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**USAID – AIR / TEACH ENGLISH FOR LIFE LEARNING (TELL)
QUARTERLY REPORT
JANUARY – MARCH 2009**



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American Institutes for Research
1000 Thomas Jefferson St. NW
Washington, DC 20007
www.equip123.net

Table of Contents

Executive Summary	1
1. Program Activities January 1 – March 31, 2009	1
1.1 Planned Activities.....	1
1.2 Performance.....	2
1.3 Materials Distribution	3
1.4 TOT and Teacher Training	4
1.5 Monitoring and Evaluation Results	6
1.6 Administrative	8
2. Implementation Status.....	10
3. Program Outputs.....	11
4. Challenges and Lessons Learned.....	13
4.1 Materials Distribution	13
4.2 Training	13
4.3 Financial/Administrative Matters.....	14
5. Planned Activities for the Next Quarter	16
Annex I: Teacher training evaluation form and selected examples of responses from the open comment section of training evaluations	17
Annex II: Dr. Mary Spor Consultant Report on Training of Training of Trainers Adama, January 20-23, 2009	22
Annex III: Dr. Mary Spor Consultant Report TOT Training Adama, Asela, Awash, Chiro February 2-5, 2009 – TOT Round One.....	30

Executive Summary

This quarter is the first full quarter of the TELL project. Rapid start up and administrative activities continued while the TELL team simultaneously worked on technical activities. TELL staff worked collaboratively with the central Ministry of Education (MOE), Regional State Education Bureaus (RSEBs) in the eleven regions, USAID, and other stakeholders to coordinate and deliver TOT trainings for 288 trainers, teacher trainings for 19,121 teachers and distribute 142,065 training materials to over 60 venues in every region of Ethiopia. This was no small task and considering the tight time frame for the planning and training activities, this quarter has been extremely successful. Evidently, there are always best practices and lessons learned to be garnered from the challenges that were faced and it is the hope of the American Institutes for Research that this technical quarterly report can inform future training activities of such a large scale in Ethiopia.

I. Program Activities January 1 – March 31, 2009

1.1 Planned Activities

Last quarter, the Teach English for Life Learning Project in collaboration with the Ministry of Education planned a refresher course for 20 Master Trainers and piloted a TOT training as part of the cascading model being used by TELL. This quarter, TELL completed the pilot teacher training in Addis Ababa and completed all TOT and teacher trainings in the 11 regions, ultimately reaching 288 trainers and approximately 20,000 teachers via the cascading approach. Additionally, TELL organized the distribution of training materials to all training venues in the 11 regions. Based on the quotas assigned to each region and the training venues chosen by the regions, TELL developed a material distribution plan. The materials delivered included:

- Teacher Training Manuals
- Grade 6, 7 and 8 student textbooks
- Grade 6, 7 and 8 teacher's guides
- Stationery and pens
- Chalk and dusters
- Bags for TOT trainees
- Flip charts and markers for TOT trainings

Accordingly, the summary of the plans for each region is detailed in the table below:

Table 1: Training and Material Distribution Plan

S.N	Region	Training of Master Trainers'		Training of Teacher Trainers		Teacher Training		Total	
		MTs	Materials	TOTs	Materials	Teachers	Materials	Training	Materials
1	Addis Ababa	1	7	15	105	400	2,800	416	2,912
2	Afar	1	7	10	70	250	1,750	261	1,827
3	Amhara	5	35	52	364	5,500	38,500	5,557	38,899
4	Benishangul-Gumuz	-	-	12	84	250	1,750	262	1,834
5	Dire Dawa	-	-	10	70	250	1,750	260	1,820
6	Gambella	1	7	12	84	275	1,925	288	2,016
7	Harari	1	7	10	70	250	1,750	261	1,827
8	Oromia	5	35	90	630	6,500	45,500	6,595	46,165
9	SNNPR	3	21	45	315	4,000	28,000	4,048	28,336
10	Somali	1	7	14	98	300	2,100	315	2,205
11	Tigray	2	14	30	210	2,000	14,000	2,032	14,224
Grand Total		20	140	300	2,100	19,975	139,825	20,295	142,065

As the table illustrates, 20,295 teachers were trained per the cascading model and 20,295 training materials were delivered.

1.2 Performance

After the completion of the Master Trainer's refresher course, the Addis Ababa pilot TOT and the teacher training last quarter, the TELL Task Force (members drawn from the MOE, USAID and AIR/TELL) identified priority areas regarding the roles and responsibilities of the Regional Education Bureaus in implementing the Teacher Trainings in the 11 regions. The priority areas focused on developing region specific implementation strategies for organizing the training material distribution, and the training of trainers and teachers, and for effecting and settling payments. The members of the Task Force met with RSEB officials (in most cases RSEB Heads) in each region. Following the meeting, each RSEBs assigned a focal person to help TELL implement training activities in their respective regions. The focal persons worked collaboratively with the TELL Task Force members to develop regional activity plans, which specified the time frame, training venues, and human and financial resources required to effectively implement the TOT training, teacher training, and material distribution activities.

1.3 Materials Distribution

After working on material distribution strategies, the RSEBs identified specific venues and assigned supervisors to receive the materials at each venue and distribute them during the training. Training venues selected by the RSEBs were selected depending on the availability of facilities and range from primary or secondary schools to technical and vocational education (TVET) or colleges of teacher education (CTEs). The training materials were comprised of the Training Manual, the six student and teachers' books, and stationery items packed in a bag at the center. The TELL project used an extremely organized and deliberate packing and distribution strategy that aimed to minimize delivery errors and to deliver materials in a timely fashion. The training materials were first assembled in self-contained packs at the center. The packs were then assembled in sets of ten into heavy duty bags and sorted into groups according to the number of expected trainees at each venue. All packs were assembled at the center to facilitate distribution at the venues. Finally, the bags were transported to the venues in each region accordingly by a contractor.

Supervisors were assigned to each training venue to receive and assume responsibility for the materials. These supervisors were usually secondary or primary school directors, zonal education officers or deans of TVETs/CTEs. Supervisors then stored the materials in their offices until training day. The quantity of the materials for each region is based on the number of trainers and teachers assigned for each region. Table 2 shows the summary of the number of venues, and the types and number of materials distributed to each region.

Table 2: Materials Distribution

S.N	Region	Venues		Materials	Remarks
		TOT	Teachers		
1	Addis Ababa	1	1	3,068	
2	Afar	1	3	1,827	
3	Amhara	2	10	38,899	
4	Benishangul-Gumuz	1	3	1,834	
5	Dire Dawa	-	1	1,820	Combined with Harar
6	Gambella	1	1	2,016	
7	Harari	1	1	1,827	
8	Oromia	5	17	46,165	
9	SNNPR	2	14	28,329	
10	Somali	1	2	2,205	
11	Tigray	1	7	16,624	
Total		16	60	144,614	

**Additional books provided to Addis Ababa (156) and Tigray (2,400) upon RSEB's request are included.*

As shown in the table, 144,614 training materials were delivered to 16 TOT venues and to 60 teacher training venues; compared to 142,065 materials initially planned to be distributed (see Table I). Thus, 2,549 materials were delivered beyond target.

In addition to the training materials distributed to individual trainees, 20,294 stationery sets were delivered to individual trainees, and 347 packs of chalk and 347 dusters were distributed to both TOT and teacher training venues. Moreover, TOT venues separately received 16 flip charts and 16 packs of markers. The stationery sets included a notebook and pen for teachers while the Master Trainers and TOTs additionally received 320 bags.

