programs for improved reading and English language instruction and increasing the knowledge base of on-the-ground conditions in Ethiopia affecting reading instruction and learning outcomes.

AIR hired a team of consultants to undertake the study. The research framework and data collection protocols were completed in October 2011, and in November one of the consultants traveled to Ethiopia for approximately three weeks to conduct the data collection. The consultant met with MOE and RSEB staff, TELL staff, school directors, teachers, parents, and students. Data analysis began at the conclusion of the trip, and the team completed a first draft of the study report by the end of December. The report was reviewed by TELL and AIR home office staff, and requests for revisions were shared with the consultants. This quarter, AIR shared a revised report with USAID and incorporated their feedback into the final report. This report will be distributed along with the final English EGRA Data Analytic report in April 2012.

3. Challenges, Lessons Learned, & Recommendations

The TELL teacher training program reached 98.4% of its intended target of 72,300 teachers trained. In addition, follow-up classroom observations showed that about 89% of all teachers who received TELL supported training were able to successfully use strategies and methods taught in the training program. The TELL program English EGRA activity successfully tested 99% of its targeted number of students ensuring highly reliable and robust baseline data. The high rate of success achieved in the TELL program is a result of the strong teamwork achieved by all implementing partners. Below are a list of challenges faced during the implementation of the TELL program, lessons learned, and recommendations for future programs.

Teacher Training:

Challenge: Teachers in every region suggested that the number of workshop days was too short to adequately cover the content of the training. Moreover, teachers strongly suggested that trainings should be continuous in order to maximize and sustain skills and knowledge gained at trainings.

Lesson Learned and Recommendation: Consideration should be given for additional time and refresher training activities for teacher training programs. This is especially applicable to training programs like TELL because they teach a significant paradigm shift in teaching English in the classroom. Existing structures and human resources within the MOE can be utilized for this purpose. Additionally, consideration should be given to the application of in-service training content to pre-service teacher preparation. Infusing this content into the pre-service curriculum would make the training activities more sustainable and ensure that all teachers joining the education system are equipped with the practical methods and strategies taught by teacher training programs.

Challenge: Teachers and TOTs raised serious concerns and some venues had to stop activities for a short time while the participants staged protests because they felt the per diem rates were insufficient due to rising cost of living and rapidly increasing inflation rates in Ethiopia.

Lesson Learned and Recommendation: Low per diem rates due to inflation are a serious issue that permeates all MOE activities. A conversation and decision at the highest levels of the MOE will be necessary to adequately adjust per diem rates to current market conditions

Challenge: Some education bureaus struggle to submit comprehensive financial reports in a timely fashion. This can lead to significant delays in finalizing training data as well as financial reports.

Lesson Learned and Recommendation: Future programs should involve high-level authorities of the RSEB to ensure their full agreement to an expedient reconciliation of advances provided as a courtesy to education bureaus. This agreement will include clear

procedures to be followed, deadlines to be met, as well as possible recourse if the education bureau is found to be non-compliant.

Challenge: Some education bureaus failed to send representatives to attend key implementation workshops.

Lesson Learned and Recommendation: Future implementers will need to work with the MOE facilitate greater communication and participation in USAID-funded activities, including but not limited to traveling to education bureaus to communicate face-to-face.

English EGRA Baseline Activity:

Challenges: TELL faced some region-specific challenges during the EGRA administration, which had the effect of delaying administration at some regions. In particular, the accuracy of National EMIS data for Somali region hampered implementation as the random sample drawn from the EMIS data did not meet the required criteria for the sample. In order to finalize the random sampling process for Somali, TELL staff visited the region and met with the RSEB officials. TELL then worked with the RSEB focal persons to finalize the sample, plan the administration routes, determine logistics and set a budget for administration within the region. Though these additional steps did delay the administration, the end result was a sound sample of schools and an efficient plan for data collection in Somali.

Lesson Learned and Recommendation: A key lesson the program learned during administration was the need for very close monitoring and the importance of taking a proactive approach to identifying problems and finding solutions so that timelines would not be interrupted. Keeping the administration on time was very important as it was essential that the administration be finalized at the very beginning of the school year. Due to strong relationships between implementing partners and the commitment of the education bureaus, the EGRA administration was completed within the necessary time frame.

