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*Improving the Quality of  
Primary Education  
Program (USAID/IQPEP)  
in Ethiopia*



# USAID/IQPEP Final Report 2009 – 2014

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## Acronyms and Abbreviations

AAU	Addis Ababa University
ABE	Alternative Basic Education
AED	Academy for Educational Development
AI	Appreciative Inquiry
ALM	Active Learning Methods
BEP	Basic Education Program
BESO	Basic Education Strategic Objective
BPR	Business Process Re-engineering
CAEB	City Administration Education Bureau
CB	Capacity Building
CoEx	Center of Excellence
CGPA	Cumulative GPA
CPD	Continuous Professional Development
CRC	Cluster Resource Center
CTA	Curriculum, Textbooks, Assessment
CTE	College of Teacher Education
EFA	Education for All
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
EGRW	Early Grade Reading and Writing
EQUIP	Education Quality Improvement Program
ETEP	Ethiopian Teacher Education Portal
ETP	Education and Training Policy
FCA	Formative Continuous Assessment
FGD	Focus Group Discussion
FHI	Family Health International
GBV	Gender Based Violence
GC	Girls' Club
GEAC	Girls' Education Advisory Committee
GEQIP	General Education Quality Improvement Program
GPA	Grade Point Average
GQAC	General Quality Assurance Package
GRP	Gender Responsiveness Pedagogy
GU	Gender Unit
HQ	Headquarters
HR	Human Resources
IL	Instructional Leadership
IP	Implementation Plan
IQPEP	Improving Quality of Primary Education Program
IRC	Instructional Resource Center
IT	Information Technology
ITMIS	Instructional Timetable Management Information System

ITRC	Information Technology Resource Center
KETB	Kebele Education and Training Board
LAN	Local Area Network
LCC	Linkage Coordinating Center
LCU	Linkage Coordination Unit
LPS	Linkage Primary School
M&E	Monitoring and Evaluation
MAP	Management and Planning
MDG	Millennium Development Goals
MERA	Monitoring, Evaluation, Research, and Assessment
MIS	Management Information System
MLC	Minimum Learning Competencies
MML	Multi-media Laboratory
MOE	Ministry of Education
NEAEA	National Education and Examinations Agency
NLA	National Learning Assessment
OOSC	Out of School Children
PACT	Private Agencies Collaborating Together
PC	Pedagogical Center
PMIS	Personnel Management Information System
PMP	Performance Monitoring Plan
PTA	Parent–Teacher Association
RC	Reading Center
RFP	Request for Proposal
RH	Reproductive Health
RSEB	Regional State Education Bureau
RTI	Research Triangle Institute
SCRC	School Cluster Resource Center
SDU	Staff Development Unit
SIK	Self-Instructional Kit
SIP	School Improvement Program
SMHB	Subject Matter Handbook
SNE	Special Needs Education
SNNP	Southern Nations and Nationalities Peoples (Region)
SPC	School Pedagogical Center
SPT	School Principals’ Training
SRMIS	Students’ Registration Management Information System
STTA	Short Term Technical Assistance
TALULAR	Teaching and Learning Using Locally Available Resources
TD	Teacher Development
TDP	Teacher Development Programme
TEI	Teacher Education Institution
TNA	Training Needs Assessment
TOT	Training of Trainers

TPD	Teacher Professional Development
TSG	Teachers' Study Group
TWG	Technical Working Group
UPE	Universal Primary Education
USAID	United States Agency for International Development
WCB	Woreda Capacity Building
WEO	Woreda Education Office
WCRC	Woreda Cluster Resource Center
WSU	Women's Support Unit
ZED	Zonal Education Department

## EXECUTIVE SUMMARY

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Launched on August 4, 2009, and after a brief no-cost extension, wrapping up operations on August 31, 2014, the Improving the Quality of Primary Education Program (IQPEP) was a five-year country-wide program in Ethiopia working with the Ministry of Education (MOE), the Regional State and City Administration Education Bureaus (RSEBs/CAEBs), colleges of teacher education (CTEs), woreda education offices (WEOs), schools, kebeles, and communities to build quality and equity in, and access to, education within Ethiopia's rapidly expanding primary education sector. IQPEP was a USAID program implemented during the first two years by the Academy for Educational Development (AED), which in 2011 merged with Family Health International (FHI) to form FHI 360. Pact/Ethiopia was a subcontractor for the program's work in gender equity and participation.



IQPEP was part and parcel a capacity-building program that focused on improving the planning and management of primary education and transforming the teaching–learning processes. The program continued some of the activities of previous USAID-funded programs in primary education in Ethiopia: BESO I (1995–2002); BESO II (2002–2005); BEP (2005–2007); and EQUIP II (2008–2009) in the areas of teacher development, planning and management, and gender equity. However, IQPEP also introduced new emphases within programs, most notably an emphasis on improving early primary grade students' reading and writing proficiency. IQPEP was closely aligned with new MOE initiatives, particularly the ministry's General Education Quality Improvement Program (GEQIP), then GEQIP II, the School Improvement Program (SIP), the Teacher Development Program (TDP), and the Management and Planning (MAP) programs within GEQIP and GEQIP II.

IQPEP directly supported 2,615 primary schools, 30 CTEs, 200 focus woredas (districts), and all regions and city administrations of Ethiopia to achieve two major goals:

- Improved reading proficiency in early grades and enhanced learning achievement of primary school students
- Improved planning, management, and monitoring of primary education

Three outputs were considered to be essential to achieve those goals: 1) strengthened pre-service teacher education; 2) enhanced in-service teacher professional development; and 3) improved decentralized education planning and management. Improved gender equity was also an essential goal within the program, as was monitoring and evaluation of program results. IQPEP, therefore, had five interrelated program components:

- Component 1: Strengthened Pre-service Teacher Education
- Component 2: Enhanced In-service Teacher Training
- Component 3: Decentralized Planning and Management
- Component 4: Improved Gender Equity and Participation
- Component 5: Monitoring, Evaluation, Research, and Analysis (MERA)

The five program components were designed in an integrated manner to contribute synergistically to the achievement of IQPEP’s goals and objectives. Pre- and in-service teacher education were viewed within the program as points on a single continuum and, as such, key activities such as early grade reading and writing (EGRW) and the CTE-Linkage School Program were relevant to both pre-service and in-service teacher development. Likewise the decentralized planning and management component related equally to pre-service and in-service teacher development insofar as improving the education management system—the environment in which teachers and principals work—affects both teachers-in-training and teachers who are already deployed in schools, as well as their supervisors. Similarly, issues of gender, equity, and participation resonated throughout pre-service and in-service teacher education, as well as planning and management, and hence the inter-relatedness of that component with the first three program components was manifest. Finally, IQPEP’s comprehensive Performance Monitoring Plan (PMP) focused on the other four components of the program and, therefore, MERA cut across the entire program. The aim was for each component—each of which could be seen as a program sub-strategy—to contribute to the overall strategic vision that guided IQPEP as a whole.

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## Progress Toward Achieving Selected Higher Order (Result) Program Indicators

IQPEP’s PMP—see Annex 1 of this report for the PMP matrix that was updated each year to document program progress—contained 48 indicators to track program progress, 27 of which were result indicators and 21 were output indicators.<sup>1</sup> The result indicators tended to be more qualitative in nature while the output indicators were generally more quantitative. Six of the result indicators were “higher order” indicators and are not easily reported on by particular program components and specific program activities, and are, therefore, addressed separately in Part II of this report. Unfortunately, for all six of these indicators data were available only through Year 4 (2013) because the data are derived from the MOE’s EMIS and annual statistical bulletin, which is issued in September/October each year. To briefly summarize IQPEP’s achievements on the six higher-order (result) indicators in its PMP:

### **Indicator 1 – Mean scores of standardized achievement tests in grade 4 in USAID-supported primary schools increase from 39.5% (in 2009–2010) to 51.0% (in 2013–2014).**

IQPEP supported the National Education and Examination Agency (NEAEA) to implement two National Learning Assessments (NLAs): the fourth NLA during 2010–2011 and the fifth NLA during 2013–2014; unfortunately, only the results of the fourth NLA are in hand at the time of writing this report. In the fourth NLA, the mean score of grade 4 students in IQPEP-supported schools was 38.6%, which was an achievement of 87.7% of the IQPEP target of 44.0%. However, the national average mean score of grade 4 students was 40.1%, 1.5% higher, which might be explained by the fact that while IQPEP schools

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<sup>1</sup> The reader is encouraged to refer to Annex 1, especially while reading Parts II and III of this report.

were primarily located in isolated, marginalized geographical areas, the national average represented children from all primary schools, including relatively better resourced schools in urban areas.

**Indicator 2 – Mean scores of standardized achievement tests in grade 8 in USAID-supported primary schools increase from 35.0% (in 2009–2010) to 51.0% (in 2013–2014).**

Because the NLA involves testing both grade 4 and grade 8 students, the same caveat for grade 4 (above) applies here: IQPEP supported the NEAEA to implement two NLAs: the fourth NLA during 2010–2011 and the fifth NLA during 2013–2014; as noted above, only the results of the fourth NLA are in hand at the time of writing this report. In the fourth NLA, the mean score of grade 8 students in IQPEP-supported schools was 35.3%, which was an achievement of 88.3% of the set target of 40.0%. The national average mean score of grade 8 students in non-IQPEP schools was exactly the same: 35.3%.

**Indicator 3 – School survival rate to grade 5 (in USAID-assisted primary schools) increases from 46.4% to 65.0%.**

Starting with a baseline figure of 46.4%, by the end of Year 4 of the program, the total survival rate of grade 5 students in IQPEP schools was 48.8%, which represented a 79.3% achievement against the Year 4 target of 61.5%, and a 4.5% increase over the 2009 baseline. The total was an aggregate of 48.4% for boys and 49.3% for girls, which indicated a slightly higher survival rate to grade 5 for girls compared to boys. (As mentioned above, Year 5 figures are not yet available.) At the same time, the national average survival rate to grade 5 of students was 50.7%, which was nearly 2% higher. As with the previous indicator, the difference could be attributed to the fact that IQPEP schools tended to be situated in comparatively isolated, marginalized areas where schools are less well-resourced and where students tend to come from poorer family situations.

**Indicator 4 – Total number of students enrolled in USAID-assisted primary schools increases from 1.85 million to 1.97 million.**

Although a program like IQPEP has little control over, and impact on, national enrollment rates, this indicator was included in the program's PMP. Starting from a baseline of 1.85 million children in IQPEP-supported primary schools in 2009, the figure increased to 1.939 million by 2013, which represented a 99.5% achievement against the Year 4 target of 1.95 million, and 104.8% against the 2009 baseline.

**Indicator 5 – Percentage of girls in USAID-assisted primary schools increases from 48.85% to 50.0%.**

Much of the same dynamic described above about the attribution of effects, applies here as well. By the end of Year 4 (2013), the percentage of girls in IQPEP schools was 48.6%, a 98.2% achievement of the 49.5% target set for the year, and a slight decrease from the baseline figure of 48.85%. A thorough analysis of overall demographic figures during those four years would need to be done to explain the difference. In the same year, 2013, the national average percentage of girls was 47.73%, about 1% lower than in IQPEP schools.

**Indicator 6 – Average grade promotion rate of female students in USAID-supported primary schools (grades 1–7) increases from 80.4% to 85.0%.**

During Year 4, the average grade promotion rate of girls in directly supported IQPEP schools was 77.7%, which was an achievement of 93.1% of the Year 4 target of 83.5%, the baseline figure in 2009 being 80.4%. Corresponding national average figures are unavailable for comparison. The underperformance could be the result of insufficient resources allocated to gender activities on the part of IQPEP, a point which is further developed in Section 4.1.1 of this report.

More details and analysis of these six higher order result indicators are included Part II of this report.

The following briefly summarizes the main achievements of each of IQPEP's five major program components with reference to their component-specific deliverables (and corresponding PMP indicators) and major activities from IQPEP's contract. Part III of the present report provides more detail regarding accomplishments with regard to contractual deliverables, major activities, and indicators, challenges, and lessons learned for each program component.

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## Strengthened Pre-service Teacher Education

IQPEP's work in pre-service teacher education had two main, related thrusts: building the capacity of the 30 CTEs to produce committed, capable primary school teachers, and strengthening the CTE-linkage primary school (LPS) program.



With regard to the first major focus, at the beginning of IQPEP, the program continued to support the four Centers of Excellence (CoExs) that had been established in Assela, Debre Birhan, and Dr. Abdulmejid Hussein CTEs prior to IQPEP, and identified four new CoExs to be established in Arbaminch, Dessie, Kotebe, and Sebeta CTEs. Material support was provided to the four new CoExs and capacity building was done for all seven CoExs early in Year 2 of the program. But when IQPEP reviewed its pre-service activities in the CTEs near the end of Year 2 (2010–2011) and recommended that some activities be modified or terminated and replaced by other activities, USAID accepted the recommendations, and the CoEx activity was terminated. Other activities that were carried over from projects prior to IQPEP continued—for example, support to the Information Technology Resource Centers (ITRCs) in the colleges. Early in the program, IQPEP conducted IT-related training for 135 CTE staff and provided computers and other IT equipment to nine colleges that had been newly established near the start of IQPEP. Due to most colleges focusing insufficient attention and resources to effectively managing their ITRCs even by the end of the program, IQPEP's achievement on its PMP indicator *Percent of functioning ITRCs reaches 100%* was quite low: 26.7%.

Throughout the program one of IQPEP's main activities in the CTEs was strengthening the capacity of the college instructors. One avenue for doing this was through supporting the Staff Development Units (SDUs) in each college, which were responsible for the professional development of CTE staff. With the support provided by IQPEP, SDUs provided need-based training in areas such as IT, active learning, and innovative pedagogies for 8,429 instructors (7,410 male, 1,019 female), which was an aggregate figure

since instructors participated in more than one training course. Also early in the program 133 CTE deans and SDU, Linkage Coordinating Unit (LCU), and ITRC coordinators were trained in areas such as conducting needs assessments, proposal development, and impact assessments.

In addition to this, early in the program, based on a needs assessment, IQPEP developed three capacity building training modules—“Education Quality Assurance in CTEs,” “Special Needs and Inclusive Education,” and “Instructional Planning”—and trained 1,585 CTE instructors (1,451 male, 134 female) on the modules. This was 481 short of the indicator target of *2,066 CTE instructors trained*, but combined with the previously mentioned capacity building training for instructors and other CTE staff, far exceeded the target in the program’s PMP. Much of the training of CTE instructors focused on promoting active learning methods (ALM), and with regard to the program deliverable—*An average of 85% of teaching time in CTEs is devoted to using active learning methods in USAID-assisted CTEs*—from a baseline of 56.5% of teaching time allocated to ALM in Year 1 of the program, the average percent increased to 78.3% by the end of the program.

An important new activity that was added to IQPEP’s pre-service mandate starting in Year 3 was upgrading the leadership and management capacity of CTE management. The idea was that in order to enhance the teaching–learning process in the CTEs, management needed to be cognizant of the changes being encouraged by IQPEP so they could effectively support them. To this end, IQPEP’s pre-service team utilized capacity building modules that had been developed by the program’s planning and management team and used them to train 74 CTE deans and vice deans in areas such as strategic leadership, policymaking and analysis, human resource management, and change management.

Another new activity that was included in IQPEP’s pre-service mandate as a result of the program redesign near the end of Year 2 was providing more direct and holistic support to CTE students to enhance their performance. To this end, IQPEP supported the colleges’ providing training and support activities in areas like guidance and counseling, life skills, education technology, and peer study groups from which 11,676 CTE students (6,366 male, 5,310 female) benefitted. IQPEP also supported action research projects undertaken by students and, near the end of Year 5 of the program worked with the colleges to provide remedial training and tutoring in difficult subjects (chemistry, math, physics—and in one college, biology) for 75 needy students from each college. In all, 2,093 students benefitted from the activity.

At the end of the day, all of IQPEP’s inputs in the CTEs aimed to improve the performance and achievements of the aspiring teachers being trained in the colleges. To measure this impact, every year the program’s pre-service team obtained the GPAs of each cohort of graduating students and compiled those data to track the hoped for improvement in students’ cumulative grade point averages (CGPAs). In terms of IQPEP’s first indicator in this regard—*GPAs of students in USAID-assisted CTEs increase from 2.7 to 2.9*—the end result actually showed a decline from a baseline of 2.712 in 2009–2010 to 2.687 in 2012–2013. In terms of the second CTE GPA-related program indicator—*GPAs of female students in USAID-assisted CTEs increase from 2.4 to 2.8*—the result was virtually the same: from a baseline GPA of 2.557 in 2009–2010 the CGPA of female students fell to 2.478 in 2012–2013. As explained in Section 1.1.1 of the report, there are many factors that affected student performance in the CTEs and it was unlikely that the relatively modest inputs IQPEP made in the colleges would have a significant bearing on the CGPAs of the students.

Turning to the LPS program, which was an important activity IQPEP supported in the CTEs, many inputs were made to strengthen the 400 primary schools that were formally linked to the 30 CTEs. Through the

LCUs in the colleges, IQPEP provided equipment such as electroscopes, ammeters, voltmeters and separator funnels for LPS science laboratories, and equipment and materials such as hammers, saws, paint, markers and paper for LPS pedagogical centers. As already noted, IQPEP conducted a number of capacity building activities for the LCUs in the CTEs and, although the program fell short of its PMP indicator of *Percent of functioning LCUs reaches 100%*, its achievement of 68.9% against a baseline of 0% was a significant achievement. IQPEP, again through the LCUs, provided small grants to LPSs to support Teacher Study Groups (TSGs) as a way to encourage ongoing school-based, peer mentoring forms of teacher professional development in the LPSs.

A major focus of IQPEP's work in the linkage primary schools was on training teachers and principals. Prior to conducting the training, training modules, manuals, and handbooks were printed. Over the life of the program this represented a considerable number of materials printed: 27,385 copies of the early grade reading and writing (EGRW) modules, 16,479 copies of the subject matter handbooks (SMHBs) (science and math), 79,128 self-instructional kits (SIKs), and 4,927 modules on instructional leadership (IL). In terms of the actual training, to deliver the training on the aforementioned content areas, IQPEP trained a total of 452 trainers in the various training areas, and they went on to train a total of 16,778 LPS teachers: 5,665 in SIKs, 5,082 in SMHBs, and 6,031 in EGRW. While in aggregate terms, the number of teachers trained was very large, in terms of the program deliverable—*5,000 LPS teachers receive and complete a package of training*—whereby “package of training” refers to training in two of the three main training courses, the program trained 3,596 linkage primary school teachers in a “package of training” so defined. The reason for the shortfall is explained in Section 1.1.9 of this report.

At the same time, IQPEP also trained LPS principals and vice principals so that they could effectively support their teachers and manage the teaching-learning process in their schools. In all, 544 were trained in SIKs, 397 in EGRW, and 862 in IL, for a total of 1,803 LPS principals and vice principals trained. In addition, 60 WEO staff were trained in IL, which brought the total of LPS supervisors/principals trained to 1,863, which was 137 shy of the PMP indicator target for this activity of *2,000 LPS principals and vice principals trained*.

What was the impact of the training of LPS teachers and principals? Two key deliverables of IQPEP's pre-service and in-service components pertained to early grade reading: *Percentage of grade 2 (35%) and 3 students (50%) proficient in reading and Percentage of grade 2 (35%) and 3 students (50%) proficient in reading comprehension*. With regard to the first (proficiency in reading), the baseline for grade 2 students was 3%, which increased to 5% in Year 4 when the second Early Grade Reading Assessment (EGRA) was conducted. The percentage reading at this highest benchmark declined to 3%. However, if one combines the moderate and high benchmark levels (i.e. above 40 wpm instead of 60+ wpm), the results are closer to specified targets. If combined, 26% of children are reading at moderate or proficient levels.

In grade 3, the baseline was 11%, which increased to 16% in Year 4 but declined to the same level as the baseline (11%) in Year 5. Similar to results for grade 2, if one combined the moderate (40-59 wpm) and benchmark (60+ wpm) in to one category, FHI360 meets its target of 50% of the student population reading by the endline. A 4 percentage point increase from the baseline value of 46% in 2010.

With regard to the second deliverable (proficiency in reading comprehension), the baseline for grade 2 students was 9%, which increased to 16% in Year 4 but then declined to 14% in Year 5. While this value is below the midline, it is still 5 percentage points above the baseline value. If one combines the children in the moderate and benchmark reading comprehension categories, 46% of children reached

some level of improved comprehension compared to 17% in the 2010 baseline. It is important to note that while only small improvements were seen in reading proficiency over time, reading comprehension levels increased steadily over the life of the project.

In grade 3, students reading comprehension level at the baseline was 19%, which increased to 32% in the midline. For the endline, student reading comprehension scores reached 31% in Year 5. When the categories of moderate and high benchmark comprehension were combined, 63% of students demonstrated some level of reading comprehension – an increase of 30 percentage points over the combined baseline level. In Part III of this report, Sections 1.1.10, 2.1.4, and 5.1.2 provide explanations and analyses of these important figures.

Another indicator shared by IQPEP’s pre-service and in-service components was the functioning of Reading Centers that were established and supported in the 400 LPS and 2,215 in-service schools. Guidelines for setting up and managing the centers were developed and distributed to the schools and several rounds of books, alphabet sorts, hand-held blackboards, and other reading materials were provided to the centers. Progress in achieving the PMP indicator in this regard—*Percent of primary schools with functioning Reading Centers*—was 46% against an end-line target of 85%, starting from a baseline of 0%.



## Enhanced In-service Teacher Training

Many of the IQPEP’s in-service activities were similar to the program’s pre-service activities but were implemented and reported on separately. The training materials referred to previously with reference to pre-service were actually developed as part of the mandate and budget of the in-service teacher training component. Especially during Year 2 of the program, IQPEP’s in-service team oversaw the development of the following training materials, often employing the services of local and international consultants: three new SIKs, four EGRW modules, four SMHBs (biology, chemistry, physics, and science laboratory manual), and one IL module.

The training modules were then printed in large quantities over five years for use in the in-service component’s ambitious training activities. The quantities for the pre-service training of LPS teachers and principals have already been noted; in the case of in-service, a total of 665,036 modules, manuals, and handbooks were printed and provided to trainees: 278,376 SIKs, 122,897 formative continuous assessment (FCA) handbooks, 166,036 EGRW modules, 90,789 SMHBs, and 7,111 IL modules.

Prior to the training of in-service teachers, school principals, and other relevant education officers, the in-service team trained trainers to deliver the training. In all, 6,425 trainers were trained, the vast majority of which were regional trainers trained on SIKs (5,880). All other trainers were trained at the national level: 104 in SIKs, 105 in IL, 199 in EGRW, 107 in SMHBs, which included 22 in mathematics, 29

in biology, 26 in chemistry, and 30 in physics. Finally, 30 trainers were trained to train teachers, cluster supervisors, and woreda officers in information technology (IT)-related areas.

With the training materials in hand and the trainers trained, IQPEP's in-service team embarked on its ambitious annual training of teachers, principals, and other education personnel. They trained a total of 80,347 in-service teachers, as follows: 41,791 in SIKs, 22,130 in EGRW, 5,511 in mathematics, 4,147 in biology, 3,422 in chemistry, and 3,346 in physics. In addition, 261 in-service teachers were trained to use IT and other equipment IQPEP provided to the school cluster resource centers (SCRCs) and woreda cluster resource centers (WCRCs) as described briefly below. In the aggregate, the training of 80,347 in-service teachers was a notable achievement and far surpassed the PMP indicator of *37,600 in-service teachers completing cluster-based training programs*. However, in terms of the program deliverable—*35,000 teachers receive and complete a package of training through face to face training through the school cluster approach*—owing to the definition of “package of training” that was only clearly understood by IQPEP's teacher development team well into Year 2 of the program, the number of teachers trained in two or more of the aforementioned training courses was 18,764, which fell short of the program deliverable.

Training large numbers of teachers was a commendable undertaking, but what was the impact of that training?—what changes and improvements did it bring? One of the program's more qualitative deliverables, which was shared by the pre-service and in-service components, was *Average percent of teaching time used for active learning by primary school teachers*, and the target was set at 85%. Starting from a baseline of 45.1% in Year 1 of the program, the results steadily increased each year of the program and reached 72.1% by the end of the program. Although the achievement fell short of the 85% target, the gains made were significant. A second qualitative impact indicator that was shared by both pre-service and in-service was: *Average percent of primary school teachers using FCA*, and here too the end-line target was 85%. Starting with a baseline of 15.5% in Year 2, by the end of the program 74.5% of teachers were seen to be using FCA in their teaching, which was also a notable achievement. The key program deliverables and indicators in terms of grades 2 and 3 students' reading proficiency, percent of functioning Reading Centers (RCs) were previously discussed under pre-service. With regard to the percent of functioning Teacher Study Groups, during the life of the program as many as 72.4% of TSGs in both LPSs and in-service schools were seen to be functioning effectively as per the annual assessment criteria. While falling short of the end-line target of 100%, this represented a significant improvement from the 15.6% baseline at the start of the program

As part of the program's endeavor to adopt a systemic approach to improving the teaching-learning process in Ethiopian primary schools, IQPEP's in-service team trained school principals, WEO staff, as well as staff from the RSEBs/CAEBs. With regard to school principals, 2,174 were trained as trainers on SIKs, and they subsequently trained in-service teachers on the same. Principals were also themselves trained in SIKs (3,031) and IL (2,813). And although they were one-day orientations, 2,150 principals were also trained on how to effectively manage SCRCs, RCs, and TSGs. Finally, 390 school principals were trained in how to effectively use and maintain the IT and other equipment that IQPEP provided to the SCRCs and WCRCs. In the aggregate, therefore, 8,018 principals were trained, which significantly exceeded the PMP indicator of *4,646 primary school principals who received and completed a package of training related to instruction and instructional leadership*.

To involve education staff at the woreda level in the quality improvement process, IQPEP's in-service team trained 202 WEO officers in IL and 574 officers in SIKs. In addition, 165 WEO officers were trained in IT-related areas, which brought the total of WEO officers trained to 941 against the target of 400. At

the next higher level in the system, IQPEP trained 118 RSEB/CAEB officers in IL and an additional 285 were trained in national and regional TOTs related to instruction. In gross terms, the number trained considerably exceeded the PMP indicator target of *116 officers to be trained at the regional and city administration levels*.

As mentioned previously, IQPEP's in-service teacher training component established and strengthened SCRCs and WCRCs as part of its mandate to improve the professional development of in-service teachers. In the case of the SCRCs, this involved providing equipment and materials like computers, printers, and duplicating machines to 443 cluster centers and training 434 SCRC supervisors on IL and 439 on SIKs. (The PMP indicator was to *train 443 SCRC supervisors*.) The overall PMP indicator for SCRCs was *80% of SCRCs functioning* and IQPEP's annual assessment of SCRCs showed the highest level of functioning to be 50.7% during Year 4, starting from a baseline of 5.19% in Year 1. With regard to WCRCs, many of the program's inputs were the same as for SCRCs but the results were less encouraging: starting from a baseline of 5.2%, the highest level of functioning WCRCs was 11.1% in Year 5. Section 2.1.6 of the report provides explanations for this under-achievement.

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## Decentralized Planning and Management

IQPEP's planning and management worked at every level in the primary education system to help create and maintain an "enabling environment" in terms of planning and management that would effectively support and sustain the work the program was doing in schools. To that end, the program's planning and management team adopted a systemic approach to capacity building. In the order the capacity building activities appear in Part III, Section 3.1 of this report, IQPEP revised the woreda capacity building (WCB) training modules that had been developed prior to IQPEP and then trained 67 trainers to deliver the training for 5,015 WEO officers, which exceeded the program's deliverable—*At least 5,000 woreda education officers received and completed a package of training*—by 15 trainees. A second program deliverable with regard to WCB was *85% of Woreda Education Officers have adequate annual plan documents*, and in this connection, starting from a baseline of 5.4% in Year 1 of the program, by the end of the program in Year 5 the percentage had increased to 67.3%. The achievement fell short of the end-line target of 85%, but was a significant achievement starting from such a low baseline.



The planning and management team also produced and printed materials to train school principals in its School Principals' Training (SPT). Unlike the school principals training conducted by IQPEP pre- and in-service teams, which focused on instruction and IL, the SPT training addressed the more administrative and school management dimensions of school principals' work. IQPEP trained 66 trainers in SPT, and they in turn trained 10,112 school principals, which exceeded the program deliverable of *At least 10,000*

*school principals receive and complete a package of training*, by 112 trainees. The more qualitative PMP indicator tied to the SPT training was *Percent of schools that have improved school management*; the end-line target was 85% of schools and, starting from a baseline of 9.9% in 2009–2010, the achievement was 74.4% of schools by 2013–2014, which was a commendable result.

In some ways, the closest IQPEP came to working directly with communities to improve primary education was its training of Kebele Education and Training Board (KETB) members. The program's planning and management team recruited and trained 48 trainers to deliver the KETB training, and over the five years of the program, they trained 10,017 KETB members, which exceeded by 17 the program deliverable of *At least 10,000 KETB members received and completed a package of training*. The KETB members, after being trained, played instrumental roles in IQPEP's primary schools in terms of mobilizing community involvement, fund raising, and lobbying parents to keep their children in school, countering the early marriages of female students, and so on.

IQPEP's planning and management component also designed and delivered training for education officers at the regional and city administration level in the system as well as for officials at the national level in the MOE. Local consultants were recruited to develop training modules for mid-level managers and for technical experts at the regional and national (federal) level in areas of strategic leadership, human resource development, policymaking and analysis, and change management for the mid-level managers, and in education planning, project preparation, project monitoring and evaluation (M&E), and leadership skills for the technical experts. In all, 398 officers were trained (21 MOE and 377 regional and city administration) against the PMP indicator target of 432. This considerably exceeded the program deliverable of *At least 70 education officers at the MOE and regional/city administration education bureaus receive and complete a package of training*. The more qualitative program deliverable tied to the same activity was *All 11 RSEBs/CAEBs using improved systems for a) planning, b) personnel management, and c) monitoring and evaluation*, and by the end of the program, IQPEP achieved the target of 11.

Another activity that IQPEP's planning and management component continued that had been started by a previous USAID education project was the implementation of the Personnel Management Information System (PMIS). By the end of the program, the PMIS had been established in 200 WEOs, which met the PMP indicator target of *Establishing a computerized PMIS in 200 WEOs and providing training and facilities for the same woredas*. In addition to providing the required IT equipment and software, this entailed conducting data collection orientation for staff from the 200 WEOs, providing PMIS functional features training for 564 WEO staff, and training 570 WEO staff in PMIS technical features training. IQPEP's program deliverable in this case was: *Personnel Management Information System (PMIS) functional in 200 Woreda Education Offices*, and by the end of the program 81.3% of the 200 new WEOs were considered to have a functioning PMIS according to the assessment criteria. In addition to this, IQPEP provided "PMIS rehabilitation training" for the 130 woredas, RSEBs/CAEBs, and the MOE where the PMIS had been established prior to the start of IQPEP.

Finally, in terms of strengthening the management information system in the MOE, RSEBs/CAEBs, and CTEs, IQPEP continued providing support to colleges to maintain the Students' Registration Management Information System (SRMIS), installing it in the new colleges near the start of the program and then providing continuous troubleshooting and problem-solving throughout the program. IQPEP's IT specialists also help to install LAN systems in the RSEBs/CAEBs and to configure and maintain other IT-related inputs in the bureaus. This was accompanied by providing the MOE and all RSEBs/CAEBs with

myriad IT equipment, such as wireless networks, service racks, network cards, power dividers, UPSs, and tool kits.



## Improved Gender Equity and Participation

IQPEP's gender equity and participation activities were implemented in partnership with Pact/Ethiopia. Throughout the five years of the program, IQPEP's gender team focused on the same five main activities, which are described briefly here and in greater detail in Section 4.1 of this report.

