

Scaling Structured Pedagogy in Sidama Using EGRA/EGMA Data

August 2025

Among 10-year-olds in Ethiopia...



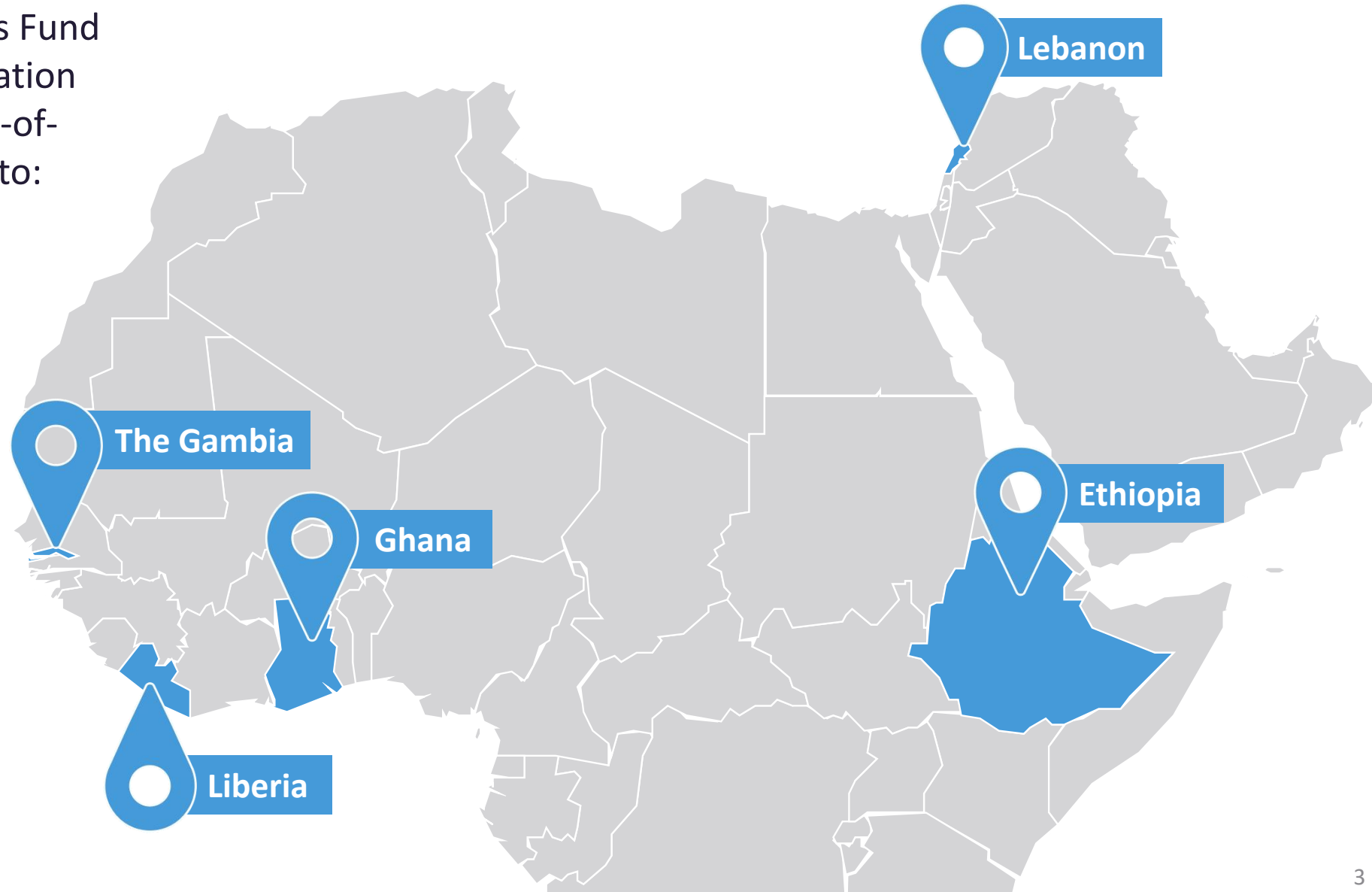
About Luminos

Founded in 2016, the Luminos Fund provides transformative education programs to thousands of out-of-school children helping them to:

- Catch up to grade level
- Reintegrate into government school systems
- Prepare for lifelong learning

377,407

children given a second
chance education



OUR VISION

A world where no child is ever denied the chance to learn.

OUR MISSION

To ensure all children have equal access to **joyful, foundational learning**, especially those shut out of education by crisis, poverty, or discrimination.



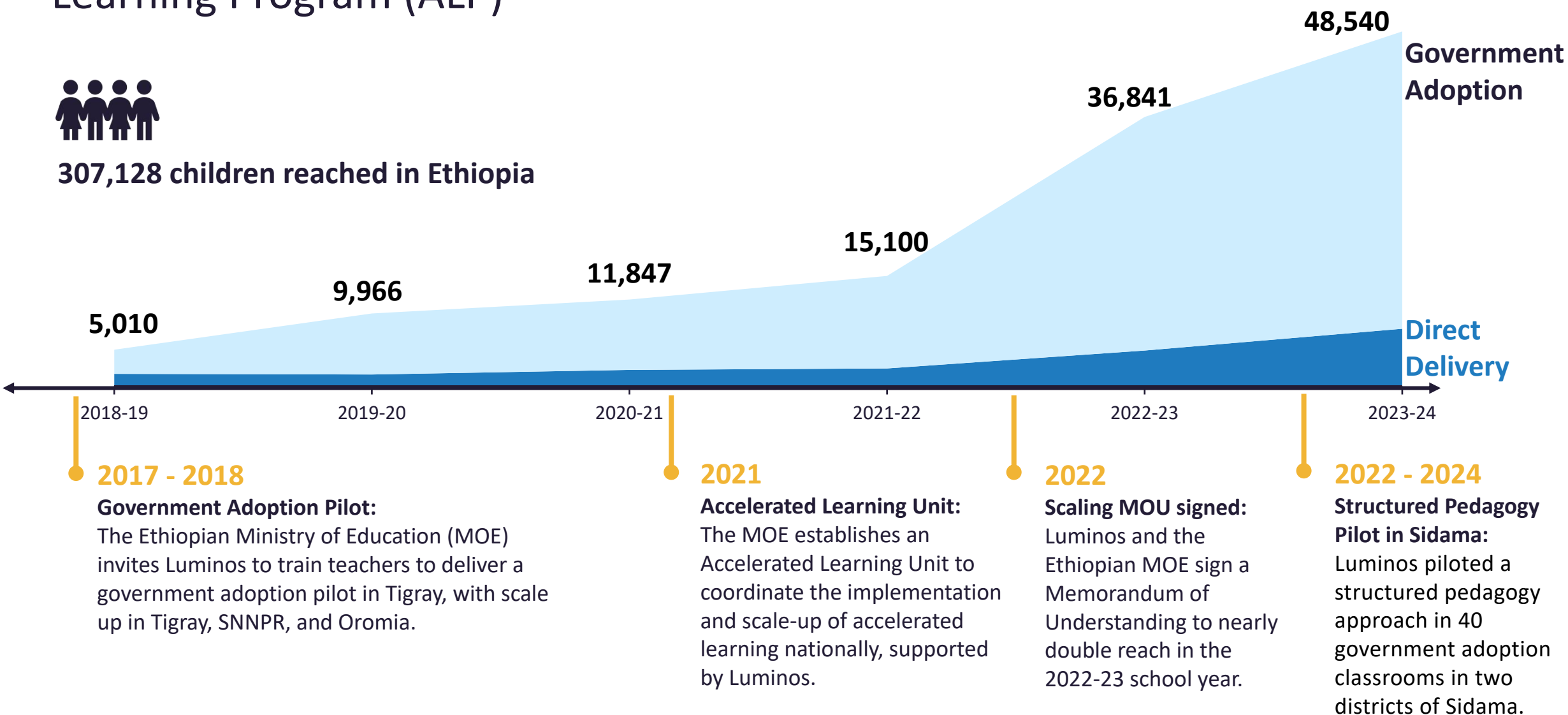




The Ethiopian MOE embraced the Luminos model several years ago, and now implements the government adoption Accelerated Learning Program (ALP)

