

**THE CONTRIBUTION OF LITERACY BOOST MODEL IN
IMPROVING LITERACY SKILLS OF STUDENTS IN HIDHABU
ABOTE DISTRICT**

MSW DISSERTATION PROJECT RESEARCH

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DECLARATION

Hereby I declare that the dissertation entitled **THE CONTRIBUTION OF LITERACY BOOST MODEL IN IMPROVING LITERACY SKILLS OF STUDENTS IN HIDHABU ABOTE DISTRICT, NORTH SHOWA ZONE, ETHIOPIA**, submitted by me for the partial fulfillment of MSW to Indira Gandhi National Open University. It is my own original work and has not been submitted earlier, either to IGNOU or any other institution for the fulfillment of the requirement of any other program of study. I also declare that no chapter of this document in whole or part is lifted and incorporated in this report from any earlier work done by me or others.

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List of Acronyms

| | |
|--------|---|
| CEI | Center for Education and Innovation |
| UNESCO | United Nations Educational Scientific and Cultural Organization |
| LBM | Literacy Boost Model |
| EGRA | Early Grade Reading Assessment tool |
| FRA | Formative Reading Assessment |
| TOT | Training of Trainers |
| CSN | Central Statics Agency |
| SPSS | Statically Package for Social Studies |

Abstract

No matter how primary school coverage has been increasing from time to time, students' literacy skill is not as such developed. Number of primary school children those finish their primary education with not enough and age appropriate knowledge of literacy skill is increasing from time to time. The problem is very serious in developing countries and focus of practitioners was towards those countries. If literacy is so serious, it needs serious intervention to solve problems related with literacy skills of primary school children. Literacy Boost Model is a model first initiated by Save the Children to contribute towards improving literacy skills of children both in school and out school. (CEI, 2015). World vision also adopted and has been implementing it since then. As the EGRA assessment report undertaken in Ethiopia in 2010 shows the problem is very serious in Oromya region compared to the six regions under the assessment. (Benjamin Piper 2010). Hidhabu Abote district which is found in Northern Ethiopia, Oromiya region, North Showa Zone was one of the targets for LB implementation.

In this research the contribution made by the implementation of literacy boost model is studied by using different research methodologies. Both in school and out school literacy enhancing environments are studied. EGRA (Early Grade Reading Assessment) tool was administered on 200 sample grade three students selected from literacy boost intervention and control schools.

The study has shown that literacy boost model has brought considerable result in early grade students. More over it was shown that it is a practical response engaging all community groups for the betterment of literacy skills of children in the community. For instance children in intervention schools have 41 % better than those in control (non- intervention) schools' children in case of reading comprehension.

It was concluded that making the model more practical and creating sense of ownership in the community could be one of the remarkable solutions to the problem of literacy in early grade students/ children.

1. Introduction

1.1 Background Overview

THE GLOBAL LEARNING CRISIS is explained by UNESCO's Global Monitoring report by the following discussion."Over the past decade, there has been a large investment in improving children's access to education. However, the resultant expansion in children's school enrolment has strained the capacity of education systems to ensure quality learning. Globally, 250 million children – including many of the most vulnerable – are not learning basic literacy and numeracy skills even though half have attended school for at least four years." UNESCO Global Monitoring Report, 2013/2014 in world Vision International, 2016)

Literacy can be defined as the ability to read and write. As the name denotes Literacy Boost is a model focusing on helping children at lower grades (1-4) improve their reading and writing skills. Throughout improving the reading and writing skill of a child his/ her literacy skills get improved. This means literacy boost model involves the five core literacy skills namely letter knowledge, phonemic awareness, vocabulary, reading fluency and comprehension (Save the Children, 2012:5). It is Save the Children's innovative, evidence-based model to support the development of reading skills in young children. This model was developed in response to the rising number of children who are finishing primary school and yet unable to read and write. As studies show reading and writing development at early stage has impact on future educational life in higher level. The model gives considerable attention to active participation of children (students) throughout the process and making reading fun is its crucial part.

Africa is the only continent where more than half of parents are not able to help their children with homework due to illiteracy (UNESCO, 2012). The condition is the worst in rural areas. Accordingly literacy has become a serious problem in Africa. As Hidhabu Abote district Education sector Annual Report (2014, p15) mentions enrolment has reached at 96 % in the district but the issue of literacy has become an area that needs serious attention. Since 2000 significant gains have been achieved in access to primary education globally, however, the

quality of learning remains a major challenge (Global Partnership for Education, 2013/ 2014). This quality problem is basically related with weak literacy skill of a child at school. Students do not get support at their homes from their parents because of two main reasons. The first is parents' inability to read/write. The second is lack of commitment and technical approach. LBM also involves parents of both types in its community action session so that they can contribute their part in improving children's (students) reading and writing skills.

Literacy Boost Model is a model intended to improve literacy skill of children/students at lower grade through its strategies taking place both in school environment and in the outside community. It empowers the community towards becoming active actors throughout the process of education especially literacy area. Its strategies contribute a lot in improving education (School) system including the process of learning - teaching and quality of education delivered at the school environment. In the area proposed for this study(Ethiopia, North shewa Zone, Hidabu Abote District) LBM engages all community members, parents, teachers, students, youth groups, elders and concerned Go staffs, to help children enhance the skills required for independent reading, inside the classroom as well as outside. LBM interventions are categorized under three areas namely; teachers' training, community action (community reading activities) and Provision of age-appropriate locally relevant reading materials. (Save the children, 2012). Teachers' training refers to the continuous training for teachers on literacy boosting teaching skills for target schools' local language teachers. Creating print rich environment is one of the main portions in teachers' training. Community action engages almost all community members including community elders, parents, wealthy individuals, older and the like and gives responsibility for each. For instance community elders participate by story - telling sessions which is an effort to make the reading camps more fun and help children improve their comprehension ability. Provision of age-appropriate locally relevant reading materials is about supporting schools with age appropriate children alphabet and story books so that children use them both in school and at their reading camps founded at their vicinity.

World Vision has began implementing the model as Education Transition Initiative in partnership with Save the Children after realizing many school children were unable to read

and write properly no matter how they passed lower primary grades. This situation has seriously influenced the quality of education and the teaching learning process. So, focus given for literacy boost has its own part in improving the situation and promoting community participation in the education system. The model was under Education Project, one of the technical projects of World Vision, working on enhancing the community's educational status. Currently there are 17 target schools and 8 control schools

1.2. Statement of the problem (Need for the Study)

Literacy skill is believed to be heart of school life because lessons are communicated and transferred to the learners through the medium of reading and writing. Kyla Boys support this by saying;

“A child's reading skills are important to their success in school and work. In addition, reading can be a fun and imaginative activity for children, which opens doors to all kinds of new words for them. Reading and writing are important ways we use language to communicate.”(Kyla Boys, Reading, Literacy and your child, October 2010,p.1

School enrolment rate has been increasing from time to time, but the big challenge is the inability of students in their basic skills of reading (literacy skills). Save the children (2013) mentioned this danger by saying while more children are in school today than ever before, many are not learning basic skills like reading once they get there. Save the Children's Literacy Boost is helping to change that by creating a culture of reading both inside and outside the classroom. World Vision has started to work in partnership with save the children in the year 2012.

Similar to the rest rural area schools many children in Hidabu Abote District are unable to read and write properly especially children up to 6 grades due to various reasons. Among the main reasons they didn't get pre-school activities helping them in having alphabet knowledge and read simple words which is in our case done by some community members' participation with little pocket money. For instance church Deacons or priests (servants) were undertaking something similar to pre-school where children count alphabet and able to read simple words. But, this time such trends have been gradually getting vanished.(World Vision, Hidhabu Abote Area Program Monitoring Report,2013, p 5) In addition to this the school environment process itself has not given special attention to enhance their skills of reading and writing by making school class rooms print reach and using different techniques. Moreover systematic approaches are not common which encourages the participation of both the students and teachers and work on promoting reading culture among school children. World Vision, Hidhabu Abote Area Program Monitoring Report, 2012, p 3)

As reading and writing are the vital pillars of enhancing quality of education and improving teaching-learning process in schools, it is essential to study efforts made towards literacy skills. For instance if a child could not read and write as his/her grade level it hinders the teaching-learning process. Literacy Boost model is one of the efforts made in Hidhabu Abote District by the coordination of Save the Children, World Vision, District Education Sector office, schools and the community at large. LBM directly has given serious attention to boosting the literacy of children, in school and out of school. As mentioned on the Educational psychology, contemporary view, 1973, a student's ability to read is a prerequisite to his success in school. This sentence clearly shows that reading as the key to attain the required benefit from schooling. So without reading schooling is worthless. Our current government has given the chance of learning by local language and students accomplish their elementary education by their own language taking English as a subject. LBM also focuses on enabling lower grade students learn reading and writing their local language by which they learn other subjects namely science, history, mathematics and ethics contributing to their effectiveness in school. "The aim of Literacy Boost is to ensure that children in the early grades of primary school reach acceptable level of reading proficiency. It is a tool for helping children make the jump from

learning to read to reading to learn.”(Source: Save the Children, LB introduction August 2012). So LBM not only aims at boosting reading and writing skill but also contributing towards enhancing learning other skills both in the school system and outside school through the process of implementation. On Educational psychology, contemporary view, 1973, p. 242 reading is defined as the means by which pupils acquire information from text. This clearly shows if reading is one of the means to acquire information, school children get information from reading their books which stays as knowledge through their analyzing ability. ” Reading development is essential in the early grades of primary school and entails the development of: Letter knowledge, Phonological awareness, Fluency, Vocabulary and comprehension.”. (Source: Snow, Burns and Griffin, 1998 in Save the Children (2012) LB introduction August 2012, p 4). Literacy boost has included the development of all those skills which are very crucial throughout effective learning environment.

In my view this is deceiving our children and making them feel learning is all about getting full marks whether performed or not. Literacy (reading and writing) as shown above is really basic for school performance which is also part of school system. Accordingly it is not surprising to give due attention to study the efforts made to improve literacy of children at lower grades.

In the research district like other Ethiopian districts school enrolment is high in terms of number but as many reports and researches show children are deprived of real practical literacy. For instance there exist two or more primary schools within one locality with full number of teachers but considerable number of primary school students could not read and write as per the standard of their grade. As assessment (EGRA) held in 2012 at Hidabu Abote and Wonchi area by World Vision and Save the children US shows only 40 % of grade two students can read a single word, a shocking result.(World Vision and Save the Children, Overview of Literacy Situation in Oromiya Region, March,2012,p.4). Moreover teachers were so exhausted of always mobilizing parents send their children by going door to door so that enrolment rate keeps high. They never get appreciation but it was thought as if keeping the enrolment high is their own duty. LBM also indirectly works on this issue. Since the community has been given duty of supporting their children join Literacy boost reading camps and also

participate on the process, it has created sense of belongingness. They have succeeded in keeping enrollment high where as literacy issues seems compromised which affected both students and teachers in many ways. For instance students couldn't get their class room education in effective way and they do not have ambition to read subjects. Accordingly, it is inspiring to study what and how LBM contributed towards improving lower grade (1-4) students' literacy skill and the formal education process in schools through engaging both the school community and the local community. Moreover how to make the model mainstreamed in the general Education curriculum and how to make it more effective.

1.3. Objectives of the study

1.3.1 General Objective

The main objective of this research is to explore the contributions of Literacy Boost Model in improving the reading and writing skills of elementary school children in Hidhabu Abote District. The following are also specific objectives of the study.

1.3.2 Specific Objectives

- To explore and analyze the entire process as to how Literacy Boost Model is implemented in Hidhabu Abote District;
- To measure the level of literacy improvement in terms of lower grade school children's reading and writing skills;
- To explore and analyze the strengths of Literacy Boost Model in Hidhabu Abote District; and
- To explore and analyze the challenges and limitations of Literacy Boost Model Hidhabu Abote District;

1.4. Research Question

1.4.1 Main Research Question

What is the contribution of LBM in improving reading and writing skills of elementary school Children in Hidhabu Abote District?

1.4.2 Specific Research Questions

1. How has been LBM implemented in Hidhabu Abote District?
2. What looks like measures of literacy skills in terms of lower grade school children in hidhabu Abote District? (% below average, average and above average)
3. What are the strengths of LMB in Hidhabu Abote District?
4. What are the challenges and limitations of LBM in Hidhabu Abote District

1.5. Scope of the Study

This study is limited to primary schools in Hidhabu Abote district. The study will consider only sampled schools selected among intervention and control schools of LBM.

The study will thematically focus on the contribution of LBM in improving literacy skills of elementary school children, the process of its implementation, strengths, challenges and limitations of the model. Based on the findings on its limitations this research will try to identify appropriate way to improve implementation of the model. This study doesn't include numeracy skill at all. Operational definitions of terms in the research are mentioned bellow.

Literacy: The ability to read and write

Literacy skills: The five skills those are part of literacy, namely letter knowledge, phonemic awareness, vocabulary, reading fluency and comprehension. Those skills will be measured by using a tool called EGRA.

Children: It refers to students those are in elementary school, first cycle. For this study grade 3 is selected and also outside school who participate in reading camps.

Reading camp: This is a local venue outside school environment where children learn to read, enjoy reading and other reading activities. Those venues get prepared by the community and volunteers and elders serving children.

EGRA (Early Grade Reading Assessment): It is a tool having multiple questions to measure the literacy skills of children.

Intervention schools: These are schools in which LBM have been implemented.

Control schools: Control schools are schools set as supportive during the evaluation of the contribution of LBM. They help as checking points. Students from control schools get compared with their equals (same grade) at intervention schools.

Volunteers: These refer to community members of youth group those are selected by their local community to support children at reading camps and trained by World Vision and the District education Sector about the procedure of community action.

Community Action: Any activity related to reading camps performed to help children improve their reading and writing ability including community mobilization, reading camp establishment, material creation and the like.

Material Creation: refers to developing teaching materials from locally available materials.

Print rich class room: refers to making classrooms more teaching by themselves so that children learn aided by visual teaching aid materials prepared by locally available materials.

Book Banks: the shelves in which children's books (fairy tale) put in to and placed at each reading camps

2. Conceptual frame work and Literature review

2.1. Theoretical Review

“Reading is one of the most valuable skills a child can develop, creating opportunities for lifelong learning. This is especially important because education has been proven to be one of the most effective tools for breaking the cycle of poverty. In Ethiopia, however, high rates of illiteracy and low school attendance make ending this cycle all the more challenging.”(World Vision Canada, 2014)

Focus was given for early grade literacy skills because early grades are basics for the future life of students. This truth can be seen clearly on GPE’s report which says reading is the foundation of learning ensuring that children can read in early grades will determine their future educational success (Global Partnership For education, 2014). If boosting literacy is basic in determining the future educational success, it can be considered as crucial part in raising quality of education and poverty reduction. GPE Global Partnership for Education) mentioned relationship of early grade literacy skills with poverty reduction by saying; “If all students in low income countries left school with basic reading skills, 171 million people could be lifted out of poverty. This is 12 % cut in the global poverty”. Or over it is mentioned as literacy skill is of all about reading and writing, but about being able to engage with text and interpret and translate the text into ideas (GEM, in Global partnership for education, 2014) The concept in the sentence calls for giving serious attention towards improving the literacy skill at early grades. Needless to say early grade literacy skill improvement must be the heart of primary education. If not school life becomes meaningless and purposeless. Global Partnership for Education has clearly shown this by saying; “Once children are in school, the next challenge is to ensure that they are learning to read, write and count, and acquire the skills they will need to become productive members of society (GPE 2013/2014). So, for school life to be meaningful students need to obtain literacy skills.

Literacy boost has been currently practiced around the world giving due attention to developing countries. As the study of Center for Education Innovation shows till 2015 Literacy Boost has been launched in 24 countries Since the program began its pilot in Malawi in 2009 including: Guatemala, El Salvador, Peru, Haiti, Mali, Egypt, Ethiopia, Kenya, Uganda, Rwanda, Burundi, Zimbabwe, Mozambique, South Africa, Yemen, Pakistan, Nepal, Afghanistan, Bangladesh, Vietnam, Philippines, Indonesia, and Sri Lanka. (Center for Education Innovation, August 28, 2015). As save the children is the innovator of literacy boost, it has the leading position in calling for LBM partnership with others. World Vision became partner of save the children since 2012. In 2016, World Vision and save the children have planned to address 1.5 million girls and boys in 15 countries in sub-Saharan Africa and South Asia (World Vision International, 2016).