The first of IQPEP's main gender activities centered on establishing and strengthening Girls' Education Advisory Committees (GEACs) in the program's directly supported 2,615 primary schools. This started with developing a manual that detailed how to establish and strengthen GEACs in schools, and subsequently 2,434 school principals from IQPEP's school participated in an orientation on the manual. IQPEP's gender team also distributed 500 ETB grants to each GEAC to assist them to implement their activities. IQPEP also organized and hosted follow-up workshops with GEAC representatives to develop strategies to make GEACs more effective and to disseminate the key messages about life skills for GEAC chairpersons, which they in turn passed on to their committee members. The program deliverable in the case of GEACs was *Girls' Education Advisory Committees established and strengthened in 2,000 focus primary schools* while the corresponding PMP indicator was *Percent of primary schools with functioning GEACs in USAID-supported primary schools reaches 80%*. While GEACs were established in all 2,615 schools, which considerably exceeded the first part of the deliverable, IQPEP's annual assessments of GEACs in terms of their functioning yielded less sanguine results: by the end of Year 4, 49.2% of IQPEP schools were seen to have functioning GEACs, and by Year 5 the total had slipped to 47.0%. This was compared to the baseline of 14.6% in Year 1, which suggests a good achievement in relative terms.

The second main cluster of IQPEP's gender activities were focused on supporting female students in the CTEs. A number of activities were designed and implemented to establish and support Girls' Clubs in the colleges, including conducting an initial needs assessment, developing a manual to strengthen the clubs, training 76 trainers on the club manual, who then trained many club members, and supporting activities such as peer mentoring and tutoring, giving awards to high-achieving female students, and providing support in life skills and study skills. The program deliverable with regard to Girls Clubs was *Girls' Clubs established and strengthened in 22 CTEs*; while clubs were in fact established in all 30 CTEs IQPEP directly supported, when it came to functioning, the highest level achieved was 7 of 30 CTEs with functioning Girls' Clubs. A related activity in the colleges was strengthening Gender Units. IQPEP's gender team designed and carried out several capacity building activities for the units. Although the work seemed to go well, the annual assessments on the PMP indicator *Number of functioning Gender Units in CTEs reaches 30* was not attained; the highest level achieved in this connection was 12.

Another important gender activity in the colleges was providing tutorial and mentoring services for female students. This started with developing a manual and then training 76 college instructors and

Gender Unit coordinators on the manual; they, in turn, trained advanced students as tutors and mentors, who then provided the tutoring and mentoring for approximately 30,000 students.

Much of the work IQPEP's gender team did in the CTEs revolved around, and was based upon, the development of eight supplementary gender-focused materials, and then training trainers on those materials, who then trained students. The manuals, handbooks, and other materials developed were focused on topics such as HIV/AIDS and reproductive health, study skills, gender and environment, life skills, and stress management and counseling. The manuals were produced in four local languages, and 850 copies of each were sent to all 30 colleges. To disseminate the information in the materials, IQPEP's gender team trained a total of 398 trainers to train student trainers who, in turn, trained many thousands of other students in the material.

Additional gender activities in the CTEs included focusing on involving males in gender activities in the colleges and training female instructors to build their capacity in gender responsive pedagogy and appreciative inquiry. IQPEP also supported carrying out action research by female instructors and published the seven best researches.

A third main activity area within IQPEP's gender equity and participation component was building the capacity of female teachers in leadership and management. This was an important and highly appreciated activity. The program target was to *Train 3,000 female teachers in leadership and management*, but due to the importance of the activity and the high level of appreciation expressed on the part of the trainees, in the end IQPEP trained 4,795 female teachers were trained by 80 trainers, many of whom (trainers) were women. Not long after participating in the training, many trainees reported that they were competing for leadership and management positions in the education system, and many were awarded the positions to which they aspired.

The fourth area of IQPEP's gender work was lobbying for gender sensitivity and inclusiveness in the policies of the institutions with which IQPEP was working. During Year 2 of the program, IQPEP's gender and MERA teams collaborated with the MOE and RSEBs/CAEBs in conducting a policy study entitled, "Exploring Policy Practice Gaps of Female Leadership in the Ethiopian Education System." The policy study was validated and the final report that summarized the findings and policy recommendations was presented and discussed in several different workshops and meetings, including a high-level MOE meeting in which the ministry agreed to develop gender guidelines, including establishing quotas for female leadership positions, which the regions will use to develop region-specific guidelines.

Finally, IQPEP's gender team focused their efforts on creating a more level playing field in terms of professional development and capacity opportunities for women. Historically, females working in the education sector have been marginalized in terms of opportunities to participate in professional development activities while males received the lion's share of the opportunities. To redress this imbalance, IQPEP's gender team held consultative workshops in which the participants articulated strategies for improving opportunities for women to participate more in capacity building activities. These ideas were summarized in a booklet entitled "Some Strategic Ideas to Enhance the Professional Development of Females in the Education Sector," which was printed and widely disseminated to relevant stakeholders. In terms of IQPEP's own training and capacity building activities, starting from a baseline of 14% of female participation in Year 1, by Year 5 the percentage of women's participation had increased to 35%.

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## Monitoring, Evaluation, Research, and Analysis (MERA)

A major program like IQPEP requires a robust M&E system to track progress toward meeting deliverables and indicator targets, and to document impact. One of the component's main tasks was to conduct annual assessments of key program activities, which included the following:

- Study of Woreda PMIS Functioning
- Study of the Adequacy of School Management
- Study of the Adequacy of Woreda Annual Plans and Functioning of WCRCs
- Study of the Use of Active Learning Methods and Formative Continuous Assessment by Primary School Teachers
- Study of the Use of Active Learning Methods by CTE Instructors
- Study of the Establishment, Strengthening, and Functioning of Key Activities in CTEs
- Study of Key Activities Relating to Primary Schools

In each case, data collectors were recruited and trained, data were collected, cleaned, encoded, and analyzed, and a final report was written, submitted to USAID and disseminated to relevant stakeholders. Section 5.1.1 of this report describes what was involved in conducting each assessment, but the results of the annual assessments are integrated with the corresponding activities under the other program components (pre-service, in-service, planning and management, and gender) in Part III of this report and are, therefore, not included again in the MERA section of the report.

In addition to assessing key IQPEP activities every year, MERA conducted three EGRAs, which were major undertakings and critical to documenting the impact of the EGRW activities IQPEP's pre-service and in-service components were implementing. For each EGRA, 240 schools were canvassed—120 IQPEP (intervention) schools and 120 non-IQPEP (control) schools—and from each school approximately 20 grade 2 students and 20 grade 3 students were assessed. Therefore, the total sample size was approximately 9,600 students from seven regions were assessed in one of five local languages. The baseline EGRA was conducted in 2010 as a partnership between FHI360 and RTI. Subsequent midline and endline results were compared against these initial values. The results in terms of the IQPEP's two deliverables with regard to early grade reading—proficiency in reading, and proficiency in reading comprehension—have been described above under pre-service teacher education, and are described in much greater detail in Sections 1.1.10, 2.1.4, and 5.1.2 of this report, and will, therefore, not be repeated here.

The third major activity area implemented by IQPEP's MERA component was conducting four policy studies to satisfy the program deliverable: *At least four policy studies completed and disseminated.* The rationale for this was that, while it is well and good for a program like IQPEP to make concentrated inputs in schools, what goes on in schools is to a large extent based on the policies that are adopted and implemented at the "higher" levels in the system; therefore, it is important to focus on policy review and policy implementation at the same time. In each case, the focus of the policy studies was determined in consultation with the MOE and RSEBs/CAEBs, a working group composed of IQPEP staff and MOE officers was formed to oversee the implementation of each policy study, the topics were validated by a broader group of stakeholders, the research was conducted, and the draft reports were



reviewed, validated, and then finalized. Upon completion, the policy study final reports were disseminated to relevant stakeholders, in some cases in meetings attended by MOE and RSEB/CAEB representatives. The following four policy studies were conducted:

- Gender Policy Study: Exploring Policy Practice Gaps of Female Leadership in the Ethiopian Education System
- The School Improvement Program (SIP): Its Implementation, Challenges, and Policy Implications
- Factors Affecting the Success of Teachers and Education Personnel in Implementing Educational Reforms in Ethiopian Schools
- Education for All in Ethiopia: A Study of Factors Keeping Young Children Out of School, with Policy Recommendations to Improve Access and Retention

Details on the implementation of each study and the main findings and results appear in Section 5.1.3 of this report.

The last major MERA activity area was providing support to the NEAEA to conduct the fourth and fifth NLAs, as per the program deliverable, *two learning assessments undertaken (supported)*. The fourth NLA was conducted during Year 2 of the program (2011) and IQPEP provided financial and technical support in terms of item development, piloting the instruments, translating the instruments, and supporting the actual assessment of grades 4 and 8 students, and producing the final report. Separately, IQPEP analyzed the assessment data and produced a report that compared the results of students in IQPEP schools and those from non-IQPEP schools; the differences proved to be negligible, as described in Part II of this report. IQPEP also supported the NEAEA to conduct the fifth NLA in Year 5 (2014), but the results were not available at the time of producing IQPEP's final report.



## ACCOMPLISHMENTS IN ACHIEVING SELECTED HIGHER LEVEL (RESULT) INDICATORS

As noted in the Executive Summary, six of IQPEP’s result indicators, because they are broad, higher order indicators, do not lend themselves to being reported on through the lens of individual program components or specific program activities. Therefore, these six higher-level indicators will be reported on here,<sup>2</sup> before moving on to describing the accomplishments of individual program components in implementing their major activities and meeting their

deliverables and indicator targets. Important limiting factors in this presentation are that for 1 and 2—pertaining to the NLA—the only data available are from the fourth NLA, which was conducted during Year 2 (2010–2011) because results of the fifth NLA, conducted during Year 5 (2013–2014) were not available at the time of writing. Also, because the data for 3–6 are derived from the MOE’s yearly EMIS statistical bulletin, the latest available figures are from 2012–2013, not 2013–2014, which would make the analysis more up to date.

A further important caveat: Due to the broad nature of the six higher-order (result) indicators in this section, the issue of attribution of effects comes into play in documenting and explaining IQPEP’s impact. For all of them, there were a large number of variables and factors that were beyond the control of IQPEP, or were not part of IQPEP’s mandate to address, which make it difficult in most

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<sup>2</sup> The first three indicators are program deliverables while the last three are not. For all six indicators, please see Annex 1, IQPEP’s PMP report matrix, which, for most indicators, documents annual achievement and progress.

cases—indeed, impossible—to ferret out and attribute achievement or lack of achievement specifically to IQPEP. This being the case, the most that can be done is to compare the accomplishments of schools and students directly supported by IQPEP toward achieving each of the six indicators with non-IQPEP schools and students, which is done in each case.

**Indicator 1 – Mean scores of standardized achievement tests in grade 4 in USAID-supported primary schools increase from 39.5% (in 2009–2010) to 51.0% (in 2013–2014).**

IQPEP supported the NEAEA to implement two National Learning Assessments (NLAs): the fourth NLA during 2010–2011 and the fifth NLA during 2013–2014; as noted above, only the results of the fourth NLA are in-hand at the time of writing this report. In the fourth NLA, the mean score of grade 4 students in IQPEP-supported schools was 38.6%, which was an achievement of 87.7% of the target of 44.0%. However, the national average mean score of grade 4 students was 40.1%, which suggests that students in IQPEP schools performed below the national average. The reasons accounting for this difference are difficult to ascertain.

A number of factors most likely contributed to IQPEP falling short of its target. First, the fourth NLA was conducted near the beginning of the program, which meant that there was little time for IQPEP interventions in its 2,615 directly supported primary schools to take root and have impact. Second, in general there were too few IQPEP interventions—the activities described in Part III of this report—in schools to make a dramatic impact on a formal assessment like the NLA, and, arguably, the interventions IQPEP did make lacked the depth required to have a profound impact. Third, there were many other factors and variables in the environment—social, cultural, economic, home factors, school factors—that had more significant impact on student achievement on an assessment like the NLA than the inputs of a single program like IQPEP.

**Indicator 2 – Mean scores of standardized achievement tests in grade 8 in USAID-supported primary schools increase from 35.0% (in 2009–2010) to 51.0% (in 2013–2014).**

Because the NLA involves testing both grade 4 and grade 8 students, the same caveat for grade 4 (above) applies here: only the results of the fourth NLA are in hand at the time of writing this report. In the fourth NLA, the mean score of grade 8 students in IQPEP-supported schools was 35.3%, which was an achievement of 88.3% of the set target of 40.0%. At the same time, the national average mean score was identical to that of students in IQPEP-supported schools: 35.3%.

Much of the same analysis (above) regarding grade 4 student results on the NLA applies to the grade 8 students' results. First, the fourth NLA was conducted near the beginning of the program, which meant that there was little time for IQPEP interventions in its 2,615 directly supported primary schools to have an impact. Second, in general there were too few IQPEP interventions in schools to make a dramatic impact on a formal assessment like the NLA, and, arguably, the interventions IQPEP did make lacked the depth required to have a profound impact. Third, and lastly, there are many other factors and variables in the environment—social, cultural, economic, home factors, school factors, and so on—that had more significant impact on student achievement than the inputs of a single program like IQPEP.

**Indicator 3 – School survival rate to grade 5 (in USAID-assisted primary schools) increases from 46.4% to 65.0%.**

Starting with a baseline figure of 46.4%, by the end of Year 4 of the program, the total survival rate of grade 5 students in IQPEP schools was 48.8%, which represented a 79.3% achievement against the Year 4 target of 61.5%, and a 4.5% increase over the 2009 baseline. The total was an aggregate of 48.4% for boys and 49.3% for girls, which indicated a slightly higher survival rate to grade 5 for girls compared to boys. (As mentioned above, Year 5 figures were not available at the time of writing this report.) At the same time, the national average survival rate to grade 5 of students in 2013 was 50.7%, nearly 2% higher. It is difficult to meaningfully explain the difference—perhaps it is due to IQPEP schools being primarily located in marginalized and isolated geographical areas whereas the national average takes into account all schools.

During Year 5, IQPEP, in collaboration with the MOE, carried out a policy study on out-of-school children, which addressed the issue of drop-outs (see Part III, Section 5.1.3 of this report) and documented myriad reasons why school children leave school: social, cultural, and economic factors, parents' and students' perceptions about the value of education, and challenging realities within schools, to name a few—all of which were especially acute in IQPEP schools, which were purposefully selected from the most disadvantaged areas of Ethiopia. Given these realities in the broader environment in which IQPEP was working, IQPEP did its best to keep children in school by improving the school environment and IQPEP schools' capacity to deliver quality education, but it appears those inputs were insufficient to increase persistence rates to grade 5 to the level desired.

For example, IQPEP efforts to establish and strengthen Girls Education Advisory Committees (GEACs) focused on the enrollment and retention of girls in primary schools. Although that work had some positive effect, it could be argued that insufficient resources—financial and manpower—were marshaled to support GEACs to have the desired effect, especially considering the large number of schools (2,615) and their geographical dispersion (see Section 4.1.1 for a discussion of GEACs). The same might be said about IQPEP's support to KETBs, who work closely with school communities. Further, it could be argued that IQPEP's mandate was focused primarily on building the capacity of the education system at every level—national, regional, woreda, zone, and kebele—and, as a result, too little emphasis was placed on providing direct support to students and their families.

#### **Indicator 4 – Total number of students enrolled in USAID-assisted primary schools increases from 185 million to 1.97 million.**

Although a program like IQPEP has little control over, and impact on, national enrollment rates, this indicator was included in the program's PMPs. Starting from a baseline of 1.85 million children in IQPEP-supported primary schools in 2009, the figure increased to 1.939 million by 2013, which represented a 99.5% achievement against the Year 4 target of 1.95 million, and 104.8% against the 2009 baseline.

In light of the fact that Ethiopia's population has steadily increased during the 2009–2013 period, it is difficult to know how much to attribute the increase in enrollments to the success of IQPEP's interventions and how much to demographic realities. Considering the difference between IQPEP school enrollments and non-IQPEP school enrollments, it seems fair to posit that IQPEP's work with GEACs and KETBs, which in some ways specifically focused on the issues of access and retention, combined with all of the other program activities, helped to improve IQPEP schools, which, in turn, encouraged children to enroll and stay in school.

#### **Indicator 5 – Percentage of girls in USAID-assisted primary schools increases from 48.85% to 50.0%.**

Much of the same dynamic described above in 4 about the attribution of effects, applies here as well. By the end of Year 4 (2013), the percentage of girls in IQPEP schools was 48.6%, a 98.2% achievement of the 49.5% target set for the year, and a slight decrease from the baseline figure of 48.85%. A thorough analysis of overall demographics figures during those four years would need to be done to explain the difference. At the same time, the national average percentage of girls in primary school in 2013 was 47.7%, nearly 1% less.

As previously noted, IQPEP's main activity to address primary school girls' access to school and retention in school was its support for GEACs, and, arguably, that support was too modest and diffuse to have a measurable impact on the enrollment and retention of girls. The same could be said for the program's support to KETBs, who also had gender issues as part of their mandate. No other IQPEP activities differentiated between boys and girls—hence, the case could be made that IQPEP was not designed and implemented to move the gender needle to any significant extent. This was most likely a reflection of the already near-parity between boys and girls in 2009 when the program was started.

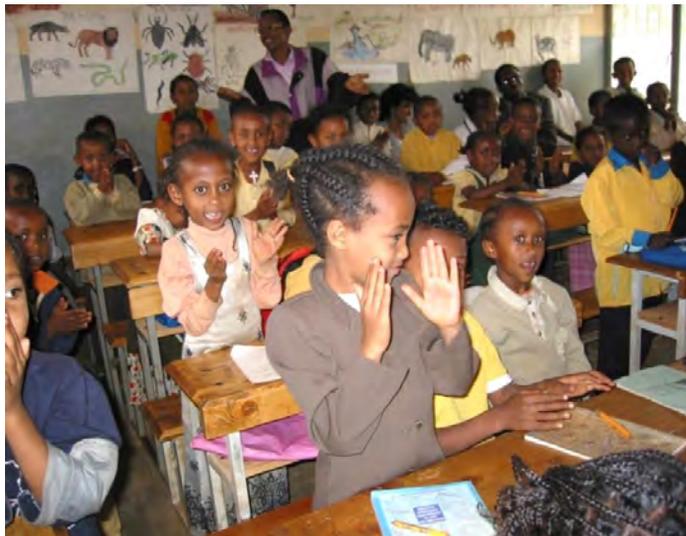
**Indicator 6 – Average grade promotion rate of female students in USAID-supported primary schools (grades 1–7) increases from 80.4% to 85.0%.**

Much of the previous analysis about IQPEP's relatively small allocation of financial and other resources to addressing gender issues applies here as well. During Year 4, the average grade promotion rate of girls in directly supported IQPEP schools was 77.7%, which was an achievement of 93.1% of the Year 4 target of 83.5%, the baseline figure in 2009 being 80.4% MOE figures are not available for this same data point; therefore, comparisons against the national average cannot be made.

The factors that account for the relative lack of improvement on this indicator between 2009 and 2013 would require more analysis than is possible in the present report. The possible factors range from changes in textbooks and teaching materials to higher teacher expectations and grading standards to any number of social, cultural, and economic factors that could have negatively impacted female students' performance.

## SUMMARY OF ACCOMPLISHMENTS, CHALLENGES, AND LESSONS LEARNED BY PROGRAM COMPONENT

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The body of this report is structured according to the main activities that were implemented by IQPEP’s five major program components. The same activities were also used as headings to structure IQPEP’s quarterly and annual reports; with few exceptions. These main activities remained the same from the beginning of the program to the end, and, therefore, that has been continuity in program reporting. For most activities, at the beginning there are either Deliverables or Major Activities (with corresponding indicators from the program’s PMP), or both, and the subsequent

Accomplishments sections describe what was achieved in meeting the deliverables and PMP indicators in implementing the main activities.<sup>3</sup>

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<sup>3</sup>The deliverables are derived from the “Reports, Deliverables, and Outputs” section (pages 21–22) of IQPEP’s contract with USAID while the major activities are from the “Statement of Work” section (pages 12–16) of the contract. Some main activities reported on here are not linked to contractual deliverables while others did not have corresponding major activities in IQPEP’s contract. Some activities have both and some have neither. All major activities delineated in IQPEP’s contract for each program component are included and addressed throughout this section of the report.

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## 1.0 Strengthened Pre-Service Teacher Education

### 1.1 ACCOMPLISHMENTS

Throughout IQPEP, the focus of its Pre-Service Teacher Education component was on building the capacities of the CTEs and linkage schools as learning institutions, and building the professional capacities of administrators, instructors, and CTE students as active teachers and learners; building CTE-school partnerships and expanding both CTE instructors' and teachers' subject matter knowledge, pedagogical skills, and professionalism through a two-way flow of knowledge, experience, and personnel between CTEs and schools; and emphasizing active learning methods (ALM) and formative continuous assessment (FCA) techniques that lead to higher levels of pupil proficiency, especially in reading and writing, by introducing an innovative approach to reading across the curriculum as one of the central vehicles of making active learning and formative continuous assessment more effective.

#### 1.1.1 General Activities

##### Deliverable

None.

##### Major Activity

(1) Grade point averages (GPAs) of students in USAID-assisted CTEs will be tracked and reported on in the PMP. *[Indicators: (a) Grade Point Averages (GPAs) of students in USAID-assisted CTEs increase from 2.7 to 2.9; (b) Grade Point Averages (GPAs) of female students in USAID-assisted CTEs increase from 2.4 to 2.8.]*

##### Accomplishments

During Year 1 of the program, the pre-service component of IQPEP collected and analyzed the cumulative grade point averages (CGPAs) of the 2009–2010 cohort of graduates of CTEs working with IQPEP, to establish a baseline against which comparisons could be made with the CGPAs of future cohorts of graduates. It was deemed that this would be one way to measure the impact of IQPEP's interventions on students' achievement over the years. Accordingly, as depicted in the first table below, the CGPA summary of students in IQPEP-supported CTEs, which was compiled and summarized in May 2014, reveals that the average CGPA for the year 2009–2010 was 2.712 (approximated to three

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In most cases the wording of the deliverables and major activities have been left as they appear in IQPEP's contract, an exception being changing TEI (teacher education institution) to CTE (college of teacher education) since that rubric changed soon after the IQPEP contract was awarded. Finally, although some of the numbers in deliverables—for example 22 CTEs and 2,000 primary schools—have been left as they were in IQPEP's contract, the fact is that in some cases the actual numbers changed. This is not reflected in the current report because, although several times FHI 360 requested USAID/Ethiopia to do a contract modification to reflect those changes, a modification was not done.

significant digits), the average CGPA for the year 2010–2011 was 2.709, the average CGPA for the year 2011–2012 was 2.713, and the average CGPA for the year 2012–2013 was 2.687.

The trend indicates that, during the first three years, there was little or no improvement and during the year 2012–2013 there was actually a slight decline in the CGPAs of students. As such, this PMP indicator was not achieved. The under-achievement could be attributed to the fact that college students' performance depends on many factors: well-trained and committed instructors, well-equipped libraries, and educational technology, laboratories equipped with modern facilities and chemicals, and an overall environment that is conducive to improving the physical and mental development of students. Looked at in this light, it is likely that the support IQPEP provided to CTEs, was too diffuse and insufficient to bring the desired change as compared to the significant needs of the colleges and their students.

Likewise, examining female students' CGPAs depicts a similar trend, which can also be attributed to the aforementioned reasons, in addition to perhaps other reasons that are gender specific, which will be discussed in Section 4.1.2 of this report. Therefore, here, too, the indicator end-point target of 2.8 CGPA for female students was not achieved. For the details on the annual CGPAs of female college students, see the second table below:

**CGPAs of CTE Students during 2009/10 to 2012/13**

S. No	Name of CTE	2009/10			2010/11			2011/12			2012/13			Total Pop. Of 4 Years	Grand Total Pop. CGPA	Average CGPA Over 4Years
		Total Pop	Total GPA	Average CGPA	Total Pop	Total GPA	Average CGPA	Total Pop	Total GPA	Average CGPA	Total Pop	Total GPA	Average CGPA			
1	Kotebe	555	1446.669	2.6066108	385	995.98	2.586961	397	1017.95	2.564106	434	1117.88	2.57576	1,771	4578.479	2.5852507
2	Aysayita	76	218.681	2.8773816	66	183.05	2.773485	66	183.05	2.773485	101	276.46	2.737228	309	861.241	2.7871877
3	D/Berhan	333	913.459	2.7431201	678	1707.94	2.519086	514	1291.09	2.511848	848	2129.1	2.510731	2,373	6041.589	2.5459709
4	D/Markos	319	786.6	2.4658307	398	1009.32	2.53598	443	1113.69	2.513973	809	2037.88	2.519011	1,969	4947.49	2.5126917
5	D/Tabor				325	852.47	2.622985	161	410.99	2.552733	545	1370.01	2.51378	1,031	2633.47	2.5542871
6	Dessie	422	1092.66	2.5892417	503	1349.56	2.683022	489	1305.3	2.669325	699	1830	2.618026	2,113	5577.52	2.6396214
7	FinoteSelam							168	447.89	2.666012	468	1259.88	2.692051	636	1707.77	2.685173
8	Gondar	900	2455.54	2.7283778	648	1740.5	2.685957	502	1375.58	2.740199	906	2493.22	2.751898	2,956	8064.84	2.728295
9	Injibara				254	685.2	2.697638	226	626.85	2.773673	756	2094.83	2.770939	1,236	3406.88	2.7563754
10	Kemisie	163	418.79	2.5692638	175	460.67	2.6324	278	740.15	2.66241	236	629.76	2.668475	852	2249.37	2.6401056
11	Sekota				57	149.01	2.614211	122	308.94	2.532295	281	695.85	2.476335	460	1153.8	2.5082609
12	Woldiya				343	909.92	2.652828	203	520.8	2.565517	331	837.58	2.530453	877	2268.3	2.586431
13	GilgelBeles	119	319.95	2.6886555	41	103.95	2.535366	60	149.76	2.496	177	436.65	2.466949	397	1010.31	2.5448615
14	Gambella	104	304.57	2.9285577	164	459.24	2.800244	152	439.26	2.889868	300	816.34	2.721133	720	2019.41	2.8047361
15	Harar	255	742.48	2.9116863	121	365.22	3.018347	118	344.18	2.91678	293	858.09	2.928635	787	2309.97	2.9351588
16	Asella	367	1081.97	2.9481471	545	1561.21	2.864606	367	1082.97	2.950872	509	1451.92	2.852495	1,788	5178.07	2.8960123
17	BuleHora										247	723.8	2.930364	247	723.8	2.9303644
18	DembiDollo	670	1823.09	2.7210299	238	635.73	2.671134	519	1369.93	2.639557	689	1780.92	2.58479	2,116	5609.67	2.6510728
19	Jimma	893	2484.49	2.7821837	602	1685.42	2.799701	893	2486.47	2.784401	663	1856.85	2.800679	3,051	8513.23	2.7903081
20	Mettu	659	1806.51	2.7412898	674	1888.02	2.801217	564	1587.5	2.814716	631	1749.34	2.77233	2,528	7031.37	2.7813964
21	Nekemte	537	1425.96	2.655419	447	1188.13	2.658009	640	1707.75	2.668359	744	2022.89	2.718938	2,368	6344.73	2.6793623
22	Robe	452	1127.25	2.4939159	477	1296.32	2.717652	621	1704.08	2.74409	728	1955.49	2.686113	2,278	6083.14	2.6703863
23	Sebeta	149	416.09	2.7925503	368	963.76	2.618913	222	585.09	2.635541	189	500.14	2.646243	928	2465.08	2.6563362
24	ArbaMinch	660	1825	2.7651515	762	2205.84	2.894803	421	1167.4	2.772922	557	1552.89	2.787953	2,400	6751.13	2.8129708
25	Bonga	321	831.22	2.5894704	519	1350.98	2.603044	453	1163.39	2.56819	461	1163.09	2.522972	1,754	4508.68	2.5705131
26	Hawassa	239	623.81	2.6100837	407	1094.99	2.690393	720	1955.15	2.715486	1,022	2772.36	2.712681	2,388	6446.31	2.6994598
27	Hosaena	593	1637.14	2.7607757	393	1084.73	2.760127	522	1471.08	2.818161	562	1541.33	2.74258	2,070	5734.28	2.7701836
28	Dr.AbdulMajid Hussein	148	388.36	2.6240541	234	618.21	2.641923	308	848.13	2.753669	528	1339.87	2.537633	1,218	3194.57	2.6227997
29	AbbyiAddi	705	1982.83	2.8125248	497	1346.28	2.708813	385	1121.6	2.913247	385	1123.73	2.918779	1,972	5574.44	2.8267951
30	Adwa	111	277.8	2.5027027	314	915	2.914013	349	997.1	2.85702	400	1235.2	3.088	1,174	3425.1	2.9174617

Total	9,750	26430.92	2.7108635	10,635	28806.65	2.708665	10,883	29523.12	2.712774	15,499	41653.35	2.687486	46,767	126414.04	2.7030607
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\* The shading depicts that there were no graduating students for that CTE during that year.

**CGPAs of Female CTE Students during 2009/10 to 2012/13**

S. No.	Name of CTE	2009/10			2010/11			2011/12			2012/13			Total No. Female Students Years	Grand Total Female CGPA	Average CGPA Over 4 Years
		Total F Stu.	Total Female CGPA	Average CGPA	Total F Stu.	Total Female CGPA	Average CGPA	Total F Stu.	Total Female CGPA	Average CGPA	Total F Stu.	Total Female CGPA	Average CGPA			
1	Kotebe	155	375.459	2.4223161	236	601.67	2.5494492	45	110.72	2.460444	196	498.2	2.541836735	632	1586.049	2.509571203
2	Aysayita	24	66.036	2.7515	10	25.1	2.51	10	25.1	2.51	23	58.94	2.562608696	67	175.176	2.614567164
3	D/Berhan	175	454.615	2.5978	356	831.29	2.3350843	292	671.83	2.300788	574	1340.91	2.336080139	1397	3298.645	2.361234789
4	D/Markos	125	267.4	2.1392	189	434.21	2.2974074	246	570.91	2.320772	507	1186.45	2.340138067	1067	2458.97	2.304564199
5	D/Tabor				163	387.99	2.3803067	86	200.18	2.327674	337	812.71	2.411602374	586	1400.88	2.390580205
6	Dessie	161	380.5	2.363354	237	578.42	2.4405907	270	655.76	2.428741	433	1060.82	2.449930716	1101	2675.5	2.430063579
7	FinoteSelam							91	226.87	2.493077	305	766.42	2.512852459	396	993.29	2.508308081
8	Gondar	333	814.73	2.4466366	289	706.59	2.4449481	269	677.35	2.51803	558	1429.88	2.562508961	1449	3628.55	2.504175293
9	Injibara				78	190.95	2.4480769	136	347.26	2.553382	498	1281.84	2.573975904	712	1820.05	2.55625
10	Kemisie	25	65.47	2.6188	30	74.02	2.4673333	39	92.42	2.369744	50	122.96	2.4592	144	354.87	2.464375
11	Sekota				14	34.34	2.4528571	40	93.46	2.3365	145	337.52	2.327724138	199	465.32	2.338291457
12	Woldiya				198	484.86	2.4487879	123	292.77	2.380244	228	542.52	2.379473684	549	1320.15	2.404644809
13	GilgelBeles	30	77.43	2.581	10	22.79	2.279	9	19.88	2.208889	53	119.67	2.257924528	102	239.77	2.350686275
14	Gambella	4	11.04	2.76	24	58.49	2.4370833	10	23.55	2.355	44	107.96	2.453636364	82	201.04	2.451707317
15	Harar	47	129.09	2.7465957	23	64.75	2.8152174	19	49.28	2.593684	39	106.64	2.734358974	128	349.76	2.7325
16	Asella	185	502.73	2.7174595	319	863.03	2.7054232	191	519.67	2.720785	253	655.28	2.590039526	948	2540.71	2.68007384
17	BuleHora										118	312.97	2.652288136	118	312.97	2.652288136
18	DembiDollo	379	903.56	2.3840633	124	291.95	2.3544355	251	580.21	2.311594	366	833.07	2.276147541	1120	2608.79	2.329276786
19	Jimma	481	1205.7	2.5066528	334	867.18	2.5963473	481	1207.11	2.509584	367	942.99	2.569455041	1663	4222.98	2.539374624
20	Mettu	323	1205.7	3.7328173	350	897.06	2.5630286	269	674.17	2.506208	308	764.35	2.481655844	1250	3541.28	2.833024
21	Nekemte	307	745.2	2.4273616	243	585.42	2.4091358	334	795.97	2.383144	370	926.77	2.504783784	1254	3053.36	2.434896332
22	Robe	209	498.9	2.3870813	254	628.49	2.4743701	308	749.98	2.435	371	889.05	2.396361186	1142	2766.42	2.422434326
23	Sebeta	55	130.71	2.3765455	205	497.48	2.4267317	116	275.23	2.372672	100	238.7	2.387	476	1142.12	2.399411765
24	ArbaMinch	294	729.96	2.4828571	326	1006.77	3.0882515	139	351	2.52518	136	342.6	2.519117647	895	2430.33	2.715452514
25	Bonga	123	283.86	2.3078049	174	415.24	2.3864368	138	327.62	2.374058	128	302.2	2.3609375	563	1328.92	2.360426288
26	Hawassa	101	234.26	2.3194059	154	374.8	2.4337662	202	491.98	2.435545	225	554.21	2.463155556	682	1655.25	2.427052786

27	Hosaena	240	590.99	2.4624583	116	290.48	2.5041379	175	455.09	2.600514	196	491.13	2.505765306	727	1827.69	2.514016506
28	Dr.AbdulMajid Hussein	28	68.85	2.4589286	27	67.96	2.517037	51	136.19	2.670392	89	212.31	2.385505618	195	485.31	2.488769231
29	AbbyiAddi	308	801	2.6006494	239	591.69	2.4756904	205	551.41	2.689805	205	552.5	2.695121951	957	2496.6	2.608777429
30	Adwa	71	153.02	2.1552113	164	449.51	2.7409146	208	542.73	2.609279	223	658.41	2.952511211	666	1803.67	2.708213213
Total		4,183	10696.21	2.5570667	4,886	12322.53	2.5220078	4753	11715.7	2.464906	7,445	18449.98	2.478170584	21,267	53184.42	2.500795599

*\* The shading depicts that there were no graduating students for that CTE during that year.*

### 1.1.2 Establish and Strengthen Centers of Excellence in CTEs

#### Deliverable

None. (The activity was discontinued when pre-service activities were reviewed and revised in mid-2011.)