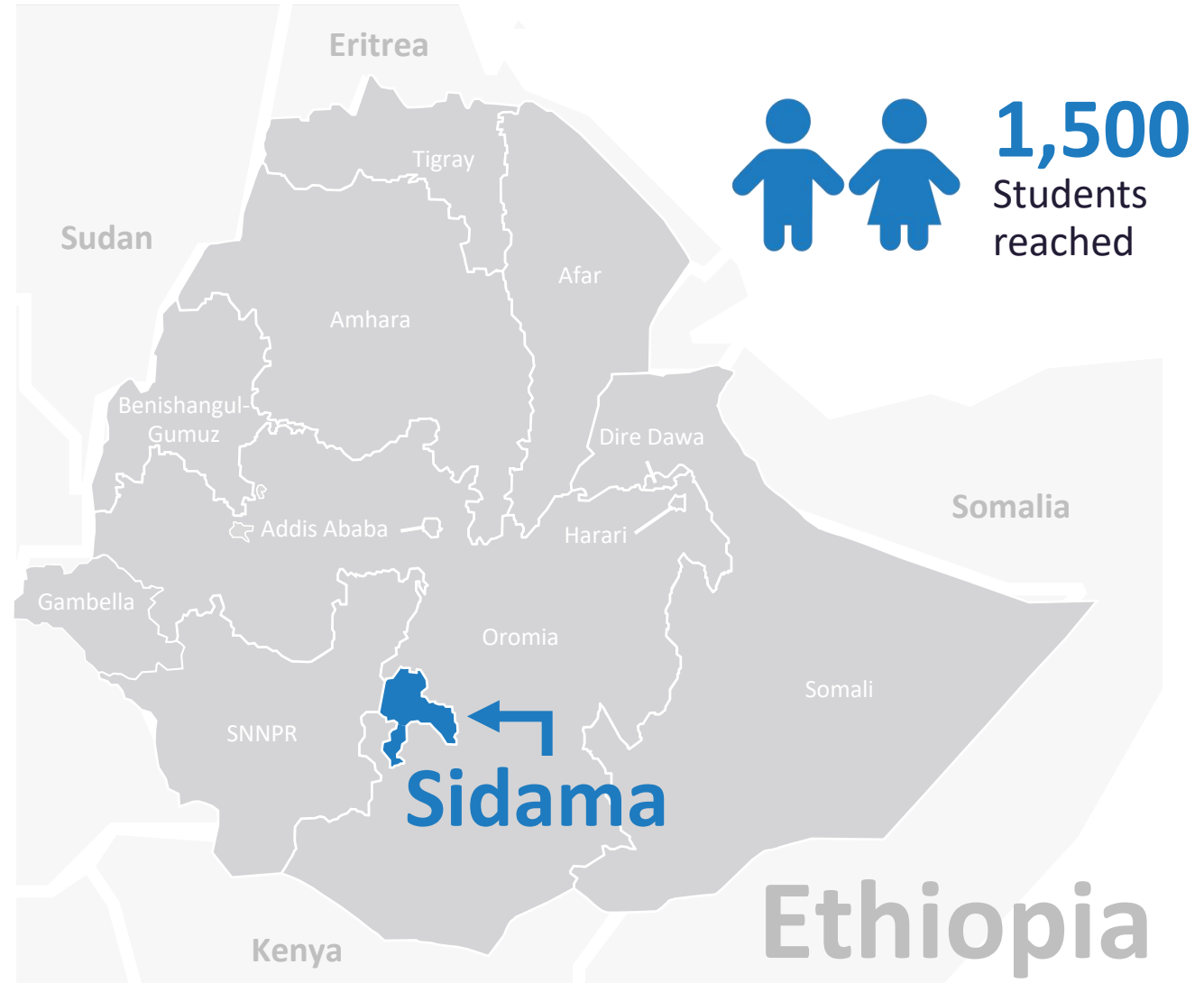


307,128 children reached in Ethiopia

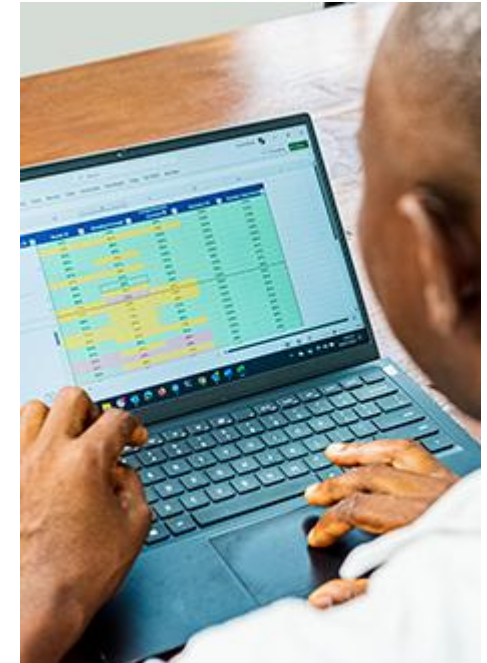
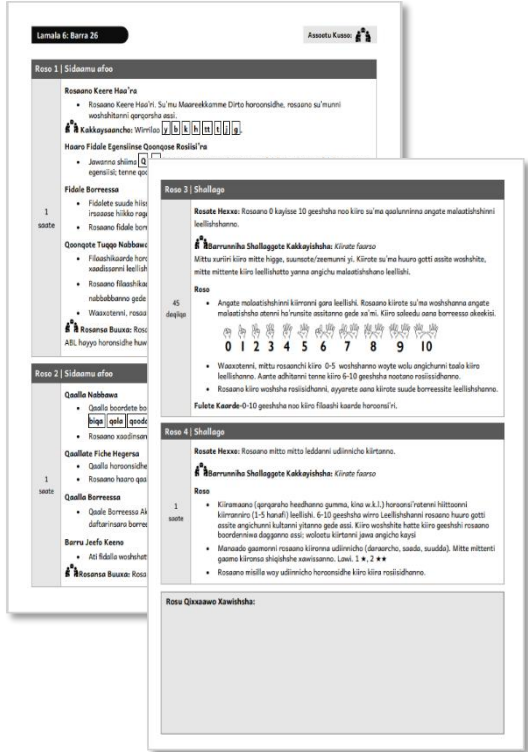


2023-24 ALP Structured Pedagogy Pilot in Sidama, Ethiopia

- **National Strategy:** The Ethiopian MOE continues to scale the accelerated learning as a national strategy to support out-of-school children in government schools.
- **Structured Pedagogy Pilot:** In 2023, Luminos piloted a structured pedagogy approach with daily lesson plans in 40 government accelerated learning classes in Sidama, reaching 1,500 students.
- **Evaluation Results:** An external evaluation showed that using structured pedagogy in government classrooms had a *dramatic impact* in literacy and numeracy learning outcomes.



The structured pedagogy intervention provides ALP teachers with a combination of resources to enhance quality of instruction