Literacy boost is all about improving the literacy skills of children at early grades. The training tool kit produced by save the children on LB introduction mentions literacy boost involves the five core skills of reading (Save the Children, 2012:5) namely;

1. Alphabet Knowledge: recognition of the letters of the alphabet
2. Phonemic Awareness: the ability to recognize and manipulate the phonemes, the “smallest units composing spoken language”
3. Fluency: the ability to read accurately, quickly and with the correct intonation.
4. Vocabulary: the comprehension of a sufficient number of words to be able to understand text.
5. Comprehension: “the process of simultaneously extracting and constructing meaning through interaction and involvement with the written language”

Literacy boost model is an innovative of save the children and it has three main focus areas (components). Those areas are the pillars of the model promoting participation of all sections of the society. The following are the three basic areas as mentioned on literacy boost toolkit produced by save the children in 2012. The first is reading assessment in which LB practitioners assess children’s reading levels and evaluate their literacy learning needs based on those

assessments. This helps in identifying the strengths and weakness of children which is an input in the process of helping them improve their skills. The Second focus area is teacher training. This refers to providing skill building trainings for school teachers which can be included in their regular schedule. The capacity building trainings encourage teachers (early grade (1-4) teachers) to include the five reading skills in their lesson plan and implementation. In doing so they ensure that children build a solid foundation for literacy. Ongoing assessments of student progress are used to guide teachers' focus. The third focus area is community action. It is outside school activity and is about improving the community's participation in helping children in the community to improve their reading skills and love reading. (Save the children, 2012:3). From the above explanation it is possible to understand in school learning and out school environment can perform together for the success of children's school life. Unless the three components go together, it will be impossible to perform Literacy boost. Teacher Training and reading assessment are component taking place in school environment where as community action is performed outside school environment. In community action there are three action areas those promote the active participation of the community. Sections of the community are encouraged to serve children by contributing what they have in hand and work with other partners those can support their action. It involves Parent activities, Book Banks and the creation of materials and Reading activities outside of school, such as Reading Camps and Reading Buddies. Awareness raising sessions on LB and how to function enable the community members to be involved in improving children's reading skills. As mentioned on the tool kit both parents who are literate or illiterate can be part of it. Because literacy boost is participatory. Parents those could not read can be part of LB through helping children love the reading camps established within the community. For instance they listen to children while counting their alphabets or reading their books at the reading camps. In creating book banks and reading materials LB practitioners work with partners so that children use the books and materials helping them improve their literacy skills.

2.2 Empirical Review

Since its implementation in 2009 in Malawi, LB has brought tremendous result in the lives of many children around the world. As there are good lessons learnt from the experience of Malawi and Mozambique those are the forerunners in implementing literacy boost. Important areas were identified as lesson from their experience. Those lessons contributed to the improvement and applicability of LB field test in the then target countries including Mali, Ethiopia and Uganda (Trudell, Dowd, Piper, and Bloch 2010 cited in ADEA 2012). It was possible to understand by the group which studied the scene about the difference in improvement of literacy skills among children from Intervention and control schools. As their study shows at the close of the first school year of implementation in Malawi, significantly fewer Grade 2 Literacy Boost students had zero scores in Chichewa (mother tongue) reading skills than their peers in comparison schools. In addition to this increasing the amount of reading done outside of school, and raising parents' awareness of the importance of reading, are positively related to improved literacy skills which refers to enhancing their literacy environment (Trudell et al 2010 cited in ADEA 2012).

According to the Ethiopian Early Grade Reading Assessment undertaken in six regions namely Oromiya, Tigray, Amhara, Harari and Somali the country needs considerable literacy intervention so that literacy of early grade children gets enhanced. The overall scores in oral reading fluency and reading comprehension were very low. But as mention on the report it was possible to understand the strong correlation between reading fluency and reading comprehension across all the languages and regions. (Benjamin Piper, 2010 P: 50-55) Based on the results it was suggested to include some important components throughout literacy interventions. Among are to give focus to start literacy at early grades, Encourage reading in the community, review teacher development and support from the community were suggested as important elements in the struggle in improving literacy skills of children. Those areas are the basics of literacy boost model and the model contributes a lot in the countries move towards literacy development.

In its Ethiopia Field office, World Vision started to implement Literacy boost in cooperation with Save the Children, in Hidhabu Abote and Wonchi Area programs at the end of 2011 and beginning of 2012. Since then the implementation has been for the benefit of about 7600 children till the end of 2014 in the two program areas. Various activities have taken place those are in the package of LM implementation. Increasing availability and access to a variety of reading materials, encouraging parents to read to their children at home as well as storytelling and study help, encouraging schools with libraries to set up active book borrowing programs, establishing community Book Banks to facilitate community reading, ensuring that schools lend out academic and other books for students' reading practice and training teachers to equip them to help students read well were the key activities. In doing so it was possible to see visible changes in literacy skills of target children. For instance results shown in the area of reading comprehension shows there was 30 % improvement in reading comprehension in target schools compared to 11.6 per cent in control schools (World Vision Canada, 2014)

The ability to read and process information is a necessary part of our educational experience. The teaching of reading and writing is key for the formation of literacy as young children attend school, through adolescence, and finally as they emerge as competent and educated adults. Literacy is now, more than ever, essential for basic survival on a day-to-day basis. The student that struggles to read will struggle in all subject areas, affecting and perhaps perpetuating a negative attitude towards reading and school in general (Julie A. Antilla, 2013 P:5). In her study Julie mentioned about the importance of early literacy which is like an introduction helping those children start their literacy lessons before they engage in formal primary school. In LB children of pre primary school are also targets that get support at their village in the reading camps which is also a place for early grade students (grade 1-4) where they learn to read and read to learn in funny way. As Hidhabu Abote District Education sector Annual Report (2012, P: 37) literacy boost model has brought visible and concrete results in the lives of children (both in school and out school. School absenteeism has decreased from average fifteen days per year per student to seven. As the report shows especially after public holidays and special occasions taking place around their village like marriage ceremony many students used to be absent from

school. But, after LB implementation they love their school environment and the fun they have reading story books (fairly tails) at their reading corners in their schools.

2.3 Conceptual Frame work

This study focuses on the contribution of literacy boost implementation towards improving the literacy skills of children in Hidhabu Abote District, LB target schools. The following diagram shows the conceptual relationship among the components of literacy boost and the intended outcome from the implementation of the model.

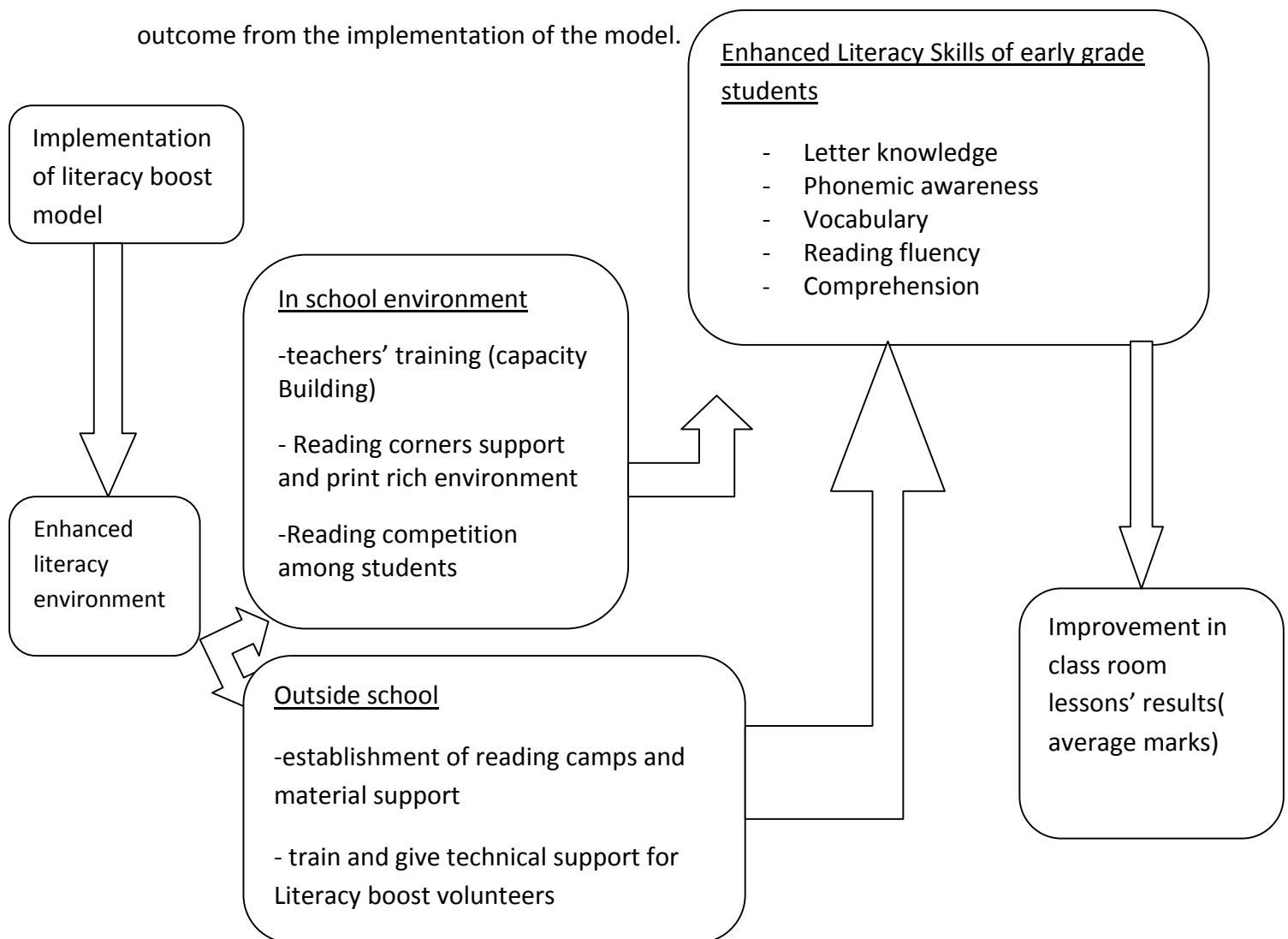


Chart2. 1 Conceptual Frame work

Literacy Boost mode is not limited to school environments. It is a must to be undertaken both in school environment and in the villages where the target school is found. The outside favorable literacy environment supports the school environment and they together perform towards the outcome, Enhanced literacy skills of early grade students which is about Letter knowledge, Phonemic awareness, Vocabulary, Reading fluency and Comprehension. The enhancement of literacy skills contribute towards the improvement in classroom lessons' results (average marks) which can be related with improved understanding of class room lessons by the students.

3. Methodology

3.1 Description of the Study Area

Hidhabu Abote is found in North Shewa zone of Oromia Regional State. It is located about 147 km North of Addis Ababa. The District has a total area of 454 square kilometers and is home for 95896 people among which 48278 are Female (Projected from CSA, 2006 and Hidhabu Abote District Municipality Demographic Data,2006) with average population density of 167 per km². Administratively the District is subdivided in to 20 localities of which 19 localities are rural supporting 96.5 % of the population and 1 locality is urban centre (Ejere town).

There are a total of 46 primary schools in Hidabu Abote district. There are total of 16316 first cycle students learning in those primary schools (Hidhabu Abote District, first semester report, p: 13). Currently 17 schools are targets of implementation (Intervention schools). In those schools about 4330 children benefit from LBM. Eight schools are currently control schools which will be gradually part of the intervention. Since 2012 LBM have been implemented in the district gradually covering 17 schools. Community volunteers, School Supervisors, concerned Education Sector professionals, parents, community elders and school teachers are also part of the study. World Vision had arranged continuous trainings for 290 volunteers (120 females), 68 teachers (for grade 1-4) and 34, chief and vice school principals. More over 7 school supervisors with the District Education Sector office chief and vice have received the necessary training on LBM strategies and implementation by world Vision Hidabu Abote District Area program. There are 68 reading camps established by the support of World vision in the localities where those target schools found. In one locality there are in average four reading camps. (World Vision, Hidhabu Abote Area Program, annual report, 2015: 26). Accordingly, this research was undertaken by selecting sample schools from both intervention and control schools and then students in those schools. More over reading camp observation has taken place at the selected reading camps where children were enjoying reading their story books, listen to community elders' story telling sessions, creating teaching and learning materials from locally available

materials. Accordingly different data collection methods are administered to get considerable data for the study. (Sampling and data collection are mentioned below).

3.2 Sampling

Purposive and random sampling methods are the proposed sampling methods. I propose to take Six Schools using purposive sampling both from intervention school (four) and control schools (two). Sample size of 200 students were selected randomly who are in lower grades in this case grade 3 and evaluated by using EGRA (Early Grade Reading Assessment Tool). The below table shows, the name of the schools, total number of grade three students in the school and the number of children taken for the assessment. The school administrative bodies in this case school principals provided all the necessary information needed in this area. In the schools those have included in the sample there are a total of 490 grade 3 students. The sample size was made to be 200 because it is useful in assuring the quality and truthfulness of the results. Accordingly from the from the sample schools a total percentage of 40.8 was taken for the assessment. Accordingly students were selected randomly as per the number of the ratio given for each school. More over two reading camps were selected randomly from those under the supervision of each of the four intervention schools and were critically observed. Accordingly two literacy boost reading camps were visited and focus group discussion was arranged with the elder who were serving in those camps.

Table.3.1 Number and school of students participated on EGRA

| s/n | School name | Situation Intervention/control | Locality in which the school is | Total number of grade-3 students | | | Ratio | | |
|-------|-------------|-----------------------------------|---------------------------------|----------------------------------|------|-------|--------|------|-------|
| | | | | female | male | Total | female | male | Total |
| 1 | Ejere no 3 | LB intervention | Ejere | 73 | 53 | 127 | 30 | 22 | 52 |
| 2 | Yaya Muka | LB intervention | Yaya Dhekebora | 22 | 27 | 49 | 9 | 11 | 20 |
| 3 | Migira | Control | Alkoch Kere | 41 | 37 | 78 | 17 | 15 | 32 |
| 4 | Cheri | Intervention | Debela Bokolo | 17 | 13 | 30 | 7 | 5 | 12 |
| 5 | Mojo | Control | Woyilu Mojo | 76 | 71 | 147 | 31 | 29 | 60 |
| 6 | Gebabu | LB intervention | Nya'a Gebabu | 32 | 27 | 59 | 13 | 11 | 24 |
| Total | | | | 490 | | | 200 | | |

From a total of 200 school children in the selected schools 108 of them were from intervention schools where as the rest 92 were from control schools. 47 % are girls.

In addition to this two teachers were selected from each of the six schools. In doing so purposive and random sampling was used. To select the school principal purposive sampling was used. This is because the school principal could explain detailed information about the changes gained through LBM in the school under his/her supervision in case of LB target school. Moreover the school principals in control schools were selected purposively so that it was possible to get detailed information about how such schools help their students in improving literacy skills. In order to select early grade teachers, random sampling was used except for the two schools. This is because in the lower grades (1-4) one teacher teaches all subjects (Self contained style) so it is better to use random sampling.

3.3 Tools for data collection

Various types of data were collected using various methods. Some methods are directly related to the target children where as the others are indirectly about the children and their school environment. Target children, teachers, community elders, literacy boost volunteers, concerned government staffs in this case staffs from Hidhabu Abote District Education sector and concerned staff from World vision were part of the research. The following are the tools administered.

EGRA (Early Grade Reading Assessment)

EGRA was used to assess literacy skills of students/children. By using this tool it was possible to see the contribution of literacy boost in order to improve the literacy skills of children by comparing the results from control and intervention schools. Attached to EARA results it was also possible to compare students' semester scores in Afan Oromo (local language) in particular and average score of their subjects (Class room lessons) in general which enabled to see the contribution of literacy boost in school lessons. This was supported by the secondary data from each schools both control and intervention. By using EAGRA it was possible to collect data concerning the children's' age, sex, years in school, attendance in pre-school education, their home language, situation of Participation in income generation and working hours, study hours at home, the availability of reading supporter in their village/ home, availability of reading materials at home and their score regarding the five literacy skills. Under literacy skills part concept about print, letter identification, phonemic awareness, vocabulary, and oral reading and comprehension are included.

