Mid-Term Evaluation of WFP's USDA McGovern - Dole International Food for Education and Child Nutrition Programme's Support in Afar and Oromia Regions in Ethiopia (2019 to 2025)

Decentralized Evaluation Report, Volume 2 – Light Touch Early Grace Reading Assessment (EGRA)

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EXECUTIVE SUMMARY

Background

S1.   The World Food Programme (WFP) in Ethiopia, supported by the McGovern-Dole programme of the United States Department of Agriculture (USDA), is implementing a five-year school feeding initiative with a budget of about USD 28 million. Targeting the Afar Region and two zones in Oromia (Borana and East Hararghe), the project aims to provide school meals to primary students (Grades 1–8) and pre-primary children at the same locations. A key objective is the promotion of literacy, a core element of all McGovern-Dole school feeding projects.

S2.   A crucial performance indicator for this project is the proportion of students who, after two years of primary education, demonstrate reading and comprehension skills at their grade level. The Early Grade Reading Assessment (EGRA) is the preferred method for evaluating early grade reading skills. Successive EGRAs are expected to measure literacy skills among school-aged children and to provide feedback on the improvements in early grade reading resulting from the school feeding project's implementation. This first "light touch" EGRA serves as a benchmark for future evaluations, with a repeat assessment planned at the project's conclusion.

Methodology

S3.   In practice, the MTE EGRA was "light touch" in using a sub-set of EGRA instruments, focusing only on McGovern-Dole project schools, and using the smallest practical sample to cover the project areas. Oral reading fluency is the focal assessment. The omitted tasks are invented words reading, phonemic awareness and listening comprehension. The first two were considered less important than letter identification and familiar word reading. Listening comprehension typically returns high scores unless the student is unfamiliar with the language concerned.

S4.   The assessment encompassed five zones in the Afar Regional State and two in Oromia Regional State, using a semi-longitudinal design. A quantitative survey was conducted among randomly selected students who had completed two or three grades of primary education, and structured questionnaires were administered to school principals/deputy principals and mother-tongue teachers. Due to the timing of the assessment, students in grades 3 and 4 at the time of evaluation (December) were used as proxies for end-of-year grades 2 and 3 students.

S5.   The survey instruments were designed to emulate those used by previous national EGRAs, and the evaluation team is grateful for advice received from the National Educational Assessment and Examinations Agency.

S6.   The sample included 32 students per school (16 from each grade), across 28 schools (20 in Afar, 8 in Oromia), totalling 896 participants. The sample was equally divided between male and female students and selected using a three-stage stratified cluster sampling method; regions and zones were considered as the strata, while woredas, schools and students were the sampling units chosen in the first, second and third stages of sampling respectively.

S7.   Data collection was facilitated by hand-held electronic devices (tablets) using the SurveyCTO platform, conducted by four field teams between November 30 and December 18, 2023.

Findings and conclusions

Performance on EGRA sub-tasks

S8.   This MTE EGRA used four basic components or sub-tasks through which students were assessed, namely letter identification, familiar word reading, oral reading fluency (ORF), and reading comprehension. The first three subtasks were time bound while the last one was not. The letter identification subtask gauges a child's aptitude in recognizing the distinctive features of each letter, mapping it accurately to its respective

name or sound. Under familiar word reading a list of 50 words—deemed familiar for the child's grade level and which they have probably encountered, including within their curriculum—is presented and the child's proficiency assessed. The ORF is a passage-reading subtask which measures the ability of a student to read a passage with speed, accuracy, and proper expression. Each student was provided with a grade-appropriate short story and given one minute to read aloud. The last subtask –reading comprehension – references the passage from the ORF subtask. After their oral reading, children were asked five comprehension queries, encompassing both explicit and inferential types.

S9.   Each student was assessed against all four subtasks of the MTE EGRA. Table A below shows the mean scores recorded in each subtask disaggregated by sex and language.

Table A.   Summary of Mean Scores by Subtask and Sex

Language	Sex	Mean Score (letters/words per minute)			Percentage Mean Score
		Letter Name Recognition	Familiar Word Reading	Oral Reading Fluency	Reading Comprehension
Afar Af	Male	28.4	7.4	8.0	10.0%
	Female	29.5	5.6	6.2	7.0%
	Total	**28.9**	**6.5**	**7.1**	**8.5%**
Afaan Oromoo	Male	62.0	22.0	18.8	23.1%
	Female	40.1	12.3	11.7	5.2%
	Total	**51.1**	**17.1**	**15.2**	**14.1%**
Total*****	Male	41.8	13.2	12.3	15.2%
	Female	33.7	8.3	8.4	6.3%
	Total	**37.8**	**10.7**	**10.3**	**10.8%**

* Totals are weighted to reflect each region's share in the total number of participating students.

S10.   Generally, reading proficiency was found to be low. On average, students were able to read only 37.8 letters per minute. Students' familiar word reading and oral reading fluency were also poor (10.7 & 10.3 words per minute respectively). On reading comprehension, the overall average score was only 10.8 percent. Students from Oromia performed better in reading comprehension (14.1 percent) than students from Afar (8.5 percent).

S11.   Average scores by male students on all the three timed subtasks and on the untimed subtask were higher than those by female students except in letter name recognition by Afar Af speaking students, where female students achieved slightly better results (Table A).

Table B.   **Summary of Mean Scores by Subtask and Grade**

Language	Grade	Mean Score (letters/words per minute)			Percentage Mean Score
		Letter Name Recognition	Familiar Word Reading	Oral Reading Fluency	Reading Comprehension
Afar Af	Grade 2	25.4	5.2	5.4	6.1%
	Grade 3	32.5	7.8	8.8	10.9%
	Total	**28.9**	**6.5**	**7.1**	**8.5%**
Afaan Oromoo	Grade 2	48.1	14.2	11.8	10.4%
	Grade 3	54.0	20.1	18.6	17.9%
	Total	**51.1**	**17.1**	**15.2**	**14.1%**
Total	Grade 2	34.4	8.8	8.0	7.8%
	Grade 3	41.1	12.7	12.7	13.7%
	Total	**37.8**	**10.7**	**10.3**	**10.8%**

S12.   Comparing results across the two grade levels, Table B above shows that grade 3 students out-performed their grade 2 counterparts across all tasks.

S13.   Students learning in Afaan Oromoo showed better performance than their Afar Af counterparts on all the sub-tasks.

Analysis against benchmarks

S14.   EGRAs in Ethiopia use a standard set of benchmarks to classify students according to their reading proficiency on the oral reading fluency test. *"Zero readers"* are children who fail to register a positive score on the ORF test. Non-zero scores are graded as *Level 1* (reading with limited fluency and comprehension), *Level 2* (reading with increasing fluency and comprehension) or *Level 3* (reading fluently and with full comprehension).

S15.   The results by benchmark are illustrated in Figure A. This highlights the high proportions of zero readers, the significantly better performance in Oromia than Afar the higher scores achieved by grade 3 than grade 2, and the higher numbers of female than male zero readers.

Figure A.   **Percentage of students at benchmark levels by language**

By grade
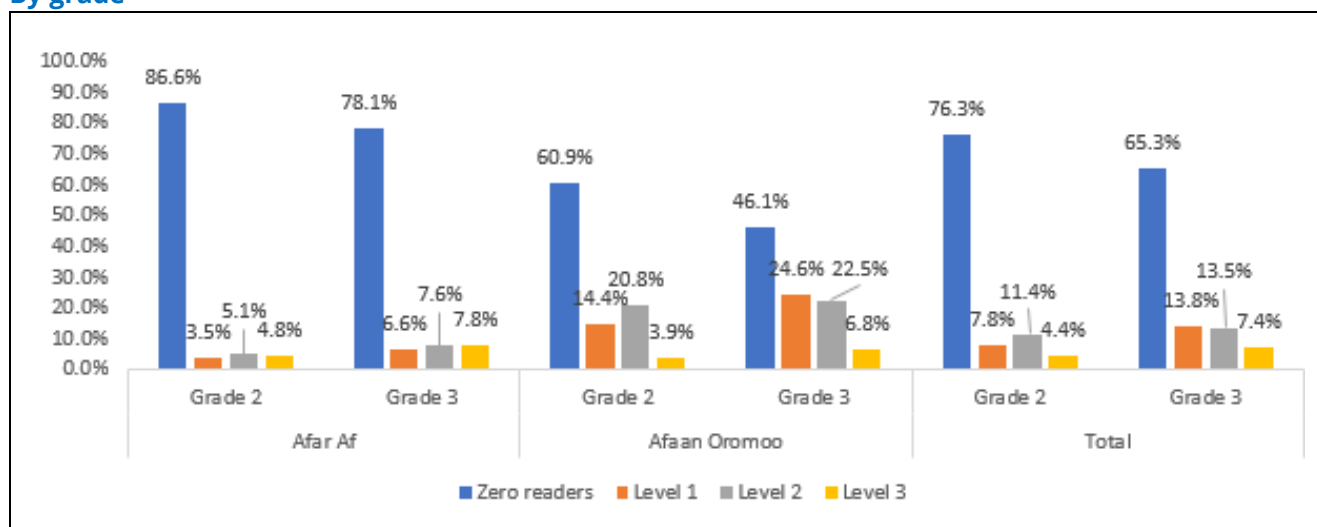
Zero readers by sex
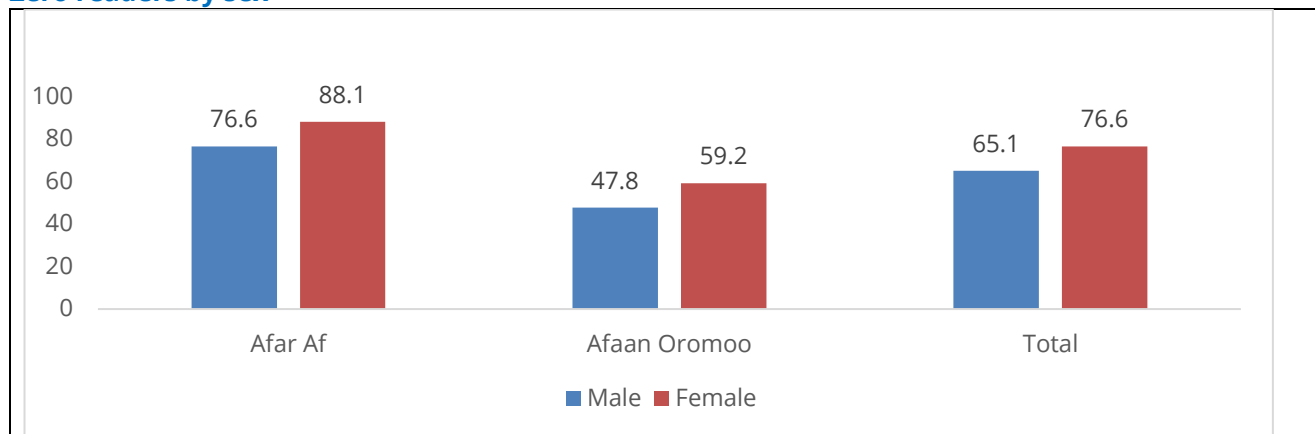
Comparison with 2021 national EGRA

S16.   Caution is required in comparing this EGRA with the 2021 national EGRA: the 2021 Afar sample did not focus on the McGovern-Dole schools and its sample for Oromia was Region-wide, whereas the MTE EGRA focused only on the two Zones included in the McGovern-Dole project. However, the two EGRAs follow a similar pattern in reporting low scores for reading proficiency, with high proportions of zero readers and worse scores for female than male students. There are some indications of better (less unsatisfactory) performance in 2023 than 2021.

Factors correlated with reading proficiency

S17.   Correlation between two variables does not necessarily imply a causal relationship, but it is useful to identify such correlations as a step towards understanding possible explanatory variables. Statistical tests of correlations between background factors and oral reading fluency showed:

- Students' background characteristics that were found to have significant relationships with ORF included speaking the same language at home as they are speaking at school, going to pre-primary school before first grade, individuals helping students most with their homework, and ability of the student's mother to read and write.
- Among the correlated background factors from principals' responses were: qualifications and relevant training, support to teachers in mother-tongue instruction, availability of mother-tongue textbooks or materials for reading in the school, availability of a library in the school, and frequency of observing teachers in the classroom.
- Correlated background factors from mother-tongue teachers' responses included: being a trained teacher to teach language, qualification, availability of a functional library or reading room, supervising students while they use the library, availability of sufficient learning materials among students, a functional parent-teacher association, conducting class meetings with students' parents, and frequency of class meetings with students' parents

1. Introduction

1.   The World Food Programme (WFP) in Ethiopia is executing a five-year school feeding project, funded by the McGovern-Dole programme of the United States Department of Agriculture (USDA). This project has a budget of about USD 28 million and is focused on the Afar Region and two Zones in the Oromia Region (Borana and East Hararghe). It provides school meals for primary school children (Grades 1-8) and for pre-primary children ("Grade 0") at the same sites. The project's initial targets were to feed 200,000 children across 450 schools in the first year, progressively reducing to 134,500 children in 348 schools by the fifth year. In Afar, take-home rations (THR) would be distributed in selected schools to girls in grades 5 and 6, and boys in grade 6. A range of support activities aimed to enhance literacy, health, nutrition, and capacity building. Implementation has been affected by the Covid-19 pandemic and the effects of war and other crises. The main volume of the mid-term evaluation (MTE) of the project provides a full review of implementation in practice.

2.   The promotion of literacy is a fundamental objective across all McGovern-Dole school feeding projects. Consequently, a key performance indicator for the McGovern-Dole school feeding project is the proportion of students who, upon completing two years of primary education, demonstrate proficiency in reading and comprehending grade-level text. The most recommended approach for appraising students' reading skills in the early grades is the Early Grade Reading Assessment (EGRA). In alignment with USDA stipulations, the Terms of Reference (TOR) for the MTE required the inclusion of a "light-touch" EGRA.

3.   WFP has engaged Mokoro Limited (UK) to undertake the MTE, of which the EGRA has been conducted as a discrete component in collaboration with Mokoro's local partner B&M Development Consultants PLC (Ethiopia). This full report on the MTE EGRA is presented as a second volume of the report of the MTE.

4.   Mokoro's approach in executing the MTE EGRA has been to ensure congruence with the existing body of national EGRAs conducted in Ethiopia, while also ensuring that the methodology aligns seamlessly with the envisaged McGovern-Dole school feeding project's endline survey scheduled for late 2024.

2. EGRAs in Ethiopia

Ethiopia's experience with Early Grade Reading Assessments (EGRAs)

5.   The design of the EGRA (Early Grade Reading Assessment) measurement tool is deeply grounded in reading research, pinpointing the fundamental skills necessary for acquiring reading proficiency. As adopted in Ethiopia, the EGRA instrument encompasses four timed subtasks: letter name recognition, reading of familiar words, reading of invented words, and passage reading. Additionally, it includes three untimed subtasks, which are phonemic awareness, reading comprehension, and listening comprehension. This test is administered orally to individual students by a single test administrator.

6.   Ethiopia has successfully completed six national-level EGRAs, in 2010, 2013, 2014, 2016, 2018, and 2021 (refer to Table 1 below). The 2021 EGRA was notably comprehensive, evaluating the nascent reading abilities of 19,360 children across nine regions in nine mother tongues. This extensive assessment was carried out by the National Educational Assessment and Examinations Agency (NEAEA). In 2023, the NEAEA undertook data collection for the next EGRA; data analysis is currently in progress, with the 2023 report yet to be published at the time of compiling this MTE EGRA report. The NEAEA did not specifically target McGovern-Dole schools.

7.   In May and June of 2010, a joint venture involving RTI International (RTI), the Improving Quality of Primary Education Program (IQPEP) – a project funded by USAID – and the Ethiopian Ministry of Education

(MoE) led to the inaugural EGRA in Ethiopia. This initiative spanned eight regions and incorporated six languages: Tigrigna, Afaan Oromoo, Amharic, Af Somali, Sidamu Affo, and Hararigna. Notably, at least one of these languages is spoken by approximately 90 percent of the Ethiopian population, as indicated by data from RTI, 2010 and AIR, 2019.

8.   Subsequently, in May 2013, IQPEP in collaboration with the MoE and Regional Education Bureaus (REBs), introduced the second EGRA to assess the impact of the intervention on students' reading skills. By May 2014, IQPEP had conducted the third EGRA in a selection of both intervention and non-intervention schools. Furthermore, in June 2014, RTI initiated a baseline EGRA for the Haddyyisa and Wolayttatto languages. The fourth and fifth national EGRAs followed in 2016 and 2018, respectively, implemented by the READ M&E project, under the auspices of the American Institutes for Research (AIR), funded by USAID Ethiopia. Table 1 below is an overview of EGRAs in Ethiopia, with a focus on grades 2 and 3. The 2021 assessment was the first to include Afar Af.

Table 1   EGRAs in Ethiopia

Year	Conducted by	Languages	Sample Size	Data collection period
2010	RTI, IQPEP, and MOE	6 (Amharic, Afaan Oromoo, Tigrigna, Sidaamu Afoo, Hararigna, Af Somali)	Eight regions, 338 schools, 13,079 students	May 10, 2010 – June 16, 2010
2013	FHI 360 /IQPEP	5 (Amharic, Afaan Oromoo, Tigrigna, Sidaamu Afoo, Af Somali)	Eight regions, 240 schools, 9,406 students	May 2013
2014	FHI 360 /IQPEP and RTI	7 (Amharic, Afaan Oromoo, Tigrigna, Sidaamu Afoo, Af Somali, Hadyyissa, and Wolayttatto)	Eight regions, 290 schools, 11,406 students	May and June 2014
2016	AIR/READ M&E	7 (Amharic, Afaan Oromoo, Af Somali, Tigrigna, Sidaamu Afoo, Haddiysa, and Wolayttatto)	Five regions, 350 schools, 13,475 students	May/June 2016
2018	AIR/READ M&E	7 (Amharic, Afaan Oromoo, Af Somali, Tigrigna, Sidaamu Afoo, Hadyyissa, and Wolayttatto)	Five regions, 459 schools, 17,879 students	June 2018
2021	MOE/ National Educational Assessment and Examination Service	9 (Afaan Oromoo, Afar Af, Af Somali, Amharic, Barta, Hadyyissa, Nuer, Sidaamu Afoo, and Wolayttatto)	484 primary schools/school principals, 968 teachers & 19,360 students	April 2021

Sources: RTI, 2010; RTI, 2014;READ M&E, 2018; NEAEA, 2022.

Selected findings from the 2021 EGRA

9.   Figure 1, Figure 2, Table 2 and Table 3 below illustrate selected findings from the 2021 EGRA, specifically the percentages of grade 2 and grade 3 students reaching benchmark levels, categorised by language groups.

10.   At a national level, a concerning 68 percent of students were categorised as 'zero readers' in the oral reading fluency subtask. Notably, the Afar Af and Barta languages showed the highest percentage of

'zero readers', approximately 92 percent. In contrast, the Amharic and Af Somali languages demonstrated the lowest percentages, 34 and 35 percent respectively. The incidence of 'zero readers' in other languages varied, with 63 percent in Afaan Oromoo and rising to 78 percent in Hadyyissa.

Figure 1   Percentages of grade 2 students at benchmark levels by language in 2021
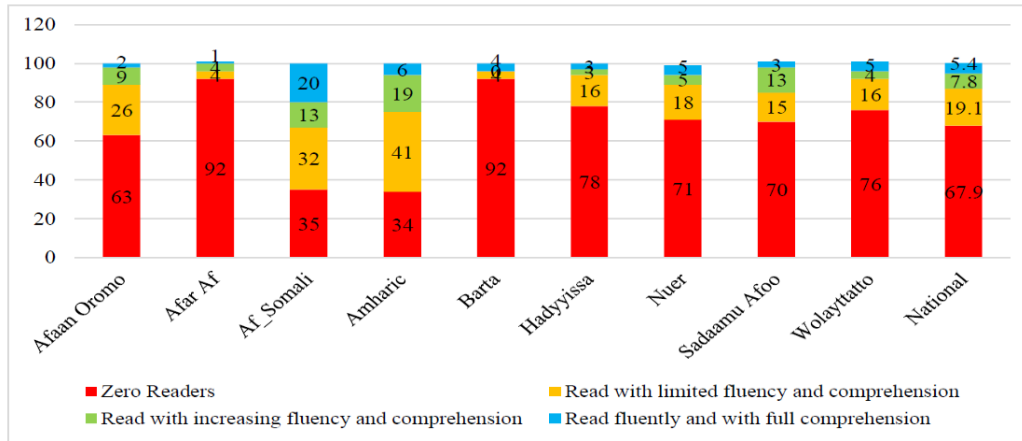
Source: NEAEA, 2022

Figure 2   Percentages of grade 3 students at benchmark levels by language in 2021
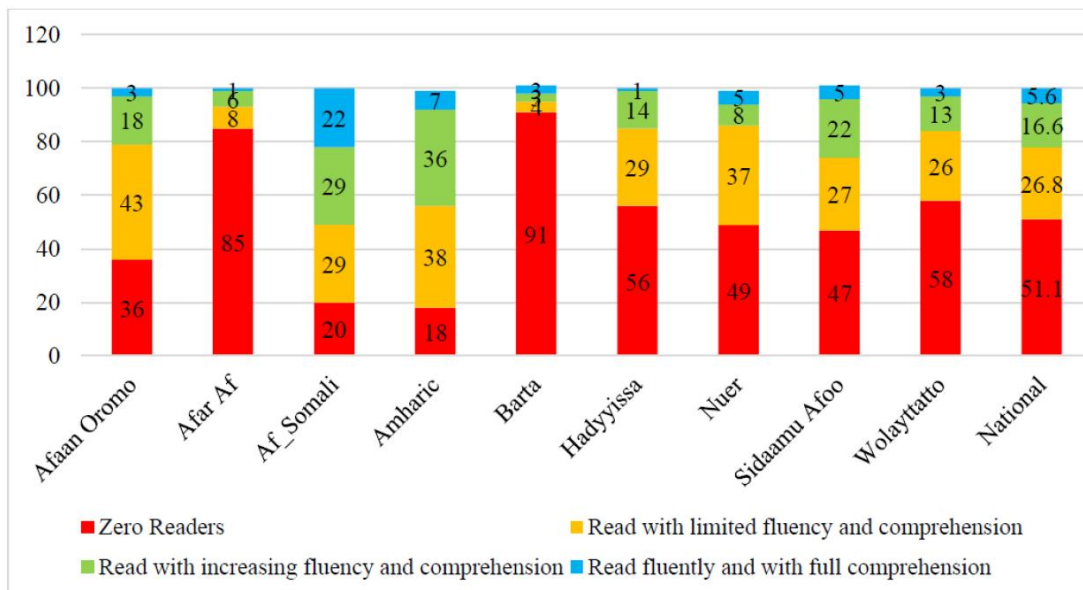
Source: NEAEA, 2022

11.   Regarding the grade 3 cohort, the 2021 EGRA reveals that, at a national level, 51 percent of students were classified as 'zero readers' in the oral reading fluency task. Echoing the grade 2 findings, the highest percentages of 'zero reader' students were observed in the Afar Af and Barta languages, with 85 percent and 91 percent respectively. Conversely, Amharic and Af Somali languages exhibited the lowest percentages, with 18 percent and 20 percent respectively.

Table 2   Grade 2 percentage of students at benchmark levels by language in 2021

Language	Zero Readers	Read with limited fluency and comprehension	Read with increasing fluency and comprehension	Read fluently and with full comprehension
Afan Oromo	63	26	9	2
Afar Af	92	4	4	1
Af Somali	35	32	13	20
Amharic	34	41	19	6
Berta	92	4	0	4
Hadiyyissa	78	16	3	3
Nuer	71	18	5	5
Sadaamu Afoo	70	15	13	3
Wolayttatto	76	16	4	5
National	**68**	**19**	**8**	**5**

Source: NEAEA, 2022. Regions participating in the McGovern-Dole project are highlighted.

Table 3   Grade 3 percentage of students at benchmark levels by language in 2021

Language	Zero Readers	Read with limited fluency and comprehension	Read with increasing fluency and comprehension	Read fluently and with full comprehension
Afan Oromo	36	43	18	3
Afar Af	85	8	6	1
Af Somali	20	29	29	22
Amharic	18	38	36	7
Berta	91	4	3	3
Hadiyyissa	56	29	14	1
Nuer	49	37	8	5
Sidaamu Afoo	47	27	22	5
Wolayttatto	58	26	13	3
National	**51**	**27**	**17**	**6**

Source: NEAEA, 2022. Regions participating in the McGovern-Dole project are highlighted.

12.   Focusing on the Afar and Oromia regions, which were central to this EGRA, it is noted that the Afaan Oromoo scores were somewhat better than the national average. However, the regional average for Oromia might not necessarily reflect the specific circumstances within the McGovern-Dole project zones, which are all pastoralist areas. In stark contrast, the Afar Af language presented the poorest performance among all major regions, with 85 percent of grade 3 pupils classified as 'zero readers' (refer to Table 3 above for further details).

13.   Several factors could explain such dismal outcomes. For instance, the use of the Afar language as the instruction medium is relatively recent. Additionally, the education system in the area experienced significant disruptions in the period leading up to the 2021 EGRA. These poor performance indicators underscore the critical need for ongoing monitoring of reading attainment to support efforts to address educational challenges effectively.

3. Purpose and Scope of the MTE EGRA

Purpose of the MTE EGRA

14.   The primary goal of the MTE EGRA is to assist in assessing the effectiveness of the USDA school feeding project in enhancing the literacy of school-aged children. Specifically, the EGRA is designed to:

- measure the proportion of students who, by the end of Year 2 and Year 3, demonstrate their ability to read and comprehend texts appropriate to their respective grade levels;

- ascertain the overall performance in reading skills of students within different language groups (Afaan Oromoo and Afar Af);
- analyse variations in reading skills among students across diverse subgroups, including differences in grade level and gender; and
- identify factors potentially linked to variations in students' reading performance.

Scope and subject of the MTE EGRA

Geographic scope

15.   In order to match the geographical scope of the McGovern-Dole school meal project's intervention, the MTE EGRA was carried out in all five zones of the Afar Regional State and in two zones of the Oromia Regional State, namely East Hararghe and Borana (refer to Map 1 below). In Afar, the McGovern-Dole school feeding programme encompassed 32 woredas. In Oromia, the programme extended to five woredas in the two target zones.

Map 1 Areas covered by the McGovern-Dole project in Ethiopia

Source: WFP, 2023a
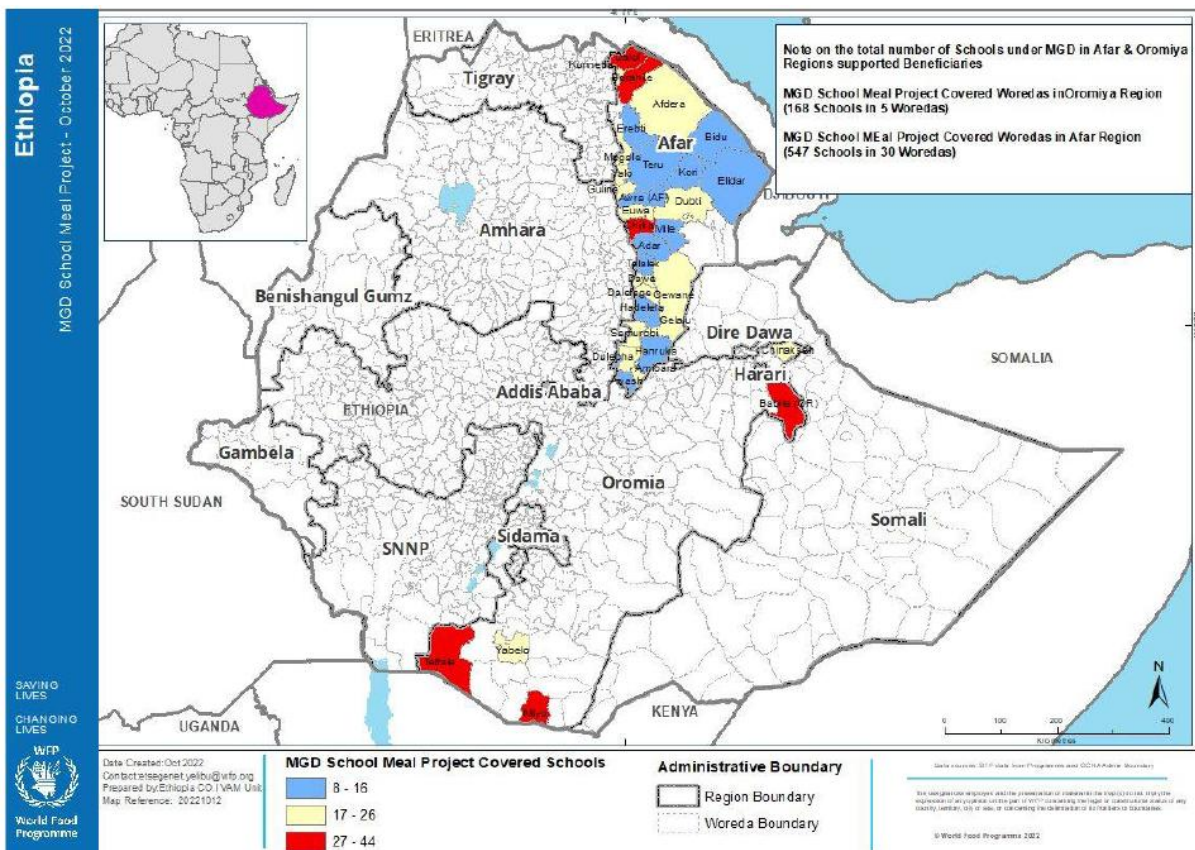
Languages

16.   The assessment, being a part of the Mid-Term Evaluation (MTE) that focuses on the Afar and Oromia regions, incorporated the two primary instructional languages of these areas: Afar Af and Afaan Oromoo. Afar Af is the language of instruction in Afar region, and Afaan Oromoo is the language of instruction in Oromia. Accordingly, the administrative and language boundaries for this study are the same. No census has been carried out in Ethiopia since 2007, and so there is no up-to-date information on the number of inhabitants of Afar and Oromia whose mother tongue is different from the region's official language of instruction.