#### Major Activity

(1) Centers of Excellence established in 12 CTEs. (Discontinued when pre-service activities were reviewed and revised in mid-2011.)

#### Accomplishments

Needs assessments that were conducted in the 29 CTEs during Year 1 provided information, among other things, on the status of the existing Centers of Excellence (CoExs)—in Assela, Debre Birhan, and Dr. Abdulmejid Hussein CTEs—and also on the focus areas around which the new four CoExs would be established. CTEs were also requested to submit proposals, if they aspired to have a CoEx in a focal area of their preference. As a follow-up to this, a national workshop was conducted with representatives from the MOE, RSEBs, CAEBs, and CTEs to discuss the findings of the needs assessment and focus areas for the first 4 (of 12) new CTEs to be established under IQPEP. During the workshop, the four CTEs that would host the new CoExs were identified: Dessie CTE, on Active Learning and Continuous Assessment; Kotebe CTE, on ICT Education; Arbaminch CTE, on Alternative Teacher Education for the Pastoralist Population; and Sebeta CTE, on Special Needs and Inclusive Education. During the same year, equipment and materials worth 791,913 ETB were purchased to establish and strengthen the new CoExs, in two rounds. The already existing three CoExs were also supported through additional funding. The following table depicts the material support provided to the newly established CoExs.

#### ***Equipment/Materials Provided to the Four New CoExs (Round 1)***

S.N	Item	Unit	Qty	Arbaminch	Kotebe	Dessie	Sebeta
1	Desktop computer	Pcs	5	1	2	1	1
2	Laptop	Pcs	2	-	1	1	-
3	Server	Pcs	1	-	1	-	-
4	Embosser	Pcs	1	-	-	-	1
5	Perkins/Broiler	Pcs	2	-	-	-	2
6	Book shelf	Pcs	4	1	1	1	1
7	Braille paper	Pcs	10	-	-	-	10
8	Display shelf	Pcs	2	2	-	-	-
9	Ventilation office fan	Pcs	1	1	-	-	-
10	White board	Pcs	2	1	-	1	-
11	Television 29"	Pcs	2	-	-	2	-
12	DVD player	Pcs	1	-	-	1	-
13	Printer	Pcs	4	1	1	1	1
14	Office table	Pcs	4	1	1	1	1
15	Swivel chair	Pcs	4	1	1	1	1
16	Box file	Pcs	40	10	10	10	10
17	Printing Paper – A4	Reams	40	10	10	10	10
<b>Total</b>			<b>125</b>	<b>29</b>	<b>28</b>	<b>30</b>	<b>38</b>

During Year 2, a training workshop to strengthen all seven CoExs at that time was conducted for participants from colleges and for IQPEP’s teacher development officers, managed by an international consultant from AED. The participants in this training were college deans and coordinators of the CoExs from the seven CTEs. The focus of the training was on developing vision and mission statements, long- and short-term plans, and exit strategies for the existing and the newly established CoExs.

Later in the year, additional equipment and materials were procured and sent to the four new CoExs, based on their requests, as follows.

**Equipment/Materials Provided to CoExs(Round 2)**

S.N	Item	Unit	Qty	A.minch	Kotebe	Dessie	Sebeta	Remark
1	LCD Projector Screen	Pcs	2	1	-	1	-	
2	Guest Chair	Pcs	8	2	2	2	2	
3	Conference table	Pcs	1	-	-	1	-	
4	Digital Photo Camera	Pcs	1	-	1	-	-	
5	Digital Video Camera	Pcs	2	-	1	1	-	
6	Color Printer	Pcs	1	-	1	-	-	
7	Stabilizer	Pcs	1	-	-	-	1	
8	Binding Machine	Pcs	2	-	-	1	1	
9	LCD projector	Pcs	4	1	2	1	-	
10	Photo Copy Machine	Pcs	3	1	-	1	1	
11	Electric divider	Pcs	5	1	2	1	1	
12	UPS	Pcs	4	1	1	1	1	
13	Computer Plastic dust cover	Pcs	4	1	1	1	1	
14	Printer toner	Pcs	6	2	2	2	-	
	<b>Total</b>		<b>44</b>	<b>10</b>	<b>13</b>	<b>13</b>	<b>8</b>	

As Year 2 of the program neared its end and planning was underway for Year 3, IQPEP critically examined the activities it was implementing in the CTEs and decided that some activities were not effective and were unlikely to ever have much impact, and should be dropped, while other activities needed to be modified to be effective, and still other new activities held promise and should be approved for implementation. These observations and recommendations were presented to USAID, and in June 2011 IQPEP received instructions from USAID to make the recommended adjustments in its pre-service work in the CTEs. The guidance was to terminate support for some activities that were not having much impact and were unsustainable, and CoExs were among the activities terminated.

**1.1.3 Strengthen Resource Centers and Enhance the Use of Information Technology in CTEs**

Deliverable

None.

Major Activity

(1) Resource Centers will be strengthened and the use of information technology enhanced in 22 target CTEs. (Reviewed and revised in April 2011.) [Indicator: Percent of functioning ITRCs reaches 100%.]

## Accomplishments

The CTE needs assessments that IQPEP conducted during Year 1 also included checking the status of the Resource Centers and the use of information technology in the CTEs. During Year 2, training materials were developed and a 15-day training was conducted in November 2010 on e-lesson development for IT subject specialists from Dessie, Hawassa, and Kotebe CTEs. After the training, the themes and topics that had been identified for e-lesson development, based on needs assessments conducted in five CTEs, were distributed to the participants of the training with instructions to develop the e-lessons when they returned to their colleges. The e-lessons that were developed were then dispatched to all IQPEP-supported CTEs.

During the same year, a national level IT training on education technology, basic computer skills, Internet browsing, and e-lesson use was conducted for instructors drawn from the remaining 27 CTEs. Likewise, during Year 3, a three-day training was conducted in two rounds for registrars or their designates from all CTEs on how to use the Student Record Management Information System (SRMIS); the focus of the training was on managing students records, which included entering and managing student data into the system to generate student reports. Please refer to the table below for the different training conducted on information technology (IT) by IQPEP's pre-service component.

### ***IT Related Training Delivered to CTE Personnel***

SN.	Region	Training on E-Lesson Development and Use			IT Training on Education Technology			SRMIS Training for Registrar Personnel			Remark
		M	F	T	M	F	T	M	F	T	
1	Addis Ababa	4	0	4*	-	-	-	2	0	2	*Kotebe CTE
2	Afar	-	-	-	-	-	-	3	1	4	
3	Amhara	2	3	5*	18	0	18	18	5	23	*Dessie CTE
4	B.Gumuz	-	-	-	2	0	2	2	0	2	
5	Gambela	-	-	-	2	0	2	2	0	2	
6	Harari	-	-	-	2	0	2	1	1	2	
7	Oromia	-	-	-	15	4	19	11	6	17	
8	SNNP	5	0	5*	5	1	6	7	1	8	*Hawassa CTE
9	Somali	-	-	-	2	0	2	2	0	2	
10	Tigray	-	-	-	4	0	4	3	1	4	
	<b>Total</b>	<b>11</b>	<b>3</b>	<b>14</b>	<b>50</b>	<b>5</b>	<b>55</b>	<b>51</b>	<b>15</b>	<b>66</b>	

In addition to the IT-focused training, during Year 2, based on another needs assessment conducted in the nine new CTEs at that time, equipment and materials were procured and distributed to strengthen the ITRCs of those nine colleges: Kemissie, Woldiya, Finote Selam, Injibara, Debre Tabor, Sekota, Dembi Dollo, Assayita, and Sebeta CTEs:

**IT Equipment Delivered to the Newly Established 9 ITRCs in CTEs:**

ITEM	Unit	Number	Kemissie	Woldia	F.salam	Injibara	D/tabor	Sekota	D/dollo	Assayita	Sebeta
Desktop Computer	Pc	72	8	8	8	8	8	8	8	8	8
UPS	Pc	36	4	4	4	4	4	4	4	4	4
<b>Total</b>		<b>108</b>	<b>12</b>								

The activity on instructional resource centers (IRCs) was dropped near the end of Year 2, for the same reason mentioned above for CoExs. However, support for the ITRCs in the colleges continued throughout the program, and by the end of the program it was planned that the number of functioning ITRCs would reach 100%. However, the annual assessments conducted by MERA revealed that the percent of functioning ITRCs, even during the final year of the program, reached only 26.7% according to the assessment criteria (see the indicator table below). This poor result was due to the lack of commitment on the part of most CTEs to improve their ITRCs, a shortage of resources and funding, inadequate follow up and support, and a failure to allocate space to house the ITRCs in some CTEs.

**Percent of ITRCs Established and Strengthened in CTEs**

Accomplishments	Year 1 2009/10	Year 2 2010/11	Year 3 2011/12	Year 4 2012/13	Year 5 2013/14
Baseline	No base line				
Target	-	-	70%	85%	100%
Actual	-	-	6.7%	23.3%	26.7%

**1.1.4 Strengthen the Professional Capacity of CTE Instructors**

Deliverable

(1) An average of 85% of teaching time in CTEs is devoted to using active learning methods in USAID-assisted CTEs. (Baseline: 56.2%)

Major Activities

(1) The professional capacity of instructors in 22 public and 10 private CTEs strengthened. *[Indicator: 2,066 CTE instructors trained.]*

(2) The understanding and use of active learning methodologies in CTEs (and linkage primary schools) will be strengthened. *[Average percent of teaching time using active learning methods in USAID-supported CTEs reaches 85%.]*

Accomplishments

During Year 1, new Staff Development Units (SDUs), Linkage Coordinating Units (LCUs), and Instructional and IT Resource Centers were established in all of the nine new CTEs, and the existing SDUs and LCUs in the other 21 CTEs were supported to enhance their capacity to conduct needs assessments, identify and prioritize knowledge and skill gaps, and deliver training for instructors in their respective CTEs. The objective of the need-based training was to boost the professional capacity of CTE instructors and

ultimately enhance the overall achievements of college students. Throughout IQPEP the SDUs in the 30 CTEs organized training for instructors in the areas of IT, active learning teaching approaches, innovative pedagogies, and other related topics to improve the teaching–learning process. In all, 8,429 instructors (7,410 male, 1,019 female) participated, in many instances in several different training sessions, so the total is an aggregate figure. In addition to this, the SDUs were mandated to conduct instructors’ discussions, at the department level, on relevant pedagogical issues, using the funds provided by IQPEP for that purpose.



The same needs assessment of CTE SDUs referred to above also generated information on materials and stationery needed by the SDUs, such as printing paper, printer toner, CDMAAs, CD-RWs, flip chart stands, punchers, staplers, sharpeners, box files, colored paper, and the like. These were procured and delivered to 13 CTEs. In addition to this, agreement was reached with the CTEs during the annual CTE forum convened in Adama in March 2010 on the topics for the capacity building of CTE instructors. Consequently, three CTE instructors’ capacity building modules on *Education Quality Assurance in CTEs*, *Special Needs and Inclusive Education*, and *Instructional Planning* were developed,

validated, and printed. Following this, in June 2010 a TOT on the modules was delivered for 58 trainers drawn from universities. Consequently, the trained trainers delivered face-to-face training for 1,585 instructors using the three capacity-building modules. Details of the trainees appear in the following table.

**Training for CTE Instructors on Three Capacity Building Modules**

SN	Region	Male	Female	Total	Remark
1	Addis Ababa	0	0	0	Not conducted
2	Afar	24	1	25	
3	Amhara	422	50	472	
6	BenishangulGumuz	34	3	37	
8	Gambella	55	4	59	
9	Harar	30	1	31	
4	Oromia	398	30	428	
7	SNNP	300	31	331	
5	Somali	57	6	63	
10	Tigray	131	8	139	
	<b>Total</b>	<b>1,451</b>	<b>134</b>	<b>1,585</b>	

Combined with the previously mentioned 8,429 CTE instructors trained through SDU-supported activities, the 1,585 instructors trained in the three modules far surpassed the PMP indicator target of 2,066 instructors trained. For details on all training conducted by IQPEP’s pre-service teacher education component, see Annex 2.

A capacity building training was conducted for 133 CTE deans and unit/center coordinators, during November 2010 at Assela CTE, on themes such as conducting needs assessments, proposal development, and impact assessment by a consultant from Addis Ababa University; issues related to communication, reporting, and contract issues by IQPEP's pre-service and contract and agreement officers were also addressed. Details of the participants are as follows.

**Capacity Building Training for Deans, SDU, LCU, and ITRC Coordinators**

SN	Region	Male	Female	Total	Remark
1	Addis Ababa	3	0	3	
2	Afar	4	0	4	
3	Amhara	39	3	42	
6	Benishangul-Gumuz	5	0	5	
8	Gambela	5	0	5	
9	Harar	5	0	5	
4	Oromia	35	3	38	
7	SNNP	16	1	17	
5	Somali	5	0	5	
10	Tigray	8	1	9	
	<b>Total</b>	<b>125</b>	<b>8</b>	<b>133</b>	

The preceding SDU training and capacity building activities focused both directly and indirectly on promoting ALM in the colleges. To measure the extent to which ALM were being employed by CTE instructors, MERA conducted annual assessments, which revealed the following:

**Average Percent of Teaching Time Using ALM in CTEs**

Accomplishments	Year 1 2009/10	Year 2 2010/11	Year 3 2011/12	Year 4 2012/13	Year 5 2013/14
Baseline	56.5%	-	-	-	-
Target		65.0%	75.0%	80.0%	85.0%
Actual		64.3%	74.1%	76.1%	78.3%

Annual progress closely tracked the annual targets, though every year there was a small deficit, and the deliverable of 85% was not achieved despite significant gains from the baseline of 56.5%. The shortfall could be attributed to several factors, among them a lack of commitment on the part of some instructors to implement ALM, the physical setup of classrooms, and insufficient follow-up and support from CTE management.

**1.1.5 Upgrade the Leadership and Management Capacity of CTE Management**

Deliverable/Major Activity

Contractually none, because this was a new activity added in June 2011 with the redesign of IQPEP's work in the CTEs.

Accomplishments

As previously explained, near the end of Year 2 of the program, IQPEP assessed its work in the colleges and felt some changes were needed, and, based on a concept paper the pre-service team produced,

some existing activities were terminated or redefined while other activities like this one—an explicit focus on enhancing the capacity of CTEs’ leadership and management—were added. Upgrading CTE leadership and management was considered important because the college leadership plays a significant role in improving the teaching–learning process in CTEs and, ultimately, in the primary schools. During Year 3 of the program, a needs assessment was conducted to identify the capacity-building needs of CTE management and, as a result, three areas were identified: transformational leadership; strategic planning; and project design, implementation, management, and monitoring and evaluation.

This activity was later aligned with a similar activity planned by IQPEP’s planning and management component for mid-level managers in the MOE and RSEBs (see Section 3.1.4), and to avoid duplication of effort, the development of the capacity-building modules in areas such as strategic leadership for improving the quality of education, policymaking and analysis, appreciative inquiry, human resource management and development strategies, and change management and conflict resolution skills, was managed by the planning and management team. Consequently, in collaboration with the program’s planning and management component, training was delivered for 25 college deans and vice deans for five days in May 2012 using the newly developed modules. Likewise, during Year 4, the pre-service component conducted a similar capacity building training in two rounds, using the same modules for an additional 49 deans and vice deans. In all, 74 deans and vice deans from the 30 CTEs were trained. (Again, for details on all training conducted by pre-service, see Annex 2.)

### **1.1.6 Enhance CTE Students’ Performance through Providing Holistic and Direct Support**

#### Deliverable/Major Activity

Contractually none, because this too was a new activity added in 2011 before the start of Year 3 with the redesign of IQPEP’s work in the CTEs.

#### Accomplishments

This activity was also among the newly added activities under the pre-service component, as a result of the CTE activities redesign. The activity was added because the pre-service team felt IQPEP was directing too few inputs directly to students in the CTEs and, instead, was focusing nearly all its attention on instructors, leaders, and managers. It was felt that this needed to be complemented with inputs that would directly impact the students themselves and their performance. With this in mind, new activities were designed to focus on providing guidance and counseling services for first year students, delivering training on life skills and education technology, establishing and strengthening student peer study groups, and organizing experience-sharing visits to nearby CTEs to share valuable experiences in study skills, library usage, formation of peer study groups, and how to live in a diverse environment. In all, 11,676 students (6,366 male, 5,310 female) directly benefitted from these training and mentoring activities.

As part of the plan to enhance CTE students’ practical experience, IQPEP supported action research on the part of CTE students, working with school teachers. The purpose of the activity was to improve students’ desire and skill in conducting action research in LPSs. As partial fulfillment of their course in Action Research, CTE students conducted action research in the LPSs, and four of the best action researches in each college received awards. This activity was implemented at least once in each college and twice in some colleges, depending on their pace of implementation.

During Year 5, a new activity to support students involved training 75 third year students (25 each from the three departments: chemistry, math, and physics) from each college who were relatively low performers, for a total of eight hours. During this training 2,093 students from 29 IQPEP supported colleges (all except Kotebe) participated. Altogether, 685 students (386 male, 299 female) participated in math training, 680 (371 male, 309 female) in physics, 708 (393 male, 315 female) in chemistry, and 20 in biology, which Assayita CTE chose to train students in instead of physics. According to reports from the colleges, students who took part in these trainings expressed their appreciation for the support and requested that this support be continued.

### 1.1.7 Strengthen Linkages between CTEs and Primary Schools

#### Deliverable

None.

#### Major Activity

(1) Linkages between 22 public CTEs and cluster (linkage) primary schools will be strengthened. *[Indicator: Percent of functioning Linkage Coordinating Units (LCUs) reaches 100%.]*

#### Accomplishments

At the beginning of IQPEP, the LCUs in the CTEs identified the 400 linkage primary schools in collaboration with the respective WEOs, to be part of the IQPEP program. In each LPS a Linkage Coordinating Center (LCC) was established, and guidelines—a document that articulated the rationale for the Linkage Program and how the program should be set up and managed—was developed. Orientation was provided to principals and the LCC coordinators on several guidelines including the LPS teachers’ professional development guidelines.

During Year 4, limited materials—for example, science kits and mathematical instruments, two of each—were procured and dispatched to each LPS via the CTEs to support and enhance the practical aspect of science and mathematics learning in primary schools. During Year 5, to strengthen the LPS’s science laboratories and pedagogical centers, a needs assessment was conducted in some regions. Based on those expressed needs, materials were procured and distributed to the CTEs to be delivered to the LPSs. The table below shows details of this support.

**Materials Provided to LPS Science Labs and Pedagogical Centers**

No.	List of Equipment and Materials	Quantity
1	<b>Items for Science Laboratories</b>	
	Electroscope	400
	Ammeter	800
	Voltmeter	800
	Separator funnel	800
	Newton meter	800
	Universal Indicator	400

Items for Pedagogical Centers		
2	Hammer	800
	Saw	800
	Paint Light blue	400
	Paint Black	400
	Super fix cola	400
	Luxor Marker	400
3	Printing Paper (Total)	2,000 Reams

As part of IQPEP’s mandate to strengthen LPSs, school grants were delivered to the LPSs through the LCUs to establish and strengthen the TSGs in each LPS. As this was a shared activity with the program’s in-service component, more discussion on TSGs will appear in Section 2.1.3.

Many of the CTE capacity building activities described in 1.1.4 included LCU coordinators. What was achieved in terms of meeting the indicator target of 100% of LCUs adequately functioning? Although IQPEP did not meet its ambitious annual targets in its PMP for strengthening the LCUs in CTEs, as the table below indicates, considerable progress was achieved, from a baseline of 0% to nearly 69% by the end of the program. The shortfalls were largely due to a lack of focus on LCUs on the part of most CTEs, a shortage of resources, and inadequate monitoring and support by the CTEs.

**Percentage of Functioning LCUs in CTEs**

Accomplishments	Year 1 2009/10	Year 2 2010/11	Year 3 2011/12	Year 4 2012/13	Year 5 2013/14
Baseline	0%				
Target	-	-	70%	85%	100%
Actual	-	-	30%	73.6%	68.9%

**1.1.8 Print and Reprint Training Materials: Subject Matter Handbooks, Self-Instructional Kits, Early Grade Reading and Writing Modules, and the Instructional Leadership Module**

Deliverable/Main Activity

None as such. (Actual: Sufficient numbers to train the required number of teachers, principals, and other education personnel in 1.1.9.)

Accomplishments

Printing and reprinting of different materials that were used for training purposes—SHMBs, SIKs, EGRW modules, and IL modules, as well as modules for capacity building training of CTE leadership, and guidelines for the CTE-LPS program—were neither deliverables nor contractually considered major activities but were necessary to carry out the ambitious training activities that were deliverables. In all, the pre-service component printed a total of 27,385 EGRW modules, 16,479 SMHBs, 79,128 SIK modules, 4,927 IL modules, 1,026 CTE instructors’ capacity-building modules, and 930 CTE management capacity-building modules and used them in face-to-face training throughout the program. For the details, see the following table and, for additional details broken down by language and region, see Annex 2.

**Quantities of Training Materials Printed and Distributed**

SN	Modules/Handbooks	Year 1 (2009/10)	Year 2 (2010/11)	Year 3 (2011/12)	Year 4 (2012/13)	Year 5 (2013/14)	Total
<b>Self-Instructional Kits (SIKs)</b>							
	Module 1: How to Help Students Learn Effectively Using Active Learning Methods: (Grades 1-4 teachers)	1,990	0	0	4,194	2,528	<b>8,712</b>
	Module 1: Active Learning: A Practical Guide (Grades 5–8 teachers)	1,990	0	0	4,194	2,528	<b>8,712</b>
	Module 2A: Sample Learning Activities for Grades 5–6	1,990	0	0	0	0	<b>1,990</b>
	Module 2B: Sample Learning Activities for Grades 7–8	1,990	0	0	0	0	<b>1,990</b>
	Module 3: Continuous Assessment and How to Use It (Grades 5–8 teachers)	1,990	0	0	4,194	0	<b>6,184</b>
	Module 4: Gender Issues: (Grades 1–4 Teachers)	1,990	0	0	0	0	<b>1,990</b>
	Module 4: Gender Issues for Second Cycle Teachers: (Grades 5–8 teachers)	1,990	0	0	0	0	<b>1,990</b>
	Module 6: How to Manage Large Classes to Promote Active Learning: Some Tips (Grades 1–4 Teachers)	1,990	0	0	0	0	<b>1,990</b>
	Module 6: Large Class Management: Tips and Guidelines (Grades 5–8 Teachers)	1,990	0	0	0	0	<b>1,990</b>
	Teachers' Handbook on Continuous Assessment: Grade One	1,990	0	0	4,194	0	<b>6,184</b>
	Teachers' Handbook on Continuous Assessment: Grade Two	1,990	0	0	4,194	0	<b>6,184</b>
	Teachers' Handbook on Continuous Assessment: Grade Three	1,990	0	0	4,194	0	<b>6,184</b>
	Teachers' Handbook on Continuous Assessment: Grade Four	1,990	0	0	4,194	0	<b>6,184</b>
	Teachers' Handbook on Continuous Assessment (Grades 1–4 Combined)	0	0	0	0	2,528	<b>2,528</b>
	Module 1: Understanding and Managing Students' Behavior	0	1,800	0	4,194	0	<b>5,994</b>
	Module 2: Preparation and Utilization of Instructional Materials from Locally Available Resources	0	1,800	0	0	0	<b>1,800</b>
	Module 3: Action Research Techniques and Application: A Practical Guide for Primary School Teachers	0	1,800	0	4,194	2,528	<b>8,522</b>
	<b>Total</b>	<b>25,870</b>	<b>5,400</b>	<b>0</b>	<b>37,746</b>	<b>10,112</b>	<b>79,128</b>
<b>CTE Instructor Capacity Building Module</b>							
	Education Quality Assurance Implementation Module	0	342	0	0	0	342

SN	Modules/Handbooks	Year 1 (2009/10)	Year 2 (2010/11)	Year 3 (2011/12)	Year 4 (2012/13)	Year 5 (2013/14)	Total
	Special Needs and Inclusive Education Module	0	342	0	0	0	342
	Instructional Planning Module	0	342	0	0	0	342
	<b>Total</b>	<b>0</b>	<b>1,026</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,026</b>
	CTE Linkage Primary Schools Teacher Professional Development Guidelines	0	1,800	0	0	0	1,800
	<b>Total</b>	<b>0</b>	<b>2,826</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,826</b>
<b>CTE Management Capacity Building Module</b>							
	Module 1: Policy Making and Analysis	0	0	0	186	0	186
	Module 2: Strategic Leadership for Improving the Quality of Education	0	0	0	186	0	186
	Module 3: Human Resource Management and Development Strategies	0	0	0	186	0	186
	Module 4: Appreciative Inquiry Concepts and Techniques: Ideas and Tools for Positive Thinking and Assertiveness	0	0	0	186	0	186
	Module 5: Change Management and Conflict Resolution Skills	0	0	0	186	0	186
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>930</b>	<b>0</b>	<b>930</b>
<b>Subject Matter Handbooks</b>							
	Mathematics Teachers' Handbook	1,990	0	0	1,186	869	<b>4,045</b>
	Biology Teachers' Handbook	0	0	1,411	779	741	<b>2,931</b>
	Chemistry Teachers' Handbook		0	1,411	661	676	<b>2,748</b>
	Physics Teachers' Handbook	0	0	1,411	679	675	<b>2,765</b>
	Science Laboratory Manual	0	0	1,417	1,287	1,286	<b>3,990</b>
	<b>Total</b>	<b>1,990</b>	<b>0</b>	<b>5,650</b>	<b>4,592</b>	<b>4,247</b>	<b>16,479</b>
<b>Early Grade Reading and Writing Modules</b>							
	Module One: Teaching Reading and Writing in the Nationality Languages	0	1,350	3,120	2,013	688	<b>7,171</b>
	Module Two: Teaching Reading and Writing in the Subject Areas	0	1,350	3,120	2,013	688	<b>7,171</b>
	Module Three: Teaching Reading and Writing to Support English Language Learning	0	1,350	3,120	300	1102	<b>5,872</b>
	Module Four: Creating Appropriate Environments that Support Teaching Reading and Writing	0	1,350	3,120	2,013	688	<b>7,171</b>
	<b>Total</b>	<b>0</b>	<b>5,400</b>	<b>12,480</b>	<b>6,339</b>	<b>3,166</b>	<b>27,385</b>
<b>Instructional Leadership</b>							
	Instructional Leadership	0	0	0	4,800	127	<b>4,927</b>
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4,800</b>	<b>127</b>	<b>4,927</b>

### **1.1.9 Strengthen the Pedagogy of Excellence**

#### Deliverables

- (1) 5,000 linkage school teachers receive and complete a package of training through face-to-face training (disaggregated by sex) in the CTE-primary school linkage program.
- (2) An average of 85% of teaching time devoted to using active learning methods in USAID-assisted (CTE linkage/cluster/satellite) schools. (Baseline: 45.1%)

#### Major Activities

- (1) The understanding and use of active learning methodologies in (CTEs) and linkage primary schools will be enhanced.
- (2) The use of continuous assessment in (CTEs) and linkage primary schools will be strengthened. *[Indicator: Average percent of primary school teachers using formative continuous assessment reaches 85% from 15.5% (baseline).]*
- (3) Train linkage primary school principals and deputy principals. *[Indicator: 2,000 linkage primary school principals and deputy principals who received and completed a face-to-face training related to instruction and instructional leadership.]*

#### Accomplishments

##### ***Training of Trainers***

IQPEP's pre-service component conducted myriad training of trainers (TOTs) workshops on different thematic areas for college and university instructors throughout the life of the program. In turn, those trainers delivered capacity building training for different stakeholders within the pre-service arena: CTE deans and vice deans, college instructors, LPS principals and vice principals, LPS teachers, and WEO supervisors. The details of the 452 trainers trained in various TOTs within the pre-service component are depicted in the table below.

**Total of Trainers Trained on Key Training Themes**

Region	Subject Matter (Science) Handbooks			Early Grade Reading and Writing			Instructional Leadership			Core Trainers on FCA and SIKs			CTE Instructors CB Modules			Total			Remark
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
Addis Ababa	2	1	3	1	0	1	1	0	1	4	0	4	4	0	4	12	1	13	
Afar	4	0	4	3	0	3	1	0	1	3	0	3	0	0	0	11	0	11	
Amhara	35	2	37	52	6	58	10	0	10	39	1	40	17	1	18	153	10	163	
Benishangul-Gumuz	4	0	4	5	0	5	0	1	1	4	0	4	0	0	0	13	1	14	
Gambella	3	1	4	3	0	3	1	0	1	4	0	4	0	0	0	11	1	12	
Harari	4	0	4	3	0	3	1	0	1	4	0	4	0	0	0	12	0	12	
Oromia	28	1	29	27	3	30	8	0	8	30	0	30	14	0	14	107	4	111	
SNNP	16	0	16	21	0	21	4	0	4	13	2	15	11	1	12	65	3	68	
Somali	4	0	4	3	1	4	1	0	1	2	0	2	3	0	3	13	1	14	
Tigray	7	0	7	10	0	10	1	1	2	8	0	8	7	0	7	33	1	34	
<b>Total</b>	<b>107</b>	<b>5</b>	<b>112</b>	<b>128</b>	<b>10</b>	<b>138</b>	<b>28</b>	<b>2</b>	<b>30</b>	<b>111</b>	<b>3</b>	<b>114</b>	<b>56</b>	<b>2</b>	<b>58</b>	<b>430</b>	<b>22</b>	<b>452</b>	

**Note:** The participants of the TOTs on CTE instructors' capacity-building modules were university instructors, whereas, the participants in all the other TOTs were CTE instructors.

### **Training of LPS Teachers**

Following the TOTs, face to face training was delivered for LPS teachers, LPS principals, WEO supervisors, college instructors, and college deans and vice deans throughout the life of the program. The following table contains a summary of LPS teachers trained in SIKs (5,665), SMHBs (5,082), and EGRW (6,031)—a total of 16,778 teachers trained in the three training courses—disaggregated by gender.