Focus Group Discussion

Focus group discussions were held with community elders and literacy boost volunteers and primary school teachers teaching in the selected schools for the research are part of the focus group discussions. Only two reading camps were targeted to undertake direct observation. By using this method it was possible to get tangible information regarding;

The efforts made formerly towards improving Literacy skill (reading and writing and understanding) of students

Community structures supporting children to read and write,

Contribution of LBM and possible challenges that hinder its sustainability

How to keep community participation in improving teaching – learning process in schools

How to make the model more effective in improving quality of education delivered in schools and further smoothen the teaching – learning process.

How children in reading camps benefit from their reading camps

How they feel while they gather at reading camps

The community's attitude towards the implementation of LBM model

Key informant interview

By using this it was possible to have tangible information about literacy boost introduction and the whole process till current time. School supervisors, principals and Education Sector Executives and Concerned staffs from World Vision were the key informants. In addition to these community elders those have been supporting children at reading camps were also part of key informants.

Direct observation

In administering this method I have got permission from the District Education sector office like the other methods. But this was more serious. I had to observe class room realities by getting involved in classrooms as observer. Seating at the back in the selected sections of grade 3 enabled me observe the reality in the class rooms. I have observed six sections, one from each targeted schools. I used this method so that I could get insight about the realities related to creating print rich environment, how students and teachers are using reading corners in classrooms and how students are participating.

Secondary data

It was a must to take the secondary data from schools, Education sector office and World Visio. Those secondary data helped me a lot throughout the research. For instance it was totally

impossible to undertake EAGRA unless I was able to have lists of students. More over the annual and biannual reports of World Vision and the District Education sector were so important in putting the reality in more evidence based way.

3.4 Data analysis

Data collected from the field was compiled and analyzed qualitatively and quantitatively. The data collected from the 200 grade 3 students get analyzed by using SPSS (Statistical package for Social Studies). Before loading the data into SPSS, I first coded each variables and scores the children had so that the coded variables and scores get loaded in SPSS system. For instance I gave code-1 for female and 0 for male. (See definition of variables. Moreover, the score of each dependent variable was given code as per convenience for data analyzing system, SPSS. For instance if the student under EGRA assessment have answered all of the five or four of the comprehension questions, his/her score is above the average and he/she gets 3 which indicates the maximum score in this research. I did this by dividing all the five questions by three. So if the child answers none or one his score is 1, if the child answers two or three questions his/her score is 2 which is average. The compiled data by using SPSS is narrated in meaningful way. Accordingly, the data is analyzed in numbers and percentages showing;

% of children who read nothing or below average

% of children who can indentify letters (below average, average and above average).This is about letter knowledge.

% of children who can identify sounds of phonemes (below average, average and above average). This is about phonemic awareness.

% of children who can identify (most used words/ Vocabulary) words (below average, average and above average)

% of children reading a story (below average, average and above average), this have three components namely ability to read, how many words can be spelled correctly within one minute and how many minutes the child takes to finish reading the short story given on the assessment. This is to measure reading fluency.

% of children who can read story in local language + comprehensions and other related resulted were analyzed and narrated. (Below average, average and above average)

Literacy level in this case refers to the scores given for the students' performance of identifying letters, reading common simple words, read short sentences and read short paragraph and able to comprehend. This standard is prepared by Save the Children and World Vision so as to analyze the literacy level data. The marking has its own standard procedure. (Source: World Vision International, (June 2011). A Guide to EGRA and FLAT (Functional Literacy Assessment) tools preparation. Moreover, the researchers used the secondary data from each school's target children's semester average of all subjects in general and that of Afan Oromo in particular to show whether there is relationship between literacy level and improvements in results of classroom lessons.

In compiling qualitative data from focus group discussions, key informant interviews and direct observations, examiner summarized similar ideas together and put in organize way (narrated).

3.5 Definition of Variables

Independent variables

Age: All children aged from 5 to 15 are included in the research. For EGRA children aged 9- 15 were included.

Sex: Female or male. Female is coded as 1 and male coded as 0 for the purpose of EGRA and SPSS.

Grade: All students are of grade 3.

Dependent variables

The dependent variables in this research are all of the literacy skills and some supportive measures of literacy. The following explanation shows the code given for each of the scores in relation to each of the skills.

Concept about Print: This measurement was taken as a supportive data. In this area the students under the assessment were tested whether he/she is able to identify elementary/basic understandings about how to use printed materials. It is a kind of practical test that tested the ability of the children including the way to hold books, identifying page numbers, how reading proceeds (from left to right, line after line, from where to begin reading (from the first word)). There are nine practical questions and for those able to practice ≥ 7 of the areas score 3 which is maximum result was given. For those able to practice only $\geq 4-6$ areas score 2 is given which refers to average score in this research. For those able to practice none up to 0-3 areas score 1 is given which refers to minimum score in this research.

Letter Knowledge (Alphabet Knowledge): Students were tested on the upper and lower cases of Afan Oromo alphabets (31 upper cases and 31 lower cases). Scores were given based on their performance. Accordingly results are divided in to three, minimum (below average) which is from 0- 19 scores, average from 20-38 scores and above average from 39-57 scores (maximum).

Phonemic Awareness: Similar to the above students were tested based on the smallest units of Afan Oromo Language. A total of 31 phonemes were presented and they were scored as per their performance. Accordingly scores were given as per their performance. Accordingly results are divided in to three, minimum (below average) which is from 0- 10 scores which is coded as 1, average from 11-20 scores coded as 2 and above average from 21-31 scores coded as 3(maximum).

Vocabulary: Vocabulary refers to the comprehension of a sufficient number of words to be able to understand text. Here 20 most used words are presented and the students under the assessment were tested based on those words. They were expected to read them all and understand. The scoring was similar to the above. Students those didn't read at all and those

could read only correctly ≥ 7 words were given 1 which is below the average, those were able to read and understand ≥ 8 and ≤ 14 were given score 2 which is in the average and those were able to read and understand >15 to ≤ 20 were given score 3 which is maximum score,

Oral reading Fluency which refers to the ability to read accurately, quickly and with the correct intonation was divided in to three. There are three areas in oral reading; namely the ability to read, accurate reading, speed (number of words those were correctly read within one minute). This is because there were children whose could not read at all. So to see how many children of such type I inserted the area namely the ability to read. In such case the assessor was responsible to read for the child so that it is possible to assess the child's comprehension ability. Scores were given for the students under the assessment as per their performance. Children were tested base on short story having a total of 92 words.

1. For those who were able to read score 1 and for those couldn't read score 0 was given.
2. For those able to read 0 or only 1-31 words correctly within a minute score 1, for those able to read 32-62 words correctly within a minute 2 and for those able to read 63-92 words correctly was give score 3 which is maximum score in this research. In this case those couldn't read at all are included in the minimum score.

Comprehension which is about the ability to simultaneously extract and construct meaning through interaction and involvement with the written language is about testing the students based on their ability to answer comprehension questions from the former passage. There are five questions and those able to answer ≥ 4 score 3 was given, for those able to answer only 2-3 score 2 was given and for those able to answer none or 1 score 1 was given which is minimum score.

4. Research findings

This chapter covers four areas. The data gathered from the field is analyzed both quantitatively and qualitatively. The results from EGRA are analyzed in both under demography of participants and the deference between intervention and control schools. This is because the EGRA tool has contained both data in one i.e data regarding demography of the children under the assessment and their literacy skills measurements and their Afan Oromo score and other class lessons' results average score together. More over the demography of participants of focus group discussions and key informant interviews are presented under the title demography of participants. The demographic description is of two types; the first of children and the second is of adults. The results from focus group discussions, key informant interviews, secondary data and direct class room observations are organized and narrated under the titles implementation of LBM in Hidhabu Abote District, the difference between intervention and control schools and challenges and limitations of LBM. The focus group discussion with those children benefiting from literacy boost reading camps are organized separately from others so that it would be possible to understand children's view about their stay in the reading camps at their village.

4.1 Demography of the participants

| s/n | Name of school | Locality | Number of participants(Total) | Sex | | Percentage |
|--------------|----------------|----------------|--------------------------------|-----|----|-------------|
| | | | | F | M | |
| 1 | Ejere no 3 | Ejere | 52 | 30 | 22 | 26% |
| 2 | Yaya Muka | Yaya dhekebora | 20 | 9 | 11 | 10% |
| 3 | Migira | Alkoch Kere | 32 | 17 | 15 | 16% |
| 4 | Cheri | Debela Bokoo | 12 | 7 | 5 | 6% |
| 5 | Mojo | Woyilu Mojo | 60 | 31 | 29 | 30% |
| 6 | Gebabu | Gne'a Gebabu | 24 | 13 | 11 | 12% |
| Total | | | 200 | | | 100% |

Table 4.1 Participants based on their Schools and sex (Children at school)

From a total of 200 sampled students under the assessment, 92 (46 %) were from control schools namely Migira and Mojo.

| s/n | Coming from(Locality/school) | Position in the community/school/ Office | Number | sex | | age | participated on |
|-----|----------------------------------|--|--------|-----|---|-----------|--|
| | | | | F | M | | |
| 1 | Education sector office | Chief executive | 1 | | | | Key informant interview |
| 2 | | | | | 1 | 43 | |
| 3 | Education sector | Schools supervisor | 2 | | 2 | 32 and 36 | Key informant interview Key informant interview |
| 4 | World Vision | Mnager/ Area program Supervisor | 1 | | 1 | 38 | |
| 5 | World Vision | Education Specialist | | | 1 | 30 | Key informant interview |
| 6 | control and intervention schools | Early grade teachers | 6 | 4 | 2 | 26-30 | Focus group discussion |
| 7 | control and intervention schools | School principals | 6 | 2 | 4 | 29-36 | Focus group discussion |
| | Community elders | Elders | 8 | | 8 | 53-61 | Focus group discussion |
| | LB volunteers | youth groups | 12 | 8 | 4 | 20-25 | Focus group discussion |

Table 4.2 Adult Participants based on their Locality, position and area they participated in the study

4.2 Implementation of LBM in Hidhabu Abote District

Introduction of LB

In the research area, Ethiopia, Oromiya region, North Shewa Zone, Hidhabu Abote District, Implementation of LB was started at the end of 2011 and beginning of 2012. I have put the

results from the key informant interview with World Vision, Hidhabu Abote Are Program manager, World Vision, Hidhabu Abote Area Program Education Specialist and the district Education Sector Chief Executive which was undertaken on April 14, 2016.

It was first started with consultation meetings and awareness raising sessions by the support of world Vision and Save the children. Concerned bodies from the district education sector, school supervisors and the district administrative bodies were part the beginning process. The detailed functioning of literacy boost model was clearly discussed among the partners and it has got approval from the district's education sector and the district administrator. The main body of the consultation meeting focused on;

1. The components of Literacy Boost Model
2. Its main focus given for the local language and government curricula
3. The need for high community engagement in the implementation and
4. Partnership and networking among partners.

After all this the district education sector was given responsibility to select six schools for intervention and other two to be control schools. Pre- intervention assessment (base line assessment) was held on 200 grade 2 students from 8 primary schools from which two were identified as control and six were planned to be intervention schools. EGRA was undertaken by the trained data collectors on a total of 70 grade two students from control schools and 130 from intervention schools' students at the beginning of school year in this case September 2011. The result of EGRA was so upsetting. From a total of 200 children only 15 % were able to answer all of the four comprehension questions, 10 % able to read the short story presented to them as per their level, 35 % of them able to read simple common words and 50 % of all were able to identify 75 % of upper and lower cases of Afan Oromo (local language) alphabets. This was done to promote evidence based functioning of literacy boost and see its contribution. Names of those children were kept in order to undertake the end line assessment which showed the contribution of literacy boost. Various community meetings were held in order to raise the communities' awareness on the model and initiate the community to give right hand

for the implementation. On the community meetings the community was encouraged to present the local materials (resource) available for the purpose of enhancing literacy skills of the children in the community. As explained by the education specialist working on literacy boost under World Vision, continuous teachers and literacy boost volunteers serving in the target schools and localities has been continued till now. After a year end line assessment was undertaken for the same students who were on the base line assessment. In fact there was considerable difference between the results from control and intervention schools. For instance students who were at literacy boost intervention area/ school have got improved in identifying alphabets far greater than those of in control schools. Those in interventions schools were able to identify on average 75 % of Afan Oromo alphabets were 80 % where as those in control schools were only 60 % which shows 20 % difference. The following table shows partners and the responsibility sharing among them.

| s/n Partner | Responsibility |
|-----------------------------|---|
| 1 World Vision | <ul style="list-style-type: none"> • Arrange TOT trainings for implementation of literacy boost to all of the partners in cooperation with save the children. In this teachers and volunteers continuous training is included. • Arrange sensitization workshops for the district concerned government staffs from education sector, schools, district administrators and selected community members. • Lead the EGRA assessment which is performed on yearly bases • Cover the entire necessary budget for the implementation of the model. Purchase of fairy tales books, other children’s books, book shelves, mini boards and the like. |
| 2 Education Sector Office | <ul style="list-style-type: none"> • Selects experts for TOT trainings and lead the monthly trainings given for teachers and volunteers. • Selects schools for intervention • Selection of volunteers and community elders those participate on LB implementation • Leads the evaluation and monitoring of the overall situation in schools and out schools in relation to Literacy boost implementation • Arranges awareness raising events during LB introduction to new locality/ school • Ensures the distribution of items supported by World Vision |
| 3 Literacy boost Volunteers | <ul style="list-style-type: none"> • Help children at the reading camps • Mobilize the community to send children to the reading camps |
| | |

| s/n Partner | Responsibility |
|--|--|
| 4 Community elders | <ul style="list-style-type: none"> • Mobilize the community to send children to reading camps • Mobilize the community to provide necessary local materials for the implementation. For instance shade or venue for the purpose of reading camp arrangement • Participate in reading camp activities. For instance elders present fairy tales which is intended to make the reading camps more interesting and raise comprehension ability of the children. |
| 5 The trained Early grade teachers and school principals | <ul style="list-style-type: none"> • Practice LB packages intended to take place in school environment • Supervise the reading camps under their supervision |

Table 4.3: Partners and their responsibility

As the key informant interview with world Vision Hidhabu Abote Area Program Manager and Education Specialist clearly shows Literacy boost implementation in the district has been taking place at three levels incorporating its three components. Moreover the result of key informant interview and focus group discussion with community elders, literacy boost volunteers and teachers which took place on April 15 and 18 and 2016 are imputes in compiling the following discussion. I had four focus group discussions at two target schools two at each. So there were Community elders group and volunteers and teachers group. A total of eight community elders, twelve literacy boost volunteers, six early grade teachers and six school principals coming from the four intervention schools and two control schools targeted for the study were participated. I have compiled the results from;

1. Key informant interviews undertaken on April 14, 2016

2. Direct class room observations I performed on April 19 and 20 at two intervention schools and two control schools
3. F group discussions I undertaken on April 15 and 18,2016.
4. Observation to LB reading camps which was undertaken on April, 19

For my direct class room observation Ejere No 3 and Gebabu were among the intervention schools and Mojo was one of the control schools. The teachers coming from control schools were part of the focus group discussions I undertaken with the volunteers and LB target school teachers. This enabled me see the difference between the intervention and control schools. The following discussion is about the three areas.

Reading Assessment (Baseline and end line)

Reading assessment which takes place twice a year is a must in literacy boost implementation. As the result from interview with World Vision Hidhabu Abote Area Program Manager, shows base line and end line assessment are administered on yearly bases. Students of grade two and three participate on the Early Grade Reading Assessment randomly selected from target schools by the District Education Sector. A total of 175- 215 children get involved in the assessment. The assessment is intended to see the improvement of literacy in those schools and set focus area of intervention. For instance if the results from EAGA shows more than half children unable to read a word and understand more focus will be given to that specific target school to work on the identified area. The Education sector chief executive added that Formative Reading Assessment (FRA) is a type of continuous assessment performed by the teachers themselves in order to see the level of their students and help accordingly. This assessment supported the implementation of literacy boost in effective way. Because teachers support their students based on the capacity building trainings given to them through literacy boost.