Population of Interest (target population)

17.   The target population encompassed students in grades 2 and 3, (both female and male) enrolled in formal primary schools that are participating in the McGovern-Dole school feeding project. The relevant USDA performance indicator is defined to be applicable to informal as well as formal education, but the McGovern-Dole school feeding project does not cover alternative basic education centres (ABECs).

18.   Inclusion of comparison schools (schools not receiving McGovern-Dole school feeding) was considered. This could have provided additional insights into the difference the McGovern-Dole project might be making to literacy performance, but it would have required a larger sample that was beyond the resources available for this study. The same issue of affordable sample size will arise for the endline evaluation.

Contextual information

19.   In addition to evaluating school-age children in the specified grades, the assessment also involved principals and mother-tongue language teachers (teachers of grades 2 and 3 who are trained in teaching the language of instruction; all the mother-tongue teachers encountered were themselves native speakers). Their perspectives were sought to address contextual aspects pertinent to the assessment, thereby enriching the understanding of factors that influence students' learning experiences both within and beyond their school settings.

4. Methodology

20.   This section is dedicated to outlining the approach and methodology utilised in the MTE EGRA, linked to comprehensive descriptions of the tools employed. Successive sub-sections cover the study design, sampling procedures and sample size, data collection tools, the data collection process, training and field organisation, and data processing and analysis.

Study design, sampling procedures and sample size

Study design

21.   Recognising that the MTE EGRA is designed to track changes ('improvements') over time and will be repeated during the endline evaluation of the programme, a semi-longitudinal study design has been adopted. This approach enables the collection of data from the same grade levels and, to some extent, the same schools (including a random selection of students within these schools) during the endline assessment. The design facilitates the gathering of data akin to that obtained in a longitudinal study, in addition to cross-sectional data.

22.   Specifically, the MTE EGRA has implemented a non-experimental pre-test-post-test or before-and-after study design. The results obtained for this MTE will be considered as baseline values (pre-test values), while the endline findings will be our post-test results. The MTE EGRA primarily conducted a quantitative survey among randomly chosen students representing grades 2 and 3 in the Afar and Oromia regions. Additionally, structured questionnaires were administered to school principals/deputy principals and mother-tongue teachers of grades 2 and 3.

Sampling procedures

Coverage

23.   The MTE EGRA encompassed primary schools in all the implementing zones of the programme within Afar (5 zones) and Borana and East Hararghe zones of Oromia region. Due to the timing of the

assessment, which occurred in the early weeks of the academic year (first semester) rather than towards the end of the academic year (completion of the second semester in June), there was a pragmatic approach in selecting the sample. Children who were attending grades 3 and 4 at the time of the assessment (December) were used as proxies for children at the conclusion of grades 2 and 3, respectively.

24. This approach did not affect the sample design or its comparability with the endline survey. The endline survey is also likely to be conducted towards the end of a calendar year. Thus, selecting students from grades 3 and 4 as representative of the outcomes for grades 2 and 3 respectively, allows for a consistent comparison across different stages of the project.

Study population

25. The MTE EGRA has primary and secondary study populations:

- **Primary Study Population**: grade 2 and grade 3 students found in the five zones of Afar and two zones (Borana and East Hararghe) of Oromia regions.
- **Secondary Study Population:** school principals and mother-tongue teachers of grades 2 and 3.

Domain of estimation/ level of reporting

26. This is the geographical level by which the assessment findings are going to be presented. The data collected from the schools visited would be representative at the project level, even though further inference beyond the project level may hardly be made, as is often the situation with most longitudinal studies. As a result, the domain of estimation or level of reporting for the MTE EGRA is WFP's McGovern-Dole project implementation regions. Specifically, the domain of estimation is five zones of Afar and two zones (Borana and East Hararghe) of Oromia regions.

Sample size

27. The sample size calculation for the MTE EGRA is explained in Box 1 below.

Box 1   Sample size calculation for MTE EGRA

In the present case we have decided 20 schools to be sampled in Afar, and 8 in Oromia. This derived from a sample of 4 schools per zone in the project (5 zones in Afar, 2 in Oromia).

It was also decided to sample 16 "grade 2 "and 16 "grade 3" pupils in each school, drawing 8 boys and 8 girls from each grade.

This would give a total sample of 28 schools and 896 pupils. We will call this 896 pupils Na (actual sample size).

The intra-cluster correlation (ICC) was assumed to be 0.15, based on results from Menendez & Ome, 2023. They quote ICCs for Afar and Oromia EGRAs of 0.14 and 0.18 respectively. A weighted average based on sampling zones (5, 2) is 0.15. In this context, sampling clusters are schools.

The design effect (DE), given a sample size of 32 pupils within school (m) was calculated to be DE = 1 + ICC (m-1) or 1 + 0.15 x 31 = 5.65, and therefore effective sample size Ne was Na/DE, 896/5.65 = 158 overall. Effective sample size within a zone (4 schools sampled, 4 x 32 pupils) was 128/5.65 = 22 per zone. Half the sample was boys and half girls, so sample sizes per gender were half the overall and zonal figures.

The minimum detectable effect size (MDES) was calculated from Valk's equation: MDES = sqrt([Za + Zb]².SD²/Ne), where Za is the z-distribution value for 1-2/conf. limit (5%), and Zb is z-value for the statistical power (80% assumed), SD is the pooled standard deviation, and Ne is effective sample size.

The 2021 EGRA survey report for Ethiopia gives standard deviations for various test results in the Appendices. We can exemplify the effect of the proposed sample sizes using the oral reading fluency (ORF) test results for Oromia and Afar, using the pooled grade standard deviations. For Afar and Oromia these are respectively 11.97 and 15.62 wpm (words per minute).

The table below shows MDES for ORF tests at the zonal, regional and overall level. As noted above, standard deviations were estimated from data given in Appendix 1 of the 2021 Ethiopia EGRA report, whilst Design Effect was taken from 2018 Ethiopia EGRA data, as quoted by Menendez & Ome, 2023. Valk's equation was used to calculate MDES.

	Zone, Oromia	Zone, Afar	Oromia	Afar
Schools sampled	4	4	8	20
Actual Sample Size	128	128	256	640
Effective Sample Size	22	22	45	113
Standard Deviation	15.62	11.97	15.62	11.97
Statistical Power	0.8	0.8	0.8	0.8
Confidence Limit	0.05	0.05	0.05	0.05
MDES (ORF, wpm)	9.3	7.1	6.5	3.2

The overall sample size, when making comparisons to the baseline, should be quite sensitive to improved performance resulting from the SF project. The Afar sensitivity was similar. The Oromia sample, both because of higher SD and smaller sample size, was notably less sensitive. However, there was a pragmatic question of geographic coverage, as only 2 zones in Oromia were in the sample, whereas Afar required a much broader geographic coverage. As almost always therefore, sample size must be a pragmatic choice between resources available, coverage required, and sensitivity to a net effect.

28.   As presented in Box 1 above, an equal 32 students per school (16 each representing grades 2 and 3) were determined for the MTE EGRA. As regards allocation of samples across the two different sexes, half of them (8 students) were females and half males. Table 4 below presents the overall distribution of planned sampling units across the two regions.

Table 4   Planned sample size by region

Region	# of zones	Sample Size				
		# of woredas	# of schools	# of students*		
				f	m	Total
Afar	5	10	20	320	320	640
Oromia	2	4	8	128	128	256
Total	**7**	**14**	**28**	**448**	**448**	**896**

* 50% of the samples drawn from grade 2 and 50% from grade 3

Sampling frame and sample selection scheme

29.   With a view to maintaining linkage with past exercises (i.e. the McGovern-Dole baseline survey) and saving resource, enabling quick access by using readily available information, the list of the schools (across the different woredas) that were considered in the baseline survey was updated to serve as a sampling frame to identify the ultimate sampling units – i.e. students for the purpose of the assessment in hand (MTE

EGRA). In other words, all the schools that are targeted for the 2023/2024 project activity have constituted the MTE EGRA study sampling frame. The updated list of schools by woreda was obtained from the WFP Ethiopia country office (ETCO).

30.   A three-stage stratified cluster sampling technique has been employed to select required samples for the MTE EGRA. Regions and zones were the strata of the survey while schools were entities which were considered as clusters. Woredas, schools and students, on the other hand, were sampling units that were chosen in the first, second and third stages of sampling respectively.

31.   For operational convenience and statistical robustness, we selected an equal number of woredas (2 woredas) per zone and equal number of clusters or schools (2 schools) in each sample woreda. Accordingly, a random sample of 2 woredas was drawn in each zone – i.e., a total of 4 woredas in Oromia and 10 in Afar; 2 schools were then sampled within each selected woreda, giving a total sample of 28 schools (20 in Afar and 8 in Oromia). Annex 3 presents the list of schools sampled in each zone/region.

32.   Woredas from each zone, and schools from each sample woreda were chosen using a probability proportional to size (PPS) selection scheme; a measure of size being the total number of students found in each woreda and school. The ultimate sampling units (students) were chosen within each classroom using a simple random sampling procedure applied to the students present in the classroom.

33.   The lists of schools found in each region, zone and woreda, along with the number of students attending school formed the basis for the selection of sample woredas and schools. A face-to-face, gender balanced sample selection scheme (instead of register/roster-based selection) was used to avoid doubt and suspicion among participant students.[1] Thus, no sampling frame was needed to identify sample students from each school.

Data collection tools

34.   The design of the EGRA measurement tools is rooted in reading research that identifies the essential skills necessary for the acquisition of reading. The EGRA tool, as adapted in Ethiopia, comprises four timed subtasks – letter name recognition, familiar word reading, invented word reading, and passage reading – as well as three untimed subtasks: phonemic awareness, reading comprehension, and listening comprehension. Each student receives this test orally from a single test administrator. However, this "light-touch" EGRA was expected to employ a simplified tool rather than the complete EGRA tool. Consequently, in measuring the reading performances of students, the MTE EGRA focuses on the following four subtasks:

- Letter identification – timed
- Familiar word reading – timed
- Oral reading fluency (ORF) – timed
- Reading comprehension – untimed.

35.   A detailed description of the above EGRA subtasks is presented in Annex 4.[2]

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[1] This kind of selection is very common and effective when surveying in school/college/university compounds. The main reason is that students usually become suspicious when their names were identified from a roster and they are told that they were randomly selected from the roster for the study. On the other hand, describing the purpose of the assessment as well as the selection strategy in front of the classroom and selecting sample students directly had been very effective as it gets full trust and acceptance of those who are selected and helps us obtain genuine information. It also avoids random selection of a student who happens to be absent on the day.

[2] The omitted tasks are invented words reading, phonemic awareness and listening comprehension. The first two were considered less important than letter identification and familiar word reading. Listening comprehension typically returns high scores unless the student is unfamiliar with the language concerned.

36.   As is usual with educational assessments, the exact same test should not be repeated. However, adapting or modifying often poses challenges, with writing the story for the reading fluency and comprehension tests typically being the most intricate step. This phase necessitated collaboration with local experts to craft short stories using vocabulary appropriate for the grade level. Additionally, these experts were tasked with formulating relevant comprehension questions to accompany the stories. For a comprehensive review, both the stories and their associated questions were translated into English and examined by early-grade reading specialists. These materials underwent multiple revisions in the assessment language before reaching their final form.

37.   The Afaan Oromo and Afar Af language EGRA tools/instruments employed for the 2021 EGRA were sourced from the NEAEA, under the auspices of the MoE, and were further refined and adapted to the current context based on feedback from WFP and its stakeholders. Following consultations with the client and officers from the NEAEA, experts proficient in the subject matter and local languages, specifically Afar Af and Afaan Oromoo, meticulously reviewed and refined these tools to ensure their suitability for the intended purpose.

38.   To gain a deeper understanding of the factors influencing students' learning both within and outside their school environments, answers to contextual questions related to the assessment were additionally collected from students, school principals, and mother-tongue teachers.

39.   The comprehensive tools designed for this assessment, including the three contextual questionnaires, can be found in Annex 5 of this report. After incorporating the feedback received from all stakeholders, these tools were digitized and the final version developed using Open Data Kit (ODK). Subsequently, they were uploaded onto tablets.

Training, field organization and data collection

Training

40.   The consultant developed comprehensive training materials and employed a 'Training of Trainers' (ToT) strategy. This involved the data management expert, alongside two experts in EGRA and the education sector, as well as the survey manager, conducting a three-day training session for four supervisors in Addis Ababa from November 28–30, 2023. The training included practical exercises, such as testing the tools with staff members involved. Feedback from the client and education sector experts familiar with EGRA was integral in refining the instruments further before the enumerator training.

41.   Subsequently, the trained supervisors imparted their knowledge to the enumerators (eight from Afar and eight from Oromia) in Semera and Addis Ababa, respectively. This regional training, spanning December 1-2, 2023, also incorporated practice sessions among the field staff.

Data collection

42.   For data collection, tablets equipped with the SurveyCTO platform were used. This technology enabled the creation of electronic survey forms for the MTE EGRA. Data were collected and recorded directly in the field using these tablets, enhancing data quality through features like real-time data delivery, built-in logical checks, skip patterns, and GPS location tracking. However, children were reading from paper (a laminated A4 sheet in the same standard font size as used in national EGRAs).

Field organization

43.   The field team for the MTE EGRA comprised:

- Four supervisors responsible for overseeing enumerators during data collection, administering tools for school principals and mother-tongue teachers, and aiding in data processing and cleaning.
- Sixteen enumerators (eight female) who, along with the supervisors, conducted the data collection.
- Four entrée facilitators who supported the team with administrative and logistical matters and provided translation services for the supervisors as needed.

44.   The supervisors were recruited from Addis Ababa, while the enumerators and entrée facilitators were selected from their respective regions. The consultant leveraged its established networks to ensure the recruitment of field staff with the desired qualifications, gender mix, and local language skills.

45.   Each team, consisting of four enumerators and one supervisor, completed the MTE EGRA in a school within a day, including travel time. This efficiency was due to the use of a simplified tool containing three timed and one untimed subtasks, and the active involvement of supervisors in interviews with school principals and teachers. Accordingly, the data collection process was organised as follows:

- Two teams, each comprising a supervisor, an entrée facilitator, and four enumerators, conducted data collection across five zones of Afar over approximately 19 days, including training and travel time.
- Two similar teams undertook data collection in two zones of Oromia, spanning around 11 days.

46.   Overall, the data collection phase, including travel days, was conducted between November 30 and December 18, 2023.

Data management and analysis

47.   Data management commenced from the project's inception, encompassing the design of suitable instruments, diligent monitoring during data collection, and preparing the data for end users in both electronic and paper-based formats. The data analyst, in collaboration with the survey manager, the EGRA advisor, sector experts, and supervisors, ensured regular uploading of collected data for further scrutiny, cleaning, validation/verification, and systematic storage in a structured electronic database. This process facilitated subsequent tabulations and analyses. Additionally, the data analyst consistently monitored the quality of data online, providing timely feedback to field data collectors and supervisors. Daily editing tasks and close follow-ups were also conducted by field supervisors.

48.   After completion of the survey data collection, the data analyst performed meticulous data cleaning. The cleaned dataset was then analysed using the widely recognized statistical software, Statistical Package for Social Sciences (SPSS – Version 27). Prior to analysis, quantitative data were explored using frequency tables and various graphs (bar graphs, histograms, line graphs, box plots, and scatter plots) to examine the nature of variables and identify errors such as missing values, outliers, and inconsistencies. The assessment findings were analysed and presented using both descriptive and inferential statistics.

49.   The project employed a complex sampling design instead of a simple random sampling design, acknowledging potential imperfections in the samples that could lead to biases and discrepancies from the target population. Consequently, sample weighting was mandatory to rectify these imperfections and derive accurate estimates. The MTE EGRA data was properly weighted before commencing the actual analysis. Given the multi-stage sampling approach, the base weight was calculated by considering the probability of selections at each sampling stage (UN, 2005).

50.   Before analysis, scores for EGRA timed tasks were computed as the number of letters or words correctly read per minute. For the untimed task, scores were calculated as the percentage of correct

responses out of the total questions in the subtask.[3] Frequency tables, means, proportions, charts, and bar graphs were the primary descriptive analysis tools used to present the MTE EGRA results. An independent sample t-test was employed for comparing the results of different groups, such as between sexes (male/female) or grade levels (grade 2/grade 3). Simple correlation tests were also used to assess associations between contextual variables and students' performances in oral reading fluency.

5. MTE EGRA Findings

51.   This section presents key findings of the MTE EGRA data analysis. It is organized around the following main themes: assessment participants, timed and untimed sub-tasks and the factors that have associations with students' oral reading performances.

Potential limitations

52.   Our analysis has taken account of a number of limitations and potential limitations:

- As already noted, this is an initial assessment, with no previous assessment that can directly indicate a performance trend.
- Also already noted, there was no comparison group of schools not involved in the project.
- Possible bias from using grade 3 and grade 4 proxies. Sampling early grade 3/4 as proxies for late grade 2/3 may be biased as some children in grades 2/3, who would have been tested had the EGRAs been done at the end of their academic years, may not have completed. These would likely be the low performers. Hence, results of a test early in the next academic year may be biased upwards. There could also be a slight upward bias in testing later, after the children have had a bit more schooling. A mitigation is that the endline will be sampled on the same basis.
- There is a similar bias in choosing from amongst the children who happen to be present on the day of the survey. One would expect less frequent attenders to score lower. But this is presumably a factor in all EGRAs, so at least the instrument is consistent in approach from one survey to the next.
- At some schools, insufficient sample students, mostly girls, were present. This gap was filled through selecting more students from sample schools in the same woreda that had more than enough students in their school. This may also introduce some biases in our results.[4]
- Several schools were observed to have no mother-tongue teachers due to several reasons. Thus, the number of mother-tongue teachers interviewed was less than our initial expectations. Through an oversight, the sex of the mother-tongue teachers interviewed was not recorded.
- Our field teams were unable to access nine of the schools initially selected for the study both in Afar and Oromia regions. In five cases this was based on security advice, and four schools were inaccessible for other reasons. In each case the survey substituted another randomly selected school in the same or an adjacent woreda.

Assessment participants

53.   MTE EGRA participants' distribution by different socio-demographic characteristics is provided in Table 5, Table 6 and Table 7 below.

54.   Table 5 shows the overall distribution of MTE EGRA participant students by location, grade and sex of participant. As planned, 896 students took the MTE EGRA from the two study regions. Out of them, 640 (71.4%) were from Afar region while 256 (28.6%) were from Oromia region. Looking by grade level and sex, an equal 50% of participants were from each grade and sex. Compared with the initial plan, the MTE EGRA was able to cover 100% of the initially planned students, i.e. the response rate was 100%.

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[3] Following the pattern of the 2021 EGRA (NEAEA, 2022).
[4] Five schools in Afar had between 1 and 5 too few girls present.

Table 5   Distribution of participant students by location, grade and sex

Region	Sex	Grade 2		Grade 3		Total	
		Count	%	Count	%	Count	%
Afar	Male	160	50.0%	160	50.0%	320	50.0%
	Female	160	50.0%	160	50.0%	320	50.0%
	Total	320	100.0%	320	100.0%	640	100.0%
Oromia	Male	64	50.0%	64	50.0%	128	50.0%
	Female	64	50.0%	64	50.0%	128	50.0%
	Total	128	100.0%	128	100.0%	256	100.0%
Total	**Male**	**224**	**50.0%**	**224**	**50.0%**	**448**	**50.0%**
	Female	**224**	**50.0%**	**224**	**50.0%**	**448**	**50.0%**
	Total	**448**	**100.0%**	**448**	**100.0%**	**896**	**100.0%**

55.   Table 6 below shows that 20 of the principals (71.4%) from the total of 28 principals that took part in the MTE EGRA were from Afar and the rest 8 (28.6%) were from Oromia region. Looking the proportion of participants by sex, 95% and 100% of the participants in Afar and Oromia respectively were males. It is only one female participant in Afar that took part in this assessment.

Table 6   Distribution of participant school principals by location, and sex

Region	Male		Female		Total	
	Count	%	Count	%	Count	%
Afar	19	95.0%	1	5.0%	20	100.0%
Oromia	8	100.0%	0	0.0%	8	100.0%
Total	**27**	**96.4%**	**1**	**3.6%**	**28**	**100.0%**

56.   Table 7 below highlights the distribution of mother-tongue language teachers by region and shows that 29 mother-tongue language teachers took part in the MTE EGRA. More than half of them (58.6%) were found in the Afar region, but several schools in Afar were observed to have no mother-tongue teachers in place at the time of the survey.[5] As noted under limitations, the sex of mother-tongue teachers was not recorded.

Table 7   Distribution of participant mother-tongue language teachers by region

Region	Count	%
Afar	17	58.6
Oromia	12	41.4
Total	**29**	**100.0**

Raw performance scores

Timed Subtasks

57.   Each participant student's performance on each timed task (letter name recognition, familiar word reading and oral reading fluency) was assessed and results, disaggregated by language group and grade

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[5] Supervisors confirmed that all the mother-tongue teachers encountered were native speakers. There were mother-tongue teachers in all the Oromia schools, but in Afar, no more than one mother-tongue speaker was found in any school, and in three of the Afar schools the mother-tongue teacher had either left or died. In the absence of a mother-tongue teacher, Amharic was used as the teaching language for all subjects. The shortage of mother-tongue teachers in the Afar region is a continuing challenge.

level, are displayed in Table 8; Table 9 below gives sex-disaggregated figures. Performance was measured as the number of letters or words the student read per minute. The tables show the mean scores or mean number of letters or words a student read per minute. Statistical test results are presented in paragraphs 72–74 below.

58.   On all timed tasks, and for both languages, average scores of grade 3 students were better than those of grade 2 students.

59.   Looking across the different languages, students tested in Afar Af language (in both grades) showed relatively lower performance on all the three timed subtasks than those tested in Afaan Oromoo language. Although the EGRA tools are designed to be equivalent across languages, there must be caution in such comparisons. However, the gap between Afar Af and Afaan Oromoo scores is a large one.

Table 8   Mean scores of students in timed fluency by mother-tongue and grade

Language	Grade	Letter Name Recognition	Familiar Word Reading	Oral Reading Fluency
Afar Af	Grade 2	25.4	5.2	5.4
	Grade 3	32.5	7.8	8.8
	Total	**28.9**	**6.5**	**7.1**
Afaan Oromoo	Grade 2	48.1	14.2	11.8
	Grade 3	54.0	20.1	18.6
	Total	**51.1**	**17.1**	**15.2**
Total*****	Grade 2	34.4	8.8	8.0
	Grade 3	41.1	12.7	12.7
	Total	**37.8**	**10.7**	**10.3**

* All totals are weighted to reflect each region's share in the total number of participating students.

60.   Generally, male students performed better in the three timed subtasks than female students (Table 9 below). The only exception is that female Afar Af students scored slightly higher on letter name recognition than their male counterparts.

Table 9   Mean scores of students in timed fluency by sex

Language	Sex	Letter Name Recognition	Familiar Word Reading	Oral Reading Fluency
Afar Af	Male	28.4	7.4	8.0
	Female	29.5	5.6	6.2
	Total	**28.9**	**6.5**	**7.1**
Afaan Oromoo	Male	62.0	22.0	18.8
	Female	40.1	12.3	11.7
	Total	**51.1**	**17.1**	**15.2**
Total	Male	41.8	13.2	12.3
	Female	33.7	8.3	8.4
	Total	**37.8**	**10.7**	**10.3**

Untimed sub-task

61.   Table 10 below shows the percentage mean score of students on reading comprehension disaggregated by grade. Grade 3 students showed relatively better performance than grade 2 (13.3% and

7.8% respectively). Students in Oromia showed relatively better performance in both grades than those from Afar (the overall results for Afaan Oromoo and Afar Af were14.1% and 8.5% respectively).

62. The percentage mean score of male students on reading comprehension (Table 10 below) was observed to be better than their female counterparts (15.2% and 6.3% respectively). Male students from Oromia strongly outperformed female students (23.1% and 5.2% reading comprehension on average respectively). Though the variation is smaller relatively (compared to the results for Oromia), male students from Afar also showed higher reading comprehension than female students (10.0% and 7.0% average reading comprehension respectively).

Table 10   Mean scores of untimed task (reading comprehension) by grade and sex

Language	Sex	Grade		
		Grade 2	Grade 3	Total
Afar Af	Male	7.2%	12.8%	10.0%
	Female	5.0%	9.1%	7.0%
	Total	**6.1%**	**10.9%**	**8.5%**
Afaan Oromoo	Male	19.6%	26.6%	23.1%
	Female	1.2%	9.3%	5.2%
	Total	**10.4%**	**17.9%**	**14.1%**
Total	Male	12.2%	18.2%	15.2%
	Female	3.5%	9.2%	6.3%
	Total	**7.8%**	**13.7%**	**10.8%**

Scores against benchmark levels

The EGRA benchmarking system

63. The MTE EGRA used benchmarking that was validated in the 2015 January workshop held by USAID and the MoE and implemented since then by subsequent EGRAs. The following are the three different reading performance categories/benchmarks used in this EGRA:

- **"Zero readers"** are children who fail to register a positive score on the ORF test (see details of the auto-stop rule in ¶67 below).
- **Level 1: Reading with limited fluency and comprehension**—students scoring above zero but at the lower end of the reading fluency score distribution (in this report labelled as 'Limited Proficiency').
- **Level 2: Reading with increasing fluency and comprehension**—students who have some reading fluency but have not yet reached the above-mentioned level of fluency and comprehension (in this report labelled as 'Increasing Proficiency').
- **Level 3: Reading fluently and with full comprehension**—students achieving the level of reading fluency that the data indicate corresponds with full or almost full comprehension (in this report labelled as 'Full Proficiency').

64. Cutoff values (standards) for students reading performance are indicated in Annex 6. Accordingly, students who met the indicated reading performance level in ORF were considered as fulfilling the specific benchmark level defined.

Benchmark scores

65. Table 11 below presents the percentage of students at benchmark levels by grade and language. Only 10.8 percent, 12.5 percent and 5.9 percent of the students in both languages were able to be

categorized under level 1, level 2 and level 3 respectively. About 5 in 7 students (70.8 percent) were found to be still non-readers (zero readers). Students from Oromia were observed to be relatively better achievers (19.5 percent, 21.7 percent and 5.3 percent of students were able to achieve level 1, level 2 and level 3 proficiency respectively) than students from Afar (5.1 percent, 6.3 percent and 6.3 percent of students at level 1, level 2 and level 3 proficiency respectively).