Challenges: The TELL program faced the challenge of maximizing participation at the English EGRA dissemination workshop. We had planned for eighty participants but only achieved thirty-seven.

Lesson Learned and Recommendation: The reason for the low participation was the large number of workshops taking place during the same weekend which inhibited participation from other donor agencies and USAID implementing partners. Unfortunately, given that the TELL program had to complete all activities by the end of March, TELL was not able to reschedule the event. Even with low participation, the dissemination workshop had excellent representation from the regional education bureaus and central MOE departments. The MOE and regional education bureaus are very pleased with the quality of the EGRA data and the report.

Annex A. TELL Results According to Performance Monitoring Indicators

Indicator	Unit of Measure/ Definition	Frequency	Responsible Individual	Method/ Source	Project Goal	Achieved Cohort 1 (2009)	Achieved Cohort 2 (2010)	Achieved Cohort 3 (2011)	Cumulative Achieved to Date
Number of Master Trainers Trained	*Master Trainers trained by AA&M staff on the <i>English for Ethiopia</i> materials at TELL organized training	Once per year at end of training event	COP	Attendance rosters	60; 20/cohort	19	27	29	75
Number of TOTs Trained	TOTs that receive training on the <i>English for Ethiopia</i> materials at TELL organized training	Once per region per year at end of training event	COP	Attendance rosters	900; 300/cohort	289	297	319	905
Number of TOTs trained in active-learning methods	TOT training will focus on teaching methods, including active-learning and student-centered methods	Once per region at end of training event	COP	Attendance rosters	900; 300/cohort	289	297	319	905
Number of TOTs trained in basic literacy	TOT literacy trainings will focus on listening, speaking, reading, writing, vocabulary development and storytelling)	Once per region at end of training event	COP	Attendance rosters	900; 300/cohort	289	297	319	905
% of TOTs effectively delivering training curriculum	TOTs observed training teachers in accordance with the curriculum taught to them by the Master Trainers	Random sample throughout teacher training period	COP	Observation, pre/post survey, regional training reports	100%	100%	100%	100%	100%
Number of teachers trained	Teachers that receive training on the <i>English for Ethiopia</i> materials at TELL organized training	Once per training event	COP	Attendance rosters	72,300	19,146	24,963	27,020	71,129

Indicator	Unit of Measure/ Definition	Frequency	Responsible Individual	Method/ Source	Project Goal	Achieved Cohort 1 (2009)	Achieved Cohort 2 (2010)	Achieved Cohort 3 (2011)	Cumulative Achieved to Date
Number of teachers trained in active-learning methods	Teacher training will focus on teaching methods, including active-learning and student-centered methods	Once per training event	COP	Attendance rosters	72,300	19,146	24,963	27,020	71,129
Number of teachers trained in basic literacy	Teacher literacy trainings will focus on listening, speaking, reading, writing, vocabulary development and storytelling	Once per training event	COP	Attendance rosters	72,300	19,146	24,963	27,020	71,129
% of teachers effectively implementing <i>English for Ethiopia</i> materials	Percentage of teachers observed correctly implementing <i>English for Ethiopia</i> strategies and methods	Random sample observed during classroom observations at least one month after training	COP	Observation, pre/post survey, classroom observation reports	85%	90%	90%	85%	88%
Numbers of printed materials reaching trainees	Delivery of textbooks, teachers' guides and training materials to the field as organized by the TELL program	Once at end of all training events	COP	Inventory list	406,765	144,614	129,015	133,500	407,129
**Number of TOTs trained in effective classroom practices	TOT classroom practices trainings will focus on lesson planning, mixed ability grouping, teaching in overcrowded classes and classroom management	Once per region at end of training event	COP	Attendance rosters	300	289	N/A	N/A	289