Structured
Lesson Plans

+

Training

+

Supervision &
Coaching

+

Routine Data
Collection

Key differences between the standard ALP and structured pedagogy intervention

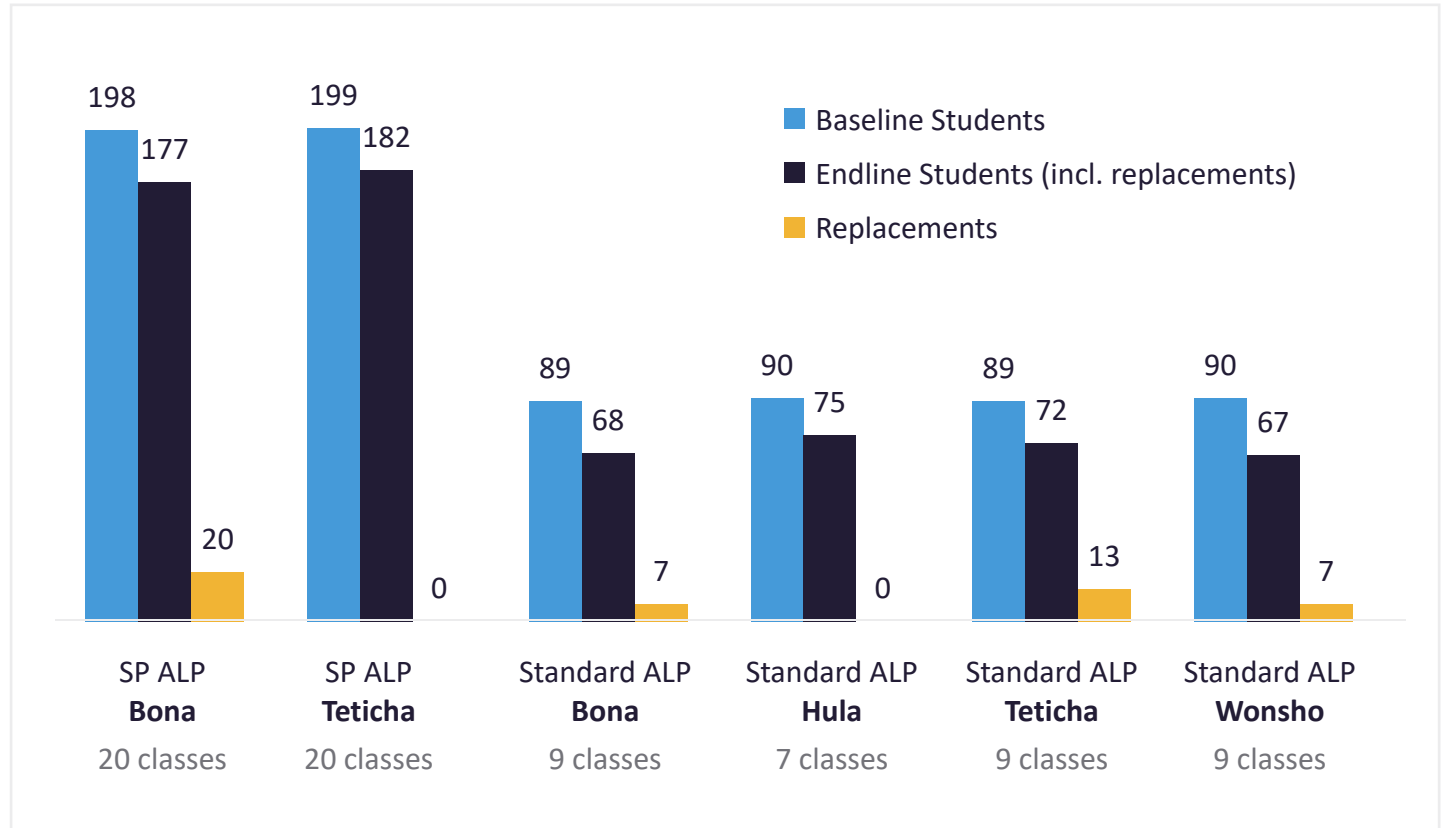
	Standard ALP	Structured Pedagogy ALP (SALP)
Description	Government Adoption	Government Adoption + <ul style="list-style-type: none"> • Structured daily lesson plans aligned to condensed Grade 1 and 2 MLCs • Targeted training on teaching with structured pedagogy lesson plans • Supplemental coaching and supervision from Luminos and Implementing Partner supervisors
Grade Levels	Grades 1-2	Grades 1-2
Learning Hours	4hrs/day	4hrs/day
Teachers	Certified government teachers	Certified government teachers
Training	3 days (average)	10 days (delivered by Luminos and Implementing Partners)
Supervision	Government cluster supervisors	Government cluster supervisors + supplemental Implementing Partner supervision visits (bi-weekly to monthly)

Results: 2023-24 External EGRA/EGMA Evaluation

Endline Evaluation

- Luminos commissioned the Ethiopian firm BEES Devlytics to conduct an external baseline and endline EGRA/EGMA to examine the impact of the structured pedagogy intervention on literacy and numeracy outcomes. BEES employed a quasi-experimental, cross-sectional design.
- Endline assessment conducted in Sidama from May 16-29, 2024 (4-day enumerator training from May 12-15)
- At baseline, 7-10 students per class were sampled from 40 structured pedagogy ALP classrooms in Bona and Teticha, and from a sample of 34 standard ALP classrooms in Bona, Teticha, Hula, and Wonsho (standard ALP classes selected from schools without other types of accelerated learning classes)
- At endline, students from baseline were identified and reassessed. Replacement students were only selected if a classroom had fewer than 5 students from baseline. **Endline analysis includes replacement students.**

Student Sampling by Program and District



Program	# students assessed at endline (baseline, attrition rate w/ replacements)
Standard ALP	282 (358, -28.8%)
SP ALP	359 (397, -14.6%)

EGRA/EGMA Data Collection and Management



EGRA/EGMA assessors were selected for their **fluency in Sidaamu afoo** and relevant **data collection experience**. Assessors participated in a **5-day training** prior to baseline, and **4-day refresher** training prior to endline.



Assessments were administered **one-on-one** using Tangerine software on tablets, which also captured GPS and user information to support data traceability



Data was reviewed daily to enable rapid follow-up on inconsistencies

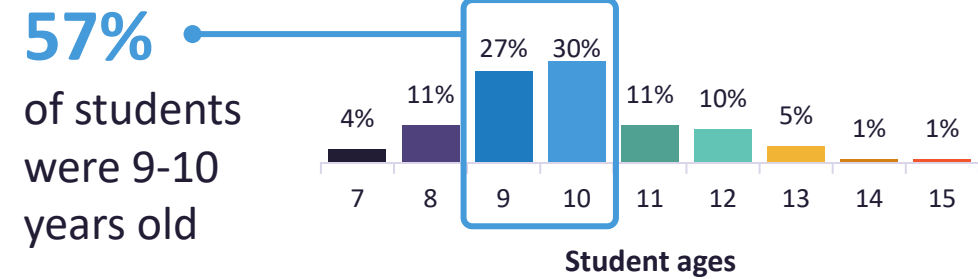


Results were **analyzed using statistical methods**, including t-tests.



Key metrics included: **mean scores, percent correct scores, zero scores, and scores per minute** (for time subtasks)

Student Profile: Structured Pedagogy Intervention



All are formerly out-of-school children.

Many come from very vulnerable families.

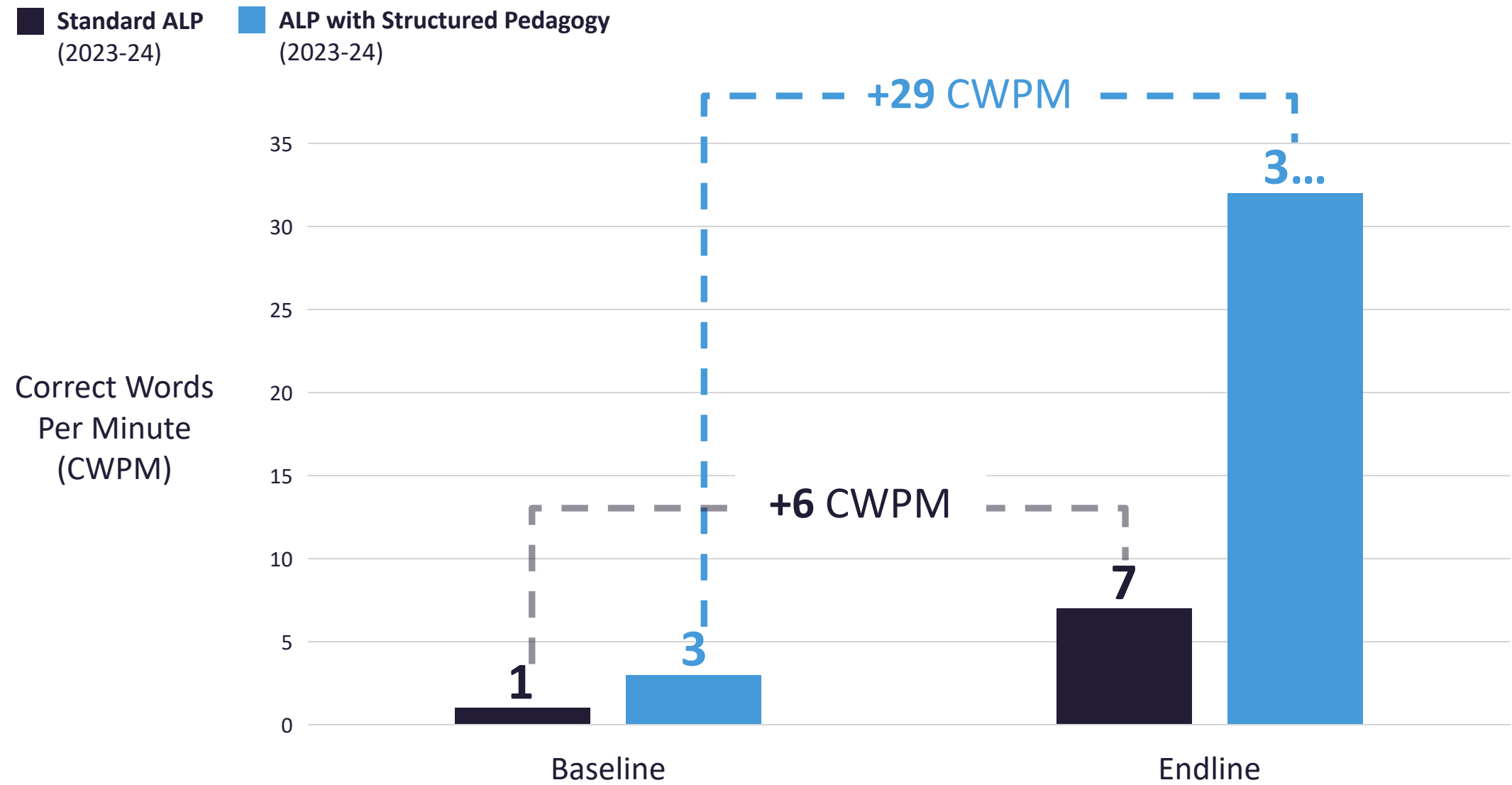
- 43% of all students do not have electricity in their home.