Table 11   Percentage of students at benchmark levels by grade and by sex

By grade

Language	Grade	Zero Readers	Level 1: Reading with limited fluency and comprehension	Level 2: Reading with increasing fluency and comprehension	Level 3: Reading fluently and with full comprehension
Afar Af	Grade 2	86.6%	3.5%	5.1%	4.8%
	Grade 3	78.1%	6.6%	7.6%	7.8%
	Total	**82.3%**	**5.1%**	**6.3%**	**6.3%**
Afaan Oromoo	Grade 2	60.9%	14.4%	20.8%	3.9%
	Grade 3	46.1%	24.6%	22.5%	6.8%
	Total	**53.5%**	**19.5%**	**21.7%**	**5.3%**
Total	Grade 2	76.3%	7.8%	11.4%	4.4%
	Grade 3	65.3%	13.8%	13.5%	7.4%
	Total	**70.8%**	**10.8%**	**12.5%**	**5.9%**

By sex

Language	Sex	Zero Readers	Level 1: Reading with limited fluency and comprehension	Level 2: Reading with increasing fluency and comprehension	Level 3: Reading fluently and with full comprehension
Afar Af	Male	76.6%	7.7%	11.0%	4.7%
	Female	88.1%	2.4%	1.6%	7.9%
	Total	**82.3%**	**5.1%**	**6.3%**	**6.3%**
Afaan Oromoo	Male	47.8%	16.7%	28.0%	7.6%
	Female	59.2%	22.3%	15.4%	3.1%
	Total	**53.5%**	**19.5%**	**21.7%**	**5.3%**
Total	Male	65.1%	11.3%	17.8%	5.9%
	Female	76.6%	10.3%	7.1%	6.0%
	Total	**70.8%**	**10.8%**	**12.5%**	**5.9%**

66.   Grade 3 students were significantly more proficient than grade 2 students. Overall, 13.8 percent, 13.5 percent and 7.4 percent of grade 3 students fall under level 1, level 2 and level 3 proficiency respectively while it was only 7.8 percent, 11.4 percent and 4.4 percent of grade 2 students who were able to achieve the same levels of proficiency. Higher performance by grade 3 students was observed in both language groups.

67.   Figure 3 below depicts the percentage of zero readers on oral reading fluency by grade and by sex. For the timed subtasks, an auto-stop rule was created taking account of previous EGRA recommendations. As a result, students who were unable to correctly respond to a defined number of letters/words within a specified time frame were forced to stop the test. Similarly, the MTE EGRA defined an auto-stop rule for students who were unable to correctly read at least one word in the first line of the reading passage. These students were then forced to stop the test and considered as zero/non-readers.

68.   As would be expected, the percentage of zero readers on oral reading fluency was higher among grade 2 students than grade 3 students (76.3 percent and 65.3 percent respectively). Students from Afar

recorded a higher percentage of zero readers on ORF than students from Oromia. The results among grade 2 students were 86.6 percent and 60.9 percent for students from Afar and Oromia respectively. Likewise, the percentages of zero readers among grade 3 students were 78.1 percent and 46.1 percent for students in Afar and Oromia respectively. In both regions there was a higher proportion of female than male zero readers. Although there are fewer male and female zero readers in Oromia, the Oromia gender gap is actually larger: in Afar the ratio of female to male zero readers is 1.15:1; in Oromia the ratio is 1.24:1.

Figure 3   Percentage of zero readers on ORF, by grade and by sex

By grade
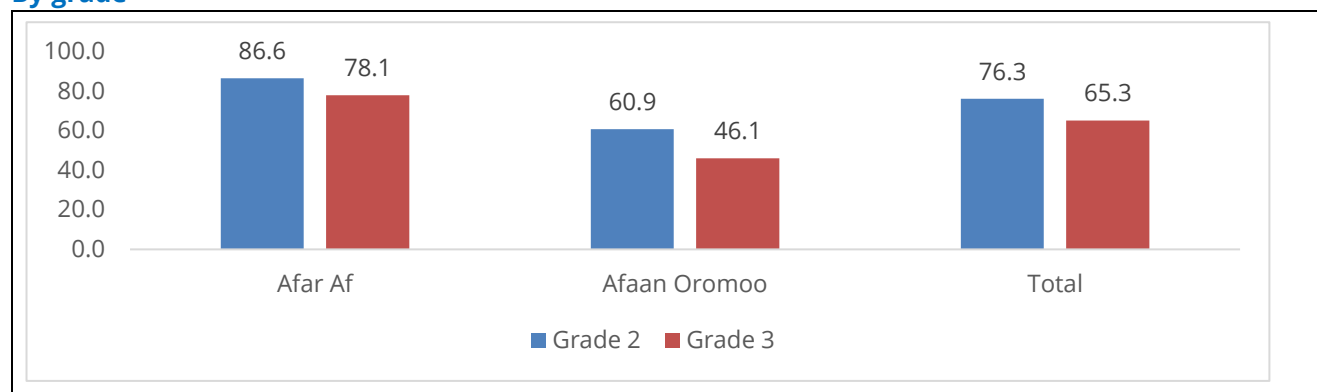
By sex
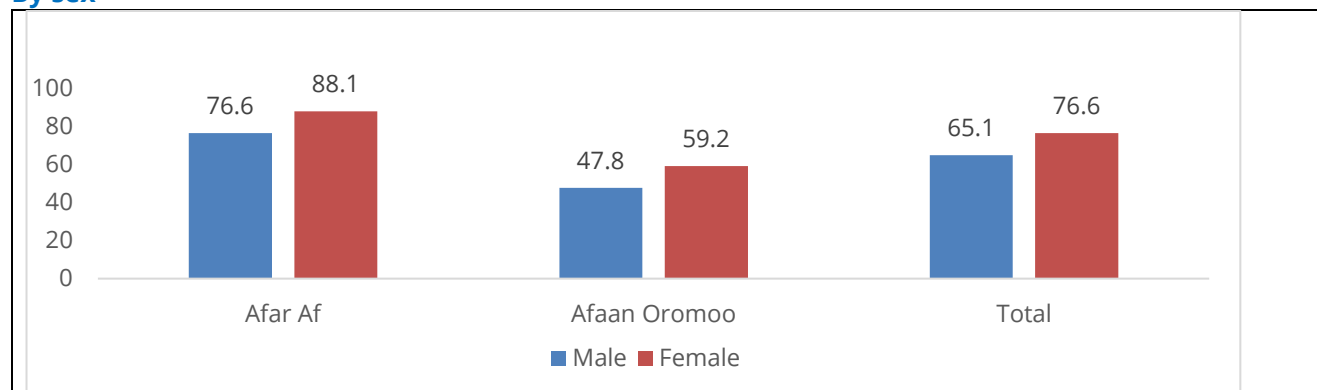
Comparison with 2021 EGRA scores

69.   Table 12 below compares the MTE EGRA benchmark results with those from the 2021 EGRA (which were discussed in section 2 above, ¶9-13). Caution is required in making this comparison: the 2021 Afar sample did not focus on the McGovern-Dole schools and its sample for Oromia was Region-wide, whereas the MTE EGRA focused only on the two Zones included in the McGovern-Dole project.

70.   For Afar, Table 12 shows that the percentages of zero readers were uniformly lower in the current MTE EGRA than the 2021 EGRA. For grade 2 there were 87 percent zero readers in 2023 compared with the 92 percent recorded in 2021. Moreover the combined percentage of level 2 and level 3 scores was 10 percent in 2023 compared with 5 percent in 2021. For grade 3, there were 78 percent zero readers in 2023 compared with the 85 percent recorded in 2021. The combined percentage of level 2 and level 3 scores was 15 percent in 2023 compared with 7 percent in 2021.

71.   For Oromia, as already noted, the comparison is less exact in terms of geographical scope. The percentage of grade 2 zero readers is close to the 2023 survey (61 percent vs. 63 percent) but higher for grade 3 (46 percent vs. 36 percent). For both grades, the 2023 survey found significantly more readers at levels 2 and 3 combined than the 2021 survey (25 percent vs. 11 percent for grade 2; 29 percent vs. 21 percent for grade 3).

Table 12   Benchmark comparisons with 2021 national EGRA

		Zero Readers	Level 1: Reading with limited fluency and comprehension	Level 2: Reading with increasing fluency and comprehension	Level 3: Reading fluently and with full comprehension
Afar Af					
Grade 2	*2021*	*92%*	*4%*	*4%*	*1%*
	2023	86.6%	3.5%	5.1%	4.8%
Grade 3	*2021*	85%	8%	6%	1%
	2023	78.1%	6.6%	7.6%	7.8%
Afaan Oromoo					
Grade 2	*2021*	*63%*	*26%*	*9%*	*2%*
	2023	60.9%	14.4%	20.8%	3.9%
Grade 3	*2021*	*36%*	*43%*	*18%*	*3%*
	2023	46.1%	24.6%	22.5%	6.8%

Sources: 2021 scores from Table 2and Table 3 above. 2023 scores from Table 11 above.

Notes: To be interpreted with caution. For Oromia in particular, the 2021 national EGRA drew a region-wide sample, whereas the 2023 MTE EGRA sampled only the zones included in the McGovern-Dole project, whose educational performance might be expected to be worse than the regional average.

Testing mean differences of students' performances on ORF across the two grade levels

72.   An independent sample t-test has been conducted to assess if there are statistically significant variations between grade 2 and grade 3 as well as between male and female students' performances on ORF. In addition, Cohen's d was calculated to measure the size of the differences between the two distinct groups or the meaningfulness of the observed differences between the two groups.[6]

73.   Table 13 below shows that the observed mean differences of students' performances on ORF between the two grade levels (grade 2 and grade 3) are significant both at the overall level as well as at each language level (P- values: <0.001, <0.001 & 0.000 in students from Afar Af, Afaan Oromoo and all combined). Looking at the Cohen's d, only the difference among grade 2 & grade 3 students of Afaan Oromoo and all combined were found to be meaningfully big. Calculated Cohen's d for Afar Af, Afaan Oromoo, and the two languages combined are -0.21, -0.39 and -0.28 respectively. According to literature (Wolf, 1986), a Cohen's d of 0.25 and above indicates the size of the difference is educationally significant or something was learned, and a Cohen's d of 0.50 and above shows a strong educational effect or indicates that something was substantially changed. Thus, we can conclude that grade 3 students from Afaan Oromoo have learnt something that helped them to perform better on ORF than their grade 2 counterparts.

Table 13   Mean difference test results (among the two grades) on ORF

Language	Grade	Mean Value (word/min.)	P-value	Cohen's d for ORF
Afar Af	Grade 2	8.0	<0.001**	-0.21
	Grade 3	6.2		
Afaan Oromoo	Grade 2	11.8	<0.001**	-0.39
	Grade 3	18.6		
Total	Grade 2	8.0	0.000**	-0.28
	Grade 3	12.7		

** = observed difference is significant at α = 5%

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6 Cohen's d is the standardized difference or the difference between two means divided by the pooled standard deviation.

74.   The t-test results (Table 14 below) indicated that the observed differences in mean oral reading fluency across the two sexes are statistically significant (P-values for students from Afar Af, Afaan Oromoo and both languages together are <0.001, <0.001and <0.001respectively. Looking at the Cohen's d values; the size of the observed difference is meaningful only for students from Afaan Oromoo (Cohen's d = 0.41) and for the combined test (Cohen's d = 0.23). In other words, the observed size of the difference in mean values of male and female students from Afaan Oromoo is something that we can learn from.

Table 14   Mean difference test results (between sexes) on students' performance of ORF

Language	Sex	Mean Value (word/min)	P-value	Cohen's d for ORF
Afar Af	Male	8.0	<0.001**	0.11
	Female	6.2		
Afaan Oromoo	Male	18.8	<0.001**	0.41
	Female	11.7		
Total	Male	4.6	<0.001**	0.23
	Female	4.4		

** = observed difference is significant at α = 5%

Factors associated with students' oral reading fluency

75.   To assess the factors that may contribute to students' oral reading fluency, a number of variables from the principal or school leader interview, mother-tongue teacher interview and students' context interview have been considered. Table 15 below presents the list of variables from the three different interviews that were considered for the relationship analysis.[7] We used binary correlation tests to see if there are associations between each factor and students' oral reading fluency.

Table 15   Key questions concerning principals, mother-tongue teachers and students

S/N	Variable
Principals	
1	Qualification (highest)
2	Have you received special training or taken courses that prepared you to implement a programme in reading?
3	Have you supported teachers on how to teach reading (the pedagogy)?
4	How many of the teachers have received specific training using mother tongue as the medium of instruction?
5	In your school, who is responsible for observing teachers in their classrooms?
6	Has your school received mother-tongue textbooks or materials for reading (for grades 2 and 3)?
7	Does the school have a library?
8	In a semester, how often are you able to observe the teachers in their classrooms?
9	To your knowledge, how many teachers have had teacher training?
Mother-tongue teachers	
1	Are you a Trained Teacher to teach language?
2	What is your highest professional qualification?
3	How many years have you been teaching overall?
4	How many years have you been teaching as a trained language teacher?
5	Does your school have a functioning Library or Reading Room?
6	Are there sufficient reading materials for supporting reading teaching?
7	Do you supervise your students as they use the library?

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7 Most of these variables adapted from the standard EGRA.

S/N	Variable
8	Do your students have sufficient learning materials for learning the language?
9	Does your school have a functioning Parent - Teacher Association (PTA)?
10	Do you have class meetings with the parents of your students?
11	How often do you have class meetings with these parents?
12	How many days of in-service training or Continuous Professional Development (PD) sessions have you attended during the last three year?
Students' contexts	
1	Do you speak the same language at home as you speak at school?
2	Did you go to a pre-primary school before first grade?
3	Do you have the language textbook?
4	Who helps you most with your homework?
5	Does your mother read and write?
6	Does your father read and write?

Note: the full set of survey questions is at Annex 5, section 5.2.

76.   Depending on the type of variables under consideration either Pearson's correlation (for interval by interval) or Cramer's V[8] (for nominal by nominal) or Eta[9] (for nominal by interval) test results were used to assess if there are significant associations between ORF and the context variables. While p-values of <5% or <10% were used to assess the significance of the association, an Eta value of 0.2 was considered as the minimum value to consider that the relationship is statistically significant. Benchmark results of students on reading were used to test availability of relationships with different background characteristics. Below are results of association tests with principal, mother-tongue teacher and student backgrounds.

77.   Table 16 below shows the association test results of students' ORF and different characteristics of the school principal. All nine variables considered were found to have significant relationship with students' oral reading fluency (P-values less than 5% or Eta>=0.2). That is, principal's qualification, receiving special training or taking courses that helps implementing the project, the number of teachers who have had teachers' training, supporting teachers on how to teach reading, number of teachers receiving specific training using mother tongue as medium of instruction, responsible person for observing teachers in classroom, availability of mother-tongue textbooks or materials for reading in the school, availability of library in the school and frequency of observing teachers in classroom were key background characteristics that were observed to have significant relationships with students' oral reading fluency.

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8 Cramer's V is a measure of association used to interpret the strength of the relationship between two categorical or nominal variables. The values range from 0 to 1 where 0 shows no relationship and 1 shows perfect relationship.
9 Eta is a coefficient used to measure the strength of associations between a categorical or nominal and scale or interval variables. The values range from 0 to 1 where 0 shows no relationship, and 1 shows perfect relationship.

Table 16   Correlation test results of ORF with principal variables

Characteristics of Principals	Statistic	Significance/ Value
Qualification	Cramer's V	<0.001**
Receiving special training or taking courses that help to implement a programme in reading	Cramer's V	<0.001**
Supporting teachers on how to teach reading (the pedagogy)?	Cramer's V	<0.001**
Number of teachers that received specific training using mother-tongue as the medium of instruction	Eta	0.206
Individual responsible for observing teachers in their classrooms	Cramer's V	<0.001**
Having mother-tongue textbooks or materials for reading (for grades 2 and 3) in the school?	Cramer's V	0.001**
Availability of library in the school	Cramer's V	<0.001**
Frequency of observing teachers in their classrooms per semester	Cramer's V	<0.001**
Number of teachers who have had teacher training	Eta	0.46

*** = result is significant at 5% level of significance; * = result significant at 10% level*

Eta value of 0.2 was considered as the minimum level for accepting the association

78.   Likewise, all the twelve mother-tongue variables considered were found to have significant relationships with students' ORF (Table 17 below). Calculated P-values of each of the twelve mother-tongue variables were either less than 5% or the Eta values were >=0.2. Being a trained teacher to teach language, qualification, overall number of teaching years, number of years teaching as a language teacher, availability of a functional library or reading room, availability of sufficient reading material for supporting reading, supervising students while they use library, availability of sufficient learning materials among students, availability of functional parent-teacher association, conducting class meetings with students' parents, and frequency of class meetings with students' parents, were the key background characteristics that have significant relationships with students' ORF.

Table 17   Correlation test results of ORF with mother-tongue teacher variables

Characteristics of Mother-tongue teachers	Statistic	Significance/ Value
Being a trained teacher to teach language	Cramer's V	<0.001**
Highest professional qualification	Cramer's V	<0.001**
Overall number of teaching years	Eta	0.403
Number of years teaching as a language teacher	Eta	0.277
Availability of a functioning Library or Reading Room	Cramer's V	<0.001**
Availability of sufficient reading materials for supporting reading teaching	Cramer's V	<0.001**
Supervising students as they use the library	Cramer's V	<0.001**
Availability of sufficient learning materials among the students for learning the language	Cramer's V	<0.001**
Availability of a functioning Parent - Teacher Association (PTA) in the school	Cramer's V	<0.001**
Conducting class meetings with students' parents	Cramer's V	<0.001**
Frequency of class meeting with students' parents	Cramer's V	0.000**
Number of days of in-service training or Continuous Professional Development (PD) sessions the teacher attended during the last three years	Eta	0.116

*** = result is significant at 5% level of significance; * = result significant at 10% level*

Eta value of 0.2 was considered as the minimum level for accepting the association

79.   Table 18 below indicates correlation test results of students' ORF with six different student background characteristics. Speaking the same language at home as they are speaking at school, going to pre-primary school before first grade, individuals helping students most with their homework, student's mother and father ability to read and write, were background characteristics that were found to have significant relationships with ORF (P-values <5%).

Table 18   Correlation test results of ORF with students' background variables

Characteristics of Students	Statistic	Significance/Value
Speaking the same language at home as they speak at school	Cramer's V	<0.001**
Going to pre-primary school before first grade	Cramer's V	<0.001**
Availability of language textbook	Cramer's V	<0.001**
Individual helping the student most with their homework	Cramer's V	<0.001**
Student's mother's literacy	Cramer's V	<0.001**
Student's father's literacy	Cramer's V	<0.001**

** = result is significant at 5% level of significance; * = result significant at 10% level

6. Conclusions

80.   This section presents conclusions based on the quantitative data analysis findings.

Overall reading proficiency

81.   Generally, reading proficiency of WFP's McGovern-Dole school feeding project participant students was found to be low. This is encapsulated in Figure 4 below, which shows a large proportion of zero readers for both languages, but with more proficiency among Afaan Oromoo readers. For both languages, the survey found higher proficiency and fewer zero readers in grade 3 than grade 2. Sex-disaggregated results showed average performance of male students was better than female students.

Figure 4   Percentage of students at benchmark levels by language
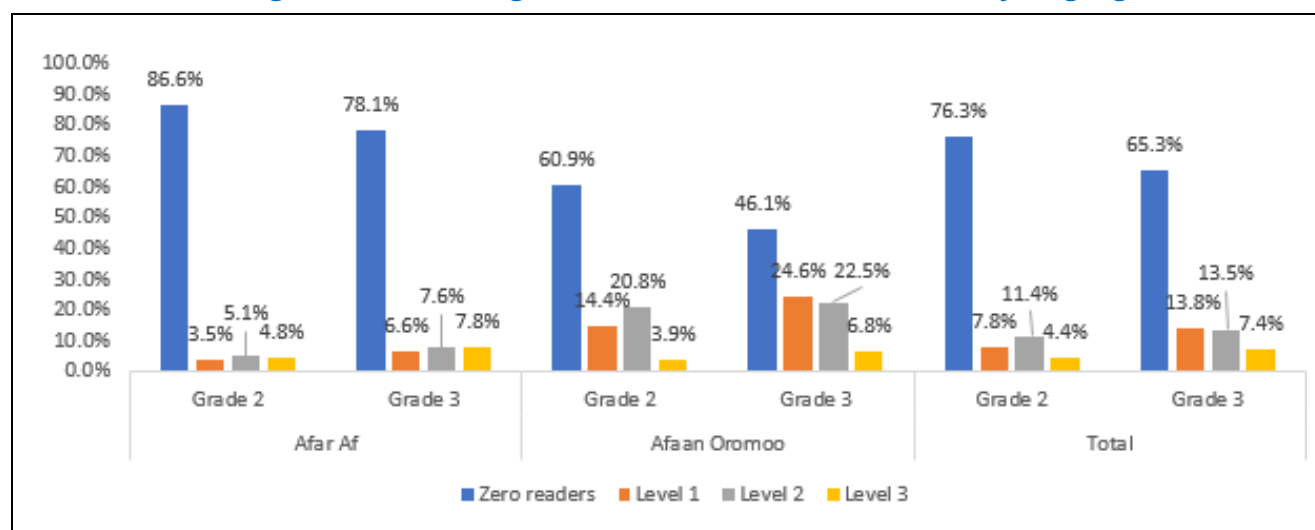
Sorce: data from Table 11 above.

Performance on sub-tasks

82. Scores on sub-tasks were consistent with the weak overall benchmark levels. On average, students were able to read only 37.8 letters per minute. Students' familiar word reading and oral reading fluency were also poor (10.7 & 10.3 words per minute respectively). On reading comprehension, the overall average score was only 10.8 percent.

83. Looking at results by sex, average scores by male students on all the three timed subtasks and on the untimed subtask were higher than those by female students except in letter name recognition of Afar Af speaking students where female students achieved slightly better results (Table 9 above).

84. Students learning in Afaan Oromoo showed better performance on all the sub-tasks than their Afan Af counterparts.

Statistical significance of findings

85. The statistical test results on the ORF mean score differences observed among the two grades showed that all observed differences (among students from Afar Af, Afaan Oromoo and both languages combined) were statistically significant (P-value <5% or Eta>=0.2). However, looking at the Cohen's d values; the size of the observed difference was meaningful only for students from Afaan Oromoo (Cohen's d = -0.39). That is, the observed size of the difference in ORF mean values of grade 2 and grade 3 students from Afaan Oromoo was something that we can learn from. Consequently, we can conclude that grade 3 students from Afaan Oromoo have learnt something that helped them to perform better on ORF than their grade 2 counterparts.

86. The observed differences in mean oral reading fluency across the two sexes are also statistically significant (P-values for students from Afar Af, Afaan Oromoo and both languages together are <0.001, <0.001and <0.001, respectively. Looking at the Cohen's d values; the size of the observed difference is meaningful only for students from Afaan Oromoo (Cohen's d = 0.41) and for the combined test (Cohen's d = 0.23). In other words, the observed size of the difference in mean values of male and female students from Afaan Oromoo is something that we can learn from.

Factors associated with students oral reading fluency

87. Correlation test results showed that qualification, receiving special training or taking courses that helps implementing the program, supporting teachers on how to teach reading, number of teachers receiving specific training using mother tongue as medium of instruction, responsible person for observing teachers in classroom, availability of mother-tongue textbooks or materials for reading in the school, availability of library in the school and frequency of observing teachers in classroom were key school leaders'/ principals' background characteristics that were observed to have significant relationships with students' oral reading fluency.

88. Likewise, being a trained teacher to teach language, qualification, availability of functional library or reading room, supervising students while they use library, availability of sufficient learning materials among students, availability of functional parent-teacher association, conducting class meetings with students' parents, and frequency of class meetings with students' parents were the key mother-tongue teachers' background characteristics that have significant relationships with students' ORF.

89. Speaking same language at home as they are speaking at school, going to pre-primary school before first grade, individuals helping students most with their homework, and ability of the student's mother to read and write, were students' background characteristics that were found to have significant relationships with ORF.

Comparison with 2021 EGRA scores

90.   Caution is required in comparing this EGRA with the 2021 national EGRA: the 2021 Afar sample did not focus on the McGovern-Dole schools and its sample for Oromia was Region-wide, whereas the MTE EGRA focused only on the two Zones included in the McGovern-Dole project. However, the two EGRAs follow a similar pattern in reporting low scores for reading proficiency, with high proportions of zero readers and worse scores for female than male students. There are some indications of better (less unsatisfactory) performance in 2023 than 2021.

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Annex 2   Acronyms and abbreviations

ABEC	Alternative Basic Education Centre
AIR	American Institutes for Research
BoE	Bureau of Education
CO	Country Office
CQ	Child questionnaire
DE	Design effect
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
EQ	Evaluation Question
ET	Evaluation team
ETCO	Ethiopia Country Office (of WFP)
GoE	Government of Ethiopia
GPS	Global Positioning System
HQ	Headquarters
ICC	Intra-cluster correlation
IQPEP	Improving Quality of Primary Education Programme
M&E	Monitoring and Evaluation
MDES	Minimum detectable effect size
MGD	McGovern–Dole
MoE	Ministry of Education
MTE	Mid-Term Evaluation
ODK	Open Data Kit
PD	Professional Development
MTR	Mid-Term Review
NEAEA	National Educational Assessment and Examinations Agency
NGO	Non-Governmental Organization
ORF	Oral Reading Fluency
PPS	Probability Proportional to Size
PTA	Parent Teacher Association
QS	Quality Support
REB	Regional Education Bureau
SD	Standard deviation
SF	School Feeding
SI	Survey Instrument
SPSS	Statistical Package for Social Sciences
SQ	School Questionnaires
ST	Survey Team
THR	Take Home Rations
TOR	Terms of Reference
ToT	Training of Trainers
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
USDA	United States Department of Agriculture
WFP	World Food Programme

Annex 3   List of Sampled Schools

Region	Zone	Woreda	School	School/Admin Code
Afar	One	Chifra	Dergera	S0201040852
			Semesem general primary school	S0201041022
		Erebti	Gerbahitun	S0202060042
			Erebti	S0202060032
	Two	Berhale	Ararho	S0202030472
			Geremoite	S0202030392
		Koneba	Eruhe	S0202070022
			Balbal Na Aalagiso	S0202070612
	Three	Amibara	alehamid	S0203010702
			Kusura	S0203010232
		Gewane	Amasa Buree	S0203070142
			Meteka	S0203070042
	Four	Awura	Deraytu	S0204010372
			Lekuma	S0204010082
		Gulina	Derayetu	S0204030202
			Laliyard	S0204030082
	Five	Dalifage	Amuli	50205010277
			Dalifage	S0205010012
		Dawe	Dawe bora	S0205020112
			Wederage	S0205020072
Oromia	Borana	Miyo	Hidi Lola	S0404100483
			BokuLuboma	S0404100162
		Yabello	Dhaddim school	S0404140232
			Colqaasaa school	S0404140222
	East Hararghe	Babilie	Gambeellaa	S0406050412
			Sheek Abdii Lakk 1	S0406050122
		Chinaksen	Chinaksen Sed 1ffa	S0406070693
			Lugo	S0406070092

Annex 4   MTE EGRA Sub-tasks

Letter Identification

The Early Grade Reading Assessment (EGRA) offers a comprehensive evaluation of children's knowledge of the alphabet using the letter identification subtask, which is integral to the core EGRA. This subtask gauges a child's aptitude in recognizing the distinctive features of each letter, mapping it accurately to its respective name or sound. In this task, children are presented with a written compilation of both uppercase and lowercase letters (comprising 100 items) in a random sequence. These are displayed in a notably large font size for clarity. The objective is for the children to promptly name each letter within a span of one minute.

Familiar Word Reading

The familiar word reading subtask mirrors the format of the letter identification task. Here, a list of 50 words—deemed familiar for the child's grade level and which they've probably encountered, including within their curriculum—is presented. According to the dual-route model of reading, children will most likely process these words using the lexical route if they are genuinely familiar, particularly for words with irregular spellings. This means they might instantly recognize the word as a whole instead of trying to phonetically decipher it letter by letter.

Oral Reading Fluency (ORF)

Fluency, as defined by the National Institute of Child Health and Human Development (NICHD) in 2000 cited in RTI, 2016, is the ability to read text quickly, accurately, and with proper expression. Building on this, Snow and the RAND Reading Study Group (2002) suggest that fluency serves as a conduit connecting word recognition to text comprehension. Initially, decoding is the foundation of word recognition. However, readers need to elevate their decoding skill to a level of automaticity. Once achieved, their focus transitions from individual letters and words to the conceptual content within the text.

Acknowledging fluency's pivotal role in comprehension, EGRA incorporates the oral reading fluency with comprehension subtask as a fundamental element. In this subtask, children are given a succinct passage on a topic they are likely familiar with, typically comprising 60-62 standard words. They are then instructed to read it aloud with a blend of speed and accuracy. This subtask is time-bound, assessing both speed and precision by recording the number of words correctly read per minute.