#### **LPS Teachers Trained on SIKs, SMHBs, and EGRW**

<b>SN</b>	<b>Region</b>	<b>Types of Trainings</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Remark</b>
1	A.A	Training on SIKs	71	92	163	
		Training on SMHBs	147	63	210	
		Training on EGRW	32	117	149	
2	Afar	Training on SIKs	109	66	175	
		Training on SMHBs	70	9	79	
		Training on EGRW	70	71	141	
3	Amhara	Training on SIKs	808	898	1,706	
		Training on SMHBs	978	444	1,422	
		Training on EGRW	698	1,361	2,059	
4	B.G	Training on SIKs	106	85	191	
		Training on SMHBs	107	20	127	
		Training on EGRW	79	111	190	
5	Gambella	Training on SIKs	122	106	228	
		Training on SMHBs	101	24	125	
		Training on EGRW	59	86	145	
6	Harari	Training on SIKs	101	74	175	
		Training on SMHBs	93	20	113	
		Training on EGRW	83	102	185	
7	Oromia	Training on SIKs	558	703	1,261	
		Training on SMHBs	1,239	724	1,963	
		Training on EGRW	579	1,149	1,728	
8	SNNP	Training on SIKs	632	601	1,233	
		Training on SMHBs	373	146	519	
		Training on EGRW	388	489	877	
9	Somali	Training on SIKs	132	30	162	
		Training on SMHBs	142	24	166	
		Training on EGRW	96	61	157	
10	Tigray	Training on SIKs	212	159	371	
		Training on SMHBs	262	96	358	
		Training on EGRW	166	234	400	
<b>Total</b>		<b>Total Trained on SIKs</b>	<b>2,851</b>	<b>2,814</b>	<b>5,665</b>	
		<b>Total Trained on SMHBs</b>	<b>3,512</b>	<b>1,570</b>	<b>5,082</b>	
		<b>Total Trained on EGRW</b>	<b>2,250</b>	<b>3,781</b>	<b>6,031</b>	

For further details—for example, teachers trained by region—see Annex 2.

Although, as noted above, the pre-service team trained a total of 16,778 LPS teachers, including more than 5,000 LPS teachers *each* in SIKs, SMHBs, and EGRW, the key program deliverable was to train at least 5,000 LPS teachers in a “package of training,” a package defined as two or more of those three types of training. The total number of LPS teachers trained in a “package of training,” which includes teachers who were trained on EGRW and SIKs or those trained on SMHBs and SIKs is depicted in the table below.

***LPS Teachers Trained in a “Package of Training”***

SN	Region	Teachers								
		Trained in EGRW and SIKs			Trained in SMHBs and SIKs			Totals		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Addis Ababa	16	37	53	28	11	39	44	48	<b>92</b>
2	Afar	41	34	75	24	4	28	65	38	<b>103</b>
3	Amhara	255	443	698	270	114	384	525	557	<b>1,082</b>
4	B. Gumuz	43	51	94	47	9	56	90	60	<b>150</b>
5	Gambella	40	66	106	50	15	65	90	81	<b>171</b>
6	Harari	26	41	67	36	7	43	62	48	<b>110</b>
7	Oromia	248	395	643	186	91	277	434	486	<b>920</b>
8	SNNP	210	244	454	120	47	167	330	291	<b>621</b>
9	Somali	24	3	27	7	3	10	31	6	<b>37</b>
10	Tigray	90	121	211	75	24	99	165	145	<b>310</b>
<b>Total</b>		<b>993</b>	<b>1,435</b>	<b>2,428</b>	<b>843</b>	<b>325</b>	<b>1,168</b>	<b>1,836</b>	<b>1,760</b>	<b>3,596</b>

Although IQPEP’s pre-service component delivered face-to-face training for a total of 16,631 LPS teachers on the three key thematic areas (EGRW, SMHBs, and SIKs), when it comes to teachers trained in a “package of training,” the total number was 3,596, which fell short of the deliverable of 5,000 LPS teachers trained.<sup>4</sup>

<sup>4</sup>There were two reasons why, in the aggregate, IQPEP’s pre-service component fell short of training 5,000 LPS teachers in a package of training while, separately, it trained more than 5,000 teachers in the training courses that comprise the “package of training.”

First, there was ambiguity in IQPEP’s contract regarding the definition of “package of training.” In the deliverables table, for planning and management training, a “package of training” refers to a group of interrelated training modules that, together, comprised a “package of training.” So, for example, the 13 modules that comprised the Woreda Capacity Building (WCB) (see 3.1.1) training were, on their own, considered a “package of training.” The 12 modules comprising the School Principals Training (SPT) (see 3.1.2) were likewise considered, on their own, a “package of training.” The same was true of the four KETB training modules (see 3.1.3). Each participant trained in one of those trainings was considered trained in a “package of training.”

However, the same was not the case when it came to pre-service and in-service training of teachers. In those cases, a “package of training” meant a teacher trained in two discrete “packages” of training—for example EGRW training *and* SIKs training, or SMHBs training *and* SIKs training, which was different from the definition applied to planning and management training. This different use of “package of training” was not clarified with USAID until well into Year 2 of the program and by then it was difficult to correct the situation because many different teachers

With regard to achievements in terms of two key indicators based on the training of teachers—use of active learning methods and formative continuous assessment—please see the in-service analysis in Section 2.1.3, since those indicators were shared with in-service and cannot be easily disaggregated to provide a separate analyses for LPS teachers.

### **Training of LPS Principals and Vice Principals**



LPS principals and vice principals were also trained in some of the same thematic areas as teachers—for example, on SIKs and EGRW—the idea being that they needed to be familiar with what teachers were being trained to do in order to effectively support them. The principals and vice principals were also trained in IL and participated in orientations on the CTE-LPS guidelines, EGRW guidelines, and guidelines on organizing and managing TSGs.

### **School Principals and Vice Principals Trained on SIKs, EGRW and IL**

SN	Region	Types of Training	Male	Female	Total	Remark
1	A.A	Training on SIKs	12	4	16	
		Training on EGRW	10	1	11	
		Training on IL	24	6	30	
2	Afar	Training on SIKs	17	1	18	
		Training on EGRW	17	2	19	
		Training on IL	28	3	31	
3	Amhara	Training on SIKs	142	27	169	
		Training on EGRW	119	14	133	
		Training on IL	225	46	271	
4	B.G	Training on SIKs	18	1	19	
		Training on EGRW	12	1	13	
		Training on IL	25	2	27	
5	Gambella	Training on SIKs	16	1	17	
		Training on EGRW	10	2	12	
		Training on IL	25	5	30	

had participated in one or the other training without the effort having been made to ensure that the *same* teachers were participating in the right combination of two *different* training packages.

A second reason why it was not possible to achieve the deliverable of 5,000 LPS teachers trained in a “package of training” as defined once the phrase was clarified, was due to the high turnover of teachers. It was impossible to make up the numbers in terms of “package of training” once trained teachers left the LPSs.

SN	Region	Types of Training	Male	Female	Total	Remark
6	Harari	Training on SIKs	12	3	15	
		Training on EGRW	11	2	13	
		Training on IL	23	4	27	
7	Oromia	Training on SIKs	132	21	153	
		Training on EGRW	81	23	104	
		Training on IL	178	62	240	
8	SNNP	Training on SIKs	65	9	74	
		Training on EGRW	43	8	51	
		Training on IL	98	20	118	
9	Somali	Training on SIKs	26	0	26	
		Training on EGRW	15	0	15	
		Training on IL	29	1	30	
10	Tigray	Training on SIKs	30	7	37	
		Training on EGRW	22	4	26	
		Training on IL	52	6	58	
<b>Total</b>		<b>Training on SIKs</b>	<b>470</b>	<b>74</b>	<b>544</b>	
		<b>Training on EGRW</b>	<b>340</b>	<b>57</b>	<b>397</b>	
		<b>Training on IL</b>	<b>707</b>	<b>155</b>	<b>862</b>	

As can be seen from the above table, the component delivered face-to-face training for a total of 1,803 LPS principals and/or vice principals. In addition to this, a total of 60 (5 female) WEO supervisors were also trained in IL, which brings the total to 1,863, which was 127 short of the PMP target of 2,000. For further details, see Annex 2.

### 1.1.10 Support Reading Proficiency in the Early Grades of Linkage Primary Schools

#### Deliverables

(1) 35% of grade 2 students and 50% of grade 3 students in USAID-supported primary schools (CTE linkage as well as cluster/satellite) proficient in reading (in medium of instruction). (Baseline: 3% and 11% respectively.)

(2) 35% of grade 2 students and 50% of grade 3 students in USAID-supported primary schools (CTE linkage as well as cluster/satellite) have proficiency in reading comprehension. (Baselines: 9% and 19% respectively.)

#### Major Activity

(1) Support will be provided to linkage primary schools to improve reading proficiency in early grades (grades 2 and 3). *[Indicator: 85% of primary schools (no baseline) with functioning Reading Centers.]*

#### Accomplishments

As was seen in Section 1.1.9, 6,031 LPSs teachers and 397 LPS principals were trained on the EGRW modules the program developed during Year 2. In addition to this, to improve students’ reading and writing skills regular supervisory visits were made to the LPSs to follow up the EGRW training to ascertain the degree to which the training was being applied in classroom practice.

Moreover, IQPEP established and supported Reading Centers in all LPSs and procured books, alphabet sorts, mini-blackboards, and other reading and writing materials for the centers. Guidelines on how to set up and manage the Reading Centers were also developed and distributed to the schools to be used by the centers, and principals were oriented on the guidelines during the EGRW training of teachers. The program’s overall achievement in terms of functioning Reading Centers by the end of the program was as follows (see also 2.1.3).<sup>5</sup>



**Percent of Primary Schools with Functioning Reading Centers:**

Accomplishments	Year 1 2009/10	Year 2 2010/11	Year 3 2011/12	Year 4 2012/13	Year 5 2013/14
Baseline	0	-	-	-	-
Target	0	0	45.0%	65.0%	85.0%
Actual	0	0	35.0%	43.4%	46.0%

Although there was steady progress during Years 3–5 of the program, starting from a baseline of 0% and reaching 46.0% of functioning RCs, due to the ambitious criteria against which the centers were assessed, the 85% target was not achieved.

<sup>5</sup> IQPEP’s pre-service teacher education and in-service teacher training components implemented many of the same activities in terms of training teachers and principals, establishing and supporting RCs) in schools, and so on. Because of this, in many cases they “shared” indicators in the program’s PMP that were not disaggregated by linkage primary school and in-service primary school. For example, the indicators for Reading Centers, EGRA results (2 indicators), use of ALM, use of FCA, and TSGs appear in the PMP as single, comprehensive indicators—they are not disaggregated by type of school.

Ideally, in this report the results of impact should be disaggregated by LPS and in-service schools, but this cannot be done because, for example, EGRA data were reported in terms of mean values disaggregated by school type, and were reported in the form of percentages. As such, the data were entered into the SPSS program and run on aggregate, which made it technically very difficult to disaggregate when it came to writing this report. The same was true of the other annual assessments (RCs, ALM, FCA, and TSGs), which are difficult to disaggregate for the purpose of producing this report, which is structured by program component.

As a result of all this, there will inevitably be some repetition and redundancy when reporting on progress achieved toward deliverables and indicators between pre-service and in-service, although efforts are made throughout to minimize the redundancy as much as possible through cross-referencing the same indicators that appear in different sections of this report.

With regard to proficiency in reading and reading comprehension for both grade 2 and grade 3 students, according to the midline (2013), there were improvements from the baseline values, particularly in the IQPEP supported schools. With regard to reading proficiency, grade 2 students increased their fluency from 3% to 5%, while grade 3 students increased their reading fluency from 11% to 16%. The IQPEP schools also outperformed the control schools consistently across the sub-tests. Likewise, in reading comprehension, grade 2 students increased from 9% to 16%, while grade 3 students increased from 19% to 32%. See the first table below.

**Percentage of Grade 2 and 3 Students Proficient in Reading**

<b>Accomplishments</b>	<b>Year 1 2009/10</b>	<b>Year 2 2010/11</b>	<b>Year 3 2011/12</b>	<b>Year 4 2012/13</b>	<b>Year 5 2013/14</b>
<b>Grade 2</b>					
Baseline	3%	-	-	-	-
Target	0			20%	35%
Actual	-			5%	3%/26% combined categories
<b>Grade 3</b>					
Baseline	11%				
Target				30%	50%
Actual				16%	12%/50% combined categories

**Percentage of Grade 2 and 3 Students' Proficient in Reading Comprehension**

<b>Accomplishments</b>	<b>Year 1 2009/10</b>	<b>Year 2 2010/11</b>	<b>Year 3 2011/12</b>	<b>Year 4 2012/13</b>	<b>Year 5 2013/14</b>
<b>Grade 2</b>					
Baseline	9%	-	-	-	-
Target				20%	35%
Actual				16%	14%/43% combined categories
<b>Grade 3</b>					
Baseline	19%				
Target				30%	50%
Actual				32%	31%/63% combined categories

The endline EGRA was conducted in April-May of 2014. Results show that when students reaching the high benchmark in reading fluency and comprehension for both grades 2 and 3 students declined compared to the gains in Year 4 (see the second table above). Despite these apparent losses, it is important to note the following important gains for IQPEP.

1. Although students did not reach the proficiency targets for reading fluency and comprehension, significant gains were seen on the pre-reading/foundational reading sub-tests including letters, syllables and familiar words.
2. IQPEP continued to perform better than the control schools on all sub-tests, demonstrating that support from the US government was useful.
3. When we combined the moderate and high performers in both grade 2 and grade 3, students either reached or nearly reached the USAID targets.
4. The percentage of students scoring zero on any sub-test declined over time in the IQPEP supported schools. The percentage of IQPEP supported students that moved in to the low and moderate groups increased from baseline to endline. This result shows that while student progress is slow, they are attaining stronger foundational reading skills.

For more detail and analysis of the three EGRAs that IQPEP conducted, see activity 5.1.2 under the MERA section of this report.

The following issues may explain the low percentage of students reaching the high benchmark levels.

1. Reading is a complex activity and there are many family, cultural and linguistic characteristics that impact the ability of children to learn to read. Many of these students are coming to school and having to learn new languages. The lack of books – particularly story books, in mother tongue languages make it more difficult for teachers to engage students in reading activities.
2. An absence of commitment on the part of the school management and EGRW trained teachers to stay focused on EGRW, and high turnover of trained teachers, which reduces the impact of training programs. There were few if any new interventions in IQPEP schools to maintain past gains and to improve on them, and there was little follow-up and support of EGRW trained teachers by principals, WEO officers, and other players in the overall environment, including IQPEP.
3. Lack of resources. Even though the IQPEP project provided materials, the high number of students in the classroom still prevents every student from having their own materials. The high turnover of teachers means that teachers who received guides from the program likely take those with them when they leave for a new school. These factors ultimately impact the learning that happens in the classroom.
4. Culture of reading in the home. Research shows us that parental literacy – and their ability to engage students in reading – and homework contributes to learning to read. While the project saw an increase in the percentage of family members who help children with homework (an important predictor for success in reading) – that percentage is still low in comparison the total number of children in the system. IQPEP was not responsible for community/home level interventions, which might have supported additional gains.

Finally, it is important to note that while the gains in the IQPEP supported schools were not as high as we hoped, these students still outperformed the control schools that did not receive the interventions. This result shows that IQPEP mattered.



In addition, in terms of the impact in schools of IQPEP's work on EGRW, school visits by IQPEP staff in four LPSs in SNNP during Year 5 of the program revealed that the RCs in each school were functioning well; volunteers were assigned to manage the centers, and students were actively engaged in practicing reading and writing in the centers. In LPSs in Oromia Region, IQPEP staff during supervision visits randomly selected six students and checked their reading abilities, and the results were encouraging. Principals in the same schools noted that their teachers are keeping records of their students' progress in reading and

writing, and confirmed that the EGRW work IQPEP was doing in their schools was having a positive benefit for both teachers and students.

### **1.1.11 Supervision and Monitoring Support**

#### Deliverable/Major Activity

None as such, but it is a best practice to follow-up and support training that is conducted, and this could be considered as part of the major activity (1.1.7 above) to strengthen the linkages between the CTEs and linkage primary schools.

#### Accomplishments

Throughout the program, IQPEP's pre-service component conducted supervision and monitoring support through various mechanisms. The LPSs were primarily monitored and supervised by the LCU coordinators of the respective CTEs. The coordinators, after conducting supervision and support using the supervision checklist IQPEP developed, prepared reports, and those reports were sent to IQPEP's central office as part of the deliverables of the CTEs' subcontract agreements. IQPEP's regional and central office teacher development officers also conducted supervision and support visits to the CTEs and LPSs in their respective regions, the aim being to observe the degree to which teachers and principals were applying in their schools what they gained through training and other capacity-building activities.

### **1.2 Challenges**

IQPEP's pre-service component encountered challenges throughout the life of the program, some that were unique at a given time and others that recurred from year to year.

- During Year 1, the pre-service team experienced serious delays in signing subcontract agreements with the CTEs because it took a very long time for the program's home office (at that time, AED) to approve the subcontract format. As a result of this, the CTEs started implementing their activities considerably later than anticipated, which resulted in the need to reschedule a number of activities to the next program year. This initially delay, unfortunately, had knock-on effects in the second year of the program in terms of IQPEP's work with the colleges.

- The main challenge during Year 1 (above) caused delays in IQPEP releasing funds to the CTEs in a timely manner during Year 2. On the program side, the quality of work being done by the CTEs on CoExs, e-lesson preparation and use, managing IRCs, and the like did not meet the program’s expectations, and, therefore, they were terminated and replaced by activities the program felt had greater prospects of having a sustainable impact in the colleges. Finally, the long distances between many of the linkage schools and CTEs posed programmatic, logistical, and financial challenges.
- During Year 3, although the issue of fund flows from IQPEP to the colleges was resolved, the CTEs had difficulties implementing IQPEP activities on time or at all, which became a recurring theme for the remainder of the program. Many colleges experienced difficulties in planning and organizing TOTs and training workshops due to competing priorities and scheduling conflicts. Also, IQPEP began to sense a lack of ownership of program activities on the part of the CTEs and their RSEBs, despite the fact that CTEs and RSEBs were consulted every year when IQPEP’s annual implementation plans were being developed, and also were provided the opportunity every year to review and ratify the implementation plans.
- Finally, during Year 4 and Year 5, despite regular efforts on the part of IQPEP’s regional and central officers to encourage the CTEs to implement their activities, report on them, and reconcile their funds so that additional funds could be released to implement further activities, delays in the implementation of subcontracted activities continued to be a serious challenge. Also, as in previous years, IQPEP’s inability to conduct regular supervisory support visits to CTEs and LPSs due to time and logistical constraints continued to impede progress in the colleges and linkage schools.

### 1.3 Lessons Learned

Several important lessons were learned by IQPEP’s pre-service component team members in the course of implementing the program’s pre-service activities. The most important among those lessons learned were the following:

- Planning ahead and closely following up the implementation of activities enhances the completion of activities.
- Appropriate coordination mechanisms need to be put in place and adhered to ensure ongoing, effective communication with beneficiaries.
- Program activities should be focused on a few key intervention areas—should be less scattered and diffuse—to have maximum impact. As noted, although IQPEP reviewed and, with USAID agreement, modified its original roster of activities in the CTEs, there were still too many activities, and too many activities that were carried over from the past, so that some CTEs felt IQPEP was not bringing sufficient value-added in terms of programming to the colleges.

- Joint planning with other IQPEP program components, particularly during training development, materials development, and printing of training and other materials, fostered collaboration and enhanced the efficiency of the program in terms of time and finances.
- Simply delivering one-off training workshops will not in most cases lead to sustained impact and change. Training and other capacity-building activities require regular follow-up and support to have sustainable impact.
- The teacher development component’s interventions, particularly its training on EGRW, SMHBs, and SIKs, need to be owned, scaled-up, and sustained so that ongoing efforts to improve the quality of primary education will take root.
- The CTE-LPS program has much potential but received insufficient attention during IQPEP to maximize that potential. Future efforts should build on what IQPEP has done in this regard to strengthen the linkage program. In particular, the potential benefits the colleges can receive from their linkages with LPSs should be a major focus.
- Close collaboration with beneficiaries and partners during the planning, implementing, and monitoring activities enhances the commitment of beneficiaries and partners; more specifically, involving the MOE, RSEBs, ZEDs, and WEOs in the planning, implementing, and monitoring planned activities enhances effectiveness and achievement.
- Finally, as has been noted elsewhere in this section of the report, the primary implementation modality IQPEP employed in its work in the colleges was through providing subcontracts to the CTEs. Although the subcontracting approach worked well in some instances, in most cases it did not because it assumed that the colleges were willing and able to efficiently and effectively implement the activities they were contracted to do, which often proved to not be the case. Therefore, IQPEP should have implemented more of its activities in the colleges and linkage schools using its own staff instead of through the subcontracting mechanism.

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## 2.0 Enhanced In-Service Teacher Training



IQPEP’s in-service teacher training component addressed the professional development needs of more than 35,000 primary school teachers served by the 443 SCRCs and 157 WCRCs that IQPEP also directly supported. In-service activities also focused on strengthening school management and improving the teaching–learning process by using revised SIKs that were previously developed, as well as through conducting training on new materials the program developed like SMHBs on science and mathematics. A particular focus of the in-service component was

EGRW, and the component also conducted myriad professional development activities and training for school principals from the 2,215 in-service schools the program directly supported, SCRC supervisors drawn from 443 SCRCs, WEO officers from 200 woredas the program directly supported, and different education officers from the nine RSEBs and two CAEBs.

## **2.1 Accomplishments**

### **2.1.1 Develop Training Materials: Subject Matter Handbooks, Self-Instructional Kits, Early Grade Reading and Writing Modules, and Instructional Leadership Module**

#### Deliverable

None.

#### Major Activity

(1) Developing training materials, including self-instructional kits that respond to the needs of primary schools.

#### Accomplishments

In Year 1 (2009–2010), needs assessment instruments were developed, focused on students, teachers, school principals, supervisors, and education officers, for collecting data to identify subjects and related themes that needed capacity-building materials like supplementary teachers' handbooks and SIKs. Based on the needs assessment survey findings, three new SIKs (Action Research, TALULAR, and Understanding and Managing Students' Behavior), an instructional leadership module, and three subject and science laboratory manuals—biology, chemistry, physics, and science laboratory manuals—were identified as top priorities for teachers to be used as supplementary materials. To develop the materials, criteria were set to select the writers, and based on those criteria writers were identified from CTEs, universities, and RSEBs/CAEBs to develop the materials, in some cases supported by international consultants.

In Year 2 (2010–2011), three subject matter teachers' handbooks and science laboratory manuals were developed, validated in a workshop attended by subject matter teachers, CTE instructors and curriculum experts, were translated into four nationality languages, re-validated after translation, printed, and distributed to be used in face-to-face training and in TSGs. Similarly, the development and field testing of four EGRW modules started in Year 1, and in Year 2 the writers of the modules selected from the MOE, CTEs, and RSEB/CAEBs tested the modules in classrooms, validated the modules, revised them, and incorporated the first EGRA findings. The four modules were then translated into four nationality languages, and printed for use in the first round of training teachers.

In Year 4, the module on IL was developed, validated, translated into four nationality languages, and then printed for use in training school principals and other supervisory staff in the education system.

A total of 12 different training handbooks, manuals, and modules—three SIKs, one IL, four EGRW modules, and four SMHBs were developed during the program period. See the following table for details.

***In-service (and Pre-service) Training Modules and Handbooks Developed***

SN	Types of Modules/Teachers' Handbooks	Year Developed
<b>Self-Instructional Kits (SIKs)</b>		
1	Module 1: Understanding and Managing Students' Behavior	Year 2 (2010/11)
2	Module 2: Preparation and Utilization of Instructional Materials from Locally Available Resources (TALULAR)	Year 2 (2010/11)
3	Module 3: Action Research Techniques and Application: A Practical Guide for Primary School Teachers	Year 2 (2010/11)
<b>Early Grade Reading and Writing Modules</b>		
1	Module 1: Teaching Reading and Writing in the Nationality Languages	Year 2 (2010/11)
2	Module 2: Teaching Reading and Writing in the Subject Areas	Year 2 (2010/11)
3	Module 3: Teaching Reading and Writing to Support English Language Learning	Year 2 (2010/11)
4	Module 4: Creating Appropriate Environments that Support Teaching Reading and Writing	Year 2 (2010/11)
<b>Subject Matter Handbooks</b>		
1	Biology Teachers' Handbook	Year 2 (2010/11)
2	Chemistry Teachers' Handbook	Year 2 (2010/11)
3	Physics Teachers' Handbook	Year 2 (2010/11)
4	Science Laboratory Manual	Year 2 (2010/11)
<b>Instructional Leadership</b>		
	Instructional Leadership	Year 4 (2012/13)

**2.1.2 Print and Reprint Training Materials: Subject Matter Handbooks, Self-Instructional Kits, Early Grade Reading and Writing Modules, and the Instructional Leadership Module**

Deliverable/Major Activity

None as such. However, sufficient numbers of materials were needed to train the required numbers of in-service teachers and school principals in 2.1.3 below.

Accomplishments

In Year 1 (2009–2010) the nine different SIKs) which focus on innovative pedagogy, one SMHB on mathematics and four FCA teachers' handbooks previously developed by AED/BESO II were reprinted and distributed to all IQPEP supported primary schools (SCRCs and satellite schools), WCRCs, WEOs, zonal education departments (ZEDs), and RSEBs. The SIKs and mathematics teachers' handbook were also provided to each trainee during face-to-face training sessions at regional and SCRC levels.

In Year 2 the newly developed three SMHBs, science laboratory manual, four SIKs, and four EGRW modules were printed and distributed to all IQPEP-supported primary schools, WCRCs, WEOs, ZEDs, and RSEBs. The SIKs and mathematics teachers' handbook were also supplied to each trainee during face-to-face training sessions at regional and SCRC levels. In Year 3, the SMHBs, EGRW modules and newly developed SIKs were re-printed and distributed to all beneficiaries indicated above for use in training.



In Years 4 and 5, all previously and newly developed SMHBs, SIKs, and the IL module were reprinted and distributed to all IQPEP supported schools to be used in face-to-face training and in TSG meetings and discussions. In Year 4, the EGRW modules were also revised, validated, retranslated, and printed.

In all, 278,376 SIKs, 122,807 FCA teachers' handbooks, 166,036 EGRW modules, 7,111 instructional

leadership module, and 90,789 SMHBs—a total of 665,119 modules and handbooks—were printed and/or reprinted and distributed to all IQPEP-supported schools as detailed in the following table. (The titles of the different handbooks and modules reveal the content of the different training courses, which is not described elsewhere in this report.)

***In-Service Training Materials Developed, Printed, and Distributed***

SN	Modules/Handbooks	Year 1 (2009/10)	Year 2 (2010/11)	Year 3 (2011/12)	Year 4 (2012/13)	Year 5 (2013/14)	Total
	Self-Instructional Kits (SIKs)						
1	Module 1: How to Help Students Learn Effectively Using Active Learning Methods: (Grades 1–4 Teachers)	12,000	0	0	16,653	8,369	37,022
2	Module 1: Active Learning: A Practical Guide (Grades 5–8 Teachers)	12,000	0	0	16,653	8,369	37,022
3	Module 2A: Sample Learning Activities for Grades 5–6	12,000	0	0	0	0	12,000
4	Module 2B: Sample Learning Activities for Grades 7–8	11,244					11,244
5	Module 3: Continuous Assessment and How to Use It (Grades 5–8 Teachers)	12,000	0	0	16,653	0	28,653
6	Module 4: Gender Issues (Grades 1–4 Teachers)	12,000	0	0	0	0	12,000
7	Module 4: Gender Issues for Second Cycle Teachers: (Grades 5–8 Teachers)	12,000	0	0	0	0	12,000
8	Module 6: How to Manage Large Classes to Promote Active Learning: Some Tips (Grades 1–4 Teachers)	12,000	0	0	0	0	12,000
9	Module 6: Large Class Management: Tips and Guidelines (Grades 5–8 Teachers)	12,000	0	0	0	0	12,000

SN	Modules/Handbooks	Year 1 (2009/10)	Year 2 (2010/11)	Year 3 (2011/12)	Year 4 (2012/13)	Year 5 (2013/14)	Total
10	Module 1: Understanding and Managing Students' Behavior	0	10,460	10,460	16,653	0	37,573
11	Module 2: Preparation and Utilization of Instructional Materials from Locally Available Resources	0	10,460	10,460	0	0	20,920
12	Module 3: Action Research Techniques and Application: A Practical Guide for Primary School Teachers	0	10,460	10,460	16,653	8,369	45,942
	<b>SIKs Sub Total</b>	<b>107,244</b>	<b>31,380</b>	<b>31,380</b>	<b>49,959</b>	<b>8,369</b>	<b>278,376</b>
	<b>FCA Handbooks</b>						
13	Teachers' Handbook on Continuous Assessment: Grade One	12,000	0	0	16,653	0	28,653
14	Teachers' Handbook on Continuous Assessment: Grade Two	12,000	0	0	16,653	0	28,653
15	Teachers' Handbook on Continuous Assessment: Grade Three	12,000	0	0	16,653	0	28,653
16	Teachers' Handbook on Continuous Assessment: Grade Four	12,000	0	0	16,653	0	28,653
17	Teachers' Handbook on Continuous Assessment: (Grades 1–4 Combined)	0	0	0	0	8,195	8,195
	<b>FCA Sub Total</b>	<b>48,000</b>	<b>0</b>	<b>0</b>	<b>66,612</b>	<b>8,195</b>	<b>122,807</b>
	<b>Subject Matter Handbooks</b>						
18	Mathematics Teachers' Handbook	12,000	0	0	2,021	9,392	23,413
19	Biology Teachers' Handbook	0	0	6,711	8,717	510	15,938
20	Chemistry Teachers' Handbook	0	0	6,711	8,603	427	15,741
21	Physics Teachers' Handbook	0	0	6,711	8,717	396	15,879
22	Science Laboratory Manual	0	0	6,711	11,224	1,883	19,818
	<b>Subject Matter Sub Total</b>	<b>12,000</b>	<b>0</b>	<b>26,844</b>	<b>39,282</b>	<b>12,608</b>	<b>90,789</b>
	<b>Early Grade Reading and Writing Modules</b>						
23	Module One: Teaching Reading and Writing in the Nationality Languages	0	7,910	7,845	20,765	5,408	41,928
24	Module Two: Teaching Reading and Writing in the Subject Areas	0	7,910	7,845	20,765	5,408	41,928
25	Module Three: Teaching Reading and Writing to Support English Language Learning	0	7,910	7,845	18,793	5,704	40,252

SN	Modules/Handbooks	Year 1 (2009/10)	Year 2 (2010/11)	Year 3 (2011/12)	Year 4 (2012/13)	Year 5 (2013/14)	Total
26	Module Four: Creating Appropriate Environments that Support Teaching Reading and Writing	0	7,910	7,845	20,765	5,408	41,928
	<b>EGRW Sub Total</b>	<b>0</b>	<b>31,640</b>	<b>31,380</b>	<b>81,088</b>	<b>21,928</b>	<b>166,036</b>
	<b>Instructional Leadership</b>						
27	Instructional Leadership	0	0	0	6,766	345	7,111

For additional details on numbers of materials printed by local language and distribution to regions, see Annex 3.

### 2.1.3 Provide TOTs, Face-to-Face Training, and Support to Teachers' Study Groups

#### Deliverables

(1) 35,000 teachers receive and complete a package of training through face-to-face training (disaggregated by sex) through the school cluster approach.