Teacher Training

Teachers training were one of the components of the implementation as the results from key informant interview shows. All of the early grade (1-4) teachers have given TOT on community action and material creation. This was because those teachers were also responsible in helping and supervising the community level literacy boost intervention at reading camps. They have been supporting literacy boost volunteers and community elders those were involved in the implementation process. In community action and material creation teachers were equipped with using locally available materials for the purpose of literacy improvement and the techniques to be used in mobilizing the community for implementation of Literacy boost. Accordingly teachers and their students have been working together to make their class rooms print rich and strengthen the reading corners in class rooms. Class rooms in literacy boost target schools are filled with materials supportive for reading skills enhancement specifically, and teaching models for other subjects generally. During my direct classroom observation at the two intervention schools namely Ejere No 3 and Gebabu, on April 19 and 20, 2016, I have seen the class room settings and observed the reading and learning process. One of the four corners was designed as reading corner. At the reading corners there is a shelf supported by world vision on which different teaching aid materials, story books, and names of students who are best readers of the month, letter models prepared by the students from locally available materials and other supportive materials were available. Generally the walls of the class rooms and the reading corners were so encouraging both for the students and the teachers. These all experience is the result of the capacity building trainings on material creation given for the teachers. The second type of training was continuous training in which the teachers got capacitated on monthly based training for a year. Those trainings are focused on active methods to teach reading skills, using government curricula, model lessons, lesson planning and others. Those areas were the crucial components of teacher training. In addition to the trainings, the training sessions are events from which teachers learn from their experiences. Each teacher comes with the experience in his/ her class room so that it becomes live practical training. Once all early grade teachers within a target school are trained for one year they

continue by themselves. But this trend was not without challenge. (It will be explained in Challenges and limitations of LBM).

Community action and material creation

This component of literacy boost implementation involved all awareness rising and sensitization workshop arranged for the community elders, parents and locality youth groups. As the interview with Education sector chief executive indicates after the sector selected target locality and school for LB intervention, sensitization workshops at district level and awareness creating sessions were arranged by the trained education sector staffs and world vision education specialist. During awareness raising events community members were given a chance to participate on LB introduction. It was on such events that the community got involved in contributing for the effectiveness of the implementation. Agreements were reached before the implementation. Accordingly, till the current time the community was responsible in providing venue /site for literacy boost reading camps establishment. He community was providing Open areas found on communal lands, grass roofed small rooms and even living rooms for the purpose of reading camp establishment. In addition to this, the chief executive mentioned what was involved in reading camp sites. I was also observed the reality at two reading camps namely Shukura village in ejere locality and Abote village in yaya dhekebora locality. As my reading camp observation on April 17, Saturday, shows reading camps are the place where children aged 5-13 performs their reading practices in most relaxed way. During my observation I have seen that there were on average 25- 30 children within one reading camp and there was one book shelf at each reading camps. The shelves are said to be book banks in which children story books (fairy tales), mini-boards, letter models and toys were available. Reading camp activities have been taking place on week days. All those materials were provided by World Vision, Hidhabu Abote Area Program. Moreover, letter models made of mud, wood, different grains and other locally available materials were also available in the book banks (Book Shelf). Children were able to borrow books from the book banks available in their reading camps in their village. During their stay at reading camps I realized that there are certain procedures to be followed. Children were divided into three based on their age or grade

level. Those didn't join school, grade one and two and grade three and four. More over there certain line of activities; Song time, Story time, Activity time and Make and take time. The first two activities were similar for all age group in which children enjoy singing cultural and school lesson related songs and story time in which all children listen to story/ fairy tales from community elders. This, as mentioned on focus group discussion with community elders, made the reading camps very interesting especially for little ones. They came for fun and practice counting their alphabets in a relaxed way. Activity time involves activities like counting alphabets, reading practice by reading story books in front of their reading camp friends, forming models of letters by using locally available materials and the like. Little children make their own model by the support of LB volunteers and take home to show to their parents which in turn encouraged many parents to send their children to reading camps.

As the discussion with LB volunteers and teachers showed those camps were also serving children who were not lucky to join formal education because they were hired as shepherds at wealth persons' field. So literacy boost camps are special for those children.

As key informant interview with world Vision showed the establishment of reading camps was done through the cooperative involvement of World Vision and the district education sector. The sector was responsible in selecting reading camp sites and volunteers through discussions with the community. Here throughout the process of implementation consensus among community members is crucial. Then after, all the necessary budget and technical support were from World Vision. For instance the experts those were involved in training volunteers were trained by World Vision. More over the reading materials, toys, mini- boards on which children practice writing and the like were provided by World Vision.

From the above discussions it is possible to understand that Literacy boost has been supporting children both in school and out school through its school interventions in school and reading camps in the community. Enhancing Print rich environment both in school and outside school environment has been improving the reading culture among children and enhancing their reading capacity.

4.3 The difference between intervention and control schools

The difference between intervention and control schools is articulated in two ways in this research. The first is in relation to the realities in the class rooms of both control and intervention schools and teaching- learning process and literacy boost camps. To analyze the difference I triangulated the results from focus group discussions undertaken with community elders, volunteers and teachers, key informant interviews and direct observation I had to both intervention and control schools. The second is based on the EGRA (Early Grade Reading Assessment) result. The FGD held on 15th and 18th of April, 2016 with community elders those were part of reading camp activities and early grade teachers and principals were very hot discussions. Issues related with strengths and limitations of the model, the difference gained through its implementation, challenges due course of the implementation and sustainability issue related with LB. The results are discussed below.

Difference between schools based on class room realities and teaching learning process

It was repeatedly mentioned that literacy boost was the model influencing all community members; parents, children, Community elders, youths and teachers. The government curriculum which promotes self-contained teaching mechanism has laid convenient ground for the implementation of LB. But it was also mentioned by volunteers and teachers' FGD that it was not without limitation. Those early grade (1-4) teachers serving under the intervention schools have completely changed their teaching style. They follow principles of literacy boost which promotes maximizing students participation in class room on enhancing literacy skills of children. They relate even other subject lessons with promoting literacy skills. For instance as I have seen on my class room observation to one intervention school called Gebabu, the teacher was teaching environmental science for her grade two students. The day's session was about trees and their importance to human life. After she finished teaching, she passed to asking students to separate phonemes/ syllables from each of the words. They were working in group which was impressive to me. Students get two lessons in one class, the first is the subject itself and the other is enhancing their literacy. In intervention schools students were encouraged to

form models of letters, cards on which words are written and others from locally available materials. Their classrooms were filled with the items they prepared. The walls also are print rich. Reading corners were also part of literacy boost implementation. In each classroom in intervention schools there are reading corners. Reading corners refer to the corner at which reading materials and teaching aids are available and students use them as per their need. There are also reading sessions during which students are encouraged to read in front of their fellows. The month's best reader name as I have seen was posted on the book shelf. As mentioned by the school principal students borrow books from their reading corners. But during my visit on April 20, 2016 to one of the control school called Migira village, I have seen nothing of such events. The teacher taught the day's lesson, asked the students to rise if they have any question then the end of the class. Class room was not print rich and students were not encouraged to prepare teaching aids using locally available materials.

Difference between schools based on students EGRA results

As table 4.4 shows all the dependent variables have significant difference by 99% as compared with the control schools. This can be concluded that LB interventions have supported children to have better knowledge in improving their reading capabilities. Accordingly, inferring from the results in the table (**mean of intervention school- mean of control school**)*100) children at intervention schools have 65 % better performance than those in control schools in identification of letters, 51 % better in Phonemic awareness, 67 % better in vocabulary, 15 % better in reading the given story, 58 % better in the number of words those identified correctly within a minute and 53 % better in reading speed. More over students in intervention schools are 41 % better in reading comprehension.

Table 4.5 the difference between control and intervention based on general better performance

| Dependent Variable | Intervention School | | | | | | | | | | | | Sig | Mean Diff. |
|-----------------------|---------------------|-------------|----------------|------------|-----|-------------|----------------|------------|-------|------|----------------|------------|-------|------------|
| | No | | | | Yes | | | | Total | | | | | |
| | N | Mean | Std. Deviation | Std. Error | N | Mean | Std. Deviation | Std. Error | N | Mean | Std. Deviation | Std. Error | | |
| Letter identification | 92 | 2.16 | .700 | .073 | 108 | 2.81 | .456 | .044 | 200 | 2.86 | .449 | .032 | .000* | 2.860 |
| Phonemic awareness | 92 | 2.01 | .620 | .065 | 108 | 2.52 | .779 | .075 | 200 | 2.52 | .665 | .047 | .000* | 2.515 |
| Vocabulary | 92 | 1.93 | .676 | .070 | 108 | 2.60 | .748 | .072 | 200 | 2.29 | .753 | .053 | .000* | 2.285 |
| Oral reading | 92 | .64 | .482 | .050 | 108 | .79 | .411 | .040 | 200 | 2.30 | .788 | .056 | .000* | 2.295 |
| Oral Speed | 92 | 1.49 | .671 | .070 | 108 | 2.07 | .817 | .079 | 200 | .72 | .450 | .032 | .000* | .720 |
| Correct reading | 92 | 1.80 | .802 | .084 | 108 | 2.33 | .897 | .086 | 200 | 1.81 | .806 | .057 | .000* | 1.805 |
| Comprehensive reading | 92 | 2.33 | .631 | .066 | 108 | 2.74 | .461 | .044 | 200 | 2.09 | .892 | .063 | .000* | 2.090 |

| s/n | Type of skill | Result | Control school | | | Intervention school | | | | |
|--------------------|---------------|---------------|--------------------|--|----------------------------|-------------------------|--------------------|---|----------------------------|-------------------------|
| | | | Number of students | % age the students from the totally assessed under control schools | Afan Oromo language result | Average of all subjects | Number of students | %age from the totally assessed students in intervention | Afan Oromo language result | Average of all subjects |
| Letter | Knowledge | Below Average | 16 | 17.39% | 63.5 | 69.57 | 3 | 3.00% | 77.33 | 76.66 |
| | | Average | 45 | 49% | 71.5 | 72.52 | 14 | 13.00% | 69.92 | 71.76 |
| | | Above average | 31 | 34% | 68.41 | 72.84 | 91 | 84% | 82.59 | 84.49 |
| Phonemic Awareness | Awareness | Below Average | 17 | 18% | 73.63 | 74.52 | 19 | 19% | 73.63 | 74.52 |
| | | Average | 57 | 62% | 67.14 | 69.59 | 14 | 13% | 79.21 | 79.55 |
| | | Above average | 18 | 20% | 75.06 | 79.36 | 73 | 68% | 82.92 | 85.25 |
| Vocabulary | Vocabulary | Below Average | 24 | 26% | 66.63 | 69.37 | 17 | 16% | 73 | 74 |
| | | Average | 50 | 54% | 69.01 | 70.68 | 9 | 8% | 77.22 | 78.37 |
| | | Above average | 18 | 20% | 72.50 | 79.76 | 82 | 76% | 82.81 | 84.87 |

| | | | | | | | | | | |
|---|--------------------------|------------------|----|-----|-------|-------|----|-------|-------|-------|
| 4 | reading Fluency | Below Average | 40 | 43% | 63.24 | 68.24 | 31 | 29% | 70.7 | 72.74 |
| | | Average | 30 | 33% | 71.73 | 71.73 | 10 | 9% | 78.3 | 79.85 |
| 5 | Reading Comprehension | Above average | 22 | 24% | 73.37 | 73.33 | 67 | 62% | 85.85 | 87.61 |
| | | Below Average | 8 | 9% | 63 | 66.5 | 1 | 1.00% | 74 | 79.5 |
| | | Average | 46 | 50% | 66.13 | 69.82 | 26 | 24% | 73.65 | 77.11 |
| | | Above average | 38 | 41% | 73.91 | 76.07 | 81 | 75% | 83.18 | 84.43 |

Table 4.6 Difference between control and intervention school students based on results of the five skills in relation to the average Afan Oromo(local Language) and average sum score of class room lessons.

The above table is derived from annex tables (1-5). The results on the table show the difference between control and intervention schools base on the percentage of children those fall under below average, average and above average. Regarding letter identification from the total 92 children from control schools 17.39 % had below average where as in case of intervention schools only 3 %. More over 49 % had average score in control schools where as 13 % had the same in intervention schools.

Regarding Phonemic awareness there was no significant difference in number of children and their scores in case of those falls under below average but there was significant difference between those falls under average and above average result in phonemic awareness. For instance between the 62 % and 13 % of students from control and intervention schools those fall under average score in phonemic awareness there are differences also in their average scores at school i.e 69.59 average score and 79.55 respectively. From this it could be possible to see that score at literacy skills have also impact on school performance of students.

The assessment result gained on the vocabulary part shows that among the students under the assessment significant percent (54 %) fallen under the average score in the control schools where as in the intervention schools only 9 % with its school performance average 78.37. The 20 % of those in control school have fallen under above average having school performance average 79.70 where as 82 % of those in intervention schools were in above average rage with 84.87 school performance average.

Regarding reading fluency the study shows that again considerable number of students in control schools is under the second category, average performer. 33 % of children from control schools under the study scored average score in reading fluency where as only 9 % were from intervention schools. In reading fluency children are assess base on three areas. The first is their ability to read (can read or not at all), the number of words they read correctly within a minute and the minute they spent to accomplish the short story given to them during the assessment. Those three results added together and divided in to three so that the average of the three areas taken as result for reading fluency. More over 24 % and 62 % have brought above average score from control and intervention schools respectively. This shows literacy boost

implementation has brought positive influence in the school lives of children in the intervention schools. There is also significant difference between the results of their school performance. Those in control schools who were with above average had 73.33 where as in case of intervention schools the school performance average was 87.61.

In case of reading comprehension there is significant difference in average categories. The more the average values the more percent (number of students). But, there was no as such difference between control and intervention schools in case of below average value. Only 8 children in case of control and one in case of intervention schools had below average results. But, there is significant difference in case of average and above average value. 50 % in control school and 26 % in intervention school were under the second category, average value where as 41 % and 81 % in case of above average value respectively in answering the comprehension questions presented during the assessment season which is 40 % difference.

4.4 Strengths Challenges and limitations of LBM

4.4.1 Strengths of LBM

The interview with World Vision, Hidhabu Abote education specialist which I undertaken on April 14, 2016, the strengths of the model were mentioned. I have put his replies as follows.

1. LBM is participatory.
2. LBM can be a strategic solution to the current serious situation i.e poor literacy level of considerable number of students I the district i.e Low literacy level among young children.
3. Building the capacity of teachers through trainings and experience sharing is one of the ways in empowering the district as a whole.
4. The Idea of using locally available materials for the purpose of forming teaching aids and further contributing to empowering the targets develop sense of belonging and build confidence.
5. It promotes reading culture among those target children.

4.4.2 Challenges in relation to implementation of LBM

The key informant interview conducted on April 14, 2016 with the district education sector indicated that lack of commitment on some of literacy boost volunteers has been a threat for the journey of implementation of literacy boost. Significant number of volunteers has been performing the duty for the purpose of getting pocket money. At some of reading camps, only community elders were available. Because community elders from the beginning were not expecting pocket money, just they enjoy the life with children. The other challenge was shortage of reading camp site. Since the reading camp sites are provided by the community, whenever the owner wants the place especially living room, children get disturbed. So as mentioned on elders FGD at such times children get discouraged. In addition to this the work load on early grade school teachers became a challenge to them making supervision of reading camps weak. They were responsible and trained to give technical support for the volunteers and community elders. More over whenever a teacher got transferred from their school to other schools or even go out from the district, there must be a training which must be given for the teacher. Because the capacitated manpower leaved

4.3.3 Limitations of LBM

LB implementation did not start with assessing the local structures available currently or before, which can be fertile ground for the implementation process. For instance as the FGD of elders group showed there were churches in which little children count alphabets by the support of church servants. The interview I had with the education sector chief executive enabled me understand the sustainability of the implementation was not as such secured. Because, It needs a lot of budget and a after the organization (World Vision) leaves it could be impossible to continue only by the effort of the sector and schools. The process of the implementation is empowerment in one hand and also teaching dependency among the youth groups on the other hand. They do not want to move unless pocket money was provided in the form of training per day payment on monthly bases.

5. Conclusion and Recommendations

5.1 conclusions

Literacy boost model have been contributing towards improving the literacy skills of children in the district as shown in the fourth chapter. It has been moving the district education sector, schools and community members towards enhancing literacy skills of the children in the community. Base line and end line assessments, teachers training and community action and material creation were the important components of the implementation. During its introduction at the end of 2011, the sector was so cooperative to accept and work in partnership with World Vision. Because poor literacy level of students was so serious in many schools. Generally speaking the model arrived at the right time as the above discussions show.