Reading Comprehension

The ultimate goal of reading is comprehension. It equips learners to derive meaning from text, enriching their reading experience and facilitating academic learning. Yet, comprehension is multifaceted. It necessitates both extraction and construction of meaning from text. A synergy of motivation, attention, strategies, memory, prior knowledge, linguistic expertise, vocabulary, decoding, fluency, and more influences comprehension. Consequently, it poses a challenge to assessments aiming for a direct measure (Snow & the RAND Reading Study Group, 2002).

EGRA assesses reading comprehension via its reading comprehension subtask. This task references the passage from the Oral Reading Fluency (ORF) subtask. Post their oral reading, children face five comprehension queries, encompassing both explicit and inferential types. Answering these requires thorough reading of the passage. While children might be allowed to refer back to the passage to aid memory, such allowances are not the norm in the core instrument.

Annex 5   Study Tools

This annex includes the EGRA tools that have been adapted for use by the MTE EGRA. The English version below dates back to the first EGRA in Ethiopia, and subsequent tools in various Ethiopian languages are all derived from it. For completeness the English version includes all the components, not only the subset used in the current EGRA.

5.1 ENGLISH VERSION OF THE FIRST EGRA IN ETHIOPIA

Early Grade Reading Assessment ENGLISH (2010 version)

General Instructions

It is important to establish a playful and relaxed rapport with the children to be assessed, via some simple initial conversation among topics of interest to the child (see example below). The child should perceive the following assessment almost as a game to be enjoyed rather than a severe situation. It is important to read ONLY the sections in boxes aloud slowly and clearly.

Verbal Consent

Read the text in the box clearly to the child:

Good morning. My name is _____ and I live in _____. I'd like to tell you a little bit about myself. (Number and ages of children; pets; sports; etc)
1. Could you tell me a little about yourself and your family? (Wait for response; if student is reluctant, ask question 2, but if they seem comfortable continue to verbal consent).
2. What do you like to do when you are not in school?

Verbal Consent

•   Let me tell you why I am here today. I work with the Ministry of Education and we are trying to understand how children learn to read. You were picked by chance, like in a raffle or lottery.
•   We would like your help in this. But you do not have to take part if you do not want to.
•   We are going to play a reading game. I am going to ask you to read letters, words and a short story out loud.
•   Using this stopwatch, I will see how long it takes you to read.
•   This is NOT a test and it will not affect your grade at school.
•   I will also ask your other questions about your family, like what language your family uses at home and some of the things your family has.
•   I will NOT write down your name so no one will know these are your answers.
•   Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right.
•   Do you have any questions? Are you ready to get started?

Check box if verbal consent is obtained: ☐

YES

(If verbal consent is not obtained, thank the child and move on to the next child, using this same form)

A. Data of Assessment:	Day: _____ Month:_____	I. Teacher Name:	
B. Enumerator's name:			

C. School Name:			J. Grade:	○ 2	○ 3
D. Region:			K. Section		
E. District:			L. Pupil Unique Code:		
F. School Shift:	○ 1 = Full day ○ 2 = Morning ○ 3 = Afternoon		M. Student Age:		
G. Multigrade Class?	○ 0 = No	○ 1 = Yes	N. Student's gender	1 = Boy O 2 = girl	
H. Order of Assessment	○ 1 = First ○ 2 = Second		O. Time Started: ___ : __		

Section 1. Letter Name Knowledge

Show the child the sheet of letters in the student stimuli booklet. Say:

Read the instructions in the gray boxes below, recording the child's response before moving to the next instruction.

> **Here is a page full of letters of the English alphabet. Please tell me the NAMES of as many letters as you can—not the SOUNDS of the letters, but the names.**
> **For example, the name of this letter (point to A) is "A"**
> **Let's practice: tell me the name of this letter (point to V):**
> *If the child responds correctly say: Good, the name and this letter is "VEE."*
> *If the child does not respond correctly, say: The name of this letter is "VEE."*
> **Now try another one: tell me the name of this letter (point to L):**
> *If the child responds correctly say: Good, the name of this letter is "ELL."*
> *If the child does not respond correctly, say; The Name of this letter is "ELL."*
> **Do you understand what you are to do?**
> **When I say "Begin," please name the letters as quickly and carefully as you can. Start here and continue this way.** *(Point to the first letter on the row after the example and draw your finger across the first line).* **If you come to a letter you do not know, I will tell it to you. If not, I will keep quiet & listen to you. Ready? Begin.**

Start the timer when the child reads the first letter. Follow along with your pencil and clearly mark any incorrect letters with a slash (1). Count self-corrections as correct. If you've already marked the self-corrected letter as incorrect, circle the letter and go on. **Stay quiet**, except when providing answers as follows: if the child hesitates for 3 seconds, provide the name of the letter, point to the next letter and say "**Please go on**." Mark the letter you provide to the child as incorrect. If the student gives you the letter sound, rather than the name, provide the letter name and say: ("**Please tell me the NAME of the letter**"). This prompt may be given only once during the exercise.

AFTER 60 SECONDS SAY, "stop." Mark the final letter read with a bracket (]).
Early stop rule: If the child does not give a single correct response on the first line, say "Thank you!", discontinue this exercise, check the box at the bottom, and go on to the next exercise.

Example: A   V   L

1	2	3	4	5	6	7	8	9	10	
A	i	J	N	S	n	A	t	e	h	*(10)*
I	z	a	V	B	O	h	r	N	T	*(20)*
a	C	f	C	S	a	s	o	E	U	*(30)*
E	N	t	o	a	e	X	t	o	q	*(40)*
d	L	E	d	G	E	N	o	m	O	*(50)*
h	e	k	w	T	i	L	g	y	H	*(60)*
e	i	e	t	H	I	s	e	T	f	*(70)*
R	y	W	P	U	S	i	l	e	I	*(80)*
R	o	a	E	d	n	D	a	s	L	*(90)*
r	C	n	U	r	T	P	T	M	h	*(100)*

Time remaining on stop watch at completion (number of SECONDS):

Check this box if the exercise was discontinued because the child had no correct answers in the first line.

Good effort! Let's go on to next

Section 2. Initial Sound Identification

This is NOT a timed exercise and THERE IS NO STUDENT SHEET. Read aloud each word twice, and have the student say the sounds. Remember to model the "Pure" sounds: /p/, not "puh" or 'pay." Say:

This is a listening exercise. I want you to tell me the beginning sound of each word. For example, in the word "pot", the first sound is "/p/". In this exercise, I would like you to tell me the first sound you hear in each word. I will say each <u>word two times</u>. Listen to the word, then tell me the very first sound in that word.

Let's practice. What is the first sound in "mouse"? "Mouse."
        [If the child responds correctly, say] **Very good, the first sound in "mouse" is /mmmmm/.**
[If the child does not respond correctly, say**]: Listen again: "mmmouse". The first sound in**
        "mouse" is /mmmmm/."

 Now let's try another one: What is the first sound in "day"? "Day".
        [If the child responds correctly, say] **Very good, the first sound in "day" is / d /.**
[If the child does not respond correctly, say]: **Listen again: "day". The first sound in "day" is /**
        d /."

Do you understand what you are to do?
[If the child says no, say]: Remember, tell me the first sound you hear. Try your best.

Read the prompt and then pronounce the target word a second time. Accept only as correct the isolated sound (without a shwah). If the child does not respond after 3 seconds, mark as "No response"

and say the next prompt. Enunciate clearly, but do not overemphasize the beginning sound of each word.

Early stop rule: If the child responds incorrectly or does not respond to the first five words, say "Thank you!", discontinue this exercise, check the box at the bottom of the page, and go on to the next exercise.

What is the first sound in "_____"? "_____"? [Repeat the word twice]							
Map	/mmmmm/	o	Correct	o	Incorrect	o Don't know	o No Response
Say	/ssssss/	o	Correct	o	Incorrect	o Don't know	o No Response
Now	/nnnn/	o	Correct	o	Incorrect	o Don't know	o No Response
Go	/g'/	o	Correct	o	Incorrect	o Don't know	o No Response
Up	/uh/	o	Correct	o	Incorrect	o Don't know	o No Response
Can	/k'/	o	Correct	o	Incorrect	o Don't know	o No Response
Fish	/ffffff/	o	Correct	o	Incorrect	o Don't know	o No Response
Pot	/p'/	o	Correct	o	Incorrect	o Don't know	o No Response
Run	/rrrrrr/	o	Correct	o	Incorrect	o Don't know	o No Response
Look	/llllll/	o	Correct	o	Incorrect	o Don't know	o No Response

Check this box if the exercise was discontinued because the child had no correct answers in the first line.

Section 3. Letter Sound Knowledge

Show the child the sheet of letters in the student stimuli booklet. Say:

Here is a page full of letters of the English alphabet. Please tell me the SOUNDS of as many letters as you can—not the NAMES of the letters, but the sounds.
For example, the sound of this letter *[point to V]:* **"AH" as in "APPLE"**
Let's practice: tell me the sound of this letter *[point to V]:*
    If the child responds correctly say: **Good, the sound of this letter is "VVV."**
    If the child does not respond correctly, say: **The sound of this letter is "VVVV."**
Now try another one: tell me the sound of this letter *[point to L]:*
    If the child responds correctly say: **Good, the sound of this letter is "LLL."**
    If the child does not respond correctly, say: **The sound of this letter is "LLL."**
Do you understand what you are to do?
When I say "Begin," please sound out the letters as quickly and carefully as you can. Tell me the sound of the letters, starting here and continuing this way. *[Point to the first letter on the row after the example and draw your finger across the first line].* **If you come to a letter sound you do not know, I will tell it to you. If not, I will keep quiet and listen to you. Ready? Begin.**

Start the timer when the child reads the first letter. Follow along with your pencil and clearly mark any incorrect letters with a slash (l). Count self-corrections as correct. If you've already marked the self-corrected letter as incorrect, circle the letter and go on. **Stay quiet**, except when providing answers as follows: if the child hesitates for 3 seconds, provide the sound of the letter, point to the next letter and say "Please go on." Mark the letter you provide to the child as incorrect. If the student gives you the letter name, rather than the sound, provide the letter sound and say: ["Please tell me the SOUD of letter"]. This prompt may be given only once during the exercise.

AFTER 60 SECONDS SAY, "stop." Mark the final letter read with a bracket (]).

Early stop rule: If you have marked as incorrect all of the answers on the first line with no self-corrections, say "**Thank you!**", discontinue this exercise, check the box at the bottom, and go on to the next exercise.

Example: A   V   L

1	2	3	4	5	6	7	8	9	10	
A	I	J	N	S	n	A	t	e	h	*(10)*
I	z	a	V	B	o	h	r	N	T	*(20)*
a	C	f	C	S	a	s	O	E	U	*(30)*
e	N	t	o	a	e	x	t	o	q	*(40)*
d	L	E	d	G	E	N	o	m	O	*(50)*
h	e	K	w	T	i	L	g	y	H	*(60)*
e	i	r	y	H	l	s	e	T	f	*(70)*
R	y	W	p	U	s	i	l	e	l	*(80)*
R	o	a	E	d	n	D	a	s	l	*(90)*
r	C	n	U	r	T	P	t	m	h	*(100)*

Time remaining on stopwatch at completion (number of SECONDS): ☐

Check this box if the exercise was discontinued because the child had no correct answers in the first line. ☐

Good effort! Let's go on to next section.

Section 4. Familiar Word reading

Show the child the sheet of words on the second page of the student assessment. Say,

---

Here are some words. Please read as many words as you can (do not spell the words, but read them). For example, this word is: "cat".
Let's practice: please read this word [point to the word "sick"]:
If the child responds correctly say: **Good, this word is "sick."**
   If the child does not respond correctly, say: **This word is "sick."**
Now try another one: Please read this word *[point to the word "made"]:*
   If the child responds correctly say: **Good, this word is "sick."**
   If the child does not respond correctly, say: **This word is "made."**
When I say "begin," read the words as quickly and carefully as you can. Read the words across the page, starting at the first row below the line. I will keep quiet and listen to you, unless you need help. Do you understand what you are to do? Read? Begin.

Start the timer when the child reads the first word. Follow along with your pencil and clearly mark any incorrect words with a slash (/). Count self-corrections as correct. **Stay quiet,** except when providing answers as follows: if the child hesitates for 3 seconds, read the word, point to the next word and say "**Please go on**." Mark the word you read to the child as incorrect.

AFTER 60 SECONDS SAY, "stop." Mark the final letter read with a bracket (]).

Early stop rule: If you have marked as incorrect all of the answers on the first line with no self-corrections, say "**Thank you!**", discontinue this exercise, check the box at the bottom, and go on to the next exercise.

Example: **cat**   **sick**   **made**

1	*2*	*3*	*4*	*5*	
go	sad	find	up	come	*(5)*
help	two	run	see	down	*(10)*
red	and	play	at	you	*(15)*
chair	man	when	now	under	*(20)*
please	like	soon	they	good	*(25)*
thank	going	are	know	him	*(30)*
jump	once	ask	fly	want	*(35)*
must	green	sing	those	always	*(40)*
many	which	some	sit	clean	*(45)*
stop	big	me	house	for	*(50)*

Time remaining on stopwatch at completion (number of SECONDS):

Check this box if the exercise was discontinued because the child had no correct answers in the first line.

Good effort! Let's go on to next section.

Section 5. Invented word decoding

Show the child the sheet of invented words in the student stimuli booklet. Say,

---

Here are some made-up words. I would like you to read me as many as you can.   Do not spell the words, but read them. For example, this made-up word is: "ut".

Let's practice: please read this word [*point to the next word:***dif].**
     [If the student says "dif", say] **"Very good: dif"**
        [If the student does not say "dif" correctly say]: **This made-up word is "dif."**

Now try another one: please read this word [*point to the next word***: mab]**
     *[If the student says "mab", say]:***"Very good: mab"**
     [If the student does not say "mab" correctly say]: **This made-up word is "mab."**

When I say "begin," read Do you understand what are you supposed to do? When I say "begin," read the words as best as you can. I will keep quiet and listen to you, unless you need help. Ready? Begin.

Start the timer when the child reads the first word**.** Follow along with your pencil and clearly mark any incorrect words with a slash **( ).** Count self-corrections as correct. **Stay quiet,** except when providing answers as follows: if the child hesitates for 3 seconds, provide the word, point to the next word and say "**Please go on.**" Mark the word you provide to the child as incorrect.

AFTER 60 SECONDS SAY, "stop." Mark the final letter read with a bracket (]).

Early stop rule: If you have marked as incorrect all of the answers on the first line with no self-corrections, say "**Thank you!**", discontinue this exercise, check the box at the bottom, and go on to the next exercise.

Example: **ut**   **dif**   **mab**

1	*2*	*3*	*4*	*5*	
leb	lus	dit	fut	gax	*(5)*
huz	jod	dib	tob	mib	*(10)*
nom	rop	hig	reg	san	*(15)*
tup	ral	wix	nep	nad	*(20)*
lut	yod	sim	tat	sig	*(25)*
et	zon	nup	sen	kad	*(30)*
taw	rew	paf	sal	zib	*(35)*
ved	dag	vom	riz	gof	*(40)*
maz	fol	ver	ret	teb	*(45)*
tib	lef	yag	fim	bif	*(50)*

Time remaining on stopwatch at completion (number of SECONDS):

Check this box if the exercise was discontinued because the child had no correct answers in the first line.

Good effort! Let's go on to next section.

Section 6a. Oral passage reading

Show the child the story in the student stimuli booklet. Say,

> **Here is a short story. I want you to read it aloud, quickly but carefully. When you have finished, I will ask you some questions about what you have read. Do you understand what you are to do? When I say "begin," read the story as best as you can. I will keep quiet & listen to you, unless you need help. Ready? Begin**.

🕐 Start the timer when the child reads the first word**.** Follow along with your pencil and clearly mark any incorrect words with a slash (╱). Count self-corrections as correct. **Stay quiet,** except when providing answers as follows: if the child hesitates for 3 seconds, provide the word, point to the next word and say "**Please go on**." Mark the word you provide to the child as incorrect.

Section 6b. Reading Comprehension

When 60 seconds are up or if the child finishes reading the passage in less than 60 seconds, **REMOVE the passage from in front of the child**, and ask the first question below.

Give the child at most 15 seconds to answer the question, mark the child's response, and move to the next question.

		Now I am going to ask you a few questions about the story you just read. Try to answer the questions as well as you can.	Correct	Incorrect	No Response
My name is Pat. I live on a farm with my mother, father, and brother Sam.	16	**Where does Pat live?** [On a farm; home]			
Every year, the land gets very dry before the rains come. We watch the sky and wait.	33	**Why does the land get dry?** [The rains haven't come; there is a drought; there is a dry season; God doesn't send the rain]			
		Why do Pat and his family watch the sky? [Hoping the rains come; waiting for the rain]			
One afternoon as I sat outside, I saw dark clouds. Then something hit my head, lightly at first and then harder.	54	**What hit pat on the head?** [rain; water; drops]			
I jumped up and ran towards the house. The rains had come at last.	68	**How do you think Pat felt when the rains come?** [Excited, thankful, happy, any reasonable answer]			

Good effort! Let's go on.

Time remaining on stopwatch at completion (number of SECONDS): ☐
Check this box if exercise stopped due to no correct answers in the first line. ☐

Section 7. Listening Comprehension

This is NOT a timed exercise and **THERE IS NO STUDENT SHEET.** Read the following passage aloud to the child **ONLY ONE TIME**, slowly (about 1 word per second). Then allow 15 seconds for each question. Say,

> **I am going to read you a short story aloud ONCE and then ask you some questions. Please listen carefully and answer the questions as best as you can. Do you understand what are you supposed to do?**

The grey duckling fell in the mud. "help me," she cried. A green frog came to help, but he fell in too.

"What now?" asked the frog. "I see something that leads to land!" the duckling replied. They both

climbed on the log. "We are saved!" they shouted.

What is a duckling?	[young duck]	o Correct	o Incorrect	o No Response
Who fell in the mud last?	[frog]	o Correct	o Incorrect	o No Response
What did the duckling see that was important?	[log]	o Correct	o Incorrect	o No Response
How did the frog and the luck get out of the mud?	[climbed on log]	o Correct	o Incorrect	o No Response
Why do you think the frog and the duck are friends?	[tried to help; helped each other]	o Correct	o Incorrect	o No Response

Section 8. Pupil context interview

Ask each question verbally to the child, as in an interview. Do not read the response options aloud. Wait for the child to respond, then write this response in the space provided, or circle the code of the option that corresponds to the child's response. If there is no special instruction to the country, only one response is permitted.

1	**Do you speak the same language at home as you speak at school?**	No...0 Yes..1 Do not know/No response.........................9			
2	**[What language do you speak at home? [Multiple responses are allowed]**	Amharic...1 Afan Oromo..2 Tigrigna...3 Sidama..4 Harari...5 Somali..6 Other (specify)......................................7 Do not know/No response.........................9			
At your house, do you have:		No	Yes	Don't Know	No response
3	**a radio?**	0	1	8	9
4	**A telephone or mobile phone?**	0	1	8	9
5	**Electricity?**	0	1	8	9
6	**A television?**	0	1	8	9
7	**A toilet?**	0	1	8	9
8	**A bicycle?**	0	1	8	9

9	**A motorcycle?**	0	1	8	9
10	**A car, truck, tractor?**	0	1	8	9
11	**Does your family have animals? If yes, go on to # 1 1A.**	No..0 Yes...1 Do not know/No response...........................9			
11a	**How many animals (oxen, sheep, camel) does your family have?**	_____			
12	**What kind of roof does the house you live in have?**	Earth...1 Tile..2 Concrete or Cement.................................3 Do not know/No response...........................9			
13	**What kind of floor does the house you live in have?**	Hidmo.......................................1 Thatched....................................2 Concrete or Cement.............................3 Do not know/No response...........................9			
14	**Did you go to a pre-primary school before first grade?**	No..0 Yes...1 Do not know/No response...............................9			
15	**What grade were you in last year?**	Not in school..0 Grade 1...1 Grade 2...2 Grade 3..3 Do not know/No response....................................9			

16	**This year, were you absent from school for more than one week?**	No..0 Yes...1 Do not know/No response...........................9			
17	**Do you have the language textbook?**	No..0 Yes...1 Do not know/No response..............................9			
18	**Apart from your schoolwork, are there other books, newspapers or other things to read at your house?**	No..0 Yes...1 Do not know/No response..............................9			
	[if yes to Question 18] Please give examples.	(Not necessary to record the response)			
19	**[If yes to Question 15] What language (s) are these books or other materials in?** [Multiple responses are allowed]	Amharic.......................................1 Afan Oromo..2 Tigrigna...3 Sidama...4 Harari...5 Somali...6 Other (specify)..7 Do not know/No response...........................9			
20	**Who most helps you with your homework?**	No one...1 Mother...2 Father...3 Siblings...4 Other relative...5 Tutor...6 Do not know/No response...........................9			

21	**Does your mother read and write?**	No..0
		Yes...1
		Do not know/No response...............................9
22	**Does your father read and write?**	No..0
		Yes...1
		Do not know/No response...............................9

OK we are done! You have done a good job. Go back to your classroom, and please do not talk to other pupils about what we have done today.

Time at completion:	____:___

5.2 CONTEXT INTERVIEWS FOR STUDENTS, SCHOOL PRINCIPALS & MOTHER-TONGUE TEACHERS

[English version of the 2023 instrument]

Context Interview Questions for Students (to be administered as a continuation of the EGRA tools)

Interviewer: Ask each question verbally to the child, as in an interview. Do not read the response options aloud. Wait for the child to respond, and then write this response in the space provided, or circle the code of the option that corresponds to the child's response.

SI01	Master form school ID	|__|__|__|__|
SI02a	Date of interview	|__|__|__|__|__|__|__|__|
SI02b	Time interview started	|__|__|__|__|
SI03	Sample child ID	|__|__|
SI03	Location (GPS Coordinates From Tablet)	|__|__|__||__|__|__|
SI04	Enumerator ID	|__|__|

Child/Student Questions (CQ)

Q No.	Questions and filters	Response/ coding categories	Skip to
CQ03	Grade	Grade 1……….1 Grade 2……….2 Grade 3……….3 Grade 4……….4 Grade 5……….5 Grade 6……….6 Grade 7……….7 Grade 8……….8	
CG01b	Section	------------------------------------	
CQ01	Sex	Male……………1 Female…………2	
CQ02	How old are you?	Age in completed years [__|__]	

CG05	What scripts (alphabets) are taught in class?	Latin ....1 Geez ....2 Both Latin & Geez.............3	
CQ05	How many people in your household? Please do not include those who have left home; include parents, grandparents etc. if living in the household.	Total [__|__] Male [__|__] Female [__|__]	
CQ06	How many of those are in school with you here?	Total [__|__] Male [__|__] Female [__|__]	
CQ08	Do you eat at home in the morning before coming to school?	Never..................1 1-2 days.............2 3-4 days.............3 Every day............4	
CQ09	How often in a week do you eat in the school?	Never..................1 1-2 days.............2 3-4 days.............3 Every day............4	
CQ10	Do you eat in the evening, after going home?	Never..................1 1-2 days.............2 3-4 days.............3 Every day............4	
CQ11	Do you feel sleepy or tired when you come to school?	Not at all...............1 A little..................2 Quite tired...........3 Very tired.............4	
CQ12	Do you like eating the school food?	No...................0 Yes...................1 Not much.......2	

CQ13	Do you speak the same language at home as you speak at school?	No..0 Yes..1 Do not know/No response............9	
CQ4	What language do you speak at home? [Multiple responses are allowed]	Afar Af/ Afarigna..................1 Argobigna..............2 Afan Oromo...........3 Amharic..................4 Tigrigna.................5 Somaligna..............6 Other/specify......7	
CG06	What is the main language used (the language used most) for instruction?	Afar Af/ Afarigna..................1 Argobigna..............2 Afan Oromo...........3 Amharic..................4 Tigrigna.................5 Somaligna..............6 Other/specify......7	

CQ16. At your house, do you have:		No	Yes	Don't Know	No response
16.1	A radio?	0	1	8	9
16.2	A telephone or mobile phone?	0	1	8	9
16.3	Electricity?	0	1	8	9
16.4	A television?	0	1	8	9
16.5	A toilet?	0	1	8	9
16.6	A conducive space for working your homework and study whenever you have to do so?	0	1	8	9

Q No.	Questions and filters	Response/ coding categories	Skip to
CQ17	Did you go to a pre-primary school before first grade?	No..0 Yes...1 Do not know/No response........9	
CQ18	What grade were you in last year?	Not in school...........................0 Grade 1....................................1 Grade 2....................................2 Grade 3....................................3 Do not know/No response........9	
CQ19	This year, were you absent from school for more than one week?	No..0 Yes...1 Do not know/No response.......9	
CQ20	Do you have the language textbook?	No..0 Yes...1 Do not know/No response.......9	
CQ21	Apart from your schoolwork, are there other books, newspapers or other things to read at your house?	No..0 Yes...1 Do not know/No response.........9	Skip to CQ23 Skip to CQ23
CQ22	If yes to Question 21, what language (s) are these books or other materials in? [Multiple responses are allowed]	Afar Af....................................1 Afaan Oromoo.........................2 Amharic ....3 Somali.....................................4 Other (specify)........................5 Do not know/No response.........9	
CQ23	Who helps you most with your homework?	No one....................................0 Mother....................................1 Father.....................................2	

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		Siblings..3	
		Other relative..................................4	
		Tutor...5	
		Do not know/No response.........9	
CQ24	Does your mother read and write?	No...0	
		Yes...1	
		Do not know/No response.........9	
CQ25	Does your father read and write?	No...0	
		Yes...1	
		Do not know/No response.........9	
Thank you, we are done! You have done a good job. Go back to your classroom, and please do not talk to other students about what we have done today.			