Most are engaged in labor/economic activities.

- 96% of students said they worked or helped on their family farm/looked after their family's animals the previous week.
- 39% of students said they helped with a relative's business the previous week.



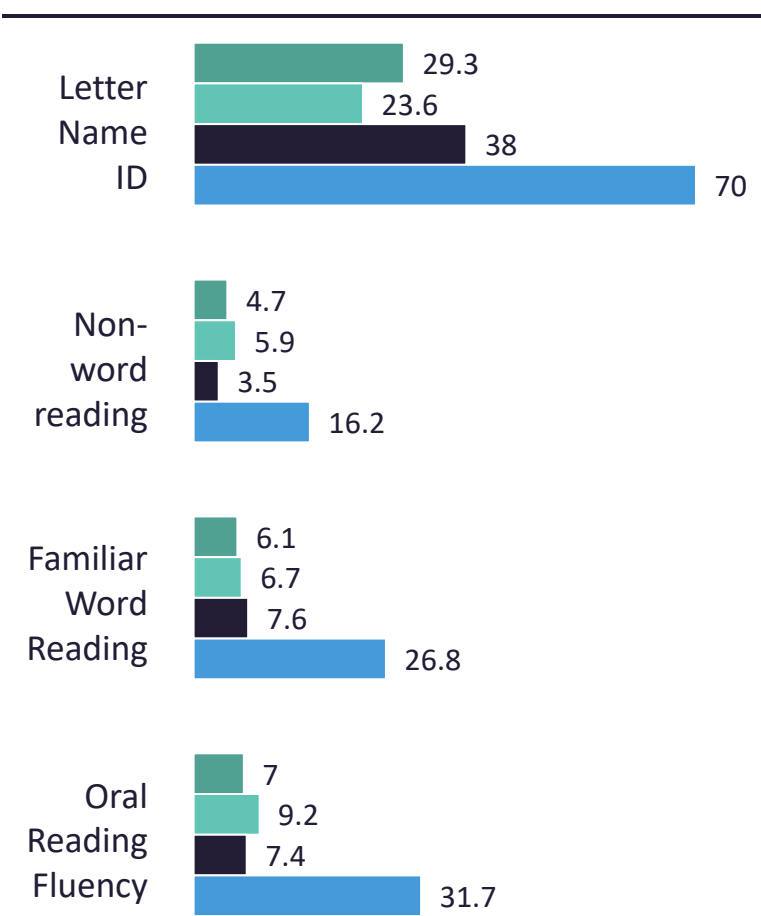
Standard ALP vs. Structured Pedagogy ALP: A Comparison of Impact on Literacy



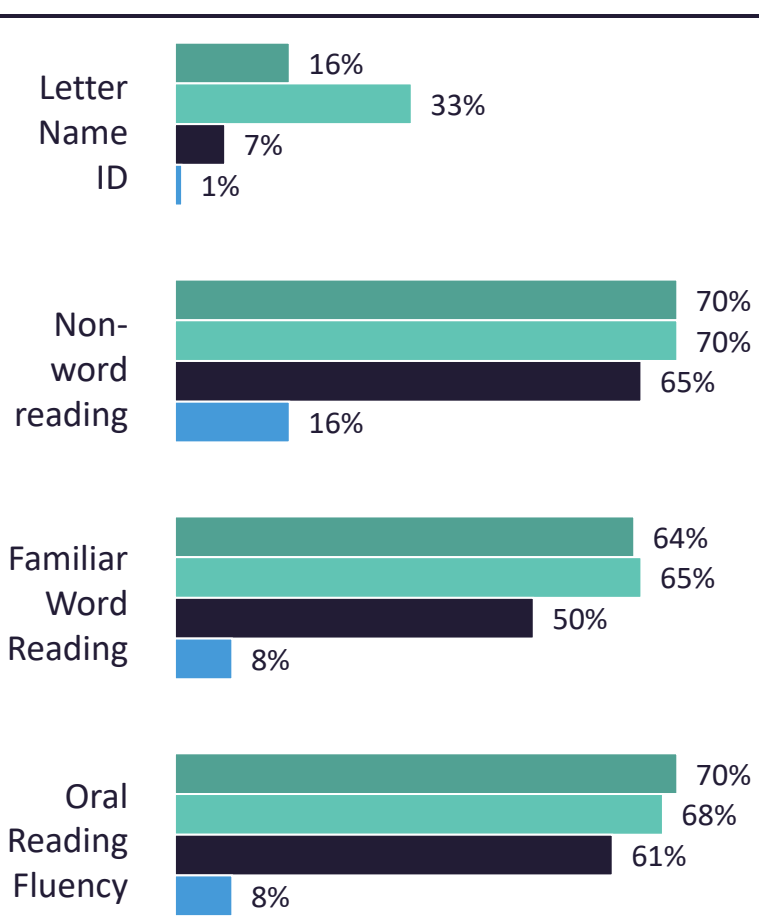
2023-24 EGRA Results (Compared to 2021 National EGRA Results)