Through its support for the introduction and implementation, World Vision Hidhabu Abote Area Program has played considerable role. The methods used for data collection were so appropriate to draw important data on the study area. EGRA (Early Grade Reading Assessment) was the crucial part showing the literacy level of children attending in LB intervention and control schools and compare the results. As the EGRA result shows there is clearly observable difference between control and intervention schools in reading skills of phonemic awareness and reading fluency. Those differences were directly correlated with the students' performance in class room lessons. Direct school observation was the real method to see the class room reality. The observation results were so expressive of the models contribution. I have seen that creating print rich environment has positive influence on the teaching –learning process in class rooms. The more children love reading the more they give attention to their class room lessons. Because, their class room lessons were related with their language (Afaan Oromo) learning. As mentioned on the session **“Difference between schools based on class room realities and teaching learning process”** children were encourage to practice reading and comprehension throughout the class room lessons. There is visible difference between literacy boost target (intervention) schools' class room and the methods teachers use to teach the entire subjects. Everything available in classrooms was encouraging to enhance literacy skills of children. For

instance the trend of posting the month's best reader on book shelves at the reading corner in class rooms has created competition spirit among children which in turn accelerated the promotion of reading culture. Activities at reading camps were also interesting. Those reading camps were also created favorable condition for the little ones and children those didn't have the chance to join formal education in addition to children having the chance of joining formal basic education. In my view reading camps were somehow serving as pre-school education centers at village level no matter how they were serving on week days.

5.2 Recommendation

Having analyzed the study results, the researcher came up with the following recommendations. Those recommendations would be supportive for the betterment of literacy boost implementation.

The study indicated that there was problem in relation to volunteerism which is one of the basics in the implementation of literacy boost. Those youth were selected based on the community discussion led by community leaders and it was basically focused on those youth accomplished their school life and searching for job. Their situation itself pushes them to seek pocket money regularly so that they can earn a living. Henceforth, the researcher proposed to World Vision and the district Education sector to modify the selection process.

1. Make the selection from school children who are in grade 9-12. Because such students are available in the community and they are not as such interested to regularly get pocket money.
2. More over it is important to set a ground for creation of sense ownership among volunteers and help them raise their mental satisfaction.
3. Working with school child protection clubs would be important during selection of volunteers and the whole process.

Reading camps at village level were important venues for promoting reading culture among children. But the problems related with shortage of or discomfort at reading camp sites has

been creating unhappiness among children. In order to solve the problem and create more comfortable scene for reading camp children/Students, I propose the following;

1. Locality administration to allocate specific places at each village for the purpose of reading camps.
2. Community mobilization should be undertaken for the purpose of constructing the study centers. This will further promote community ownership.

In addition to this it would be important to train all elementary school teachers on literacy boost implementation no matter how it is costs. In doing so it would be possible to minimize the work load on the early grade teachers and responsibility would be shared among all elementary school teachers in supervising, monitoring and giving technical support for the volunteers at village reading camps.

Although literacy boost model was influential on children's educational life and their schools, the sustainability issue was not given the needed attention. For instance the area of capacitating school teachers on monthly bases was still managed by World Vision and is about to continue till end of World Vision's availability there (source: key Interview with world vision, Hidhabu Abote Education specialist undertaken on April 14,2016). In my view sustainability should be given attention from the beginning. Years have been gone, but till now there is time to think of sustainability of LB. To do so I propose the following;

1. Undertaking assessment about the locally available community structures those can lay fertile ground for literacy boost and build up on them. The result for FGD with elders group has shown that it was also possible to start with churches who were performing pre-school at the compound of churches or homes of priests.
2. Advocacy works should be done so that the model gets inculcated in the government structure one of the basics in learning teaching process. Once it gets approval from the national Ministry of Education, budget will be allocated to mainstream the model in each school.

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Annex



Picture1. A community elder telling story for the children at reading camp (Shukura Village)



Picture2. Print rich environment including reading wall and teaching aids prepared from locally available materials, in LB intervention school (Gerbabu primary school)

Table.1 Letter knowledge

| Letter identification? | | Sex of the Student | Age of the student | Years in School | Attendance of pre-School | Repeated in Grade 1 | Repeated in Grade 2 | Repeated in Grade 3 | If yes, do you receive the money? | Working hours | Do you have supporter in study? | If yes at who support you at village | Is there any story books other than textbooks | Oromo Mark | Average Sum? |
|------------------------|----------------|--------------------|--------------------|-----------------|--------------------------|---------------------|---------------------|---------------------|-----------------------------------|---------------|---------------------------------|--------------------------------------|---|------------|--------------|
| Below Average | No | Mean | .50 | 11.38 | 3.13 | .19 | 0.00 | 0.00 | 0.00 | .6250 | .19 | 0.00 | 0.00 | 63.500 | 69.575 |
| | | N | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 |
| | | Std. Deviation | .516 | 1.360 | .342 | .403 | 0.000 | 0.000 | 0.000 | .92195 | .403 | 0.000 | 0.000 | 9.66782 | 9.13050 |
| Yes | | Std. Error of Mean | .129 | .340 | .085 | .101 | 0.000 | 0.000 | 0.000 | .23049 | .101 | 0.000 | 0.000 | 2.41695 | 2.28262 |
| | | Mean | .67 | 11.00 | 3.67 | 0.00 | 0.00 | 0.00 | .33 | 0.000 | 0.00 | 2.00 | .67 | 77.333 | 76.666 |
| | | N | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Total | | Std. Deviation | .577 | 1.732 | .577 | 0.000 | 0.000 | 0.000 | .577 | 0.000 | 0.000 | 3.464 | .577 | 22.54625 | 22.73859 |
| | | Std. Error of Mean | .333 | 1.000 | .333 | 0.000 | 0.000 | 0.000 | .333 | 0.000 | 0.000 | 2.000 | .333 | 13.01708 | 13.12813 |
| | | Mean | .53 | 11.32 | 3.21 | .16 | 0.00 | 0.00 | .05 | 0.00 | .5263 | .16 | .32 | .11 | 65.6842 |
| | N | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 |
| | Std. Deviation | .513 | 1.376 | .419 | .375 | 0.000 | 0.000 | .229 | 0.000 | .87359 | .375 | 1.376 | .315 | 12.69756 | 11.57495 |
| | Std. Error of | .118 | .316 | .096 | .086 | 0.000 | 0.000 | .053 | 0.000 | .20042 | .086 | .316 | .072 | 2.91302 | 2.65548 |

| Letter identification? | | Sex of the Student | Age of the student | Years in School | Attendance of pre-School | Repeated in Grade 1 | Repeated in Grade 2 | Repeated in Grade 3 | If yes, do you receive the money? | Working hours | Do you have supporter in study? | If yes at who support you at village | Is there any story books other than textbooks | Oromo Mark | Average Sum? | |
|------------------------|--|--------------------|--------------------|-----------------|--------------------------|---------------------|---------------------|---------------------|-----------------------------------|---------------|---------------------------------|--------------------------------------|---|------------|--------------|---------|
| Average | | Mean | .53 | 10.69 | 3.07 | .09 | .02 | 0.00 | 0.00 | .04 | 1.0556 | .60 | .02 | .13 | 71.5089 | 72.5178 |
| | | N | 45 | 45 | 45 | 45 | 45 | 45 | 45 | 45 | 45 | 45 | 45 | 45 | 45 | 45 |
| | | Std. Deviation | .505 | 1.164 | .252 | .288 | .149 | 0.000 | 0.000 | .208 | 1.46637 | .495 | .149 | .344 | 9.89761 | 9.04211 |
| | | Std. Error of Mean | .075 | .174 | .038 | .043 | .022 | 0.000 | 0.000 | .031 | .21859 | .074 | .022 | .051 | 1.47545 | 1.34792 |
| Yes | | Mean | .50 | 11.21 | 3.21 | .29 | .07 | 0.00 | .21 | 0.00 | 1.3571 | .50 | 4.29 | .29 | 69.9286 | 71.7643 |
| | | N | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 |
| | | Std. Deviation | .519 | 1.251 | .426 | .469 | .267 | 0.000 | .426 | 0.000 | 2.01369 | .519 | 2.813 | .469 | 8.99969 | 7.94584 |
| | | Std. Error of Mean | .139 | .334 | .114 | .125 | .071 | 0.000 | .114 | 0.000 | .53818 | .139 | .752 | .125 | 2.40527 | 2.12361 |
| Total | | Mean | .53 | 10.81 | 3.10 | .14 | .03 | 0.00 | .05 | .03 | 1.1271 | .58 | 1.03 | .17 | 71.1339 | 72.3390 |
| | | N | 59 | 59 | 59 | 59 | 59 | 59 | 59 | 59 | 59 | 59 | 59 | 59 | 59 | 59 |
| | | Std. Deviation | .504 | 1.196 | .305 | .345 | .183 | 0.000 | .222 | .183 | 1.59901 | .498 | 2.266 | .378 | 9.64003 | 8.73386 |
| | | Std. Error of Mean | .066 | .156 | .040 | .045 | .024 | 0.000 | .029 | .024 | .20817 | .065 | .295 | .049 | 1.25503 | 1.13705 |
| Above average | | Mean | .48 | 11.77 | 3.13 | .19 | 0.00 | 0.00 | 0.00 | 0.00 | 1.5645 | .39 | 0.00 | .06 | 68.4194 | 72.8452 |

| Letter identification? | | Sex of the Student | Age of the student | Years in School | Attendance of pre-School | Repeated in Grade 1 | Repeated in Grade 2 | Repeated in Grade 3 | If yes, do you receive the money? | Working hours | Do you have supporter in study? | If yes at who support you at village | Is there any story books other than textbooks | Oromo Mark | Average Sum? |
|------------------------|--------------------|--------------------|--------------------|-----------------|--------------------------|---------------------|---------------------|---------------------|-----------------------------------|---------------|---------------------------------|--------------------------------------|---|------------|--------------|
| e | N | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 |
| | Std. Deviation | .508 | 1.383 | .341 | .402 | 0.000 | 0.000 | 0.000 | 0.000 | 3.79856 | .495 | 0.000 | .250 | 7.71049 | 6.39744 |
| | Std. Error of Mean | .091 | .248 | .061 | .072 | 0.000 | 0.000 | 0.000 | 0.000 | .68224 | .089 | 0.000 | .045 | 1.38484 | 1.14901 |
| Yes | Mean | .60 | 11.04 | 3.20 | .26 | .07 | .07 | .03 | .12 | 1.3077 | .73 | 5.41 | .55 | 82.5901 | 84.4936 |
| | N | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 |
| | Std. Deviation | .492 | 1.646 | .401 | .443 | .250 | .250 | .180 | .328 | 2.08269 | .449 | 1.801 | .500 | 12.89401 | 9.17080 |
| Total | Std. Error of Mean | .052 | .173 | .042 | .046 | .026 | .026 | .019 | .034 | .21833 | .047 | .189 | .052 | 1.35166 | .96136 |
| | Mean | .57 | 11.23 | 3.18 | .25 | .05 | .05 | .02 | .09 | 1.3730 | .64 | 4.03 | .43 | 78.9893 | 81.5338 |
| | N | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 |
| Total | Std. Deviation | .497 | 1.610 | .386 | .432 | .217 | .217 | .156 | .288 | 2.61082 | .482 | 2.828 | .497 | 13.29571 | 9.93142 |
| | Std. Error of Mean | .045 | .146 | .035 | .039 | .020 | .020 | .014 | .026 | .23637 | .044 | .256 | .045 | 1.20374 | .89915 |
| | Mean | .51 | 11.17 | 3.10 | .14 | .01 | 0.00 | 0.00 | .02 | 1.1522 | .46 | .01 | .09 | 69.0750 | 72.1163 |
| Total | N | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 |
| | Std. Deviation | .503 | 1.356 | .299 | .350 | .104 | 0.000 | 0.000 | .147 | 2.45927 | .501 | .104 | .283 | 9.53484 | 8.25606 |

| Letter identification? | | Sex of the Student | Age of the student | Years in School | Attendance of pre-School | Repeated in Grade 1 | Repeated in Grade 2 | Repeated in Grade 3 | If yes, do you receive the money? | Working hours | Do you have supporter in study? | If yes at who support you at village | Is there any story books other than textbooks | Oromo Mark | Average Sum? |
|------------------------|--------------------|--------------------|--------------------|-----------------|--------------------------|---------------------|---------------------|---------------------|-----------------------------------|---------------|---------------------------------|--------------------------------------|---|------------|--------------|
| | Std. Error of Mean | .052 | .141 | .031 | .037 | .011 | 0.000 | 0.000 | .015 | .25640 | .052 | .011 | .030 | .99408 | .86075 |
| Yes | Mean | .59 | 11.06 | 3.21 | .26 | .06 | .06 | .06 | .10 | 1.2778 | .68 | 5.17 | .52 | 80.8028 | 82.6261 |
| | N | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 |
| | Std. Deviation | .494 | 1.590 | .411 | .440 | .247 | .230 | .247 | .304 | 2.04658 | .470 | 2.085 | .502 | 13.33076 | 10.36700 |
| | Std. Error of Mean | .048 | .153 | .040 | .042 | .024 | .022 | .024 | .029 | .19693 | .045 | .201 | .048 | 1.28275 | .99757 |
| Total | Mean | .56 | 11.12 | 3.16 | .21 | .04 | .03 | .04 | .07 | 1.2200 | .58 | 2.80 | .32 | 75.4080 | 77.7916 |
| | N | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 |
| | Std. Deviation | .498 | 1.484 | .368 | .405 | .196 | .171 | .184 | .247 | 2.24092 | .496 | 2.996 | .468 | 13.09436 | 10.79504 |
| | Std. Error of Mean | .035 | .105 | .026 | .029 | .014 | .012 | .013 | .017 | .15846 | .035 | .212 | .033 | .92591 | .76332 |
| Sig | | 0.804 | 0.173 | 0.332 | 0.199 | 0.576 | 0.14 | 0.609 | 0.173 | 0.289 | 0* | 0* | 0* | 0* | 0* |

Table.2 Phonemic Awareness

| Phonemix awareness? | | Sex of the Student | Ag of the student | Years in School | Attendance of pre-School | Repeated in Grade 1 | Repeated in Grade 2 | Repeated in Grade 3 | If yes, do you receive the money ? | Working hours | Do you have supporter in study? | If yes at who supot you at village | Is there any story books | Oromo Mark | Average Sum? |
|---------------------|--------------------|--------------------|-------------------|-----------------|--------------------------|---------------------|---------------------|---------------------|------------------------------------|---------------|---------------------------------|------------------------------------|--------------------------|------------|--------------|
| Below Average | Mean | .53 | 10.76 | 3.18 | .29 | .06 | .00 | .00 | .00 | 2.68 | .24 | .00 | .00 | 69.24 | 72.94 |
| | N | 17.00 | 17.00 | 17.00 | 17.00 | 17.00 | 17.00 | 17.00 | 17.00 | 17.00 | 17.00 | 17.00 | 17.00 | 17.00 | 17.00 |
| | Std. Deviation | .51 | 1.44 | .39 | .47 | .24 | .00 | .00 | .00 | 4.79 | .44 | .00 | .00 | 12.15 | 9.40 |
| | Std. Error of Mean | .12 | .35 | .10 | .11 | .06 | .00 | .00 | .00 | 1.16 | .11 | .00 | .00 | 2.95 | 2.28 |
| | Yes | .58 | 11.47 | 3.32 | .26 | .00 | .00 | .16 | .16 | 1.32 | .37 | 3.16 | .42 | 73.63 | 74.52 |
| | N | 19.00 | 19.00 | 19.00 | 19.00 | 19.00 | 19.00 | 19.00 | 19.00 | 19.00 | 19.00 | 19.00 | 19.00 | 19.00 | 19.00 |
| | Std. Deviation | .51 | 1.39 | .48 | .45 | .00 | .00 | .37 | .37 | 1.97 | .50 | 3.08 | .51 | 12.25 | 10.08 |
| | Std. Error of Mean | .12 | .32 | .11 | .10 | .00 | .00 | .09 | .09 | .45 | .11 | .71 | .12 | 2.81 | 2.31 |
| | Total | .56 | 11.14 | 3.25 | .28 | .03 | .00 | .08 | .08 | 1.96 | .31 | 1.67 | .22 | 71.56 | 73.77 |
| | N | 36.00 | 36.00 | 36.00 | 36.00 | 36.00 | 36.00 | 36.00 | 36.00 | 36.00 | 36.00 | 36.00 | 36.00 | 36.00 | 36.00 |
| | Std. Deviation | .50 | 1.44 | .44 | .45 | .17 | .00 | .28 | .28 | 3.60 | .47 | 2.73 | .42 | 12.23 | 9.66 |
| | Std. Error of Mean | .08 | .24 | .07 | .08 | .03 | .00 | .05 | .05 | .60 | .08 | .45 | .07 | 2.04 | 1.61 |
| Average | .51 | 11.12 | 3.09 | .14 | .00 | .00 | .00 | .04 | .91 | .56 | .02 | .14 | 67.14 | 69.59 | |
| N | 57.00 | 57.00 | 57.00 | 57.00 | 57.00 | 57.00 | 57.00 | 57.00 | 57.00 | 57.00 | 57.00 | 57.00 | 57.00 | 57.00 | |
| Std. Deviation | .50 | 1.17 | .29 | .35 | .00 | .00 | .00 | .19 | 1.40 | .50 | .13 | .35 | 8.02 | 5.93 | |
| No | .07 | .15 | .04 | .05 | .00 | .00 | .00 | .02 | .19 | .07 | .02 | .05 | 1.06 | .78 | |
| Std. Error of | | | | | | | | | | | | | | | |