Indicator	Unit of Measure/ Definition	Frequency	Responsible Individual	Method/ Source	Project Goal	Achieved Cohort 1 (2009)	Achieved Cohort 2 (2010)	Achieved Cohort 3 (2011)	Cumulative Achieved to Date
**Number of TOTs trained in classroom/continuous assessment techniques	TOT assessment trainings will include portfolio assessment, structured assessment, observation, conferencing, testing and error correction.	Once per region at end of training event	COP	Attendance rosters	300	289	N/A	N/A	289
**Number of teachers trained in effective classroom practices	Teacher classroom practices trainings will focus on lesson planning, mixed ability grouping, teaching in overcrowded classes and classroom management	Once per training event	COP	Attendance rosters	20,000	19,146	N/A	N/A	19,146
**Number of teachers trained in classroom/continuous assessment techniques	Teacher assessment trainings will include portfolio assessment, structured assessment, observation, conferencing, testing and error correction.	Once per training event	COP	Attendance rosters	20,000	19,146	N/A	N/A	19,146

* In year 1, AA&M's MT training took place outside of the period of performance of the AIR/TELL award. Therefore, the number shown in year 1 represents a refresher training provided by AIR/TELL to the MTs.

** Not included in trainings for year 2 and year 3.

Annex B. List of TELL Reports and Publications

1. USAID—AIR/Teach English for Life Learning (TELL) Classroom Observation Activity Data Analysis Report (2009); Grades 6-8.
2. USAID—AIR/Teach English for Life Learning (TELL) Annual Performance Report (2009).
3. USAID—AIR/Teach English for Life Learning (TELL) Classroom Observation Activity Data Analysis Report (2010); Grades 1-2
4. USAID—AIR/Teach English for Life Learning (TELL) Annual Performance Report (2010).
5. USAID—AIR/Teach English for Life Learning (TELL) Classroom Observation Activity Data Analysis Report (2011); Grades 3-4
6. USAID—AIR/Teach English for Life Learning (TELL) Annual Performance Report (2011).
7. Ethiopia English EGRA Data Analytic Report (2012).
8. Literacy Policy and Practice in Ethiopia: Building on the TELL program and EGRA results (2012).
9. USAID—AIR/Teach English for Life Learning (TELL) Final Performance Report (2012).

Annex C. Selected Success Stories



FIRST PERSON

Improving English Skills in Ethiopia

Helping teachers to competently teach English to students and empower them to succeed in school.



Photo: TELL Program

"I give the students opportunity to participate and practice and help them solve problems."

— Aberash Abayneh

Telling Our Story
U.S. Agency for International Development
Washington, DC 20523-1000
<http://stories.usaid.gov>

Strong English language skills are critical to the educational achievement and success of Ethiopia's students, as it is both the medium of instruction for secondary and higher learning, as well as the link to which Ethiopia citizens connect to a global economy and society. Unfortunately, in Ethiopia, poor teaching skills as well as a lack of textbooks and supporting resources have hampered teachers' ability to provide effective English language instruction. Aberash Abayneh, a teacher in Hawassa City, in the southern part of the country, is familiar with these challenges. She teaches grade 1 students, and must overcome a scarcity of grade 1 textbooks. Until recently, Aberash was teaching her students using the same methods in which she too was taught. This changed when she participated in USAID's nation-wide teacher training program, known as the Teach English for Life Learning (TELL) Program.

"Prior to TELL training I used to teach in the 'way I was trained'," she explains, but following TELL training her methods have become more student-centered and participatory. "I give the students opportunity to participate and practice and help them solve problems." Aberash Abayneh is one of the more than 25,000 1st and 2nd grade teachers across Ethiopia who benefitted in 2010 from the TELL Program's collaboration with the Government of Ethiopia to improve English language instruction by training and provide teaching materials to teachers, using a national cascade training model characterized by close follow-up, monitoring and strong collaboration with the Ministry of Education at the central and regional levels.

USAID's TELL Program trains teachers in important active learning methods and equips with the needed materials to competently teach English to students and empower them to succeed in school. Aberash Abayneh is excited to integrate the new approaches she gained from TELL training in her classroom. She explains, "The school admits students from the surrounding and those who cannot afford to send their kids to private school. I use their mother tongue, Sidamic or Amharic, to help them understand new vocabulary and key instructions in English." She uses the teacher's guide received during training for lesson planning, and uses the TELL teacher training manual as a reference for refreshing her knowledge of the strategies.



FIRST PERSON

Transforming English Language Learning

Improving teachers' approaches to teaching English for better student learning



Photo: TELL Program

“I use various strategies that help me select suitable methods to really engage my students.”