EGRA Mean Per Minute Scores

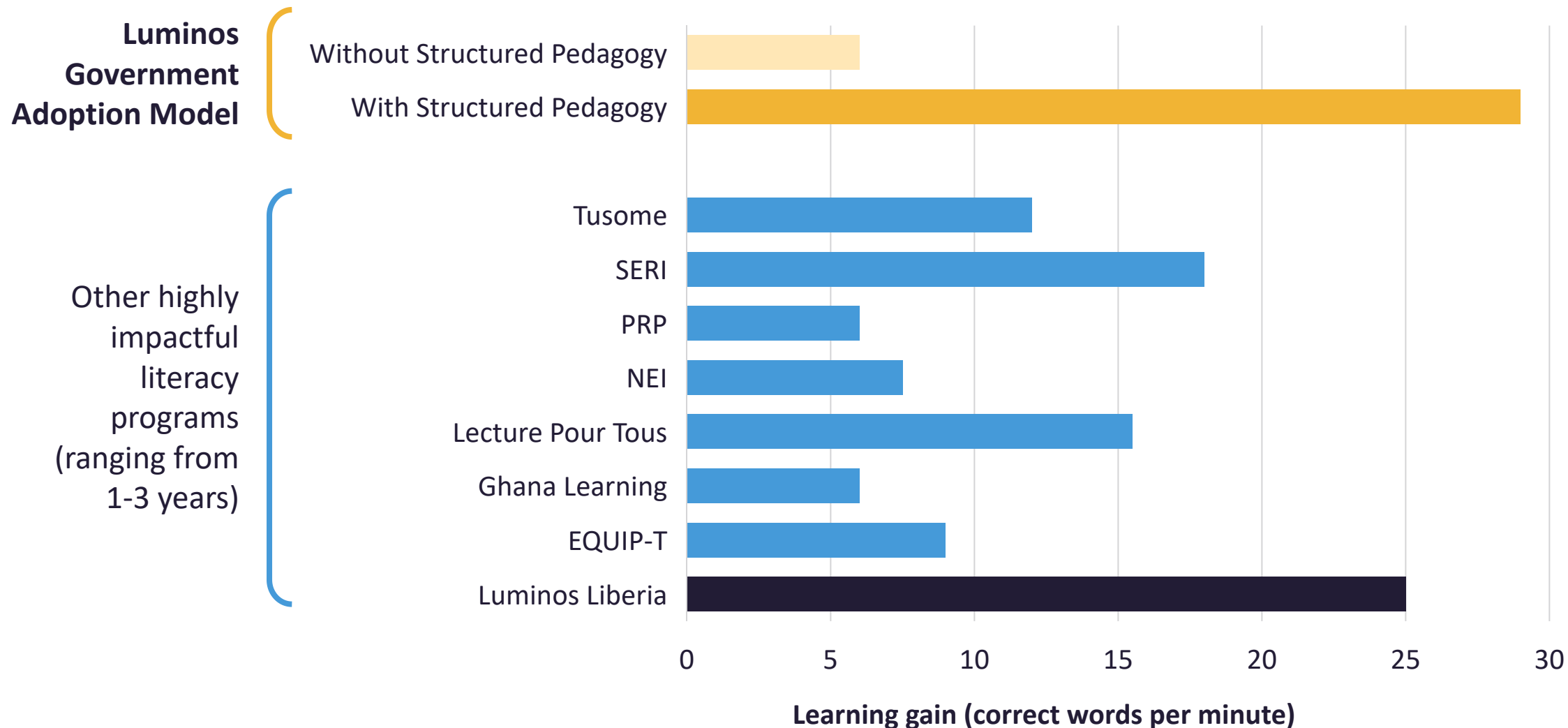


EGRA % Zero Scores



Structured pedagogy in government adoption classrooms had a *dramatic impact* on learning outcomes across all EGRA subtasks

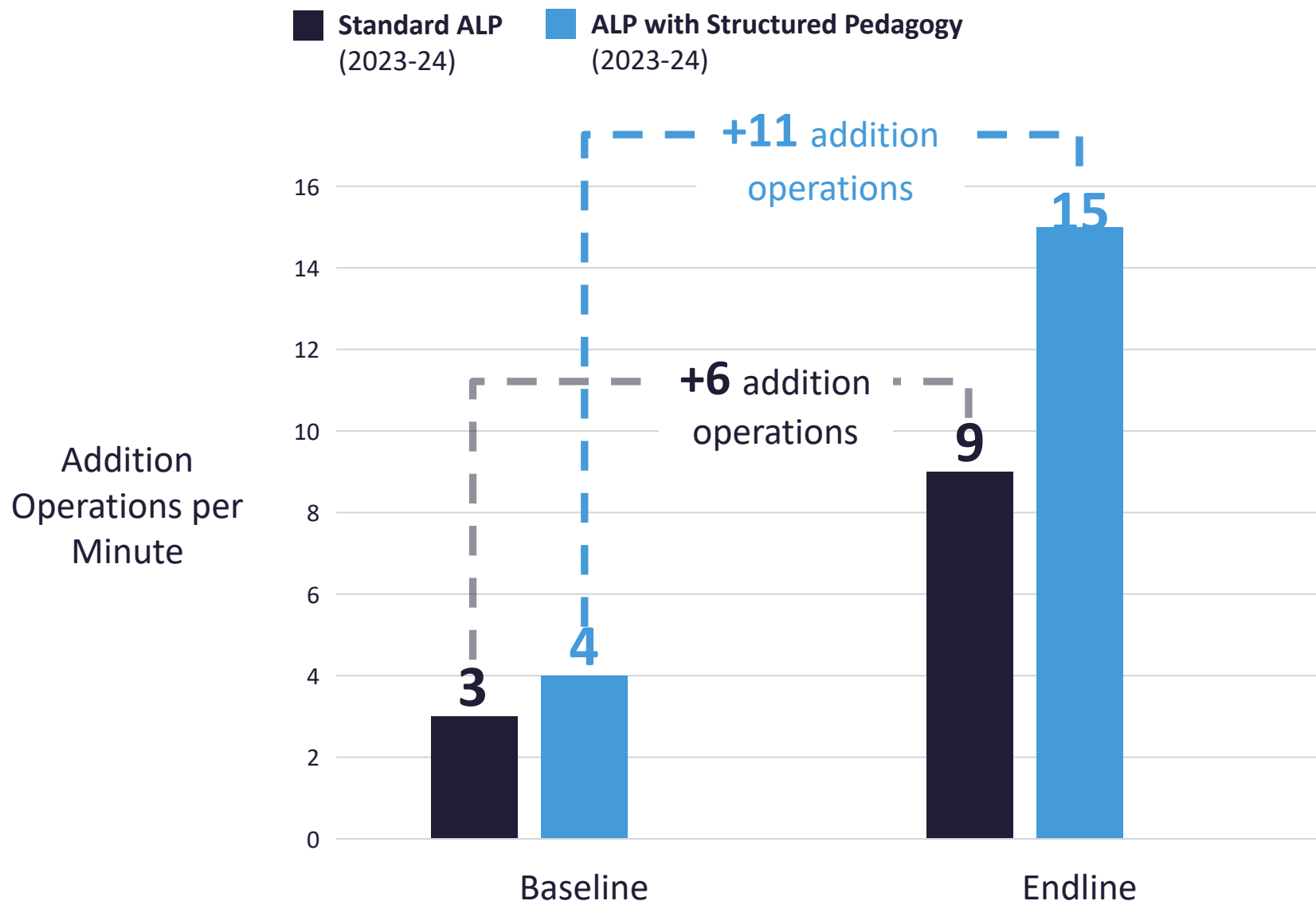
A Comparison of Impact on Literacy Across Programs



Standard ALP vs. Structured Pedagogy ALP: A Comparison of Impact on Numeracy

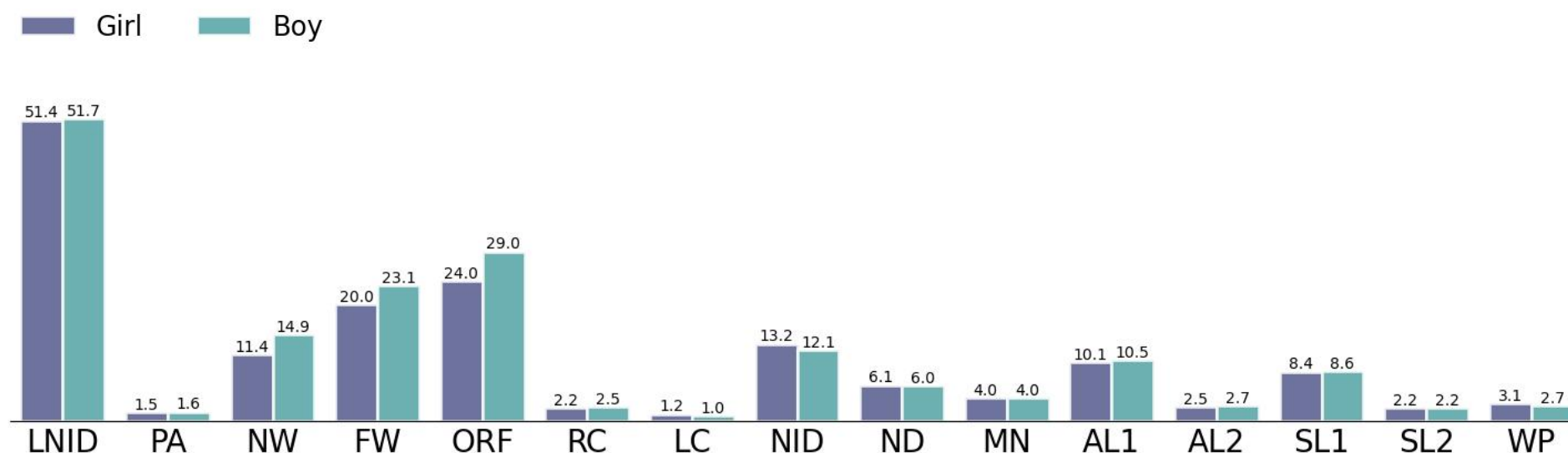
After the same total number of learning hours, students in the structured pedagogy pilot classes were able to:

Solve nearly 2x
as many addition operations
per minute as standard
government adoption
students



Boys and girls made notable improvements, but boys outperformed girls at endline on core EGRA/EGMA subtasks

Change in Mean Score from Baseline to Endline (By Gender)



Girls improved by +24 CWPM on average compared to boys, who ORF subtask) compared to boys, who improved by +29 CWPM on average.