Interview Protocol for School Leaders

School Basic Information/ Identification (SI)

SI01   Master form school ID |__|__|__|__|

SI02a   Date of interview |__|__|__|__|__|__|__|__|

SI02b   Time interview started |__|__|__|__|

SI04   Team Supervisor ID |__|__|

SI05   Region   _____   Code |__|__|

SI06   ZONE   _____   Code |__|__|__|

SI07   Woreda   _____   Code |__|__|__|__|

SI08   Kebele   _____

SI09   School name   _____

SI09b   School type (Rural/ Urban)   _____Code |__|__|

SI09c   School inspection level (Level 1/ Level 2/ Level 3/ Level 4)   Code |__|__|__|__|

SI10   EMIS Admin code |__|__|__|__|__|

SI11   External GPS Coordinates (decimal longitude & latitude) |__|__|__||__|__|__|

Principal Questions (PQ) / School Leader's Profile

Q No.	Questions and filters	Response/ coding categories	Skip to
PQ01	Respondent's full name		
PQ02	Position?	Head..........1 Deputy Head..........2 Teacher..........3 Administrator..........4 Other/specify/..........5	

PQ 03	Now, you have heard the details of the contents of the consent form from my description, are you, thus, willing to participate in this survey? Interviewer: Please explain verbally the contents of the consent form to the respondent.	No, I am not...................... 0 Yes, I am............................ 1	
PQ04	Sex	Male.................1 Female.............2	
SD03	How many years have you been in this position (as a head teacher or the deputy head teacher)	Years[___[___|	
PQ05	Qualification (highest)	Post graduate........................ 1 First degree........................... 2 Teaching diploma.................3 Other diploma.......................4 Training certificate...............5 Other/specify/......................6 None....................................7	
PQ06	Is this school government school?	No.............................. 0 Yes........................... 1	→If No, terminate interview (skip to next sample school)

Information About Directors' Instructional leadership and Capacity (DI)

Q No.	Questions and filters	Response/ coding categories	Skip to
DI01	How many periods a week do you teach, if any?	Number of periods per week |___|___	
DI02	How many hours, per week, do you provide instructional support for your teachers?	Number of hours per a week_|___|___|_	

DI03	Have you received special training or taken courses that prepared you to implement a program in reading?	No.............................. 0 Yes........................... 1	→If No Go to Q DI6
DI04	If yes, what was the length of the program?	Days[___[___ | I don't know----88	
DI05	Who organized this training?	Regional Education Bureau (REB).........1 Zone Education Office (ZEO) ....2 Woreda Education Office (WEO) ....3 NGOs ....4 Other/ specify 5	
DI06	Have you supported teachers on how to teach reading (the pedagogy)?	No.............................. 0 Yes........................... 1	
DI07	Are you satisfied with the performance in reading in Grade 2 and Grade 3 in your school? Interviewer: Interview Grade 3 & 4 as a proxy for grade 2 & 3.	No.............................. 0 Yes........................... 1 I don't know/No response----------9	
DI08	In the last month, on how many days did you have to leave the school during the school day on official school business?	Number of Days [___[___		

School Questions (Teaching-Learning) (SQ)

Q No.	Questions and filters	Response/ coding categories	Skip to
SQ01	Does your school teach in mother tongue for Grade 1 - Grade 4?	No........................... 0 Yes........................... 1 I don't know..........................9	
SQ02	How many of the teachers have received specific training using mother tongue as the medium of instruction?	Number of teachers [___[___		If "00", skip to SQ4

SQ03	Who organized this training on how to teach using mother tongue? [Multiple Possible Responses]	The school............................. 1 The cluster center............................. 2 The woreda............................. 3 The regional education bureau................ 4 NGOs............................. 5 Other/ specify.............................6	
SQ04	Since the start of the current school year, was this school closed during the regular school calendar other than holidays?	No............................. 0 Yes............................. 1	→If No Go to SQ7
SQ05	[If yes,] how many days was the school closed?	Number of Days [___[___|	
SQ06	[If yes,] Why was the school closed?	Explain: _____ _____	
SQ07	Was your school disturbed [affected] by disturbances (including conflict, protest, and droughts) last year and this year?	No............................. 0 Yes............................. 1 I don't know/ no response 9	→If No Go to SQ10
SQ08	How many days this year?	Number of days this year |___|___|___|	
SQ09	How many days last year?	Number of days last year |___|___|___|	
SQ10	Is someone responsible for reviewing teacher's lesson plans?	No one............................. 0 Director............................. 1 Deputy Director............................. 2 Other/ specify............................. 3	→If No Go to SQ12

SQ11	How often are these plans reviewed?	Never............................ 0	
		Once per year........................... 1	
		Once every 2-3 months........................ 2	
		Once every month........................... 3	
		Once every two weeks........................... 4	
		Every week 5	
		Once per day........................... 6	
		Other, specify...........................7	
SQ12	In your school, who is responsible for observing teachers in their classrooms?	No one observes........................... 0	→If No one, Go to SQ14
		Head teacher........................... 1	
		Deputy head teacher........................... 2	
		Other, specify........................... 3	
SQ13	In a semester, how often are you able to observe the teachers in their classrooms?	Never...........................0	
		One time...........................1	
		Two times...........................2	
		Three Times...........................3	
		Four or more times...........................4	
		Other, specify........................... 5	
		I don't know/ no response 9	

SQ14	How do you know whether your early grade students are progressing in reading and writing skills? [Do not read responses - circle 1 for those mentioned]	No.	Assessment mechanism	Yes	
		14.1	Classroom observation	1	
		14.2	Monitor students' results on tests given by teachers	1	
		14.3	Evaluate children orally myself	1	
		14.4	Review children's assignments or homework	1	
		14.5	Teachers provide me progress reports	1	
		14.6	Don't know/refuse to respond	1	
		14.7	Others/ specify	1	
SQ15	Has your school received mother-tongue textbooks or materials for reading (for grades 2 and 3)?	No............................ 0 Yes............................ 1			If "No", Go to SQ17
SQ15a	If yes, specify when (month & Year)	July 2023............................1 August 2023..................2 September2023................3 October 2023..................4 November 2023..................5			
SQ16	Who provides student s' textbooks in mother tongue? [CIRCLE '1' IF THIS SOURCE WAS MENTIONED]	No.	By who?	Yes	
		16.1	Ministry of Education	1	
		16.2	School (via independent funds)	1	
		16.3	Parents (individually)	1	
		16.4	School Committee or board	1	
		16.5	Don't know/refuse to respond	1	
		16.6	Others/ specify	1	

SQ17	Is there potable (clean & safe) water supply available in the school premises?	No............................ 0 Yes............................ 1	
SQ18	Does the school have electricity?	No............................ 0 Yes............................ 1 Don't know/no response.......................... 9	
SQ19	Does the school have girls' washroom facilities?	No............................ 0 Yes............................ 1	
SQ20	Does the school have a computer room?	No............................ 0 Yes............................ 1	
SQ21	Does the school have a library?	No............................ 0 Yes, for the pupils............................ 1 Yes, for the teachers............................ 2 Yes, for pupils and teachers...................... 3	
SQ22	Have any of your staff received specialist training in the last three years?	No............................ 0 Yes............................ 1	
SQ23	How many staff received training in use of literacy kits and materials (if any)?	Total [__[__|__] Male [__[__|__] Female [__[__|__]	

School Meals Support (SM)

Q No.	Questions and filters	Response/ coding categories	Skip to
SM01	Has the school received any external support with school meals over the last 3 years?	No................................ 0 Yes........................ 1	→If No, skip to next section (SF)

SM03	Who has been supporting your school meals?		Organization	Yes =1	No = 0	
			Government			
			WFP			
			UNICEF			
			SCF			
			Other NGO			
			Private sector			
			Community			
SM04	Of these, which has been the main source of support?		Government....................1 WFP.................................2 UNICEF.............................3 SCF..................................4 Other NGO.......................5 Private sector..................6 Community......................7			
SM05	Has the outside school meal support students have received had a noticeable effect on any of the following?		Type of effect	Yes =1	No = 02	
			Reduced absenteeism			
			Improved attendance			
			Improved attentiveness			
			Improved concentration			

School Facilities (SF)

Q No.	Questions and filters	Response/ coding categories	Skip to
SF01	How many teachers does the school have? (including yourself)	Total [__[__|__] Female [__[__|__]	

		Male [__[__|__]	
SF04	To your knowledge, how many teachers have had teacher training?	Total [__[__|__] Female [__[__|__] Male [__[__|__]	Please check if SF2<=SF1
SF06	How many staff has had WASH (water, sanitation, hygiene) training?	Total [__[__|__] Female [__[__|__] Male [__[__|__]	
SF07	How many classrooms are there in the whole school?	[__[__|__]	
SF08	Is there a library in the school?	No............................... 0 Yes..............................1	
SF09	On average, how many children have to share one text book?	[__[__|	
SF13	What type of latrines does the school have?	None............................0 Earth Pit......................1 Concrete Slab.............2 Flush Toilet.................3 Other, specify..........................4	
SF14	Are there separate latrines for boys and girls?	No............................... 0 Yes..............................1	
SF15	What is the main water storage?	Containers..................1 Drum...........................2 Rotto...........................3 Tank............................4 Well............................5 Other/specify............6	

SF16	What is the water source?	Hand-Carry...............1	
		Tanker.......................2	
		Rain Water...............3	
		Well Stream..............4	
		Borehole...................5	
		Pipe Water...............6	
		Other/ specify/.........7	
SF17	What is the electricity supply?	None..........................0	
		Generator.................1	
		Solar..........................2	
		Mains (Main Grid).......................3	

Thank you,

Interview Protocol for Early Grade Mother-Tongue Teachers

SCHOOL Basic Information/ IDENTIFICATION (SI)

SI01   Master form school ID |__|__|__|__|

SI02a   Date of interview |__|__|__|__|__|__|__|__|

SI02b   Time interview started |__|__|__|__|

SI03   Location (GPS Coordinates From Tablet) |__|__|__||__|__|__|

SI04   Team Supervisor ID |__|__|

SI05   Region _____   Code |__|__|

SI06   ZONE   _____   Code |__|__|__|

SI07   Woreda   _____   Code |__|__|__|__|

SI08   Kebele _____

SI09a   School name_____

SI09b   School type (Rural/ Urban)   _____Code |__|__|

SI09c   School inspection level (Level 1/ Level 2/ Level 3/ Level 4) Code |__|__|__|__|

SI10   EMIS Admin code |__|__|__|__|__|

SI11   External GPS Coordinates (decimal longitude & latitude) |__|__|__||__|__|__|

Survey with early grade mother-tongue teachers

2.1 Teacher Information (TI)

Q No.	Questions and filters	Response/ coding categories	Skip to
TI01	Classes you are teaching this year (Circle numbers for all classes that apply):	GRADE 1............................ 1 GRADE 2............................ 2 GRADE 3 .... 3 GRADE 4............................ 4 GRADE 5 .... 5 GRADE 6 .... 6 GRADE 7 .... 7 GRADE 8 8	
TI02	Your teaching load per week:	Periods per week|__|__|	

TI03	Enrolment of your class	Number of boys: [__[__ | __] Number of girls: [__[__ | __]	
TI04	Are you a Trained Teacher to teach language?	No............................ 0 Yes............................ 1	
TI05	What is your highest professional qualification?	Certificate............................ 1 Diploma............................ 2 Bachelor's degree............................ 3 Master's degree............................ 4 Other (Specify)............................ 5	
TI06	How many years have you been teaching overall?	Years[__[__|	
TI07	How many years have you been teaching as a trained language teacher?	Years[__[__|	

2.2 School Resource and Teacher's Instructional Practices (IP)

Q No.	Questions and filters	Response/ coding categories	Skip to
IP01	Does your school have a functioning Library or Reading Room?	No............................ 0 Yes............................ 1 Don't know 9	
IP02	Are there sufficient reading materials for supporting reading teaching?	No............................ 0 Yes............................ 1	
IP03	Do you supervise your students as they use the library?	No............................ 0 Yes............................ 1	
IP04	Do your students have sufficient learning materials for learning the language?	No............................ 0 Yes............................ 1	

IP05	Does your school have a functioning Parent - Teacher Association (PTA)?	No............................ 0 Yes............................ 1	
IP06	Do you have class meetings with the parents of your students?	No............................ 0 Yes............................ 1	→If No Skip to IP08
IP07	How often do you have class meetings with these parents?	About once per semester.................. 1 About twice per semester.................. 2 About thrice per semester................ 3 About four times per semester ... 4 Five or more times per semester. 5 Other, specify...................... 6	
IP08	Approximately, how long do you take to walk to school from your residence?	Stay within the school compound. 1 15 minutes or less..................... 2 16 to 30 minutes..................... 3 31 to 45 minutes..................... 4 46 to 60 minutes.................... 5 More than 60 minutes................... 6	
IP09	Please state the main textbook you use during reading lessons	.... I don't have the Textbooks..............9	→If 9 Skip to TL01 (next section TL)
IP10	How often do you use the reading textbook mentioned in IP09 during reading lessons?	One day per week....... 1 Two days per week.... 2 Three days per week..................... 3 Four days per week..................... 4 Five days per week..................... 5	

		I don't have the Texts............9	
IP11	How useful do you find this reading Textbook?	Not useful...................... 1 A little bit useful...................... 2 Somewhat useful...................... 3 Useful...................... 4 Very useful...................... 5	
IP12	Do you have a separate teacher's guide for the reading class?	No........................... 0 Yes........................... 1	→If No Skip to IP14
IP13	How useful do you find this guide?	Not useful...................... 1 A little bit useful...................... 2 Somewhat useful...................... 3 Useful...................... 4 Very useful...................... 5	
IP14	What improvements to the guide would you recommend? (Describe):	....	

2.3 Pedagogy of Teaching the Language (TL)

Following are different activities you might do with your students. Think about the last 5 school days and indicate how often each of the following activities took place, by circling the number on the right that corresponds to the closest frequency:

Q No.	Questions and filters	Response/ coding categories					
		Never	1 day a week	2 days a week	3 days a week	4 days a week	5 days a week
TL01	The whole class repeated sentences that you said first.	0	1	2	3	4	5

TL02	Students copied down text from the chalkboard.	0	1	2	3	4	5
TL03	Students retold a story that they read.	0	1	2	3	4	5
TL04	Students learned meanings of new words.	0	1	2	3	4	5
TL05	Students read aloud to teacher or to other students.	0	1	2	3	4	5
TL06	Students were assigned reading to do on their own during school time.	0	1	2	3	4	5

How often do you use the following methods to measure your students' reading progress? Indicate how often you use each method by circling the number on the right that corresponds to the closest frequency:

Q No.	Questions and filters	Never	1 day a week	2 days a week	3 days a week	4 days a week	5 days a week
TL07	Written evaluations	0	1	2	3	4	5
TL08	Oral evaluations	0	1	2	3	4	5
TL09	Review of student work	0	1	2	3	4	5
TL10	Checking of exercise books	0	1	2	3	4	5
TL11	Checking of homework	0	1	2	3	4	5
TL12	Other methods (please describe):	…………………………………………………………………………………………					

In what class should students FIRST be able to demonstrate each of the following reading skills? Circle number of option corresponding most closely to your response for each skill

Q No.	Questions and filters	Before G 1	G 1	G 2	G 3	G 4
TL13	Read aloud a short passage with few mistakes	0	1	2	3	4
TL14	Write name	0	1	2	3	4
TL15	Understand stories they read	0	1	2	3	4
TL16	Recognize letters and say letter names	0	1	2	3	4

TL17	Sound out unfamiliar words	0	1	2	3	4
TL18	Understand stories they hear	0	1	2	3	4
TL19	Recite alphabet	0	1	2	3	4

2.4 Teacher's Continuous Professional Development (PD)

Q No.	Questions and filters	Response/ coding categories	Skip to
PD01	How many days of in-service training or Continuous Professional Development (PD) sessions have you attended during the last three year?	Days[__[__]	If none put "00" and skip to question CT01 (Next section)
PD02	Did you learn how to teach reading in mother tongue during this training?	No............................ 0 Yes............................ 1	
PD03	If yes to Question PD02, indicate which year(s)? Thick all that apply	<table><tr><td>Year</td><td>Yes =1</td><td>No = 02</td></tr><tr><td>2020/2021</td><td></td><td></td></tr><tr><td>2021/2022</td><td></td><td></td></tr><tr><td>2022/2023</td><td></td><td></td></tr></table>	
PD03a	How many hours in total (approximately) did you learn?	Total Hours: |__|__|__|	
PD04	If you ever attended in-service training and or PD in Question PD01 or Question PD02, what was the most useful aspect of these trainings?	....	

2.5 Questions for Teacher About the Child's / Student's Performance (CT)

Q No.	Questions and filters	Response/ coding categories	Skip to
CT01	How was students' academic performance over the last year?	Poor………………1 Satisfactory……2 Good……………3 Very good………4	
CT02	How would you rate students' concentration or attentiveness over the last year?	Inattentive, poor…………………1 Adequate, not very good……2 Good, generally attentive…..3 Excellent, highly attentive…..4	
CT03	How would you rate students' performance in reading and comprehension over the last year?	Poor………………1 Satisfactory……2 Good……………3 Very good………4	

Thank you

5.3 MTE EGRA IN AFAR (AFAR AF) DECEMBER 2023

World food programme (WFP) qaalamak maaqiddi taddeera

(WFP) Qaalamak maaqiddi taddeera bicisseh tan barteenitik kawsi cerfatih kusaaqaay, barteenit gacsih formit abbinoysiyyi miracsentaa kee portokooluy 2016 (2023) Qafar Afa

baritto buxak raq-sinn oyta/kinnaane (SI)

SI01	Barittô buxah Baxsak baxsi loowo (bedu)	|___|___|___|___|
SI02a	Esser edde yekke ayro	|___|___|___|___|___|___|___|___|
SI02b	Esser edde qimbime saaqat	|___|___|___|___|
SI03	Edde geytima arac (Tableetik GPS wagit)	|___|___|___||___|___|___|
SI04	Iowsiisek baxsi loowo (bedu)	|___|___|

Inkih yan merracsenta

Qimbol alqi kicnah yan ammuntih akaddak doorak uguugus takem ukumma aba.

Ceelalloh: - ciggilatah tan sandugih addat tanim wagitak kusaaqissah tan awki/ká lih digir kee furkacat angaaraw yaysubukeenim kaxxam faxxinta.

Qangooriyô sittin geyi

> Mannah xin teeh? Yimigaq------ diqsita elle orbam –adda. inni wagsiisak dagoom koh warsu-waa (urruk ixxximaa kee karma Taaxige buxa ssaqaay tonnah dagardigw.w----) koo kee ku buxah maraay, ku kataysiisiiy kacinto digiiriiy, buxah addal edde yabtan yaabay,dumah toobbe hayy eyyoonaay,
> 1. Yoh warissam maay xiqtaah? (raddi qambaalak, bar teeni/na bohoy iyyek 2 haytoh esser esseraanamaj] Tahkaa.
> 2. Barittobbuxak tadaare- wak maca abtam kicintooh? Axcuk esserak hangi hirigaanam duuduntah.

> ▪ Alqo akke akah emeetem koh wari su waa. anu barittômihratli kinniyo. Alaaqa kawsa mannal bartaanam cedoonuh /yaaxigoonuh/ macal abah an. Atu ta abto/abina/abtuh saami koo made.
> ▪ Tawak ku cato faxa. Takkayikkah tagacaagacsat/digiirit tan galem faxe-waytek edde anngale waytam duddah.
> ▪ Meqeh, away kawsiyyi digir sittallulul digirra. Meqe digiriiy, warooriiy, qangor kee ux iyyentitte kawsaanama, tonna kinnuuk yaa kumek ciggilil kawissam koo essera.
> ▪ Hay a lhum elle naktubem ta tableetil kinni
> ▪ Tah aqayyaare hinna. Barit tto buxal geyta xa lut tahangaaraw mali.
> ▪ Qagitaak koh qaddoosam fayxi aalle waytek edde tangalem mafaxxinta. Ossotinah koh xayyow tah tan esseroora gacse way taamah mameyshitinaay, Toh taqabi malih.
> ▪ Esseroora maay li to? Qim bissuh bicsitte?

Qangooriyol sitta geyteenikii sandug addat asta hayisa.yeey

(Qangooriyyol sitta gee weenikii alqih gadda gacissa haay tonna ceela gurral ciggiila awka fan taba.)

Abina1. Warâ mmuggaqisiyyih ixxiga **Task 1: Letter Identification**

> Awkaka/awká warooriqqari kitab addak uybulluy.Ciggiltam inxic.Taham Qafar Afih waroori .iski waroori migaq yoh warisey?**Ceelalloh** ta wara [*C warah fan wagitak* tah C wara kinni. iski elle baritnay, ta wara yoh waris*?[Q waral esces] awka/ki gitah gacsek* meqeh in xic.*Aw ki/ka gitah gacse week/waytek* ta warah migaq Q diqsita inxic.
>
> Taway kaaduk gersim gibbata. Ah maawaraay? X waral esces. *Awki/ka gitah gacissek agiru/ro* inxic.Tah X wara.*Awki/ka gitah gacse week/waytek* ta war X inxic.
>
> Awak maca taamittam faxximtam koo cultee? Kaxxam meqe.
>
> Qimbis kok axce way wara ellexiqqa /dudda hay taamal sissi kukuuy, cubbil xongolisetto. Awak takkek qimbisetto/qimbo waral esces.Tokkeek liinik/diilik tattabah gexak waroori esces. Aaxige wayta wara maaddaway wara teexegek anu tibba exceh koo an kacseyyo. Bicsittee? Meqeh qimbis
>
> wayta wara maaddaway wara teexegek anu tibba exceh koo an kacseyyo. Bicsittee? Meqeh qimbis

ⒾAwkaka/awká warooriqqari kitab addak uybulluy.Ciggiltam inxic.Taham Qafar Afih waroori .iski waroori migaq yoh warisey? **Ceelalloh** ta wara [*C warah fan wagitak* tah C wara kinni. iski elle baritnay, ta wara yoh waris*?[Q waral esces] awka/ki gitah gacsek* meqeh in xic.*Aw ki/ka gitah gacse week/waytek* ta warah migaq Q diqsita inxic.

Taway kaaduk gersim gibbata. Ah maawaraay? X waral esces. *Awki/ka gitah gacissek agiru/ro* inxic.Tah X wara.*Awki/ka gitah gacse week/waytek* ta war X inxic.

Awak maca taamittam faxximtam koo cultee? Kaxxam meqe.

Qimbis kok axce way wara ellexiqqa /dudda hay taamal sissi kukuuy, cubbil xongolisetto. Awak takkek qimbisetto/qimbo waral esces.Tokkeek liinik/diilik tattabah gexak waroori esces. Aaxige wayta wara maaddaway wara teexegek anu tibba exceh koo an kacseyyo. Bicsittee? Meqeh qimbis.

Ceelallo: x   q   c

G	*k*	r	z	w	C	o	y	N	K
C	S	e	D	i	M	q	H	E	g
a	B	r	F	n	l	d	b	w	l
H	X	k	L	k	u	a	c	N	A
M	T	y	f	N	D	o	x	O	f
i	T	A	G	t	u	m	U	C	x
K	M	E	B	I	s	I	h	K	T
V	B	E	r	l	u	a	q	E	S
Y	o	H	L	A	n	i	W	Y	p
b	S	p	X	s	t	T	s	W	Q

Abina2. Xuguugul qangooru   **Task 2 Familiar Words Reading**

Kitaabak addak ‹stimulus Books› xuguugul qangor elle tan gali Awakah/káh ayballayuk ciggiltam inxic.

Akkel dagoo qangor tontocowweh tan. Maganyih qangooruk xiqqa haytam kawis. Qangor waroori seecisaanam hinnay waroori asgaarawuk qangor kawis. Ceelalloh ta qangara meex "Bakala" axcuk kawsinta, iski elle barinnay, tahaak katayta qangara kawis] "Beera" inta qangara fanah esces. Awaki/ka gitah gacisek/gacissek agiru inxic. Aqangar "Beeta" kinni Away kaadu gersitto gibbannay iski ta qangara kawis] "maqanxa inta qangara fanah esces] *Awki hinnammay awaká gitah gacissek/sek* agiru inxic. Taqangar "maqanxa" kinni. Awki/ka gitah gacse waytek/wee taqangara "maqanxa" kinni. *Aw ki/ka gitah gacse waytek/week* taqangara "maqanxa" inxic. Qimbis kok axce wak xi qtah gide sissaa kee kee cubbil qangor kawsetto. Galil tomcowweh tan esseroora, qimbook qimbisak guraak migda fanah kawisak qimbis. Qokol faxe way tam fanah tibbot koo ankac seyyo. Maca abtam taaxigee? Bicsitte? Meqeh, qimbis.

⏱Awká/ki qimbô qangara kawsam elle qimbisennal [Start] inta ast/ antanajerit" xukkutat qimbisis.Gitah kaawise wee/kawsewayte qangara tenek qangarat inki adda xukkutak xakam asta/serez/ asta edde hayis. Ta gexsitit awki /ka isih missoosak kawisse qangorhoxah/ galtih beyak asta edde haytek qangarat qagitaak xukka axcuk elle tenekke fanah gaciss. Awki/ka kawissaway /kawisa wak in ki qangara kawisuh 3 seconxih Gide agaagulut sugek ciggiltah tanim kaa ascassuk meqeh, bisoh inxic axcuk tut kaallih mayaabin. Gitah kawissam xiiqe way teemih sabbatah amo akak korre qangara galtih/hoxah beyak inki adda edde xukkutak asta edde hay tam faxxinta.

60 sekonxiik wadiril soolis axucuk kawsa solsis.Tohuuk ellecabol kawseh yan qangarat xukkutak affaraamoh lacaw asta edde haak asta edde hayisa.waqlak aakamuk soolisiyyi madqa. Awki/ka qimbô roorul tan qangooruk in kitto gitah kawse week/waytek hinnammay qimbô koona qangagarat uli gacsa abe week gadda koh gacsa ixxicaay, kawsi taama irgiq/soolis. Ciggiila abina fanah tatur.

Ceelallo   qisi   lubaka   caddo

Enem	koqso	Saqa	Kitaaba	baritto
Sartana	Neh	Wara	Kabella	Caddol
Faxak	*urru*	Qisi	faxximta	Barseena
Toobokoyta	tanih	*toh*	kutbe	Akkala
Addat	walaq	Kicinto	Oson	inxixi
Atu	sissinih	Taagah	Baritto	Usuk
Bictah	barittoh	Bartaanama	baxsa	faxem
Akkuk	Karma	innal	yanna	Sinnil
Diti	kicnon	Ayro	kicinnoh	Numu
Bisu	Qidi	Dudda	Kucul	Waam

Abina 3. anay fayya heenih heenih kawsiyya   **Task 3: Passage Reading**

Kawahsi meeni lehyan kutbe (student stimulus Booklet)

Awkah/ kaáh uybullyyahaay, tahaak ciggiltam ixxec.

Tah uxkawsimeena. takawsi meena anay fayya haay sissikuk gitah yohkawis. kawissa hayteh gaba kaltawak esseroora koo essereyyo. maca abtam faxxin tam teexege? edderadde? Meqeh. qimbis axcewak aydaa duk duddah tanih gide yoh kawis. Anu tibba exceh koo ankaciseyyo. Bicsitte? Qimbis.

⏱Awki/ka qimbôqangara kawsam/kawissam akah qimbissannah /qimbisannah 'start' inta asta [Taanejarit]xukkutak qimbisis. gitah kawsewee / wayte qangara tenek qangarat inki adda xukkutak xakab asta /serez/ asta eddehay, tagexsitit awki/ka saanih isih missooseh/sse kawsem /kawissem gitah/missat tanih innal bey, takkayikkah awki/ka isih missossaheeh/hayteh kawisse/kawise qangor hoxat tanih innak beyya hayteh astooti edde haytek qangarat qagitak inki adda xukkutak ellesuge aracâfan gacis. awki/ka kawissawak/ kawisawak inki qangara kawisuh/ kawissuh sidoo ca sakonxih agaagulutek / yende debbek ciggiilah yantiyal ascassuk meqeh. Bisohgex.yaanamaksah tut mayaabin. gitah yagriyem /tagriyem dude weemih/ way teemih sabbatah amokak koren qangor hoxinnak beyak inki adda edde xukku tak asta eddehaytam faxxinta. tokkeek ciggiila abinâfan gex/tatur. 60 sokonxiik gamadal

kawsa solsis.tokkeek illacabol kawisseh tanqangara xukka intawak affaraamole[lacaw] asta akkele. tah illa cabol kawisse qangara wagsissa /tascasseSaaqatak aakamuk soolisiyyi madqa: Awki/ka qimbol qomô liin/diiltal qangooruk gitah kataatayh kawise way tek /week hinnay uli gacsa ceeweek/ ceewaytek gadda koh gacsa axcuk kawsi gexsit irgiq. Saaqatak yookameenih soolisiyyi madqa Awki/awka qimbol qomô liin/diiltal qangoorih addat inkitiya gitah kaw seweek/ waytek ummaanih qangarat xukkutak hoxi asta edde haytam kee gadda kohgacsa axcuk kawsi gexsit irgiq.

Ruffa nammay hayto footimah barteena. barseenit kaah tecee buxa taama meqennal abak yen, ruffa waqlat ugutta iyyeh fooca kee gabooba kaqlisak yen.

Ruffa ina qeera kalo waqlat xayyoosak ten. Ruffa baritto buxa waqlat culak simbil saare abak yen. Ruffa kaxxa mara yassakaxxeeh ina catak yen. ina dooqa kaah abata.

Ruffa saytunane qaafiyatah meqeemil yaamineeh isik dacrisaah isi buxah mara saytuneene tuxxiq barsak yen.

Abina 4. kawiseenih cedaanama/edde radaanama. Task 4: Reading Comprehension

Idnisen 60 sokonxi gaba kalawak Awki/ka 60 sokonxik ukumma yeh/teh gaba kalek/kalek kawsenta/ kawsi meena/aw ki/ kâfoocak ugus. tokkeek tahaak gubal tan esseroorak qimboh essero esser. gacsa gacisuh/gacissuh awkah/ káh 15 sokonxi ucuy, awki/ awkâgacsah qarwali addat temcewwe gacsittek tiyak teenat asta hay. Tok keek ciggilta essero fan tatur.

Kassiisi: gitah yangacsi essero k gubal yunkuttubehyan. gacsa hoxat gacsaanamak cubbi gey.

