

COVER PAGE

USAID All Children Reading Competition Request for Applications (RFA) No. SOL-OAA-12-000010 Closing Date: January 31, 2012 2:00 P.M. (EST)

Project Title: Thinking Schools Ethiopia

Main Applicant

Thinking Schools Ethiopia – Eminence Social Entrepreneurs

Type: for profit

Wellosefer to Gotera Road • Addis Ababa, Ethiopia

Local Organization: organized under the laws of Ethiopia; is located in Addis Ababa, Ethiopia, owned by Ethiopian permanent resident.

Contact: Bereket Aweke – Thinking Schools Ethiopia consultant

<http://blog.thinkingschoolsethiopia.com> • www.eminence-se.com

Co-Applicants

Addis Ababa Education Bureau

Sidist Kilo, in front of Janmeda

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Contact: Dilamo Otores Ferenje – Education Bureau Head/Superintendent

Thinking Foundation

Type: NGO

144 Goose Pond Road • Lyme NH 03768, USA

Contact: Robert Price • www.thinkingfoundation.org

Co-Applicant

Thinking Schools International

Type: for profit

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Contact: Richard Cummins www.thinkingschoolsinternational.com

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USAID (RFA) No. SOL-OAA-12-000010
Thinking Schools Ethiopia

Table of Contents

Abstract

1 page

Technical Application including visual map of project
(8 pages)

Budget

Past Performance

Appendix

- Resumes
- Addis Ababa Education Bureau and Thinking Schools Ethiopia Memo of Understanding
- UNESCO-IICBA letter of support

Acronym List

Abstract - Thinking Schools Ethiopia

Thinking Schools Ethiopia (TSE) is a school transformation model (child, educator, community) embodying 21st century thinking skills (e.g. analytical and quantitative reasoning) to improve:

- students learning beginning in pre-k and primary grades;
- educators working collaboratively as a whole school community;
- Ethiopian master facilitators as model practitioners and trainers.

The TSE approach includes the coordinated use of visual mapping, collaborative networking, reflective questioning, thinking skills, structuring environment, and developing dispositions to build a research-based foundation upon which to improve reading skills and reading comprehension.

Solution for improving student reading in primary grades

The TSE methods as a school transformation model show significant evidence that better thinkers develop improved educators, stronger educational leaders and successful students. As Ana U. Chamot (Cambridge University Press, 2005) has stated, “Strategic learners have meta-cognitive knowledge about their own thinking and learning approaches, a good understanding of what the task entails, and the ability to orchestrate the strategies that best meet both the task demands and their own strengths.” Thinking Foundation, a non-profit partner, has supportive evidence and research from educators worldwide sharing significant qualitative and quantitative results of many TSE thinking methods (e.g. visual mapping) including successful impact on early readers.

Collaboration

The collaborative partners for Thinking Schools Ethiopia include:

- Eminence Social Entrepreneurs: Thinking Schools Ethiopia is part of Eminence Social Entrepreneurs, an Ethiopian owned and run organization whose experience includes children’s services, large scale events and media production;
- Thinking Foundation: an NGO that supports high quality research on cognitive skills development, creativity, and critical reflection internationally for pre-k through college;
- Addis Ababa Education Bureau: a Memo of Understanding with Eminence for the school transformation model of Thinking Schools Ethiopia in 300+ government schools;
- Thinking Schools International: a collaborative network of hundreds of schools in multiple countries implementing the ‘whole-school’ Thinking Schools approach;
- UNESCO International Institute for Capacity Building in Africa (IICBA) who have participated with Thinking Schools Ethiopia since the first pilot workshops;
- Ethiopian Universities: St. Mary’s University & Kotebe College of Education.

Focus on teaching and learning materials and/or education data

The TSE approach focuses on improving the quality of teacher effectiveness, applying research-based methodologies that are aligned with how the brain thinks and learns, and a systems thinking approach with the school transformation model implementation. An example of improving teacher effectiveness is to teach 21st century higher order thinking skills. Assessment of students, educators and the implementation of TSE are accomplished using qualitative and quantitative methods including use of thinking methodology tools.

How is it different from existing approaches?

The TSE approach is a school transformation model that builds capacity from within developing a foundation that is reflective, sustainable, replicable and collaborative. TSE is part of a greater global collaboration that supports bidirectional development. Bidirectional development is a belief system and model where all participants recognize their own capacity for aiding the others globally: ideas and innovation originate within and across all places globally.

What is the potential scale at which your solution could be applied?

Phase 1 of the project included over 2000 educators in Ethiopia participating with multiple day workshops. Participation by many experts from Addis Ababa Education Bureau (AABE), UNESCO and the Ministry of Education have led to the collaboration of TSE/Eminence Social Entrepreneurs, AABE, UNESCO, Thinking Schools International and Thinking Foundation.

Technical Application (8 pages including the visual map of Thinking Schools Ethiopia project).

Thinking Schools Ethiopia • Technical Application (8 pages) Innovation

"I would like to see this continue in some form...this was a complete success...to have on an ongoing basis...for public school teachers...that would assist the whole education system in the country because this was a workshop about changing minds...acquiring a new set of beliefs about what education is all about..."

Dr. Awol Endris, UNESCO-IIBCA – Ethiopia • Video clip online

Thinking Schools Ethiopia is based on the experience of working with hundreds of schools across the globe using a ‘whole-school’ approach in which every teacher and student uses thinking tools to develop specific thinking skills. Evidence shows that taking this whole-school approach with the six starting points of thinking: Reflective Questioning; Thinking Skills; Visual Mapping; Collaborative Networking; Developing Dispositions; and Structuring Environment, leads to raised attainment, increased motivation, concentration, improved reading and writing, and independent learning.

A document that was widely distributed by the U.S. Department of Education, *Put Reading First* (Armbruster et al., 2001), states that ‘metacognition can be defined as ‘thinking about thinking.’ Good readers use metacognitive strategies to think about and have control over their reading...’ Comprehension monitoring, a critical part of metacognition, has received a great deal of attention in the reading research. *Put Reading First* also states the use of ‘graphic organizers (visual mapping) is established as a central strategy for text comprehension. Visual mapping also offer graphic structures for content vocabulary development as well as visual bridges from basic information to improved thinking, metacognition, and self-monitoring practices by students. Graphic organizers can: help students focus on text structure as they read; provide students with tools they can use to examine and visually represent relationships in a text; and help students write well organized summaries of a text.’ (Armbruster et al., 2001, pp. 50–51).

The focus of Thinking Schools Ethiopia will be on the integration and coordination of 21st century thinking skills supported by research combined with using practical technological approaches.

The Methodologies:

- 1. Reflective Questioning** *high quality questioning and listening skills*
- 2. Thinking Skills** *explicit use of cognitive processes*
- 3. Visual Mapping** *the use of visual tools to map out ideas*
- 4. Collaborative Networking** *between us in pairs, groups, schools, and global networks that includes collaborative learning; collegial coaching; regional and global collaborations. Examples include collaborative learning, collegial coaching, professional learning communities, parent involvement.*
- 5. Developing Dispositions** *characteristics, dispositions, and habits of mind are engaged*
- 6. Structuring Environment** *considering how the physical space is organize and resources used*

The Goals

The goals of the Thinking Schools Ethiopia collaboration with Ethiopian government, local community, private and religious schools includes:

- a quality thinking approach for all students that is built on research based thinking skills that reflects Ethiopian culture
- high quality on-going teacher training of whole-school thinking methods for all educators led by trained and certificated Ethiopian facilitators
- Ethiopian master facilitators are trained and certified to facilitate the Thinking Schools Ethiopia approach for sustainability

- schools working collaboratively learning and implementing thinking skills within the whole school, the local Wereda community and between Kililoch communities regionally
- use of information and communication technologies to develop and support thinking collaborations within the local communities, regionally, nationally throughout Ethiopia and internationally
- collaborating with the university teacher colleges for training of new teachers in thinking skills and whole-school development of thinking methods
- building a body of action research and documentation within Ethiopia by Ethiopian educators on the implementation and success of the Thinking Schools Ethiopia approach.

Scalability

The response from the first Thinking Schools workshops in Addis Ababa to the current partnership with Addis Ababa Education Bureau connect – a learner centered approach aligned upon current research on how we think and learn is consistent with participant reflections. The Thinking Schools Ethiopia approach is current, timely and in line with current visions with Ethiopian education plans. The phases (prior, current and future) include:

Phase 1 (Aug 2009 – Nov 2011) – grass roots pilot project that provides thinking schools training to over 2000 educators and many whole schools

Phase 2 (Jan 2012 – Dec 2012) – collaboration with the Addis Ababa Education Bureau to begin a pilot phase that will include 30 government schools (& a limited number of rural schools)

Phase 3 (July 2012 – Dec 2013) – all Addis Ababa government schools participating and more rural schools participating.

Phase 4 (Jan 2014 – Dec 2016) – expanding into more rural schools

Examples of actual implementation of the methods are:

Visual Mapping – Thinking Maps[®], Inc. has provided pro-bono use of Thinking Maps during the Phase 1 pilot and with the large scale implementation. The guides will be translated into Amharic. Thinking Maps[®] are a visual mapping language that use eight maps representing eight cognitive processes, and each uses a frame of reference connecting prior knowledge and schema. There is extensive international research supporting the use of Thinking Maps.

Developing Dispositions – Habits of Mind help students to learn how to develop a critical stance with their work: inquiring, editing, thinking flexibly, and learning from another person's perspective. The critical attribute of intelligent human beings is not only having information but also knowing how to act on it. The developers of Habits of Mind have kindly donated pro-bono use of Habits of Mind in Ethiopia and translating the guide into Amharic. More examples are on the implementation visual map that is included in this document.

Cost Sharing

Thinking Maps[®], Inc. has provided use of Thinking Maps in-kind and Robert Price, a certified Thinking Maps[®] trainer of trainers will provide initial training to develop a trainer of trainers team amongst the TSE consultants. Habits of Mind is also providing pro-bono use of the methodology. Addis Ababa Education Bureau will provide support to the teacher training. Other pro-bono support is in development.