EGRA

At endline, boys did better with statistical significance ($p < 0.05$) on the NW, FW, ORF, and RC subtasks than girls.

EGMA

Girls started at a lower baseline and finished at a lower endline than boys on all subtasks, but boys and girls achieved a nearly identical change in mean scores over the 10-month intervention

Luminos and the Sidama REB have leveraged the results of this EGRA/EGMA to scale the structured pedagogy intervention

“ The demanding collaborative effort between the Sidama Regional Education Bureau (REB) and the Luminos Fund has paid off. We’ve seen significant improvements in children’s learning, and we’ve shared these results and our journey at nationwide MoE meetings. ”



Mr. Beyene Barasa
Vice President of the
Sidama Regional
Government and Head
of the REB



**Mr. Tafesse
Gebremariam**
Deputy Head of
the Sidama REB,
key champion for
Luminos in
Sidama

“ I took my colleagues from the Sidama REB to visit some of the classrooms where structured pedagogy is being implemented.

After witnessing the significant improvements in children's reading and comprehension skills, they kept asking me how this was possible and why it isn't happening in our regular classes.

I think the answer is clear: achieving this kind of result requires continuous support for teachers, regular measurement of learning, immediate corrective actions, and targeted remediation. ”

Path to Scale



2023-24: SALP Pilot

SALP model piloted in 40 government accelerated learning classrooms in two districts of Sidama. EGRA/EGMA results show *significant* learning gains, with students progressing from 3 correct words per minute (CWPM) to 32 CWPM.



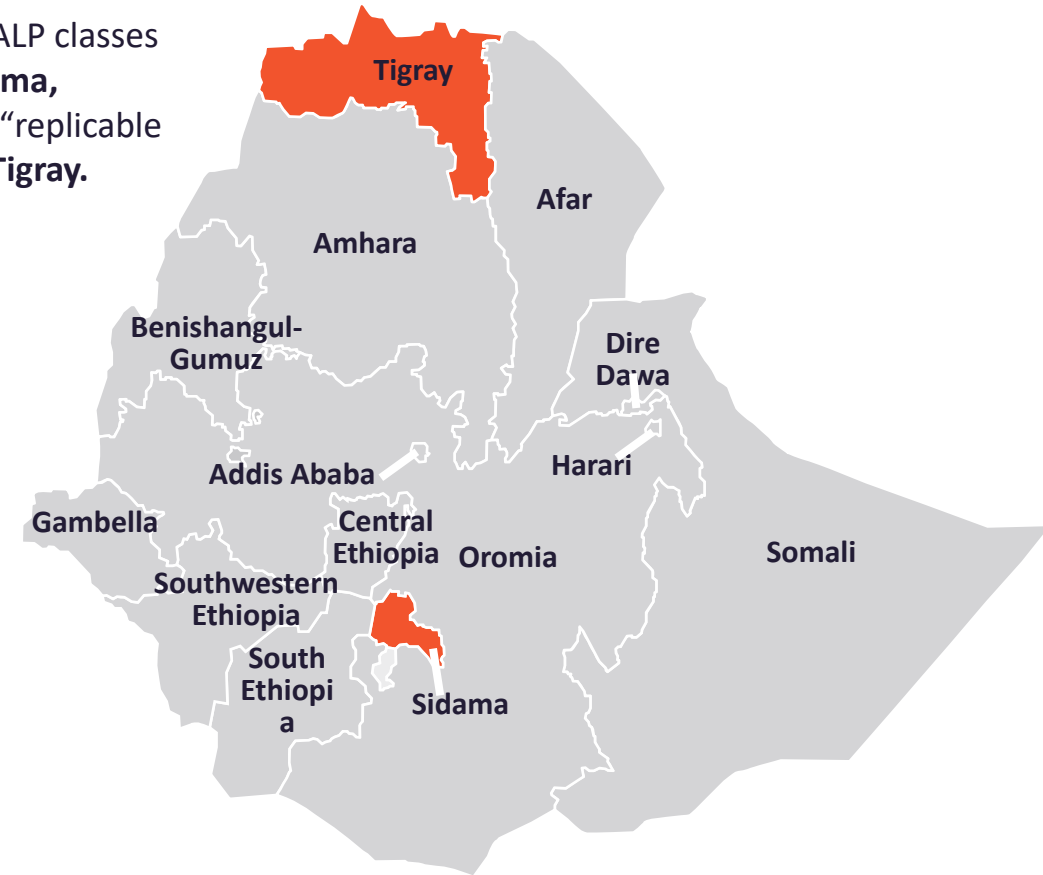
2025-26: Full Scale in Sidama and Implementation in Tigray

Luminos will implement 950 SALP classes in 2025-26: **700 classes in Sidama**, transforming the region into a “replicable exemplar,” and **250 classes in Tigray**.



2024-25: Preparing SALP for Scale

Luminos scaled structured pedagogy to 135 ALP classrooms in 7 districts of Sidama while testing different supervision approaches in preparation for a 2025-26 scale-up.





Thank You

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Appendix

Piloting structured pedagogy to enhance the impact and scalability of the government ALP



2021: Pilot Proposal

Luminos approaches the Sidama REB with a proposal to pilot structured pedagogy in ALP to enhance impact and scalability of the model.



2022-23: The Pilot

Luminos pilots a “light touch” structured pedagogy intervention in 40 ALP classrooms (1,500 students), providing a weekly lesson planning guide and supplemental supervision.



2023: The ALP Playbook

With REB and curriculum expert support, Luminos develops an ALP “Playbook” aligned to the curriculum, featuring structured daily lesson plans and weekly standardized assessment tools.



2024-25: Preparing SALP for Scale

Luminos scales structured pedagogy to 135 ALP classrooms in 7 districts of Sidama while testing different supervision approaches for a 2025-26 scale-up.



2021-22: Design Sprints

Luminos conducts design sprints in standard ALP classrooms to inform interventions.



2022-23: Initial Results

Year 1 evaluations show improved learning outcomes but uneven adoption of T&L materials. ALP teachers still struggle with lesson planning for the condensed model.



2023-24: Piloting the Playbook + Training/Supervision

Playbook piloted in 40 ALP classrooms (Bona and Teticha). Teachers receive 14 days of training and monthly visits from Luminos Implementing Partner supervisors. EGRA/EGMA results show *significant* learning gains.

Structured Lesson Plans: Lesson plans embed evidence-based best practices for teaching foundational literacy and numeracy

Lesson Structure: Follows the “I do, we do, you do” gradual release model.

In this lesson, teachers present joining and adding objects to a group, progressing from concrete (manipulatives) to pictorial (drawing pictures).

1 Learning objective clearly stated at the top of the lesson.

“Students will understand the concept of addition using everyday vocabulary (1-9).”

2 Lessons start with a math warm-up drawing on prior learning/knowledge.

This “Find the Number” warm-up uses a 100 chart for number comparisons (e.g., “2 more than 54, 10 less than 76...”

4 Formative exit ticket to check learning.

Roso 3 | Shallago

Rosate Hexxo: Rosaano barru baali qaalla horoonsi’ratenni ledate mu’rihedo hegersitanno (1-9)

Barrunniha Shallaggote Kakkayishsha: Kiirafi’ra
100 kirote dira horoonsi’ratenni, Rosaano, “Kiirafi’ri” yite xa’mi. Lawishshaho, 2 kiirafi 54 aliidita, 10 kiirafi 76 ajjannota, 3 kiirafi 80 roortannota, 25 aante qiniitee dagginota, 62 aante, qiniitee dagginota, 10 kiirafi 20 roortannota, 54 aana 2 ledi, 88 aaninni 2 xeisi. Rosaano uminsa xa’mubba loossanno gede assi. Kiirafi 100 geeshsha dira horoonsidhe, rosaano “kiirafi hasi” yite xa’mi.