(2) An average of 85% of teaching time devoted to using active learning methods in USAID-assisted (CTE linkage/cluster/satellite) schools. (Baseline: 45.1%)

#### Major Activities

(1) Improving teacher in-service training through a site-based school cluster training model. *[Indicator: Number of (cluster/satellite) primary school teachers completing cluster-based training programs reaches 37,600.]*

(2) Provision of face-to-face training (using core trainers) to school principals and woreda and regional education officers. *[Indicators: (a) Number of primary school principals who received and completed a package of training through face-to-face training related to instruction and instructional leadership reaches 4,646; (b) Number of WEO officers who received and completed a package of training through face-to-face training related to instruction and instructional leadership reaches 400; (c) Number of RSEB/CAEB officers who received and completed a package of training through face-to-face training related to instruction and instructional leadership reaches 116.]*

(3) Establish and strengthen teachers' study groups. *[Indicator: Percent of primary schools with functioning Teacher Study Groups reaches 100% from 15.6% (baseline).]*

(4) Strengthen primary school teachers' use of continuous assessment. *[Indicator: Average percent of primary school teachers using formative continuous assessment methods reaches 85% from 15.5% (baseline).]*

## Accomplishments

IQPEP adopted a systemic approach to supporting the professional development of in-service teachers. Not only did the program train in-service teachers in various subject areas, it also trained school principals in many of the same areas so they could effectively supervise their teachers. At the next level up, since WEO officers supervise principals and visit and support schools within their woredas, they also needed to be cognizant of what teachers were being trained to do in their classrooms, so they were trained as well. The same is true at the next level up: to effectively support the woreda level, the RSEBs and CAEBs also needed to be “in the loop” regarding the changes that were being encouraged at the school level within their regions so they too were oriented and trained in the same areas. This holistic approach proved to be effective in laying the groundwork for bringing systemic change to the primary education sub-sector.

### ***Training of Trainers (TOTs)***

To provide in-service training through the school cluster training model to all IQPEP supported schools, different cascading training strategies were used to train the targeted 37,600 teachers during the life span of the program. Accordingly, 104 trainers participated in national TOTs and then provided regional TOTs for 5,880 participants on SIKs, which represented by far the bulk of the number of trainers trained for in-service training, to conduct training for teachers in SCRCs and school principals at the regional level.

National TOT participants comprised CTEs instructors, RSEBs/CAEBs and ZED education officers, curriculum experts, and supervisors while regional TOT participants comprise ZED officers, WEO officers, SCRC supervisors, principals and key teachers. A total of 105 participants were trained in national TOT on IL to provide face-to-face training for principals at regional levels both on SIKs and IL. National TOTs on the EGRW modules were provided for 199 participants to train first cycle teachers at the regional level on the same modules. Similarly, national TOTs were provided for 107 participants on the mathematics (22), biology (29), chemistry (26), and physics (30) handbooks (SMHBs). Finally, to promote the effective use of the IT equipment IQPEP provided to SCRCs and WCRCs (see 2.1.5 and 2.1.6 below), 30 participants were trained in a national TOT on the use of the distributed IT materials, and they in turn trained teachers, principals, and WCRC officers. The following table summarizes all TOTs that were conducted by IQPEP’s in-service component.

### Summary of In-service TOT Participants

SN	Type of TOT and Training	Planned	Actual			
			Male	Female	Total	%
1	National TOT on SIKs	109	101	3	104	95
2	National TOT on IL	116	99	6	105	91
3	Regional TOT on SIKs	6,044	5,121	759	5,880	97
4	National TOT on EGRW	242	178	21	199	82
5	National TOT on Mathematics	23	18	4	22	96
6	National TOT on Biology	34	25	4	29	85
7	National TOT on Chemistry	34	26	0	26	77
8	National TOT on Physics	34	29	1	30	88
9	National TOT on IT	30	26	4	30	100
	<b>Total</b>	<b>6,666</b>	<b>5,623</b>	<b>802</b>	<b>6,425</b>	<b>96</b>

For further details on all in-service training, see Annex 3.

### Training of In-service Teachers

The trainers trained in the national TOT on EGRW conducted face-to-face training for 22,130 first cycle teachers the regional level on the four EGRW modules. Regional TOT participants provided training for 41,791 teachers in SIKs and 16,426 teachers in mathematics and science at the regional level. During the life of the program, a total of 80,347 primary school teachers participated in in-service training at the SCRC and regional levels as per the following table.

### Summary of In-service Teachers Trained

SN	Types of Participants & Trainings	Planned	Actual			
			Male	Female	Total	%
1	Face to Face Training for Teachers on SIKs	39,405	25,588	16,203	41,791	106
2	Face to Face Training for Teachers on EGRW	23,479	12,320	9,810	22,130	94
3	Face to Face Training for Teachers on Mathematics	6,008	4,546	965	5,511	92
4	Face to Face Training for Teachers on Biology	3,701	2,900	1,247	4,147	112
5	Face to Face Training for Teachers on Chemistry	3,540	2,650	772	3,422	97
6	Face to Face Training for Teachers on Physics	3,637	2,787	559	3,346	92

	<b>Total</b>	<b>79,770</b>	<b>50,791</b>	<b>29,556</b>	<b>80,347</b>	<b>101</b>
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In addition to the preceding, a total of 261 teachers participated in training on the proper use of computers/printers and typewriters/duplicating machines that IQPEP had supplied to SCRCs and WCRCs (see 2.1.5 and 2.1.6) below.

***In-Service Teachers Trained on IT***

SN	Region	Planned		Actual							
		Computers	Duplicating M	Computers			Percent	Typewriters/ Duplicating Machines			Percent
				M	F	T		M	F	T	
1	AA	6	0	6	0	6	100	0	0	0	0
2	Afar	8	0	6	1	7	88	0	0	0	0
3	Amhara	68	30	61	17	78	115	26	4	30	100
4	DD	12	0	8	4	12	100	0	0	0	0
5	Harari	4	0	2	2	4	100	0	0	0	0
6	Oromia	80	0	63	17	80	100	0	0	0	0
7	SNNP	40	0	34	6	40	100	0	0	0	0
8	Somali	12	7	1	0	1	100	4	3	7	100
	<b>Total</b>	<b>226</b>	<b>37</b>	<b>179</b>	<b>45</b>	<b>224</b>	<b>99</b>	<b>30</b>	<b>7</b>	<b>37</b>	<b>100</b>

Combining the number of teachers trained from the two preceding tables yields a total of 80,347 in-service teachers trained, which far exceeded the PMP indicator of 37,600 teachers trained, whether it was through cluster-based training or training at the regional level.

Regarding the program deliverable of 35,000 in-service teachers trained in a “package of training,” the total number of teachers that completed the training on both SIKs and EGRW modules was 13,048, while 5,716 teachers participated in both SIKs and SMHBs. Therefore, a total of 18,764 in-service teachers completed a package of training through a site-based school cluster training model as per the following table.

***In-service Teachers Trained in a “Package of Training”***

SN	Region	Teachers								
		Trained in EGRW and SIKs			Trained in SMHBs and SIKs			Totals		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Addis Ababa	90	157	247	112	32	144	202	189	<b>391</b>
2	Afar	207	152	359	176	31	207	383	183	<b>566</b>
3	Amhara	1,401	1,796	3,197	984	415	1,399	2,385	2,211	<b>4,596</b>
4	B. Gumuz	130	60	190	141	28	169	271	88	<b>359</b>
5	Dire Dawa	275	176	451	176	35	211	451	211	<b>662</b>
6	Gambella	109	21	130	112	15	127	221	36	<b>257</b>
7	Harari	31	76	107	64	34	98	95	110	<b>205</b>
8	Oromia	2,710	2,113	4,823	1,605	521	2,126	4,315	2,634	<b>6,949</b>
9	SNNP	1,485	828	2,313	584	118	702	2,069	964	<b>3,015</b>
10	Somali	100	17	117	35	3	38	135	20	<b>155</b>
11	Tigray	529	585	1,114	375	120	495	904	705	<b>1,609</b>
<b>Total</b>		<b>7,067</b>	<b>5,981</b>	<b>13,048</b>	<b>4,364</b>	<b>1,352</b>	<b>5,716</b>	<b>11,431</b>	<b>7,333</b>	<b>18,764</b>

The explanations for the shortfall in this case are the same as those previously included for LPS teachers in footnote 4 in Section 1.1.9.



What was the impact of the training of teachers in terms of IQPEP’s other deliverables and indicators? The impact on grade 2 and 3 students’ proficiency in reading and proficiency in reading comprehension was previously described in the context of the pre-service LPS training of teachers under activity 1.1.10 and, therefore, will not be repeated here. As per footnote 5 in Section 1.1.10 in the context of reporting on the Reading Centers indicator, because in many cases the indicators for pre- and in-service were the same and were not disaggregated in the PMP, the manner in which

the data were analyzed entered into the system and coded does not allow for easy disaggregation, and, therefore, the analysis is the same in both cases.

In addition to the EGRA findings, rich evidence of the impact of IQPEP’s work in EGRW was routinely obtained from staff supervisory visits to schools. For example, in Benishangul-Gumuz, IQPEP staff observed that reading and writing were included as continuous assessment criteria in all schools; teachers trained in EGRW had prepared action plans to improve their students’ reading and writing skills; in all the schools, peer study groups of students (known as “1 to 5”) had been formed and were

practicing reading; and teachers were seen to be applying the EGRW teaching techniques they had acquired in training in their classrooms. For more evidence of IQPEP’s EGRW impact, see some of the success stories included in Part IV of this report.

What about progress in terms of promoting the use of ALM and FCA, which were also shared program deliverables and indicators with IQPEP’s pre-service component?

- Focus on Promoting the Use of Active Learning Methods<sup>6</sup>

One of the major purposes of the training on SIKs and other related themes was to change the teaching methods of teachers from traditional teacher-centered methods to more student-centered teaching approaches. A target was set to reach an average of 85% of teaching time devoted to using ALM in supported cluster/satellite and linkage schools during the life of the program.



The baseline survey conducted in Year 1 (2009–2010) established that an average of 45.1% of teaching time was devoted by teachers to the use of ALM in IQPEP-supported schools. On that basis, in Year 2 the target was set at 50% and the achievement was 67.4%, which considerably surpassed the target. The same pattern followed in Year 3 when the actual time used for active learning was 64.1%, while the target set was

55.0%. In Year 4 the target set was 65.0% and the actual time used for active learning was 71.8%, which exceeded the target by 6.8%. The target set for the final year was 85.0% and the actual result was 72.1%, which was less than the target by 12.9%. Looked at longitudinally, the trend from the baseline through Year 5 showed considerable improvement, and perhaps the reasons for the shortfall in Year 5 are that the 85% target was too ambitious, there was insufficient refresher training on ALM, and/or the absence of regular follow-up and support for teachers in their classrooms by school principals and supervisors.

***Average Percent of Teaching Time Used for Active Learning by Primary School Teachers***

Accomplishments	Year 1 2009/10	Year 2 2010/11	Year 3 2011/12	Year 4 2012/13	Year 5 2013/14
Baseline	45.1%	-	-	-	-
Target	0	50.0%	55.0%	65.0%	85.0%
Actual	-	67.4%	64.08%	71.8%	72.1%

<sup>6</sup> This analysis of achievements with regard to promoting ALM, as well as the subsequent analysis of FCA, is equally applicable to the discussion of the impact of the training of LPS teachers in Section 1.1.9 of this report because LPS teachers participated in the same training and the deliverable is aggregated for LPS and in-service schools.

- Achievements re: Teachers Use of FCA

IQPEP supported the use of FCA in primary schools by developing supplementary handbooks for teachers' use during their classroom instruction. Primary school teachers were also trained on how to plan their lessons and use FCA techniques in their specific subject areas. Training of trainers courses focused on FCA handbooks, and SIKs were also provided as noted previously. TSGs were organized in primary schools so that teachers would study the modules in detail. The following table shows that by Year 5 the average percent of primary school teachers who used FCA methods was 74.5%, a significant increase from the baseline of 15.5%:

***Average Percent of Primary School Teachers Using FCA***

<b>Accomplishments</b>	<b>Year 1 2009/10</b>	<b>Year 2 2010/11</b>	<b>Year 3 2011/12</b>	<b>Year 4 2012/13</b>	<b>Year 5 2013/14</b>
Baseline	15.5%	-	-	-	-
Target		30.0%	45.0%	60.0%	85.0%
Actual		65.2%	64.6%	60.7%	74.5%

The table indicates that over time there was significant improvement of teachers using FCA in their teaching: the average percent of primary school teachers using FCA methods reached 74.5% from baseline of 15.5% during the past five years. However, the actual achievement was below the 85% target set for the final year. The Year 5 target compared to Year 4 was very high—perhaps unrealistically high—given that a 25% improvement was expected in just one year. Other explanations for the shortfall could be a limited use of instructional materials, teachers often not communicating lesson objectives to students, and students' learning being insufficiently monitored. Nevertheless, the accomplishment of teachers using FCA in the actual classrooms was promising when looked at in the overall context of five years.

### ***Training of School Principals***

Starting from Year 1 various orientations, TOTs, and face-to-face training were provided for school principals on different training packages related to instruction and instructional leadership.

A total of 2,174 school principals also participated in regional TOTs on SIKs to provide training in SCRCs for teachers and to supervise/follow up the transfer of skills gained from training at different levels. This table appears separately from the previous TOT table because school principals had different, broader roles (supervision, school management, support TSGs) than the other trainers who were trained to only train teachers.

**School Principal Participants in Regional TOTs**

SN	Region	Planned	Actual			
			Male	Female	Total	%
1	AA	32	30	2	32	100
2	Afar	80	77	4	81	101
3	Amhara	551	460	89	549	99.6
4	BG	50	44	2	46	92
5	DD	55	51	4	55	100
6	Gambella	33	28	0	28	85
7	Harari	21	15	5	20	95
8	Oromia	735	675	54	729	99
9	SNNP	401	372	27	399	99.5
10	Somali	136	100	2	102	75
11	Tigray	135	118	15	133	99
	<b>Total</b>	<b>2,229</b>	<b>1,970</b>	<b>204</b>	<b>2,174</b>	<b>98</b>

Regional level face-to-face training was also provided for 2,813 and 3,031 school principals on IL and SIKs, respectively, so that they could more effectively support their teachers who were being trained in the same areas. Details of the principals' training are as follows.

**School Principals Trained on SIKs and IL**

SN	Region	Types of Trainings	Planned	Actual			
				Male	Female	Total	%
1	AA	Training on SIKs	36	27	8	35	97
		Training on IL	42	32	9	41	98
2	Afar	Training on SIKs	104	95	9	104	100
		Training on IL	99	95	4	99	100
3	Amhara	Training on SIKs	716	588	74	662	93
		Training on IL	737	618	85	703	95
4	BG	Training on SIKs	68	61	3	64	94
		Training on IL	64	63	0	63	98
5	DD	Training on SIKs	66	45	0	45	68
		Training on IL	66	58	5	63	96
6	Gambella	Training on SIKs	51	48	0	48	94
		Training on IL	49	47	0	47	96
7	Harari	Training on SIKs	25	16	5	21	84
		Training on IL	24	16	6	22	92
8	Oromia	Training on SIKs	1,131	1,025	76	1,101	97
		Training on IL	973	889	51	940	97

SN	Region	Types of Trainings	Planned	Actual			
				Male	Female	Total	%
9	SNNP	Training on SIKs	592	559	43	602	102
		Training on IL	525	489	26	515	98
10	Somali	Training on SIKs	188	157	3	160	85
		Training on IL	164	146	1	147	90
11	Tigray	Training on SIKs	195	174	15	189	97
		Training on IL	176	158	15	173	98
<b>Total</b>		<b>Training on SIKs</b>	<b>3,172</b>	<b>2,795</b>	<b>236</b>	<b>3,031</b>	<b>96</b>
		<b>Training on IL</b>	<b>2,919</b>	<b>2,611</b>	<b>202</b>	<b>2,813</b>	<b>96</b>

Similarly, 2,150 school principals participated in orientations on the organization and management of SCRCs, RCs and TSGs.

***School Principals Oriented on SCRCs, RCs, and TSGs***

SN	Region	Planned	Actual Trained			
			Male	Female	Total	%
1	Addis Ababa	32	28	5	33	103
2	Afar	80	68	6	74	93
3	Amhara	552	464	90	554	100
4	B. Gumuz	46	41	1	42	91
5	Dire Dawa	55	53	2	55	100
6	Gambella	30	30	0	30	100
7	Harari	20	12	7	19	95
8	Oromia	756	688	63	751	99
9	SNNP	401	344	28	372	93
10	Somali	115	93	2	95	83
11	Tigray	128	113	12	125	98
<b>Total</b>		<b>2,215</b>	<b>1,934</b>	<b>216</b>	<b>2,150</b>	<b>96</b>

Finally, a total of 390 (211+179) principals participated in training on the proper use of computers/printers and typewriters/duplicating machines that IQPEP supplied to SCRCs and WCRCs to enhance their capacity (see 2.1.5 and 2.1.6). Details follow.

**School Principals Trained on IT**

SN	Region	Planned		Actual							Percent	
		Computers	Duplicating M	Computers			%	Duplicating Machine				
				M	F	T		M	F	T		
1	AA	6	0	6	0	6	100	0	0	0	0	
2	Afar	8	8	7	1	8	100	8	0	8	100	
3	Amhara	68	43	49	8	57	84	13	0	13	30	
4	Benishangul-Gumuz	0	20	0	0	0	0	20	0	20	100	
5	DD	12	0	12	0	12	100	0	0	0	0	
6	Gambella	0	6	0	0	0	0	6	0	6	100	
7	Harari	4	0	3	1	4	0	0	0	0	0	
8	Oromia	80	68	77	3	80	100	59	3	62	91	
9	SNNP	40	40	37	3	40	100	40	0	40	100	
10	Somali	12	14	8	0	8	67	5	0	7	50	
11	Tigray	0	24	0	0	0	0	19	4	23	96	
<b>Total</b>		<b>226</b>	<b>223</b>	<b>19</b>	<b>6</b>	<b>15</b>	<b>211</b>	<b>93</b>	<b>170</b>	<b>7</b>	<b>179</b>	<b>80</b>

For further details on all in-service training, see Annex 3.

Combining the number of principals trained from the first two tables (training in TOTs, SIKs, and IL) the total was 8,018 principals trained, which vastly exceeded the target of 4,646. (The orientation on SCRCs, TSGs, and the like and training on IT are not included because they were one-day orientations, not training in the usual sense.)



Over the years, there was much anecdotal evidence of the positive impact of IQPEP’s capacity building of school principals. During Year 5, IQPEP staff visited two schools in Harari Region—Model and Shenkor Primary Schools—and there they learned that the principals and teachers were having weekly meetings to discuss challenges and how to address them in terms of improving their students’ reading and writing skills. Moreover, the principals were encouraging their teachers to design a mechanism for tracking the changes and improvements in students’ reading and writing abilities. Working with their teachers, they also organized students into groups and assigned a stronger reader to each group to provide support to

the weaker students. The same evidence of principals’ improved skills in managing the teaching–learning process was observed in other regions as well.

### Training of WEO Officers

Just as IQPEP considered it important to train school principals in the same areas it was training teachers so that principals could effectively support their teachers, the same rationale applied to training WEO officers who supervise school principals and help to monitor and support schools in their woredas. IQPEP's in-service component planned to train 400 WEO officers through face-to-face training related to instruction and instructional leadership. During Years 1–5 a total of 202 and 574 woreda education officers received training on IL and SIK respectively. The same WEO officers participated in other training related to instruction (SIKs) and IL. For example, WEO officers who participated in regional level TOTs on SIKs also participated in TOTs to train teachers in SCRCs. They were given a double role: to build their own capacity and support teachers to implement what they acquired from training and to serve as trainers at the SCRC levels.

#### WEO Officers Trained

SN	Region	Types of Training	Planned	Actual			
				Male	Female	Total	%
1	AA	Training on IL	6	6	0	6	100
		Regional TOT on SIKs	15	12	1	13	87
2	Afar	Training on IL	8	7	1	8	100
		Regional TOT on SIKs	20	21	4	25	125
3	Amhara	Training on IL	37	35	1	36	97
		Regional TOT on SIKs	140	100	8	108	77
4	BG	Training on IL	5	5	0	5	100
		Regional TOT on SIKs	14	12	0	12	86
5	DD	Training on IL	4	4	1	5	125
		Regional TOT on SIKs	12	6	1	7	58
6	Gambella	Training on IL	6	6	0	6	100
		Regional TOT on SIKs	8	8	0	8	100
7	Harari	Training on IL	2	1	0	1	50
		Regional TOT on SIKs	5	3	0	3	60
8	Oromia	Training on IL	74	66	7	73	99
		Regional TOT on SIKs	200	192	20	212	106
9	SNNP	Training on IL	40	30	2	32	80
		Regional TOT on SIKs	62	104	8	112	181
10	Somali	Training on IL	13	17	1	18	139
		Regional TOT on SIKs	40	38	1	39	98
11	Tigray	Training on IL	12	11	1	12	100
		Regional TOT on SIKs	40	33	2	35	88
	<b>Total</b>	<b>Training on IL</b>	<b>207</b>	<b>188</b>	<b>14</b>	<b>202</b>	<b>98</b>
		<b>Regional TOT on SIKs</b>	<b>556</b>	<b>529</b>	<b>45</b>	<b>574</b>	<b>103</b>

In the aggregate, the 776 WEO officers IQPEP trained was significantly more than the PMP indicator target of 400 WEO officers trained. The number of WEO officers who received IL face to face training

was lower than anticipated because higher quotas for IL training were given to SCRC supervisors who were closely supporting schools in day-to-day activities and who supervised the implementation of many IQPEP activities. Accordingly, 434 and 439 SCRC supervisors received training on IL and SIK, respectively—see activity 2.1.5 below for details.

### ***Training of RSEB/CAEB Officers***

Again, as part of IQPEP’s interest to adopt a systemic approach to improving the teaching–learning process in schools, which required building the capacity at every level in the system, RSEB/CAEB officers were also included in some of the program’s in-service training. The target number of RSEB/CAEB/ZED officers who were expected to be trained through face-to-face training related to instruction and instructional leadership was 116. During Years 1–5, 118 RSEB/CAEB/ZED officers received training on IL (64 in a national TOT and 54 in face-to-face training on IL), and 285 officers participated in national and regional TOTs on training related to instruction: 64 in national TOTs on SIKs, 67 in national TOTs on SMHBs, 69 in national TOTs on EGRW, and 85 in regional level TOTs on SIKs. All participants received TOTs by core trainers and they also participated in providing training for teachers at the regional level. The total number of RSEB/CAEB/ZED officers who received face-to-face trainings was 403 (380 male, 23 female) in one or more of the above training courses, which, in aggregate terms, far exceeded the 116 to be trained according to the program’s PMP.

### ***Training of “Key Teachers” to Strengthen TSGs***

The program’s in-service component trained 2,097 “key teachers” to strengthen TSGs as well as to train school principals. In other words, the key teachers’ primary role was to facilitate continuous professional development (CPD) in schools.

***Number of Key Teachers Participating in Regional Level TOTs on SIKs***

SN	Region	Planned	Actual			
			Male	Female	Total	%
1	AA	40	29	9	38	95
2	Afar	81	64	16	80	99
3	Amhara	555	384	167	551	99
4	BG	47	43	3	46	98
5	DD	55	49	6	55	100
6	Gambella	32	28	1	29	91
7	Harari	20	9	11	20	100
8	Oromia	760	623	135	758	99.7
9	SNNP	401	310	77	387	97
10	Somali	102	73	13	86	84
11	Tigray	125	110	14	124	99
	<b>Total</b>	<b>2,137</b>	<b>1,658</b>	<b>436</b>	<b>2,094</b>	<b>98</b>

There were very few TSGs in schools when IQPEP started; therefore, to establish TSGs, guidelines were developed on the organization and management of TSGs and distributed to all schools. As noted above with regard to school principals’ training, an orientation was provided for 2,150 school principals on how

to organize and manage TSGs. A minimum of three copies of all printed SIKs, modules and SMHBs were distributed to each school in addition to one copy for each trainee to be used during TSG sessions. School grants were also provided for all schools to procure stationery and training materials to strengthen TSGs.

The purpose of the TSGs in both in-service and LPSs was to encourage more informal, collegial approaches to teachers' professional development. TSGs were composed of groups in which experienced teachers worked with novice teachers, mentoring and supporting them in their work. Referring to the table below, although the program did not achieve the target of 100% of TSGs adequately functioning by the end of the program, considerable progress was achieved against the baseline figure of 15.6%: by the end of Year 4 of the program, 72.4% of TSGs were found to be adequately functioning, with a slight drop off in Year 5.

***Percent of Primary Schools with Functioning TSGs***

<b>Accomplishments</b>	<b>Year 1 2009/10</b>	<b>Year 2 2010/11</b>	<b>Year 3 2011/12</b>	<b>Year 4 2012/13</b>	<b>Year 5 2013/14</b>
Baseline	15.6%	-	-	-	-
Target		37.0%	53.0%	97.0%	100%
Actual		38.7%	72.3%	72.4%	65.0%

#### **2.1.4 Provide Support to Teachers and Schools to Improve Reading and Writing in the Early Grades**

##### Deliverables

(1) 35% of grade 2 students and 50% of grade 3 students in USAID-supported primary schools (CTE linkage as well as cluster/satellite) proficient in reading (in medium of instruction). (Baselines: 3.1% and 11.3% respectively.)

(2) 35% of grade 2 students and 50% of grade 3 students in USAID-supported primary schools (CTE linkage as well as cluster/satellite) have proficiency in reading comprehension. (Baselines: 8.8% and 19.4% respectively.)

##### Major Activity

(1) Provision of support to teachers and schools to improve reading in the early grades. *[Indicator: 85% (no baseline) of primary schools with functioning Reading Centers.]*

##### Accomplishments

As indicated in the table of in-service teachers trained under activity 2.1.3, to build the capacity of first cycle teachers and to help their students improve their reading and writing skills, a total of 21,130 in-service teachers received training on EGRW during the life of the program. In addition to training teachers, the second major activity IQPEP implemented to improve EGRW in schools was providing supplementary story books, mobile library shelves, personal blackboards, alphabet sorts, chalk, stationery, and so on, to all 2,215 IQPEP directly supported schools (as previously noted, this was also done for the 400 LPSs under the pre-service component) to establish and strengthen Reading Centers.

As described under the pre-service activity 1.1.10, by Year 5 of the program 46.0% of IQPEP schools had functioning RCs, according to the assessment criteria, starting from a baseline of 0%, which was a good achievement, although shy of the 85% end-line target. Despite the fact that the program underperformed each year against the established annual targets, significant gains were made in an absolute sense, which perhaps indicates that the initial Year 3 target that was set from a baseline of zero (0) was too high, which resulted in the subsequent annual targets also being unrealistically high.

In addition to training teachers on EGRW and establishing and supporting RCs in all IQPEP supported schools, additional EGRW training modules were distributed to the schools to be used by teachers in their TSGs to give exposure to the EGRW modules to more teachers (those who were not trained by IQPEP) to help them learn and internalize the strategies promoted in the modules to improve their teaching of reading and writing.

What impact did all of the preceding inputs in EGRW have on improving the reading and writing skills of early grade students? This question was answered in reporting the achievements of IQPEP’s pre-service component (see 1.1.10) with regard to the program’s two key deliverables on grades 2 and 3 students’ proficiency in reading and in reading comprehension.



It is important to highlight the number of combined moderate and benchmark readers in the third EGRA was much closer to the IQPEP target as per the targets in the indicators in the program’s PMP. That is, the combined level of reading comprehension for grade 2 children reached 26% while that of grade 3 children reached 49%. The table below summarizes the reading comprehension level of children vis-à-vis the end-line planned target for 2014.

***Third EGRA (2014) Combined Moderate and Benchmark Reading Comprehension***

Grade	Moderate	Benchmark	End-line Planned (2014)	Combined (Moderate + Benchmark)
Grade 2	23%	3.0%	35.0%	26.0%
Grade 3	38%	11.0%	50.0%	50.0%

When looked at through this lens, the achievements of IQPEP schools’ grades 2 and 3 students on the third EGRA were more sanguine. It is also important to note two important accomplishments: (1) the percentage of students scoring zero on the sub-tests – particularly the reading fluency – declined over time; and (2) the IQPEP supported schools consistently outperformed the control schools, showing that the IQPEP interventions did make a difference.

### **2.1.5 Organize and Equip School Cluster Resource Centers (SCRCs)**

#### Deliverable

None.

Major Activity

(1) Organizing and equipping 400 school cluster resource centers with necessary equipment and materials to improve the training of teachers and operation of schools. [*Indicator: Percent of functioning School Cluster Resource Centers reaches 80% from 5.2% (baseline).*]

(2) Train School Cluster Resource Center supervisors. [*Indicator: 443 School Cluster Resource Center supervisors trained.*]

Accomplishments

The originally planned number of SCRCs to be established and strengthened was 400 (two in each of IQPEP’s 200 focus woredas), but IQPEP established 443 SCRCs because Addis Ababa, Amhara, and Dire Dawa RSEB/CAEBs do not have WCRCs in their regions/city administrations. (The total number of WCRCs IQPEP supported was concomitantly reduced by 43 from the target of 200 to 157—see 2.1.6 below.)



IQPEP conducted a needs assessment of both SCRCs and WCRCs to ascertain their needs in terms of human capacity and material resources. With regard to human capacity, to strengthen SCRCs so they could serve as effective venues for training teachers, IQPEP trained 434 SCRC supervisors on IL and 439 SCRCs supervisors on SIKs. In turn, the SCRC supervisors served as trainers in the SCRCs: they provided face-to-face training on SIKs for teachers and routinely engaged in supervising and monitoring all the SCRCs and satellite schools. The primary purpose of the supervision was to check the level of transfer of training to classroom practice and to assist

teachers who were having difficulties applying what they learned in training to their classroom teaching. See the following table for details of the SCRC supervisors trained.

**SCRC Supervisors Trained**

SN	Region	Types of Participants and Trainings	Planned	Actual			
				Male	Female	Total	%
1	AA	Training on IL	6	3	3	6	100

SN	Region	Types of Participants and Trainings	Planned	Actual			
				Male	Female	Total	%
		Regional TOT on SIKs	6	2	1	3	50
2	Afar	Training on IL	16	11	5	16	100
		Regional TOT on SIKs	40	12	5	17	43
3	Amhara	Training on IL	111	106	5	111	100
		Regional TOT on SIKs	190	109	6	115	61
4	BG	Training on IL	10	10	0	10	100
		Regional TOT on SIKs	20	10	0	10	50
5	DD	Training on IL	12	11	1	12	100
		Regional TOT on SIKs	20	11	1	12	60
6	Gambella	Training on IL	6	6	0	6	100
		Regional TOT on SIKs	11	6	0	6	55
7	Harari	Training on IL	4	3	1	4	100
		Regional TOT on SIKs	8	3	2	5	63
8	Oromia	Training on IL	148	145	2	147	99.3
		Regional TOT on SIKs	340	141	7	148	44
9	SNNP	Training on IL	80	73	3	76	95
		Regional TOT on SIKs	80	78	0	78	98
10	Somali	Training on IL	26	17	5	22	85
		Regional TOT on SIKs	50	21	3	24	48
11	Tigray	Training on IL	24	24	0	24	100
		Regional TOT on SIKs	40	21	0	21	53
	<b>Total</b>	<b>Training on IL</b>	<b>443</b>	<b>409</b>	<b>25</b>	<b>434</b>	<b>98</b>
		<b>Regional TOT on SIKs</b>	<b>805</b>	<b>414</b>	<b>25</b>	<b>439</b>	<b>55</b>

In terms of the PMP indicator to train 443 SCRC supervisors, IQPEP considerably exceeded the target by training 434 supervisors in instructional leadership and by including 439 supervisors in regional TOTs on SIKs. Although it is likely that there was some overlap in the supervisors trained in each case, the aggregate figure of SCRC supervisors trained considerably exceeded the target of 443.

With regard to strengthening the SCRCs in terms of equipment and materials, based on the findings of the previously referred to needs assessment, IQPEP procured and delivered myriad equipment and materials to the SCRCs as shown in the following summary table.