Phase 1 (August 2009 – November 2011) was supported with donated time and contributions by Robert Price. Thinking Foundation provided transportation costs for Robert and participants (when needed), food costs for trainings and support materials. Thinking Maps[®], Inc. provided in-kind use of Thinking Maps, Corwin Press provided in-kind donations of professional learning books, and Sennheiser Audio remote microphone equipment for documentation.

Technology

Technological approaches include:

- Video and DVD created and used within Ethiopia for reflection, coaching and instructional media
- Skype for video conferencing within Ethiopia and between global collaborations
- Mobile phones (phone and text) for communication
- Image projection (LCD or large screen) for learning communities
- Collaborative Software

The use of video to develop training videos created and produced within Ethiopia has been initiated during the pilot project. Additionally the pilot project has included extensive video documentation done by Ethiopian videographers, much which is accessible on the Internet. The training videos will also be disseminated through the use of DVDs in Ethiopia. The use of Skype (video conferencing) for the past year between Ethiopia and connecting globally has supported excellent communication for the development of the project. This will continue to expand in dimension and implementation within the country and global collaborations.

Mobile phones (basic models) provide an excellent platform for local communication through bulk text messaging as an efficient way to connect people locally, regionally and nationally within Ethiopia. Mobile phones will be used for developing collaboration between participants and key Thinking Schools Ethiopia people, and for feedback from educators implementing Thinking Schools Ethiopia. Image projection is used in conjunction with training video and Skype to provide collaborative community gatherings that share and learn together. Collaborative software (e.g. visual mapping or Google Docs) will be used between locations if there is an Internet connection or locally within a location if there is computer technology.

Sustainability

Ethiopian Facilitators for Sustainability

Master facilitators will be trained to become the leaders and future trainers as the project increases in scope. Several highly qualified Ethiopian educators have been part of all the previous Thinking Schools Ethiopia trainings. One, Bereket Aweke, a former science teacher and principal, is currently the lead coordinator of Thinking Schools Ethiopia within Eminence Social Entrepreneurs, and several other educators are capable to begin roles as master facilitators. Ultimately they will become the Master Facilitators of new facilitators.

Local Research

Action research by local educators will provide a model of reflective practice while concurrently building a body of research from and by educators on the practices with Thinking Schools Ethiopia. The information will be disseminated through the Thinking Schools Ethiopia website and publications to be distributed in Ethiopia.

Beginnings of Thinking Schools Ethiopia

The Thinking Schools pilot project (phase one) began August 2009 for 80+ Ethiopian Educators in Addis Ababa. Robert Price, an education consultant from the USA who adopted children from Ethiopia continued leading professional development sessions for the next 2 years for over 2000 Ethiopian educators plus many NGO organizations who embraced the potential of using thinking methods in the field. Robert Price visited Ethiopia six times between August 2009 – November 2011. Each of the visits were 8-16 days in length with 2-4 multiple day (usually 3-4 days each in length) Thinking Schools workshops. It is these collaborative participant centered workshops that provided the foundation of Thinking Schools Ethiopia. The systems approach (Peter Senge) is focused on a trainer of trainer model that has students, teachers and their communities (parents) using thinking methodologies that support life long learners for problem solving, learning, reading, writing and collaborating. The interest and implementation by NGOs support the idea (and ideal) of having innovative thinking practices for real life applications.

Concurrently Robert Price collaborates with Thinking Foundation in many capacities. He is a key master facilitator and global trainer for Thinking Schools International and co-authored the Growing Thinking Schools guide used internationally by Thinking Schools International.

How is it different from existing approaches?

The TSE approach is a school transformation model that builds capacity from within developing a foundation that is reflective, sustainable, replicable and collaborative. TSE is part of a greater global collaboration that supports bidirectional development. Bidirectional development is a belief system and model where all participants recognize their own capacity for aiding the others globally: ideas and innovation originate within and across all places globally.

Change and Bidirectional Development

Aid in the way of financial funding, scientific, and intellectual innovations often flow in one direction only. This infers peoples with different cultures who simply have less industrial and scientific development do not have insights into human development. Resources and capacity in development are understood within existing structures as being only in the hands of industrialized nations. Human capacity for innovation and other human resources are often overlooked or devalued.

A model of “bidirectional development” shifts this assumption and belief system to one where all participants recognize their own capacity for aiding the others. Expertise is surfaced, shared and translated to other contexts for each partner to use as they determine is appropriate. Examples might be in environmental protection, education, agricultural sustainability, nutrition, and leadership. If the ‘world is flat’ as the bestselling NY Times columnist and author Thomas Friedman has proposed, perhaps the potential of real systems change and innovation might evolve in a seemingly unlikely place as Ethiopia if there is a two way leveled collaboration. An essential dimension of the Thinking Schools approach in Ethiopia and in projects in other parts of the world is the effort to network different projects gaining bidirectional development plus multidirectional knowledge creation and development. Given its’ history of independence and successful commitment to raising literacy levels, perhaps Ethiopia would be the ideal place to begin such an ambitious effort.

Guided Learning and Reading Books

The Thinking Schools Ethiopia approach includes ‘structuring environment’ as a key component. This connects to the Reggio Emilio concept of the classroom as the ‘third teacher’ (parent, teacher being the first two). This includes looking at the materials that ‘surround’ us ‘naturally’ to use as learning materials. Part of this approach will include creating materials, including student made books as a part structuring the learning environment. This creates materials that are relevant, support ownership and build capacity as readers.

Clarity of Thinking Methods – Open to Different Successes Surfacing

The systems approach of thinking methodologies will provide a path for collaborating on and creating ideas and innovation. Examples of sustainable outcomes include:

- creating and making reading books
- translating professional learning books for educators to Amharic in abridged formats
- use of technology for collaborative networks locally, regionally, nationally and globally
- action research from Ethiopian educators
- creating a video library from within Ethiopia of quality practices

In addition to the above being used within Ethiopia, they become part of the international collaborative networking of ideas and innovation in education.

Certification

There will be several different strands of certification from Thinking Schools Ethiopia and the two collaborating Ethiopian universities:

- Leadership team certification in participation with the Growing Thinking Schools visioning training
- Specific trainings such as Thinking Maps[®], collaborative learning, leadership training, Habits of Mind, and others will have certification for the specific trainings
- Universities will be the certification of a school being certified as a ‘Thinking School’ by achieving the specified criteria
- Thinking School Ethiopia trainers will be trained and certified as master facilitators initially by Thinking Schools International, and ultimately from Thinking Schools Ethiopia master facilitators

Relevance

A goal of Thinking Schools Ethiopia and Thinking Schools International is to assist schools in explicitly identifying beliefs of participants, then designing a thinking school environment reflecting the needs of their school. This begins with leadership teams at the initial Growing Thinking Schools training, and continues with whole school support and implementation of specific thinking methods. The thinking methods are reflective of their vision of the school’s needs and journey to successful change. Concurrent components of the initiative include action research, assessment and documentation.

The plan for Thinking Schools Ethiopia, as shown in a visual map included in this document, is one that evolved from the initial pilot project, to now reflect the larger vision that has developed from subsequent trainings. Action research will be an important component of Thinking Schools Ethiopia to support Ethiopian educators reflections on their practice while a culturally sound body of research for Ethiopian peers to learn from.

From a multiple day Thinking Schools Training

*If we start this thinking skills from early childhood when they are really expert in those skills... we'll have a different kind of generation – a generation who really takes and solves problems...
Ermiyas Sebsibe • School of Nations Executive Team*

In your implementation design you have collaborative network... we should meet talk and share what we have...

Atsede Tsehaye • Maya International School

*...I see a change in my life... I started using this [approach] one year and one half ago. Now I use this in every class I teach... it is the way I teach... it is also the way I am learning – I am doing my Masters in Computer Science... I am using this to present different kinds of ideas and helping me to study... I am now seeing how to take my school to the next step to bring change...
Yared Endale • Maya International School – Assistant Director*

It was very participatory... one thing has to be started at one point, so I am starting thinking to change...

Yeshihareg Negatu • Addis Ababa Education Bureau Expert

Thinking Schools Ethiopia will directly impact substantial and sustainable improvements in reading by developing whole school ‘thinking schools’ that will support change first to the educational leaders and educators (practitioners), then to the students who will involve the community. The government schools are often structured in cooperative groupings (for crowd control with a ‘clever’ leader in each group), but learning at low level thinking skills within the cooperative groups. If the classrooms are using thinking methods and skills at a higher level, the collaborative peers will support mutual growth at and between the educator and student levels.

The thinking schools methods are life long tools that are as important to the educators for their professional and personal success, as they are for the students. Change starts with the ‘change agents’ – the teacher practitioners.

An Ethiopia Early Grade Reading Assessment administered in 2010 to over 13,000 students by RTI and funded by USAID in rural and urban communities. This study provides a baseline to assess from, in addition to the ongoing assessment and documentation that is part of Thinking Schools Ethiopia.

Implementing Thinking Schools Ethiopia will benefit beyond the thinking methods introduced with the Growing Thinking Schools process and methods. Educators will use the thinking skills to address their education system’s needs – on the local, regional and country levels. Many of the thinking tools – e.g. visual mapping and reflective questioning – provide superb assessment tools for reading, writing, thinking, and all disciplines. Assessment will include using rubrics for specific skills; surveys for guidance; LASJFALSJD

Local, National, Regional Partners

Thinking Schools Ethiopia is part of Eminence Social Entrepreneurs a local organization founded and owned by Ethiopians. The owner of Eminence, Asnake Amanuel has previously run a large non-profit (over 400 employees) for adoptions, children services and orphanages in Ethiopia. Currently Eminence has 45 employees including videographers, trainers, video editors, print designers, large scale event planners and additional support staff.

Addis Ababa Education Bureau has entered into a Memo of Understanding with Thinking Schools Ethiopia/Eminence Social Entrepreneurs to integrate the whole school process of Thinking Schools into the entire Addis Ababa government school system. It will begin with a pilot project of 30 schools representing all of Addis Ababa’s ten sub-cities. The project will then be scaled up to all 300+ schools within a year, plus private schools in the region. There will also be schools from close rural areas in the pilot stage, then increasing rural representation as the project is scaled up.

