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Libraries and Literacy Project  
Year 1 Report  
Funded by The Waterloo Foundation

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thewaterloofoundation\*



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### Executive Summary

In 2013/14 the Waterloo Foundation provided Link Ethiopia with a grant of £13,000 to improve libraries and literacy of schools in Bishoftu (Oromia region) and Gondar (Amhara region) and the surrounding areas.

#### The grant was used to provide:

- Sounds of English Training
- Reading Lesson Training
- A Weak Readers Grant
- A Library Improvement Grant
- Reading Bee Competitions

#### The aims were to:

- Improve Literacy Levels
- Develop a Culture of Reading

#### Project Implementation

- Project Initiation – May to June 2013
- Establishing a Baseline and Resources – June to Oct 2013
- Launch and Implementation – Oct 2013 to May 2014
- Monitoring – Oct 2013 to May 2014

#### Monitoring and Evaluation

- Early Grades Reading Assessment (EGRA) Testing
- Lesson Observations
- Weak Readers Feedback and Assessment
- Library Award and Data

#### Results

- EGRA Testing
  - Project schools have achieved a larger improvement in student literacy
  - Students in project schools were better able to understand the phonic sounds of English letters
  - Reading ability has improved to a greater extent in project schools than control schools
- Lesson Observations
  - Teachers have a good knowledge of the Sounds of English
  - Teachers can give engaging and instructive reading lessons, however they can improve their use of the resources available
- Weak Readers
  - Evidence from schools shows an improvement in reading scores for students on the Weak Readers programme
  - However, there was a large variation in success between individual schools
- Library Award and Data
  - 75% of schools achieved the Bronze Award within one year
  - There has been a large increase in library usage and resources
- Reading Bee Competitions were successfully carried out in Gondar

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### Background

In 2013/14 the Waterloo Foundation provided Link Ethiopia with a grant of £13,000 as a first instalment towards a two-year initiative improving libraries and literacy of schools in Bishoftu (Oromia region) and Gondar (Amhara region) and the surrounding areas.

In Ethiopia, literacy levels in early years of schooling is very poor and according to the Early Grade Reading Assessment report (US AID 2010) 47% of children are still illiterate by Grade 2. They specifically identify phonics teaching as a means to bridge the literacy gap.

Our own survey in 2011/12 also found that libraries were having little impact on grades 1 to 4 as we found 80% of library users were grades 5 to 8. Therefore, we decided to focus on improving literacy levels of students in the first cycle of primary school (grades 1-4).

It is an Ethiopian government priority to improve early grade reading. The government has called on all schools to develop “reading centres” for Grade 1 to 4 where children are to access books and reading activities, but teachers said that they did not know what a reading area looked like, nor did they know how to deliver reading lessons, and they did not have materials to support them.

Additional “Sounds of English training” and intensive support for the participating schools were made possible through Link Ethiopia volunteers, in partnership with Integrate Hands, relocating themselves for up to 6 months to Ethiopia.

The grant allowed us to implement the project in 20 schools. In addition, Link Ethiopia leveraged additional funds in partnership with some of its Link schools in Britain and an US-based organisation, which enabled support to 4 extra schools in Amhara region, and Sounds of English training to be delivered to 3 further schools across both regions.

### Aims

Combined with other sources of funding, the grant was used to:

- 1) Provide “**Sounds of English**” phonics training to over 50 Early Grades teachers across 20 primary schools.
- 2) Provide training to teachers and librarians in 24 schools to use new resources and techniques to deliver better quality **reading lessons**.
- 3) Fund 8 secondary schools to develop their own programme to support **weak readers** in their respective schools.
- 4) Provide support to 24 schools across Oromia and Amhara region to improve their library facilities through training and through participation in the **Libraries Award**. Librarians and teachers from 24 school libraries have been trained. We provided 2,400 curriculum-relevant books and 500 story/fiction books. This included supporting 16 primary schools in the creation of reading centres, as either part of the existing library or as a separate room.
- 5) Introduce and enthuse school communities in the culture of reading through the **reading bees**.

Intended Outcomes:

- 1) Improve literacy in Grade 1-4 students through knowledge of the “Sounds of English” and quality reading lessons.
- 2) Improve the literacy of the selected ‘weak readers’ in project secondary schools.
- 3) Develop a culture of and enthusiasm for reading through improved libraries and reading centres and reading bees.

## Project Implementation

This Report provides information on our achievements so far in the first year of delivery and our assessment of the direction of travel towards achieving the outcomes set out initially.

The following project delivery schedule was submitted to the Waterloo Foundation in July 2013. The right hand column shows the status at the end of Year One.

### Project 2013-14 Delivery

<b>Activities</b>	<b>Planned Delivery dates</b>	<b>Progress status</b>
<b>Project Initiation</b>	<b>May - June 13</b>	
Agreed on selection criteria for schools and baseline data collection methods	8th May	Completed
Project Managers visited Nekemte for 3-4 days with Mark Smith for experience sharing	23 <sup>rd</sup> – 26 <sup>th</sup> June	Completed
Link Ethiopia contacted UK schools to see if they could donate KS1 reading schemes and to see which other schools could financially support their school to be part of the project.	31st May	Completed
Local education offices contacted and briefed about the project	26 <sup>th</sup> June	Completed
Schools selected as per the criteria to be part of the project.	26th Jun	Completed
Schools visited and briefed about the project, MoU/project agreements signed with the schools.	30th Jun	Completed
<b>Establishing a Baseline &amp; Resources</b>	<b>June - Oct 2013</b>	
Carried out baseline Libraries Award Survey (see Questionnaire) for all participating schools	26th June	Completed
Carried out EGRA Assessment for 4 males and 4 females in Grade 1 and Grade 2 for 3 participating schools & 1 non-participating (control) school. Select the students randomly.	30th Oct	Completed
Identified 8 students (4 males and 4 females) in secondary schools (Grades 9, 10) who are "struggling" academically (low exam results, difficulties in reading and writing) with the help of Schools. Use the questionnaire to record their past exam results and economic backgrounds and number of times they have used the library.	30 <sup>th</sup> June	Part completed
Resources (100 books, phonics materials etc.) for the participating schools agreed upon with the London office and Mark Smith and produced.	by 31st Aug	Completed
<b>Launch &amp; Implementation</b>	<b>Oct 2013 to May 2014</b>	
Introduced the project at the Link Ethiopia Teachers' conferences	Dec 2013	Completed
All participating schools provided with an additional 100 contextually & curriculum relevant books	Jan 2013	Completed