	Awak, kaw isse aydaa duwag siisak dagoo esseroo koo essere'yyo duddohay taamal esseroora gacissa gibbat			
		gita	hoxa	gacgamali
Ruffa nammay hayto footimah barteena. barseenit kaah tecee buxa taama meqennal abak yen, ruffa waqlat ugutta iyyeh fooca kee gabooba kaqlisak yen. (22)	1. Ruffa xiinik ugta wak maca abak yen ?**[fooca kee gibaabu kaqlisak yen?]**	⊙	⊙	⊙
Ruffa ina qeera kalo waqlat xayyoosak ten. Ruffa baritto buxa waqlat culak simbil saare abak yen. (38)	2. ruffah ina qeera kalo waqlat macah kaah xayyoosak ten **?[baritto buxa waqlat cula gedi]**	⊙	⊙	⊙
Ruffa kaxxa mara yassakaxxeeh ina catak yen. ina dooqa kaah abata. (49)	3. ruffah ina dooqa macal abak ten ? [**assakoxxa kee cato w.w**]	⊙	⊙	⊙
Ruffa saytunane qaafiyatah meqeemil yaamineeh isik dacrisaah isi buxah mara saytuneene tuxxiq barsak yen. (63)	4. ruffa saytunaanel macah aamanuk yen ? [**qaafiyatah faxxintam kinniimih sabbiti w.w**]	⊙	⊙	⊙
	5. Ruffa buxa mara gaba saabunut kaqlisaanam maca barsak yen ? [**buxa marih qaafiyat dacayrih sabbitih**]	⊙	⊙	⊙

Abina 5. kusaq qangartah esseroora barteenitih (EGRAah aslaca katayak roorimteh)

essere:- kulli essero awka qangartah esseray. gacsi dooritte anay fayya haay ma kawsin.awki gacsa gacsam fan qambaltam kee gacsah bice aracal uktub/yaktubay aw awki gacsa lih ramdoowa doorittet maro hayis

Alaaqa/barteenit essero (CQ & CG)

Q No.	Esseroora kee rorta	Gacsa/ bedih exxaxi	fan Tatura
CQ03	Barittok caddo (Footima)	1[haytô] footima...........1 2[haytô] footima ....2 3[haytô] footima ....3 4[haytô] footima ....4 5[haytô] footima ....5 6[haytô] footima 6	

		7^{haytô} footima ....7 8^{haytô} footima 8	
CG01b	Xawwaata /section/		
CQ01	Nado (Alqik nado)	Lab............1 Say............2	
CQ02	Karma kok magide?	Karma gabakale sanatat [___|___]	
CG05	Daas addal barsiyyah ma qaynatih warat tantifiqeeh?	Laatiini ....1 Ge-iz............2 Nammayat inkioh --------------3	
CQ05	Sin daala addal magide akkuk manoowaanaah? *Buxacabe/gexe mara edde ma-osisin. Buxah addal manooweenik aboyya kee kaxxa-abba edde tanih/loowimaanah.*	sittat [___|___] labha [___|___] sayyo [___|___]	
CQ06	Ken addak kooluk baritto^buxal barittam magide takke?	sittat [___|___] labha [___|___] sayyo [___|___]	
CQ08	Subci baritto buxa tamaateemik afat buxal qeero kalo xagta?	Maleey.................1 1-2 Ayro.............2 3-4 Ayro............3 Kulli Ayro...........4	
CQ09	Ayyaamat makina ayro baritto^buxal takme/xagta?	Maleey.................1 1-2 Ayro.............2 3-4 Ayro............3 Kulli Ayro...........4	
CQ10	Baritto^buxak tendebbeek/tuduureek wadir bar buxal maaqo takmee/xagta?	Maleey.................1 1-2 Ayro.............2 3-4 Ayro............3 Kulli Ayro...........4	
CQ11	Baritto^buxa fan tamaate way ecla/qundugul koh yantabbime?	Inkinnah yoh mayantabbima........1 Dagoom Dagoom........2 Acleh............3 Kaxxam acle..........4	
CQ12	Baritto buxa maaqidda xagtam/takmem faxxa?	Yeey..................0 Kibuhinna.........1 Maleey..............2	
CQ13	Baritto buxa kee buxal inki akaafat yabtaa?	Baleey----------0 Yeey ------------1 Maaxiga/gacsa mali------------9	
CQ04	Buxah addal ma afat yabtaah ?	Qafaˇr-afa............1 Qargobbi-afa ....2 Oromoh-afa............3 Amaarah-afa............4 Tigray-afa..............5 Soomaalih-afa..............6 Ingiliiz-afa..............7 Kalah/baxis.........	
CGO6	Mangih barsiyyah edde doqqaysimtam ma afaay?	Qafaˇr-afa............1 Qargobbi-afa ....2 Oromoh-afa............3 Amaarah-afa............4 Tigray-afa..............5 Soomaalih-afa..............6 Ingiliiz-afa..............7 Kalah/baxis.........	

CQ16. Buixah addal liotoonuu? :		Baleey	yeey	Maaxiga	Gacsa mali
16.1	Raadiyo ?	0	1	8	9
16.2	Buxa silki or mubaayil yanii?	0	1	8	9
16.3	Gombod mali/mabaarat?	0	1	8	9
16.4	Telviziin ?	0	1	8	9
16.5	Daaco buxa ?	0	1	8	9
16.6	buxa taama abtuh aw kawissam faxxa wak elle kawissa raaca le arac geytaa?	0	1	8	9

Q No.	Esseroora kee rorta	Gacsa/ bedih exxaxi	fan Tatura
CQ17	1hayto footima cultaamak dumal alaaqah asoh barittoh buxa culteh sugtee?	Baleey …………………………………0 yeey…………………………………1 maaxiga/gacsa mali………9	
CQ18	tatre sanat ma footimat sugte?	Baritto buxal ma sugiyyo ………………… 0 1 hayto 1…………………………………1 2hayto 2…………………………………2 3hayto 3…………………………………3 Maaxiga /gacsa mali………9	
CQ19	ta sanat baritto buxak ayyaamak daga raqteh taaxigee?	Baleey …………………………………0 yeey…………………………………1 maaxiga/gacsa mali………9	
CQ20	elle baritto kitooba litoo?	Baleey …………………………………0 yeey…………………………………1 maaxiga/gacsa mali………9	
CQ21	Baritto buxah taama lIih akkel aki kitooba,farmoh oyta(newspapers) hinna mmay aki buxal kawissam litoo?	Baleey …………………………………0 yeey…………………………………1 maaxiga/gacsa mali………9	**fan Tatura**CQ23 **fan Tatura**CQ23
CQ22	21 essero gacsi yeey tekkek,manni af(afitte) ta kitooba aw aki edde barittan duyye edde tanimIf ? [dooritaanam idni leh]	qafar Af………………………………1 Afaan Oromoo…………………………2 Amcari af ……………………………3 Soomali af………………………………4 Gersim (baxxaqis)…………………………5 Maaxiga /gacsa mali ………9	
CQ23	buxa taama abtuh mango uddur miyyi koo cataah?	Num miyan ……………………………0 Ina ……………………………………1 Abba ……………………………………2 Tooboko aw maqanxi…………………………3 Aki ramad ……………………4 Canka barseena …………………………5 Maaxiga /gacsa mali ………9	
CQ24	kuu ina taktubeeh tagriyeh innaa?	Baleey …………………………………0 yeey…………………………………1 maaxiga/gacsa mali………9	
CQ25	Ku abba yaktubeeh yagriyeh innaa?	Baleey …………………………………0 yeey…………………………………1 maaxiga/gacsa mali………9	
gadda gey,gaba kalleh meqennal abte.footima fan uduur. Ku magan ta saaku koo kee yoo abnem gersi urruh mawarsin			

Gadda gey

5.4 MINI EGRA IN AFAAN OROMOO, DECEMBER 2023

Afaan Oromoo
Qorumsa Dubbisa Kutaalee Jalqabaa: Unka Deebii Barataa Pirootookoolii fi Qajeelfama Olaanaa,
Sadaasa – Muddee, 2016 ALI

_____

Odeeffannoo Bu'uuraa Mana Barumsaa/ Eenyummeessaa

SI01	Eenyummeessaa unkaa Ijoo		___	___	___	___	
SI02a	Guyyaa afgaaffii		___	___	___	___	___	___	___	___	
SI02b	Yerootti afgaaffichi eegalame		___	___	___	___	
SI03	Eenyummeessaa daa'ima iddattoo		___	___	
SI03	Bakka ('GPS"n taabileetiirraa walqabsiisaa)		___	___	___		___	___	___	
SI04	Eenyummeessaa ragaa walitti qabaa		___	___	

<u>Qajeelfama Waliigalaa:</u>

Matadureewwan sasalphoo fi namattitolan giddu-galeessa godhachuunii fi waliin dubbii gaggeessuun akkasumas haala bashannansiisuuumuun (fakkenya armaan gadiii laali) barattootatti haalaan dhiyaachuu barbaachisa. Madaallii armaan gadii ilaalchisee daa'imman hubachuu kan qaban akka waan isaan dhiphisuutti utuu hintaane, akka tapha bashannansiisaatti ta'uu qaba. Birkii sanduuqa keessa jiru qofa sagalee olkaasanii suutaa fi ifaan dubbisiisuun bu'aa qabeessa.

> Akkam bulte/oolte. Maqaan koo _____ jedhama. Kanan jiraadhu _____. Waa'ee koo waanuma xiqqooshee sitti himuun fedha. (Baay'ina fi umurii ijoollee ----, beelada leellisan-----, ispoortii -------, kkf)
>
> 1. Waa'eekee fi maatiikee xiqqoo nattihimuu dandeessaa? [Deebii eeggadhu; barataan deebisuuf yoo boodatti harkifate ykn. yoodhiise, gaaffii lammaffaa gaafadhu. Garuu yoo dammaqinaan/ si'aayinaan kan hirmatu ta'e waliin dubbii itti fufi].
> 2. Yeroomanabarumsaaalajirtumaalhojjechuuttigammadda**?**

<u>Yaada waliin dubbii irratti waliigaluu</u>

> - Mee har'a maaliif akkan bakka kana dhufen sitti hima. Ani kanan hojjedhu ministeera barumsaa wajjini. Yaalii nuyi goonus barattoonni akkamitti dubbisu akka barataa jiran hubachuudha. Ati akka carraa filatamte; jechuudha.
> - Dhimma kanarratti gargaarsa kee barbaanna. Garuu fedhii hinqabdu taanaan qooda fudhachuu dhiisuu dandeessa.
> - Tapha dubbisuu tokko waliin taphachuuf jenna. Qubeewwan, jechootaa fi seenaa gabaabaa sagalee kee olkaastee akka dubbistun sigaafadha.
> - Kuni qabxii kee mana barumsaa irratti dhiibbaa kan qabu miti.
> - Dabalees dhimma maatiikee ilaallatuirratti gaaffiin siidhiyeessu qaba. Fakkeenyaaf, afaan maatiinkee manatti ittigargaaramuu fi wantoota maatiinkee qabu.
> - Maqaa kee waanan hin barreessineef, ati deebii kennuu kee namni beeku hinjiru
> - Ammallee hirmaachuu hinbarbaaddu taanaan itti hindhiphatiin. Gaaffiis hindeebistu taanaan dhiisuu dandeessa.
> - **Gaaffii qabdaa? Jalqabuuf qophoofteettaa?**

Yoo yaadaan walii galameera ta'e, sanduuqa kana keessa mallattoo kaa'uun agarsiisi Eeyyee ☐

(yoo afaaniin walii hingalamne ta'e, daa'imicha/ttiin galateeffadhuutii daa'ima itti aanutti darbi. Unkichi tokkuma waan ta'eef itti faayadami).

A. Guyyaa madaallii	Guyyaa____ Ji'a____/2016	I. Maqaa barsiisaa		
B. Maqaa ragaa funaanaa		J. Kutaa	O K2	O K3
C. Maqaa mana barumsaa		K. Daree		
D. Naannoo		L. Koodii addaa barataa		
E. Aanaa		M. Umrii barataa		
F. Furii	O 1= guyyaa guutuu O 2= ganama O 3= waree booda	N. Saala barataa	O 1= dhiira O 2= durba	
G. Kutaa walmakaa	O 0= waawuu O 1= eeyyee	Sa'atii eegalame ------- : --------		

Birkii 1 : Beekumsa Sagalee Qubee **Section 1: Letter identification**

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

Fkn., Sagaleen qubee kanaa ["e"tti quba qabi] Kun "ee" dha akka jecha " eebba" jedhuutti

Amma haa shaakallu: Mee sagalee qubee kana anatti himi ["K"tti quba qabi].

- *Yoo daa'imni sirriitti deebise, "Gaariidha" jedhiiti, sagaleen qubee kana "Kaa" dha jedhi.*
- *Yoo daa'imni sirriitti deebisuu baate, sagaleen qubee kanaa "Kaa" dha jedhi.*

Amma garabiraa yaali. Sagalee qubee kana anatti himi ["B"tti quba qabi]

- *Yoo daa'imni sirriitti deebise, gaariidha jedhi. Sagaleen qubee ekanaa "Baa" dha jedhi.*
- *Yoo daa'imni sirriitti deebisuu baates, sagaleen qubee kanaa "Baa" dha jedhi.*

Maal hojjechuuf akka deemtu hubattee? Jedhii gaafadhu.

Yommuu ani jalqabi siin jedhu, maaloo saffisaa fi ofeeggannoon sagalee qubeewwanii sagaleessi. Asiijabiitii haaluma kanaan ittifu fi *. [Toora qubee sarara jalqabaa keessaa qubee isa jalqabaatti quba keeqabi. Erga fakkeenya kennitee booda, sarara jalqabaarratti quba kee asii fi achi deemsisuun agarsiisi].* Yoo qubee ati hinbeeknetti dhufte, ani sittanhima. Ta'uu baannan, calliseen sidhaggeeffadha. Qophooftee? Jalqabi.

Gabatee qubeewwanii barataatti agarsiisiiti akkas jedhiiq ajeelchi:

☺*Yommuu daa'imni qubee jalqabaa dubbisu, sa'atii yeroo safartu kaasi. Qubeessaa kee qabadhuutii, qubee dogoggorame sirriitti muraairra dibuun mirkaneessi. Of-sirreessa daa'imichaas akka sirriitti lakkaa'i. Isa daa'imni of-sirreesse akka sirrii hintaanetti fudhatteetta yoo ta'e, qubeesan atti mariiti iittifufi. Yoo deebii akka armaan gadiitti kenne malee callisiituri: yoo daa'imichi sokondii sadiif mamee/shakke ture, maqaa qubee sanaa itti himi; qubee isatti aanuttis qubakee qabiitii "maaloo itti fufi" jedhi. Qubee dogoggoradha jettee barataatti himtutti mallattoo godhadhu. Yoo daa'imni maqaa qubee irra sagalee qubeesanaa sitti hime, maqaa qubeesanaa itti himiitii ["Maaloo sagalee qubeesanaa nattihimi"] jedhi. Yeroo shaakalaa yaaliin akkasiitariikan kennamu al-tokko qofaadha.*

SOKONDII 60 BOODA, "dhaabi" jedhi. *Qubee dhumarra dubbifame irra mallattoo hammattuu kaa'i (]).*

Seera dursanii dhaabsisuu*: Yoo daa'imichi deebii sirri isarara duraairratti tokkollee hinkennine ta'e, "Galatoomi!" jedhiitii shaakala kana dhaabi. Sanduuqa xiyyoo garagadii jiru mirkaneeffadhuutii shaakala ittiaanutti darbi.*

Fakkeenya: L K t

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

Yeroo shaakalli raawwatu sa'aatii hafe (baay'ina sekondiitiin) ☐

Tarii gilgalli kun sababii daa'imni sun deebii sirrii tarree jalqabaairratti waan hinkenniniif addaan citeera yoota'e, sanduuqa kanaan mirkaneeffadhu. ☐

Yaalii gaarii! Birkii ittiaanutti haadabarru.

Birkii 2: Jechoota Beekamoo Dubbisuu   **Section 2: Familiar word reading**

Gabatee jechoota beekamoo barataatti agarsiisiitii, akkas jedhi

Jechoonni beekaman hangi tokko kunoo ti. Mee jechoota hanga dandeessu dubbisi. (Jechoota kana qubeessuu hinqabdu; dubbisuu malee).

Fakkeenyaaf, jechikun "hoolaa" dha.

Mee haa shaakallu: Maaloo jecha kana dubbisi [jecha "kudhan" jedhutti quba qabi].

- *Yoo daa'imni sirriitti deebiseera ta'e, "gaariidha" jedhiitii jechi kun" "kudhan" jedhi.*
- *Yoo daa'imni sirriitti hindeebisne ta'es, jechikun "kudhan" jedhi.*

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

- *Yoo daa'imni sirriitti deebiseera ta'e, gaariidha jedhi. Jechi kun « muka" dha jedhi.*
- *Yoo daa'imni sirriitti hindeebisn eta'es, jechikun "muka" dha jedhi.*

Yommuu ani jalqabi siin jedhu, jechoota kanneen saffisaa fi ofeeggannoon hangdandeessu dubbisi. Sarara jalqabaarraa kaasiitii dalga dubbisi. Ani calliseetuman sidhaggeeffadha; [yoo gargaarsa sibarbaachisa ta'e malee]. Maal hojjechuuf akka deemtu hubattee? Qophooftee? Jalqabi.

☺ *Yommuu daa'imni jecha jalqabaa dubbisu, sa'aatii yeroo safartu kaasi. Qubeessaa kee qabadhuutii, qubee dogoggorame sirriitti muraairra dibuun mirkaneessi. Of-sirreessa daa'imaniis akka sirriitti lakkaa'i. Isa daa'imni of-sirreesse akka sirrii hintaanetti fudhatteetta yoota'e, qubee sanatti mariitii itti fufi. Yoo akka armaan gadiitti deebii kenne malee callisiitii turi: yoo daa'imman sakandii 3f sadiif mamee ture, jecha sana dubbisiifi; jecha itti aanutti qubakee qabiitii "maaloo itti fufi" jedhi. Jecha dogoggoradha jettee barataatti himtutti mallattoo godhadhu*

SEKONDII 60 BOODA, "dhaabi" jedhi. Jecha dhumarra dubbifameirra mallattoo hammattuu kaa'I (fakkeenyaaf, jecha,jabanaa jedhuuf, [jabanaa] jedhanii kaa'uu jechuudha.

Seera dursanii dhaabsisuu: *Yoo daa'imni deebii sirrii sarara duraairratti tokkollee hinkennine ta'e, "Galatoomi! "jedhiitii shaakala kana dhaabi. Sanduuqa xiyyoo garagadii jiru mirkaneeffadhuutii shaakala ittiaanutti darbi.*

Fakkeenya: lama sibiila sangaa

tokko	shaakala	keessaa	nama	irraa	5
haadha	bakka	kana	ishee	kitaaba	10
keenya	deebis	nyaata	imana	hima	15
fi	barsiisaa	jecha	nama	ta'e	20
gaara	keessa	ilkaan	leenca	dubbisa	25
shan	rooba	lama	hojii	qubee	30
rakkoo	kennaa	Nyaata	tola	dhukkuba	35
dubra	jecha	Sa'a	ganama	jaalala	40
torba	sangaa	qaama	qubee	bakka	45
kubbaa	mucaa	kutaa	muka	miilla	50

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

Tarii gilgalli kun sababii daa'imni sun deebii sirrii tarree jalqabaairratti waan hinkenniniif addaan citeera yoo ta'e, sanduuqa kanaan mirkaneeffadhu.

> **Yaaliigaarii!**
> **Birkiiittiaanuttihaadabarru**.

Birkii 3. Dubbisa Afaaniffaa Dubbisuu   Section 3: Oral Reading Fluency (ORF)

Barataatti seenaa gabaabaa barreffame agarsiisitii akkas jedhi.

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

☺*Yommuu daa'imni jecha jalqabaa dubbisu, sa'aatii yeroo safrtu kaasi. Qubeessaakee qabadhuutii, jecha dogoggorame sirriitti muraa irradibuun mirkaneessi. Of-sirreessa daa'imichaas akka sirriitti lakkaa'i. Isa daa'imni*

*gadiitti kenne malee callisiitii turi: yoo daa'imichi sakandii 3f mamee ture, jecha sana dubbisii fi; jecha ittiaanutti quba kee qabiitii "**maaloo itti fufi**" jedhi. Jecha dogoggoradha jettee barataatti himtutti mallattoo godhadhu*

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

***Seera dursanii dhaabsisuu**: Yoo daa'imni deebii sirrii sarara duraairratti tokkollee hinkennine ta'e, "Galatoomi!" jedhiitii shaakala kana dhaabi. Sanduuqa xiyyoo garagadii jiru mirkaneeffadhuutii shaakala ittiaanutti darbi.*

Haaluma kanaan dubbisa armaan gadii dubisiisuu eegali.

Galmoon barataadha. Kophee miilaa hinqabu ture. Gaaf tokko mana barumsaa utuu deemuu dhagaan isa rukute. Miilli isaas dhiiguu jalqabnaan deebi'ee manatti gale.

Yommuu deebi'ee mana gahu, haatisaa "maaliif mana barumsaa hindeemnee?" jettee gaafatte. Innis miilasaa dhiigaa jiru itti agarsiise. Haatisaas, naatee, abbaa Galmoo lafa qonnaatii waamte.

Abbaanis miila Galmoo dhiigaa jiru argee nahe. Kanumaan, Galmoo fudhatee gara buufata fayyaa geesse.

Birkii 4. Hubannoo Dubbisaa   Section 4: Reading Comprehension

Yeroo sekondiin 60 dhumu ykn. Yeroo daa'imichi dubbisicha sekondii 60 dura dubbisee fixu, barreeffamicha barataa fuuladuraa kaasiitii gaaffii jalqabaa kanaagadii gaafadhu.

Daa'imichi gaaffii akka deebisu yoo baay'ate sekondii **15** kenni. Deebii barataa galmeessiitii, gaaffii ittiaanutti tari.

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

	Amma seenaad ubbiste keessaa gaaffilee muraasa sigaafadha. Hanga dandeessu deebisuuf yaali.			
		sirrii	dogoggora	Deebii hinqabu
		1	2	3
Galmoon barataadha. Kophee miilaa hinqabu ture. Gaaf tokko mana barumsaa utuu deemuu dhagaan isa rukute. Miilli isaas dhiiguu jalqabnaan deebi'ee manatti gale. 22	Galmoon maal hinqabu ture? [**Kophee miilaa**]	1	2	3
	Galmoon eessa utuu deemu dhagaan isa rukute? [**mana barumsaa**]	1	2	3
Yommuu deebi'ee mana gahu, haatisaa "maaliif mana barumsaa hindeemnee?" jettee gaafatte. Innis miilasaa dhiigaa jiru itti agarsiise. Haatisaas, naatee, abbaa Galmoo lafa qonnaatii waamte. 46	Haati Galmoo maaljettee isa gaafattee? [**maaliif mana barumsaa hindeemnee**]	1	2	3
	HaatiGalmooabbaaGalmooeessaawaamte? [**Lafaqonnaatii**]	1	2	3
Abbaanis miila Galmoo dhiigaa jiru argee nahe. Kanumaan, Galmoo fudhatee gara buufata fayyaa geesse. 60	Galmoon maaliif gara kiliniikaa geeffame**?** [**akka yaalamuuf**]	1	2	3

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

Tarii gilgalli kun sababii daa'imni sun deebii sirrii tarree jalqabaairratti waan hinkenniniif addaan citeera yoota'e, sanduuqa kanaan mirkaneeffadhu.

> **Yaaliigaarii!   Birkii   ittiaanutti**

Birkii 5. Gaaffii Barattootaaf Dhiyaatu (Akka ittifufa meeshaale EGRAtti kennamu)

Gaafataa: Akka afgaaffiitti tokko tokkoo daa'immanii afaaniin gaafadhu.Filannoo deebiif dhiyaatan olqabdee hindubbisiin.Hanga daa'imni deebisutti eegi.Sanaan booda deebiisaa/shee bakka kennamerratti barreessi.Yookiin koodii filannoo deebii barataa agarsiisu qabatee jirutti mari.

Gaaffiilee Daa'imaa/Barataa (CQ & CG)

Lakk.	Gaaffileefi Calaltuuwwan (Questions and filters)	Qoodamawwan koodii Deebii	Gara itti aanutti darbi
CQ03	Daree/Kutaa	Daree/kutaa 1..........1 Daree/kutaa 2..........2 Daree/kutaa 3..........3 Daree/kutaa 4..........4	

		Daree/kutaa 5..........5 Daree/kutaa 6..........6 Daree/kutaa 7..........7 Daree/kutaa 8..........8	
CG01b	Daree/Kutaa	------------------------------------	
CQ01	Saala (Kan barataa/ttuu)	Dhiira................1 Dhalaa.............2	
CQ02	Umrii/ganni kee meeqaa?	Umrii/ ganna waggaa guutuun [___|___]	
CG05	Barreeffamootni (qubeeleen) kutaa keessatti ittiin barsiiftani maali?	Laatinii/Latin ....1 Gi'iizii/Geez ....2 Lamaanuu.................3	
CQ05	Miseensi maatii keessanii meeqaa? *Maaloo warra manatti hafan itti hin dabaliin; maatii, akaakayyuu, akkoo fi kkf yoo maatiin waliin jiraatani itti hin dabaliin.*	Ida'ama [___|___] Dhiira[___|___] Dhalaa [___|___]	
CQ06	Kanneen keessaa amma si waliin barumsa barachaa Kan jirani meeqaa?	Ida'ama [___|___] dhiira [___|___] dhalaa [___|___]	
CQ08	Ganama osoo gara mana barumsaa hin deemiin nyaata manatti ni nyaataa?	Gonkumaa....................1 Guyyoota 1-2 ....2 Guyyoota 3-4 ....3 Guyyaa hundumaa......4	
CQ09	Torbanitti mana barumsaa keessatti almeeqa nyaatta?	Gonkumaa.................1 Guyyaa 1-2 ....2 Guyyaa 3-4 ....3 Guyyaa hundumaa..........4	
CQ10	Erga Mana barumsaatii deebitee galgala nyaata ni nyaattaa?	Gonkumaa................1 Guyyaa 1-2 ....2 Guyyaa 3-4 ....3 Guyyaa hundumaa...4	
CQ11	Yeroo gara mana barumsaa deemtu miirri dadhabbi/hirribaa sitti ni dhaga'amaa?	Gonkumaa................1 Guyyaa 1-2 ....2 Guyyaa 3-4 ....3 Guyyaa hundumaa..........4	
CQ12	Nyaata mana barumsaatti kennamu nyaachuu ni jaallattaa?	Lakki..................0 Eeyyee..................1 Hammanatti miti.......2	
CQ13	Afaan mana barumsaatti dubbattu manattis isuma dubbattaa?	Lakki............................0 Eeyyee.......................1 Do not know/No response...9	
CQ04	Manatti afaan kam dubbattaa/qaaqxa?	Afaariffaa................1 Argobboffaa..............2 Afaan Oromoo...........3 Amaariffaa.................4 Tigiriffaa....................5 Somaaliffaa...............6 Kan biraa yoo jiraate ibsi...7	
CG06	Qajeelfamaaf afaan yeroo baay'ee itti fayyadamtu (afaan baay'inaan itti fayyadamtani) isa kami?	Afaariffaa..................1 Argobbiffaa...............2 Afaan Oromoo...........3 Amaariffaa.................4 Tigiriffaa....................5 Somaaliffaa.................6 Kan biraa yoo jiraate ibsi...7	

CQ16. Mana keessan keessatti kanneen armaan gadii qabduu?		Lakki	Eeyyee	Hinbeeku	Deebiin hinjiru
16.1	Raadiyoonii?	0	1	8	9
16.2	Bilbilaa dhaabbataa yooniin moobaayilii?	0	1	8	9
16.3	Elektiriikii?	0	1	8	9
16.4	Teleeviziyoona?	0	1	8	9
16.5	Mana Fincaanii?	0	1	8	9
16.6	Hojmaneekee hojjechuuf yookiin qo'achuuf bakka mijataa ta'e ni'argattaa?	0	1	8	9

Lakk.	Gaaffileefi Calaltuuwwan	Qoodamawwan koodii Deebii	Gara itti aanutti darbi
CQ17	Kutaa tokko galuu kee dura oolmaa daa'immanii galteettaa?	Lakki……………………………0 Eeyyee…………………………1 Hinbeeku/Callisuu………………9	
CQ18	Bara darbe kutaa meeqa barataa turte?	Barachaa hinturre…………………0 Kutaa 1……………………………1 Kutaa 2……………………………2 Kutaa 3……………………………3 Hinbeeku/Callisuu …………………9	
CQ19	Bara kana, mana barumsaarraa torbaan tokkoo oliif haftee beektaa?	Lakki……………………………0 Eeyyee…………………………1 Hinbeeku/Callisa ………………9	
CQ20	Kitaaba barataa kan afaanii qabdaa?	Lakki ……………………………0 Eeyyee ……………………………1 Hinbeeku/Callisa ………………… 9	
CQ21	Hojii mana barumsaan alatti, kitaabilee, galaalchaaleefi kanneen dubbifaman biroo mana keessan keessa jiruu?	Lakki……………………………0 Eeyyee…………………………1 Hinbeeku/Callisa ………………9	→"lakki" yoo ta'e →"9" yoo gara CQ23 darbi
CQ22	Deebiin kee, gaaffii 21ffaa "eeyyeen" yoo ta'ee, kitaableen kunniin afaan kamiin barreeffamanii jiruu? [Deebii hedduu kennuu nidanda'ama]	Afaan Afaar……………………………1 Afaan Oromoo………………………2 Afaan Amaara ………………………3 Afaan Sumaalee……………………4 Kan biraa yoo jiraate ibsi…………5 Hinbeeku/Callisuu…………………9	
CQ23	Hojmanee dalaguurratti irra caalaa eenyu sigargaara?	Eenyuyuu nangargaaru……………0 Haadha kee…………………………1 Abbaa kee…………………………2 Obbolaa kee…………………………3 Fira biroo……………………………4 Gargaaraa koo………………………5 Hinbeeku/Callisuu…………………9	
CQ24	Haatikee dubbisuufi barreessuu dandeessii?	Lakki……………………………0 Eeyyee…………………………1 Hinbeeku/Callisuu …………………9	
CQ25	Abbaan kee dubbisuufi barreessuu nidandahaa?	Lakki……………………………0 Eeyyee…………………………1 Hinbeeku/Callisuu …………………9	
Xumurreerra galatoomi.Hojii gaarii hojjette.Gara daree keetti deebi'i. Maaloo yommuu daree keetti deebitu, waan nuyi har'a hojjenne kana eenyuttuu hinhimiin.			