UNESCO – Dr. Awol Endris, a key UNESCO program director, has been part of the Thinking Schools Ethiopia professional development since its first session in August 2009.

Ethiopian Universities – St. Mary’s University (private) and Kotebe College of Education who have agreed to collaborate as a certificating body for schools meeting the Thinking Schools criteria, and to integrate Thinking Schools Ethiopia methods into their practicum.

Global Partners

Thinking Foundation - The mission of the non-profit *Thinking Foundation* is to support high quality research on cognitive skills development, creativity, and critical reflection—at pre-school, K-12 and college levels in order to transform learning, literacy, teaching and leadership around the world for those with the greatest need.

Thinking Schools International is a global network of schools, school systems, and country change that are using 21st century thinking skills for whole school change. The international network includes use of Thinking Schools International’s Growing Thinking Schools visioning guide, support with development of master facilitators, and as a bidirectional network of idea and innovation exchange.

Thinking Maps[®], Inc. has provided in-kind support of materials for the initial pilot project and has agreed to continue providing pro-bono support of materials for further development. Robert Price, a certified Thinking Maps[®] Trainer of Trainer and longtime collaborator with the creator of Thinking Maps[®], David Hyerle, will be the initial trainer and collaborate with Thinking Maps[®] Inc. on developing an abridged guide to print and use in Ethiopia (English and Amharic).

Additional in-kind support includes Habits of Mind, previously Sennheiser, Corwin Press (professional education publications), and others.

Robert Price, an education consultant from the USA, led professional development sessions for the Phase 1 Pilot Initiative of Thinking Schools Ethiopia. He will continue as a master facilitator training Ethiopian educators to become master facilitators. Robert Price is a former classroom teacher in Los Angeles, California and New Haven, Connecticut area urban and rural schools. Robert has provided district-wide professional development sessions for multiple year projects in Seattle, Birmingham, New York City, Indianapolis, Washington D.C. and other districts across the USA. He has collaborated with National Urban Alliance, Thinking Foundation, Thinking Schools International, and many other education organizations. Robert is the father of two adopted children from Ethiopia.

Sustainability

The goal of Thinking Schools Ethiopia is to bring 21st century modern pedagogy skills into Ethiopian classrooms working with whole school communities. This begins with the training of leadership teams from the Addis Ababa Education Bureau and including leadership teams from all schools who become the Ethiopian educational guides. Concurrently Thinking Schools Ethiopia (Eminence Social Entrepreneurs) is training consultants to support and grow the project. The Thinking Schools Ethiopia methodologies are equally important to student success as much as the educators using thinking methodologies that support personal growth.

Management and Implementation Plan

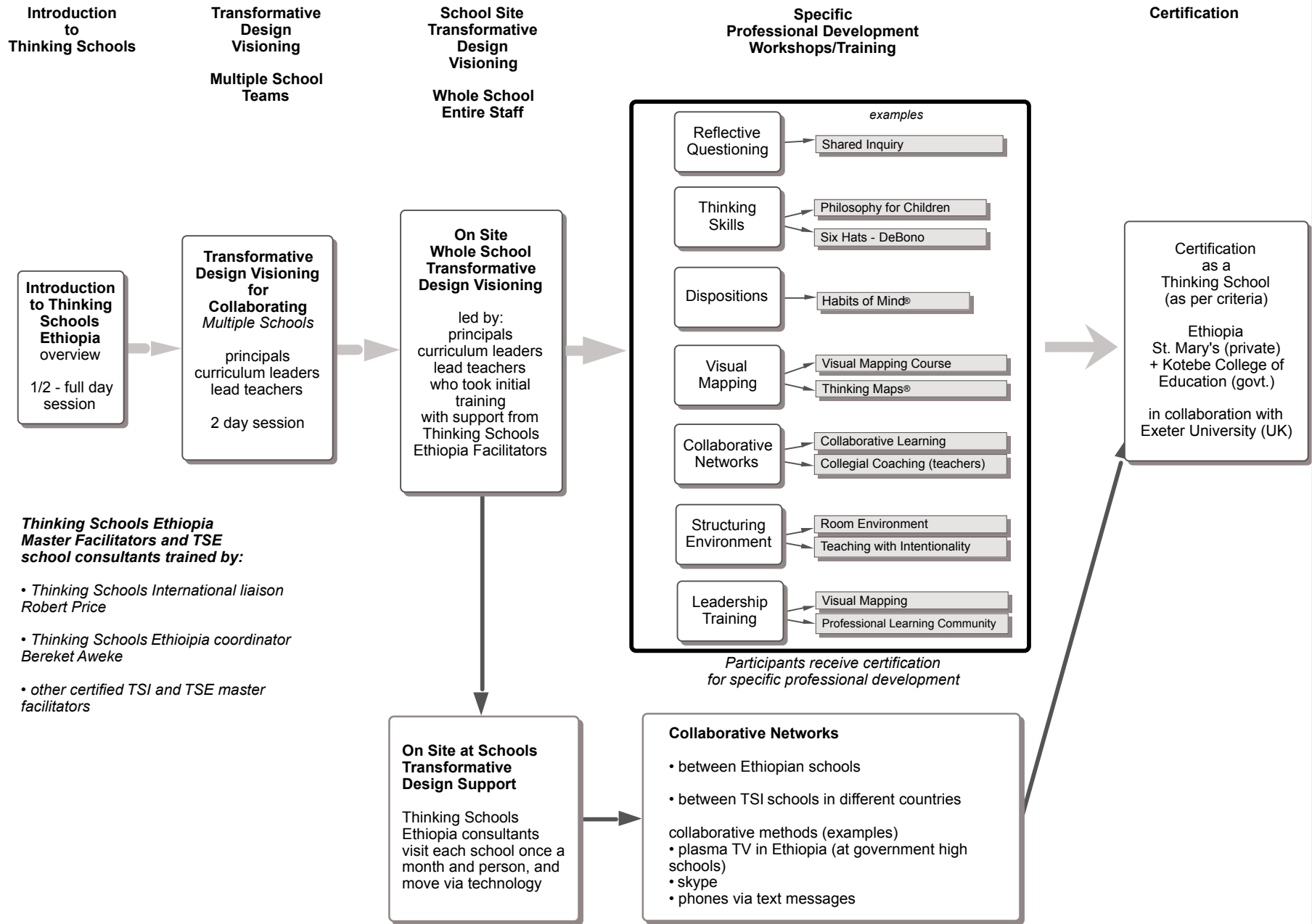
The implementation of phase two will expand from the initial pilot project (phase one) which evolved in a grass roots manner developing understanding, infrastructure and capacity. Understanding includes developing the Thinking Schools approach within the Ethiopian context and culture as Thinking Schools Ethiopia. Infrastructure includes learning how the Thinking Schools Ethiopia approach can be implemented within Ethiopian culture to build capacity for sustainability. Capacity is developing a plan based on reflections from over 2000 participants, and a lead coordinator who is deeply involved with strong knowledge and capabilities as the Thinking Schools Ethiopia leader and collaborating with the Addis Ababa Education Bureau Head (Superintendent) along with the bureau's team of experts. The six pilot project sessions (phase one) have surfaced many potential master facilitators and consultants who participated in workshops during the pilot phase.

The goal is to initially build capacity and model schools within the capital city of Addis Ababa. This will include schools from within the city, and nearby rural schools. The collaboration will begin with a pilot of 30 government schools for 6-12 months, then scale up to the whole district. Nearby rural schools will be involved concurrently during the initial pilot phase collaborating concurrently with the Addis Ababa schools. The pilot rural schools will provide a model for growing the Thinking Schools Ethiopia project nationally.

Thinking Schools Ethiopia is part of Eminence Social Entrepreneurs which are an Ethiopian based organizations owned, staffed and run by Ethiopians. The head coordinator of Thinking Schools Ethiopia, Bereket Aweke has been part of the whole start-up phase of the project including six 1-2 week professional development sessions during phase one. He is previously a science teacher and principal in Addis Ababa. The CEO of Eminence Social Entrepreneurs previously ran a large scale non-profit children's services, adoption agency and orphanage. The organization, Children's Home Society and Family Services Ethiopia also funded the building of three schools (1 urban and 2 rural) and a medical facility.

Developing a collaborative network of familiarity with Thinking Schools Ethiopia includes person to person, and the Internet. The Internet includes a website, blog, email list (currently 2500+ subscribed) and skype.

Thinking Schools Ethiopia (TSE) Implementation



Budget
Past Performance
Appendix

Thinking Schools Ethiopia - USAID Budget Proposal

Proposal for 300 government schools in Addis Abba for training from February 2012—March 2014.

17 Birr = 1 USD

Description	# of people	cost /person - birr	Cost/year - Birr	2 year cost - Birr	Cost/year - USD	2 year cost - USD
<i>Personnel</i>						
TSE Coordinator - local Ethiopian	1	112,000	112,000	224,000	6,588	13,176
Master Trainers/Facilitators - local Ethiopian	8	80,000	640,000	1,280,000	37,647	75,294
Translators - local Ethiopian	2	64,000	128,000	256,000	7,529	15,059
TSE Tech Support - local Ethiopian	2	64,000	128,000	256,000	7,529	15,059
TSI Consultant Support 5 days/month x 3 months/year	1	382,500	382,500	765,000	22,500	45,000
TSI Consultant Support via Skype 1 days / month x 10	1	85,000	85,000	170,000	5,000	10,000
University Liaisons including Action Research Administration	2	64,000	128,000	256,000	7,529	15,059
<i>Travel</i>						
TSI Plane Flights per year	3	31,000	93,000	186,000	5,471	10,941
<i>Action Research Grants for Ethiopian Educators</i>						
Grant (100USD) + camera for documentation (100USD)	50	340	170,000	340,000	10,000	20,000
Documentation - video and still images	2	64,000	128,000	256,000	7,529	15,059
<i>Supplies for Trainings</i>						
<i>materials, food, transportation for participants</i>						
Growing Thinking Schools + 2 Day Training	600	200	120,000	240,000	7,059	14,118
—Groups of 4 from each school			-	-	-	-
Visual Tools Materials + 3 Day Training (e.g. Thinking Maps)	600	200	120,000	240,000	7,059	14,118
—Groups of 4 from each school			-	-	-	-
Leadership Principal Training - 4 days	600	200	120,000	240,000	7,059	14,118
—Groups of 2 from each school			-	-	-	-
<i>— the following based on plans / needs —</i>						
Collaborative Learning Materials + 2 Day Training	200	300	60,000	120,000	3,529	7,059
—Groups of 4 from each school			-	-	-	-
Habits of Mind Materials + 2 Day Training	100	200	20,000	40,000	1,176	2,353
—Groups of 4 from each school			-	-	-	-
Structuring Environment Materials + 2 Day Training	200	200	40,000	80,000	2,353	4,706
—Groups of 4 from each school			-	-	-	-
Inquiry Training Materials + 2 Day Training	200	200	40,000	80,000	2,353	4,706
—Groups of 4 from each school			-	-	-	-
Total			2,514,500	5,029,000	147,912	295,824
Cost Per School			-	-	-	986.08

Past Performance

Eminence

Eminence has over 45 employees who work with NGO organizations and companies with events, video documentation, scaling up and training. Clients have included: Netherlands Development Organization, Save the Children, World Vision, Wide Horizons for Children, Fredskorpset World/Uganda, Intra-Health International, Ethiopia and others.