Roso

- “Roore” nna “Xaadisi” yitanno qaalla fiche xawisi. Kiiramaano horoonsi’ratenni, Rosaanote hiittoonni, mamooto roore udiinne ledattoro woy udiinnichu gambooshe, ledi kiirama dandiitannore xaadisattoro leellishi.
- Manaado gaamonni, lame kiirafi ledantannota riqiwate udiinnichu horoonsi’ratenni ledishshu ha’rinsho akeekisi. Barru baali halaali heeshsho lawishsha horoonsi’ri. Konne assoote addi addi kiironninna udiinninni wirro loosi (1-9).
- Rosaano kirote ledishshi hegersa rosiisidhanno. Rosaano udiinnichu kayissannonna daftarinsa aana leddanno gede xa’mi. (Law: ★★ nna ★ 3 ho)

Fulote Kaarde-0-10 geeshsha noo kiirafi filaashi kaarde horoonsi’ri. 0-10

Training: Interactive, impact-oriented trainings prepare teachers to implement structured pedagogy materials



Duration: Teachers receive 10 days of training



Structure: Trainers use standardized manuals for Phase 1 and 2 trainings



Focus: Prepares teachers to deliver activity-based and FLN-focused lessons using the structured SALP Playbook



Supervision & Coaching: Program supervisors visit classes monthly to ensure fidelity to model and improved teaching practice



Supervision Frequency:

- Dedicated supervisors visit SALP classes monthly (in addition to government cluster supervisor oversight)



Supervisor to SALP Class Ratio:

- Approximately 1:20



Supervisor Responsibility:

- Spend 30+ minutes in the classroom
- Complete an observation survey
- Assess students using standardized tools
- Provide real-time feedback to teachers



Supervision Objectives:

- Address implementation challenges
- Ensure adherence to lesson plans
- Enhance teaching and support teacher development

Supervision & Coaching: Supervisors are provided with standardized tools to support visit objectives



Classroom observation survey

Evaluates teachers on:

- Classroom Management
- Teaching Facilitation
- Checks for Understanding



Supervisor assessment tool

Assesses a sample of students on literacy and numeracy skills:

- **Literacy:** letter ID, syllable blending, familiar word reading, timed passage reading
- **Numeracy:** number ID, quantity comparison, skip counting, mental math, addition, subtraction

Supervisor Phase 2 Numeracy Assessment Plan

Task 4: Mental Math

1-5	$6 + 4 =$	$6 + 7 =$	$6 - 4 =$	$13 - 7 =$
6-10	$7 + 3 =$	$5 + 8 =$	$7 - 3 =$	
11-15	$8 + 2 =$	$4 + 9 =$	$8 - 2 =$	
16-20	$9 + 1 =$	$9 + 5 =$	$9 - 1 =$	
21-25	$1 + 9 =$	$8 + 6 =$	$9 - 1 =$	
26-30	$2 + 8 =$	$7 + 7 =$	$8 - 2 =$	
31-35	$3 + 7 =$	$6 + 8 =$	$7 - 3 =$	
36-40	$4 + 6 =$	$5 + 9 =$	$6 - 4 =$	
41-45	$6 + 4 =$	$9 + 6 =$	$6 - 4 =$	
46-50	$7 + 3 =$	$8 + 7 =$	$7 - 3 =$	
51-55	$8 + 2 =$	$7 + 8 =$	$8 - 2 =$	
56-60	$9 + 1 =$	$6 + 9 =$	$9 - 1 =$	
61-65	$1 + 9 =$	$9 + 7 =$	$9 - 1 =$	
66-70	$2 + 8 =$	$8 + 8 =$	$8 - 2 =$	

Providing Actionable Feedback

Item	Positive Feedback	Constructive Feedback
Adherence to Lesson Plan		
How closely did the teacher follow the lesson plan prescribed in the Playbook?	Praise adherence to lesson activities. <i>"Your adherence to the lesson activities and structured approach outlined in the Playbook contributed to a well-organized and impactful lesson."</i>	Explain to the teacher that the Playbook has been carefully designed to ensure every student masters foundational literacy and numeracy by the end of the program, and that the single most impactful thing they can do is to follow it.
Classroom Culture and Management		
The teacher used positive reinforcement to encourage student participation and good behaviour, and celebrated student effort.	Praise effective use of positive reinforcement. <i>"You did a great job using positive reinforcement with a range of students throughout the lesson to build their confidence and motivation. Keep up the great work in recognizing and praising both effort and achievement!"</i>	Demonstrate how to effectively use positive reinforcement in the classroom. Show the teacher how to use praise, clapping, and other positive gestures to encourage student participation and effort.
The teacher kept students on task throughout the lesson.	Praise consistent student engagement. <i>"It was impressive to see that most of your students stayed on task and engaged in the activities. Your effective management of classroom routines played a key role in this. Continue to maintain this high level of engagement by reinforcing these routines and ensuring smooth transitions."</i>	Share strategies for keeping students engaged and on task. This could include tips on managing group dynamics, signals that can be used to ask students to be quiet or pay attention, and techniques for structuring lessons to maintain interest (like connecting new concepts to real-life examples). Help the teacher establish clear expectations for behaviour and participation. Work on creating effective routines or cues for managing transitions and gaining students' attention.



Feedback Guide

Provides supervisors with examples of positive and constructive feedback based on classroom observations

Routine Data Collection: Classroom data submitted to Luminos through digital tools, analyzed, and shared with program supervisors



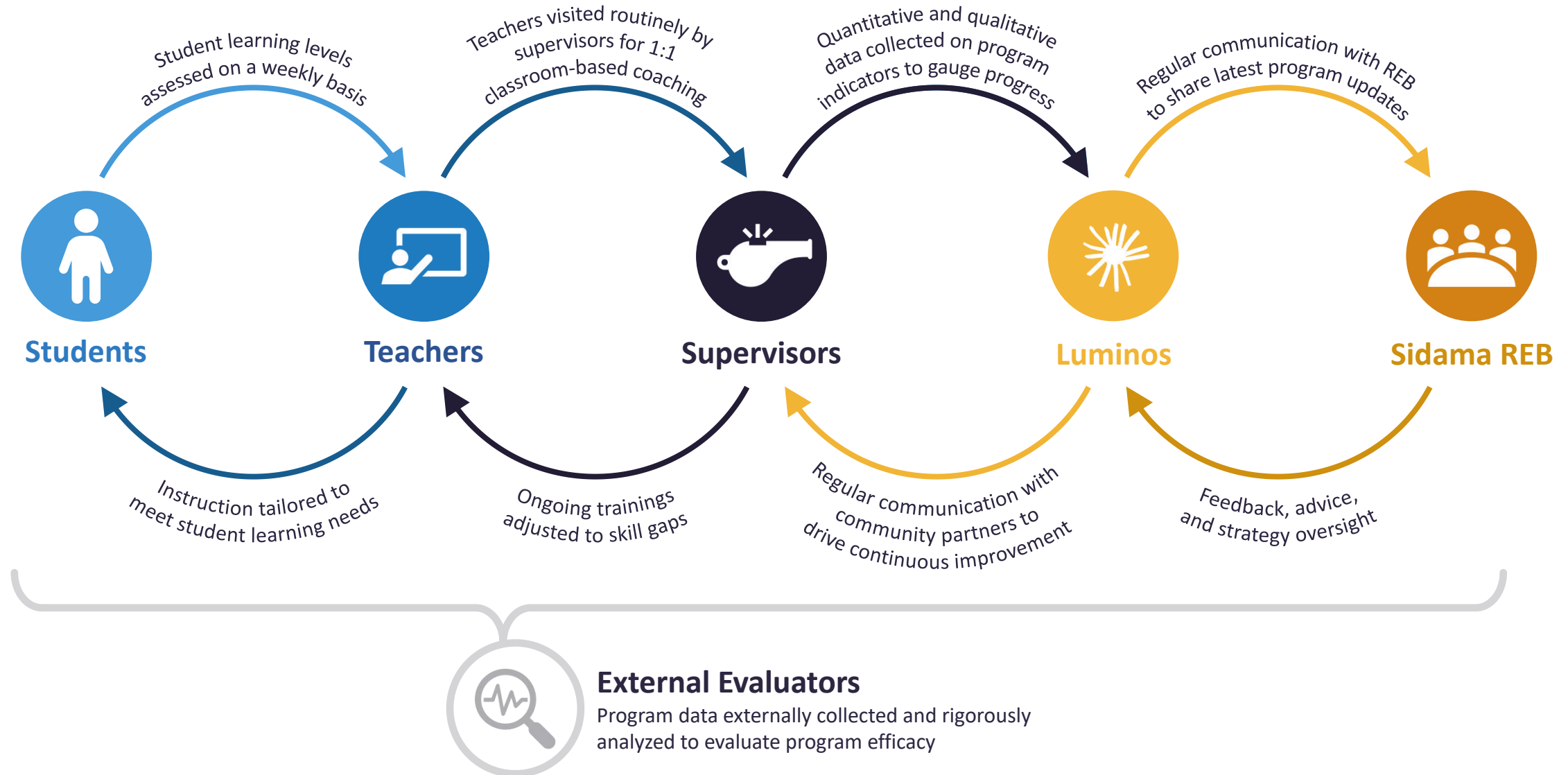
In the high-touch SALP model, program supervisors are responsible for collecting and sending Luminos classroom data from supervision visits