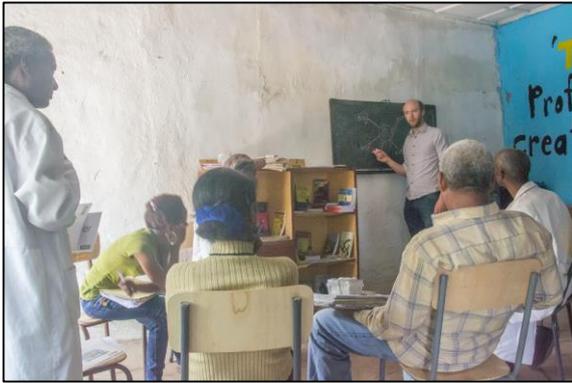
## Link Ethiopia Libraries & Literacy Project Year 1 Report

Training by Mark Smith for all the Librarians in all participating schools in the Library Award Project	Dec 2013	Completed
Received 2 day training with follow up observations in improved reading practice	Dec 2013	Completed
Training course for Grade 1 - 4 teachers in all the participating primary schools on Phonics - Sounds of English	Oct 2013	Completed
Set up/reactivated reading clubs in all participants schools and provided them with the reading club activities (see manual)	Dec 2013 – May 2014	Mixed Uptake
Introduce peer-reading activities through appointment of male and female class “reading champions” in each of the participating schools.		Part of the Reading Bee
Introduce “Reading Bee competitions” to be held in each school	May – Jun 2014	Completed in Gondar
Conduct Regional Reading Bee Competition	Jun 2014	Completed in Gondar
Create a library link with an existing partner school in the UK including joint activities around particular books/folktales.		Not pursued
<b>Monitoring</b>	<b>Oct-May 2014</b>	
Participating schools are making gradual progress in Libraries Award criteria - notes made through visits and observations.	Oct-May 2014	Completed
Ensure the participating Schools are ensuring that the "struggling" students are taken to the Library, are participating in the reading clubs and participate in the reading competition.		Not pursued
Librarians are keeping records of number of students (see baseline format) using the library by gender.	Oct-May 2014	Completed
Librarians are keeping records of "struggling students" (by names and gender) about frequency of visits, no of times they are borrowing the books, what books and how much time they are spending in the library		Not pursued
Reading clubs are happening frequently	Oct-May 2014	Mixed Uptake

As evident from the table above some adjustments to the programme had to be made throughout the year:

- The monitoring and evaluating activities developed throughout the year, this involved visiting the project schools to monitor the project implementation, and to evaluate the impact of the different aspects of the project. The visits also provided the opportunity for feedback to participating schools and for teachers who had received training, so that they could continue to improve throughout the year.
- As part of the visits ‘follow-up’ training was also given in Sounds of English and reading lessons to further develop the teachers’ skills. The nature of these activities is outlined below.
- The Weak Readers programme was adjusted to give more flexibility to schools with schools encouraged rather than mandated to hold events in the school libraries.
- It was not feasible to start a library link with a UK school although UK schools provided financial support and more pedagogical support is planned for Year 2.

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## Monitoring and Evaluation Methods

### EGRA Tests

Throughout the project, monitoring was carried out to measure the impact of the different aspects of the project. We conducted EGRA Tests at baseline, mid-year and, where possible, end-of-year stages to measure the overall impact of the project on literacy levels in primary schools.

There were two different formats of EGRA Test that were used each with one control school. EGRA Testing was used to assess the literacy level in 6 sample schools and 2 control schools. In each school 16 Early Years' were randomly selected, 50% of the sample was Grade 2 and 50% was Grade 3, the sample was equally split between male and female students.

For Test Format 1 we carried out baseline and mid-year testing in 3 project schools and one control school, and end of year testing in 2 project schools and the control school. For test format 2 we carried out baseline and mid-year testing in 3 project schools and 1 control school.

The EGRA Tests were comprised of 5 different sections: letters, sounds, words, story and comprehension. This allowed us to assess the overall impact of the project on Early Grade Students, comparing control and project schools. However, such analysis is not perfect because different schools started from different baselines and the test has a limited score, meaning that increases in both crude and percentage terms are not directly comparable.



### Lesson Observations – Sounds of English and Reading Lessons

We also sought to understand the relative impacts of the different aspects of the project at a qualitative level, and therefore observed both Sounds of English and Reading Lessons at various project primary schools. We observed 12 Sounds of English lessons across 8 different project schools, and 3 reading lessons in 3 different schools.

### Weak Readers

To evaluate the impact of the Weak Readers Programme in secondary schools we received feedback from schools and teachers, taking part in the scheme. We also implemented our own 'Weak Readers Assessment', which consisted of reading a passage and answering comprehension questions to measure the improvement in literacy of participating students. We conducted the test ourselves in two project schools and one control school at both a baseline and end of year stage. At the other five partaking schools, the schools themselves conducted both the baseline and end of year assessments.

### Library Award and Data

To evaluate the improvement of libraries we made regular visits to all school to record the progress of the individual libraries towards the library award levels. Baseline and endline data was collected regarding library resources and usage. All 24 schools received baseline and interim visits to evaluate their libraries against the library award criteria and determine which award standard was met.

We collected data about library usage and resources from eight schools at the beginning of year to form our baseline data. At the end of the year we collected data from these eight schools, as well as a further five. Our baseline data gave us information about the number of male and female library users each month, and the number of books in the library by subject (including fiction). Two of the eight baseline schools provided us with data regarding the number of books lent each month.