Thinking Schools International

Thinking Schools International is a partnership between Kestrel Education in the UK and Designs for Thinking in the US. In the UK Kestrel has over 400 schools who have been part of their whole school Thinking Schools training. There are projects currently in Malaysia, Brazil, South Africa, Norway and other locations.

Thinking Schools Ethiopia

Phase 1 of the project included over 2000 educators in Ethiopia participating with multiple day workshops. Participation by many experts from Addis Ababa Education Bureau (AABE), UNESCO and the Ministry of Education have led to the collaboration of TSE/Eminence Social Entrepreneurs, AABE, UNESCO, Thinking Schools International and Thinking Foundation.

Thinking Foundation 501(3)c

The mission of the non-profit *Thinking Foundation* is to support high quality research on cognitive skills development, creativity, and critical reflection—at pre-school, K-12 and college levels in order to transform learning, literacy, teaching and leadership around the world for those with the greatest need. The Thinking Foundation has funded action research grants internationally, documentary films on education successes and shares documented research and case studies.

Appendix

Key People

Robert Price – Thinking Schools Ethiopia/International project director

See resumé

Bereket Aweke – Thinking Schools Ethiopia project coordinator

See resumé

Tessfaye Alemu – Eminence CEO

See resumé

Edda-Mekuria – Eminence – Thinking Schools Ethiopia

See resumé

Asnake Amanuel –Owner of Eminence Social Entrepreneurs

Dr. Awol Endris

UNESCO program director

David Hyerle, Ed.D

Founder of Thinking Foundation

Creator of Thinking Maps

Internationally know published author on visual mapping

Co-director of Thinking Schools Ethiopia

Richard Cummins

Founder of Kestrel Education

Co-director of Thinking Schools Ethiopia

Memo of Understanding
Addis Ababa Education Bureau & Thinking Schools Ethiopia
UNESCO-IICBA Letter of Support

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ንዑስ አንቀፅ 2
በዚህ የመግባቢያ ሰነድ የሚከናወኑ ተግባራት

በዚህ የመግባቢያ ሰነድ የተመለከተውን ዓላማ ለማስፈፀም እንዲቻል የሚከናወኑት ተግባራት በሁለተ ደረጃ የሚከናወኑ ሆነው

2.1 የመጀመሪያው ደረጃ /1st Phase/ እ.ኤ.አ ከጀንዋሪ 2012 እስከ ጁላይ 2012 ባለው ጊዜ ፓይላት /የሙከራ/ ትምህርት ቤቶችን የማዘጋጀት ሥራ ይከናወናል። በዚህም መሠረት ይኸው ሥራ የሚከናወንባቸው በዚህ በሚከተሉት የትምህርት ተቋማት ይሆናል።

- 2.1.1. በአዲስ አበባ በ10 ክፍለ ከተሞች ከ30 ለማያንሱ የመንግስት ትምህርት ቤቶች፤
- 2.1.2. በአዲስ አበባ 20 የግል ትምህርት ቤቶች፤
- 2.1.3. በአዲስ አበባ አካባቢ ውስጥ በሚገኙ 5 ትምህርት ቤቶች፤
- 2.1.4. 2 ዩኒቨርሲቲዎች /ከመንግስት ና ከግል/።

2.2 በመጀመሪያው ደረጃ /1st Phase/ የሚከናወኑ ተያያዥ ተግባራት

- 2.2.1. ለሁለት ቀናት የሚቆይ ለትምህርት ቤት አመራር አካላት “Visioning Growing Thinking Schools” በሚል ርዕስ የሚሰጥ ስልጠና፤
- 2.2.2. ከሁለት እስከ አራት ቀናት የሚቆይ /Thinking Maps” ስልጠና ፤
- 2.2.3. ከአንድ እስከሁለት ቀናት የሚቆይ /Collaborative Learning” ስልጠና ፤
- 2.2.4. ከአንድ እስከ ሁለት ቀናት የሚቆይ የሥራ አመራር /Leadership” ስልጠና ፤
- 2.2.5. ሳምንታዊ የ”Thinking Schools” ኮንሰልታንት ጉብኝት በትምህርት ቤቶች፤
- 2.2.6. ሰላሳ “Action Research Grant” /ፓይላት /የሙከራ/ ትምህርት ቤቶች እንዲያገኙ ማድረግ።



2.3 በሁለተኛው ደረጃ /2nd Phase/ የሚከናወነው ከጁላይ 2012 እስከ ጁላይ 2013 ሲሆን በዚህ ጊዜ የፓይሎት /የሙከራ/ ትምህርት ቤቶችን የማዘጋጀት ስራውን በመጨመር።

- 2.3.1. በ300 የመንግስት ትምህርት ቤቶች፤
- 2.3.2. በ100 የግል ትምህርት ቤቶች፤
- 2.3.3 በ100 የክልል ትምህርት ቤቶች፤
- 2.3.4 100 “Action Research Grant” ትምህርት ቤቶች እንዲያገኙ ማድረግ።

2.4 በሁለተኛው ደረጃ /2nd Phase/ ከላይ በተራ ቁጥር 2.2. ከተመለከቱት ስልጠናዎችና ዎርክሾፖች በተጨማሪ ስልጠና የሚሰጥባቸው ርዕሶች፡

- 2.4.1. Reflective questioning
- 2.4.2. Thinking Skills
- 2.4.3. Disposition and Environment Structuring

ንዑስ አንቀጽ 3
የኤሚነንስ ግዴታና ኃላፊነት

- 3.1. የ Thinking Schools Ethiopia አሰልጣኞችንና አማካሪዎች ስልጠና መስጠት፤
- 3.2 ለአስተዳደራዊና የቁሳቁስ ድጋፍ መስጠት፤
- 3.3 ስልጠና፣ ኮንፈረንስ ሴሚናርና ዎርክሾፖችን ማዘጋጀት፤
- 3.4. ለመምህራን ለትምህርት ቤት አመራሮችና ለትምህርት ቢሮ ኤክስፐርቶች፣ ለወላጆችና ለተማሪዎች የሚሆኑ ዎርክሾፖችን ማዘጋጀት፤
- 3.5 የስልጠና መስጫ ማዘጋጀት፤
- 3.6 ለመምህራን /ላሰልጣኞች/ Action research grant እንዲገኝ ድጋፍ ማድረግ፤
- 3.7 ለዚህ ሥራ በአግባቡ መፈጸም ከተለያዩ ክፍተኛ የትምህርት ተቋማት ጋር በትብብር መስራት፤



አንቀፅ 4

የትምህርት ቢሮ ግዴታና ኃላፊነት

- 4.1. የሙከራ ትምህርት ቤቶችን /Pilot Schools/ በተራ ቁጥር 2.2 እና 2.3 ለተመለከቱት መመደብ፤
- 4.2. ተገቢውን የድጋፍ ደብዳቤ ለትምህርት ቤቶች፣ መንግስታዊ፣ መንግስታዊ ላሊዎች እና የግል ድርጅቶች በመጻፍ፤
- 4.3. ለፕሮግራሙ ተግባራዊነት የሚያግዙ የትምህርት ኤክስፐርቶችን መመደብ፤
- 4.4 Thinking Schools ከመደበኛው ስርዓተ ትምህርት ጋር እንዲቀናጅ ማድረግ፤
- 4.5 ፕሮግራሙ የሚዲያ ሽፋን እንዲያገኝ ማድረግ፤
- 4.5 ከሌሎች አጋር ድርጅቶች ጋር የሚደረጉ ግንኙነቶችን ማቀናጀት።

አንቀፅ 4

የመግቢያ ሰነድ ሌሎች አካላት /Annexes/

ከዚህ የመግቢያ ሰነድ ጋር የተያያዙ ሰነዶች የዚህ የመግቢያ ሰነድ አካላት ይቆጠራሉ።





Is founded on principles that focus on rejuvenating and transforming the delivery of services in Ethiopia. In effect, innovation, productivity and efficiency are merge to correspond with contemporary social and business need aiming at long term goal achievement; both for the company and its local and international clients. The company is currently running the following major departments: Eminence Training and consulting; Eminence Events; and Eminence Media & Communications. All of these departments offer services in respective areas of expertise and can also accommodate client-crafted projects(based on the specification of the client).Eminence-SE has vigorously invested on state-of-the-art technology which is run by innovative, energetic and efficient personnel both national and international who own credible expertise. Asnake Amanuel is the founder and CEO of Eminence Social Entrepreneurs based in Addis Ababa, Ethiopia. Previously Asnake Amanuel founded a non-profit organization that focused on adoption and child development. Within five years the organization had approximately four hundred people working for the NGO, and supported the building of three schools (urban and rural) and a medical facility.