1.4 TOT and Teacher Training

As per the TELL agreement, trainings of TOTs and teachers were planned at the regional levels during the 1st semester break that occurred at various times during the first quarter of 2009. The Addis Ababa teacher training was conducted earlier, during the weekends of January 10-11 and 17-18, 2009, as it was deemed to serve also as a pilot for other venues. Lessons were learned from the pilot experience, including the need for greater flexibility in the number of venues and supervisors, and preparation days, and the need for additional monitoring tools, which helped improve the organization and monitoring of the TOT and teacher trainings in other regions.

As stated earlier, RSEBs assigned focal persons at the regional level and supervisors at the venue level to help implement the TOT and teacher training activities. These focal persons coordinated the technical and financial activities of the training implementation from their assigned location, and were tasked with recruiting TOTs from CTEs (or secondary schools), and for identifying venues and teachers for the trainings. TELL provided each focal person a guide and financial and technical monitoring tools weeks ahead of the training dates to help focal persons and supervisors carry out their tasks. The guide included specific information on how to organize and distribute training materials; use the monitoring tools; organize venues ahead of the training day; monitor the training process; and how to contact the appropriate TELL staff member in case of difficulty.

Following these training preparations, a total of 288 trainers were trained in 16 venues. Trainers were then deployed to the teacher training venues according to the regional quota to carry out the teacher trainings. Both trainers and teachers received training in active-learning methods, effective classroom practices, basic literacy skills, and assessment techniques. In addition to the technical training given, trainers were provided with tools on how to plan, monitor and report the training process. The table below details both the planned and actual achieved numbers of trainers and teachers trained.

Table 3: Training Accomplishments

S.N	Region	Master Trainers		Training of Trainers		Teacher Training		Remarks
		Planned	Achieved	Planned	Achieved	Planned	Achieved	
1	Addis Ababa	1	1	15	11	400	400+38	Trained 38 additional teachers.
2	Afar	1	1*+1	10	9	250	250	
3	Amhara	5	5	52	52	5,500	5216	
4	Benishangul-Gumuz	-	*1	12	11	250	248	
5	Dire Dawa	-	-	10	10	250	131*	Couldn't meet its quota as there were only 131 teachers.
6	Gambella	1	1	12	12	275	251	
7	Harari	1	1	10	9	250	210	
8	Oromia	5	5	90	86	6,500	6373**	
9	SNNPR	3	2*+1	45	46	4,000	3808**	
10	Somali	1	1*+1	14	12	300	259	
11	Tigray	2	2	30	30	2,000	1937	
Total		20	19+4	300	288	19,975	19,121**	

*Four support Master Trainers were deployed from Addis Ababa for Afar, Benishangul-Gumuz, SNNPR and Somali.

** At the time of this report, SNNPR and Oromia figures have not been finalized and substantiated, so the figures represented in this table are estimates garnered from the regions themselves. Therefore the total of 19,121 is also an estimate. TELL will continue to include this summary in subsequent quarterly reports until all of the figures are finalized.

As the table illustrates, 288 TOTs were trained and deployed in contrast to 300 TOTs initially planned to be trained. Likewise, 19,121 teachers were trained in contrast to 19,121 teachers initially planned, resulting in a 95.7 percent target accomplishment.

Table 4 below provides financial information on the regional trainings. The average cost of the training activity per teacher trained showed on the table can help in future planning and budgeting for similar activities. The costs are all-inclusive except for the cost of material distribution. Oromia is excluded from the table as its financial information has not yet been collected.

Table 4: Training expenditures per teacher trained.

Region	Expense per teacher trained (in Ethiopian Birr)	Expense per teacher trained (in US Dollars)*
Addis Ababa	295.78 Birr	\$26.88
Afar	1215.95 Birr	\$110.54
Amhara	591.17 Birr	\$53.74
Benishangul-Gumuz	917.75 Birr	\$83.43
Dire Dawa	527.00 Birr	\$47.91
Gambella	685.11 Birr	\$62.28
Harari	388.18 Birr	\$32.29
SNNPR	614.61 Birr	\$55.87
Somali	504.75 Birr	\$45.88
Tigray	534.64 Birr	\$48.60
TOTAL**	600.57 Birr	\$54.60

* This is an approximation using an exchange rate of 11 Ethiopian Birr to \$1.

**The overall expense per teacher trained does not include Oromia as the financial information has not yet been gathered.

1.5 Monitoring and Evaluation Results

The TELL project collected a comprehensive sample of evaluation data from TOT and teacher training activities (see Annex I for the evaluation form used).

Overall, 537 evaluations were collected from the teacher training activities that took place in Addis Ababa, Afar, Amhara, Dire Dawa, Harari, Oromia, and Tigray.

The teacher training evaluations used a scale of:

- 1- Strongly disagree
- 2- Disagree
- 3- Agree
- 4- Strongly Agree

Teacher training evaluations are summarized as follows. For ease of viewing and analysis, the questions have been rearranged according to the average score from highest to lowest.

Statement	Overall average
The trainer provided chances for group work (Q5)	3.869
The training has contributed to my professional development (Q10)	3.800
The work in small groups was effective and beneficial (Q6)	3.705
The presentation of the session was clear (Q3)	3.703
The topics addressed were appropriate and relevant (Q4)	3.695
The training provided ideas/skills/strategies that I can use in my classroom (Q9)	3.612
The training was well organized (Q1)	3.494
Overall, the training was valuable for the time spent (Q11)	3.404
Sufficient opportunities were given to practice lessons (Q8)	3.174
Sufficient time was provided for discussion (Q7)	3.023
The length of the training was adequate (Q2)	2.007

The table above shows that TELL scored lowest on Question 1 “*the length of time was adequate*” and highest on Question 5 “*The trainer provided chances for group work*”. The second highest rating came on Question 10, “*The training has contributed to my professional development*”. Conversely, TELL scored lowest on adequate time allotted for discussion and practicing lessons. It should be noted, however, that all questions had an average higher than 3 (“Agree”) except for Question 2. Overall, the evaluation results were extremely encouraging and positive.

The evaluation of the open comment section of the teacher training evaluation was completed by grouping the comments into themes according to the table below. The table below illustrates selected examples of comments for purposes of providing a sense of the various responses received to the open comment section.

Theme	% of responses
Time allotted for training was too short	49.16%
High quality and valuable training	42.46%
Training should be continuous	32.96%
Per Diem not enough	15.64%
Thanks to USAID	10.24%
High quality of trainers	8.19%
Amount of materials given were insufficient	7.45%
Similar training is needed for the lower grade teachers	5.96%
Materials/curriculum are not aligned with student ability levels	1.86%
Large class sizes hinder the use of the methods	0.93%

Time allotted for the training was the theme most commented on with 50% of respondents commenting on this topic. This links with the fact that time allowed for discussion and practicing lessons were among the lowest rated in the first section of the evaluation. Trainers may have felt constrained by the time factor and therefore did not put enough emphasis on discussion and practicing lessons. The second theme most commented on, with 42 % of responses, pertained to the high quality of the training activity.

Selected examples of responses from the open comment section are provided in Annex I.