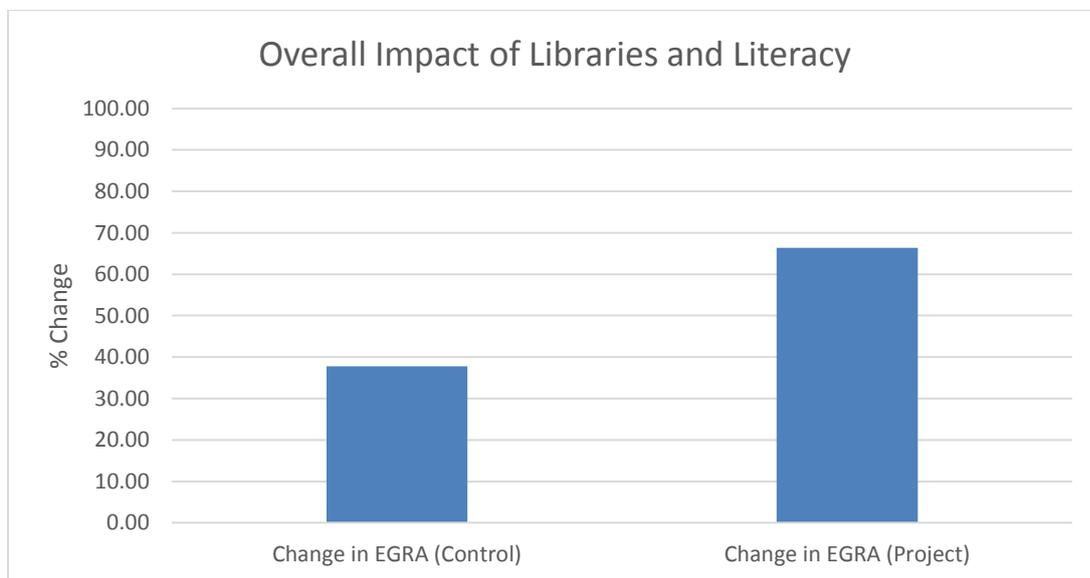


## Results

### EGRA Tests

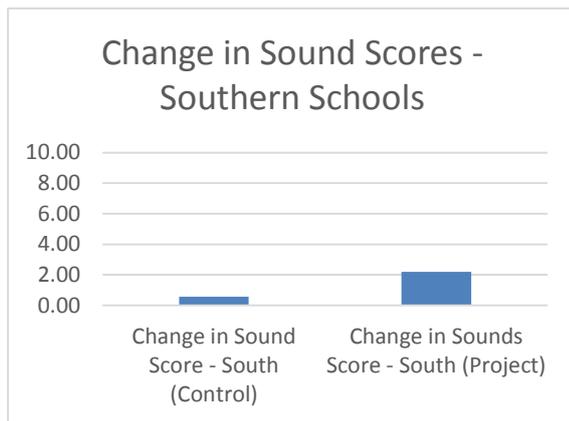
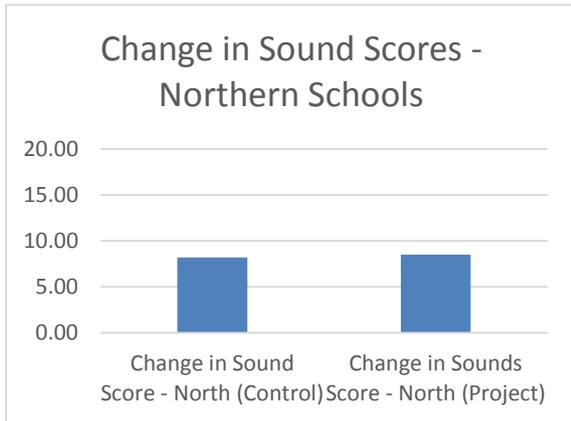
#### Overall Scores

We are confident that the project as a whole is having a positive impact on literacy in elementary schools. This confidence is based on the dramatic improvement in overall EGRA scores in project schools in relation to control schools; comparing the average percentage change in EGRA results in project schools and control schools, there was a significantly superior performance in target schools. However, given the multi-faceted nature of the project it is important to also understand the impact of the different aspects of the project so as to develop it and improve it for next year. For example, detailed analysis of the overall scores demonstrates that there was little change between mid-year and end of year scores (see Appendix– Detailed Analysis of EGRA Scores). This suggests both that beginning and end of year testing may be more efficient in Year Two and that schools may be able to absorb two levels of phonics training throughout the year.



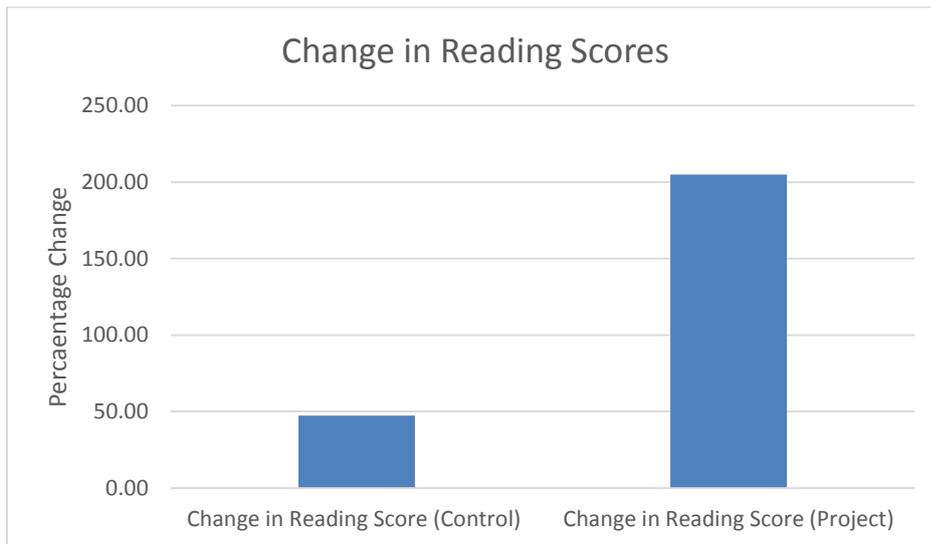
#### Sound Scores

The EGRA Tests carried out contained one section specifically relating to knowledge of the 'Sounds of English'. If the 'Sounds of English' training has been implemented then we would expect to see an increase in the sound scores in project schools in relation to control scores. The comparison of percentage increases gives a somewhat confusing picture with the control schools increasing their ability to pronounce English sounds by a greater percentage than the target schools (345% in control, 235% increase in target schools). However, this result is driven by low baselines in the control schools. When the crude increase in sounds scores are considered, target schools can be seen to outperform control schools.



**Reading Scores**

Looking at the EGRA reading scores, on average we see a greater percentage increase in reading scores in the project schools compared to control schools. The figures below exclude Gorgora as the school received phonics but not reading support, therefore we can isolate the effect of the Sounds of English training.