Thinking Schools International

TSI Works with organizations internationally with the whole school approach of teaching thinking. Thinking Schools International is collaboration between Co-directors Richard Cummins (Kestrel Education) and David Hyerle (creator of Thinking Maps® and founder of Thinking Foundation) a merging of Kestrels successful movement in the United Kingdom of hundreds of schools becoming Thinking Schools and David Hyerle’s internationally recognized work with Visual Mapping (e.g. Thinking Maps®) which are used successfully in thousands of schools internationally including all the Thinking Schools in the United Kingdom. Thinking Schools United Kingdom began as collaboration between Kestrel Education and the Cognitive Education Centre (CEC) at the University of Exeter for development and certification of whole-schools developing and implementing a Thinking Approach. The approach is that schools take a whole-school approach to the teaching of thinking including Thinking Maps®, Habits of Mind, and other thinking methods. This means that thinking becomes central and explicit and all teachers.

Thinking Schools Ethiopia



Began as a pilot project that has grown to being part of the Thinking Schools International network that focuses on Growing Thinking Schools inside out – a sustainable model of transformative design in education. Bereket Aweke is currently the lead facilitator and coordinator of Thinking Schools Ethiopia which is part of the Eminence. He was previously the principal of a K-8 school located in Addis Ababa. He has collaborated with Asnake Amanuel founder of Eminence for the past four years, and with Robert Price for the past two years. Bereket has been involved with the initial pilot of Thinking Schools Ethiopia since its inception in August 2009 including all professional development in Addis Ababa and Hosanna Ethiopia. This includes professional development in Thinking Schools, leadership, visual tools, and other sessions that included various NGOs.





The mission of the non-profit *Thinking Foundation* is to support high quality research on cognitive skills development, creativity, and critical reflection-at pre-school, K-12 and college levels in order to transform learning, literacy, teaching and leadership around the world for those with the greatest need. Thinking Foundation founder David Hyerle, Ed.D. is the creator of Thinking Maps® and co-founder of Thinking Maps, Inc, and author of books on visual tools including "Visual Tools for Transforming Information into Knowledge" and "Student Successes with Thinking Maps®". Thinking Foundation support includes documentary films on transformative education change and the support of a global network of educators focused on Thinking Schools. Presently, David is president of Designs for Thinking and co-director of the consulting group Thinking Schools International.



Robert Price Consultancy

Robert Price is a master trainer with Thinking Schools International, a consultant on visual tools with Designs for Thinking, and part of the Thinking Foundation (focused on research) team. Beginning in August 2009, Robert, an education consultant with over 20 years experience classroom teaching and training teachers, did a pilot learning workshop with 70 teachers from seven schools in Addis Ababa. Robert's connection to the schools came from his experience as a father of two adopted children (Ashenafi, age 4 and Salem, age 6) from Children's Home Society and Family Services in Addis Ababa (founded by Asnake Amanuel).The schools were interested in developing new approaches to thinking with a student centered approach, and Robert was intrigued by the potential to create a sustainable international learning partnership.



Ashoka is a non-profit foundation that envisions an Everyone A Change maker™ world. A world that responds quickly and effectively to social challenges, and where each individual has the freedom, confidence and societal support to address any social problem and drive change. Ashoka strives to shape a global,

entrepreneurial, competitive citizen sector: one that allows social entrepreneurs to thrive and enables the world's citizens to think and act as change makers. A key board member has been meeting regularly with David Hyerle. They have high interest in the Thinking Schools sustainable model including visual tools as a foundational component with their work and the potential collaboration with the Ethiopia project based on the Thinking Schools model and the initial pilot in Ethiopia.



■ INDEX
 ■ DESIGN
 TO IMPROVE
 LIFE

Is a Danish-based, non-profit organization that was established in 2002 and coined the concept "Design to Improve Life" who works globally to promote and apply both design and design processes that have the capacity to improve the lives of people worldwide. INDEX is currently involved with education collaborations including: Design Challenge (2008 -2010) with partners like World

Economic Forum and UNICEF. Where design and business students around the world are challenged to use the power of design to address global challenges like water shortage and need for education; YONSEI--INDEX: Design to Improve Life Summer School in collaboration with Yonsei University in Seoul Korea. *Where students from all faculties and from all over the world are engaged in understanding the thinking and methodologies of Design to Improve Life and uses their new tools to address the UN millennium Goals; and others.*



IUPUI University Herron School of Art Visual Communications

Helen Sanematsu, MFA, is a professor of Visual Communication Design at Indiana University. Her research interest is in participatory methodology, both in community-based health and in education. She works in the U.S. and abroad. She partners with the I.U. School of Medicine on community health projects that incorporate new technology, such as cell phones and web logs (blogs). She also develops public information programs and public health interventions for the Indiana State Department of Health. Her work for the ISDH also uses technology and utilizes innovative 'people centered' approached to communication design. As an educator, she has led projects in Scandinavia and in rural Germany. In 2011, she taught the INDEX: Design to Improve Life curriculum at Yonsei University in Seoul, S. Korea. Previously, she taught sponsored educational projects at Art Center College of Design (Pasadena, CA) for the United Nations Population Fund (UNFPA) and for Nestle. She also taught in the joint Pacific Rim' project with Tama Art University (Tokyo). In Professor Sanematsu's work, visual communication is part of a lively discourse that prioritizes respect for individuals and sensitivity to context..She uses participatory methodology as a means to achieve bi-directional relationships in design project.



Designs for Thinking

Implements the Visual Tools Training Program and Thinking Maps® in whole learning communities, pre-K, elementary, secondary and leadership internationally. Larry Alper and Dr. David Hyerle (creator of Thinking Maps®) are co-directors. Dr. Hyerle's work with visual tools and Thinking Maps® have been implemented in the United States of America, United Kingdom, New Zealand, Singapore, Japan, and many other countries. Research has been documented in his books including Visual Tools for Transforming Information into Knowledge, Student Successes with Thinking Maps, and other scholarly journals.



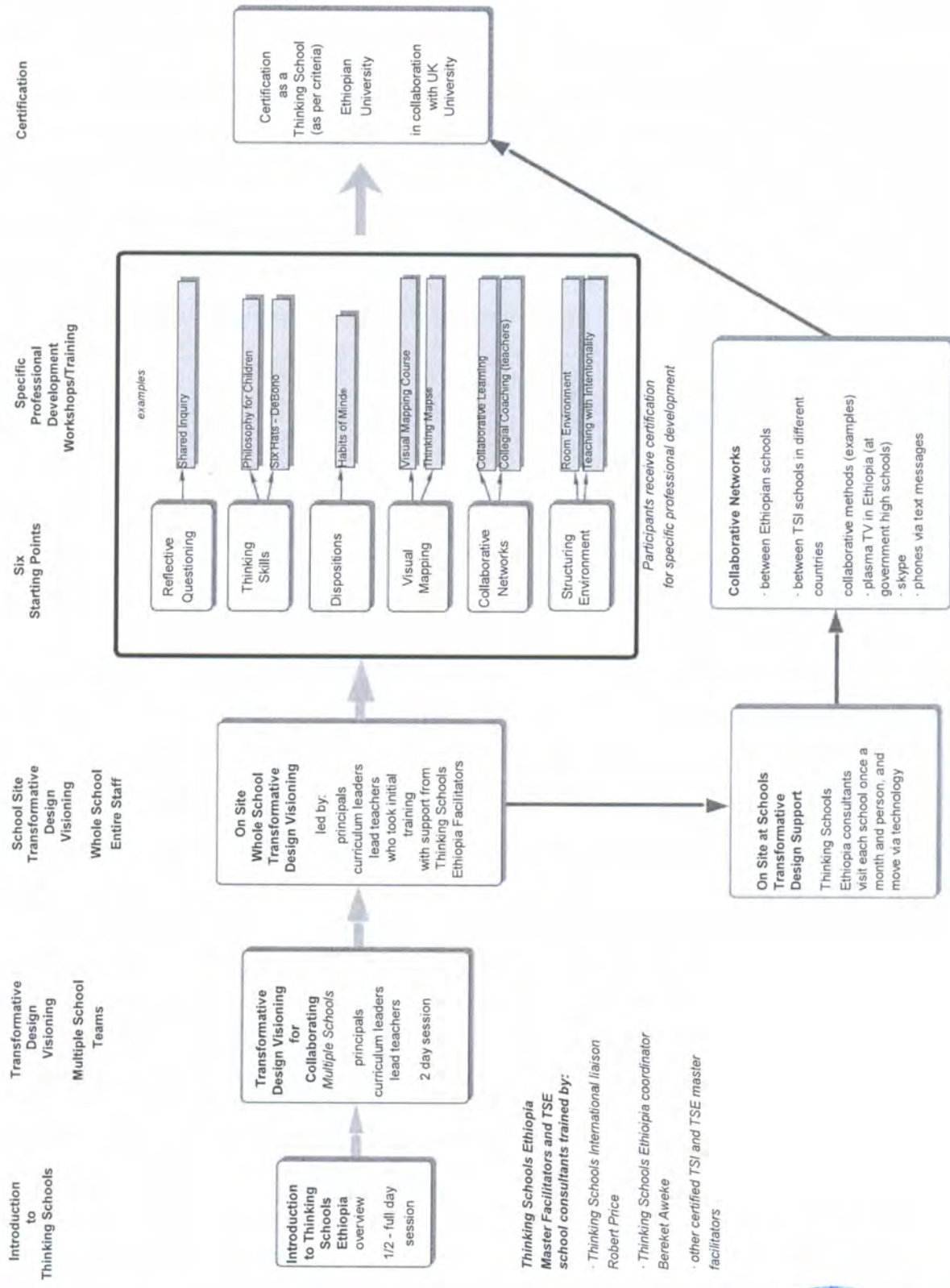


ZTA Technology Solution

Is a communication service contractor specializing in Voice/Data/Video Networks. ZTA designs, implements, relocates and supports highly dependable, scalable and secure telephone and data network infrastructure. ZTA's focus on this market and their deep knowledge of networking issues are key differentiators when compared to other companies. Founded by two Electrical Engineers and two Telecom Planners, ZTA Technology Solution is a thriving technology company staffed by over 10 Technicians and 3 Electrical Engineers. Its founders have ample experience in the industry through projects undertaken by the Ethiopian Telecommunication Corporation (ETC). Their technical staff has experience and certifications in broad range of best-of-breed solutions for ICT infrastructure. Robert Price and Bereket Aweke had initial meeting regarding ICT support with Thinking Schools Ethiopia in April 2011.