Galatoomi!

Context Interview Tools for School Principals and Mother-Tongue Teachers

Interview Protocol for School Leaders: <u>Afar Af</u>

kusaq essero aslacabarteenitih:baritto buxah miraaciinu kee inah afih barseenith
Barittô buxah saqaoltil essertimta Esseroora
SI – Barittô Buxah Baxsa

SI01 Yaakume foormit Barittô Buxah Baxsi Ixxima |___|___|___|___|

SI02a   Edde Essertimte Ayro |___|___|___|___|___|___|___|___|

SI02b   Esser edde qimbimte saaqat |___|___|___|___|

SI03   Elle tan (Arac ascosii (GPSik wagit) |___|___|___||___|___|___|

SI04   Buttah lowsiiseh Mudenta |___|___|

SI05   Rakaakaya   _____   Mudenta |___|___|

SI06   Rasu   _____   Mudenta |___|___|___|

SI07   Daqaara   _____   Mudenta |___|___|___|___|

SI08   Awda   _____

SI09   Baritto Buxah Migaq   _____

SI10   EMIS xiinisoh baxsi ixxima |___|___|___|___|___|

SI11   Iroˆkaalib GPS arac ascossi (Aboolita kee Caleyta ximmotah ixxima) |___|___|___||___|___|___|

Xayreekterih (Brittô buxah saaqal) Esseroora (PQ)

Qno.	Esseroora kee rorta	Gacsa/ bedih exxaxi	fan Tatur
PQ01	Gacsek inkihyan migaq		
PQ02	Taamah caddo	Saqaala............1 Cigila saqala....2 Barseena..........3 Miraaciino.......4 Geersi............5	
PQ03	Taway fayxi elle esseran formih adda nagay koh qaddooseemih taagah yoo toobbeh, Takkay immay ta kusaaqat gaba agle taalluh fayxiik tantoo? ***ESSERE:*** *edde yangaluh lonu yan fayxi keenik yabat keenik esser. Fayxi elle esseran qangrah keenih baxxaaqisey.*	Yeey...................... 0 Male.................... 1	
PQ04	Nado	Lab..........1 Say..........2	
SD03	Ta aracal magide yakke widdirih tantooh?	Sanatah [___[___|	
PQ05	Barittoh caddo (giffoli)	Namhaytoˆxigrii.................... 1 Inkihaytoˆxigrii....................... 2 Barseenia xiploma...............3 Geeri xiblooma...............4 Aydakaakan sumqah.......5 Geersi...............6 Tu mayyu.............7	
PQ06	Ta baritto buxa doolat baritto buxanna?	Yeey............................ 0 Male............................ 1	→'malee' tekkek esser gabakalah. Ciggiilaak doorimte baritto buxa fan tatur.

xayrekterik baritto miraaciinu kee duddi oyta (DI)

Q No.	Esseroora kee rorta	Gacsa/ bedih exxaxi	fan Tatur
DI01	Ayyam adda makeena footima barissaah. Faxem takkay ?	Ayyam adda tan footimak ixxima |___|___	
DI02	Ayyam adda makeena saqaat barseenitih barsiyyi koqol taceeh?	ayyam addat saaqatak litoomih ixxima _|___|___|_	
DI03	kawsiyyi taddera abbinossuh baxsale aydakaakan beytee aw baritto beytee?	Baleey .... 0 Yeey.......................... 1	→**baleey iyyek fan Tatura**Q DI6
DI04	yeey iyyek.taddeerak xexxar magidek sugteeh?	Ayroora [___[___| Maaxiga ----88	
DI05	Ta aydakaakan tacem miyyaksugteeh ?	Rakaakayak baritto biiro ....1 Rasuk baritto carka ....2 Daqaarak baritto k/buxa ....3 NGOs ....4 Gersim / baxxaqis 5	
DI06	Mannal barisaanamih/kawisaanamih cato barseenitih abtee/abtaa(the pedagogy)?	Maleey .... 0 Yeey 1	
DI07	Ku barittoh buxak 2 kee 3 footimah barteenit kawsiyyi xali ruffa koo haa. Essere: 3 kee 4 aftoh 2 kee 3 essera	Baleey .... 0 Yeey.......................... 1 Imaaxiga /gacsa mali---------9	
DI08	tatre alsih addat madabah kaba caagidih baritto buxa makeena ayro tawqem kok qambalsimak sugte?	Ayroorah ixxima [___[___|	

Baritto buxa essera (bartiyya kee barsiyya) (SQ)

Q No.	Esseroora kee rorta	Gacsa/ bedih exxaxi	fan Tatur
SQ01	Ku baritto buxa 1 kee 4 fan inah afih barseenit lee?	Baleey .... 0 Yeey .... 1 maaxiga 9	
SQ02	ku barittoh buxal Inah afih barittoh aydakaakan beyte barseenit magide takke?	Barseenit ixxima [___[___|	baleey "00", **fan Tatura**SQ4
SQ03	Inah af mannal barsaanamih (Ta)aydakaakan teceem miyyaay ? [dooritaanam xiqaanah]	Baritto buxa .... 1 Kilaster fanteena .... 2 Daqar .... 3 Baritto biro .... 4 NGOs.......................... 5 Gersim/baxxaqis..........................6	
SQ04	taway yan baritto dabaanak xabba haanam ta baritto buxa qiddi ayroorak iroh baritto anih alfintee?(alfiteh taaxigee)	Baleey .... 0 Yeey 1	→baleey iyyek **fan Tatura**SQ7
SQ05	(Gacsi yeey tekkek) baritto makeena ayro alifut sugte?	Ayroorah ixxima [___[___|	
SQ06	(Gacsi yeey tekkek (baritto buxa maca alfinte?	Addafakoot : _____ _____	
SQ07	tatre sanat kee asanat baritto buxa carbit(carbi : qulul eddeanuk) biyaakitteh sugtennaa?	Baleey .... 0 Yeey .... 1 Maaxiga/gacsa mali 9	→baleey iyyek **fan Tatura**SQ10
SQ08	Ta alsih addat makeena ayro?	Alsi addat ayrok litom |___|___|___|	
SQ09	Tare sanat makeena ayro?	Tatre Alsi addat ayroorak luk sugtem |___|___|___|	
SQ10	barseenit lesson plans Sekkaacisaanamih dirki miyya tan ?	Num miyan .... 0 Director.......................... 1 Ciggila Director........................... 2 Gersim / baxxaqis 3	→ baleey iyyek **fan Tatura**SQ12

SQ11	Lesion plan makeena uddur sekkaacisaanah ?	Inkinnah .... 0 Alsa addat 1 wak .... 1 Kulli 2-3 alsat 1 wak .... 2 Alsat 1 wak .... 3 Namma ayyaamaak 1 wak .... 4 Kulli ayyam .... 5 Ayroh addat 1 wak .... 6 gersim, baxxaqis 7	
SQ12	Ku baritto buxal footimah addal barseenit ilaalah dirki lem miyyaay?	Num milaahisa .... 0 Barseenit saqal .... 1 Ciggiila saqal .... 2 Gersim , baxxaqis 3	→baleey iyyek **fan Tatura**SQ14
SQ13	Ta simisteril, footimah addah kusaq barseenit aabteeh?	Inkinnah ....0 1 wak ....1 wak ....2 3 wak ....3 4 wak aw daga ....4 Gersim , baxxaqis .... 5 Maaxiga / gacsa mali 9	

SQ14	ku baritto buxal addah raqta footimaamih barteenit kawsiyya kee aktubiyyi dadda yaysiisek mannal taaxigeeh ?(gacsa ma kawisin- 1 inkiimiy qaddote)			

No.	Aqayyaare cogd	Yeey
14.1	Footimaamih ilaala	1
14.2	barseenit tecee aqayyaarek barteenit xalu lowsiisa	1
14.3	urru qagartah kusaaqisa	1
14.4	barteenitik buxa taama sekkaacisa	1
14.5	barseenit daddal gabbaaqu yol taceeh	1
14.6	Don't know/refuse to respond	1
14.7	gersim/ baxxaqis	1

SQ15	Ku baritto buxa inah afih baritto kitooba aw yagriyen duyye lee? (footima 2 kee 3)	Baleey .... 0 Yeey 1	baleey iyyek **fan Tatura**SQ17
SQ15a	gacsi yeey ,baxsi(alsa kee sanata)	Dite li 2023...........................1 Ximo li 2023.................2 Qunxa garab lu 2023...............3 Kaxxam garablu 2023.................4 Naharsi kudo 2023.................5	

SQ16	barteenitih inah afih kitooba miyyi xayyooseeh? (Xayyos raceena baritto malaak tekkek 1 maro hayis)			

No.	Miyya ?	Yeey
16.1	Baritto malaak	1
16.2	baritto buxa(edde ane waa marih maalu)	1
16.3	Xaleena (cankah)	1
16.4	Baritto buxah ayyunta aw borxi	1
16.5	maaxiga/magacisa	1
16.6	gersim/ baxxaqis	1

SQ17	baritto buxah addal(saytun aw safale) lee xayyo yanii? lee akak geyan raceena maay tan	Baleey .... 0 Yeey 1	
SQ18	Baritto buxa gomod mali gira maay le?	Baleey .... 0 Yeey .... 1 Maaxiga/gacsa mali 9	
SQ19	Baritto buxa sayyo saytunaane qari kibne maay lee ?	Baleey .... 0 Yeey 1	
SQ20	baritto buxa kompiiter footima maay le?	Baleey .... 0 Yeey 1	
SQ21	baritto buxa kawsiyyi footima maay le?	Baleey .... 0 Yeey, barteenitih .... 1 Yeey, barseenitih .... 2 Yeey, barteenit kee barseenitih 3	

SQ22	Tatre sidiica sanatat adoytitik maqarros aydakaakan geytem maay tan ?	Baleey .... 0 Yeey 1	
SQ23	Alaaqa baritto kiitis kee duyye wagittaamal aydakaakan beytem maay tan (faxem)?	Sittat [___[___|___] Labha [___[___|___] Sayyo [___[___|___]	

Baritto buxah maaqiddi cato (SM)

Q No.	Esseroora kee rorta	Gacsa/ bedih exxaxi				fan Tatur
SM01	Tatre sidiica sanatah baritto buxa maaqoh catotta geytee?	Baleey .... 0 Yeey......................... 1				→ baleey iyyek **fan Tatura** (SF)
SM03	Maaqoh cato abak tenem iyyaay?	Carka	Yeey=1	Baleey=0		
		Doolat				
		WFP				
		UNICEF				
		SCF				
		Gersi doolat akke sinni egla/ NGO				
		Cankah caddo				
		Ayyunta				
SM04	Ciggiltaamih addak qokoluk raceenah tanim anni tiyaay?	Doolata....................1 WFP.................................2 UNICEF............................3 SCF....................................4 Aki doolat akke sinni egla.......................5 Cankaˆcaddo..................6 Ayyunta.....................7				
SM05	Ta yemeete baritto buxah maaqoh qokol ciggiltaamih addak annitiyal giffoluk tambulluye gutqo luk yeneeh?	xaloot ixxima	Yeey =1	Baleey = 0		
		Magaazini				
		Maaqiddi gulgulusso				
		Leeˆxayyoosu				
		Maaqidda elle xagan araca				

Baritto buxah kibne(SF)

Q No.	Esseroora kee rorta	Gacsa/ bedih exxaxi	fan Tatur
SF01	Baritto buxa magidtakke barseenit leeh? (atu edde anuk)	Sittat [___[___|___] Sayyo [___[___|___] Labha [___[___|___]	
SF04	Ku ixxigal baritto buxa barseenit taamal aydakaakanimte barseenitik magide leeh?	Sittat [___[___|___] Sayyo [___[___|___] Labha [___[___|___]	ku magan SF2<=SF1 kinnik diggos
SF06	Ta baritto buxa leey, darifa saytunaane kee qaafiyat dacayrih aydakaakanih sumaqta le taama abeenit leeh?	Sittat [___[___|___] Sayyo [___[___|___] Labha [___[___|___]	
SF07	Baritto buxa sittat magidtakke barsiyyi daasitte leeh?	[___[___|___]	
SF08	Baritto buxa kitooba rigii lee?	Baleey .... 0 Yeey 1	
SF09	Amogexak inki kitab makina barteenitih gufaah?	[___[___]	
SF13	Baritto buxa maweelole kadcô dabu (daaco qari) leeh?	Tu mali..........................0 Foten araca.......................1 Marok/dogoluk bicsen araca.........2 Alaagisen daffeyna le daaco qari...3	

SF14	Lab urru kee say urri baxsiime kadcô dabu loonuu?	Baleey ……………………………… 0 Yeey …………………………1	
SF15	Baritto buxa lee edde kobxisaanam maatiiy?	Leê keebiseyna………………1 Barmiili…………………………2 Rotto……………………………3 Mudҿ………………………………4 Darâ………………………………5 Gersim tenek…………6	
SF16	Lee ankek geyan? Leek raceena ankeey?	Gabah akkaquk……………1 Tankeri………………2 Robti lee……………3 Daralleey gexxa……………4 Coten boodoh lee…………5 Bumbâ lee……………6 Kalah/baxis…………7	
SF17	Kooraan xayyos ankek geyan?	Tu hinna………………………0 Jeeneretari/muter………………1 Ayroytak geyan cayla…………………2 Kaxxadiittak……………………3	

Gadda gey,

Interview Protocol for School Leaders: <u>Afaan Oromoo</u>
Gaaffii Gaggeessitoota Mana Barumsaa Dhiyaatu

Odeeffannoo Bu'uuraa Mana Barumsaa/ Eenyummeessaa

SI01	Eenyummeessaa Unkaa Bu'uuraa	|___|___|___|___|
SI02a	Guyyaa Afgaaffii	|___|___|___|___|___|___|___|___|
SI02b	Yerootti afgaaffiin eegale	|___|___|___|___|
SI04	Eenyummeessaa suppervaayizarii Garee	|___|___|
SI05	Naannoo _____ Koodii |___|___|
SI06	Godina _____ Koodii |___|___|___|
SI07	Aanaa _____ Koodii |___|___|___|___|
SI08	Ganda _____
SI09	Maqaa Mana Barumsaa _____

SI09b Iddoo Mana Barumsaa (Baadiyyaa/ Magaalaa) _____Koodii \|___\|___\|

SI09c Gulantaa Inispeekshinii Mana Barumsaa (Gulantaa 1/ Gulantaa 2/ Gulantaa 3/ Gulantaa 4) Koodii
\|___\|___\|___\|___\|

SI10 Koodii EMIS (Admin code) \|___\|___\|___\|___\|___\|

SI11 Walitti qindeessaa GPS alaa (olgadee fi dalgee desiimaala) \|___\|___\|___\|\|___\|___\|___\|

Gaaffilee Gaggeesitootaa (PQ & SD) / Piroofaayilii Geggeessitootaa Mana Barumsaa

Lakk.	Gaaffileefi Calaltuuwwan	Qoodamawwan koodii Deebii	Gara itti aanutti darbi
PQ01	Maqaa guutuu gaafatamaa/ttuu		
PQ02	Gita hojii	Itti gaafatamaa/ttuu……….1 Itti aanaa itti gaafatamaa/ ttuu…..2 Barsiisaa/ttuu…………………………3 Bulchiinsa……………………………4 Kan biroo/ ibsi/………………………5	
PQ03	Amma, waa'ee qorannoo kanaa irratti hirmaachuuf fedhii qabdu gadi fageenyaan hubatteetta, qorannoo kana keessatti hirmaachuuf fedhii qabdaa? ***RAGAA FUNAANAA/TTUU:*** *Qabiyyee fedhii qorannoo kanarratti hirmaachuuf qabu/du ibsiif.*	Lakki, fedha hinqabu…… 0 Eeyyee fedhii qaba ……………1	
PQ04	Saala	Dhiira………………1 Dhalaa…………2	
SD03	Itti gaafatamummaa kanarra waggaa hagam turte?	Waggoota [___[___|	
PQ05	Sadarkaa barumsaa (OL aanaa xumure/ttee)	Digirii lammaffaa…………………… 1 Digirii jalqabaa………………………… 2 Diploomaa barsiisummaan……..3 Diploomaa Kan biroo………………4 Ragaa sartifikeetaa………………5 Kan biroo (ibsi)…………………6 Kan him baranne……………………7	

PQ06	Manni barumsaa kuni kan mootummaatiiI?	Lakki…………………………… 0 Eeyyee…………………… 1	→"lakki" yoo ta'e gaaffii fi deebii xumuri (Gara saamuda mana barumsaa kan birootti darbi)

Odeeffannoo waa'ee geggeessummaa barumsaa daayirekteeraafi dandeettii isaa (DI)

Lakk.	Gaaffileefi Calaltuuwwan	Deebii / qoodduuwwan koodi	Gara itti aanutti darbi
DI01	Torbanitti wayitii meeqa barsiiftaa (yoo nibarsiifta ta'e)?	Baayina wayitii torbanii |___|___	
DI02	Torbanitti sa'a meeqa barsiisota keef gargaarsa barnootaa kennitaa? ,	Baayina wayitii torbanii _|___|___|_	
DI03	Sagantaa dubbisuuf kan siqopheessu leenjii addaa yookiin koorsii fudhatteettaa?	Lakki…………………………… 0 Eeyyee……………………… 1	→"lakki" yoo ta'e, gara gaaffii DI6 deemi.
DI04	"Eeeyye" yoo jetta ta'e, dheerrinni sagantichaa akkam ture?	Guyyoota [___[___| Hinbeeku………88	
DI05	Leenjicha kan qindeesse eenyu ture?	Biiroo Barnootaa Naannoo (BBN)…1 Waajjira Barnoota Zoonii (WBZ) ….2 Waajjira Barnoota Aanaa (WBA) ……3 Mitimootummaa (NGOs) ……4 Kan biraa yoo jiraate ibsi. ……5	
DI06	Barsiisonni dandeettii dubbisuu akkamitti barsiisuu akka qaban isan deeggerteettaa?(Ogbarsiisaa)	Lakki…………………………… 0 Eeyyee……………………… 1	
DI07	Dandeetii dubbisuu barattootaa kutaa 2 fi 3 mana barumsaa keessaniitti nigammadda? Afgaafataa: Bakka barattoota kutaa 2 fi 3 kutaa 3 fi 4 gaafadhu.	Lakki…………………………… 0 Eeyyee……………………… 1 Hinbeeku/Callisuu----------9	
DI08	Ji'a darbe, guyyoota meeqaaf dhimma mana barumsichaaf jettee mana barumsaa dhiiftee deemteetta?	Baayyina guyyootaa [___[___|	

Gaaffii Mana Barumsaa (Baru-barsiisuu) (SQ)

Lakk.	Gaaffileefi Calaltuuwwan	Deebii/ Koodii Qoqqooddiiwwanii	Gara---tti darbi
SQ01	Manni barumsaa keessan kutaalee 1—4 jiran afaan dhalootaatiin barsiisaa?	Lakki………………………… 0 Eeyyee………………………… 1 Ani hinbeeku………………………9	
SQ02	Barsiisota keessaa kanneen afaan dhalootaa gargaaramuun akka afaan barnootaatti barsiisuudhaaf, leenjii murtaawaa fudhatan hammam ta'u?	Baayina barsiisotaa [___[___|	"00" yoo ta'e, gara gaaffii SQ04 ce'i.
SQ03	Afaan dhalootaatti fayyadamuun akka barsiisan eenyutu leenjicha qindeessee? [Deebii hedduu kennuun nidanda'ama]	Mana barumsaa………………………… 1 Kilaastarii wiirtuu………………………… 2 Aanaa………………………… 3 Biiroo Barnootaa Naannoo………… 4 Dhaabbilee mitimootummaa/ NGOs…………5 Kan biraa yoo jiraate ibsi………………6	
SQ04	Jalqaba bara barnootaa baranaa eegalee, manni barumsaa kun guyyoota ayyaanaa irraa kan hafe yeroo hojii idilee cufamee beekaa?	Lakki………………………… 0 Eeyyee………………………… 1	→"lakki" yoo ta'e gara SQ07 tti darbi
SQ05	[Yoo eeyyeen jetta ta'e,] guyyaa meeqaaf cufame?	Baayyina guyyootaa [___[___|	

SQ06	[Eeyyeen yoo jetta ta'e,] manni barumsichaa maaliifcufame?	Ibsi: _____	
SQ07	Mana barumsaa keessan hookkarri yeroo yeroon ka'uun jeequmssi (walittibu'insa, fincila, jijjiirama qilleensaan/ hongeen) bara darbeefi barana isa mudateera?	Lakki............................ 0 Eeyyee............................ 1 Hinbeeku/Callisuu 9	→"lakki" yoo ta'e gara gaaffii SQ10 darbi
SQ08	Bara kana guyyaa meeqaaf?	Guyyoota bara kanaa barreessuu |___|___|___|	
SQ09	Bara darbe guyyoota meeqaaf?	Guyyoota bara darbee barreessuu |___|___|___|	
SQ10	Namni qophii barnootaa barsiisotaa ilaaluuf ittigafatamummaa fudhate jira?	Eenyuyyuu............................ 0 Daayirekteera............................ 1 Itti aanaa daayirekteeraa.................. 2 Kan biraa yoo jiraate ibsi.................. 3	→"Eenyuyyuu" yoo ta'e gara SQ12 darbi
SQ11	Karooronni kun hagamitti keessa deebi'amanii fooyya'uu??	Gonkumaa .... 0 Waggaatti altokko............................ 1 Ji'oota 2-3tti altokko..................... 2 Ji'atti altokko............................ 3 Torban lamatti altokko.................... 4 Torban torbaniin............................ 5 Guyyaa guyaan............................ 6 Kan biraa yoo jiraate ibsi.....................7	
SQ12	Mana barumsaakeetti, barsiisota daree keessatti daawwachuudhaaf itti gaafatamummaa kanfudhatu eenyudha?	Kan daawwatuyyuu hinjiru............... 0 Daayirekteera............................ 1 Itti aanaa daayirekteera.................. 2 Kan biraa yoo jiraate ibsi.................. 3	→ kanneen keessa deebiin hinjiru yoo ta'e SQ14 tti darbi
SQ13	Semisteera keeessatti, daree keessatti daawwannaa barsiisotaa hagam geggeessita?	Gonkumaa ....0 Altokko............................1 Allama............................2 Alsadii............................3 Yeroo afur yookiin sanaan ol ....4 Kan biraa yoo jiraate ibsi.................. 5 Hinbeeku/ Deebiin hinjiru/Callisuu ...9	
SQ14	Barattoonni kutaalee gara jalqabaaogummaa dubbisu fi barreessuutiin fooyya'aa jiraachuufi dhiisuusaanii akkamiin beektaa? [Deebii jiru hindubbisiin – kanneen tarreeffamanii jiran keessaa "1'tti mari]		

Lakk.	Toofttaa Sakattaa'insaa	Eeyyee
14.1	Daawwannaa daree	1
14.2	Qaphxii barattootaa barsiisotaan kennamu to'achuu	1
14.3	Ofiikoo barattoota dubbii afaaniin madaaluu	1
14.4	Hojmanee yookiin raawwii daa'immanii keessa deebi'een ilaala.	1
14.5	Barsiisonni gabaasa fooyya'insaa naaf kennu,	1
14.6	Hinbeeku/deebisuu hinbarbaanne	1
14.7	Kanbiraa yoo jiraate ibsi	1

SQ15	Manni barumsaa kee kitaaba barataa afaan dhalootaa yookiin meeshaalee dubbisuu fudhateeraa (Kutaalee 2 fi 3)?	Lakki............................ 0 Eeyyee............................ 1	"lakki" yoo ta'e, gara SQ17 tti darbi
SQ15a	"Eyyee" yoo ta'e, yoom akka ta'e ibsi. Yoo eeyyee ta'e yoomi (ji'aafi bara)	Hadoolessa, 2023.................1 Hagayya, 2023.................2 Fulbaana, 2023.................3 Onkoloolessa, 2023.................4 Sadaasa, 2023.................5	

SQ16	Kitaaba barat40 afaan dhalootaa kan kennu eenyuu? [Maddi isaa ibsameera yoo ta'e '1'tti mari]	Lakk.	Eenyuun?	Eeyyee	
		16.1	Ministeera barnootaa	1	
		16.2	Mana barumsaa (karaa maallaqa dhuunfaa)	1	
		16.3	Maatii(dhuunfaadhaan)	1	
		16.4	Koree mana barumsaa yookiin boordii	1	
		16.5	Hinbeeku/deebisuu hinbarbaanne	1	
		16.6	Kanbiraa yoo jiraate ibsi	1	
SQ17	Dhiyeessiin bishaanii dhiyootti argatan (qulqulluufi mudaa kan hinqabne) mooraa mana barumsaa keessa jiraa?	Lakki............................ 0 Eeyyee............................ 1			
SQ18	Manni barumsichaa kun elektiriikii qabaa?	Lakki............................ 0 Eeyyee............................ 1 Hinbeeku/callisuu..................... 9			
SQ19	Manni barumsichaa bakka dhiqannaa dubartootaa qabaa?	Lakki............................ 0 Eeyyee............................ 1			
SQ20	Manni barumsichaa kutaa kompiitaraa qabaa?	Lakki............................ 0 Eeyyee............................ 1			
SQ21	Manni barumsichaa Laayibirarii qabaa?	Lakki............................ 0 Eeyyee ijoolleef, ... 1 Eeyyee , barsiisotaaf........................ 2 Eeyyee, barattootaafi barsiisotaaf............... 3			
SQ22	Waggoottan sadandarban keessaahojjettoonni kee leenjii addaa fudhataniiru?	Lakki............................ 0 Eeyyee............................ 1			
SQ23	Itti fayyadama kiitiifi meeshaalee dubbisuufi barreessuu (literary kits) ilaalchisee hojjettoonni kee meeqatu leenjii fudhateera? (Yoo jiraatan)	Ida'ama [___[___|___] Dhiira [___[___|___] Dhalaa [___[___|___]			

Gargaarsa Nyaata Mana Barumsaa (SM)

Lakk.	Gaaffileefi Calaltuuwan	Deebii/ Koodii qoqqooddiiwwanii			Gara… tti darbi
SM01	Waggoota sadan darban keessan manni barumsaa keessan gargaarsa kamiyyuu nyaata waliin Wal qabate argateeraa?	Lakki................................ 0 Eeyyee......................... 1			→ yoo "lakkii" ta'e, birkii itti aanutti darbi
SM03	Dhaabbatootni mana barumsaa keessaniif gargaarsa nyaataa kennani eenyu fa'i?	Dhaabbata	Eeyyee =1	Lakki = 0	
		Mootummaa			
		Sagantaa Nyaataa Addunyaa (WFP)			
		Yuuniseefii (UNICEF)			
		SCF			
		Mitimootummaa biroo			
		Sektara dhuunfaa			
		Hawaasa			
SM04	Kanneen keessaa, gargaarsa guddaa/ ol aanaa Kan kennu isa kamii?	Mootummaa.....................1 Sagantaa Nyaataa Addunyaa (WFP)......2 Yuuniseefii (UNICEF)............................3 SCF ....4 Mitimootummaa biroo ....5 Sektara dhuunfaa.......................................6 Hawaasa 7			

SM05	Gargaarsi nyaataa mana barumsaa keessaniif kenname kanneen armaan gadii irratti jijjiirama fide qabaa?	Gosa dhiibbaa	Eeyyee=1	Lakki = 2	
		Barataan mana barumsaarraa hafuu hir'isuu			
		Hirmaannaa fooyyessuu			
		Hubannoo fooyyessuu			
		Xiyyeeffanoon dhaggeeffachuu fooyyesse			

Faasilitii Mana Barumsaa (SF)

Lakk.	Gaaffileefi Calaltuuwwan	Deebii/Qoqqooddiiwwan koodessuu	Gara… tti darbi
SF01	Manni barumsaa keessan barsiisota meeqa qaba? (si dabalatee)	Ida'ama [___[___|___] dhalaa [___[___|___] dhiira [___[___|___]	
SF04	Akka ati beektutti, barsiisotni leenjii barsiisummaan qaban meeqaa?	Ida'ama [___[___|___] dhalaa [___[___|___] dhiira [___[___|___]	*SF04 <=SF01 mirkaneessi*
SF06	Leenjii WASH (bishaan, qulqullina) hojjettoota meeqatu leenji'e?	Ida'ama [___[___|___] dhalaa [___[___|___] dhiira [___[___|___]	
SF07	Walumaagalatti, manni barumsaa keessan kutaa/daree meeqa qaba?	[___[___|___]	
SF08	Manni barumsaa keesssn mana kitaabaa qabaa?	Lakki………………………… 0 Eeyyee…………………………1	
SF09	Giddugaleesssaan, kitaaba tokkotti barataa meeqatu fayyadama?	[___[___|	
SF13	Manni barumsaa keessan mana fincaanii gosa akkamii qaba?	Hin qabu…………………………0 Biyyee boolla/Earth Pit…………1 Simintoorraa kan hojjetame/ Concrete Slab……………2 Bishaaniin kan darbu/ FlashToilet…..3 Kan biraa yoo jiraate ibsi…………4	
SF14	Manni fincaanii Kan dhiiraa fi dhalaa qofaa qofattini jira?	Lakki………………………… 0 Eeyyee…………………………1	
SF15	Kuusaan bishaanii inni yeroo baay'ee itti fayyadmtan Isa kami?	Konteenarii ………………1 Baaldii guddaa/ Barmeelii ………………2 Roottoo…………………………3 Taankerii…………………………4 Boolla bishaanii………………………5 Kan biraa yoo jiraate ibsi………………6	
SF16	Maddi bishaanii fayyadamtani maali?	Harkaanwaraabamu ……………………1 Taankerii…………………2 Bishaan roobaa/bokkaa……………3 Laga yaa'u……………4 Bishaanii boolla/ biirii………………5 Bishaan hujummoo……………6 Kan biraa yoo jiraate ibsi……………7	
SF17	Ibsaa eletirikaa maalirraa argattu?	Hin qabu ………………………0 Jenereetara ………………………1 Soolaarii………………………2 Humna ibsaa (Main Grid)………………3	

Galatoomi!