### Lesson Observations

#### Sounds of English

At the beginning of the year, four teachers from each project school attended 2 days of training for the 'Sounds of English' Level 1 programme. The training sought to improve teachers' knowledge of English phonics. The teachers learnt the correct pronunciation of 26 different sounds and were taught techniques using flashcards to teach these to the students. They were also given training in how to teach students how to blend these sounds to form words, and trained in a range of activities to practice this. The overall aim was to train teachers to be able to deliver a short, daily '5-minute lesson' that could be delivered at the beginning of each English lesson.

#### Key findings

- In general, observed lessons showed an improvement from standard English lessons in government schools which were marked by rote learning and misunderstanding of the sounds of English.
- The '5-minute lesson' was not adopted in line with the training. When observed, most teachers progressed through the entire alphabet. This means that we were not able to observe an English lesson following on from the 5-minute lesson and thus it was not clear how frequently the teachers were referring to the Sounds of English in their normal teaching practice.



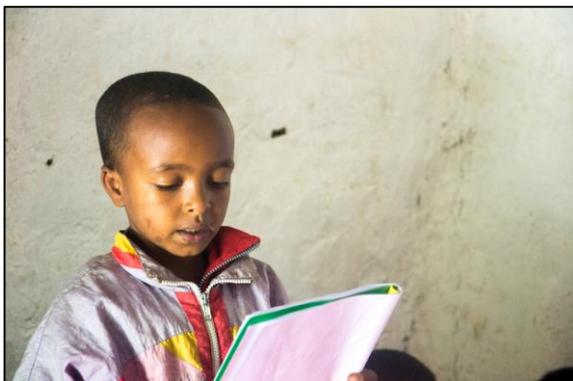
- Teachers were expected to teach the vowel sounds over different school days: using an activity relating to the designated vowel of the day to teach the blending of sounds to form words, using the consonant-vowel-consonant (CvC) structure. Most teachers would attempt to run an activity using the vowel of the day with some teachers executing this very well and other less so. Sometimes, the activity would be attempted using a consonant instead of a vowel or the letter chosen would be for the beginning of words. Very occasionally, no activity at all was attempted.
- The knowledge of the 'Sounds of English' was good but varied from teacher to teacher. Most sounds were correct, but there were some common mistakes regarding certain letters. Generally speaking, when teachers noticed incorrect sounds they were effective in correcting pupils.
- Throughout the lesson there could be a great variety of learning techniques, particularly in relation to the vowel activity. Some teachers were engaging, asking individual students to write on the board, dividing the class into groups and getting children to hold letters at the front of the class. Others were less engaging and used traditional rote techniques.

### Reading Lessons

At the beginning of the year, training in the delivery of reading lessons was given to two teachers, the librarian and the directors in each project school. They were shown how to use the resources provided to create engaging reading lessons, as well as being taught techniques to improve the reading abilities of their students. The initial expectation had been for these lessons to take place in the reading centres, and whilst this was the case in some schools, most reading lessons took place in the classrooms. For most schools it was not feasible to rearrange the timetable to allow reading lessons to take place in the reading centres.

#### Key findings

- Most teachers understood how to use the small paper books and used them to deliver engaging and effective reading lessons
- Those teachers that did use the small books seemed comfortable in doing so and used the small books to ask both comprehension and reading specific questions which are effective techniques in developing reading skill
- Different activities were often used, including bottle lines and visual sound cards to add variety to the lessons. When using the small books pupils were often asked to explain to the class what they had read.
- Some teachers did not have easy access to these resources and teachers could do more to check children's reading when they are reading independently, and more group or pair reading activities could be encouraged, to develop peer-to-peer learning.



### Weak Readers in Secondary Schools

The eight secondary schools did not receive Sounds of English or Reading Lesson training, as it was not relevant to this age group. Instead the Weak Readers scheme was implemented. These schools received a small grant to support up to 25 weak readers at each school. The schools were free to spend the budget as they wished, as long as it was targeted at supporting weak readers.

#### Key findings

- In the North, we collected data from all 100 students who participated in the scheme, and on average a student's score increased by 21.42 marks, a percentage increase of 60.58%. This suggests that the scheme in these schools was hugely successful, however we cannot be certain of the reliability of this data as the tests were carried out by the schools themselves, and not independently by Link Ethiopia.

- All schools reported the weak readers budget spent, and all schools selected students for the scheme on a minimum competency basis, however the success and implementation of the scheme varied greatly from school to school.
- Some schools such as Gorgora and Lemlem Tesfa reported excellent attendance across several sessions, and reported great improvements in the pupils selected. However, others such as Ada Model reported very poor attendance at these sessions, with almost none of the original students continuing with the scheme.
- The identification of the children as 'weak readers' was raised as one major problem with the scheme. Schools where less of the budget was spent on tuition, but was instead spent on bread and tea for the pupils proved more successful.

### Libraries Award and Reading Centres

All of the participating schools were given small grants to improve both the library facilities and the number of library books available. On top of this the schools received both curriculum relevant and fiction books as a donation. Librarians, teachers and directors also received training in how to improve the layout and appearance of the libraries and in developing reading centres. They were also trained in techniques for monitoring library usage, how to set up a reading club, and ideas for activities to encourage a culture of reading amongst the students.

#### Key Findings

- We saw significant improvements in the appearance of the project libraries due to this, and in some cases schools moved their library to a larger lighter room. However, very few of the schools had the resources available, or used the grants to create separate reading centres. Some schools therefore had created 'reading zones' within their libraries.



- Out of the 24 schools partaking in the project, 75% of all schools were awarded the bronze award. In the case of the six schools that did not reach the bronze standard this was largely due to their failure to set up a library/reading club.
- Across the eight sample libraries, we saw an increase in the number of incidences of library usage by students. On average in each school, 3570 students used the library in 2012/13 to compared to 6313 in 2013/14, an increase of 77%. Across the eight schools we saw an increase in the average number of books lent by a school per year, from 73 to 410, and increase of 457%. However the number of books lent varied greatly from school to school.
- The average number of books per library increased from 384 to 767, an increase of 100%. Only three of the seven schools reported owning English fiction books, and on average each school only owned 55 local language fiction books. It appears that

most schools did not include the fiction books resourced by Link Ethiopia in their calculations.