**Computers/Duplicating Machines and Accessories Purchased and Distributed to SCRCs**

No.	Item	Unit	Qty	A.A	Afa	Am	BG	D. D	Gam	Ha	Oro.	SNN	Som	Tig	Total
1	Computer	Pcs	230	6	8	68	0	12	0	4	80	40	12	0	230
2	HP LaserJet Printer	"	230	6	8	68	0	12	0	4	80	40	12	0	230
3	D. Machine	"	213	0	8	43	10	0	6	0	68	40	14	24	213
4	UPS	"	230	6	8	68	0	12	0	4	80	40	12	0	230
5	Com. Table	"	230	6	8	68	0	12	0	4	80	40	12	0	230
6	Printer Toner	"	460	12	16	136	0	24	0	8	160	80	24	0	460
7	Elect. Power Divider	"	443	6	16	111	10	12	6	4	148	80	26	24	443
8	Print. Paper, 80gm, A4	"	2,215	30	80	555	50	60	30	20	740	400	130	120	2,215
9	CD-RW, Sony	"	1,150	30	40	340	0	60	0	20	400	200	60	0	1,150
10	Duplicating Ink	"	426	0	16	86	20	0	12	0	136	80	28	48	426
11	Dup. Machine Table	"	213	0	8	43	10	0	6	0	68	40	14	24	213
12	Stencil Dupl.	"	426	0	16	86	20	0	12	0	136	80	28	48	426
13	Science Kits	"	886	12	32	222	20	24	12	8	296	160	52	48	886
<b>Total</b>			<b>10,453</b>	<b>144</b>	<b>344</b>	<b>2,449</b>	<b>190</b>	<b>288</b>	<b>114</b>	<b>96</b>	<b>3,212</b>	<b>1,720</b>	<b>554</b>	<b>456</b>	<b>10,453</b>

Because the provision of IT equipment and other equipment like duplication machines was a new input to the SCRCs, IQPEP considered it necessary to orient SCRCs supervisors and school principals (from the satellite schools served by the SCRCs) on how to effectively use and maintain the equipment that had been provided. The orientation of the participants was preceded by a TOT for the 30 trainers who would fan out across the country and conduct the orientations. Details of the TOT and subsequent orientation appeared previously in Section 2.1.3.

IQPEP tracked annual progress on the viability and effectiveness of SCRCs through conducting annual assessments. According to the annual MERA surveys of this activity, the baseline percentage of functioning SCRCs in Year 1 was 5.19% and by the end of the program 48.8% of SCRCs were seen to be functioning according to the assessment criteria. As can be seen in the following table, regular progress was achieved each year (except a slight dip from Year 4 to 5), although in each case the gains came up short of the annual targets.

***Percent of Functioning School Cluster Resource Centers (SCRCs)***

<b>Accomplishments</b>	<b>Year 1 2009/10</b>	<b>Year 2 2010/11</b>	<b>Year 3 2011/12</b>	<b>Year 4 2012/13</b>	<b>Year 5 2013/14</b>
Baseline	5.19%	-	-	-	-
Target		20.0%	40.0%	55.0%	80.0%
Actual		3.7%	15.4%	50.7%	48.8%

### **2.1.6 Establish and Equip Woreda Cluster Resource Centers (WCRCs)**

#### Deliverable and Major Activity

(1) Establish and equip at least 200 woreda cluster resource centers with the necessary training resources based on the primary schools curriculum of Ethiopia. *[Indicator: Percent of functioning Woreda Cluster Resource Centers increases to 100% from 5.2% (baseline).]*

#### Accomplishments

IQPEP’s interventions to establish and strengthen WCRCs basically mirrored its inputs in SCRCs as described above. As noted, the original plan was to help establish and support 200 WCRCs—one each in IQPEP’s 200 focus woredas—but because Addis Ababa, Amhara, and Dire Dawa had opted to not have WCRCs, the target was reduced to 157 WCRCs, and 43 additional SCRCs were supported (total: 443) across the country instead of the initially planned 400 SCRCs. To strengthen WCRCs, guidelines for establishing and managing WCRCs were developed and distributed to all WCRCs. Based on the same needs assessment referred to with regard to SCRCs (above), similar IT equipment and other materials were procured and distributed to the 157 WCRCs. See the table below for details.

**Computers/Duplicating Machines and Accessories Purchased and Distributed to WCRCs**

No.	Item	Unit	Purchased Qty	Afar	BG.	Gam	Harari	Oromia	SNNP	Somali	Tigrai	Total Distribution
1	Desk Computer	Pcs	152	8	5	2	2	70	40	13	12	152
2	HP LaserJet Printer	"	152	8	5	2	2	70	40	13	12	152
3	Duplicating Machine	"	5	0	0	1	0	4	0	0	0	5
4	UPS	"	157	8	5	3	2	74	40	13	12	157
5	Computer Table	"	152	8	5	2	2	70	40	13	12	152
6	Printer Toner	"	304	16	10	4	4	140	80	26	24	304
7	Electric Power Divider	"	157	8	5	3	2	74	40	13	12	157
8	Printing Paper, 80gm, A4	"	785	40	25	15	10	370	200	65	60	785
9	CD-RW, Sony	"	760	40	25	10	10	350	200	65	60	760
10	Duplicating Ink	"	10	0	0	2	0	8	0	0	0	10
11	Duplicating Machine Table	"	5	0	0	1	0	4	0	0	0	5
12	Stencil for Duplication	"	10	0	0	2	0	8	0	0	0	10
<b>Total</b>			<b>2,805</b>	<b>144</b>	<b>90</b>	<b>50</b>	<b>36</b>	<b>1,315</b>	<b>720</b>	<b>234</b>	<b>216</b>	<b>2,649</b>

In addition to providing the equipment and materials detailed in the preceding table, IQPEP trained 165 WCRCs officers on the proper use of computers/printers and typewriters/duplicating machines that were distributed to the WCRCs so they could effectively use and manage the equipment.

**WEO Officers and WCRC Officers Trained on IT**

SN	Region	Planned		Actual							
		Computers	Duplicating M	Computers			Percent	Duplicating machine			Percent
				M	F	T		M	F	T	
1	Afar	8	0	6	2	8	100	0	0	0	0
2	Benishangul	10	0	10	0	10	100	0	0	0	0
3	Gambella	2	7	2	0	2	100	7	0	7	100
4	Harari	2	0	1	1	2	100	0	0	0	0
5	Oromia	70	4	63	5	68	97	4	0	4	100
6	SNNP	40	0	38	1	39	98	0	0	0	0
7	Somali	13	0	13	0	13	100	0	0	0	0
8	Tigray	12	0	7	5	12	100	0	0	0	0
	<b>Total</b>	<b>157</b>	<b>11</b>	<b>140</b>	<b>14</b>	<b>154</b>	<b>98</b>	<b>11</b>	<b>0</b>	<b>11</b>	<b>100</b>

There were many challenges in the process of establishing and strengthening the WCRCs. Materials for WCRCs were procured and distributed late in Year 3, which meant that the actual establishment of the centers was late compared to the program’s original plan. In addition, although the WEOs were supposed to provide a room for the WCRCs, in many cases this did not happen. Lack of sufficient personnel to manage the WCRCs was another challenge. Because these and other inputs were included as criteria of a “functioning” WCRC in the data collection instruments when assessing the WCRCs, as can be seen in the following table, the results fell far short of expectations.

**Percent of Functioning Woreda Cluster Resource Centers (WCRCs)**

Accomplishments	Year 1 2009/10	Year 2 2010/11	Year 3 2011/12	Year 4 2012/13	Year 5 2013/14
Baseline	5.2%				
Target		0	0	70.0%	100.0%
Actual		0	0	21.2%	11.1%

As noted above, because the WCRCs were slow to be established, no assessments were conducted in Years 2 and 3. Then, the percent of functioning WCRCs in Year 4 was 21.2% against a target of 70.0%, which dropped to 11.1% in Year 5 against the target of 100%, which indicates declining performance and overall very low achievement against the set targets. The reason for the decline from Year 4 to 5 is unclear. However, according to the MERA assessment conducted in 2014, the key problems that contributed to poor functioning of WCRCs were turnover of the assigned personnel, lack of a WCRC structure in the WEOs, and lack of separate rooms in the WEO to house the WCRCs—all of which were beyond the control of IQPEP. In general, it appears that the WCRCs and their attendant activities were not valued by the WEOs and were considered additional, uncompensated work by the personnel assigned to manage the WCRCs.

## 2.1.7 Supervision and Monitoring of Activities

### Deliverable

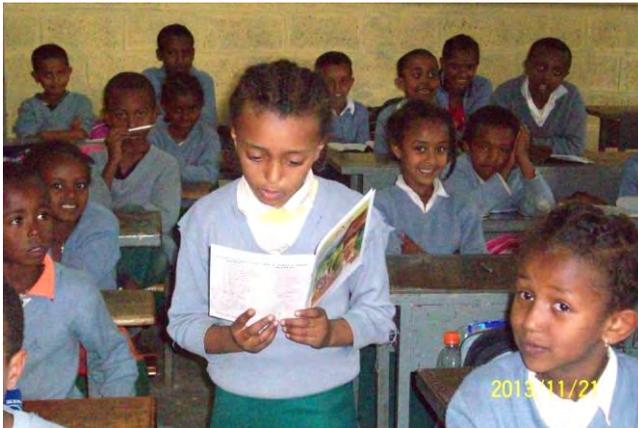
None.

### Major Activity

(1) Follow on supervision support and feedback to teachers trained through the cluster based in-service teacher training program.

### Accomplishments

Given the large number of in-service schools IQPEP directly supported (2,215) and their wide geographical dispersion, the program needed to rely largely on government officers within the education system to monitor, supervise, and support the schools. Large scale follow-up supervision support of schools and teachers who were trained through the cluster-based in-service teacher training program as well as through regional level face-to-face training was done by RSEB/CAEB, ZED, WEO, and SCRC supervisors throughout the program but especially during Years 3 and 4. IQPEP developed supervision tools that were translated into regional nationality languages and used by the supervisors. A pre-supervision orientation was conducted at regional level for selected supervisors, and post-supervision forums were held in which



the supervisors discussed the strengths and weaknesses of schools and teachers, and discussed and problem-solved workable solutions to improve the situation. RSEB/CAEB, ZED, and WEO supervisors conducted supervision in selected schools while all SCRC supervisors conducted supervision follow-up in all of their respective schools twice a year.

## 2.2 Challenges

The considerable successes and achievements of IQPEP in-service component did not occur in a vacuum; rather, the environment in which the work was done posed both opportunities and challenges. The most important of the challenges are briefly described below.

- Often inappropriate teachers were nominated for training and appeared for training—for example, first cycle primary teachers appeared at training for second cycle teachers, or teachers who do not teach certain subjects appeared for training in those subjects. This introduced inefficiencies and denied some appropriate teachers the opportunity to attend training.
- Sometimes the materials IQPEP sent to schools, SCRCs, and WCRCs were not managed well by the recipients. Often the materials were not accessible to teachers and, instead, were locked in cabinets or in storage rooms, which undermined the purpose of providing the materials.

- In some cases, satellite schools did not avail themselves of the equipment and considerable array of training manuals and materials IQPEP provided to the SCRCs, which meant that the benefit to teachers was not as great as intended.
- Despite the considerable attention IQPEP placed on EGRW, many schools continued to be reluctant to focus sufficient attention on reading and writing in the early grades. Hence, more work needs to be done to sensitize schools, teachers, principals, and education officers at every level in the system on the importance of focusing on EGRW to improve the proficiency of students in the early grades in reading and writing, which is the foundation of learning in all subjects and of learning in subsequent grades.
- Throughout the program, IQPEP was hobbled to some extent by the high turnover of trained supervisors, school principals, and the lack of commitment on the part of some school principals and teachers to implement IQPEP activities after they participated in training. The transfer of training to classroom practice remained a challenge throughout the program.
- As noted above, overall, IQPEP’s inputs to establish and strengthen WCRCs did not bear the intended fruit because, by the end of the program, most WCRCs were not functioning as intended. This could have been because the activity was based on flawed assumptions about the WEOs and their interest in housing and supporting WCRCs in their building, or due to other oversights in the design of the activity. The appropriateness of having WCRCs—at least based on the current model—should be reconsidered.
- As tends to happen when implementing large primary education capacity building programs, although IQPEP trained large numbers of in-service teachers and principals, the follow-up of that training was insufficient. As a program with 85 staff, approximately 45 of whom were based in IQPEP’s nine regional offices, IQPEP itself could not do much post-training monitoring and supervision because of the large number of schools and their geographical dispersion. At the same time, although the program did involve SCRC coordinators, WEO officers, and RSEB/CAEB officials in monitoring and supervising schools, this too was insufficient due to budget limitations and competing priorities in the WEOs and RSEBs/CAEBs. In this situation, the application of training in the day-to-day work of teachers and principals tends to be minimal.

### 2.3 Lessons Learned

Throughout the five years of implementing its activities, IQPEP’s in-service team learned the following lessons:

- Establishing and strengthening RCs for first cycle primary school children was an innovative activity—reading centers or corners were not commonly found in Ethiopian schools prior to IQPEP. Establishing and supporting the centers served as a catalyst for many schools to seriously focus their attention on addressing reading and writing issues. This, in turn, encouraged the government and other NGOs to take this experience and expand it to other schools.

- Another IQPEP innovation was the work it did to organize and support the grouping of teachers by their field or area of specialization and teaching into TSGs supported by the materials the program had developed for training: SIKs, EGRW modules, FCA, and SMHBs. This ongoing non-formal, school-based, peer-education focused professional development activity proved to be an important complement to the considerable formal training IQPEP conducted throughout the program. The TSG activity encouraged and enabled teachers to effectively discuss and internalize the content of the modules and teachers' handbooks. The TSGs also enabled teachers to share experiences in implementing the strategies suggested in the modules and handbooks during the teaching–learning process and to assist each other in areas where they were finding difficulties. This professionally effective as well as cost-effective approach to reinforcing and deepening what teachers learn in formal training workshops should be established and supported in all of Ethiopia's primary schools.
- Focusing aggressively on EGRW brought substantive change in the primary schools that took the interventions seriously with regard to the teaching of early grade reading and writing, which resulted in improved achievement on the part of students. Based on the findings of the first (baseline) EGRA, IQPEP prepared four teacher training modules, conducted face-to-face training on those modules to introduce teachers to different strategies for teaching reading and writing, and established RCs and TSGs that focused on EGRW—all of which worked synergistically to bring significant change in teachers' attitudes and teaching approaches. As a result, IQPEP staff noticed considerable improvement in teachers' teaching and in student learning and achievement. The pioneering work IQPEP did in EGRW represented a strong foundation that USAID's READ program is now building upon.
- Focusing on the practical application of science concepts in IQPEP's teacher training on science subjects paid dividends. One of the weaknesses of science teaching in Ethiopian schools is a lack of focus on the practical application of theory. Most teachers focus on transferring theoretical concepts during their teaching and do not bring those theoretical aspects "to life" through conducting experiments and applying the theories in practical ways. Teachers do not generally use locally available materials to concretize the theoretical aspects of science. To address this gap, IQPEP's face-to-face training on the science handbooks and science laboratory manual provided many ideas for applying science theory in the process of teaching science, which built the confidence and capacity of teachers to demonstrate in concrete experiments the scientific theories they were teaching, which significantly improved student interest and learning.
- Baseline surveys conducted by IQPEP's MERA team revealed that teachers' use of ALM and GCA approaches was low. But during the life of the program considerable improvement was observed in teachers' use of time on active learning and continuous assessment, which demonstrated the positive impact of supplying SIKs, providing targeted training, and supporting ongoing activities in school-based TSGs. Similarly, teachers' involvement in conducting action research in schools bodes well for school improvement in the future.
- As described at the beginning of Section 2.1.3, an important lesson learned by the program's in-service team, and in fact by all program components, was the importance of adopting a holistic, systemic approach in the program's work. There are many interlocking and interrelated factors and variables in the primary education subsector and, therefore, to improve the quality of primary education in general it is important to focus on and address as many of the deficiencies in those constitutive parts as possible. In the case of in-service teacher and principal training,

that meant not focusing only on teachers and principals, but also on upgrading the knowledge base and skills of the other key players in the broader environment who directly and indirectly dealt with and impacted teachers and principals: ZED and WEO officers, as well as RSEB and CAEB officers. When staff at every level of the system understood what IQPEP was trying to do in schools with teachers and principals, they were better able to support and reinforce those inputs.

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## 3.0 Decentralized Planning and Management

The previously described pre-service and in-service teacher development activities were implemented within a broader environment that supported those activities. Viewing school quality improvement as a holistic endeavor, IQPEP sought to strengthen the support environment in which teacher and principal professional development activities were implemented. As such, the focus of IQPEP's planning and management component was to build the planning and management capacities of MOE personnel, RSEB/CAEB officers, WEO officers, KETB members, and primary school principals.



More specifically, the component strengthened the capacities of employees in the education sector through training and the provision of technical support to prepare long-term plans and implementation modalities, and supplied limited commodities related to program deliverables. The program's support also focused on strengthening the PMIS, which enables the MOE to computerize employees' files, improving the SRMIS, which simplifies and increases efficiency in generating college students' academic performance reports, and maintaining local area network (LAN) systems at the RSEB/CAEB and MOE levels.

### 3.1 Accomplishments

#### 3.1.1 Build the Capacity of Woreda Education Officers

##### Deliverables

- (1) At least 5,000 woreda education officers received and completed a package of training through face-to-face training (disaggregated by sex).
- (2) 85% of Woreda Education Offices have adequate annual plan documents. (Baseline: 5.4%)

##### Major Activity

- (1) Building the capacity of at least 5,000 Woreda Education Officers from 800 woreda education offices.

## Accomplishments

Building the capacity of woreda education officers was intended to enhance their overall management capacity in planning, monitoring, supervision, and leadership to improve the quality provision of education in their respective woredas. The major activity in terms of building the capacity of WEO officials was conducting WCB training, which was delivered through 13 training modules, each on a topic identified through a needs assessment. The modules were translated into Ormiffa, Somali, and Tigrigna local languages, and the training was provided over an eight-day period by trained professionals from each region.

### ***Training Materials Revision, Translation, and Printing***

During the first year of the program, activities related to building the capacities of WEO officers were: conducting a training needs assessment, revising the 13 training modules that had been originally developed by a previous AED project, validating the revised modules, translating the modules, and editing and printing the modules to use in training.

### ***Training of Trainers***

In Year 2 in terms of building the capacity of woreda education officers, a TOT workshop was conducted at the national level for 70 participants' drawn from all regions and city administrations. Accordingly, 67 (96%) of the invited participants attended the training. The aim of the TOT workshop was to produce a group of qualified trainers to train woreda officers and to address sustainability issues beyond the life of IQPEP for the smooth continuation of the WCB training. See the following table for details.

***WCB TOT Participants***

SN	Region	Planned	Accomplishment		
			Male	Female	Total
1	Addis Ababa	4	4	0	4
2	Afar	4	3	1	4
3	Amhara	12	11	1	12
4	Benishangul-Gumuz	4	4	0	4
5	Dire Dawa	2	2	0	2
6	Gambella	4	4	0	4
7	Harari	2	2	0	2
8	Oromia	16	13	3	16
9	SNNP	12	10	2	12
10	Somali	5	4	0	4
11	Tigray	5	3	0	3
<b>Total</b>		<b>70</b>	<b>60</b>	<b>7</b>	<b>67</b>

### ***Training of Woreda Education Officers***

After the TOT workshop, the training program of woreda education officers started and by the end of the program in 2014, the following was accomplished in terms of training WEO officers.

### WCB Training Participants

SN	Region	Planned	Accomplishment			
			Male	Female	Total	% Accomplished Against Planned
1	Addis Ababa	404	311	78	389	96
2	Afar	180	148	21	169	94
3	Amhara	964	797	135	932	97
4	BenishangulGumuz	138	126	6	132	96
5	Dire Dawa	84	69	10	79	94
6	Gambella	96	80	11	91	94
7	Harari	68	53	13	66	97
8	Oromia	1,784	1,531	239	1,770	99
9	SNNP	948	794	137	931	98
10	Somali	274	220	20	240	88
11	Tigray	264	187	31	218	83
<b>Total</b>		<b>5,204</b>	<b>4,314</b>	<b>701</b>	<b>5,015</b>	<b>96</b>

**Note:** Because there are often no-shows at training, an additional 204 participants were invited to ensure that the deliverable of 5,000 would be achieved.

IQPEP's deliverable with regard to building the capacity of woreda education officers was to train 5,000 officers; the actual number of participants trained by the end of the program life was 5,015 (100.3%), which exceeded the deliverable by 15 trainees; 701 (14%) of the trainees were female.

The program's second deliverable with regard to woreda offices focused on the impact of the WCB training in terms of how it improved annual planning at the woreda level. As depicted in the table below, IQPEP exceeded its annual targets every year in terms of percent of woreda education offices that have adequate annual plan documents, except for Year 5 where it achieved 67.3% against a target of 85%. Nevertheless, from a baseline of 5.4%, this was a significant achievement.

### Percent of Woreda Education Offices that Have Adequate Annual Plan Documents

Accomplishments	Year 1 2009/10	Year 2 2010/11	Year 3 2011/12	Year 4 2012/13	Year 5 2013/14
Baseline	5.4%	-	-	-	-
Target		15.0%	30.0%	60.0%	85.0%
Actual		32.5%	35.0%	62.2%	67.3%

Additional evidence of the impact of IQPEP's WCB training was observed in three woredas of Tigray Region (Saharti Samere, Werei Giliya, and Kafita Humera) where officers trained in IQPEP's WCB training prepared project proposals and received 90,000 ETB each to construct separate latrines for male and female students in their schools. See similar success stories in Part IV of this report.

### 3.1.2 Build the Capacity of School Principals

#### Deliverable

(1) At least 10,000 school principals receive and complete a package of training

through face-to-face training (disaggregated by sex).

### Major Activity

(1) Building the capacity of at least 10,000 school principals in education planning, administration, supervision, and financial and property management. [*Indicator: Percent of schools that have improved school management reaches 85% from 9.9% (baseline).*]

### Accomplishments

The purpose of planning and management’s school principals training<sup>7</sup> was to develop principals’ knowledge and skills in the areas of planning, project preparation and implementation, supervision, action research, and financial, property and human resource management to bring quality, equity, and efficiency to their schools.

### ***Training Materials Revision, Translation, and Printing***

As with the WCB training materials, IQPEP utilized the 12 SPT training modules that had been developed by EQUIP2, an AED project that preceded IQPEP. During Year 1 of the program, a needs assessment was conducted and on that basis the modules were reviewed, revised, translated into local languages, validated, and then printed for use in training.

### ***Training of Trainers***

After the modules were prepared, a training of trainers (TOT) workshop was conducted for 70 participants drawn from all regions and city administrations. Sixty-six (66) participants, representing 94% of those who were invited, attended the TOT workshop, as depicted in the following table.

***SPT TOT Participants***

SN	Region	Planned	Accomplishment		
			Male	Female	Total
1	Addis Ababa	4	3	0	3
2	Afar	4	4	0	4
3	Amhara	12	12	12	12
4	Benishangul-Gumuz	4	3	1	4
5	Dire Dawa	2	2	0	2
6	Gambella	4	4	0	4
7	Harari	2	2	0	2
8	Oromia	16	10	4	14
9	SNNP	12	11	1	12
10	Somali	5	5	0	5

<sup>7</sup> It is important to recognize that IQPEP delivered two different types of capacity-building training for school principals. As noted previously, the program’s pre-service and in-service components developed materials on IL and delivered training on those modules for principals. That training focused more on the professional development aspect of supporting the teachers in their schools. By comparison, planning and management’s SPT training focused more on the administrative and school management side of principal’s work. Combined, the program felt that school principals were receiving a well-rounded professional development experience from IQPEP.

11	Tigray	5	4	0	4
<b>Total</b>		<b>70</b>	<b>60</b>	<b>6</b>	<b>66</b>

### **Training of School Principals**

After the completion of the TOT workshop, SPT training was conducted throughout the rest of the program. The program deliverable in this case was to train 10,000 school principals, and the achievement was 10,112 (9,018 male, 1,094 female). All trainees were principals or cluster supervisors from cluster, linkage, and satellite schools in IQPEP's focus woredas. The share of female participants out of the total trainees was 11%. The participation of each region is indicated in the table below.

### **School Principals Training (SPT) Participants**

SN	Region	Planned	Accomplishment			
			Male	Female	Total	% Accomplished Against Planned
1	Addis Ababa	124	128	16	144	116
2	Afar	210	192	16	208	99
3	Amhara	2,856	2,434	310	2,744	96
4	BenishangulGumuz	171	153	18	171	100
5	Dire Dawa	97	91	9	100	103
6	Gambella	128	120	6	126	98
7	Harari	88	59	27	86	98
8	Oromia	3,896	3,550	311	3,861	99
9	SNNP	1,721	1,453	261	1,714	100
10	Somali	293	251	14	265	90
11	Tigray	716	588	106	694	97
<b>Total</b>		<b>10,300</b>	<b>9,018</b>	<b>1,094</b>	<b>10,112</b>	<b>98</b>

**Note:** An additional 300 principals, beyond the 10,000 target, were invited to the training to ensure the deliverable was met.

With regard to the demonstrated impact of the SPT training, a second deliverable was the percentage of primary schools that had improved school management. This was assessed annually by the program's MERA team, and the results are depicted in the table below.

### **Percent of Schools that Have Improved School Management**

Accomplishments	Year 1 2009/10	Year 2 2010/11	Year 3 2011/12	Year 4 2012/13	Year 5 2013/14
Baseline	9.9%	-	-	-	-
Target		20.0%	40.0%	60.0%	85%
Actual		39.1%	32.5%	68.0%	74.4%

Aside from the anomalous result in Year 3, which dropped from the Year 2 result and was then considerably exceeded in Year 4, steady improvement was achieved by the end of the program in Year 5. As with the woreda office annual plans, the Year 5 target of 85% was not achieved but that could have been due to the end-line target being unrealistically high.



Reports from the field provided additional evidence of the positive impact of the SPT training. For example, after being trained, principals in Tigray Region identified 1,078 students with special needs who were slow learners, and the principals, working with their teachers, developed and implemented remedial programs for the students. As a result of this initiative, 793 of the students showed noticeable improvement. For additional success stories, see Part IV of the present report.

### **3.1.3 Strengthen the Capacity of Kebele Education and Training Board (KETB) Members**

#### Deliverable

(1) At least 10,000 Kebele Education and Training Board (KETB) members received and completed a package of training through face-to-face training (disaggregated by sex).

#### Main Activity

(1) Strengthening the capacity of 10,000 Kebele Education and Training Board (KETB) members from at least 2,000 kebeles.

#### Accomplishments

The purpose of KETB training was to enhance KETB members' capacity in the areas of planning, community mobilization, and management of schools, supporting girls' education, and gender equity to bring quality education to their respective schools.

#### ***Training Materials Revision, Translation, and Printing***

As with the WCB and SPT training materials, IQPEP utilized the four KETB training modules that had been developed by EQUIP2 and, after conducting a needs assessment, reviewed, revised, validated, and translated the modules into the Ormiffa, Somali, and Tigrigna local languages. The modules were then printed and distributed for training KETB members.

#### ***Training of Trainers***

When the training modules were prepared, a TOT workshop was planned for 50 participants drawn from all regions and city administrations; 48 (96%) of the invitees attended, of which four (8%) were female. See the details in the following table.

**KETB TOT Participants**

SN	Region	Planned	Accomplishment		
			Male	Female	Total
1	Addis Ababa	2	2	0	2
2	Afar	5	3	2	5
3	Amhara	8	7	1	8
4	BenishangulGumuz	4	3	0	3
5	Dire Dawa	2	2	0	2
6	Gambella	2	2	0	2
7	Harari	2	2	0	2
8	Oromia	10	9	1	10
9	SNNP	6	5	0	5
10	Somali	5	5	0	5
11	Tigray	4	4	0	4
<b>Total</b>		<b>50</b>	<b>44</b>	<b>4</b>	<b>48</b>

**Training of KETB Members**

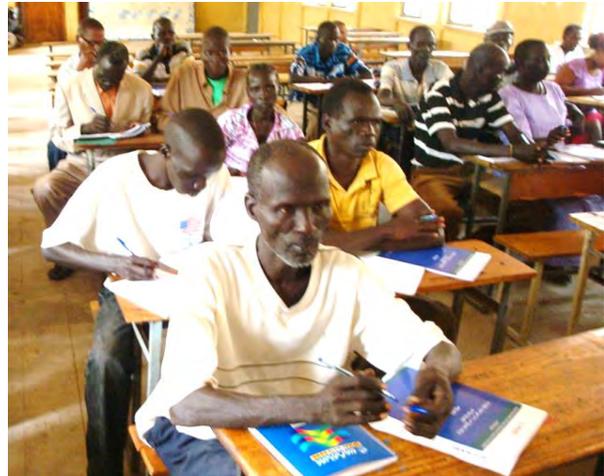
The program deliverable for KETB members training was to train 10,000 KETB members drawn from all regions and city administrations. The trainees were mainly selected from Cluster Resource Centers (CRCs), satellite, and linkage schools, and the actual accomplishment was 10,017 (8,568 male, 1,449 female), which slightly exceeded the program deliverable. See the following table for details.

**KETB Training Participants**

SN	Region	Planned	Accomplishment			
			Male	Female	Total	%Accomplished Against Planned
1	Addis Ababa	200	88	48	136	68
2	Afar	344	281	46	327	95
3	Amhara	2,660	2,430	219	2,649	99.6
4	Benishangul-Gumuz	240	211	12	223	93
5	Dire Dawa	188	134	49	183	97
6	Gambella	192	150	36	186	97
7	Harari	144	87	49	136	94
8	Oromia	3,364	2,867	567	3,434	102
9	SNNP	1,740	1,474	230	1,704	98
10	Somali	484	334	108	442	91
11	Tigray	624	512	85	597	96
<b>Total</b>		<b>10,180</b>	<b>8,568</b>	<b>1,449</b>	<b>10,017</b>	<b>98</b>

**Note:** As with WCB and SPT training, additional participants were invited—in this case 180 beyond the 10,000 deliverable—to ensure reaching the 10,000 target, due to no-shows.

Beyond the training numbers, IQPEP received a steady stream of reports from the field about the positive impact of the KETB training, several of which are captured as success stories in Part IV of this report. Another example: In Tigray Region, 26 girls in Bihza Primary School who had left school early for early marriages returned to school due to the efforts of their KETB; the same happened with 35 female students at Tambuk Primary School. There were similar reports of girls being “rescued” from planned early marriages and returning to school in Oromia Region due to the intervention of KETB members.



### **3.1.4 Enhance the Planning and Management Capacity of Education Officers in the MOE and RSEBs/CAEBs**

#### Deliverables

- (1) At least 70 education officers at the Federal Ministry of Education and regional/city administration education bureaus receive and complete a package of training (disaggregated by sex).
- (2) All (11) RSEBs/CAEBs using improved systems for a) planning, b) personnel management, and c) monitoring and evaluation. (Baseline: 1)

#### Major Activity

- (1) Enhancing the planning and management capacity of education officers from regional state education bureaus (RSEBs) and the MOE. [*Indicators: (a) 54 MOE officers trained; (b) 432 RSEB/CAEB officers trained.*]

#### Accomplishments

Enhancing the planning and management capacity of education officers in the MOE and RSEBs/CAEBs aimed at building their skills in planning, management, policymaking and analysis, conflict resolution, and project preparation and implementation. To this end, 11 training modules in 11 selected topics were identified through a needs assessment and were produced, and training was provided on the modules for five days for mid-level managers and for seven days for experts by senior-level professionals from Addis Ababa University and other local consultants.

#### ***Training Needs Assessment***

The main planned activities for enhancing the planning and management capacities of education officers in the MOE and RSEBs/CAEBs focused on addressing their capacity gaps that had been identified through conducting a training needs assessment (TNA) using local consultants, developing training modules on the basis of the needs assessment findings, and then conducting the training. The training needs assessment was carried out through interviews, focus group discussions, and questionnaires. All

regions were included in the needs assessment and the MOE was also consulted. The consultants who managed the process submitted a report of their findings on the training/capacity building needs of education officials and technical staff at the federal and regional levels to IQPEP.

### ***Training Materials Development***

Based on the recommendations of the report, training topics were selected for mid-level MOE and RSEBs/CAEBs officials and technical staff. Following this, Terms of Reference (TOR) were prepared and advertised to select the module developers and trainers. The following training topics were selected for mid-level officers and technical staff:

#### Management Positions (Mid-level Managers)

- Strategic leadership for improving the quality of education (with a focus on transformational leadership).
- Human resources development and management strategies (with a focus on staff motivation and appraisal systems).
- Policymaking and analysis.
- Change management and organizational conflict resolution skills.
- Appreciative inquiry concepts and techniques: ideas and tools for positive thinking and assertiveness.