— Samuel Sarmisa

Telling Our Story
U.S. Agency for International Development
Washington, DC 20523-1000
<http://stories.usaid.gov>

In Ethiopia, a strong early foundation in the English language helps ensure a students' ability to achieve and succeed at the secondary and higher levels of education, where English becomes a medium of instruction. Early grade English instruction, however, is hampered due to crowded classrooms, lack of textbooks, and a concentration on teacher-centered instructional methods. Samuel Sarmisa has been teaching lower primary students for 30 years. Currently he teaches grade 2 students at Hogowa Primary School in Hawassa City. Until this year, he explains, "I used only lecture method and told my students to copy what I wrote from the blackboard."

Samuel's approach to pedagogy and language instruction has been transformed thanks to a nation-wide collaborative effort between USAID and the Government of Ethiopia to train primary level teachers in important active learning methods and equip them with the needed materials to competently teach English to students and empower them to succeed in school. In 2010, Samuel was one of the over 25,000 1st and 2nd grade teachers trained under the USAID-funded Teach English for Life Learning (TELL) program, using a national cascade training model characterized by close follow-up, monitoring and strong collaboration with the Ministry of Education at the central and regional levels.

As a result of the TELL training, Samuel Sarmisa has adjusted his approach to teaching English. Now, he says, "I use various strategies that help me select suitable methods to really engage my students." While he is utilizing the older grade 2 textbooks until the distribution of the new ones, this is not a big problem for him, as he is using the new grade 2 teacher's guide and teacher training manual received during training as a reference for lesson plan preparation. Asked whether or not it is challenging to use student-centered methods with 78 students in one class, Samuel replied that he divides the students into 8 groups, then supports each group.

Improvements in classroom teaching, noted by Samuel Sarmisa and other trained teachers like him, are confirmed by data from classroom observations. In 2010, nearly 90% of the trained teachers observed not only used the strategies but also integrated them with varied appropriate methods that enhanced student participation in their lessons.



FIRST PERSON Strengthening Tomorrow's Teachers

Passionate teacher educator takes initiative to expand the impact of USAID teacher training



Photo: TELL Program

“With the skills I have learned through USAID’s TELL Program, I have trained 400 primary school teachers on our own cost.”

—Abiy Zewdu

Telling Our Story
U.S. Agency for International Development
Washington, DC 20523-1000
<http://stories.usaid.gov>

Abiy Zewdu is a lecturer at the College of Teacher Education in Hawassa, Ethiopia. Since 2009 he has played an important role as a Master Trainer for the USAID-funded Teach English for Life Learning (TELL) Program in Ethiopia. Through TELL, USAID trained more than 71,000 in-service primary education teachers nationwide over three years, using a cascade model led by Master Trainers like Abiy. Master Trainers in the TELL Program trained Trainers of Teachers who, in turn, trained classroom teachers on the strategies and methods for active learning in the new English textbooks and teacher’s guides developed and introduced in Ethiopia through USAID’s Textbook and Learning Materials Program. These strategies and methods are aimed at improving teaching and learning of the English language in Ethiopia.

As a Master Trainer, Abiy taught and modeled the new strategies and methods during TELL’s annual cascade training cycle, and witnessed the impact of USAID’s training on his own and other teachers’ performance. “I personally feel that it [TELL Program] helped me a lot to develop my personal competencies.” But as a lecturer who prepares pre-service teachers at a College of Teacher Education, Abiy wanted to be sure that the impact of the training would not be limited to just those in-service teachers trained. He wanted to ensure that Ethiopia’s future teachers also benefit from this new knowledge. The TELL Program, he notes, “helped me want to share and provide my teachers with the skills and strategies they can use after graduation.”

Abiy Zewdu is a dynamic example of how individual initiative can help expand and sustain USAID’s training investments in a country. Abiy has led an initiative at the College of Teacher Education in Hawassa to introduce TELL training to pre-service teachers, including reprinting the TELL training materials and teacher’s guides for the College’s students. Abiy explains, “With the skills I have learned through USAID’s TELL Program, I have trained 400 primary school teachers on our own cost,” and that number continues to grow. Thanks to USAID’s TELL Program, and to Abiy and his colleagues at the College of Teacher Education, Ethiopia’s next generation of teachers will be better prepared to help their students learn English.



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