| Phonemix awareness? | Sex of the Student | Ag of the student | Years in School | Attendance of pre-School | Repeated in Grade 1 | Repeated in Grade 2 | Repeated in Grade 3 | If yes, do you receive the money? | Working hours | Do you have supporter in study? | If yes at who support you at village | Is there any story books | Oromo Mark | Average Sum? |
|---------------------|--------------------|-------------------|-----------------|--------------------------|---------------------|---------------------|---------------------|-----------------------------------|---------------|---------------------------------|--------------------------------------|--------------------------|------------|--------------|
| Mean | | | | | | | | | | | | | | |
| Mean | .64 | 11.64 | 3.14 | .29 | .21 | .00 | .07 | .07 | .75 | .50 | 5.14 | .21 | 79.21 | 79.55 |
| N | 14.00 | 14.00 | 14.00 | 14.00 | 14.00 | 14.00 | 14.00 | 14.00 | 14.00 | 14.00 | 14.00 | 14.00 | 14.00 | 14.00 |
| Std. Deviation | .50 | 1.95 | .36 | .47 | .43 | .00 | .27 | .27 | 1.58 | .52 | 2.18 | .43 | 12.75 | 11.69 |
| Std. Error of Mean | .13 | .52 | .10 | .13 | .11 | .00 | .07 | .07 | .42 | .14 | .58 | .11 | 3.41 | 3.12 |
| Mean | .54 | 11.23 | 3.10 | .17 | .04 | .00 | .01 | .04 | .88 | .55 | 1.03 | .15 | 69.52 | 71.55 |
| N | 71.00 | 71.00 | 71.00 | 71.00 | 71.00 | 71.00 | 71.00 | 71.00 | 71.00 | 71.00 | 71.00 | 71.00 | 71.00 | 71.00 |
| Std. Deviation | .50 | 1.35 | .30 | .38 | .20 | .00 | .12 | .20 | 1.43 | .50 | 2.26 | .36 | 10.25 | 8.33 |
| Std. Error of Mean | .06 | .16 | .04 | .04 | .02 | .00 | .01 | .02 | .17 | .06 | .27 | .04 | 1.22 | .99 |
| Mean | .50 | 11.72 | 3.06 | .00 | .00 | .00 | .00 | .00 | .47 | .33 | .00 | .00 | 75.06 | 79.36 |
| N | 18.00 | 18.00 | 18.00 | 18.00 | 18.00 | 18.00 | 18.00 | 18.00 | 18.00 | 18.00 | 18.00 | 18.00 | 18.00 | 18.00 |
| Std. Deviation | .51 | 1.71 | .24 | .00 | .00 | .00 | .00 | .00 | 1.14 | .49 | .00 | .00 | 9.23 | 9.40 |
| Std. Error of Mean | .12 | .40 | .06 | .00 | .00 | .00 | .00 | .00 | .27 | .11 | .00 | .00 | 2.18 | 2.22 |
| Mean | .59 | 10.85 | 3.20 | .25 | .05 | .08 | .04 | .09 | 1.37 | .79 | 5.68 | .60 | 82.92 | 85.25 |
| N | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 | 75.00 |
| Std. Deviation | .50 | 1.54 | .40 | .44 | .23 | .27 | .20 | .29 | 2.15 | .41 | 1.36 | .49 | 13.18 | 9.00 |
| Std. Error of Mean | .06 | .18 | .05 | .05 | .03 | .03 | .02 | .03 | .25 | .05 | .16 | .06 | 1.52 | 1.04 |

| Phonemix awareness? | | Sex of the Student | Ag of the student | Years in School | Attendance of pre-School | Repeated in Grade 1 | Repeated in Grade 2 | Repeated in Grade 3 | If yes, do you receive the money? | Working hours | Do you have supporter in study? | If yes at who support you at village | Is there any story books | Oromo Mark | Average Sum? |
|---------------------|--------------------|--------------------|-------------------|-----------------|--------------------------|---------------------|---------------------|---------------------|-----------------------------------|---------------|---------------------------------|--------------------------------------|--------------------------|------------|--------------|
| Total | Mean | .57 | 11.02 | 3.17 | .20 | .04 | .06 | .03 | .08 | 1.19 | .70 | 4.58 | .48 | 81.39 | 84.11 |
| | N | 93.00 | 93.00 | 93.00 | 93.00 | 93.00 | 93.00 | 93.00 | 93.00 | 93.00 | 93.00 | 93.00 | 93.00 | 93.00 | 93.00 |
| | Std. Deviation | .50 | 1.60 | .38 | .41 | .20 | .25 | .18 | .27 | 2.02 | .46 | 2.56 | .50 | 12.85 | 9.33 |
| | Std. Error of Mean | .05 | .17 | .04 | .04 | .02 | .03 | .02 | .03 | .21 | .05 | .27 | .05 | 1.33 | .97 |
| | Mean | .51 | 11.17 | 3.10 | .14 | .01 | .00 | .00 | .02 | 1.15 | .46 | .01 | .09 | 69.08 | 72.12 |
| | N | 92.00 | 92.00 | 92.00 | 92.00 | 92.00 | 92.00 | 92.00 | 92.00 | 92.00 | 92.00 | 92.00 | 92.00 | 92.00 | 92.00 |
| | Std. Deviation | .50 | 1.36 | .30 | .35 | .10 | .00 | .00 | .15 | 2.46 | .50 | .10 | .28 | 9.53 | 8.26 |
| | Std. Error of Mean | .05 | .14 | .03 | .04 | .01 | .00 | .00 | .02 | .26 | .05 | .01 | .03 | .99 | .86 |
| | Mean | .59 | 11.06 | 3.21 | .26 | .06 | .06 | .06 | .10 | 1.28 | .68 | 5.17 | .52 | 80.80 | 82.63 |
| | N | 108.00 | 108.00 | 108.00 | 108.00 | 108.00 | 108.00 | 108.00 | 108.00 | 108.00 | 108.00 | 108.00 | 108.00 | 108.00 | 108.00 |
| | Std. Deviation | .49 | 1.59 | .41 | .44 | .25 | .23 | .25 | .30 | 2.05 | .47 | 2.08 | .50 | 13.33 | 10.37 |
| | Std. Error of Mean | .05 | .15 | .04 | .04 | .02 | .02 | .02 | .03 | .20 | .05 | .20 | .05 | 1.28 | 1.00 |
| | Mean | .56 | 11.12 | 3.16 | .21 | .04 | .03 | .04 | .07 | 1.22 | .58 | 2.80 | .32 | 75.41 | 77.79 |
| | N | 200.00 | 200.00 | 200.00 | 200.00 | 200.00 | 200.00 | 200.00 | 200.00 | 200.00 | 200.00 | 200.00 | 200.00 | 200.00 | 200.00 |
| | Std. Deviation | .50 | 1.48 | .37 | .40 | .20 | .17 | .18 | .25 | 2.24 | .50 | 3.00 | .47 | 13.09 | 10.80 |
| Std. Error of Mean | .04 | .10 | .03 | .03 | .01 | .01 | .01 | .02 | .16 | .04 | .21 | .03 | .93 | .76 | |

| Phonemix awareness? | Sex of the Student | Ag of the student | Years in School | Attendance of pre-School | Repeated in Grade 1 | Repeated in Grade 2 | Repeated in Grade 3 | If yes, do you receive the money? | Working hours | Do you have supporter in study? | If yes at who supot you at village | Is there any story books | Oromo Mark | Average Sum? |
|---------------------|--------------------|-------------------|-----------------|--------------------------|---------------------|---------------------|---------------------|-----------------------------------|---------------|---------------------------------|------------------------------------|--------------------------|------------|--------------|
| Si g | .91 | .68 | .12 | .42 | .92 | 0.028** | .18 | .62 | 0.062** | 0* | 0* | 0.034* | 0* | 0* |

Table -3 Vocabularies (Most used words)

| Vocabulary? | | Sex of the Student | Ag of the student | Years in School | Attendance of pre-School | Repeated in Grade 1 | Repeated in Grade 2 | Repeated in Grade 3 | If yes, do you receive the money? | Working hours | Do you have supporter in study? | If yes at who supot you at village | Is there fairly tales ? | Oromo Mark | Average Sum? |
|---------------|--------------------|--------------------|-------------------|-----------------|--------------------------|---------------------|---------------------|---------------------|-----------------------------------|---------------|---------------------------------|------------------------------------|-------------------------|------------|--------------|
| Below Average | Mean | .50 | 11.04 | 3.13 | .17 | .04 | 0.00 | 0.00 | 0.00 | .9375 | .42 | .04 | .04 | 66.6250 | 69.3708 |
| | N | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 |
| | Std. Deviation | .511 | 1.367 | .338 | .381 | .204 | 0.000 | 0.000 | 0.000 | 1.30478 | .504 | .204 | .204 | 8.90438 | 6.88151 |
| | Std. Error of Mean | .104 | .279 | .069 | .078 | .042 | 0.000 | 0.000 | 0.000 | .26634 | .103 | .042 | .042 | 1.81760 | 1.40468 |
| Yes | Mean | .65 | 11.53 | 3.35 | .24 | 0.00 | 0.00 | .18 | .18 | 1.0294 | .29 | 2.82 | .41 | 73.0000 | 74.0059 |
| | N | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 |
| | Std. Deviation | .493 | 1.419 | .493 | .437 | 0.000 | 0.000 | .393 | .393 | 1.82406 | .470 | 3.087 | .507 | 12.43483 | 10.26624 |
| | Std. Error of | .119 | .344 | .119 | .106 | 0.000 | 0.000 | .095 | .095 | .44240 | .114 | .749 | .123 | 3.01589 | 2.48993 |

| Vocabulary? | | Sex of the Student | Age of the student | Years in School | Attendance of pre-School | Repeated in Grade 1 | Repeated in Grade 2 | Repeated in Grade 3 | If yes, do you receive the money? | Working hours | Do you have supporter in study? | If yes at who support you at village | Is there fairly tales ? | Oromo Mark | Average Sum? |
|-------------|--------------------|--------------------|--------------------|-----------------|--------------------------|---------------------|---------------------|---------------------|-----------------------------------|---------------|---------------------------------|--------------------------------------|-------------------------|------------|--------------|
| Mean | | | | | | | | | | | | | | | |
| Total | Mean | .56 | 11.24 | 3.22 | .20 | .02 | 0.00 | .07 | .07 | .9756 | .37 | 1.20 | .20 | 69.2683 | 71.2927 |
| | N | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 |
| | Std. Deviation | .502 | 1.392 | .419 | .401 | .156 | 0.000 | .264 | .264 | 1.52049 | .488 | 2.400 | .401 | 10.84210 | 8.64478 |
| | Std. Error of Mean | .078 | .217 | .065 | .063 | .024 | 0.000 | .041 | .041 | .23746 | .076 | .375 | .063 | 1.69325 | 1.35009 |
| Average | No | .52 | 11.14 | 3.08 | .12 | 0.00 | 0.00 | 0.00 | .04 | 1.4300 | .56 | 0.00 | .10 | 69.0180 | 70.6820 |
| | N | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| | Std. Deviation | .505 | 1.400 | .274 | .328 | 0.000 | 0.000 | 0.000 | .198 | 3.12333 | .501 | 0.000 | .303 | 9.80378 | 6.80131 |
| | Std. Error of Mean | .071 | .198 | .039 | .046 | 0.000 | 0.000 | 0.000 | .028 | .44171 | .071 | 0.000 | .043 | 1.38646 | .96185 |
| Yes | Mean | .67 | 11.22 | 3.11 | .33 | .22 | 0.00 | .11 | 0.00 | 1.5000 | .67 | 5.33 | .44 | 77.2222 | 78.3778 |
| | N | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |
| | Std. Deviation | .500 | 1.563 | .333 | .500 | .441 | 0.000 | .333 | 0.000 | 2.42384 | .500 | 2.000 | .527 | 13.60862 | 12.06097 |
| | Std. Error of Mean | .167 | .521 | .111 | .167 | .147 | 0.000 | .111 | 0.000 | .80795 | .167 | .667 | .176 | 4.53621 | 4.02032 |
| Total | Mean | .54 | 11.15 | 3.08 | .15 | .03 | 0.00 | .02 | .03 | 1.4407 | .58 | .81 | .15 | 70.2695 | 71.8559 |
| | N | 59 | 59 | 59 | 59 | 59 | 59 | 59 | 59 | 59 | 59 | 59 | 59 | 59 | 59 |

| Vocabulary? | | Sex of the Student | Age of the student | Years in School | Attendance of pre-School | Repeated in Grade 1 | Repeated in Grade 2 | Repeated in Grade 3 | If yes, do you receive the money? | Working hours | Do you have support in study? | If yes at who support you at village | Is there fairly tales ? | Oromo Mark | Average Sum? |
|--------------------|--------------------|--------------------|--------------------|-----------------|--------------------------|---------------------|---------------------|---------------------|-----------------------------------|---------------|-------------------------------|--------------------------------------|-------------------------|------------|--------------|
| Above average | Std. Deviation | .502 | 1.412 | .281 | .363 | .183 | 0.000 | .130 | .183 | 3.00873 | .498 | 2.072 | .363 | 10.75152 | 8.18123 |
| | Std. Error of Mean | .065 | .184 | .037 | .047 | .024 | 0.000 | .017 | .024 | .39170 | .065 | .270 | .047 | 1.39973 | 1.06511 |
| | Mean | .50 | 11.44 | 3.11 | .17 | 0.00 | 0.00 | 0.00 | 0.00 | .6667 | .22 | 0.00 | .11 | 72.5000 | 79.7611 |
| | N | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 |
| | Std. Deviation | .514 | 1.247 | .323 | .383 | 0.000 | 0.000 | 0.000 | 0.000 | 1.18818 | .428 | 0.000 | .323 | 9.02448 | 9.42850 |
| | Std. Error of Mean | .121 | .294 | .076 | .090 | 0.000 | 0.000 | 0.000 | 0.000 | .28006 | .101 | 0.000 | .076 | 2.12709 | 2.22232 |
| | Mean | .57 | 10.95 | 3.20 | .26 | .06 | .07 | .04 | .10 | 1.3049 | .76 | 5.63 | .55 | 82.8134 | 84.8795 |
| | N | 82 | 82 | 82 | 82 | 82 | 82 | 82 | 82 | 82 | 82 | 82 | 82 | 82 | 82 |
| | Std. Deviation | .498 | 1.625 | .399 | .439 | .241 | .262 | .189 | .299 | 2.06791 | .432 | 1.445 | .501 | 12.94692 | 9.16763 |
| | Std. Error of Mean | .055 | .179 | .044 | .048 | .027 | .029 | .021 | .033 | .22836 | .048 | .160 | .055 | 1.42975 | 1.01240 |
| Total | Mean | .56 | 11.04 | 3.18 | .24 | .05 | .06 | .03 | .08 | 1.1900 | .66 | 4.62 | .47 | 80.9570 | 83.9582 |
| N | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | |
| Std. Deviation | .499 | 1.569 | .386 | .429 | .219 | .239 | .171 | .273 | 1.94985 | .476 | 2.538 | .502 | 12.92242 | 9.37739 | |
| Std. Error of Mean | .050 | .157 | .039 | .043 | .022 | .024 | .017 | .027 | .19499 | .048 | .254 | .050 | 1.29224 | .93774 | |
| Total | No | .51 | 11.17 | 3.10 | .14 | .01 | 0.00 | 0.00 | .02 | 1.1522 | .46 | .01 | .09 | 69.075 | 72.116 |

| Vocabulary? | | Sex of the Student | Age of the student | Years in School | Attendance of pre-School | Repeated in Grade 1 | Repeated in Grade 2 | Repeated in Grade 3 | If yes, do you receive the money? | Working hours | Do you have support in study? | If yes at who support you at village | Is there fairly tales? | Oromo Mark | Average Sum? |
|-------------|--------------------|--------------------|--------------------|-----------------|--------------------------|---------------------|---------------------|---------------------|-----------------------------------|---------------|-------------------------------|--------------------------------------|------------------------|------------|--------------|
| | | | | | | | | | | | | | | 0 | 3 |
| | N | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 |
| | Std. Deviation | .503 | 1.356 | .299 | .350 | .104 | 0.000 | 0.000 | .147 | 2.45927 | .501 | .104 | .283 | 9.53484 | 8.25606 |
| | Std. Error of Mean | .052 | .141 | .031 | .037 | .011 | 0.000 | 0.000 | .015 | .25640 | .052 | .011 | .030 | .99408 | .86075 |
| Yes | Mean | .59 | 11.06 | 3.21 | .26 | .06 | .06 | .06 | .10 | 1.2778 | .68 | 5.17 | .52 | 80.8028 | 82.6261 |
| | N | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 |
| | Std. Deviation | .494 | 1.590 | .411 | .440 | .247 | .230 | .247 | .304 | 2.04658 | .470 | 2.085 | .502 | 13.33076 | 10.36700 |
| | Std. Error of Mean | .048 | .153 | .040 | .042 | .024 | .022 | .024 | .029 | .19693 | .045 | .201 | .048 | 1.28275 | .99757 |
| Total | Mean | .56 | 11.12 | 3.16 | .21 | .04 | .03 | .04 | .07 | 1.2200 | .58 | 2.80 | .32 | 75.4080 | 77.7916 |
| | N | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 |
| | Std. Deviation | .498 | 1.484 | .368 | .405 | .196 | .171 | .184 | .247 | 2.24092 | .496 | 2.996 | .468 | 13.09436 | 10.79504 |
| | Std. Error of Mean | .035 | .105 | .026 | .029 | .014 | .012 | .013 | .017 | .15846 | .035 | .212 | .033 | .92591 | .76332 |
| Sig | | .974 | .742 | .146 | .416 | .752 | 0.045** | .303 | .512 | .58600 | 0.005* | 0* | 0* | 0* | 0* |