1.6 Administrative

The rapid start up activities for the administration of the TELL project continued in the 1st quarter of 2009. The activities included a continued effort to register as an international non-profit organization in Ethiopia, hiring additional staff to take on the variety of TELL activities, and coordinating and deploying short-term hires and one international consultant. As of the end of the quarter, registration efforts have been unsuccessful because of the changing environment and uncertain rules and regulations being put in place by the Government of Ethiopia. The TELL project hired four additional staff in administrative and support roles. These positions include an Administrative Assistant, Office Assistant and two drivers. Per the generous support of USAID, the TELL project was assigned two project vehicles from a World Learning project that had closed. The assignment of these two vehicles helped not only in the implementation of technical activities, but also made the project more cost-effective as the cost of renting vehicles was minimized.

Two short-term hires were also hired for three months by the project to assist in the coordination of training activities in two of the largest regions: Oromia and Tigray. They liaised with the RSEBs to ensure the seamless implementation of training activities, design the training deployment schedule, assist in the financial administration of the TELL training activities, support the collection of data from the respective regions, monitor trainings, arrange and coordinate the deployment of trainers to the appropriate venues, ensure that the material distribution activities were implemented in a timely and orderly fashion, and to ensure that all financial and technical documentation were collected on time. In addition, the Oromia training coordinator assisted in the successful implementation of the Somali TOT and teacher trainings that took place in Dire Dawa and Jijiga. AIR also hired an international expert, Dr. Mary Spor, to support the monitoring of training activities. Dr. Spor had previously worked to develop the English for Ethiopia textbooks and teachers' guides for Grades 6, 7 and 8, as well as the Teacher Training Manual. With her in-depth knowledge of the content of these materials, Dr. Spor provided technical oversight during both the Training of Trainers (TOT) and the teacher training activities that took place in the southern region of Oromia.

During the TOT training that took place in Adama from January 21 to 24, Dr. Spor provided feedback to the Master Trainers to encourage them to use the methods and strategies advocated in the teacher training manual and Master Trainer Refresher training. After the TOT training, Dr. Spor observed selected TOTs during their teacher training activities and provided feedback to ensure effective implementation and high quality trainings of teachers. The TOTs Dr. Spor followed were determined based on need during the TOT training. Upon completion of training observation and feedback activities, Dr. Spor prepared two reports that documented the schedule of training observation, which Master Trainers and TOTs she observed, and described her observations and feedback. These reports are included as Annex II and Annex III of this quarterly report.

2. Implementation Status

ACTIVITIES	PLANNED January 2009				PLANNED February 2009				PLANNED March 2009				STATUS
	1	2	3	4	1	2	3	4	1	2	3	4	
Project kick off													Completed December 2008
TELL office start up													Completed
Meet with REB TELL Task Force													Completed
Recruit TOTs to participate in TELL TOT Training													Completed
REB to identify teachers to be trained													Completed
Confirm TOT training regional venues													Completed
Confirm Teacher Training regional venues													Completed
Plan Master Trainer refresher training													Completed December 2008
Print Training Manual													Completed
Master Trainer Refresher training													Completed December 2008
Addis Ababa Pilot TOT training													Completed December 2008
Addis Ababa Pilot Teacher Training													Completed
TOT regional training													Completed
Teacher training: Cohort 1													Completed
Teacher training: Cohort 2													Completed
Training follow-up activities													In Progress
Project close out													Not applicable to this quarter

3. Program Outputs

Indicator	Unit of Measure/Definition	Frequency	Responsible Individual	Method/Source	Baseline	Achieved this quarter	Achieved cumulative
Number of Master Trainers provided refresher training	Master Trainers to receive follow-up training on the <i>English for Ethiopia</i> materials	Once at end of refresher training event	COP/Ops Manager	Attendance rosters	20	0	19
Number of TOTs Trained	TOTs to receive 5-days of training on the <i>English for Ethiopia</i> materials	Once per region at end of training event	COP/Ops Manager	Attendance rosters	0	288	300
Number of TOTs trained in active-learning methods	TOT training will focus on teaching methods, including active-learning and student-centered methods	Once per region at end of training event	COP/Ops Manager	Attendance rosters	0	288	300
Number of TOTs trained in effective classroom practices	TOT classroom practices trainings will focus on lesson planning, mixed ability grouping, teaching in overcrowded classes and classroom management	Once per region at end of training event	COP/Ops Manager	Attendance rosters	0	288	300
Number of TOTs trained in basic literacy	TOT literacy trainings will focus on listening, speaking, reading, writing, vocabulary development and storytelling)	Once per region at end of training event	COP/Ops Manager	Attendance rosters	0	288	300
Number of TOTS trained in classroom/continuous assessment techniques	TOT assessment trainings will include portfolio assessment, structured assessment, observation, conferencing, testing and error correction.	Once per region at end of training event	COP/Ops Manager	Attendance rosters	0	288	300
% of TOTs effectively delivering training curriculum	TELL team to monitor during TOT training events	Random sample throughout training period	COP/Ops Manager	Observation, pre/post survey, regional training reports	0	288	288
Number of teachers trained	Teachers to receive 5-days of training on the <i>English for Ethiopia</i> materials	Once per training event	COP/Ops Manager	Attendance rosters	0	19,121	19,121
Number of teachers trained in active-learning methods	Teacher training will focus on teaching methods, including active-learning and student-centered methods	Once per training event	COP/Ops Manager	Attendance rosters	0	19,121	19,121

Indicator	Unit of Measure/Definition	Frequency	Responsible Individual	Method/Source	Baseline	Achieved this quarter	Achieved cumulative
Number of teachers trained in effective classroom practices	Teacher classroom practices trainings will focus on lesson planning, mixed ability grouping, teaching in overcrowded classes and classroom management	Once per training event	COP/Ops Manager	Attendance rosters	0	19,121	19,121
Number of teachers trained in basic literacy	Teacher literacy trainings will focus on listening, speaking, reading, writing, vocabulary development and storytelling)	Once per training event	COP/Ops Manager	Attendance rosters	0	19,121	19,121
Number of teachers trained in classroom/continuous assessment techniques	Teacher assessment trainings will include portfolio assessment, structured assessment, observation, conferencing, testing and error correction.	Once per training event	COP/Ops Manager	Attendance rosters	0	19,121	19,121
% of grade 6th, 7th and 8 th grade teachers effectively implementing <i>English for Ethiopia</i>	TELL team to monitor teacher training events	Random sample throughout training period	COP/Ops Manager	Observation, pre/post survey, regional training reports	0	Data not collected this quarter	
Numbers of printed materials reaching the trainees	Trainees will receive training materials as part of all trainings. These will include training guides.	Once at end of all training events	COP/Ops Manager	Inventory list	0	144,397	144,614

4. Challenges and Lessons Learned

4.1 *Materials Distribution*

Challenge: Due to financial constraints, it was decided by the TELL Task Force to only deliver the full 108-page training manual to the TOTs and to deliver an abridged version containing only Chapter 3 to teachers. While many teachers complained that they should have received the full training manual, the cost of copying 20,000 additional manuals would have not only been expensive, but also would have made the preparation time much longer, thereby delaying the distribution activities to a point that would have made it uncertain about whether the materials would have been delivered in time for the training. This would have rendered the entire training activity useless, so the compromise of delivering the abridged version to teachers was the only viable option.