Thinking Schools Ethiopia (TSE) Implementation



- Thinking Schools Ethiopia Master Facilitators and TSE school consultants trained by:**
- Thinking Schools International liaison Robert Price
 - Thinking Schools Ethiopia coordinator Bereket Aweke
 - other certified TSI and TSE master facilitators



Thinking Schools Ethiopia Timeline

January 2012	February 2012	March/April 2012	June/July 2012
<p>continuing</p> <p>Master Facilitators Training Growing Thinking Schools Training School Site Visits for Trainings Addis Ababa</p>	<p>continuing</p> <p>Master Facilitators Training Growing Thinking Schools Training School Site Visits for Trainings Addis Ababa</p>	<p>continuing</p> <p>Master Facilitators Training Growing Thinking Schools Training School Site Visits for Trainings Addis Ababa</p>	<p>continuing</p> <p>Master Facilitators Training Growing Thinking Schools Training School Site Visits for Trainings Addis Ababa</p>
<p>Master Facilitators /TSE consultants 8-12 part of training</p>	<p>Master Facilitators collegial coaching of facilitators</p>	<p>Master Facilitators collegial coaching of facilitators</p>	<p>Master Facilitators 8-12 part of training</p>
<p>Growing Thinking Schools —20-30 Government School Teams ADDED —School Teams of 4-6 people including leadership, lead teachers</p>	<p>Growing Thinking Schools —10 Government School Teams ADDED —School Teams of 4-6 people including leadership, lead teachers</p>	<p>Growing Thinking Schools —30 Government School Teams —School Teams of 4-6 people including leadership, lead teachers</p>	<p>Growing Thinking Schools —30 Government School Teams ADDED —School Teams of 4-6 people including leadership, lead teachers</p>
<p>School Site Visits - TSE consultant —20-30 Government School Teams —School Teams of 4-6 people including leadership, lead teachers</p>	<p>School Site Visits - TSE consultant —20-30 Government School Teams —School Teams of 4-6 people including leadership, lead teachers</p>	<p>School Site Visits - TSE consultant —20-30 Government School Teams —School Teams of 4-6 people including leadership, lead teachers</p>	<p>School Site Visits - TSE consultant —20-30 Government School Teams —School Teams of 4-6 people including leadership, lead teachers</p>
<p>Visual Tools Training —School Teams of 3-4 people —after training whole school training with video course, guide, book</p>	<p>Visual Tools Training —School Teams of 3-4 people —after training whole school training with video course, guide, book</p>	<p>Visual Tools Training —30 Government School Teams —School Teams of 3-4 people —after training whole school training with video course, guide, book</p>	<p>Visual Tools Training —30 Government School Teams —School Teams of 3-4 people —after training whole school training with video course, guide, book</p>
<p>Global Networking Bi-weekly meeting of school representatives in a Kebele Monthly meeting of school representatives in a Woreda Collaboration with Schools Globally</p>	<p>Global Networking Bi-weekly meeting of school representatives in a Kebele Monthly meeting of school representatives in a Woreda Collaboration with Schools Globally</p>	<p>Global Networking Bi-weekly meeting of school representatives in a Kebele Monthly meeting of school representatives in a Woreda Collaboration with Schools Globally</p>	<p>Global Networking Bi-weekly meeting of school representatives in a Kebele Monthly meeting of school representatives in a Woreda Collaboration with Schools Globally</p>
<p>Action Research Grants for Educators Parent Sessions</p>	<p>Action Research Grants for Educators Parent Sessions</p>	<p>Action Research Grants for Educators Parent Sessions</p>	<p>Action Research Grants for Educators Parent Sessions</p>

Total Master Facilitators	8	8	8	8
Specialized TSE Trainers	4	4	4	4
Govt. Thinking Schools (new/total)	20/20	0/20	0/20	20/40
—Primary (6/school lead team)	4/4	0/4	0/4	4/8
LC Thinking Schools (new/total)	5/5	0/5	0/5	5/10
Govt. Thinking Schools (new/total)	1/1	0/1	0/1	1/2
—Secondary (6/school lead team)				
Educators Starting	30	30	30	60
Educators Total	4	4	4	8
Schools Total	4	4	4	8
Growing TSE Training Trainers				
TSE Site Consultants				



Thinking Schools Ethiopia Timeline

July/August 2012 <i>continuing training</i> Master Facilitator Training Growing Thinking Schools Training School Site Visits for Trainings Specialized Trainings (e.g. Thinking Maps) Addis Ababa	September-December 2012 <i>continuing training</i> Master Facilitator Training Growing Thinking Schools Training School Site Visits for Trainings Specialized Trainings (e.g. Thinking Maps) Addis Ababa	January-May 2013 <i>continuing training</i> Master Facilitator Training Growing Thinking Schools Training School Site Visits for Trainings Specialized Trainings (e.g. Thinking Maps) Addis Ababa	June 2013 <i>continuing training</i> Master Facilitator Training Growing Thinking Schools Training School Site Visits for Trainings Specialized Trainings (e.g. Thinking Maps) Addis Ababa
Master Facilitators 8-12 part of training	Master Facilitators collegial coaching of facilitators	Master Facilitators collegial coaching of facilitators	Master Facilitators 8-12 part of training
Growing Thinking Schools —20-30 Government School Teams ADDED —School Teams of 4-6 people including leadership, lead teachers	Growing Thinking Schools —20-30 Government School Teams ADDED —School Teams of 4-6 people including leadership, lead teachers	Growing Thinking Schools —20-30 Government School Teams ADDED —School Teams of 4-6 people including leadership, lead teachers	Growing Thinking Schools —20-30 Government School Teams ADDED —School Teams of 4-6 people including leadership, lead teachers
School Site Visits - TSE consultant —20-30 Government School Teams —School Teams of 4-6 people including leadership, lead teachers	School Site Visits - TSE consultant —20-30 Government School Teams —School Teams of 4-6 people including leadership, lead teachers	School Site Visits - TSE consultant —20-30 Government School Teams —School Teams of 4-6 people including leadership, lead teachers	School Site Visits - TSE consultant —20-30 Government School Teams —School Teams of 4-6 people including leadership, lead teachers
Visual Tools Training —30 Government School Teams —School teams of 3-4 people —after training whole school training with video course, guide, book	Visual Tools Training —30 Government School Teams —School teams of 3-4 people —after training whole school training with video course, guide, book	Visual Tools Training —30 Government School Teams —School teams of 3-4 people —after training whole school training with video course, guide, book	Visual Tools Training —30 Government School Teams —School teams of 3-4 people —after training whole school training with video course, guide, book
Global Networking Bi-weekly meeting of school representatives in a Kebele Monthly meeting of school representatives in a Woreda Collaboration with Schools Globally	Global Networking Bi-weekly meeting of school representatives in a Kebele Monthly meeting of school representatives in a Woreda Collaboration with Schools Globally	Global Networking Bi-weekly meeting of school representatives in a Kebele Monthly meeting of school representatives in a Woreda Collaboration with Schools Globally	Global Networking Bi-weekly meeting of school representatives in a Kebele Monthly meeting of school representatives in a Woreda Collaboration with Schools Globally
Specialized Starting Point Trainings —depending on needs - examples included Habits of Mind, Inquiry, etc.	Specialized Starting Point Trainings —depending on needs - examples included Habits of Mind, Inquiry, etc.	Specialized Starting Point Trainings —depending on needs - examples included Habits of Mind, Inquiry, etc.	Specialized Starting Point Trainings —depending on needs - examples included Habits of Mind, Inquiry, etc.
Action Research Grants for Educators Parent Sessions	Action Research Grants for Educators Parent Sessions	Action Research Grants for Educators Parent Sessions	Action Research Grants for Educators Parent Sessions

Total Master Facilitators	12	14	16	18
Specialized TSE Trainers	4	6	8	10
Govt. Thinking Schools (new/total)	20/60	40/100	20/120	0/120
—Primary (6/school lead team)	22/30	40/70	40/110	0/110
LC Thinking Schools (new/total)	20/30	20/50	0/50	0/50
—Primary (6/school lead team)	2/4	4/8	2/10	0/10
—Secondary (6/school lead team)				
LC Thinking Schools (new/total)				
—Secondary (6/school lead team)				
Educators Starting				
Educators Total	124	228	290	290
Schools Total				
Growing TSE Training Trainers	4	6	8	10
TSE Site Consultants	8	10	12	14



Six Starting Points for Thinking

Here are the six Starting Points for Thinking we are going to use and practice throughout this guide together to share and understand our ideas.



Reflective Questioning

high quality questioning and listening skills



Thinking Skills

explicit use of cognitive processes



Visual Mapping

the use of visual tools to map out ideas



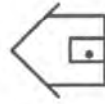
Collaborative Networking

between us in pairs, groups, schools, and global networks



Developing Dispositions

characteristics, dispositions, and habits of mind are engaged



Structuring Environment

considering how the physical space is organize and resources used



When you see a Starting Point Symbol, look for emphasis of this point in the content.

The six Starting Points for Thinking are a synthesis of what we consider to be some of the essential starting points for developing thinking students and thinking schools. You may already use some of these strategies. While there are programs and resources for each of these areas, in this guide we are modeling the use of some of these strategies and how they work together. We also hope you will try out some of these ideas in your school.



Stage 1: Getting Started Step 1: Who Are We Together?

Reflective Questioning

Reflective questioning is the use of prompts and questions to engage students in both thinking about “what” they know (factual memory) but also “how” they know (critical reflection). High quality questions guide students to think about their thinking (metacognition), dispositions that they are drawing on, and how they are collaborating with others as they are learning.

Thinking Skills

Psychologists, cognitive scientists, and educators have developed many different models and theories for defining and organizing a range of thinking skills. Often these models differentiate between “lower” and “higher” order skills. In general terms, there are fundamental cognitive processes for generating and organizing information, skills of analysis and synthesis, and processes of creativity and evaluation.