Table.4 Reading fluency

| Reading fluency | | | Sex of the Student | Age of the student | Years in School | Attendance of pre-School | Repeated in Grade 1 | Repeated in Grade 2 | Repeated in Grade 3 | If yes, do you receive the money? | Working hours | Do you have supporter in study? | If yes at who support you at village | Is there any story books other than textbooks | Oromo Mark | Average Sum? | |
|-----------------|--------------------|--------------------|--------------------|--------------------|-----------------|--------------------------|---------------------|---------------------|---------------------|-----------------------------------|---------------|---------------------------------|--------------------------------------|---|------------|--------------|---------|
| Below Average | No | Mean | .50 | 10.88 | 3.00 | .10 | .03 | 0.00 | 0.00 | 0.00 | .8375 | .45 | .03 | 0.00 | 63.2475 | 68.4200 | |
| | | N | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 |
| | | Std. Deviation | .506 | 1.244 | 0.000 | .304 | .158 | 0.000 | 0.000 | 0.000 | 0.000 | 1.41143 | .504 | .158 | 0.000 | 7.19857 | 6.84387 |
| | | Std. Error of Mean | .080 | .197 | 0.000 | .048 | .025 | 0.000 | 0.000 | 0.000 | .22317 | .080 | .025 | 0.000 | 1.13819 | 1.08211 | |
| | | Mean | .61 | 11.48 | 3.26 | .23 | .03 | .03 | .13 | .16 | .9355 | .48 | 3.68 | .45 | 70.7097 | 72.7452 | |
| | Yes | N | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 |
| | | Std. Deviation | .495 | 1.503 | .445 | .425 | .180 | .180 | .341 | .374 | 1.73562 | .508 | 2.971 | .506 | 11.13611 | 9.21357 | |
| | | Std. Error of Mean | .089 | .270 | .080 | .076 | .032 | .032 | .061 | .067 | .31173 | .091 | .534 | .091 | 2.00010 | 1.65481 | |
| | | Mean | .55 | 11.14 | 3.11 | .15 | .03 | .01 | .06 | .07 | .8803 | .46 | 1.62 | .20 | 66.5056 | 70.3085 | |
| | | N | 71 | 71 | 71 | 71 | 71 | 71 | 71 | 71 | 71 | 71 | 71 | 71 | 71 | 71 | 71 |
| Total | Std. Deviation | .501 | 1.387 | .318 | .364 | .167 | .119 | .232 | .258 | 1.55026 | .502 | 2.669 | .401 | 9.79348 | 8.19417 | | |
| | Std. Error of Mean | .059 | .165 | .038 | .043 | .020 | .014 | .028 | .031 | .18398 | .060 | .317 | .048 | 1.16227 | .97247 | | |
| | Mean | .60 | 11.37 | 3.17 | .10 | 0.00 | 0.00 | 0.00 | .07 | 2.283 | .43 | 0.00 | .17 | 71.733 | 72.493 | | |
| | N | 111 | 111 | 111 | 111 | 111 | 111 | 111 | 111 | 111 | 111 | 111 | 111 | 111 | 111 | 111 | |
| | Std. Deviation | .501 | 1.387 | .318 | .364 | .167 | .119 | .232 | .258 | 1.55026 | .502 | 2.669 | .401 | 9.79348 | 8.19417 | | |

| Reading fluency | | Sex of the Student | Age of the student | Years in School | Attendance of pre-School | Repeated in Grade 1 | Repeated in Grade 2 | Repeated in Grade 3 | If yes, do you receive the money? | Working hours | Do you have supporter in study? | If yes at who support you at village | Is there any story books other than textbooks | Oromo Mark | Average Sum? |
|-----------------|--------------------|--------------------|--------------------|-----------------|--------------------------|---------------------|---------------------|---------------------|-----------------------------------|---------------|---------------------------------|--------------------------------------|---|------------|--------------|
| Below average | N | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| | Std. Deviation | .498 | 1.586 | .379 | .305 | 0.000 | 0.000 | 0.000 | .254 | 3.68755 | .504 | 0.000 | .379 | 8.91312 | 5.79399 |
| | Std. Error of Mean | .091 | .290 | .069 | .056 | 0.000 | 0.000 | 0.000 | .046 | .67325 | .092 | 0.000 | .069 | 1.62731 | 1.05783 |
| | Yes | .30 | 11.60 | 3.10 | .30 | 0.00 | .10 | 0.00 | 0.00 | 2.1000 | .60 | 6.00 | .20 | 78.3000 | 79.8500 |
| | N | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| | Std. Deviation | .483 | 1.713 | .316 | .483 | 0.000 | .316 | 0.000 | 0.000 | 2.45855 | .516 | 0.000 | .422 | 8.79457 | 8.69345 |
| Average | Std. Error of Mean | .153 | .542 | .100 | .153 | 0.000 | .100 | 0.000 | 0.000 | .77746 | .163 | 0.000 | .133 | 2.78109 | 2.74911 |
| | Total | .53 | 11.43 | 3.15 | .15 | 0.00 | .03 | 0.00 | .05 | 2.2375 | .48 | 1.50 | .18 | 73.3750 | 74.3325 |
| | N | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 |
| | Std. Deviation | .506 | 1.599 | .362 | .362 | 0.000 | .158 | 0.000 | .221 | 3.39303 | .506 | 2.631 | .385 | 9.23118 | 7.26712 |
| | Std. Error of Mean | .080 | .253 | .057 | .057 | 0.000 | .025 | 0.000 | .035 | .53649 | .080 | .416 | .061 | 1.45958 | 1.14903 |
| | No | .41 | 11.45 | 3.18 | .27 | 0.00 | 0.00 | 0.00 | 0.00 | .1818 | .50 | 0.00 | .14 | 76.0455 | 78.3227 |
| Above average | N | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 |
| | Std. | .503 | 1.143 | .395 | .456 | 0.000 | 0.000 | 0.000 | 0.000 | .8528 | .512 | 0.00 | .351 | 7.8950 | 9.7695 |

| Reading fluency | | Sex of the Student | Age of the student | Years in School | Attendance of pre-School | Repeated in Grade 1 | Repeated in Grade 2 | Repeated in Grade 3 | If yes, do you receive the money? | Working hours | Do you have supporter in study? | If yes at who support you at village | Is there any story books other than textbooks | Oromo Mark | Average Sum? |
|-----------------|--------------------|--------------------|--------------------|-----------------|--------------------------|---------------------|---------------------|---------------------|-----------------------------------|---------------|---------------------------------|--------------------------------------|---|------------|--------------|
| | Deviation | | | | | | | | | 0 | | 0 | | 1 | 8 |
| | Std. Error of Mean | .107 | .244 | .084 | .097 | 0.000 | 0.000 | 0.000 | 0.000 | .18182 | .109 | 0.000 | .075 | 1.68322 | 2.08288 |
| Yes | Mean | .63 | 10.79 | 3.21 | .27 | .09 | .06 | .04 | .09 | 1.3134 | .78 | 5.73 | .60 | 85.8463 | 87.6122 |
| | N | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 |
| | Std. Deviation | .487 | 1.572 | .410 | .447 | .288 | .239 | .208 | .288 | 2.10669 | .420 | 1.250 | .494 | 12.10654 | 7.28584 |
| | Std. Error of Mean | .060 | .192 | .050 | .055 | .035 | .029 | .025 | .035 | .25737 | .051 | .153 | .060 | 1.47905 | .89011 |
| Total | Mean | .57 | 10.96 | 3.20 | .27 | .07 | .04 | .03 | .07 | 1.0337 | .71 | 4.31 | .48 | 83.4236 | 85.3160 |
| | N | 89 | 89 | 89 | 89 | 89 | 89 | 89 | 89 | 89 | 89 | 89 | 89 | 89 | 89 |
| | Std. Deviation | .497 | 1.499 | .404 | .446 | .252 | .208 | .181 | .252 | 1.93473 | .457 | 2.712 | .503 | 11.95319 | 8.87863 |
| | Std. Error of Mean | .053 | .159 | .043 | .047 | .027 | .022 | .019 | .027 | .20508 | .048 | .287 | .053 | 1.26704 | .94113 |
| Total | No | .51 | 11.17 | 3.10 | .14 | .01 | 0.00 | 0.00 | .02 | 1.1522 | .46 | .01 | .09 | 69.0750 | 72.1163 |
| | N | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 |
| | Std. Deviation | .503 | 1.356 | .299 | .350 | .104 | 0.000 | 0.000 | .147 | 2.45927 | .501 | .104 | .283 | 9.53484 | 8.25606 |
| | Std. Error of | .052 | .141 | .031 | .037 | .011 | 0.000 | 0.000 | .015 | .25640 | .052 | .011 | .030 | .99408 | .86075 |

| Reading fluency | | Sex of the Student | Age of the student | Years in School | Attendance of pre-School | Repeated in Grade 1 | Repeated in Grade 2 | Repeated in Grade 3 | If yes, do you receive the money? | Working hours | Do you have supporter in study? | If yes at who support you at village | Is there any story books other than textbooks | Oromo Mark | Average Sum? |
|-----------------|--------------------|--------------------|--------------------|-----------------|--------------------------|---------------------|---------------------|---------------------|-----------------------------------|---------------|---------------------------------|--------------------------------------|---|------------|--------------|
| | Mean | | | | | | | | | | | | | | |
| Yes | Mean | .59 | 11.06 | 3.21 | .26 | .06 | .06 | .06 | .10 | 1.2778 | .68 | 5.17 | .52 | 80.8028 | 82.6261 |
| | N | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 |
| | Std. Deviation | .494 | 1.590 | .411 | .440 | .247 | .230 | .247 | .304 | 2.04658 | .470 | 2.085 | .502 | 13.33076 | 10.36700 |
| | Std. Error of Mean | .048 | .153 | .040 | .042 | .024 | .022 | .024 | .029 | .19693 | .045 | .201 | .048 | 1.28275 | .99757 |
| Total | Mean | .56 | 11.12 | 3.16 | .21 | .04 | .03 | .04 | .07 | 1.2200 | .58 | 2.80 | .32 | 75.4080 | 77.7916 |
| | N | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 |
| | Std. Deviation | .498 | 1.484 | .368 | .405 | .196 | .171 | .184 | .247 | 2.24092 | .496 | 2.996 | .468 | 13.09436 | 10.79504 |
| | Std. Error of Mean | .035 | .105 | .026 | .029 | .014 | .012 | .013 | .017 | .15846 | .035 | .212 | .033 | .92591 | .76332 |
| Sig | | .875 | .248 | .305 | .129 | .162 | .517 | .303 | .910 | 0.005* | 0.003* | 0* | 0* | 0* | 0* |

Table.5 Reading Comprehension

| Comprehensive reading? | | | Sex of the Student | Age of the student | Years in School | Attendance of pre-School | Repeated in Grade 1 | Repeated in Grade 2 | Repeated in Grade 3 | If yes, do you receive the money? | Working hours | Do you have supporter in study? | If yes at who support you at village | Is there any story books other than textbooks | Oromo Mark | Average Sum? | |
|------------------------|-----|--------------------|--------------------|--------------------|-----------------|--------------------------|---------------------|---------------------|---------------------|-----------------------------------|---------------|---------------------------------|--------------------------------------|---|------------|--------------|---------|
| Below Average | No | Mean | .50 | 10.63 | 3.00 | .13 | 0.00 | 0.00 | 0.00 | 0.00 | 1.2500 | .75 | .13 | 0.00 | 63.0000 | 66.5000 | |
| | | N | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| | | Std. Deviation | .535 | 1.408 | 0.000 | .354 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 1.90863 | .463 | .354 | 0.000 | 6.67618 | 6.19124 |
| | | Std. Error of Mean | .189 | .498 | 0.000 | .125 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | .67480 | .164 | .125 | 0.000 | 2.36039 | 2.18893 |
| Total | Yes | Mean | 1.00 | 12.00 | 3.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0000 | 0.00 | 0.00 | 1.00 | 74.0000 | 79.5000 | |
| | | N | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| | | Std. Deviation | | | | | | | | | | | | | | | |
| | | Std. Error of Mean | | | | | | | | | | | | | | | |
| Average | No | Mean | .56 | 10.78 | 3.00 | .11 | 0.00 | 0.00 | 0.00 | 0.00 | 1.1111 | .67 | .11 | .11 | 64.2222 | 67.9444 | |
| | | N | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |
| | | Std. Deviation | .527 | 1.394 | 0.000 | .333 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 1.83333 | .500 | .333 | .333 | 7.24185 | 7.23310 |
| | | Std. Error of Mean | .176 | .465 | 0.000 | .111 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | .61111 | .167 | .111 | .111 | 2.41395 | 2.41103 |

| Comprehensive reading? | | Sex of the Student | Age of the student | Years in School | Attendance of pre-School | Repeated in Grade 1 | Repeated in Grade 2 | Repeated in Grade 3 | If yes, do you receive the money? | Working hours | Do you have supporter in study? | If yes at who support you at village | Is there any story books other than textbooks | Oromo Mark | Average Sum? | |
|------------------------|----------------|--------------------|--------------------|-----------------|--------------------------|---------------------|---------------------|---------------------|-----------------------------------|---------------|---------------------------------|--------------------------------------|---|------------|--------------|---------|
| Below average | | N | 46 | 46 | 46 | 46 | 46 | 46 | 46 | 46 | 46 | 46 | 46 | 46 | 46 | |
| | | Std. Deviation | .505 | 1.402 | .285 | .383 | .147 | 0.000 | 0.000 | .147 | 3.17845 | .504 | 0.000 | .315 | 7.43149 | 5.96411 |
| | | Std. Error of Mean | .074 | .207 | .042 | .057 | .022 | 0.000 | 0.000 | .022 | .46864 | .074 | 0.000 | .046 | 1.09571 | .87936 |
| | Yes | Mean | .54 | 11.08 | 3.27 | .42 | .04 | .08 | .08 | .12 | 1.3462 | .73 | 5.54 | .35 | 73.6538 | 77.1115 |
| | | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |
| Average | | Std. Deviation | .508 | 1.324 | .452 | .504 | .196 | .272 | .272 | .326 | 2.11078 | .452 | 1.630 | .485 | 11.08131 | 9.90213 |
| | | Std. Error of Mean | .100 | .260 | .089 | .099 | .038 | .053 | .053 | .064 | .41396 | .089 | .320 | .095 | 2.17322 | 1.94197 |
| | Total | Mean | .50 | 11.10 | 3.15 | .26 | .03 | .03 | .03 | .06 | 1.4097 | .56 | 2.00 | .19 | 68.8472 | 72.4542 |
| | | N | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 |
| | | Std. Deviation | .504 | 1.365 | .362 | .444 | .165 | .165 | .165 | .231 | 2.82385 | .500 | 2.848 | .399 | 9.56469 | 8.33685 |
| Above average | | Std. Error of Mean | .059 | .161 | .043 | .052 | .020 | .020 | .020 | .027 | .33279 | .059 | .336 | .047 | 1.12721 | .98251 |
| | No | Mean | .55 | 11.37 | 3.13 | .11 | 0.00 | 0.00 | 0.00 | .03 | .7763 | .39 | 0.00 | .08 | 73.9184 | 76.0763 |
| | | N | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 |
| | Std. Deviation | .504 | 1.282 | .343 | .311 | 0.000 | 0.000 | 0.000 | .162 | 1.282 | .495 | 0.00 | .273 | 10.254 | 9.3625 | |