#### Technical Staff (Experts)

- Educational planning and projection techniques.
- Project preparation and proposal writing (including resource mobilization techniques).
- Project monitoring and evaluation.
- Leadership skills and approaches, including communication and team building skills.
- Planning and managing the implementation of integrated adult functional literacy.
- Gender mainstreaming and gender budgeting.
- Appreciative inquiry concepts and techniques: ideas and tools for positive thinking and assertiveness.

After the needs assessment and the selection of training topics, professional firms and individuals were selected based on their competence and past track records to produce training materials tailored to the specific needs of the trainees, and to conduct the training. The firms and individual consultants developed a total of 11 training modules, which were validated by 48 participants (22 mid-level managers and 26 technical staff) drawn from the MOE, RSEBs/CAEBs, and CTEs to insure that the training materials fulfilled the stated requirements and needs of the trainees. After the validation workshop, the comments and recommendations received from the participants were incorporated into the training modules. The training modules were then revised and printed in preparation for the training.

### **Training of MOE and RSEB/CAEB Officers**



Training was then provided for mid-level education managers and technical staff in several rounds. The program deliverable was to train at least 70 MOE and RSEB/CAEB officers, but in developing the program's PMP the number 70 was considered too low to have a serious impact, so in the PMP the overall target to be achieved during the five years of IQPEP was revised to train 342 technical experts and 90 middle level managers—a total of 432 officers. At the end of the day, 323 (94% of the target) technical experts and 75 (83%)

middle level managers were trained. Taken as a whole, the achievement was 398 (92%) of the planned 432 participants. See the following two tables for further details.

#### **MOE and RSEB/CAEB Mid-Level Managers Trained**

No.	Region	Planned	Accomplishment			%
			Male	Female	Total	
1	Addis Ababa	3	1	0	1	33
2	Afar	4	4	0	4	100
3	Amhara	12	11	0	11	92
4	BenishangulGumuz	8	7	1	8	100
5	Dire Dawa	3	2	0	2	67
6	Gambella	3	7	0	7	233
7	Harar	6	5	0	5	83
8	Oromia	17	11	0	11	65
9	SNNP	12	4	1	5	42
10	Somali	9	9	0	9	100
11	Tigray	11	8	3	11	100
12	MOE	2	1	0	1	50
<b>Total</b>		<b>90</b>	<b>66</b>	<b>5</b>	<b>75</b>	<b>83</b>

**MOE and RSEB/CAEB Technical Experts Trained**

No.	Region	Planned	Accomplishment			%
			Male	Female	Total	
1	Addis Ababa	24	20	5	25	104
2	Afar	19	16	2	18	95
3	Amhara	52	44	3	47	90
4	BenishangulGumuz	19	23	1	24	126
5	Dire Dawa	16	13	1	14	88
6	Gambella	19	15	2	17	89
7	Harar	15	8	5	13	87
8	Oromia	60	50	7	57	95
9	SNNP	55	45	8	53	96
10	Somali	19	17	0	17	89
11	Tigray	20	14	4	18	90
12	MOE	24	20	0	20	83
<b>Total</b>		<b>342</b>	<b>285</b>	<b>38</b>	<b>323</b>	<b>94</b>

As the tables show, IQPEP trained 21 MOE officers and 377 regional and city administration bureau officers (total: 398) in the aforementioned planning and management related topics. The number of MOE officers trained fell short of the PMP target because, despite repeatedly scheduling and re-scheduling the training, they did not participate.

What was the impact of the considerable number of RAEB/CAEB officers trained? How did this training improve the a) planning, b) personnel management, and c) monitoring and evaluation capacity of the RSEBs/CAEBs, which was the second program deliverable for this activity? By the end of the program, as depicted in the following table, the target of all 11 RSEBs and CAEBs using improved systems for planning, personnel management, and M&E was achieved.

**Number of RSEBs/CAEBs Using Improved Systems for a) Planning b) Personnel Management and c) Monitoring and Evaluation**

Accomplishments	Year 1 2009/10	Year 2 2010/11	Year 3 2011/12	Year 4 2012/13	Year 5 2013/14
Baseline	1	-	-	-	-
Target	-	-	-	11	11
Actual	-	-	-	6	11

### 3.1.5 Establish a Computerized Personnel Management Information System (PMIS)

Deliverable

(1) Personnel Management Information System (PMIS) functional in 200 Woreda Education Offices.

Major Activity

(1) Establishing a computerized personnel management system in 200 Woreda Education Offices and providing training and facilities for the same woredas.

## Accomplishments

The PMIS aims to enable users to manage and obtain the necessary information to forecast the human resource needs of their respective offices and to design long-term strategies to address staffing requirements.

During Year 1, a PMIS needs assessment workshop was conducted in which 25 WEO staff selected from woredas in which the PMIS had previously been implemented by AED projects prior to IQPEP participated. The purpose of the workshop was to elicit ideas from the participants on how the PMIS software and training could be improved. As per the feedback obtained during the workshop, the PMIS software was modified, and a validation workshop was conducted for 23 participants to receive further input and to validate the revised software. Based on that second round of feedback, the modification of the software was completed, and user guide and data collection manuals were prepared in four local languages. The revised software, user guide, and data collection manual were used to start implementing the PMIS in IQPEP's 200 focus woredas in a phased manner throughout the life of the program as delineated in the following table.

### ***Summary of PMIS Implementation in the 200 IQPEP Focus Woredas***

S.No	Region	PMIS Implementation					Total
		Year 1	Year 2	Year 3	Year 4	Year 5	
1	Addis Ababa	1	1	2	0	0	4
2	Afar	1	2	1	3	1	8
3	Amhara	7	12	5	10	4	38
4	Benishangul-Gumuz	1	2	1	1	0	5
5	Gambella	1	1	0	0	1	3
6	Oromia	13	21	13	20	10	77
7	SNNP	7	12	6	11	5	41
8	Somali	2	1	0	7	3	13
9	Tigray	2	3	2	3	2	12
<b>Total</b>		<b>35</b>	<b>55</b>	<b>30</b>	<b>55</b>	<b>26</b>	<b>201</b>

**Note:** *In addition to the 200 focus woredas, one woreda from Addis Ababa received the full package of training but was not provided with computers and printers since the woreda was outside of the program deliverable.*

Therefore, the program deliverable of establishing and supporting the PMIS in 200 woredas was achieved, even partially exceeded. The process of establishing and supporting the PMIS in the new 200 woredas is briefly described below.

### ***Data Collection Orientation***

The first step in the process of establishing the PMIS in each woreda was orienting two WEO staff from each of the 200 woredas in data collection. As part of the orientation workshop, personnel data collection formats and user guides were printed and distributed to participants to be used during the data collection process. All employees' data were collected from the 200 woredas and entered into the

computer, data reconciliation and editing were done, and the database was prepared for training and installation.

In the meantime, computers, printers, UPSs, and other equipment and materials were procured, and all the items were checked to verify that they met the minimum specifications prepared during the bidding process.

### **Functional Features Training**

After checking the computers and printers, functional features training was conducted for 564 officers (484 male, 80 female) selected from the 200 focus woredas, based on the training materials that had been revised, edited, and printed. (See the table below for trainee details.) The training covered basic computer concepts, the operating system, practical exercises on PMIS data entry, and the assembly and disassembly of the computers and printers. At the end of the training, the computers, printers, UPSs and other materials were handed over to the woredas to implement the PMIS.

**Summary of PMIS Functional Features Training by Region**

S.No.	Region	Planned	Accomplishment			%
			Male	Female	Total	
1	Addis Ababa	12	8	4	12	100
2	Afar	24	19	4	23	96
3	Amhara	114	98	8	106	93
4	Benishangul-Gumuz	15	14	1	15	100
5	Gambella	9	7	1	8	89
6	Oromia	231	187	29	216	94
7	SNNP	123	98	18	116	94
8	Somali	36	30	4	34	94
9	Tigray	36	23	11	34	94
<b>Total</b>		<b>600</b>	<b>484</b>	<b>80</b>	<b>564</b>	<b>94</b>

### **Technical Features Training**



After completing the functional features training, PMIS technical features training was conducted for a total of 570 WEO participants (493 male, 77 female) from the same 200 woredas. The training focused on the technical aspects of the system, including basic skills of manipulating the system, backing-up files, upgrading the participants' skills in troubleshooting software issues, downloading antivirus updates, managing the PMIS multi-user system (basic networking concepts), solving operating system problems, basic preventive maintenance of the hardware, and using flash disks and

CDs. Details of the technical features training are in the table below.

**Summary of PMIS Technical Features Training**

S.No.	Region	Planned	Accomplishment			%
			Male	Female	Total	
1	Addis Ababa	12	8	4	12	100
2	Afar	24	18	5	23	96
3	Amhara	114	96	13	109	96
4	Benishangul-Gumuz	15	13	2	15	100
5	Gambella	9	8	0	8	89
6	Oromia	231	188	28	216	94
7	SNNP	123	98	22	120	98
8	Somali	36	34	0	34	94
9	Tigray	36	30	3	33	92
<b>Total</b>		<b>600</b>	<b>493</b>	<b>77</b>	<b>570</b>	<b>95</b>

Once the technical features training was completed, the PMIS was functional in the respective WEO offices, though often follow-up support needed to be provided by IQPEP to problem-solve and troubleshoot issues that periodically arose. The following table captures the details of the PMP indicator with regard to the 200 IQPEP focus woredas with functioning PMIS.

**Percent of WEOs that Have a Functional PMIS**

Accomplishments	Year 1 2009/10	Year 2 2010/11	Year 3 2011/12	Year 4 2012/13	Year 5 2013/14
Baseline	0.0%	-	-	-	-
Target		45.0%	70.0%	85.0%	100.0%
Actual		71.4%	73.2%	72.5%	81.3%

As the table shows, although all aspects of the PMIS were implemented and in place by the end of the program, according to the assessment criteria of “functioning” the highest that was achieved was 81.3% of the 200 WEOs with a functioning PMIS. The achievement in Year 2 far surpassed the target, and the program slightly exceeded the target in Year 3 but fell slightly short in Year 4. Perhaps the Year 5 target for this indicator was too ambitious.

**PMIS Rehabilitation Training**

PMIS rehabilitation activities aimed at providing training on the newly modified functional features, technical features, and report generation of the software that had been done by IQPEP, for the 130 woredas in which the PMIS had been established prior to IQPEP, plus the 11 RSEBs/CAEBs and the MOE. The accomplishment was 149 people trained, which exceeded the target. Fifty-eight females participated in the various activities, which was higher than any other planning and management training activities conducted throughout the five years.



**PMIS Rehabilitation Training for the MOE, RSEBs/CAEBs and WEOs**

SN	Region	Planned	Accomplishment		
			Male	Female	Total
1	MOE	2	1	2	3
2	Addis Ababa	7	6	1	7
3	Afar	6	5	1	6
4	Amhara	27	22	5	27
5	BenishangulGumuz	7	8	1	9
6	Dire Dawa	1	0	1	1
7	Gambella	6	5	2	7
8	Harari	1	0	1	1
9	Oromia	42	29	14	43
10	SNNP	28	8	21	29
11	Somali	7	4	3	7
12	Tigray	9	3	6	9
<b>Total</b>		<b>143</b>	<b>91</b>	<b>58</b>	<b>149</b>

During the training, the Windows operating system that is compatible with the newly modified software was installed, and applications and utility software, including Amharic VG and Windows XP Service Pack 3, were also copied and given to each woreda trainee for future use in case the installed operating system and application software becomes corrupted and stops functioning. Also, the old PMIS database were imported and replaced by the modified database, and the necessary compatibility adjustments were done. Beyond that, extensive training on the modified software and other related application and operating system software was conducted to manage the PMIS efficiently and effectively, and, finally, malfunctioning computers were repaired and various troubleshooting was done and the latest antivirus definitions were updated.

**Additional PMIS-Related Activities**

In addition, a PMIS multi-user system (networking) was introduced and implemented in some RSEBs and WEOs so that more of their staff in different locations could access the system to update data. This was implemented in the RSEBs of Amhara, Dire Dawa, SNNP, and Tigray, as well as in eight woredas in Amhara, Oromia, SNNP and Tigray Regions.

IQPEP also established the PMIS in the Dire Dawa CAEB. The system was implemented in nine WEOs and four cluster schools in Dire Dawa—all of which were not formally part of IQPEP’s deliverables. Comprehensive training on data collection, data entry, functional and technical features of PMIS was delivered for 33 employees selected from the WEOs and cluster schools. Upon the completion of the training, the PMIS software was given to the trainees to install on their computers to implement the PMIS.

The Tigray RSEB also requested support from IQPEP to implement the PMIS in its RSEB to aggregate the database by collecting data from the WEOs in which the system had been implemented in the past. IQPEP trained three RSEB employees to develop and merge the PMIS data sources. The Tigray RSEB also conducted training on PMIS features for its non-IQPEP woredas and expects to collect and include the

PMIS data from those woredas in its regional database. IQPEP assisted in providing training to those non-focal woredas for four days.

In addition, the PMIS software at the Addis Ababa sub-city level was modified and reorganized to be implemented in the newly established 116 WEOs that were outside of IQPEP's 200 focus woredas. The PMIS was established in 116 WEOs of Addis Ababa to implement the software using their own computers and printers.

### **3.1.6 Strengthen the Management Information System in the MOE, RSEBs/CAEBs, and CTEs**

#### Deliverable

None.

#### Major Activity

(1) Strengthen the management information system at RSEBs and the MOE.

#### Accomplishments

#### ***Students' Registration Management Information System (SRMIS)***

The SRMIS was an activity that was started in the CTEs prior to IQPEP, its aim being to improve the accuracy and efficiency of producing college student academic reports. Continuing the activity, IQPEP's planning and management team planned to provide SRMIS training for 32 registrars drawn from the eight newly established CTEs and two additional colleges. Out of the total planned, 31 participants attended the training on SRMIS functional features, database configuration, manipulation of records of students and instructors as well as courses using the front-end of the software. Training was also delivered on operating the SQL Server 2000, which included installation of MS-SQL server 2000/2005, configuration of DSN, and writing queries to remove and edit faulty records.

In the second round workshop on SRMIS in Year 3 of the program, training was provided on the newly developed Timetable Management Information System for 35 college registrars from the 30 CTEs. Accordingly, a three-day workshop was held on how to install the SQL server and to create the Query Language, how to install and uninstall SRMIS software, how to generate student reports, store procedures, modify codes, and so on.

Besides the above workshops, technical support was provided through field visits to Harar, Gonder, Begemidir, Injibara, Finote Selam and Kotebe CTEs to strengthen and sustain the SRMIS. During those field visits, two-day training workshops were delivered for newly assigned registrars. In addition, the SRMIS backend was updated and installed.

#### ***IT Training for RSEB Network/System Administrators***

Training for RSEB and CAEB system/network administrators to manage the network environment in their respective education bureaus was provided during Years 3 and 4 of the program. The training focused on implementing and managing the Microsoft Windows Server Network Infrastructure, installing, configuring, and administering Windows 2008, managing and maintaining the Microsoft

Windows Server 2008 Environment (Active Directory, Domain Name, DHCP, Print Server Configuration), installing and configuring administrative tools, creating Organizational Units, managing computers and user accounts, managing Disaster Recovery, installing and configuring ISA servers, managing and maintaining ISA server environments, installing and configuring Microsoft Exchange Servers, installing, configuring and administering server-based antivirus programs, and creating UPLINK and VLAN in the existing LAN environment. All invited participants—28 IT professionals from all RSEBs/CAEBs and the MOE—participated. The trained staff were then expected to install, configure, and administer their respective LAN systems.

Through field visits, in the Afar, Amhara, Benishangul-Gumuz, Dire Dawa, Harari, Gambella, Oromia, SNNP and Somali RSEBs/ CAEBs, the Microsoft Windows Server 2008 Operation System was installed, domain and active directories were configured, network printers were configured, and users were joined to the domain. In addition, IQPEP installed the server-based and licensed Symantec Antivirus programs on their computers. Technical support was also provided to upgrade the SNNP LAN system and to improve the Hawassa CTE multi-media lab (MML). With regard to the latter, during the provision of technical support major problems were identified in implementing and utilizing the multi-media laboratory, and the IQPEP IT team resolved many of those issues.

### ***IQPEP In-House IT Support***

In addition, the IT team ensured the smooth running of the overall IT dimension of the IQPEP program. It supported the procurement of desktop computers, printers, UPSs, LCD projectors, network equipment, and photocopy machines by preparing technical specifications and analyzing and evaluating technical documents provided by vendors. It also checked the purchased IT equipment to ensure that the items met the expected technical specifications. The IT team also routinely updated and scanned all the program's computers using the centralized antivirus system, joined all new laptops and desktops users to the program domain, ensured all users had access to printers, prepared IT policies, provided IT support via telephone to the program's regional offices in the regions, and carried out preventive maintenance of all printers and computers. In the program's central office system maintenance was performed to address power-related problems. The server problem was solved by replacing malfunctioning CIMOS batteries and system files were restored. Finally, a LAN for data and voice was installed and configured in the central IQPEP office, and electric power wiring was installed to provide an uninterrupted power supply for all users in the office.

The IQPEP IT team also played a key role in developing the IQPEP personnel/training and materials database software, both of which were functional by the end of Year 2. The databases played an instrumental role throughout the program in tracking and reporting on important data and program outputs.

### **3.1.7 Provide Limited Commodities to RSEBs/CAEBs and the MOE**

#### Deliverable

None.

## Major Activity

(1) Provide limited commodities related to the objectives of strengthening the management information system in RSEBs/CAEBs and the MOE.

### Accomplishments:

The following equipment was procured and distributed to the respective RSEBs to upgrade their LAN systems, based on needs assessment information obtained from field visits:

- **Addis Ababa CAEB:** UPS, double port wall outlets, RJ-45 connector, UTP cable, switch and four desktop computers to serve as additional server.
- **Afar RSEB:** WAP, wireless network card (ext./PCI), three desktop computers to serve as additional server, three power dividers, standard dust blower, and UPS.
- **Amhara RSEB:** Service rack, WAP, Wireless network card (ext./PCI), RAM for server, double port wall outlets, RJ-45 connector, UTP CAT 6E N/W cable, 80 GB HD, switch, two UPS, and AC device. The LAN system already available was also maintained by IQPEP.
- **Dire Dawa CAEB:** WAP, wireless network card (ext./PCI), four desktop computers to serve as additional server, power dividers, standard crimping tool with cutter RJ-45 and RJ-11, puncher, standard dust blower, and UPS.
- **Gambella RSEB:** Four computers, power dividers, UPS, and EVDO.
- **Harari RSEB:** Service rack, WAP, wireless network card (ext. /PCI), 3 desktop computers to serve as additional server, and three power dividers.
- **Oromia RSEB:** UTP CAT 6E cable, wall outlet cat 6E double, standard dust blower, toolkit, nine desktop computers to serve as additional server, two power dividers, RJ-45 connector, WAP, switch, N/tester, two UPS, and one computer.
- **SNNP RSEB:** UPS, APC 300 VA UPS maintenance, eight desktop computers (two for PMIS and six for LAN to serve as additional server), toolkit, external hard disk for back up and power divider.
- **Somali RSEB:** UPS, service rack, power divider, four desktop computers.
- **Tigray RSEB:** To strengthen PMIS, one computer, three printers, three UPS and one flash disk.

In addition, three computers and two printers were procured and delivered to the MOE to be utilized for its Archive System and PMIS.

## **3.2 Challenges**

IQPEP's planning and management team also experienced some challenges, including the following:

- Throughout the program there was a high level of staff turnover in the woredas where the PMIS was implemented. This not only introduced inefficiencies into the implementation and use of the PMIS in those offices but required that IQPEP do a lot of additional training for new PMIS staff, which was time-consuming and costly.
- There was also a high level of turnover in the CTEs of staff trained to manage the SRMIS, resulting in similar inefficiencies and the need to repeatedly train new staff.
- Likewise, woreda officers and school principals who were trained by IQPEP in WCB and SPT training were transferred to different positions, resigned, or retired, which undermined the capacity that had been built.
- Many WEOs did not properly maintain and care for the IT equipment IQPEP provided in connection with the PMIS, and in many cases it appeared that nobody in the WEO was assigned to deal with maintenance and troubleshooting, which required that IQPEP repair the equipment or provide replacement equipment. Not only was this time-consuming and a waste of program resources, the inability or unwillingness of WEOs to care for their equipment did not bode well for the sustainability of the PMIS.

### 3.3 Lessons Learned

- IQPEP’s planning and management team worked collaboratively with the regional bureaus to implement IQPEP activities; due to this strong collaboration they were able to accomplish tasks successfully and on time. A related lesson learned was that early planning leads to success.
- A second lesson learned was that regularly updating all the training modules based on feedback gathered from the trainees and trainers from previous years helped to align the content with the latest strategy changes made by RSEBs/CAEBs and the Ministry of Education, which resulted in more timely and relevant training.
- Selecting facilitators and trainers from the RSEBs/CAEBs, zones, and schools made the WCB, SPT, and KETB training programs more contextually appropriate and relevant.

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## 4.0 Improved Gender Equity and Participation

IQPEP’s gender equity and participation component, which was staffed through a partnership with Pact/Ethiopia, was composed of cross-cutting goals, objectives, and activities that applied to all IQPEP components and activities insofar as gender, equity, and participation are relevant to all areas of educational quality improvement. Emphasizing improved gender equity and participation has been of critical importance in Ethiopia because, although significant progress has been made in recent years to support the access and success of girls in primary school through government policies and programs, a disproportionate percentage of girls drop out of school before completing primary education. Likewise, female students drop out of CTEs at a higher rate than male students. Fewer female students become teachers, and a very small percentage of them rise to leadership positions within the education sector.



Therefore, IQPEP's gender equity and participation component's activities were designed to improve the access, persistence, and success of girls at the primary level through community involvement in local schools and to support female students at CTEs through Girls' Clubs, mentoring and tutoring activities, and securing a safe and secure environment for them at the colleges. Female teachers were also trained in management and leadership thus increasing the likelihood that they will be promoted to leadership positions within the education system. In addition, IQPEP

encouraged the incorporation of gender into policies in all of the institutions with which the program worked, and encouraged the fair representation of females in its own training in all program components.

#### **4.1 Accomplishments**

##### **4.1.1 Establish/Strengthen Girls' Education Advisory Committees (GEACs)**

###### Deliverable

(1) Girls' Education Advisory Committees (GEACs) established and functional in 2,000 focus primary schools.

###### Major Activity

(1) Establishing/strengthening girls' education advisor committees (GEACs) in primary schools that work closely with parent teacher associations, to increase girls' enrollment and improve retention and the achievement of girls. *[Indicator: Percent of primary schools with functioning GEACs in USAID-supported primary schools reaches 80% from 14.6% (baseline).]*

###### Accomplishments

###### ***GEAC Needs Assessment***

During Year 2 of the program, a needs assessment instrument was developed to determine the status of GEACs in IQPEP directly supported primary schools. The assessment revealed that many schools in the regions did not have GEACs, and in those that had them, the GEACs were not functioning very well. Therefore, it was decided that IQPEP, working with its government partners at the national and regional levels, needed to develop comprehensive guidelines for establishing GEACs and managing them after they were established, to enhance their viability.

###### ***GEAC Manual Development***

Soon thereafter, as a signature activity to establish and strengthen GEACs, IQPEP's gender team spearheaded the development of the comprehensive GEAC manual, *GEAC Establishing/Strengthening*

*Manual.* (For a table of all of the manuals, handbooks, and gender supplementary materials Pact developed, see Annex 4.) Concerned staff from the RSEBs, including staff from their Gender Units, the MOE, and principals from schools provided feedback on the draft guidelines before they were printed and distributed to 2,615 IQPEP schools. The manual was prepared in Amharic, and translated into three other local languages: Afan Oromo, Somali, and Tigrigna; in all, 5,595 copies were printed and distributed to the target schools. The guidelines included guidance on developing a vision for GEACs, selecting female teachers as leaders of GEACs, and income-generating techniques to make GEACs self-sufficient. Subsequent feedback from GEAC-related workshops (see below) suggested that the guidelines were valued by GEAC members because prior to that there were no guidelines for the committees to establish, manage, and strengthen their GEACs.

### **Orientation of School Principals on the GEAC Manual**



The following year—Year 3 of the program—a total of 2,434 school principals (see the table below for details) from IQPEP-supported schools were oriented on the manual. The orientation program had two purposes: to enable school principals to effectively guide establishing and strengthening GEACs in their schools, and to get copies of the manuals to the schools through the principals. The principals were oriented because they were tasked with overseeing the activities of GEACs and GEACs are accountable to their schools. Each principal was given two copies of the GEAC manual, one for him/herself and the other for the GEAC in

the same school. The remaining copies were distributed to other players in the system like RSEBs and WEOs.

### **School Principals' Orientation on the GEAC Manual**

SN	Region	Planned	Accomplishment		
			Male	Female	Total
1	Addis Ababa	45	34	3	37
2	Afar	93	88	4	92
3	Amhara	686	559	110	669
4	Benishangul-Gumuz	59	22	1	23
5	Dire Dawa	55	51	4	55
6	Gambella	43	40	2	42
7	Harari	33	8	4	12
8	Oromia	862	754	63	817
9	SNNP	454	383	37	420
10	Somali	130	109	3	112
11	Tigray	155	137	18	155
	<b>Total</b>	<b>2,615</b>	<b>2,185</b>	<b>249</b>	<b>2,434</b>

### ***Grant Distribution and Experience Sharing Workshops***

During Year 4 of the program, IQPEP’s gender team, in collaboration with the program’s in-service teacher training teams, organized and conducted one-day workshops for 3,003 participants of which 2,494 (250 female, 2,244 male) were school principals from IQPEP schools. The workshops opened up opportunities for the participants to share experiences, learn about the status of GEACs in their schools, establish a common understanding about the functions of GEACs (as distinct from Girls’ Clubs), and to exchange ideas on how to monitor and follow-up on the committees’ activities. During these workshops, 500 ETB grants were provided to each GEAC through the 2,494 school principals or rightful delegates of each school, the purpose of which was to help the committees to implement their activities related to supporting girls’ education in their schools. The participants also completed checklists to verify GEAC and non-GEAC schools and to ensure the receipt of GEAC manuals. A large number of schools (90%) reported that they received copies of the GEAC manual that were provided during Year 3 and had established GEACs in their respective schools, though few GEACs were reported to be functioning to the expected level.

### ***GEAC Strategy Development Workshops***

Also during Year 4, GEAC strategy development workshops were held in each region to share experiences regarding GEAC activities and to collectively design strategies/action points for schools to improve the functioning of GEACs and to make them sustainable. The 303 participants (215 female, 88 male) were composed of gender focal persons and officers working on GEACs or related activities from the RSEBs, IQPEP focus WEOs, Gender Unit coordinators and LCU staff from CTEs, and GEAC chairpersons from selected IQPEP focus primary schools that had had good track records in terms of community participation to enhance female education. See the table below for participant details.

#### ***Regional GEAC Strategy Development Workshops***

Region	Planned	Accomplishments		
		Male	Female	Total
Addis Ababa	9	2	3	5
Afar	15	5	9	14
Amhara	77	30	41	71
B/S/Gumz	10	5	4	9
Dire Dawa	9	1	8	9
Gambella	7	0	5	5
Harari	6	0	6	6
Oromia	122	14	69	83
SNNP	66	18	38	56
Somali	23	0	24	24
Tigray	22	13	8	21
<b>Total</b>	<b>366</b>	<b>88</b>	<b>215</b>	<b>303</b>

The participants suggested numerous strategies to strengthen GEACs that were compiled and disseminated.

### **Life Skills Orientation Workshops**



During Year 5 of the program, GEAC chairpersons of well-functioning GEACs were introduced to the life skills manual IQPEP’s gender team had developed the previous year. The GEAC chairpersons attending were recruited from 200 schools, one from each of the program’s 200 focus woredas. Out of the planned 200, 167 (84%) GEAC leaders attended the workshop. The objective of the orientation was to provide an opportunity for GEAC chairpersons to come together and share experiences on the importance of life skills education for adolescent girls. The assumption was that the chairpersons would replicate the ideas in their schools and communities for a better understanding of

adolescent girls’ reproductive and social needs. The final objective of raising awareness of GEACs on life skills was, however, to improve primary girls’ participation and achievement in education through understanding their needs (social, biological, psychological) and supporting them to that end. The orientation program was successful because participants reflected that they became more aware than they were before of the support and understanding girls need from their parents in the process of maturing into womanhood.

Over time there was increasing evidence of progress with regard to girls’ enrollment and retention in school as a result of IQPEP’s GEAC activities—see some success stories in Part IV of this report.

As is clear from the preceding description of IQPEP’s GEAC activities, much was done in the program’s 2,615 directly supported schools to establish and support GEACs, starting from a very low baseline. By the end of the program, GEACs had been established in all schools, which was a major accomplishment, and met, and, in fact, considerably exceeded, the first part of the deliverable. However, by the end of the program how many GEACs were seen to be functioning according to the assessment criteria, which was the second part of the deliverable? See the following table.

***Percent of Primary Schools with Functioning GEACs in USAID-Supported Schools***

<b>Accomplishments</b>	<b>Year 1 2009/10</b>	<b>Year 2 2010/11</b>	<b>Year 3 2011/12</b>	<b>Year 4 2012/13</b>	<b>Year 5 2013/14</b>
Baseline	14.6%	-	-	-	-
Target		24.6%	39.6%	54.6%	80%
Actual		16.1%	28.0%	49.2%	47.0%

Although there was relatively steady progress in making GEACs functional from the beginning of the program to the end, IQPEP did not meet the annual targets, and the shortfall in Year 5 was especially acute. Therefore, the second half of the deliverable with regard to functioning GEACs was not met. There are several possible explanations for this: first, the assessment criteria were unrealistically ambitious considering the relatively short period of implementation. Second, IQPEP did not invest

sufficient resources in the GEAC activity to have the intended impact—for example, the 500 ETB grants that were provided to the schools were insufficient to fund activities that were likely to genuinely strengthen the GEACs. Third, it was very difficult to directly support 2,615 schools due to their geographical dispersion and because IQPEP’s regional teams did not have staff focused exclusively on gender activities like there were for other components of the program.

#### **4.1.2 Ensure Female Students in CTEs Pursue Their Education in a Secure and Supportive Environment**

##### Deliverable

(1) Girls’ clubs established and functional in 22 CTEs.

##### Major Activities

(1) Provision of tutorial and mentoring services to girls in CTEs in order to improve their academic achievements.

(2) Syllabi and materials in critical areas such as nutrition, gender, family planning, environment, etc., will be developed and training on how to use the materials will be given.

(3) Strengthen CTE’s Gender Units. *[Indicator: Number of functioning Gender Units reaches 30.]*

##### Accomplishments

Many different but interrelated activities were designed and implemented by IQPEP’s gender equity and participation component in the CTEs throughout the program to ensure a safe and secure environment for female students so they could perform well in college.

##### ***Initial Needs Assessment***

IQPEP’s gender team began its work in the CTEs by developing questionnaires to gather information on the status of gender equity in the colleges with a particular focus on Gender Units (GUs) and Girls’ Clubs (GCs). The deans of 23 colleges (out of the 30 IQPEP supported) filled out questionnaires to provide information on the existence of GUs and GCs in their colleges. The findings showed that half of the CTEs had established either GCs or GUs but did not have clearly delineated activities and responsibilities to show that they were functioning at the time. Based on the findings, IQPEP designed, and in collaboration with the colleges began implementing, three activities: strengthening GUs, strengthening GCs, and monitoring and following-up GU and GC activities. Much of the support to the colleges was provided through subcontracts, and when the initial awards were made, a draft document describing the functioning of GUs and GCs was prepared in collaboration with the CTEs. Subsequently, every year during the program, additional gender activities were identified and planned with all the 30 CTEs.