- Generally areas that have been achieved by all schools are ‘ensuring that library use is being closely monitored’ and ‘high library usage by students’. Most libraries are also have a robust system for lending books and are encouraging students to do so. Great efforts have also been made in improving the appearance of the library. The books are well organised and the libraries are in clean and open rooms.
- The schools were also able to use the funding to increase the number of books in the libraries, and for most schools this represented the majority of the allocation of the grant. Whilst the schools were encouraged to predominantly purchase fiction books and library books for Grades 1-4 schools chose to largely purchase subject books for Grades 5-8. This is what the schools tend to consider the most important, however this is at odds with the aim of the project to use libraries to promote a culture of reading. In the vast majority of schools there was still a severe lack of fiction books, for all ages.
- Whilst all schools very good at arranging the books in their libraries by subject, very few had divided the books by grade, meaning the library was still less accessible for Early Grade students.
- The implementation of reading clubs has been varied. Most of the schools in the North have a library club, however, these have been harder to introduce in the South. It has been in most schools interest to set up a library club as opposed to a reading club, where students take part in maintaining the library and encourage other students to use the library. These library clubs have also introduced reading into the flag ceremony, and created other activities to help encourage a culture of reading.
- Currently in all schools the libraries are still largely considered places for studying rather than reading, however the project is making progress in changing this perception. The libraries are still largely dominated by Grades 5-8, however, the project is beginning to change this and encourage more Grade 1-4 students to use the libraries



### Reading Bee

Of the 24 schools in the project only the four primary schools in Gondar organised school-wide reading bees. The winning students from these schools took part in a town-wide reading bee. Each of the individual school-wide reading bees was very successful with several students participating. The town-wide reading bee featured ten students from the four different schools and it was a very successful event with a high standard of competition.



### Conclusions

We can confidently say that the project has been effective in raising literacy amongst Grade 1-4 students involved in the project. The chief evidence to support this is the increase in overall EGRA scores in our project schools compared to control schools. EGRA reading scores, in particular, were increased to a greater extent in project schools. For our secondary school weaker readers' programme, schools reported an increase in reading ability though this varied from school to school.

#### Key figures

- 25% extra improvement in EGRA scores compared to control
- 150% extra improvement in reading scores compared to control
- 61% increase in weak readers reading scores compared to baseline
- 77% increase in students using the library, compared to baseline year
- 457% increase in books lent, compared to baseline year

Impact on literacy was consistent with observed improvements in English lessons and the quality of libraries. English teachers used the phonics training to enhance lessons as well as new reading techniques and resources. The libraries received funding and training to improve the layout and attractiveness of libraries and the majority progressed at least one level up the library award scheme.

The ambitious aim for our Libraries and Literacy project is to develop a culture of reading in target schools and in Ethiopia, to encourage a love of reading amongst students. This is a more complex problem, even than tackling illiteracy, as it is difficult to quickly change the perceptions and motivations of educators and students in a short time frame. In target schools, there is evidence of increased reading in lessons and greater use of libraries. Observations of school libraries suggest, however, that whilst they are still very much improved, they are still largely places for studying and learning, rather than places for recreational reading. The lack of fiction resources is both a cause and consequence of this.

Year one of our libraries and literacy project shows evidence of improved ability and opportunity to read. We hope that Year Two shows not just progress on these fronts but also the desire to read for fun.

## Improvements for Year Two

### Continued Support to Year One Schools

It is paramount that the project has a sustainable outcome by continuing to work with, monitor, and give feedback to the existing schools. By supporting schools and teacher over two years we can enable them to embed their new teaching methods and library improvements.

*Action: Year one schools will receive a package of interventions including: 'Level Two - Sounds of English' training and follow up, library grants, access to reading bee events and refresher library and reading training.*

**Increased monitoring** - Increased monitoring will improve the feedback to the schools, so they can continue to improve continuously throughout the year as opposed to a training only approach. Consistent follow-up to the training through lesson observations and feedback is of paramount importance to the success of the 'Sounds of English' and reading programmes. Likewise, follow up for librarians is crucial to understanding and implementation of changes to library operations. Trainers will seek to build supportive relationships with teachers to accelerate uptake of new teaching techniques.

*Action: Schools will receive two in depth monitoring sessions following training sessions, where they will be given in classroom support and detailed feedback on their teaching.*

### Sounds of English

The 'Sounds of English' training was effective in providing the teachers with a working knowledge of most basic English sounds, However, there could be a redesign of the different levels, to allow a greater sense of progression. Training would also be more effective if more emphasis was placed on how to teach the blending of sounds. In order to increase the motivation of teachers involved in the scheme, teachers could be rewarded for outstanding improvement and achievement in the training sessions.

*Action: Sounds of English training in Year Two will be introduced in two levels: level one will deal with simple consonant and vowel sounds, level two will include complex vowel sounds and consonant clusters. Participants will receive a certificate and small rewards for high attainment.*

### Reading Lessons

There was no evidence of librarians being employed to deliver reading lessons and thus, giving reading lesson training to the librarians was largely ineffective. It would be more effective to ensure teachers who received the Sounds of English training also received the reading training as the two skills are interlinked. This would allow the teachers to use the skills from both trainings as applicable.

*Action: Reading techniques will be rolled into the 'Sounds of English' training so that teachers can implement phonics and reading interventions simultaneously*

### Weak Readers Scheme

The weaker readers' scheme gave the freedom to secondary school's to design their own interventions. There was significant variation around the success of the projects in different

schools. Interventions involving tutorials were particularly successful, as were interventions where the stigma of being a weaker reader was reduced and students received refreshments. The results of the weaker readers' scheme suggest that though the interventions were successful they were less value for money than concentrating resources on primary students.

*Action: Concentrate on primary schools rather than secondary schools in the Year Two intake of new schools. For Year One Secondary Schools retained this year, schools will be encouraged to adopt policies which were successful in Year One.*

### **Library Award**

The criteria for each level of the library award could also be slightly redesigned in light of the ease or difficulty with which schools met each criterion.

The efforts of schools should be more clearly incentivised and schools should receive a certificate and potentially small rewards for moving to a higher award level.

More resources need to be diverted into supplying the schools with fiction books, both in English and in the local language. It is also important that there is an emphasis on providing fiction books for Grades 1-4.

*Action: Adjust the criteria for the library awards. Award certificates and small rewards to high achieving Year One and Year Two schools. Provide fiction books to schools from school donations to Link Ethiopia.*

### **Reading Bee**

The Reading Bee was designed to put the fun back into reading, to get students competing to improve their literacy and to recognise talented readers. The school-wide competition could have been introduced earlier in the year, perhaps January to April, so the students could have had a longer time period to read books, and to also avoid a clash with the end of year exam season. A clearer format for schools to follow could be devised so that they could run the school reading bees without Link Ethiopia assistance. This would require though Link Ethiopia to deliver this format in the librarian training at the beginning of the year.