Lesson Learned: Delivering the full manual to teachers would have been reasonable and useful for teachers. The funding of such materials should therefore be taken into account when budgeting for such a process. In addition, photocopy costs are increasing at a significant rate in Ethiopia and current market conditions need to be considered when budgeting for such large numbers of materials.

Challenge: While identifying venues for materials distribution, some regions identified venues with no clear or direct route (for example, “in Afar and Benishangul-Gumuz”). As a result, materials were sometimes returned to the center or delivered to another location to be then re-routed through other regions to the proper venue. Moreover, some regions changed the delivery venues originally identified without informing the center. The supervisors assigned to the venue were responsible for organizing the logistics of the material distribution and for communicating with TELL project staff but had failed to do so in this situation. Consequently, the materials had to be rerouted from the original venue to the new one resulting in additional costs.

Lesson Learned: Additional orientation time for regional officers was necessary in the areas of training implementation, financial administration, and technical reporting. However, it is important to note that due to a tight project timeframe, allotting more time for orientation for regional officer would have been difficult.

4.2 *Training*

Challenge: As described in the evaluation section, while most of the teachers appreciated the relevance and usefulness of trainings, they also suggested that the number of workshop days were too short to cover the content of the training. Moreover, teachers strongly suggested that trainings should be continuous in order to maximize and sustain skills and knowledge gained at trainings.

Lesson Learned: Consideration should be given for additional time and continuity when planning such training programs. This is especially applicable to the TELL training program as it advocates a complete paradigm shift in teaching English in the classroom. Teachers in Ethiopia come from a teaching background based solely on teaching English grammar and vocabulary, as opposed to the new communicative methodologies and strategies TELL was teaching. Such a teaching methodology shift is often difficult for a teacher who has spent most of his/her career teaching English with the traditional

approaches. However, funding constraints and teachers' time away from their students makes the implementation of longer training programs challenging.

Challenge: Many of the regional focal individuals and the Central MOE staff were busy with the Business Process Reengineering (BPR) trainings/meetings taking place throughout the Governments' agencies and bureaus at the same time as TELL activities. This resulted in additional challenges in the coordination of the TELL training activities. In fact, in most of the regions, the TELL focal person was required to change location from the training venue for the BPR, which created substantial difficulties for the TELL field office to coordinate the regional activities from Addis Ababa. At times, the TELL team was required to personally visit the regional venues to resolve issues related to the implementation of the trainings.

Lesson Learned: The timing of the BPR training was an unfortunate circumstance that could not have been foreseen. However, multiple and alternate contacts should always be arranged when coordinating such a large scale and comprehensive training. This can also be helpful in the case of turnover or illness. Additionally, it should be communicated early on to the regions that it is their responsibility to communicate with TELL as early as possible of such events so all stakeholders may have time to prepare accordingly.

Challenge: An additional comment given by some of the regions was that an orientation for the venue supervisors and finance personnel on the supervision and budgeting/payment process would have been beneficial. They complained that there was no time and resource allocated for this purpose.

Lesson Learned: The TELL team concurs that this would have been a useful exercise. In future training activities in which the regions are so substantially involved, it would be a best practice to provide orientation to supervisors and focal persons so as to minimize errors and misunderstandings.

4.3 Financial/Administrative Matters

Challenge: In the initial TELL Task Force meetings, financial management and fund transfers issues were discussed. It was agreed that the only viable strategy for getting the required funds to the 60+ venues in such a short timeframe was to allocate the funds directly to the RSEB and who would utilize their accountants and cashiers to distribute the payments at the various venues. To receive the funds, each region submitted a budget that was modified and approved by the TELL field team, who then transferred the money into the regional center's bank account. The region subsequently transferred the funds to the venues accordingly. However, the banking system in Ethiopia is not conducive for such a process in such a tight timeframe, and as a result, it took a long time for the funds to be transferred to the regions. In many cases, regions were forced to use their own budget to realize the trainings until the arrival of TELL funding.

Lesson Learned: The Ethiopian banking system is viable for transferring money but is unable to do so in short timeframes, which resulted in funds not being delivered on time for the training implementation. In this case, the TELL team worked persistently with RSEBs who facilitated advance payments from their own budget to realize the trainings. In the future, implementers planning to use similar mechanisms for financing trainings should plan to initiate the transfer process at least four weeks in advance of the trainings. This would allow at least two weeks for the implementers' banks to transfer to the RSEBs

banks and then another two weeks for the RSEBs central banks to transfer the funding to the venues' bank accounts.

Challenge: Teachers and TOTs raised concerns about insufficient in-town per diem rates of 50 Birr per day and out-of town rates of 70 Birr for teachers and 100 for trainers, due to rising cost of living and rapidly increasing inflation rates in Ethiopia. As a result, and as the evaluation responses indicate, many teachers felt unmotivated due to the low per diem rates. However, TELL was unable to increase per diems for two reasons: 1) the TELL budget could not absorb any increase in per diem rates, especially considering the larger numbers of teachers being trained, and 2) TELL was operating under the umbrella of the MOE, and contradicting MOE's per diem rules would have jeopardized the ability of the MOE to carry out future trainings with their actual per diem rates. As a result, the project did not have the flexibility that some other NGO implementers have in identifying their own per diem rates based on current market conditions.

Lesson Learned: 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: The TELL team had to reconsider its financial disbursement strategy for the training implementation for certain regions such as Somali due to security and accountability issues. In response, the TELL team developed a viable alternative strategy through which funds were distributed via the central MOE financial office. The central MOE assigned four accountants to the TELL project, who travelled in teams of two to the venues. In addition, TELL worked with the RSEB to arrange for and fund police escorts to ensure the safety of the staff and the money.

Lesson Learned: Financial accountability and transparency was a particularly sensitive issue with the RSEBs. Fortunately, the RSEB was understanding of the issue and worked collaboratively with project staff and Central MOE staff to put in place a viable alternative which resulted in a successful training implementation. In such situations, TELL staff learned that open channels of communication and face-to-face meetings are essential as they often work to alleviate any mistrust or misunderstanding between RSEB and TELL staff.

Challenge: The rapid start up required for this project posed a serious challenge to the ability of project staff to conduct a successful training. Due to time constraints, TELL had to simultaneously accomplish administrative and technical activities in a very short time frame, while having no foundation from which to base itself on, since AIR did not have offices in Ethiopia prior to TELL. In the three months of December, January and February, TELL opened a bank account, hired staff, furnished an office, bought office equipments, contacted and met with regions, negotiated with material distributors, packed materials, delivered 144,614 training materials, and trained 19 Master Trainers, 288 TOTs and 19,121 teachers. TELL's small staff worked diligently and persistently to successfully achieve the goal of training nearly 20,000 6th, 7th and 8th grade English teachers. Without such a strong and ingenious team, such lack of planning time could have jeopardized the realization and success of the project.

Lesson Learned: For future training activities of such a large scale in a country as expansive as Ethiopia, it is advisable to allow implementers, especially those who do not already have a presence in country, at least two months for administrative and financial set-up before beginning technical activities.

Hiring alone can take a month or two, especially if an organization wants to ensure the highest staff quality. In this case, AIR was fortunate through active networking and research to have found extremely dedicated and strong staff in a short period of time.

Challenge: Negotiating and budgeting with each region was an onerous process due to difficulties in estimating necessary expenses for the implementation of trainings in each region. TELL staff were concerned that it would be challenging to get regions to return funds in cases where regions under spent their budgets. On the other hand, TELL staff did not want to give regions too few funds and force them to use their own budgets.