E	F	G	H	I	J	K	L	M	N	O	P	Q
Week of	Feb-17	Report as of Feb 24										
IP	District	Classroom	Teacher	Last visit date	Days since last visit	Teacher presence	Learner attendance	LID	FWR	PR	NID	QC
EECMY (SP ALP)	Alleta Chuko	Kosoricha 1	Tafese Terefe									
EECMY (SP ALP)	Alleta Chuko	Kosoricha 2	Selamawit Dessalegn									
EECMY (SP ALP)	Dara	Machisho 1	Menderin Guracha	2025-02-18	4	100%	79%	97%	100%	25%	100%	100%
EECMY (SP ALP)	Dara	Machisho 2	Zegeye Samuel	2025-02-18	4	100%	80%	97%	100%	29%	100%	100%
EECMY (SP ALP)	Alleta Chuko	Makala Kawalanka 1	Tatek Demisse									
EECMY (SP ALP)	Alleta Chuko	Makala Kawalanka 2	Asefa Ameno									
EECMY (SP ALP)	Shebedino	Morocho Shondolo 1	Milkias Arusa	2025-02-20	2	100%	83%	97%	100%	4%	100%	100%
EECMY (SP ALP)	Shebedino	Morocho Shondolo 2	Watara Torba	2025-02-20	2	100%	72%	100%	100%	0%	100%	100%
EECMY (SP ALP)	Dara	Odola 1	Meskerem Mekonen									
EECMY (SP ALP)	Dara	Odola 2	Seblewongel Gedmu									
EECMY (SP ALP)	Alleta Chuko	Rufo Chancho 1	Tigistu Teshome	2025-02-20	2	100%	65%	90%	100%	93%	100%	100%
EECMY (SP ALP)	Alleta Chuko	Rufo Chancho 2	Iyasu Mulgeta	2025-02-18	4	100%	63%	100%	100%	98%	100%	100%
EECMY (SP ALP)	Alleta Chuko	Rufo Debeka 1	Karisa Kuntufa									

Week 1														
	Students assessed	Literacy Task 1: - Letter Identification										Literacy Task 2: - Familiar w		
		a	O	m	J	q	S	ii	ee	ch	gg	tuma	wogga	shiin
Program	110	99%	97%	100%	100%	95%	100%	96%	96%	94%	94%	98%	94%	96%
EECMY (SP ALP)	95	99%	98%	100%	100%	100%	100%	100%	99%	95%	97%	98%	95%	97%
Alleta Chuko	31	100%	100%	100%	100%	100%	100%	100%	97%	97%	94%	100%	100%	100%
Dara	33	100%	94%	100%	100%	100%	100%	100%	100%	91%	100%	100%	100%	100%
Shebedino	31	97%	100%	100%	100%	100%	100%	100%	100%	97%	97%	94%	84%	90%
ISHDO (SP ALP)	15	99%	97%	100%	100%	95%	100%	96%	96%	94%	94%	98%	94%	96%
Dalle	15	100%	93%	100%	100%	67%	100%	73%	80%	87%	73%	100%	87%	93%

Data is analyzed in a dashboard and used to inform program management, iterations to T&L material design, and teacher trainings.

Routine Data Collection: Continuous data feedback behind the scenes to monitor impact and support teachers









SALP multi-tiered assessment strategy

- **External Assessments:** EGRA/EGMA compares learning gains from baseline to endline across three program models
- **Internal Evaluations:** M&E team conducts rapid assessments at baseline and phase-end to inform decision-making
- **Classroom Monitoring:** Supervisors use digital tools and light-touch assessments during routine classroom visits
- **Weekly Teacher Assessments:** Standardized tools in the Playbook help teachers track student progress

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Rapid Assessment Tool | Literacy | Sidaamu Afoo

1 Understanding Familiar Words



4 Letter Name Identification

A	u	E	a	O	i
	T	c	M	s	G
	dh	ch	ph	ny	ts

5 Blending

ma	re	uwo	disha	boxxepa'a	nojiqquzaa
----	----	-----	-------	-----------	------------

6 Reading Familiar Words

ama	mine	dikko	gerewo	doobbicho	uduluma
-----	------	-------	--------	-----------	---------

7 Reading Passage

Faantu maatesera dancha buna gafa baxxanno.
Buna gaffanno wayte qorophite loossanno daafira coommannoho.
Amaseno ise gaffino buna duucha wayte naadday aga baxxanno.
Iseno olluu baalu naadannoseta baxxe dancha gede gaffanno.

Rapid Assessment
Instrument

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Sidama Phase 1 Supervisor Assessment Plan

Task 1: Letter Name Identification

	1	2	3	4	5	6	7	8	9	10
Day 1-5	a	m	O	d	L					
Day 6-10	a	m	O	d	L					
Day 11-15	U	nn	aa	ii	s					
Day 16-20	g	T	uu	ee	W					
Day 21-25	y	B	h	k	H					
Day 26-30	K	b	H	Y	tt					
Day 31-35	q	x	f	rr	Q					
Day 36-40	ss	ch	dd	bb	Ch					
Day 41-45	xx	qq	kk	qq	m					
Day 46-50	c	sh	y	C	n					
Day 51-55	shsh	cc	L	r	I					
Day 56-60	y	ll	rr	uu	Y					
Day 61-65	mm	kk	tt	dd	mn					
Day 66-70	bb	jj	dh	xx	Dh					
Day 71-75	ff	ny	jj	yy	cc					
Day 76-80	p	ph	ts	gg	pp					
Day 81-85	v	zh	Z	V	z					

Task 3: Decodable Words

	1	2	3	4	5
Day 1-5	mama	ledo	lame	ane	mine
Day 6-10	mama	ledo	lame	ane	mine
Day 11-15	mule	danna	diime	ooso	rari
Day 16-20	gate	jaawa	mitte	utaamo	riga
Day 21-25	uysi	la'lo	ka'a	bake	hale
Day 26-30	jaala	bu'la	gowa	tima	rosu
Day 31-35	xa'ma	qolo	fano	barri	biqa
Day 36-40	duucha	nabbawa	hibbo	bedde	chaarte
Day 41-45	huxxa	siqo	ontikki	haqu	qaaqqo
Day 46-50	busha	caamma	ama'ya	busha	carre
Day 51-55	bushshu	geeshsha	bacce	ha'ri	ga'recho
Day 56-60	kuu'u	jaalla	barra	ille	buuda
Day 61-65	damma	lekka	kuukkisa	giddo	duuncha
Day 66-70	hibbo	fajjo	kubbitu	dadha	muxxe
Day 71-75	shaffu	dinye	hayyo	qacce	hayyeessa
Day 76-80	paappaayya	bushsha	kapha	tseleote	dagguro
Day 81-85	vidiyo	muuze	televizihiine	zebira	veelo

Supervisor Assessment Tool

Roso 3 | Laamalate Keeno

Lamalate Keenonna Umu Umu Assoote

- Rosaano gaamotenni loossanno gede wirrilaote assootubba qixxeessi
- Umu umunni qaalu xa'mo assi.

Keeno

Mitto mittonka rosaancho keeni (1 daqiqa mittu rosaanchira)

- Maareekkote su'mu dirtonni boco rosaano doori. Mitte higge mitto mitto woshshitanni daftaransa abbitanno gede xa'mi. Mitto mittonka looso ha'runsita ha'runsi keeno maareekko darga borreessi. Hiittee so'rono daftarinsa giddo borreessite,galchitannonna barciminsara higganno wayte 5 higge yitanno assi.

45 daqiqa

Assoote 1

Fidale	d	A	E	n	m
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Assoote 2

Qaalla	amo	mine	ledo	dodi	lalo
--------	-----	------	------	------	------

Teacher Assessment
Tool