*Action: The Reading Bee will be moved to an earlier point in the year, it will be trailed in teacher training and the schools will be given an updated Reading Bee format.*

## APPENDIX – Detailed Analysis of EGRA scores

### Overall EGRA Analysis

Change in EGRA Scores	% Increase	Crude Increase
<b>Test Format 1, Control School (/93)</b>	<b>43.95</b>	<b>21.79</b>
Test Format 1, Project Schools Average (/93)	65.32	22.89
<b>Test Format 2, Control School (/60)</b>	<b>31.55</b>	<b>3.69</b>
Test Format 2, Project Schools Average (/60)	67.36	12.48

In Test Format 1 the control school saw average crude marks increase by 21.79 marks, compared to 22.89 in project schools. This represented a percentage increase of 43.95% in the control school, whereas in project schools the average percentage increase was 65.32%.

In Test Format 2 the control school saw average crude marks increase by 3.69 marks, compared to 12.48 in project schools. This represented a percentage increase of 31.55% in the control school, whereas in project schools the average percentage increase was 67.36%.

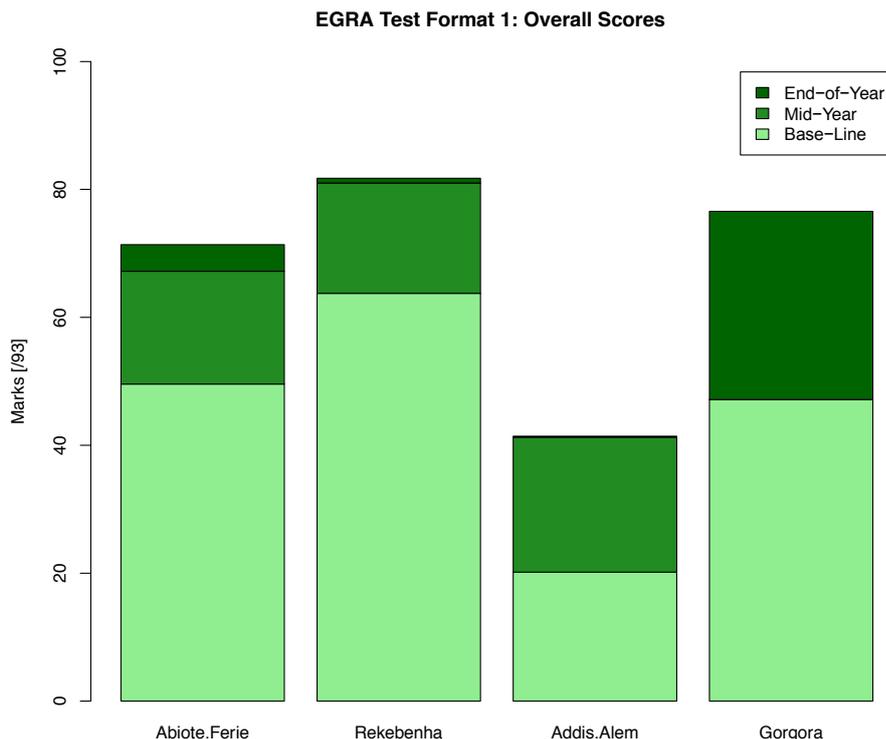
In Test Format 1 Addis Alem's marks more than double when comparing the baseline marks to the end of year marks with a percentage increase of 105%. This eclipses the control school Abiote Ferie's marks, which only conveys a percentage increase in marks of 44%. Although Rekebenha only conveys a percentage increase of 28%, it is worth acknowledging the fact that it encompasses the highest baseline mark, its crude score increase was similar to the other schools.

#### Test Format 1 (/93)

School	Baseline Crude	Mid-Year Crude	End of Year Crude	Percentage Increase
<b>Abiote Ferie (Control)</b>	<b>49.57</b>	<b>67.20</b>	<b>71.36</b>	<b>43.95</b>
Rekebenha	63.75	81.00	81.75	28.24
Addis Alem	20.17	41.27	41.42	105.37
Gorgora	47.17	76.58	N/A	62.37

It is also unclear as to whether there is an increase in difficulty of progress when the baseline higher. This make it hard to interpret whether schools such as Rekebenha, which start from a higher baseline of literacy, benefit less from the project, or whether in fact the changes in their schools, whilst smaller in percentage terms are equally significant.

The little change between the mid-year and end of year scores suggests that by mid-year testing schools had gained as much as they could from the initial training, as the largest increases in were seen in the early part of the year.



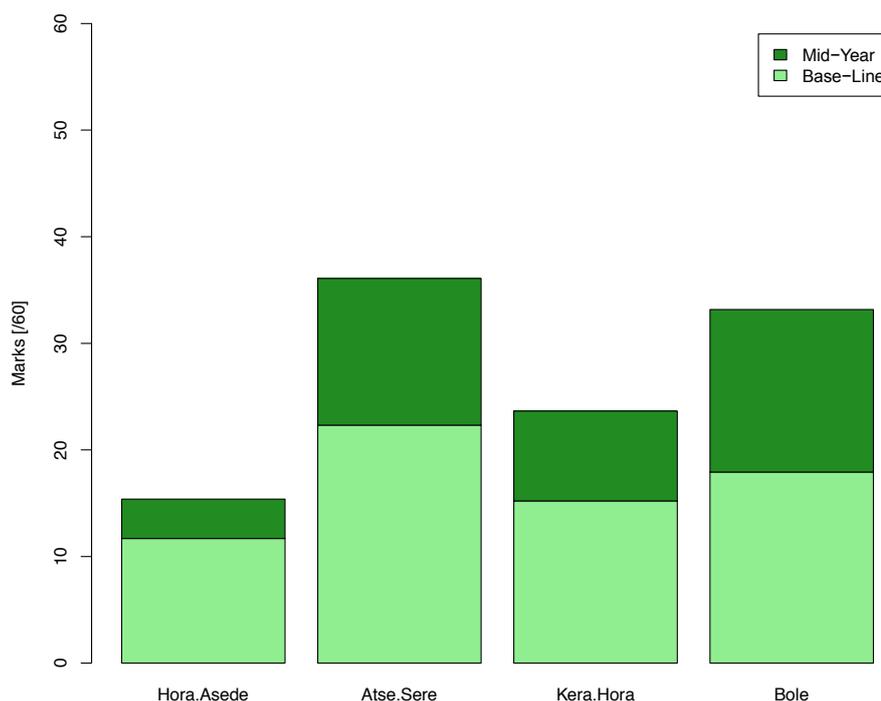
In Test Format 2 the control school Hora Asede conveys the smallest percentage increase in marks of 32%, whereas the other schools where the project was carried out conveys percentage increase in marks of over 50% each (62%, 55%, 85% respectively for Atse Sere, Kera Hora and Bole). This suggests that the project has been effective in these schools.