Lesson Learned/Best Practice: Following the training completion every region had under spent their budget and therefore returned unspent funds speedily to the TELL project via bank deposits. The speed and efficiency with which regional financial reconciliations of training activities were accomplished was due to the regions' robust and organized financial systems. TELL staff was also extremely impressed with the integrity and quality of the financial staff that worked with the project. Reflecting back on the process, the TELL staff's concerted effort to establish strong and collaborative relationships in each of the regions played a significant factor in helping and motivating regions to effectively and speedily reconcile their finances, as it was received by the RSEBs as a symbol of TELL's respect and appreciation for the RSEBs. Therefore, it is extremely important to establish positive and active relationships with RSEBs in the planning and implementation design of such activities.

Challenge: Due to both budget and time constraints, TELL managed all activities armed with a small staff, including the Acting COP, Project Director, Deputy COP, Finance Officer, Administrative Assistant, Office Assistant, and two Drivers. This posed a challenge in the planning of training activities as TELL staffs could not attend all planning meetings, especially since the team made a concerted effort to meet face-to-face with each region.

Lesson Learned/Best Practice: To address this issue, AIR worked closely and collaboratively with the Ministry of Education, which worked well because TELL is in fact under the umbrella of the MOE. TELL used selected MOE staff who were part of the TELL task force, along with other stakeholders to conduct regional planning visits. These stakeholders also aided TELL in gathering information, sending letters, negotiating about budgets, planning the training venues, and other tasks dealing with the TELL trainings. Without the assistance of these dedicated people and the truly supportive role of the Ministry of Education, TELL would not have been as successful as it ultimately was.

5. Planned Activities for the Next Quarter

- Preparing and distributing certificates for TOTs and teachers who received training
- Training of supervisors for classroom observation
- Conducting classroom observation in sample schools
- Collecting classroom observation from the RSEBs
- Analyzing feedback and writing report

Annex I: Teacher training evaluation form and selected examples of responses from the open comment section of training evaluations

Evaluation Form



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**USAID – AIR / Teach English for Life Learning (TELL) project
Teacher Training Evaluation**

Region: _____ Sub-city: _____ Trainer: _____

Date: _____

- 1 – strongly disagree
- 2 – disagree
- 3 – agree
- 4 – strongly agree

Using a scale of 1 through 4 as indicated above, circle your answers to the statements below:

1. The training was well organized.	1	2	3	4
2. The length of the training was adequate .	1	2	3	4
3. The presentation of the session was clear.	1	2	3	4
4. The topics addressed were appropriate and relevant.	1	2	3	4
5. The trainer provided chances for group work.	1	2	3	4
6. The work in small groups was effective and beneficial.	1	2	3	4
7. Sufficient time was provided for discussion.	1	2	3	4
8. Sufficient opportunities were given to practice lessons.	1	2	3	4
9. The training provided ideas/skills/strategies that I can use in my classroom.	1	2	3	4
10. The training has contributed to my professional development as an English language teacher.	1	2	3	4
11. Overall, the training was valuable for the time spent.	1	2	3	4

Please indicate any additional comments in this space or on the back of this page:

Selected examples of responses from the open comment section of training evaluations

“The length of the training isn't adequate as well as the per diem. The training should have been given before we have already started this material on September 2001 (EC)” (Teacher from Amhara).

“We had really enjoyed the training as it provides as the tools for teaching English easily and precisely. We all want such trainings to develop our profession.” (Teacher from Addis Ababa)

“Such kinds of training will be encouraged. Because it can enhance the teachers level of understanding in the way they teach. Beyond this it can help to update themselves with new information.” (Teacher from Addis Ababa)

“We suggest that this training was valuable in spite of its time length. The problem that we did observe in our schools is that our students do not have sufficient textbooks and reference books. Even we the teachers do not have enough materials so as to help our pupils. Because of such problems we are still unable to implement those strategies you have trained so far. So there is much more to do ahead!” (Teacher from Addis Ababa)

“The training is very good. But the allowance is not enough to survive due to the standards of living.” (Teacher from Amhara)

“To be honest the training has created a good opportunity for me. It introduced me with the strategies of teaching language skills. However, the training time was too short. It was the enormous problem of this training. I would like to thank the American people for this training.” (Teacher from Amhara)

“There is a shortage of time. In this short time it is so difficult to get adequate experience and skill even if the training is very essential. Besides the above cans train there is also high inflation in Bahir Dar town so the budget was not taking into consideration especially the trainees payment. If enough time is given, the training will be much successful/preferable. Since the training is very essential for the language teachers, this type of training should continue by giving available time. Finally, I would like to thank USAID to donate this much essential materials and training to increase the teachers capacity/to keep the quality of education throughout Ethiopia.” (Teacher in Amhara)

“Even though the time was not ample it was very interesting participatory and lively. Honestly speaking I have enjoyed it and gain knowledge during the training.” (Teacher from Amhara)

“The trainer applied very well. He made us participate actively and freely. He is a good organizer.” (Teacher from Dire Dawa)

“The training is very interesting and valuable but the time has given for this programme is not proportional to the content so it needs to add such kind of training.” (Teacher from Dire Dawa)

“I found the program very valuable for all of us because it familiarized us with the new strategies of teaching language aspects and gave us a chance to get together and discuss the problems we faced and the possible solutions.” (Teacher from Harari)

“The trainer was punctual. He gave more opportunity for women participation. There was a good English communication at training time. The system of the training also very nice. Because it focused more practical rather than theoretical. I thank you.” (Teacher from Harari)

“The time scheduled for the training is not adequate. Since the workshop is focusing about paradigm shift there should be more discussion and practical activities.” (Teacher from Harari)

“This micro-teaching is very interesting for me.” (Teacher from Afar)

“My comment is the time or the length of the training short. At least 20 days could be effective. The time provided to the discussion is not sufficient due to the length of the training is too short. But the time we spent was so valuable. The training was effective and beneficial.” (Teacher from Afar)

“I have been attending this workshop eagerly since Tuesday. Really, I found it very interesting. Especially the strategies for teaching skills to students are very much appealing to me. I feel that I can bring a kind of change in training the trainees. Not only for the trainees, I can also use the strategies in my regular classes.” (Trainer from Oromia)

“The program is very interesting but we have been upsetted because of the per diem. We have spent 100 birr a day during the program for food and berg. To the contrast we were paid 70 birr per day for a total of six days. The transportation fee which was paid is not also sufficient even for one trip. So we are very sorry since we are in deficit. If I had known that I spent what I had, I wouldn't have come to the program.” (Teacher from Oromia)

“I will agree and happy to this training but it is impossibility to apply in class because of number of student in the class. The money given for us on this workshop is very small not motivate us. There is no adequate book in our school. It is good if such training program is continued our skill development even once a year.” (Teacher from Oromia)

“The learning time and the content of the lesson is not balanced.” (Teacher from Oromia)

“In my opinion it is better if this training is given to grade 1-4 English teachers in Ethiopia. This is because our students' background is not up to the standard we expect from them in the second cycle classes. Thank you!” (Teacher from Oromia)

“To speak to the truth, I found the training is very valuable in spite of short length of time and the topics which were addressed under this training program are relevant to the present teaching problems of Ethiopia.” (Teacher from Oromia)

“The length of the training was not adequate and for this reason we didn't get sufficient time for discussion.” (Teacher from Oromia)

“We want to give comment that imitates organizations those give/provide such training. That is, if the training should continue from time to time so as to (in order to) promote teachers understanding on the methodology as well as strategies of teaching. Even this training is crucial (essential) for first cycle teachers to put fundamental base of knowledge for their students. As much as possible, you had better give such a hopeful training even from high school teachers.” (Teacher from Oromia)

“This training course is significant to enhance the micro skills. So that it is better to provide consistently for the next. However it has side effect these are the day which allowed to the training is not enough for trainees when we compare with the content of the manual and the given texts.” (Teacher from Tigray)

Annex II: Dr. Mary Spor Consultant Report on Training of Training of Trainers Adama, January 20-23, 2009

Master Trainers: Tewodros Zeleke and Getu Demissie

Participants: 32 secondary English teachers from Oromiya

This four-day teacher training workshop conducted by the Master Trainers was extremely successful. Participants were so eager to learn all that they could that they suggested on Wednesday that they begin at 8 a.m. instead of 8:30 a.m. Each day participants adhered to the times on the schedule and were in their seats on time after each break and lunch.