Visual Mapping

There are many different kinds of visual mapping techniques such as brainstorming webs, graphic organizers and conceptual and “systems” mapping. Usually visual mapping approaches mirror specific kinds of thinking skills or theories of learning. Some of these tools are used in isolated ways for certain tasks, some are open ended. There are also visual “languages” for school wide use.

Collaborative Networking

The techniques for cooperative learning are many and there are models for establishing collaborative groups, classrooms and schools. The research on cooperative learning in school and the need for high quality collaborative groups in the work place connect to the recent evolution of social networking through new technologies as learners engage other learners around the globe.

Developing Dispositions

Educators interested in the area of developing thinking often start by differentiating thinking “skills” such as cause-effect reasoning and the ability to make inferences from thinking “dispositions” such as persistence, remaining open-minded, and metacognition. Dispositions are often related to the new field of emotional intelligences and the developing empathy in relationship to others.

Structuring Environment

How the classroom, school, and surrounding area is physically structured has a great affect on teaching and learning. Positioning of students on the floor, seating arrangements in the classroom, and the accessibility of learning materials are all dimensions of the environment. The use of all the resources available within and around the school and wider community is key to engaging students.



Pictures from the October Training



ኢትዮጵያ ትርጉም ጽ/ቤት ETHIOPIA TRANSLATION OFFICE

☎ Off. (011) 552-8674 - 📠 (091) 148-3486, (091) 331-4124
አዲስ አበባ፣ ኢትዮጵያ - ስታዲየም ህንፃ ቁ. 409 (ለ)
Addis Ababa, Ethiopia - Stadium Bldg No. 409 (B)

Emblem

City Government of
Addis Ababa
Educational Bureau

Ref. No. A8/974/A28-40/35
Date: 2/1/2012

To Whom It May Concern

The Organization Named Emenince Social entrepreneurs, has concluded a memorandum of understanding with the Addis Ababa City Government Education Bureau. On the topic in title thinking schools program. The aim of the project is to insure quality education by building the capacity of the schools community and the educational professionals. Therefore, for the realization for the project, we here by request to extend them the necessary cooperation.

With Regards

Signed


Fikadu Nigussa Geleta
Study Land and Budget support
process owner

C.C

The head of the Bureau
Study/Planning and Budget Support Core Process
Eminence social Entrepreneurs
Education Bureau

Seal

City Government of
Addis Ababa
Educational Bureau


የሥራ አፈጻጸም ጽ/ቤት
ሥራ አፈጻጸም ርዕሰ ጠቅላይ ግብርና
ሥራ አፈጻጸም ጽ/ቤት
Chief Administrator





ቁጥር: 78/974/728-40135
Ref. N°
ቀን: 23/4/09
Date

ለ ሚ. መ ለ ከ ተ ወ ሁ ሱ

ኤሜኒንስ ሶሻል ኢንተርፕሪኒስ የተባለ ድርጅት Thinking Schools Program በሚል ርዕስ ከአዲስ አበባ ከተማ አስተዳደር ት/ቢሮ ጋር የመግባቢያ ሰነድ የተፈራረመ ሲሆን ፕሮግራሙም በከተማዋ በሚገኙ ትምህርት ቤቶች የትምህርት ማህበረሰቡ እና የትምህርት ባለሙያዎችን አቅም በመገንባት የትምህርት ጥራትን ለማረጋገጥ ስለሆነ ለዚህ መሳካት አስፈላጊውን ትብብር ታደርጉላቸው ዘንድ እንጠይቃለን።

ከሰላምታ ጋር
ፍቅጽ ንጉሣ ገሰታ
Nigussa Geleta
Study, Plan and Budget Support
Process Owner



- ግልባጭ: -
- ለቢሮ ኃላፊ ጽ/ቤት
 - ለጥ/ዕ/በጀት ደጋፊ የስራ ሂደት
- ኤሜኒንስ ሶሻል ኢንተርፕሪኒስ ት/ቢሮ

ለትምህርት/አመራር/ለትምህርት ጥራትና መስፋፋት በወቅቱ የሚከፍሉት ግብር ዓይነትን መሳሪያ ነው"



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture



International Institute
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in Africa

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Menilik Avenue, UNECA Compound
Addis Ababa, Ethiopia

Ref. ICB/DIR/016/12
Date: 27 January 2012

To Whom It May Concern


UNESCO International Institute for Capacity Building in Africa (IICBA) has written this Letter of Support to Eminence Social Entrepreneurs, a local non-governmental organisation, for the work it is doing to promote the concept and practice of Thinking Schools Ethiopia.

Thinking Schools Ethiopia aims to promote modern teaching and learning methods in Ethiopian schools through the Thinking Maps Methodology and Whole School System. IICBA, as an Institute engaged in the promotion of modern pedagogy and support to teacher education institutions in Africa, has been participating in the workshops that were organised to familiarise school teachers in Addis Ababa with the methodology of using Thinking Maps and confirms that the new approach to teaching and learning will be very beneficial to students in Ethiopian schools.

As part of Eminence's commitment to "rejuvenating and transforming the delivery of services in Ethiopia", IICBA believes that the Thinking Schools Ethiopia exercise will introduce a new dimension in the way teachers think about teaching and students about learning.

IICBA wishes that the project succeeds in its bid to improve teaching and learning in Ethiopia.

Sincerely,


Arnaldo Nhavoto
Director
UNESCO IICBA
Addis Ababa



Resumes and CVs

Robert Seth Price

1469 N. Delaware Street, Indianapolis, IN 46202 • 317.951.2275 • 323.397.0630 • www.eggplant.org robert@eggplant.org

EXPERIENCE

- Thinking Foundation**
Lyme, NH
Nov 05 - Current
Organizational Consultant. Collaboration with visioning and implementation for the support of high quality academic and applied “action” research on cognitive and critical thinking skills development at the pre-school, K-12 and college levels. www.thinkingfoundation.org
- Thinking Schools Int'l**
Thinking Schools Ethiopia
Addis Ababa, Ethiopia
Aug 09 - Current
Thinkings Schools professional development model including visual tools, reflective questioning, collaborative networking, dispositions, structuring environment, thinking skills, and documentation & assessment.. www.thinkingschoolsinternational.com • www.thinkingschoolsethiopia.com
- Coaching Models**
Indianapolis, IN
Oct 07 - Current
Consultant. Collaboration on with Indianapolis Charter Schools and Frankfort School District on whole school professional development of visual tools, collegial coaching, inquiry, and community building.
- National Urban Alliance**
New York City, NY
Feb 97 – Jun 09
Consultant. Currently Student Voice and Engagement Initiative: <http://phhs.pbworks.com>. Previous roles include: presenter with a language, culture and cognition focus in workshops for both elementary and secondary levels; management team; new consultant training; video; facilitating visioning key management sessions. Public school districts included: Birmingham; Dayton; Indianapolis; New York City - Harlem & South Bronx; Prince Georges County; Seattle; and WMEP, Minneapolis. www.nuatc.org
- Intensified Accelerated**
New York City, NY
Oct 97 – Current
Consultant. Collaboration with Augusta Mann on the conceptual development, design, and implementation of literacy/cultural presentations, website, video, and DVDs. www.successfulteachers.com
- Morino Institute**
Washington, D.C.
June 99 – Dec 01
Consultant. Training sessions for after school programs. Included staff development: child development, literacy, technology moderating listserv, and on-site visits. All staff development sessions were video taped and transcribed by a stenographer. www.morino.org
- Connecticut Voices for Children**
New Haven, CT
July 96 – Nov 97
Circuit Rider. Coordinated linking various projects throughout Connecticut involving children and youth initiatives including focus on student voices in regards to the needs and issues affecting them. Supported by the Graustein Memorial Fund. www.wcgmf.org
- Classroom Teacher**
Coast to Coast
Jan 88 – June 96
Teacher. Elementary teacher in self-contained classrooms for grades one through three. Taught in Lynwood, CA, Banning, CA, Brea, CA and New Haven, CT Highlights include: Special Education inclusion at all schools; school gardens; video portfolio, weekly parent sessions.
- University Teacher**
CA + NY
Jan 89 – Dec 00
Teacher. St. Francis College, Brooklyn, NY and California State University Fullerton. Classes included Literacy, and the required elementary and secondary technology classes for a California Clear Credential.
- Hot Fudge Productions**
Bellflower, CA
Jan 83– Dec 85
Owner of a record label that included all aspects of record production from collaborating with artists to manufacturing and marketing records. On site flexible record production was facilitated on a record press we designed specifically for the process.

EDUCATION

- California State University, Fullerton**
Fullerton, CA
Jan 86 – Dec 87
Teacher education program with an elementary level emphasis in the multiple subject credential program. California Clear Credential and Connecticut Certified.
- Sept 74 – Dec 77
B.A. Business Administration with an emphasis in management.

ETCETERAS

- Technology**
Video, Macintosh, Windows, Photoshop, Illustrator, Final Cut Pro, DVD Studio Pro, Motion, GoLive, server software, Microsoft Office, Filemaker Pro, Quark, InDesign, Acrobat Professional, Inspiration, Thinking Maps, iPhoto, iMovie.
- Various Things**
Five year collaboration with the University of California Museum of Photography including student exhibits with video, photos, animation, etc.; Co-authored and co-researched a history on Banning, Calif., including publishing a picture book format for all third graders; Presentations at IRA, Reading Success Network, Calif. Computer User Educators, SIGGRAPHICS, Calif. State Art Assoc., LEAP, Friends of Photography, etc.