### Test Format 2 (/60)

School	Baseline Crude	Mid-Year Crude	Percentage Increase
<b>Hora Asede (Control)</b>	11.69	15.38	31.55
<b>Atse Sere</b>	22.33	36.08	61.57
<b>Kera Hora</b>	15.21	23.64	55.40
<b>Bole</b>	17.92	33.17	85.12

Moreover, the data suggests that the project has a stronger impact on schools with a higher baseline mark (Atse Sere and Bole) as opposed to a lower baseline mark (Kera Hora) due to larger percentage increases of over 60% being observed at Atse Sere and Bole. This suggests that we should not rule out supporting high-achieving schools, as they can make significant progress, and the progress at Rekebenha should also be viewed in this light – the project had a great impact, but the limited test did not fully demonstrate the progress of these students.

**EGRA Test Format 2: Overall Scores**



### EGRA scores - Sounds

On average project schools see a greater increase in sound scores compared to the control schools. In Test Format 1 the project schools scores increased on average by 8.50 marks compared to 8.21 in the control school. In Test Format 2 the project schools scores increased on average by 2.19 marks compared to 0.56 in the control school.

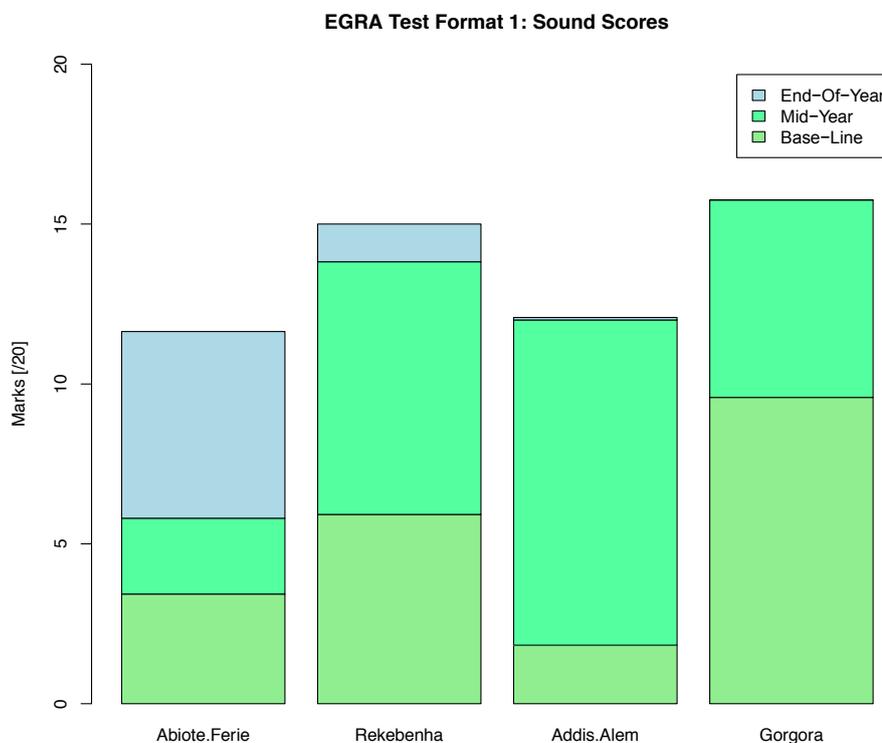
Change in Sound Scores	Crude Increase
<b>Test Format 1, Control School (/20)</b>	<b>8.21</b>
<b>Test Format 1, Project Schools Average (/20)</b>	<b>8.50</b>
<b>Test Format 2, Control School (/10)</b>	<b>0.56</b>
<b>Test Format 2, Project Schools Average(/10)</b>	<b>2.19</b>

In test format 1 we can see significantly increased knowledge of the sounds in the project schools compared to Abiote Ferie in between the baseline and Mid-Year tests. The high baseline scores from Gorgora are from shortly after the project began, and again Rekebenha starts from a high baseline. We also notice that Sounds Scores at the control school, Abiote Ferie, do not increase much by the mid-year stage, but do increase by the end of the year, which is completely at odds with the trend in other schools.

#### Test Format 1 (/20)

School	Baseline Crude	Mid-Year Crude	End of Year Crude	Percentage Increase
<b>Abiote Ferie (Control)</b>	<b>3.43</b>	<b>5.80</b>	<b>11.64</b>	<b>239.58</b>
Rekebenha	5.92	13.82	15.00	153.52
Addis Alem	1.83	12.00	12.08	559.09
Gorgora	9.58	15.75	N/A	64.35