Tewodros was the lead presenter. He presented the strategies clearly, reviewed the processes, gave teachers opportunities to apply the strategies using the textbooks, and provided opportunities for teachers to present strategies that they had applied. Getu took the lead occasionally and provided the follow-up information and summation. I gave information on the Textbooks and Learning Materials Program, its sponsorship, the role of USAID and its Mission, accomplishments to date, and the origin and uniqueness of this teacher training in Ethiopia.

The venue was changed from Adama High School #2 to the Teacher Association Room that is one block from the Zone office where Tekele, the supervisor, is located. The room was not prepared and needed to be cleaned which delayed the start of the workshop. Therefore, only Listening Skills were completed on Day 1 in the afternoon.

Teachers worked in groups of three on Wednesday and Thursday and groups of eight on Friday. At the end of the Day 1, each group was assigned a strategy to learn and present to the whole group in order to assess their presentation abilities. This worked to a degree. Tedros had to follow up in most instances by repeating the steps in the strategy. I offered clarification when needed and presented concepts when questions or confusion occurred. The end of Day 2 resulted in still being one-half day behind.

Presenters began the Day 2 session by reviewing Listening Skill strategies, Turn and Talk and Five Word prediction. The Speaking Skills strategies were introduced by the participants. This slowed down the presentation process as some of the participants did not fully understand the strategies. Therefore, re-teaching had to occur in several instances. The group who presented ABC brainstorming did not understand the concept of brainstorming so their presentation did not make sense. On several occasions, I had to clarify the strategies and their components and implications for learning. I suggested to the Master Trainers that they eliminate the teacher presentations and follow the original model which they were taught.

Metasebia Demissie attended the afternoon session and provided greetings to the group on behalf of the Ministry of Education. They questioned him about the per diem. There has been misinterpretation in this Zone relative to the per diem. A qualifying statement needs to be placed on the rate list that is given to the supervisors indicating that government rules apply for the number of days paid.

On Day 3 one participant keenly observed, “We are becoming coaches.” In addition, someone commented that some of the writing strategies focused on response – but for different purposes. The comments voiced and the higher order thinking questions that were posed by the participants made it clear that they were deeply processing the information presented and practiced. Questions and application of strategies by the participants show an understanding of the strategies and the process. Many commented on the value of the strategies to the students. One participant said, “Language is a process and the eighth grade student has developed his own English and Turn and Talk gives him an opportunity to use it.” Also mentioned was the need to adapt the book to the standard of the student.

By the end of Day 4, all strategies were taught, the earlier ones were presented in more depth than the later ones such as writing. The presenters only touched on large class sizes and assessment. TOTs indicated that they felt prepared to present to the teachers and very much appreciated the efforts of the United States relative to the textbook project and the teacher training. They also said that they did not want this to end, that we needed to complete the cycle for textbook development and teacher training and extend it to the high school level. They cited ELIP, a British endeavor, as something that ended prematurely.

They also requested follow up training in the summer and more time for training. I told them that the charge right now was to complete this training effectively and that the MOE would need to examine additional needs. In response to the question about getting certificates, I told them that the organizers were dealing with the request.

Many questions were asked by the TOTs about presenting to the teachers. I explained the model that should be used: Present the strategy, explain the process, model its application, participants apply using content from the student books, participants present, then trainers lead discussion and summarization. One TOT suggested that lecture be no more than five minutes.

TOTs are clearly excited about training the teachers and using these strategies in their own classrooms. They are concerned about having “unconcerned teachers” in their workshop. They indicated that those who do not teach English in grades 6, 7, and 8 may attend to get the per diem. They said that this has occurred in the past.

Two of the teachers are visually impaired. I contacted Adela to check with Sisay, the special education coordinator, to obtain some of the books that were translated to Braille. Unfortunately, he is in Kenya for a month. Metasebia followed up, and the books could not be located. Befekadu suggested that since both teachers are in North Shore and not far from Addis that presenters be sent from Addis to assist them.

At the end of Day 4 while we were awaiting the accountant and cashier, they asked if there was an evaluation form. Since there was none, I asked them to do a Quick Write stating their feelings about the workshop and offering any suggestions for change. I have typed their comments below in random order and highlighted some.

Workshop Evaluation Written Comments

I have found the TELL **workshop beyond my expectations**. I mean it was very interesting. The facilitators and Dr, Mary's role is unforgettable. I have learnt a lot. I am sure I will try my best to be successful. One thing is that to be improved is the time. What do you think if one or two days be added?

The workshop given at Nazret to improve the teachers' ability in English language teaching is very interesting and admirable. I admire the 2 trainers on what they did in four days. On behalf of my friends, let my thoughts go to the Doctor for her great effort for the programs be fruitful. Thanks to you all.

I would like to express my appreciation to you all who are responsible for conducting this Work Shop. I have learnt a lot from my attendance of the workshop. The only drawback that I have seen is that **we would learn more if the time was a little bit longer**. Anyway, in any measurement, you have done a great job. Well done!

The workshop has been going interestingly. The way it conducted was very interesting. The active involvement of the participants, the training and everything that was going on was excellent. Especially Dr. Mary W. Spor's endeavor in encouraging us in helping us was admirable.

With no exaggeration, I'm contented with these four days workshop.

- Really, we had good facilitators, knowledgeable, patient, friendly, know the methodology well.
- I myself wish to follow their steps in my training.
- The textbook program director, Dr. Mary, also was with us in observing the whole process.

What I want to be improved is about the nearby officials. Better they come and visit the work shop frequently in the future.

First I would like to **thank Alabama University and USAID in general for designing such a beautiful program to help our language competence**. My special thank you from the bottom of my heart for

I. Alabama University,

2. Mrs. Mary W. Spor, PhD for her friendly relation in addition to her contribution and direction. Really, I never forget you in my life.

3. Ato Tewodros – my trainer.

In addition to this **I will take my responsibility and I will do all my best as much as I can.**

First of all I will glad to forward my thanks for your hearty thought and effort to upgrade the level of English language in Ethiopia. Besides this I hopefully see that your ambition will be fulfilled partially or wholly after this training is being practiced all over Ethiopia. What I like to forward is that **this needs great supervision and follow up not have being faced like that of ELIP programme of the Great Britain.**

Suggestion:

1. I admire your devotion. The training/the program should have a responsible person in each Zone because there are some people who create obstacles; we have learned from the ELIP.
2. It is better if the program coordinators provide us with a dictionary.
3. Great thanks!