Interview Protocol for Early Grade Mother-Tongue Teachers: <u>Afar Af</u>

addah raqta footimaamih barseenitih qangarta essero protocol

baritto buxak raq-sinn oyta/kinnaane

SI01   baritto buxak baxsi ixxima |___|___|___|___|

SI02a   essero edde ayro |___|___|___|___|___|___|___|___|

SI02b   essero edde qimbisan saaqat |___|___|___|___|

SI03   dariifa (GPS absiisenta tableetik) |___|___|___||___|___|___|

SI04   butta lowsiise bedu |___|___|

SI05   rakaakay_____ bedu |___|___|

SI06   rasu_____   bedu |___|___|___|

SI07   daqar_____   bedu |___|___|___|___|

SI08   awda_____

SI09a   baritto buxah migaq_____

SI09b   baritto buxa qaytinat(barri/magaala)   _____baxseena |___|___|

SI09c   baritto buxak inispekshin caddo (Level 1/ Level 2/ Level 3/ Level 4) baxseena|___|___|___|___|

SI10   EMIS Admin code |___|___|___|___|___|

SI11   External GPS Coordinates (decimal longitude & latitude) |___|___|___||___|___|___| Addah

raqta footimaamil barissa inah afih barseenit kusaaqa

2.1 barseenit oyta (TI)

Q No.	Esseroora kee rorta	Gacsa/ bedih exxaxi	fan Tatur
TI01	Ta sanat barissa footimaami (barissa hayta footimat inkih maro hay):	1hayto............................. 1 2 hayto .... 2 3 hayto .... 3 4 hayto .... 4 5 hayto .... 5 6 hayto .... 6 7 hayto .... 7 8 hayto 8	
TI02	Ayyaamat barsiyyak(uddur) litoh gide:	Footimah dudduruk ayyaamat litoh gide |___|___|	
TI03	Barituh yunkutube barteenit qadad ixxima (yekkeenim)	labha: [___[___|___] sayyo : [___[___|___]	
TI04	Af barissuh aydakaakanime barseen kinnitoo?	Baleey .... 0 Yeey............................ 1	
TI05	(Barittok lito caddo) barittok manni caddol keytimtaah?	sertifikeet............................ 1 xiplooma............................ 2 xigri...................... 3 Master........................ 4 gersim (baxxaqis)......................... 5	
TI06	(qimbisseemiiy akke) Barsiyyal magideh sanatah tan	sanat[___[___|	
TI07	Afti aydakaakan beyteek lakal magide sanat afti barseenah tan akkel ?	sanat[___[___|	

2.2 baritto buxah gadda kee barseenitik barsiyyi abbinos (IP)

Q No.	Esseroora kee rorta	Gacsa/ bedih exxaxi	fan Tatur
IP01	ku baritto buxal taamitta kawsi kitooba aw elle kawsan footima tanii?	Baleey .... 0 Yeey .... 1 Maaxiga 9	
IP02	Akkel dudda/xiqta kitooba/duyyey kawsa bartoonuh ken catta tanii?	Baleey .... 0 Yeey 1	
IP03	Barteenit kawsi buxa culaanak maay kattata?	Baleey .... 0 Yeey 1	
IP04	Ku barteenit af bartoonuh ken catta elle barit aslacak xiqtam loonu?	Baleey .... 0 Yeey 1	
IP05	xaltane,barseenit makaadoy taamitta lee ku barittoh buxa (XBM)?	Baleey .... 0 Yeey 1	
IP06	Barteenit xaleena luk sitta geytan ayro/uddur litoo?	Baleey .... 0 Yeey 1	→baleey iyyek **fan Tatura** IP08
IP07	barteenit xaleena lluk magideh uddur sitta geytan ?	Semester addah 1 uddur .... 1 Semester addah 2 uddur .... 2 Semester addah 3 uddur .... 3 Semester addah 4 uddur .... 4 Semester addah 5 uddur....... 5 Other, specify..................... 6	
IP08	Cubbussa haytek ku buxaak baritto buxa magide kok beyta ?	baritto buxah addal elle idiy/raag. 1 15 dagiiga or addah .... 2 16 ilaa 30 dagiiga..................... 3 31 ilaa 45 dagiiga .... 4 46 ilaa 60 dagiiga .... 5 Tahaak daga 60 dagiiga 6	
IP09	ku magan,kawsiyyi barittoh uddur edde tantifiqe lafa le barsiyyi kitooba baxxaqisey ?	kutbe matan 9	→9 baleey iyyek **fan Tatura** TL01
IP10	IP09 baxxaqissey kawsiyyi barsih kitoobah ammuntat magideh uddur barissaah?	Ayyaamat 1 ayro .... 1 Ayyaamat 2 ayro .... 2 Ayyaamat 3 ayro .... 3 Ayyaamat 4 ayro .... 4 Ayyaamat 5 ayro .... 5 kutbe matan 9	
IP11	Ta kawsiyyi kitaabak nafqi mannal tubleen ?	Nafqi mali..................... 1 Dagoo nafqi le .... 2 Saabo leh .... 3 Tanfiqeh .... 4 Kaxxa nafqi le 5	
IP12	Kawsiyyi footimal barseenit mascassa(guide) baxaabaxsa litoo?	baleey............................. 0 Yeey............................. 1	→baleey iyyek **fan Tatura** IP14
IP13	ta barseeni mascassa(guide)nafqi mannal tubleeh?	Nafqi mali..................... 1 Dagoo nafqi le .... 2 Saabo leh .... 3 Tanfiqeh .... 4 Kaxxa nafqi le 5	
IP14	ta barseenit miracsimeena milaagul maca fayissaah(baxxaqis)	....	

2.3 afti barsiyyih cogda (Pedagogy) – TL

barteenit lih abtoonu duddan taamooma kataytam yakken.taturte 5 barittoh ayro ucsubay katayta taamooma magideh uddurih addat abtaanam wagita. migdi kabuk yan qagaaqagit lih ramddoowa/xayi ixxima marroosa.

Q No.	Esseroora kee rorta	Gacsa /bedi exxaaxi					
		Inkinnah	Ayyaamat 1 ayro	Ayyaamat 2 ayro	Ayyaamat 3 ayro	Ayyaamat 4 ayro	Ayyaamat 5 ayro
TL01	inkih tan footimah qimbol eddeyabte maxcamaafoofa qagaaqagis	0	1	2	3	4	5
TL02	barteenit data luucuk maay qulta(taktube)?	0	1	2	3	4	5
TL03	barteenit barten aydaadu qagaaqagisanaa	0	1	2	3	4	5
TL04	Barteenit qusba qangorih maqna bartaanaa.	0	1	2	3	4	5
TL05	barteenit barseenah aw gersi barteenith anay fayya hayteh kawissaa.	0	1	2	3	4	5
TL06	barteenit barittoh uddur isinnih akak kawsan inna madbimeeni	0	1	2	3	4	5

barteenitik kawsi gexsit kiiloonuh kataytaamak cogdaadit maakeena uddur tantifiqeeh? migdi xaquk tan qagaaqagit luk ramaddowta/xayi ixxima marroosaak kulli cogda magideh uddur edde tantifiqem escessa.

Q No.	Esseroora kee rorta	Inkinnah	Ayyaamat 1 ayro	Ayyaamat 2 ayro	Ayyaamat 3 ayro	Ayyaamat 4 ayro	Ayyaamat 5 ayro
TL07	kutbeh aqayyaare	0	1	2	3	4	5
TL08	qangarta aqayyaare	0	1	2	3	4	5
TL09	barteenit taamah sekkacsa	0	1	2	3	4	5
TL10	daftaar(elle yaktuben luuc) lowsiisaanam	0	1	2	3	4	5
TL11	buxa taama lowsiisaanam	0	1	2	3	4	5
TL12	Gersi cogda tenek (ku magan baxxaqis):	……….					

barteenit qimbok katatam tiitiyah kawsaanamih dudda elle yaybullenim xiqaanam manni footimaay ? inkih yan dudday ku gacsa llih kaxxam ramaddoowa/xayi ixxima maris

Q No.	Esseroora kee rorta	Afal/afat G 1	G 1	G 2	G 3	G 4
TL13	dago galti le kawsa anay fayya kawis	0	1	2	3	4
TL14	migaq uktub	0	1	2	3	4
TL15	uson kawsen aydaadu ced	0	1	2	3	4
TL16	wara baxsaanam kee migaqitte akak yab	0	1	2	3	4
TL17	aaxige wayta qangor eyeqq	0	1	2	3	4
TL18	toobben aydaadu ceda	0	1	2	3	4
TL19	waroori kawis	0	1	2	3	4

2.4 barseeniotih raag le mehrat dadala (PD)

Q No.	Esseroora kee rorta	Gacsa/ bedih exxaxi	fan Tatur
PD01	tatre sidiica sanatih addat ayfaf aydakakan aw sittalakeh mehrat dadlisso aydakaakanat gabah assagolla kul maay sugte?	Ayroora [___[___|	Bale iyye "00" culsaay kee esserok tatur CT01 (katayta footima fan)
PD02	ta aydakaakanih addal ina af manna kawsoonuh manna barissam xiqtam akak barittee?	Baleey ………………………… 0 Yeey ………………………… 1	
PD03	esserok gacsi yeey tekkek,manni sanat(titte) wagittam inkih maris		

Sanat	Yeey=1	baleey=2
2020/2021		
2021/2022		
2022/2023		

Q No.	Esseroora kee rorta	Gacsa/ bedih exxaxi	fan Tatur
PD03a	Magideh saaqat barite sittat? (cubbussa haytek)	Sittat(saaqat): |___|___|___|	
PD04	ayfaf addat aydakaakan kee aw esserok PD01 aw esserok PD02 addal geytimteh sugtek .ta aydakakanittek kaxxam tanfiqem macak sugteeh?	………………………………………………………………..	

2.5 barteenit xalu/abbinos wagitak barseenal gacta esseroora (CT)

Q No.	Esseroora kee rorta	Gacsa/ bedih exxaxi	fan Tatur
CT01	tatre sanat barteenitik baritto xali manna ceela suge?	Foyya ………………1 Tu hinna/mali ……2 Meqeh ………………3 Kaxxam meqe ………4	
CT02	tatre sanat barteenitik hangi aw hangi mannal kusaaqissaah?	hangi akak yeceenim ma, foyya …………………1 xiqtah,kaxxam meqem hinna ……2 meqeh,amoladi hangi leh…..3 kaxxam meqe,kaxxam hangi kah yaceenim kinnih …..4	
CT03	tatre sanat barteenit kawsaanam kee cedaanamih dudda manna kusaaqissaah?	Foyya ………………1 Tu hinna/mali ……2 Meqeh ……………3 Kaxxam meqe ………4	

Gadda gey

Interview Protocol for Early Grade Mother-Tongue Teachers: <u>Afaan Oromoo</u>

Gaaffii Barsiisota Afaan Dhalootaa Kutaalee Jalqabaa Barsiisaniif Dhiyaatu

Odeeffannoo Bu'uuraa Mana Barumsaa/ Eenyummeessaa

SI01	Eenyummeessaa Unkaa Bu'uuraa	|___|___|___|___|
SI02a	Guyyaa Afgaaffii	|___|___|___|___|___|___|___|___|
SI02b	Yerootti afgaaffiin eegale	|___|___|___|___|
SI04	Eenyummeessaa suppervaayizarii Daree	|___|___|
SI05	Naannoo	_____ Koodii |___|___|
SI06	Godina	_____ Koodii |___|___|___|
SI07	Aanaa	_____ Koodii |___|___|___|___|
SI08	Ganda	_____
SI09	Maqaa Mana Barumsaa	_____
SI09b	Iddoo Mana Barumsaa (Baadiyyaa/ Magaalaa)	_____Koodii |___|___|
SI09c	Gulantaa Inispeekshinii Mana Barumsaa (Gulantaa 1/ Gulantaa 2/ Gulantaa 3/ Gulantaa 4) Koodii |___|___|___|___|	

SI10	Koodii EMIS (Admin code)	|___|___|___|___|___|
SI11	Walitti qindeessaa GPS alaa (olgadee fi dalgee desiimaala)	|___|___|___||___|___|___|

Sakattaa barsiisota afaan dhalootaa kutaalee jalqabaa barsiisan waliin taasifame

1. Odeeffannoo Barsiisotaa (TI)

Lakk.	Gaaffileefi calaltuuwwan	Deebii/ Qoqqooddiiwwan koodessuu	Gara itti aanutti darbi/ ce'i
TI01	Kutaalee ati bara kana barsiiftu (Kutaalee Gaaffii keef deebii ta'u/ta'anitti mari).	Kutaa 1............................ 1 Kutaa 2............................ 2 Kutaa 3 .... 3 Kutaa 4............................ 4 Kutaa 5 .... 5 Kutaa 6 .... 6 Kutaa 7 .... 7 Kutaa 8 8	
TI02	Torbaanitti wayittii ati barsiiftu:	Wayitii torbanii |___|___|	
TI03	Daree kee keessatti baay'ina barattootaa	Baayyina dhiiraa: [___[___|___] Baayyina shamarranii: [___[___|___]	
TI04	Afaan barsiisuudhaaf ati barsiisaa leenjii argatedhaa?	Lakki............................ 0 Eeyyee............................ 1	
TI05	Sadarkaan barnoota kee inni Olaanaanisa kami?	Sertifikeetii............................ 1 Dippiloomaa............................ 2 Digirii jalqabaa...................... 3 Digirii lammaffaa....................... 4 Kan biraa yoo jiraate ibsi............... 5	
TI06	Walumaa galatti waggoota meeqaaf barsiisaa turte?	Waggoota[___[___|	
TI07	Akka barsiisaa afaanii leenji'ee tokkootti waggaa meeqa barsiiftee?	Waggoota[___[___|	

2. Leecalloo Mana Barumsaafi Shaakala Barsiisuu Barsiisaa (IP)

Lakk.	Gaaffileefi Calaltuuwwan	Deebii/ Qoqqooddiiwwan koodessuu	Gara itti aanutti darbi/ ce'i
IP01	Manni barumsichaa mana kitaaba tajaajila kennu yookiin daree dubbisaa qabaa?	Lakki............................ 0 Eeyyee............................ 1 hinbeeku............................ 9	
IP02	Dubbisuu barsiisuuf kan deeggaru meeshaaleen dubbisuu gahoon jiruu laata?	Lakki............................ 0 Eeyyee............................ 1	
IP03	Yemmuu barattoonni kee mana dubbisaa keessatti dubbisan nidaawwattaa?	Lakki............................ 0 Eeyyee............................ 1	
IP04	Afaan barachuudhaaf, barattoonni kee meeshaalee ittiin baratan gahoo ta'an qabuu?	Lakki............................ 0 Eeyyee............................ 1	
IP05	Manni barumsaa kee gamtaa maatiifi barsiisotaa socho'u ykn tajaajila kennu qaba?	Lakki............................ 0 Eeyyee............................ 1	
IP06	Maatii barattootakee waliin walgahii nigeggeessitaa?	Lakki............................ 0 Eeyyee............................ 1	→ 'Lakki" yoo ta'e, gara IP08 tti ce'i.
IP07	Maatii barattootaa kanneen waliin hagam walgahii geggeessitu?	Semisteeratti altokko............. 1 Semisteeratti si'a lama............. 2 Semisteeratti si'a sadii.......... 3 Semisteeratti si'a afur ... 4 Semisteeratti si'a shan ykn sanaa ol. 5 Kan biraa...................... 6	
IP08	Tilmaamaan, manaa jireenyaa kaatee hanga mana barumsaa kee geessutti hammam sittifudhata?	Mooraadhuma mana barumsichaa keessan jiraadha.............................. 1 Daqiiqaa 15 ykn isan gadi................ 2 Daqiiqaa 16 hanga daqiiqaa 30 .... 3 Daqiiqaa 31 hanga daqiiqaa 45 ....4 Daqiiqaa 46 hanga daqiiqaa 60........ 5 Daqiiqaa 60 ol............... 6	
IP09	Yummuu barannoo dubbisuu barsiisftu, kitaabni murteessaa ta'e ibsi maaloo?	.... Kitaaba itti baratan hinqabu...........9	→"9" yoo ta'e, gara TL01 (kutaa ittanutti TL)
IP10	Gaaffii 09 irratti kitaabaa dubbisuu barsiisuuf eeramee yemmuu barannoo dubbisuu hagam itti fayyadamta?	Torbanitti altokko.................. 1 Torbanitti si'a lama.................. 2 Torbanitti si'a sadii.................. 3 Torbanitti si'a afur.................. 4 Torbanitti si'a shan.................. 5 Kitaaba barataa hinqabu...........9	
IP11	Kitaabni dubbisuu kun hagam faayida-qabeessadha?	Hinfayyadu.......................... .... 1 Xiqqoo fayyada................................ 2 Hanga ta'e fayyaduu danda'a............ 3 Faayida-qabeessadha...................... 4 Baayyee faayida-qabeessadha............ 5	
IP12	Kutaa keessatti dubbisuu barsiisuudhaaf kan ta'u, qajeelchi barsiisaa qofaatti jiraa?	Lakki............................ 0 Eeyyee............................ 1	→"lakki" yoo jette, gara IP14 tti darbi
IP13	Qajeelchi barsiisaa kun hangam faayida-qabeessadha?	Hinfayyadu.......................... .... 1 Xiqqoo fayyada................................ 2 Hanga ta'e fayyaduu danda'a............ 3 Faayida-qabeessadha...................... 4 Baayyee faayida-qabeessadha......... 5	

IP14	Qajeelchi barsiisaa sun akka fooyya'uuf yaada furmaataa akkamii kennita? (Addeessi):	………………………………………………..	

3. Ogummaa Afaan barsiisuu (TL)

Armaan gaditti gochaalee ati barsiisota kee waliin raawwatutu jira.Waa'ee guyyoota barnootaa shan darbanii yaadi.Sanaan booda tokkoon tokkoo gochaalee armaan gadii hagam akka raawwataman lakoofsota filannoo keetti maruudhaan agarsiisi.

Lakk.	GaaffileefiCalaltuuwwan	Deebii/ coding categories qooddiiwwan koodii					
		Tasumaa	Torbanitti guyyaa 1	Torbanitti guyyaa 2	Torbanitti guyyaa 3	Torbanitti guyyaa 4	Torbanitti guyyaa 5
TL01	Daree guutuun himoota ati dursitee dubbatte irra deebi'anii dubbatuu	0	1	2	3	4	5
TL02	Barattoonni gabatee gurrachaarraa barreeffamootaa garagalchatuu.	0	1	2	3	4	5
TL03	Barattoonniseenaa dhaggeeffatan irra deebi'anii jedhuu	0	1	2	3	4	5
TL04	Barattoonni hiika jechoota haaraa baran himuu	0	1	2	3	4	5
TL05	Barattoonni hiriyyoota daree isaaniif ykn barsiisota isaaniif sagalee olkaasanii dubbisuu	0	1	2	3	4	5
TL06	Barattoonni akka dubbisaniif eeraman ofdanda'anii yeroo barumsaatti dubbisuu	0	1	2	3	4	5

Fooyya'insa dandeettii dubbisuu barattoota keessanii safaruudhaaf, malleen armaan gadii hagam fayyadamtaa?
Lakoofsota filannoo keetti maruudhaan agarsiisi.
Tokko tokkoon malleen armaan gadii akka fayyadamtu agarsiisuudhaaf lakkoofsa gara mirgaatti argaman waliin malleen walsimatanitti maruun agarsiisi.

Lakk.	Gaaffilee fi calaltuuwwan	Tasumaa	Torbanitti guyyaa 1	Torbanitti guyyaa 2	Torbanitti guyyaa 3	Torbanitti guyyaa 4	Torbanitti guyyaa 5
TL07	Madaallii barreeffamaa	0	1	2	3	4	5
TL08	Madaallii afaaniffaa	0	1	2	3	4	5
TL09	Hojii baratootaa hordoffiin ilaaluu	0	1	2	3	4	5
TL10	Dabtara barattootaa soroorsuu	0	1	2	3	4	5
TL11	Hojmanee to'achuu	0	1	2	3	4	5
TL12	Malleen biroo yoo jiraatan ibsi (maaloo addeessi):	……………………………………………………………………………………..					

Barattoonni ogummaawwan dubbisuu armaan gadii kutaalee kam keessattidha kan isan jalqaba dubbisanii agarsiisuu danda'an?
Deebiidha jettee isa filatutti lakkoobsa kanneen biroo caalaa dhiyaatu qabatee jirutti maruun deebisi.

Lakk.	Gaaffileefi Calaltuuwwan	G1 Dura	G 1	G 2	G 3	G 4
TL13	Dubbisa gabaabduu dogoggora muraas qabdu sagalee ol kaasii dubbisi	0	1	2	3	4
TL14	Maqaa barreessuu	0	1	2	3	4
TL15	Seenaa dubbisan hubachuu	0	1	2	3	4
TL16	Qubee hubatanii maqaa isaa waamu	0	1	2	3	4
TL17	Hiika jechoota haaraa tilmaamanii hubatu	0	1	2	3	4
TL18	Seenaa dhagahan hubatu	0	1	2	3	4
TL19	Tarree qubee sammuutti qabatanii yaadatu	0	1	2	3	4

4. Ittifufiinsa guddina ogummaa barsiisotaa (PD)

Lakk.	Gaaffileefi Calaltuuwwan	Deebii/ Qoqqooddiiwwan koodessuu	Gara itti aanutti darbi/ ce'i
PD01	Waggootan sadan darbanitti leenjii gabbina ogummaa ittifufiinsaan hojiirra utuu jiranii geggeeffamaa ture guyyaaa meeqaaf hirmaatteetta?	Baayyina Guuyyootaa[___[___|	→ "00" yoo ta'ee gaaffii CT01 darbi
PD02	Leenjii kana keessatti afaan dhalootaan dubbisuu barsiisuu baratteettaa?	Lakki…………………………. 0 Eeyyen…………………………. 1	
PD03	Yoo gaaffiin PD02 'eeyye' ta'e, bara (barootaa) kam akka ta'e agarsiisi. Kan deebii kana ilaallatu mallattoo itti taasisi	<table><tr><td>Bara</td><td>Eeyyee =1</td><td>Lakki = 02</td></tr><tr><td>2020/2021</td><td></td><td></td></tr><tr><td>2021/2022</td><td></td><td></td></tr><tr><td>2022/2023</td><td></td><td></td></tr></table>	
PD03a	Waliigalatti sa'aatii meeqa baratte?	Ida'ama sa'aatii : |___|___|___|	
PD04	Akkuma gaaffilee "PD PD01 ykn gaaffiilee PD02", yoo leenjii hojiirraa kana irratti hirmaatteeta ta'e, kamsaatu/maalsaatu baayyee sitti tola ture?	………………………………………………………….	

5. Waa'ee ofibsuu daa'immanii gaaffii barsiisaaf dhiyaate (CT)

Lakk.	Gaaffileefi Calaltuuwwan	Deebii/Qoqqoodduuwwan Koodessuu	Gara itti aanutti darbi/ ce'i
CT01	Bara darbe raawwiin barattootaa akkam ture?	Gad aanaa……………1 Quubsaa……………2 Gaarii……………3 Baayyee gaarii………4	
CT02	Bara darbee tasgabbii barattootaa akkamitti sadarkeessita?	Hindhaggeeffatan, gadaanaa…………………1 Fudhatama kan qabu, baayyee gaarii miti……2 Gaarii, akka waliigalaatti kan barnoota hordofan turan……………3 Baayyee baayyee gaarii,dhaggeeffannaafi hordoffii olaanaa…………4	
CT03	Haala ogummaa dubbisuufi hubannoo barattootaa bara darbee akkamitti madaalta?	Gad aanaa………………1 Quubsaa ……………2 Gaarii……………3 Baayyee gaarii………4	

Galatoomi!

Annex 6   Standard Set of Benchmark Levels by Language

Language	Grade	Students Who are Reading		
		With limited fluency and comprehension	With increasing fluency and comprehension	Fluently and with full comprehension
Afan Oromo	Grade 2	1 to 19	20 to 47	48 and above
	Grade 3	1 to 29	30 to 57	58 and above
Afar Af	Grade 2	1 to 18	19 to 45	46 and above
	Grade 3	1 to 23	24 to 50	51 and above
Af Somali	Grade 2	1 to 24	25 to 49	50 and above
	Grade 3	1 to 24	25 to 54	55 and above
Amharic	Grade 2	1 to 29	30 to 49	50 and above
	Grade 3	1 to 34	35 to 59	60 and above
Berta	Grade 2	1 to 15	16 to 44	45 and above
	Grade 3	1 to 20	21 to 49	50 and above
Hadiyyissa	Grade 2	1 to 24	25 to 39	40 and above
	Grade 3	1 to 24	25 to 49	50 and above
Nuer	Grade 2	1 to 19	20 to 44	45 and above
	Grade 3	1 to 24	25 to 47	48 and above
Sidamu Afoo	Grade 2	1 to 19	20 to 44	45 and above
	Grade 3	1 to 24	25 to 52	53 and above
Wolayttatto	Grade 2	1 to 19	20 to 42	43 and above
	Grade 3	1 to 24	25 to 51	52 and above
Tigray	Grade 2	1 to 19	20 to 54	55 and above
	Grade 3	1 to 24	25 to 61	62 and above

Source: EGRA 2021 Report (NEAEA, 2022)