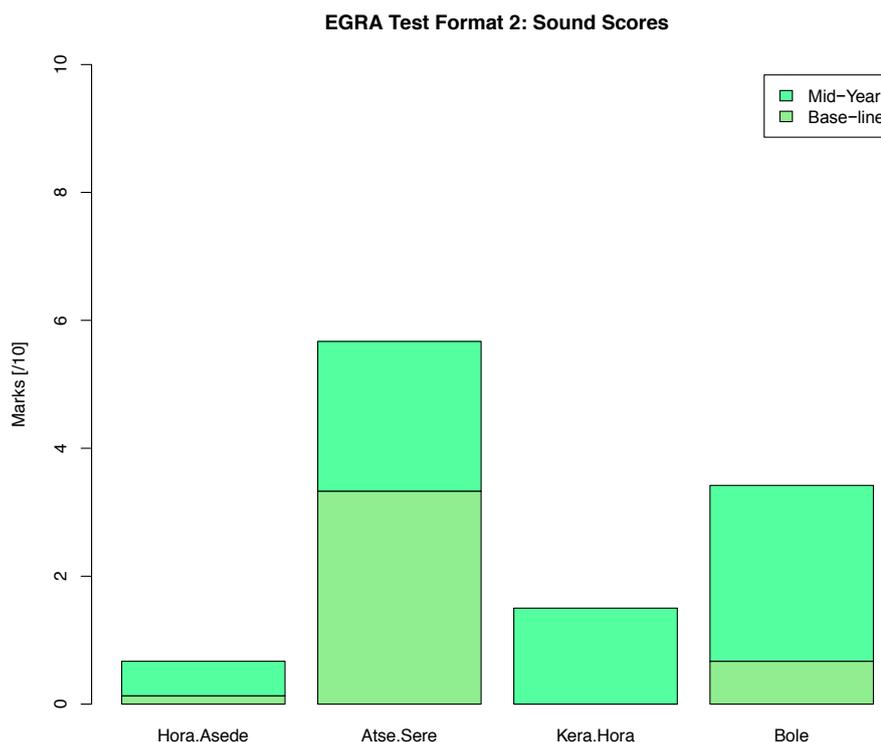
Given that these students have not received the Sounds of English training it suggests that these children either were prepared for the test, or over time intuitively picked up the demands of the test, rather than having a strong understanding of the Sounds of English. When we look at the mid-year data the the control school still shows a much poorer understanding of the Sounds of English relative to the project schools, and is still the lowest scoring of the schools at the end of year.



In test format 2, the low scores and limited improvement in sounds is what we would expect from the control school (Hora Asede). In contrast to this, the project schools show significant signs of improvement, suggesting that the Sounds of English are being learnt by the students in these schools. However, there seems to be concerning variation in the understanding of sounds between project schools. This suggests that the Sounds of English training is being implemented sporadically, and emphasises the importance of follow-up training and feedback to increase the impact of the project.

### Test Format 2 (/10)

School	Baseline Crude	Mid-Year Crude	Percentage Increase
<b>Hora Asede (Control)</b>	<b>0.13</b>	<b>0.69</b>	<b>450.00</b>
Atse Sere	3.33	5.67	70.00
Kera Hora	0.00	1.50	N/A
Bole	0.67	3.42	412.50



### EGRA Scores – Reading

See below the EGRA reading scores for project and control schools. Project schools outperform control schools in both test formats.

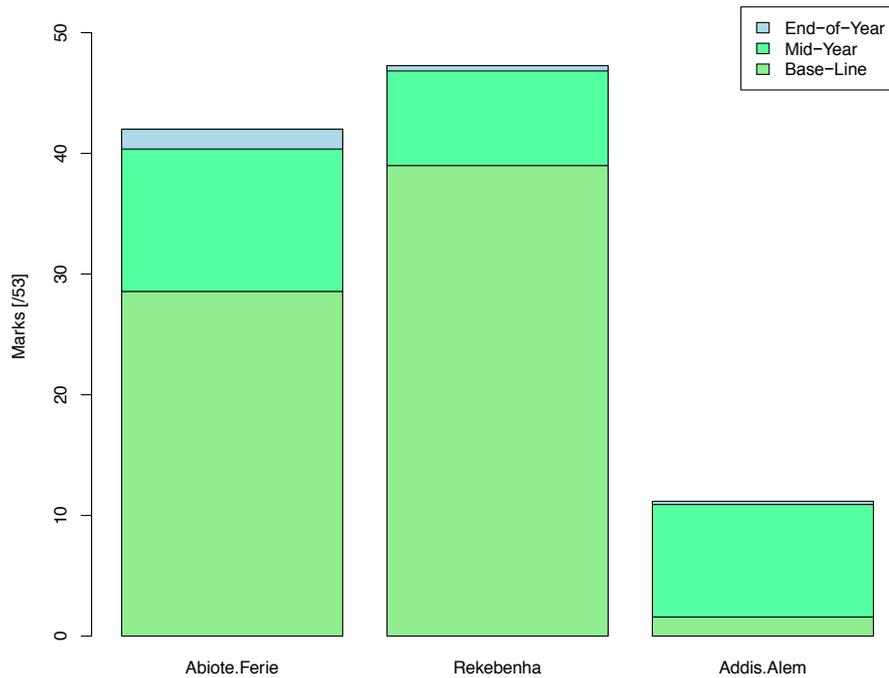
Change in Reading Scores	% Increase	Crude Increase
<b>Test Format 1, Control School (/53)</b>	41.25	11.79
<b>Test Format 1, Project Schools Average (/53)</b>	312.67	8.71
<b>Test Format 2, Control School (/40)</b>	53.52	2.38
<b>Test Format 2, Project Schools Average (/40)</b>	97.25	9.39

At Addis Alem we have seen great improvements in reading scores, however this is less evident at Rekebenha where the improvement is less pronounced due to the high baseline. The control school, Abiote Ferie, shows a higher crude improvement (13.43) in reading scores than both project schools, however Addis Alem sees a far bigger percentage increase. Again we see little improvement in the reading scores after the mid-year tests, suggesting that the project had the greatest impact in the first half of the year.

#### Test Format 1 (/53)

School	Baseline Crude	Mid-Year Crude	End of Year Crude	Percentage Increase
<b>Abiote Ferie (Control)</b>	28.57	42.00	40.36	41.25
Rekebenha	39.00	47.27	46.83	20.09
Addis Alem	1.58	10.91	11.17	605.26

**EGRA Test Format 1: Reading Scores**



Test Format 2 provides stronger evidence for a relative improvement in project schools compared to control schools. The control school Hora Asede has the lowest baseline mark (4.44) and shows the smallest percentage increase in reading marks (53.52%) when comparing the baseline scores and mid-year scores. Both Atse Sere and Bole demonstrate 100% plus increases in scores (106.56% and 105.38% respectively) when comparing the baseline and mid-year scores. Kera Hora sees a percentage increase of 79.81%.

**Test Format 2 (/40)**

School	Baseline Crude	Mid-Year Crude	Percentage Increase
<b>Hora Asede (Control)</b>	4.44	6.81	53.52
<b>Atse Sere</b>	10.17	21.00	<b>106.56</b>
<b>Kera Hora</b>	7.43	13.36	<b>79.81</b>
<b>Bole</b>	10.83	22.25	<b>105.38</b>

This suggests that the reading lessons are having a positive impact on reading ability in project schools. However, in light of previous observations regarding the impact of the Sounds of English aspect of the project on Reading Scores, it is hard to conclusively contribute this improvement to either Reading Lessons or Sounds of English exclusively.