Suggestion about the TELL workshop as a whole:

- The workshop is very interesting and knowledgeable.
- But the time given was not so much satisfactory.
- It is better if the workshop has some continuity in the future in an advanced way.
- Finally, I would like to thank the trainers, especially Ato Tewodros for his devotion of time to give us considerable knowledge about the workshop.

Thanks

The workshop is really wonderful. The strategies which are helpful and teach English for lifelong learning. But the time given for workshop is too short to personalize it.

I have been attending this workshop eagerly since Tuesday. Really, I found it very interesting. Especially the strategies for teaching skills to students are very much appealing to me. **I feel that I can bring a**

kind of change in training the trainees. Not only for the trainees, I can also use the strategies in my regular classes.

The workshop is really interesting and appreciable. **We hope it brings a lot of change in Ethiopian School English Education.** Look! This time of great crisis in Grade 10 student results, this is especially in our region. There is a sudden change of mediums of instruction in Grade 9, i.e. from vernacular to English. For these teachers in Grades 6, 7, 8 have to do a lot on English and this program has to be continued.

I'd like to give my special thanks to you as a program director. I for sure appreciate the workshop and I am very happy participating in this workshop and **the manual guides you designed are lifelong manuals.**

I found the workshop very much interesting. Because I learnt a lot of things especially the strategies for each skill is really helpful. I expect it helps a lot in teaching the skills effectively. But what I would like to comment as a drawback is the time given for the training is a bit short. It will be better if the time is extended for teachers.

I appreciate your effort to improve our English curriculum and the skills of the English teachers who are serving their country without adequate training. I thank you!

This kind of workshop is very essential for teachers like me to reinforce their ability and improving their method, techniques of teaching in all aspects. I would like to have such workshops repeatedly so as to discuss the result and changes we tried to bring. I appreciate all the effort the American government did and all you who are devoted to come here and help us. Keep it up, please!

First I would be glad to get this chance. Then your program of Teach English for Life Learning is crucial and brings a change in the Ethiopian curriculum. So, please your program is very interesting and acceptable. So madam your hard work is not in vain. We are behind of you without being fed up with. Finally, PhD Mary W. Spor, God bless you, help you and give you long life.

I really have been deeply interested in the programme and also appreciate the programme director who has devoted herself starting from the preparation of the books to the end of this programme.

But I have been upset because of the short time which is given to the programme. And I want to promise to devote myself up to the end of the programme as the professor has been doing.

This workshop is very nice. I enjoyed it because I got many new things, not only for myself but also for many teachers. Because I am going to train many teachers, I'm going to share with many teachers. But the time is very short to analyze what we've done within only four days. For the future it'll be nice if we train for ten days or more than this. Because implementing what we get from this is a little bit difficult. Thank you.

First, I truly thought the workshop very interesting. I learned a lot. I remember the discussions in the groups which gave me useful knowledge for my future tasks. Although the time given to the workshop was very short, Dr. Mary and our facilitators made the training enough motivating. I really appreciate such workshop not only for the coming training of my trainees but also for my future regular teaching task. Thank you.

We really liked your TELL program except that it is short in terms of time schedule. This is because as its name indicates, it is life learning program so what we expect from you are two things:

1. For this particular workshop, you have to **visit us as much as possible** since the officials at our regions may not be as good as you for they are bad for business.
2. **Not only to train teachers but for our personal improvement** in terms of our profession development, we expect a lot from you in the future. You must design similar programs.

We would like to thank you and your co-workers Tewodros and Getu in advance.

This type of English language training is very interesting. As English is universal language, it is given in Elementary and high school and higher institutions. Those who are teaching this language are not native speakers. We lack something. So if possible continuous short or long terms workshops, conferences, or training as we are doing now is very essential. Finally, I would like to thank this training programme organizer, Dr. Mary, for her kindness and cooperation with us. As a whole, this short time training programme is very interesting.

The strategy for teaching grades 6, 7, and 8 is good. Our tutors have explained to us in a very clear and precise way. The Methods of teaching is also very helpful for the students to improve their language. In my opinion, there is a time constraint. This should be taken for consideration in the future.

First of all, I would like to thank those individuals and the TELL project for preparing the Grade 6, 7, and 8 textbooks with the teacher's guides and manuals. **I like the strategies that are stated to teach the students. If the teachers apply the strategies effectively, I am sure that our students will be the best users of the language and change will be seen in a short time.**

The other thing that I want to suggest is that the time that is given for the trainers' training and the actual teachers' training is very short to catch up all the points in this very short time. Thank you.

I can confidently say that this workshop is very interesting so that the Ethiopian English teachers will be benefited in improving their teaching methodology in English. Furthermore, the Ethiopian students will be benefited in improving their knowledge of English. **The textbooks of grades 6, 7, and 8 are also published in a modern way based on a research. However, all these things will be practical or successful if the lower grade teachers applied them effectively in their students.**

First of all, I would like to say thank you for all of your efforts. Of course, your work is very interesting and attractive one. I don't have bad comments towards your program. But one thing that I want to say is **in order to hit the target of this program, the time that you plan to accomplish the program is not enough (in my opinion). So, I think it is better to think over this. The rest is very excellent. Keep it up!**

Even though the training lasted in a short period of time, I have enjoyed it very much. We have been exposed to new ways of approaching language skills teaching. Most of the strategies and procedures are clear. In addition, the trainers' ways of handling their trainees were amazing. They have played a great role in shaping me in the way I should be. Finally I would like to thank Dr. Mary for taking the interest to improve our Ethiopian students. Thanks!

Generally speaking I have found that it was well organized. The coverage was decided and the participants knew what to do and expect the outcomes. Besides the frequent presentations were ample that made all of us get motivated. However, the workshop classroom was not well-lit and participants lacked comfort. I wish a better place be sought to solve it. On top of this, the complaint of the participants regarding the per diem ought to have been given due consideration before the start of the workshop. This might economize the time members will have to use.

I think that this kind of workshop is very useful in helping teachers how to use methodology of teaching. Having said that, I would like to add that I liked the workshop and I'm happy to be in the workshop. Finally I want to say that I'm grateful towards Mary W. Spor and to our facilitators. Thanks.

This workshop is really very interesting. I really learnt so many useful strategies that can help me to improve my class presentations. But concerning its shortcomings, I can only say it is short.

The English for Ethiopia for grades 6-8 teaching method we were given in the workshop is the best one. Please do continue this program for grades 1, 2, 3, 4, and 5 teachers. The allotted time is not enough so if there is any workshop in the future, don't forget to have enough time. The amount of money which is assigned to teachers is not sufficient. Seeing the living conditions in Nazret, try to add some more money to buy our food, to pay for our bed and buy the necessary things for our lives. Finally, I thank you very much for your good behavior and efforts while working with us.