Curriculum Vitae

Bereket Aweke

Sex: Male

Date of Birth: June 1, 1982

Nationality: Ethiopian

Marital Status: Single

Mobile: +251-91-019768 Addis Ababa

Email: bereketaweke@gmail.com

Summary of Qualification

- Innovative thinker and problem solver
- Excellent communication and persuasion skills
- Team player and gifted with leadership qualities

Education

2000-2005 B.SC in Applied Biology, Addis Ababa University

Skills

Language: English- Excellent reading, writing and speaking

Amharic (Ethiopian), Mother tongue

Applications: Word processing, Spread sheets, Databases, Editing and Presentations and Internet

Experience

July, 2011- Current Time

Eminence Social Entrepreneurs

AS Thinking Schools Ethiopia Coordinator & Training Department Head

September, 2008-July, 2011

Children's Home Academy

As Teacher, coordinator and School Principal

July 2005-August 2008

Atlas University College

Biology Instructor

August 2005-July 2008

New English Private School

Primary School Teacher

Trainings

Thinking Schools Leadership Training

Thinking Schools Facilitators Training

Interests

Music, Movies; Reading articles on Teaching, Ecology & Conservation;

CURRICULUM VITAE

Name staff: TESFAYE ALEMU

Date of Birth: APRIL 7, 1962

Nationality: Ethiopian

Education:

NAME OF INSTITUTION	FIELD OF STUDY	YEAR	PLACE	CERTIFICATE AWARDED
Chartered institute of insurance	insurance	1998 up to now	correspondence	3 courses pass
City university	international journalism	1991-1992	London, England	MA
Addis Ababa university	Ethiopian languages and literature	1981-1985	Addis Ababa	BA
Holeta ghenet comprehensive high school	science	1975-1980	Shoa, eth.	Certificate
Ghenet Finland mission elementary school	General	1969 -1974	Shoa, eth.	Certificate

SHORT TERM TRAINING

	NAME OF INSTITUTION	COURSE TITLE	YEAR	PLACE	CERTIF. AWARDED
1	Ethiopian management institute	customer service and salesmanship	Feb.13-16, 2006	Addis Ababa	certificate

2	Ethiopian Management Institute	Strategic planning and management	2004	Addis Ababa	
3	Ethiopian Management Institute	Performance management	2004	Addis Ababa	
4	Ethiopian Management Institute	Change management	2004	Addis Ababa	
5	Ethiopian management institute	Integrated planning and management system	2004	Addis Ababa	
6	High mark inc.	Successful marketing principles	May 20-21,2002	Addis Ababa	Certificate
7	Ethiopian institute of banking and insurance	Management information system	Nov. -Dec, 2001	Addis Ababa	Certificate
8	centre for the promotion of imports from the developing countries (CBI)	General export marketing and management	Feb.3-6, 1998	Addis Ababa	Certificate
9	Mass media training center	Public relations	may 12-16 1997	Addis Ababa	Certificate
10	Ethiopian institute of banking and insurance	Supervisory management	Jan. 13-31 1997	Addis Ababa	Certificate
11	National insurance academy of India	Foundation course in general insurance	Feb. 19 - march 19,1996	Addis Ababa	Certificate

12	international human resource development corporation	International petroleum economics	Dec. 6-10 1993	Addis Ababa	Certificate
13	International human resource development corporation	Natural gas industry analysis and development	Oct 21-29, 1993	Addis Ababa	Certificate
14	Ethiopian management institute	Public relations management	Jun. 27- July 8,1988	Debrezeit, Eth.	Certificate
15	National insurance academy of India	Foundation course in general insurance	Feb. 19 - march 19,1996	Addis Ababa	Certificate
16	Ethiopian institute of banking and insurance	Supervisory management	Jan. 13-31 1997	Addis Ababa	Certificate

Membership of Professional Association:

- I was the member of the board of directors of Ethiopian Insurance Corporation from Dec. 2002 up to Nov. 2007.
- I was the member of the executive committee of the organization of eastern and southern African Insurers (OESAI) from July 2004 up to January 2007.
- I am also the member of society of insurance professionals since 2003.
- I have led the strategic planning and management team, which successfully prepared the five-year (1997-2001 E.C) strategic plan of the Ethiopian insurance corporation. In addition I have also led two-business process reengineering study teams, which successfully completed the studies on pricing and product development.

Other Training:

- HIV/AIDS Work Place Policy Formulation for 35 nongovernmental organizations, which are members of STOP AIDS NOW Ethiopia, January 2009

- Strategic Planning and Project Cycle Management for 70 nongovernmental organizations, which are partners of Volunteers Service Overseas Ethiopia here in Addis Ababa and in Hawassa in two rounds, February and March 2009
- Experience Sharing Workshop on Work Place Policy Formulation for 35 nongovernmental organizations, which are members of STOP AIDS NOW Ethiopia, June 2009
- Mainstreaming training for Ethiopian Women Development Fund staffs, trainees and Management
- I have presented a paper on “the role of industry participants to establish and maintain sound insurance market” on the forum organized by Addis Ababa chamber of commerce in May 2007.
- I have presented a paper on “the role of insurance brokers in expanding insurance service” on the workshop organized by society of insurance professionals in June 2007.
- I have training and experience in ms-windows, ms-word, ms-excel, ms-access, ms-outlook and internet explorer.

Work Experience:

JOB TITLE	COUNTRY
Managing director	Addis Ababa, Ethiopia
Private consultant	Addis Ababa, Ethiopia
Corporate advisor	Addis Ababa, Ethiopia
Deputy managing director, marketing; (I have also represented the managing director several times while he was on leave and travel abroad)	Addis Ababa, Ethiopia
Manager, promotion and public relations department	Addis Ababa, Ethiopia
Head, sales promotion and public relations department	Addis Ababa, Ethiopia
A/head public relations service**	Addis Ababa, Ethiopia
Public relations officer	Addis Ababa, Ethiopia
Assistant public relations officer	Addis Ababa, Ethiopia
Junior public relations officer	Addis Ababa, Ethiopia

- I have worked as A/ Managing Director of the Corporation from July 2, 2007- August 30, 2007 in addition to the Marketing Deputy Managing Director position.
- I have been assigned by Ethiopian Institute of Geological Surveys as Liaison Officer for Western Geophysical Company and worked for them from Jan. - June, 1993.

Language: ENGLISH, OROMIFA

Employment Record:

JOB TITLE	YEAR
Managing director	Nov. 2008- to date
Private consultant	June,2008- to date
Corporate advisor	January 2008–to date
Deputy managing director, marketing; (I have also represented the managing director several times while he was on leave and travel abroad)*	July 1, 2002 –up to march 23, 2008
Manager, promotion and public relations department	Feb.13, 1998 – June 30, 2002
Head, sales promotion and public relations department	Feb.15, 1996-feb. 12,1998
A/head public relations service	July 1992 - Feb. 14, 1996
Public relations officer	Jan. 1990-june 1992
Assistant public relations officer	Jan-Dec 1989
Junior public relations officer	Dec. 1985 -Jan 1989
A/ Managing Director	July 2/ 2007- August 30/2007
Liaison Officer	Jan. - June, 1993.

Certification:

NAME OF INSTITUTION	FIELD OF STUDY
Chartered institute of insurance	Insurance
City university	International journalism
Addis Ababa university	Ethiopian languages and literature
Holeta Ghenet comprehensive high school	Science
Ghenet Finland mission elementary school	General

EDDA ZEKARIAS MEKURIA

PO Box 2336, Code 1110

Addis Ababa, Ethiopia

Cell: + 251 911 123315

Email: eddazekarias@gmail.com

eddazekarias@hotmail.co.uk

Education: Oct 2007-Jan 2010 Addis Ababa University Addis Ababa, Ethiopia
MA, Peace and Security Studies

Sept 2000-July 2005 Addis Ababa University Addis Ababa, Ethiopia
BA in History (Global), English Minor

Experience: July 2005-Jan 2006 Chamber Printing Press Addis Ababa, Ethiopia
Office Assistant

- Research and Editing
- Office correspondence

Feb 2006-Aug 2006 Windsor School of English Addis Ababa, Ethiopia
Office Assistant/ Assistant Supervisor

- Front desk management/ staff supervision
- English as a Second Language (ESL) Adult Instructor

Sept 2006-July 2007 The British International School Addis Ababa, Ethiopia
& The Study Center

Full-Time Teacher

- Teacher: English Literature , Grammar and Drama - Primary to O and A-Levels
- Teacher: International and Ethiopian History curriculum (Secondary School)

Sept 2006-March 2008

English as a Second Language Teacher

- English as a Second Language (ESL) Adult Instructor

Sept 2007-July 2008 The British International School Addis Ababa, Ethiopia
Part-Time Teacher

- Primary to O and A-Levels
- Teacher: International and Ethiopian History curriculum (Secondary School)

Sept 2008-Nov 2008

Full Time Teacher

- Teacher: English Literature , Grammar and Drama - Primary to O and A-Levels
- Teacher: International and Ethiopian History curriculum (Secondary School)

May 2008-Dec 2008 UPEACE, Africa Programme Addis Ababa, Ethiopia
Part-time Assistant

- Personal and Research Assistant

Jan 2009-Dec 2009 UPEACE, Africa Programme Addis Ababa, Ethiopia

Full-time Programme Officer Assistant (Research)

- Research Assistant and Communication /local and international/
- Assistant Managing Editor, The Africa Peace and Conflict Journal, APCJ
- Environment Conference Office Delegate, Victoria, BC, Canada: June-July 2009

June 5, 2010-August 18, 2010 UPEACE, Africa Programme Addis Ababa, Ethiopia
Rapporteur

- Short-term consultancy/ Rapporteur/: GLP /Great Lakes Region/ Summer Training and Workshop

Oct 2007- The British Embassy Addis Ababa, Ethiopia
English Teacher

- English as a Second Language (ESL) Adult Instructor

October 11, 2010- Eminence Social Entrepreneurs PLC, Addis Ababa, Ethiopia
Editor

- Develop variety of training:
In Process
- Research
Plan Training

References

Alan Hunt

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UK Border Agency International Group
British Embassy, Addis Ababa, Ethiopia
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Dr. Tony Karbo

Senior Programme Officer
University for Peace, Africa Programme
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Addis Ababa, Ethiopia
Office: +251 116 189091
Fax: +251 116 180993
Email: tkarbo@upeace.org

Anne Rispin

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Sherif Building, Bole Ring Road
P.O.Box 5583 Addis Ababa, Ethiopia
Office: +251 116 63 07 07
Fax: + 251 116 11 40 98
E-mail: info@biscenter.org

Acronym List

AABE – Addis Ababa Education Bureau

TF – Thinking Foundation

TSE – Thinking Schools Ethiopia

TSI – Thinking Schools International