| Comprehensive reading? | | Sex of the Student | Age of the student | Years in School | Attendance of pre-School | Repeated in Grade 1 | Repeated in Grade 2 | Repeated in Grade 3 | If yes, do you receive the money? | Working hours | Do you have supporter in study? | If yes at who support you at village | Is there any story books other than text books | Oromo Mark | Average Sum? |
|------------------------|--------------------|--------------------|--------------------|-----------------|--------------------------|---------------------|---------------------|---------------------|-----------------------------------|---------------|---------------------------------|--------------------------------------|--|------------|--------------|
| | Deviation | | | | | | | | | 40 | | 0 | | 01 | 9 |
| | Std. Error of Mean | .082 | .208 | .056 | .050 | 0.000 | 0.000 | 0.000 | .026 | .20803 | .080 | 0.000 | .044 | 1.66342 | 1.51881 |
| Yes | Mean | .60 | 11.05 | 3.20 | .21 | .07 | .05 | .06 | .10 | 1.2716 | .67 | 5.11 | .57 | 83.1815 | 84.4348 |
| | N | 81 | 81 | 81 | 81 | 81 | 81 | 81 | 81 | 81 | 81 | 81 | 81 | 81 | 81 |
| | Std. Deviation | .492 | 1.680 | .401 | .410 | .264 | .218 | .242 | .300 | 2.04641 | .474 | 2.145 | .498 | 13.28139 | 9.98941 |
| | Std. Error of Mean | .055 | .187 | .045 | .046 | .029 | .024 | .027 | .033 | .22738 | .053 | .238 | .055 | 1.47571 | 1.10993 |
| Total | Mean | .59 | 11.15 | 3.18 | .18 | .05 | .03 | .04 | .08 | 1.1134 | .58 | 3.48 | .41 | 80.2235 | 81.7657 |
| | N | 119 | 119 | 119 | 119 | 119 | 119 | 119 | 119 | 119 | 119 | 119 | 119 | 119 | 119 |
| | Std. Deviation | .494 | 1.566 | .383 | .383 | .220 | .181 | .201 | .266 | 1.84625 | .496 | 2.974 | .494 | 13.09074 | 10.50968 |
| | Std. Error of Mean | .045 | .144 | .035 | .035 | .020 | .017 | .018 | .024 | .16925 | .045 | .273 | .045 | 1.20003 | .96342 |
| Total | No | .51 | 11.17 | 3.10 | .14 | .01 | 0.00 | 0.00 | .02 | 1.1522 | .46 | .01 | .09 | 69.0750 | 72.1163 |
| | N | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 |
| | Std. Deviation | .503 | 1.356 | .299 | .350 | .104 | 0.000 | 0.000 | .147 | 2.45927 | .501 | .104 | .283 | 9.53484 | 8.25606 |
| | Std. Error of | .052 | .141 | .031 | .037 | .011 | 0.000 | 0.000 | .015 | .25640 | .052 | .011 | .030 | .99408 | .86075 |

| Comprehensive reading? | | Sex of the Student | Age of the student | Years in School | Attendance of pre-School | Repeated in Grade 1 | Repeated in Grade 2 | Repeated in Grade 3 | If yes, do you receive the money? | Working hours | Do you have supporter in study? | If yes at who support you at village | Is there any story books other than textbooks | Oromo Mark | Average Sum? |
|------------------------|--------------------|--------------------|--------------------|-----------------|--------------------------|---------------------|---------------------|---------------------|-----------------------------------|---------------|---------------------------------|--------------------------------------|---|------------|--------------|
| | Mean | | | | | | | | | | | | | | |
| Yes | Mean | .59 | 11.06 | 3.21 | .26 | .06 | .06 | .06 | .10 | 1.2778 | .68 | 5.17 | .52 | 80.8028 | 82.6261 |
| | N | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 |
| | Std. Deviation | .494 | 1.590 | .411 | .440 | .247 | .230 | .247 | .304 | 2.04658 | .470 | 2.085 | .502 | 13.33076 | 10.36700 |
| | Std. Error of Mean | .048 | .153 | .040 | .042 | .024 | .022 | .024 | .029 | .19693 | .045 | .201 | .048 | 1.28275 | .99757 |
| Total | Mean | .56 | 11.12 | 3.16 | .21 | .04 | .03 | .04 | .07 | 1.2200 | .58 | 2.80 | .32 | 75.4080 | 77.7916 |
| | N | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 |
| | Std. Deviation | .498 | 1.484 | .368 | .405 | .196 | .171 | .184 | .247 | 2.24092 | .496 | 2.996 | .468 | 13.09436 | 10.79504 |
| | Std. Error of Mean | .035 | .105 | .026 | .029 | .014 | .012 | .013 | .017 | .15846 | .035 | .212 | .033 | .92591 | .76332 |
| Sig | | .497 | .763 | .375 | .274 | .613 | .844 | .740 | .625 | .670 | .888 | 0* | 0.003* | .000 | 0* |

Questionnaire

**Assessor copy
Grade-3**

This literacy assessment tool is adopted from the EGRA, (Early Grade Reading Assessment tool of Save the Children and World Vision administered at different project areas in 2012.

Section 1. Student Background Sheet

| | |
|--|---------------------------------|
| Name of the school: | Code of the school: |
| Expert who take the assessment: | Date: |
| Started at : _____ am/pm | Finished at: _____ am/pm |
| Student Unique ID : | |

(Student Name): _____

(Grade) _____

Sex: ___ male (0) ___ female (1)

Homeroom Teacher's name): _____

Village/community where student lives: _____

1. What is your age? _____

2. Including this year, how many years have you been in school? _____

3. Have you ever been in pre-school education? (give 1 if the answer is yes/give 0 if the answer is no)Yes
(1)___ No (0)_____

4. Have you ever repeated till now? If so, in what grade and for how many? If the child didn't repeat write 0.

5a. Grade1 Yes (1)___ No (0)___

5b. Grade 2 Yes (1)___ No (0)___

5c. Grade 3 Yes(1)___No (0)___

5. At home which language you use? Give 1 if the student uses the language and give 0 if not

Amharic (1)___ Oromoo Language (2)___ Gurage Language (3)___ Others (4)___

6d. Is there someone who helps you to read at your home or village?Yes(1)___No(0)___ If yes who_____

7. Is there any book other than your text book at home? If the answer is yes answer the next question. Yes (1) ___ No (0) ___ If the answer is yes, pass to the next session of the question (7a)

7a. what materials; (write (1) if available and (0) if not

___ Holy Bible/ other religious books

___ News paper

___ Fairy tale books

___ Posters prepared by government/private body?

Section 2. Letter Identification

Student Name: _____ Student Code: _____

UPPER CASE

| | | | | | |
|-------|---------|---------|---------|---------|---------|
| Row 1 | E__ 1 | L__ 2 | V__ 3 | G__ 4 | P__ 5 |
| Row 2 | S__ 6 | B__ 7 | Q__ 8 | R__ 9 | D__ 10 |
| Row 3 | H__ 11 | R__ 12 | O__ 13 | K__ 14 | U__ 15 |
| Row 4 | N__ 16 | T__ 17 | A__ 18 | X__ 19 | J__ 20 |
| Row 5 | C__ 21 | Z__ 22 | M__ 23 | F__ 24 | O__ 25 |
| Row 6 | l__ 26 | Ch__ 27 | Sh__ 28 | Ph__ 29 | Ny__ 30 |
| Row 7 | Dh__ 31 | | | | |

Total UPPER CASE letters read correctly: _____

Lower case

| | | | | | |
|-------|---------|--------|---------|---------|--------|
| Row 1 | w__ 1 | sh__ 2 | u__ 3 | y__ 4 | k__ 5 |
| Row 2 | b__ 6 | s__ 7 | d__ 8 | ny__ 9 | r__ 10 |
| Row 3 | l__ 11 | h__ 12 | ph__ 13 | v__ 14 | g__ 15 |
| Row 4 | t__ 16 | n__ 17 | j__ 18 | a__ 19 | x__ 20 |
| Row 5 | z__ 21 | c__ 22 | o__ 23 | m__ 24 | f__ 25 |
| Row 6 | dh__ 26 | i__ 27 | q__ 28 | ch__ 29 | e__ 30 |
| Row 7 | p__ 31 | | | | |

Total LOWER CASE letters read correctly: _____

Section 3. Phonemic Awareness

| | | | | | |
|-------|-----------|------------|-------------|----------|------------|
| Row 1 | La__ 1 | Laa__ 2 | Vii__ 3 | Gi__ 4 | Pii__ 5 |
| Row 2 | Su__ 6 | Baa__ 7 | Qaa__ 8 | Re__ 9 | Dee__ 10 |
| Row 3 | Saa__11 | Ko__12 | Mii__13 | Waa__14 | Yu__15 |
| Row 4 | Ni__ 16 | Tee__ 17 | Ma__ 18 | Xu__ 19 | Juu__ 20 |
| Row 5 | Ce__ 21 | Zii__ 22 | Maa__ 23 | Fi__ 24 | foo__ 25 |
| Row 6 | Fa__ 26 | Chee __ 27 | Sha__ 28 | Phe__ 29 | Nyaa __ 30 |
| Row 7 | Dha __ 31 | | | | |

Section 4. Most Used Words. (Vocabulary)

This section helps to assess the student's ability to identify (spell) correctly the most used words in student text books prepared in Oromo Language for the grade level (Grade 3)

Student Name: _____ Unique ID number: _____

Instruction

- If the student is able to spell out the words correctly gets 1 or if doesn't lose score.
- If the student corrects him/herself and read spell correctly at the second chance he/she gets a score.
- The word the child considers as he don't know will be considered as lost or (0)
- At the end add all the right scores (1) and it is the result of the student.

| | |
|-----------------------------------|------------------|
| | |
| fi _____ 1 | isaanii _____ 11 |
| gilgaala _____ 2 | nama _____ 12 |
| akka _____ 3 | gadii _____ 13 |
| maal _____ 4 | irratti _____ 14 |
| barannoo _____ 5 | kana _____ 15 |
| tokko _____ 6 | keenya _____ 16 |
| yeroo _____ 7 | mana _____ 17 |
| jechoota _____ 8 | bakka _____ 18 |
| armaan _____ 9 | waan _____ 19 |
| isa _____ 10 | keessaa _____ 20 |
| Total words read correctly: _____ | |

Session 5 : Oral Reading Fluency and Comprehension Record Sheet Format

Reading passage

Instruction: - If the child is not able to read, the assessor will read the passage so that see the students comprehension ability.

-The assessor needs to have time controller showing seconds and minutes in number.

NB: The following passage will be presented for the student in the Local Language (Afaan Oromo Language)

Market Day

Saturday is market day at Biftu's village. Once upon a time Biftu was going to the market. Biftu is a beautiful, slim, black haired woman whose eyes are so beautiful. She has two sons and one daughter. Her daughter's name is Damitu and her sons are Gemechu and Adugna. Gemechu is taller than Demitu and shorter than Aduna. Before she went to the market Biftu ordered Damitu to undertake the following assignments.

"Today you stay at home. So, prepare food for your brothers and clean the house. After you finished study or do your home works. Do not go to the river to fetch water and do not go out to collect fire wood."

Reading Comprehension Questions

1. Where is Biftu going? (to the market= 1) _____
2. How many sons Biftu has? (2= 1) _____
3. How many daughter Biftu has?(1=1) _____
4. Who was to stay at home while Biftu went to the Market? (Dammitu=1) _____
5. In the passage who is the mother? (Biiftu = 1) _____

Afaan Oromo Language version of the above passage is as follows.

Guyyaa Gabaa

1 2 3 4 5 6 7 8 9 10 11
12

Sanbatni duraa guyyaa gabaati. Biiftuun gabaa dhaqaa jirti. Isheen qalloo barreedduu dhaa.

13 14 15 16 17 18 19 20 21 22 23
24 25 26 27

Mataa gurraachaa fi ija bifa bunaa qabdi. Biiftuun mucaa dubaraa tokko fi dhiira lama qabdi.

28 29 30 31 32 33 34 35 36 37
38 39 40 41

Maqaan mucaa ishi dubaraa Dammituu dhaa. Kan ijoollee ishii dhiiraa Gammachuu fi Adunnaa dha.

42 43 44 45 46 47 48 49 50

Gammachuun Dammituu irra ni dheerata Addunnaa irra ni gabaabbata.

51 52 53 54 55 56 57 58 59 60
61 62 63

Biiftuun otoo gabaa hin deemin dura Dammituu tti waan armaan gadditti tarreeffame akka raawwattu

64 65

itti himte.

66 67 68 69 70 71 72 73 74
75 76 77

Har'a mana oolta. Nyaata ijoollee dhaa qopheessi. Mana qulqulleessi. Yeroo raawwatte, qo'adhu

78 79 80 81 82 83 84 85 86 87
88 89 90

yookan hojii manaa hojjedhu. Bishaan waraabuu laga hin bu'iin akkasumas qoraan cabsuu akka

91 92

hindeemin jetteen.

Reading Comprehension Questions

1. Biiftuun eessa deemti? (gara gabaa= 1) _____

2. Biiftuun ijollee dhiiraa meeqa qabdi? (lama= 1) _____
3. Har'a eenyutu mana ooluu qaba? (Dammituu=1) _____
4. Barreeffama kana keessatti haati eenyu? (Biiftu = 1) _____
5. Biiftun Furdoo turte? Lakki(1)___Eyyee(0)_____

1. Did the student read the passage him/herself?
2. How many words did the student read without mistake within a minute? _____
3. From the whole passage how many words did the student read without mistakes? _____
4. From the five comprehension questions how many of them were answered correct? _____

At the end the assessor clothes the session by thanking the child (student)

Discussion questions for FGD with teachers and literacy boost volunteers

1. What are the formal and informal efforts made to help students in school and/or children out of school to improve their literacy skills?
2. Is there literacy boost model functioning in your school and community? If yes, Compare and contrast the difference between pre- LBM functioning and the present.
 - 2.1 About the class room arrangement
 - 2.2 About teaching and learning process
 - 2.3 Students participation in class room lessons
3. What was World vision's contribution in promoting literacy boost model in the district?

4. Are there any community structures those work in organized way to help children read and write? If yes how they function? What looks like their network with other structures and schools?
5. What are the draw backs in implementing the model in school and at villages?
6. Do you think that the model continues after the organization stops to function in the district? If so, how? And if not why?

Focus group discussion guiding questions with community elders and parents

1. What are the formal and informal efforts made to help students in school and/or children out of school to improve their literacy skills?
2. In your community/village/ home how do you support the children in the village to read, write and love reading?
3. What are the challenged you think are to continue the model after World Vision faith out (resigned)?

Key informant interview questions

For community elders, school supervisors, principals and education sector experts

1. What are the formal and informal efforts made to help students in school and/or children out of school to improve their literacy skills?
2. What was World vision's contribution in promoting literacy boost model in the district?
3. How has been the District Education Sector partner with World Vision in respect to promoting Literacy Boost Model?
4. Are there any partners? If yes what is their contribution?
5. What do you suggest to improve the effectiveness of the model and contribute more in improving literacy and quality of education?
6. What are the draw backs in implementing the model in school and at villages?
7. Do you think that the model continues after the organization stops to function in the district? If so, how? And if not why?
8. How do you compare the teachers at LB target schools and control schools?