I'm very happy to have the chance to participate in this workshop. **I've gained a lot of knowledge on new kinds of teaching strategies. I hope my trainees will also find it interesting because it helps them at least to minimize the language teaching problem through Ethiopia. The workshop days may be enough for us but the trainees will need more days than we do.**

Annex III: Dr. Mary Spor Consultant Report TOT Training Adama, Asela, Awash, Chiro February 2-5, 2009 – TOT Round One

Round One

TOT Round One training in the sites that I visited more than met expectations. The training provided by the Master Trainers was replicated well with each TOT making adjustments per his/her teaching style. In all but one of the sites, TOTs had prepared flip chart sheets and posted them on the walls with information about the ground rules such as being punctual and information and examples of the strategies. Some of the TOT created graphic organizers, using different graphic formats that depicted the concepts to be covered during the entire week and wrote them on the chalkboard. Participants who presented strategies that they had applied using content from texts and discussions that followed showed an understanding of the strategies and their purposes. The capacity building and the potential for sustainability were evident. One of the participants in Roman Eshete's session on Day 4 commented that the strategies learned would be beneficial to both her teaching and student learning and indicated that she "will take what I learned back to my school and share with my friends [colleagues]." Many others in the various sessions thanked USAID and the American people and expressed that they hoped that follow-up would occur. I visited each of the 21 classrooms and addressed each group, explaining AEI and the TLMP and observed the TOTs and their participants.

Adama

TOTs who presented included four males and one female: Tesfa Kebede, Firdisa Dheressa, Nezifo Mukadis, Roman Eshete, and Worku Bekele.

TOT sessions and breaks began and ended on time. Presenters brought their own materials (chalk, flip charts, markers, etc.) from their own classrooms. Flip chart sheets were used to post important information on the walls relative to the training. Both participants and TOTs presented during my observations. Examples from the books varied but the importance of prior or background knowledge was a common theme. The strategies, Table Talk and ABC Brainstorm were presented, practiced, reviewed, and discussed. I thanked the participants for attending and explained AEI and the TLMP, the textbook development collaborative process, and the teacher training component and the importance of the use of strategies for both teaching and learning. Roman Eshete, the female presenter, was outstanding. While reviewing the process of ABC Brainstorming, she posed questions that made the participants think prior to responding. For example, she asked, "After you write the words, what do you do? What do the students gain by doing this?" Participants responded by saying the following:

- They pay attention to the topic.
- They learn more vocabulary.
- They share prior knowledge.
- They become ready to read the passage.
- They will understand the main idea of the story.

In all sessions presenters and participants showed the knowledge of the importance of limiting discussion and writing activities to a few minutes. One participant inquired as to why the books had not been adapted to the radio programming at these grade levels. This is a good question as the grade one books are in the process of adaptation, even though they were written most recently. Some of the participants expressed their appreciation to USAID and the American people for the training and the textbooks. They also indicated that additional training is needed; that four days are not enough.

Asalla

TOTs included 10 males and one female, and five of the presenters were not on the original list. Abdela explained that they had a mix of rural and urban TOTs. Their names follow:

Original list – Abdu Kufa, Yilma Debede, Girma Kebede, Shimelis Desalegn, Fikadu Asfaw, and Siyum Tesfaye; New names – Gezahegn Taddese, Alemu Yisma, Girma Goshme Gizaw, Asrat Shiferaw, Wondimu Negassa.

Observed were the following: TOTs presenting, participants presenting, TOTs working with small groups, using the teacher training manual to demonstrate the steps: lesson, topic, strategy, procedures, activities, comments. “You teach me; I teach you” was the way one TOT expressed it. Active and passive learning were compared and contrasted. Prediction activities were evident in many classrooms. One participant asked about the use of Mother Tongue in the English classroom. Another commented how such training has ever occurred before. Others said that they hoped it would continue. Two very young teachers who traveled 150 kilometers arrived late. I told Abdela to welcome them, and he did. There were complaints by the TOTs and Abdela about the lack of flip charts and markers. It is a Zone issue, not one for AIR. One of the teachers from Boke Elementary School said that they do not have teacher’s guides and have one book for from six to 18 students. They need to be sent some of the books that were printed for the training.

Awash

After much searching and no response to phone calls, I was told by the two contacts on the master schedule that training would begin in five days time. I presume on Feb. 7. I had to locate a local government office, and someone there made contact for me with the REB head bureau head and one of the focal contacts.

Chiro

TOTs were all male. Only one name was different from those on the list: Indalkahew Akalu, Shumet Eshete, Fefeke Dubay, Badiraddin Shukur, and Tilahun Ayalew (new name).

I reported to the Zone office and was directed to the high school. The venue was changed after the five presenters cleaned and prepared their classrooms because they were being disrupted by sports activities. The rooms were littered with paper and a lot of mud and dust. I requested of the REB representative that the rooms be swept, and they were during the lunch break. All materials were in place (flip charts, books, etc.) with Classroom 2 being used as the distribution center for materials. The presenters got together and made slight adjustments to the schedule. I asked the REB representative to talk with the participants about the importance of observing times designated for breaks and lunch when

I saw the participants coming back from lunch one- half hour late. Teachers expressed the desire for more training like this.

Observed were introductions of participants to each other and then to the class, paired work, retellings, setting a purpose for learning, listening skills – five word prediction, turn and talk, oral and written predictions.

Round Two

Round Two, except in Awash, went better than even Round One since it is usually easier for presenters when they present the same material again. In Asella, Chiro, and Adama, presentations were made according to the published schedule and participants expressed thanks for the opportunity to learn new methods of teaching. Again, concern was expressed about the length of the workshop and the need for more training. I explained to them that this is the first time that all teachers of these new books are being trained – a huge undertaking and that, hopefully these would be an indication of success and future needs.

Asella

Trainers said that they appreciated that Abedela, the Zone Supervisor in charge, had all materials in every classroom in place when they arrived on Monday morning so that they were able to begin the training session on time. Trainers presented an overview of the training for the week prior to presenting and modeling each strategy. Teachers were given opportunities to apply and practice each strategy using the textbooks.

Awash

TOTs were Zenebe Hailu and Girma Mitiku (not on list).

I thought that I arrived at Awash prior to lunch, but no one other than the gatekeepers were there shortly after noon. The gate keeper told my driver that they leave around noon and come back around 3 p.m. or later. He also said that the arrival time in the morning is around 8:30. I attempted to call the coordinator and supervisor but received no answer. At 2:34 when no one returned, I called Mona who must have gotten in touch with the coordinator or supervisor and people began to return around 3:10.

Girma Mitiku, a trainer, arrived at 2:55. When I asked what time they began in the morning, he said that they started at 8:30. The three plus hour lunch was normal. He claimed it was hot in the middle of the day, but I told him that the classroom was very cool because of the electrical ceiling fans. He said that his master trainer told him the time constraints with the training caused serious problems and that he tried to demonstrate thereof the strategies. The trainer read the Training Manual to them. The trainer assigned students to do microteaching and to critique each other.

Chiro

I visited all five classrooms and explained the TLMP and thank the teachers for participating. The supervisor, Kese, was present. Each teacher established a purpose for the workshop the use of strategies for improving teaching and learning. One trainer posed the question, Is it more difficult to

teach English or to teach other subjects. Teachers expressed that English was more difficult because it is not usually spoken out of the classroom. This trainer then introduced methodologies, thus leading into the literacy strategies. The trainer then, using active learning methodology paired teachers and asked them to introduce each other. Other observations showed trainers teaching speaking skills strategies Turn and Talk, prediction, background knowledge, the Cone of Learning, etc. Some used graphic organizers to depict the week's work and its connectedness. Teachers returned early from break and got down to work.



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American Institutes for Research | 1000 Thomas Jefferson St. NW | Washington, DC 20007

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