##### ***Girls’ Clubs***

The establishment of clubs for female students at CTEs played an important role by bringing together girls to identify problems, design solutions, and advocate for the creation of a safe and supportive environment in the colleges. One of the major activities of IQPEP’s gender equity and participation component was establishing and strengthening Girls’ Clubs by strengthening the Gender Units in 30

CTEs. Girls' Clubs were established in 27 CTEs, and Gender Units were responsible for the establishment and functioning of Girls' Clubs.

- Manual to Strengthen Girls' Clubs

To enable GCs to manage and strengthen their clubs, the IQPEP developed a *Girls' Club Strengthening and Management* manual in four local languages and distributed them to the colleges according to the medium of instruction in each college. A TOT was then provided for 76 club members (63 female, 13 male) from 27 of the 30 colleges (three declined to participate) on the use of the manual to strengthen club activities. In turn, the trainers trained their peers on the implementation of the ideas of the manuals. Each year, for three years, a total of 1,890 club members, representing 70 members per college of the targeted colleges, were reached with training on club management and strengthening services.

- Girls' Club Activities

After the training on club strengthening, the Girls' Clubs carried out myriad IQPEP-supported activities such as organizing and managing their clubs, participating in community forums, providing training to peers on club management and tutorial and mentoring services (with support from instructors), participating in the selection of best-performing female students for academic achievement awards (see below), organizing question-and-answer sessions among girl students, organizing induction programs for new students, facilitating and guiding peer learning among girls on life skills, study skills, and other gender supplementary manuals on gender-based violence, reproductive health, and HIV/AIDS that IQPEP's gender team developed and provided to the clubs.

- Re-Strengthening Girls' Clubs

As a final program year effort, during Year 5, with minimal financial support from IQPEP, 29 CTEs conducted two-day workshops to discuss the challenges facing Girls' Clubs and to find ways to improve their viability. The workshops allowed colleges, particularly the deans who took part in the workshops, to learn more about the challenges of the clubs and to devise strategies to better support the clubs. The Gender Unit coordinators facilitated the training in their respective colleges. Challenges that were expressed during the workshops included lack of meeting space, lack of time and funds, lack of interest and a sense of voluntarism, lack of support and ownership from CTEs, the existence of too many clubs that compete for student participation, lack of encouragement from instructors (from both males and females), and long distances between the girls' living areas and the CTEs, which makes participating in extra-curricular activities difficult. The participants in the Girls' Club re-strengthening workshops brainstormed possible solutions to the challenges their clubs face.

In terms of IQPEP's achievement against its deliverable—Girls' Clubs established and functional in 22 CTEs<sup>8</sup>—although GCs existed in all 30 CTEs by the end of the program, which was the first part of the deliverable, the following table indicates that, according to the assessment data collection criteria, the program underperformed on the second part of the deliverable regarding club functioning.

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<sup>8</sup> The deliverable in IQPEP's contract refers to 22 CTEs; however, by the time the program began implementing activities, the number of public CTEs had increased to 30 and that number was used as the overall target for this indicator in the PMP. IQPEP's contract was not modified to reflect this change.

**Number of CTEs with Functioning Girls' Clubs**

Accomplishments	Year 1 2009/10	Year 2 2010/11	Year 3 2011/12	Year 4 2012/13	Year 5 2013/14
Baseline	0	-	-	-	-
Target		10	15	25	30
Actual		2	1	7	7

**Strengthening Gender Units**



Throughout the program, strengthening the CTE's GUs was a major IQPEP activity to help ensure a safe and secure environment for female college students in which to pursue their education. GUs are responsible to manage and implement gender activities in the colleges under the supervision of the deans. IQPEP began by collaboratively designing a document that delineated the functions of Gender Units as opposed to GCs. Following that, building the capacity of GU coordinators through long- and short-

term training workshops enabled the coordinators to effectively manage and direct gender activities in the colleges. Building their capacity began with an orientation on how to plan, implement, evaluate, and report on their activities. They also had repeated opportunities to participate in the development of the different gender supplementary manuals IQPEP produced for the colleges (see below), from evaluating and endorsing content to validating the manuals and participating in TOTs to training female students on the manuals. In most cases, the GU coordinators responded enthusiastically to IQPEP's support, which energized them to implement many gender-focused activities in their colleges.

In terms of meeting this indicator, as the table below shows, according to the assessment criteria on the data collection instrument, IQPEP had a cumulative achievement of 36% of this indicator.

**Number of CTEs with Functioning Gender Units**

Accomplishments	Year 1 2009/10	Year 2 2010/11	Year 3 2011/12	Year 4 2012/13	Year 5 2013/14
Baseline	NA				
Target	-	-	20	25	30
Actual	-	-	4	12	11

IQPEP's gender team was confused by these results because they considered their work to have been considerably more successful in making all 30 CTE GUs well-functioning. Perhaps as with other assessments referred to throughout this report, there were disconnects between the criteria in the assessment data collection instruments and the inputs IQPEP was actually making in the colleges.

### ***Tutorial and Mentoring for Female Students***

Previously, it was mentioned that providing tutoring and mentoring services for female students were important activities provided by Girls' Clubs, supported by Gender Units. Before starting with the tutoring and mentoring, a *Tutorial and Mentoring Services* manual was developed and printed in four local languages to guide the tutoring and mentoring in the CTEs. Seventy-six college instructors and GU coordinators were then trained in the use of the manual. Those trainers, in turn, selected advanced students in the colleges to train as tutors and mentors. An average of 50 students from every college—a total of approximately 1,500 (both female and male students)—were trained on approaches for providing tutorial and mentoring support to girls in the CTEs. Each peer trainer provided tutorial support to 20 female students on average (a total of 30,000) who needed academic support in the CTEs. Reports from the colleges provided evidence that the students who received the tutoring support improved their participation and achievement in college. For example, colleges in Amhara, SNNP, and Tigray reported that repetition and dismissal rates were significantly reduced since the peer tutoring and mentoring started.

### ***Awarding Best Performing Female Students***

With support from IQPEP, Gender Units also organized support to give awards for academic excellence. Awards were given each year to the 10 best achieving female students in each college during the last three years of IQPEP. A total of 900 best achievers in all CTEs received awards, which were given to the students during events such as March 8 (International Women's Day) or during award sessions organized at the end of the academic year or the beginning of a new year. Girls' Club management teams actively participated in organizing the events, and providing the awards for excellence proved to be a strong incentive for female students.

### ***Gender Supplementary Materials Development and TOTs***

Most of the gender activities in the CTEs described to this point, and those that follow, were based upon and animated by a variety of supplementary materials that were developed by IQPEP's gender team in collaboration with the CTEs, RSEBs, and MOE. In most cases, trainers were trained on the supplementary materials, who trained other trainers who trained students as a way to derive a multiplier effect in the colleges. The development and distribution of the materials and the training of trainers on the use of those manuals was led by Pact/Ethiopia, who was FHI 360's subcontractor on IQPEP for the gender component.<sup>9</sup>

Prior to the development of the manuals, the CTEs were consulted to identify their needs in terms of the desired content areas for the gender supplementary manuals. Some of the original topics identified were replaced by others based on needs identified during subsequent review meetings held with the Gender Units of the CTEs. For example, a nutrition supplementary manual was replaced by the *Study Skills* manual based on the students' expressed needs. Some topics were merged, for example, a Reproductive Health and Family Planning and HIV/AIDS supplementary manual which came to be entitled *Reproductive Health and HIV/AIDS*, and the topics on environment, sanitation, and hygiene formed one consolidated manual with the title *Gender and Environmental Protection*. A manual on

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<sup>9</sup>See Annex 4 for a table with details of all gender supplementary materials developed and TOTs conducted to disseminate the content of the manuals.

*Stress Management and Counseling* was developed based on the expressed needs of the CTEs. As noted previously, a manual on *Life Skills* was developed to address reproductive health and family planning issues. In all, eight manuals were developed for use in the colleges; the manuals were originally developed in Amharic and then translated into three local languages (Afan Oromo Tigrigna and Somali languages); 850 copies of each manual were distributed to each CTE.

TOTs were conducted on all of the manuals except the *Study Skills* manual, which could be used by individuals or groups without external support, to maximize the reach and use of the manuals. A total of 398 trainers were trained on the manuals: 166 were trained on *Reproductive Health and HIV/AIDS, Life Skills, Gender and Gender-Based Violence, Stress Management and Counseling, and Gender and Environmental Protection*, while 232 trainers, recruited from the colleges, were trained on the *Club Management and Strengthening Manual, Tutorial and Mentoring Manual, and the Female Leadership and Management Handbook*. (Again, see Annex 4 for details.) The TOTs laid the foundation for cascading the training to thousands of female students as described previously.

### ***Encouraging Male Involvement***

Over time, it became clear to both IQPEP and the colleges that effort needed to be made to bring male students into the gender equity arena; the need was initially articulated by the colleges themselves when IQPEP's Year 5 activities were being planned. The CTE Gender Units had come to understand that gender inequality is a social problem and injustice that cannot be solved without the participation of both males and females. Hence the colleges believed that male students and the male community at large needed to take part in the effort to ensure a supportive environment for female students in the CTEs. Therefore, IQPEP's gender team organized a three-day workshop for 42 participants (31 female, 11 male) in which the issue of male involvement was discussed and strategies were brainstormed to include males in CTE gender activities.

### ***Capacity Building of Female Instructors***

IQPEP also designed and developed some activities that aimed to build the capacity of female instructors in the CTEs.

- Improving Classroom Practice

To improve female trainees' performance and to further strengthen the colleges' attempts to ensure a safe and supportive environment for female students, near the end of the program IQPEP's gender component organized and conducted a six-day training on Gender Responsive Pedagogy (GRP) and Appreciative Inquiry (AI) for 89 female CTE instructors. The workshops were organized exclusively for women instructors selected from all colleges. The number of participants was decided in proportion to the number of female instructors in each college. The main focus of the training was to encourage female instructors to reflect on their practices as college instructors, on their interpersonal communications with students, and what changes they can make to become more effective in their work and relationships with



their students. The workshop facilitators used approaches such as administration of a self-review questionnaire, presentations, learning from participants' personal experiences and reflections, film shows on the principles of success, and participants' review of self-assessment results.

- Encouraging Action Research

To improve the education of females in CTEs while building the capacity of female instructors, IQPEP supported action research activities in the colleges. Female CTE instructors in particular were supported to carry out action research on issues that affect female trainees' performance and achievement in the colleges. The objective of the action research activities was to enable the CTEs instructors to examine their own instructional practices to help ensure a safe environment for female students to freely participate and achieve at a higher level in their education.

In all, 70 research works were produced and collected from the CTEs and 30 were short-listed during the first review. Then the best seven action research reports were selected for compilation, printing, and distribution to all the colleges. The seven reports were chosen on the basis of originality, relevance, and applicability to all colleges. The topics of the seven researches focused on learning subject areas, use of Braille skills by special needs students, learning in groups, and sitting arrangements and female leadership practice in classrooms and clubs. The compilation booklet was entitled *Enhanced Learning for Women Teacher Trainees in Ethiopia: An Action Research Book of Progress Studies from Teacher Education Colleges*.

### ***Consultative Workshops/Forums***

During the last three years of the program IQPEP supported colleges to conduct two consultative workshops, one within the college community (GC members, GU coordinators, administrative personnel, deans registrar officers, librarians), and the other with the community surrounding the colleges, including law enforcement bodies, civil society, organizations working on women, health, and so on. The aim in organizing and conducting these forms twice a year in 27 participating colleges, for 100 participants each, was to consolidate and further ongoing efforts to create a female friendly environment in and around the colleges. Each year, 2,700 college stakeholders were reached to create awareness and support around issues such as protecting female students from gender-based violence and ensuring their safety by helping them to locate rental houses or shelters. These forums, for example, enabled Hawassa, Hosanna, and Nekempt CTEs to safeguard the free movement of female students on campus and in the areas surrounding the colleges. Also, measures were taken in a number of colleges to ensure the safety of female students who study until late in the library.

### ***Review Meetings, Field Visits, and Supervision and Follow-up***

Finally, during each of the last four years of the program, IQPEP organized and managed review meetings for CTE Gender Units, MOE and RSEBs/CAEBs to evaluate the implementation of the previous year's activities and to introduce IQPEP's following year's gender activities to MOE and RSEB/CAEB gender offices. Annual review meetings were also organized to report on achievements and challenges, to design contextually relevant solutions to gender issues, and to learn from the experiences of other colleges.

IQPEP's gender team also visited the CTEs on a regular basis and provided support on activity report writing, documentation (organization of files by activities), the use of gender supplementary manuals by

students, and the implementation of other activities. The gender team also visited linkage primary schools when they travelled to the colleges during female leadership training activities in regions and when manuals were delivered to the CTEs. These visits helped to strengthen the overall implementation of IQPEP's gender activities in the colleges and linkage schools.

#### **4.1.3 Build the Capacity of Female Teachers in Leadership and Management**

##### Deliverable

None.

##### Major Activity

Building the capacity of 3,000 female primary teachers in leadership and management to prepare them for leadership positions.

##### Accomplishments

One of IQPEP's most effective gender activities was the training of female primary school teachers with leadership potential in leadership and management skills. IQPEP's initial target for this activity was to train 3,000 female teachers, but owing to high demand, the program trained nearly 4,800 female teachers.

##### ***Training Handbook Development***

The training of female teachers in leadership and management began with the development of a handbook on leadership and management skills. The handbook was originally developed in Amharic, translated into three local languages (Afan Oromo, Somali, and Tigrigna), and then copies were printed for use in training.

##### ***Training of Trainers***

Following the handbook preparation, 80 trainers (45 female, 35 male) were trained in two rounds. The trainers were school directors, college instructors, and management and leadership specialists who worked as planning and management heads in regions and woredas. The criteria used in selecting the trainers were: experience in providing training in leadership, planning and management, and an academic qualification above first degree in leadership and educational planning. Since there were many rounds of training of teachers, the trainers were repeatedly involved in facilitating the training at their regional/city administration venues. Workshop reports indicated that female trainers effectively shared their past personal experiences and challenges when they were competing for leadership positions in their work and the strategies they used to overcome the challenges and to be successful.



### **Face-to-Face Training of Female Teachers**

Ethiopia must increase the number of females in leadership positions for reasons of equity but also because female leaders play an important modeling role for female students. It is a waste of resources



for a nation not to draw upon the expertise of women professionals in educational leadership to improve quality of education in the country. A very small percentage of female teachers rise to management and leadership positions, such as the position of school director, supervisor, woreda officer, or head of education bureau. IQPEP organized and coordinated the face-to-face training of female primary school teachers in partnership with the MOE, RSEBs/CAEBs, WEOs, CTEs, and schools to help change the prevailing reality with regard to female leadership in the education sector.

IQPEP carried out its face-to-face female leadership training program during Years 3–5 of the program and was much appreciated by the participants. As noted above, although the PMP target was to train 3,000 female teachers by the end of the program, IQPEP trained a total of 4,795 female teachers, thereby exceeding the PMP target by more than 50%.

### **Female Teachers Trained in Leadership and Management Skills**

Region	Year 3		Year 4		Year 5		Grand Totals	
	Planned	Trained	Planned	Trained	Plan Including Additional	Trained	Planned	Trained
Addis Ababa	56	47	57	56	200	179	<b>313</b>	<b>282</b>
Afar	51	51	22	20	50	50	<b>123</b>	<b>121</b>
Amhara	679	682	339	345	450	431	<b>1,468</b>	<b>1,458</b>
Benishangul-Gumuz	43	43	0	0	150	148	<b>193</b>	<b>191</b>
Gambella	15	13	22	20	-	-	<b>37</b>	<b>33</b>
Harari	38	36	38	36	50	51	<b>126</b>	<b>123</b>
Dire Dawa	55	47	56	51	150	121	<b>261</b>	<b>219</b>
Oromia	600	618	299	307	500	190	<b>1,399</b>	<b>1,115</b>
SNNP	316	312	158	155	400	356	<b>874</b>	<b>823</b>
Somali	25	25	-	-	50	50	<b>75</b>	<b>75</b>
Tigray	116	106	59	52	200	197	<b>375</b>	<b>355</b>
<b>Total</b>	<b>1,994</b>	<b>1,980</b>	<b>1,050</b>	<b>1,042</b>	<b>2,200</b>	<b>1,773</b>	<b>5,244</b>	<b>4,795</b>

Evidence of the positive impact of IQPEP’s training of female teachers in leadership and management skills became apparent soon after the training. For example, of the female teachers who participated in IQPEP’s leadership and management skills training in Oromia and SNNP regional states, 30 received the opportunity soon after the training to become school principals, supervisors, and WEO officers.

Although this may appear insignificant compared to the total number of female teachers who participated in the leadership and management skills training, it was an important step forward in promoting females to leadership positions within schools and woredas. In addition, Oromia RSEB's Gender Unit took steps to sustain female leadership in education by delivering IQPEP's training for female teachers from non-IQPEP primary schools. Another success story regarding the impact of IQPEP's leadership and management skills training is included in Part IV of this report.

#### **4.1.4 Incorporate Gender into the Policies of All Institutions with which IQPEP Works**

##### Deliverable

None.

##### Major Activity

None as such in IQPEP's contract, though it was a suggested indicator.

##### Accomplishments



In IQPEP's five-year implementation plan that was developed at the beginning of the program, it was suggested that one of the four policy studies the program would conduct should be on gender. Therefore, IQPEP's gender component, in coordination with the program's MERA team, facilitated carrying out a study entitled *Exploring Policy Practice Gaps of Female Leadership in the Ethiopian Education System*. To ensure its quality, the draft study was validated in a workshop and eventually the study was

completed in Year 3 of the program. Not surprisingly, the findings indicated that women are marginally represented in leadership positions in the education system—they occupy only 9.5% of positions classified as “upper leadership,” including woreda education head, RSEB head, director of a department, dean of college/university, and so on, and 11.2% in “lower leadership” positions such as school principals and supervisors. The findings of the study were initially presented at a workshop organized for participants invited from different education institutions, including universities. (For more on this policy study, see Section 5.1.3 below.)

A second series of workshops for a much wider range of stakeholders was then organized to introduce the findings and to raise awareness among decision makers, including human resources management heads and officials involved in the recruitment of personnel within the education system, and to look for options to narrow the gender gap in educational leadership. An abridged version of the policy study was produced in booklet form and printed to make the study more accessible and, therefore, more likely to be used by key stakeholders. The booklets were disseminated at the workshops organized for the

different regions at five different venues for 234 (62 female, 172 male) out of the planned 356 participants. Strategic ideas to improve females' representation in the education sector were collectively developed during the workshops, consolidated, and distributed to the MOE, the RSEBs/CAEBs, universities, and CTEs.

As a final part of this activity to incorporate gender awareness into the policies of all institutions with which the IQPEP works, a workshop was organized and conducted in collaboration with the MOE in 2014 to set targets and design strategies to promote females to leadership positions based on the findings of the gender policy study. The workshop was organized for senior officials in the MOE and the respective departments and regional education bureaus, and the major focus of the discussions revolved around the responsibility the MOE has to increase female leadership in the education sector. The MOE agreed to take responsibility for developing a framework with clear implementation and adaptation guidelines at the national level, which will then be used by the regions to tailor the same to their regional contexts, including introducing a quota system for female leaders.

#### **4.1.5 Ensure the Fair Representation of Women in All of IQPEP's Training Programs**

##### Deliverable

None.

##### Major Activity

(1) Ensuring fair representation of women in all kinds of training, i.e., in-service teacher training, training in educational planning and management, etc.

##### Accomplishments



The fifth and final main activity area IQPEP's gender team focused on was increasing the participation of women in all of IQPEP's training and other capacity-building activities. Indeed, this thrust was not limited to only IQPEP training but to all professional development opportunities within the education sector. During Year 2 of the program, a national consultative workshop was organized for 42 participants, the objective of which was to articulate strategies to improve education institutions' attempts to improve female representation and participation in training programs.

During Year 3 of the program, there were noticeable improvements in female participation in IQPEP's training and other capacity development programs. To capitalize on the momentum, IQPEP's gender team developed a booklet entitled *Some Strategic Ideas to Enhance the Professional Development of Females in the Education Sector*. Two hundred (200) copies were printed and distributed to IQPEP partners, including the MOE, RSEBs/CAEBs (including their GUs), CTEs, USAID, and Pact/Ethiopia. IQPEP sent a message to all partners encouraging them to take advantage of every opportunity to implement

the strategies in the booklet to improve the participation of women in educational capacity development programs.

Later, in Year 5 of the program, IQPEP organized another workshop for participants drawn from CTEs, RSEB/CAEBs, and woredas to encourage the participants to share experiences on the efforts institutions had made the previous two years to narrow the gap in women's participation and representation in training programs. The participants reported that there was still little encouragement to recruit females for training and other capacity development programs. They reported that even when women were invited to training workshops, their male supervisors declined to inform them. Therefore, it was clear that a gender bias continued to exist on the part of the committees or departments responsible for capacity development within education institutions.

As part of the gender component's ongoing efforts to increase the participation of females in training and other professional development opportunities, the gender team collected data from IQPEP's first year training workshops and noted that female participation was only 14%. This was set as a baseline against which to measure female participation in future training programs. The goal by the end of the program was to have a 40% rate of female participation in its training and capacity building workshops, and by the end of the program the representation of women in all of IQPEP's training and capacity building activities had risen to 35%, a significant achievement.

## **4.2 Challenges**

IQPEP's gender team shared some of the main challenges encountered by other program components as well as some that were unique to its work in gender equity and participation:

- One of the main challenges faced was the lack of commitment on the part of some of the CTEs to focus on IQPEP's gender activities. Routine delays in implementing activities and/or reporting on activities so new subcontracts could be issued caused delays in implementing gender activities in the colleges from the beginning to the end of the program. This also required IQPEP's gender team to spend a great deal of time following up with the colleges through available means of communication, which wasted time and caused a general sense of frustration. In the end, female students in the colleges were deprived of some opportunities they otherwise could have benefitted from.
- A second major challenge was the inability to bring much lasting change in girls' education results and achievement in primary schools through the GEAC activity. There were two main reasons for this: first, IQPEP's schools were often in such remote areas that it was difficult if not impossible to provide follow up and support while implementing the program—for example, it was difficult to support GEACs to ensure that they provided the support girls needed; this was exacerbated by the fact that IQPEP's regional teams did not have staff who were focused exclusively on gender and, therefore, were often too busy with teacher development and planning and management activities to focus on gender activities. Second, IQPEP's investment in activities to establish and strengthen GEACs was insufficient to fund robust planning and implementation of activities: 500 ETB grants were insignificant in the larger scheme of things.
- The gender team also encountered challenges in getting senior government officers to attend gender-focused workshops. Their lack of participation resulted in limited support for gender activities at the higher levels of the education system, and that limited support is likely to affect

the sustainability of gender activities because without leadership support at the top, little tends to happen at the lower, implementation levels.

### 4.3 Lessons Learned

- The program learned that networking and strengthening collaboration with other stakeholders is important for the success of the program. This is because IQPEP interventions involved a number of partners who needed to work together to support CTEs and females to succeed. The gender team worked successfully with relevant stakeholders to support interventions and work with other partners' plans to provide support and to minimize conflict and confusion with regard to gender activities in the CTEs and surrounding communities.
- In addition, the collaboration referred to above helped to keep partners informed of the activities of the program so that as the program closes they can easily continue to support the CTEs and communities in some of these activities and thereby sustain the activities beyond IQPEP. The CTEs and communities became the center of support, which enabled them to take ownership of their interventions.
- The gender team also learned early in the program that it is very important to engage officials in the MOE when planning and implementing activities. However, it also proved challenging sometimes to get them to participate in workshops as mentioned above. Overall, the program's collaboration with the ministry resulted in notable progress being made by IQPEP to support females to succeed.
- IQPEP's gender team recognized the importance of taking stock of what has been achieved in the sector before planning and implementing activities to avoid duplicating efforts, and also to build on previous successful work done in the sector. This included checking if there were existing gender policies, strategies and guidelines that currently guide gender activities.
- Facilitating women-only workshops proved very effective in increasing women's participation and contribution in workshop activities; many female teachers in the leadership and management skills training participated and learned more effectively because they were only with other women. This proved to be a successful strategy that can be scaled up in future programming and training that aims to promote women's participation.
- The above said, the gender team also learned that, although their work was focused on girls and women, to be successful they needed to include and involve men, since they are inherently involved in gender issues and, therefore, can contribute significantly to resolving gender issues.

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## 5.0 Monitoring, Evaluation, Research and Analysis (MERA)

Given that tracking, measuring, and documenting program impact was relevant to all IQPEP program components, MERA, like gender equity and participation, was a cross-cutting component of the program. Throughout the program, the MERA component focused on collecting and analyzing data to inform IQPEP program staff, MOE, RSEB/CAEB, CTE, and other personnel, USAID/Ethiopia, and other donor organization staff regarding the processes and outcomes of the program. The majority of MERA's



activities were directly tied to the program’s PMP—see Annex 1 for the program’s annually updated PMP matrix—for which the program developed a systematic “deliverables tracking and reporting database” into which it input MOE, CTE, and program-collected data, using instruments previously created in USAID projects as well as newly designed/adapted data gathering tools. IQPEP’s MERA team also conducted four policy studies and assisted the NEAEA in implementing the fourth and fifth NLAs.

## 5.1 Accomplishments

### 5.1.1 Conduct Annual Impact Assessments of Key Program Activities

#### Deliverable

None.

#### Major Activities

None as such in IQPEP’s contract but are implied in many deliverables and in the requirement to develop and annually update the program’s PMP.

#### Accomplishments

The annual assessments and studies of key IQPEP activities conducted by the MERA component during the five-year implementation of the program included the following:

- Study of Woreda PMIS Functioning
- Study of the Adequacy of School Management
- Study of the Adequacy of Woreda Annual Plans and Functioning of WCRCs
- Study of the Use of Active Learning Methods and Formative Continuous Assessment by Primary School Teachers
- Study of the Use of Active Learning Methods by CTE Instructors
- Study of the Establishment, Strengthening, and Functioning of Key Activities in CTEs
- Study of Key Activities Relating to Primary Schools

The following sub-sections briefly describe these studies and assessments conducted every year to track progress on some of IQPEP’s most important activities, including what was involved in each case: orientation of data collectors, data collection, data analysis, report writing, and so on. The annual findings and results in each case appear in the PMP table in Annex 1 and also as part of the narrative descriptions of the corresponding activities in the pre-service, in-service, planning and management, and gender equity and participation sections of this report, and, therefore, will not be repeated here.

- Woreda PMIS Functioning

As noted previously under Section 3.1.5, the Personnel Management Information System (PMIS) is database application software (system) designed and developed to maintain comprehensive data for employees working in the education sector: MOE, RSEBs/CAEBs, WEOs, and sub-cities.

Annually, MERA collected data, analyzed, and prepared and disseminated reports regarding the functioning and impact of the PMIS. The data collection involved personnel from the RSEBs/ CAEBs and the MOE, and public universities because they were well-positioned to do so, and as a capacity-building activity. Each time the PMIS was assessed (Years 2–5) data collectors were trained for two days on the content and intent of the data collection instruments and then gathered data on the extent to which the installed PMIS was functional in WEOs. The overall adequacy of PMIS was checked against eight criteria (8 key items), ranging from skills in the use of usernames and passwords to skills in generating PMIS reports used for assessing the effective utilization of PMIS by WEOs. For a WEO to have a functioning PMIS, it needed at least to score 6 out of 8 items (meaning more than 0.75). The criteria were 8 items coded into a 0 and 1 scale.

- Adequacy of School Management

As previously described in Section 3.1.2 of the planning and management section of the present report, IQPEP focused on building the capacity of school principals to more effectively handle the administrative and management dimensions of their work. Every year, IQPEP's MERA component assessed the performance of the program in terms of improving school management. On average, 150–250 intervention schools were assessed each year, and the assessors for the assessments were recruited from WEOs because they were appropriate to deploy as data collectors in this case, and also to build their capacity.

The schools were rated on a 4-point scale according to their level of adequacy on activities related to the availability and level of participation in strategic planning, financial management, property administration, human resources management, educational supervision, school data collection and utilization, action research, gender and girls education, community participation and resource mobilization, report writing, special needs education, and project preparation and implementation.

- Adequacy of Woreda Annual Plans

The decentralized educational governance and devolution of power and responsibility to woredas (districts) in Ethiopia require strong capacity in planning and implementing programs at the woreda level. IQPEP's WCB training program (see 3.1.1) was designed and implemented to help achieve this purpose. The overall goal of the WCB training was to strengthen WEOs in all regions of the country and thereby contribute to the effective provision and expansion of quality primary education.

Annually, IQPEP's MERA component assessed the adequacy of woreda annual plans. The data collectors reviewed woreda education plan documents and discussed them with the respective WEO heads and experts who had participated in some way during the planning process. After reviewing the content of plan documents, comparing them against the descriptions of the different levels of adequacy in the checklist, as represented by a 4-point scale, and by discussing with well-informed woreda staff, the assessors scored the checklist.

- Functioning of Woreda Cluster Resource Centers (WCRCs)

WCRCs were established to improve the capacity of woreda education personnel and woreda-level teachers. WCRCs served as venues for providing training, resources and other outreach services to woreda schools. The functioning of WCRCs was assessed only in Years 4 and 5 of the program because it took time to start implementation. The assessors for these assessments were selected from RSEBs/ CAEBs, CTEs, and public universities. The assessors checked the criteria for establishing and strengthening WCRCs and then assessed the adequacy of the functioning of the WCRCs using a 4-point scale instrument during discussions with the respective WEO heads and experts.

A WCRC in these assessment reports was considered as functioning if it served as a focal point that provided training, resources, and outreach to the schools within the woreda. The following themes were used to assess the adequacy level of WCRCs: institutional infrastructure; availability of equipment, materials, and supplies; and activities of the resource centers. The achievement of the performance indicator stated in the PMP (see 2.1.6), was assessed using percent as the unit of measure.

- Use of Active Learning Methods (ALM) and Formative Continuous Assessment (FCA) by Primary School Teachers

One of IQPEP's overriding goals was to strengthen ongoing efforts to move the teaching-learning process in primary schools away from teacher-centered methods to more student-centered approaches of teaching and learning. And two key elements of this endeavor were the promotion of ALM) and the use of FCA. As noted under the pre- and in-service sections of this report, ALM and FCA featured prominently in many of the training materials IQPEP developed and used for training teachers and principals: SIKs, EGRW, SMHBs, IL, and so on.

In addition to assessing the use of ALM, MERA also examined the level of use of FCA by primary school teachers. The same sample of teachers who were assessed in terms of their use of ALM also participated in the FCA assessments. Their lesson plans were reviewed and their classroom teaching was observed. Data were collected using the same instruments that were used during the baseline survey of the implementation of ALM and FCA. The instruments investigated the time used by the teachers in the primary schools in implementing active learning and a 3-point scale level of accomplishments or performance of FCA.

In addition to the rating, the checklists used contained thematic criteria for qualitatively assessing performance and documenting observed strengths and weaknesses in ALM and FCA. The classroom observation checklist was used to determine the average percent of time used for implementing active learning, and the assessment of FCA was based on lesson plan review and a classroom observation checklist. The instrument for ALM assessed four stages of classroom activities—introduction, presentation, stabilization, and assessment/evaluation—and the respective minutes active learning was used for each stage. The instrument for assessing the extent to which FCA activities were being implemented used a 3-point scale (2 = Yes, 1 = Somewhat, and 0 = No). In each case, the assessors completed the instruments by observing classrooms in the following subjects: mother tongue, mathematics, biology, chemistry, and physics. They also reviewed the classroom lesson plans prepared by each subject teacher.

- Use of Active Learning Methods by CTE Instructors

Because of IQPEP’s focus on the use of ALM and FCA in primary schools, the program naturally expected CTE instructors to model some of the same approaches in their training of aspiring teachers. To measure this, MERA conducted four annual assessments to track the average percent of time used for active learning in the classrooms of the CTEs. Assessors observed classroom instruction in four respective subjects—biology, chemistry, mathematics, and physics. The same instruments used to assess the use of active learning in primary school were used. Furthermore, the same instrument used to determine the baseline, with some minor improvements, was used. Data collectors for this particular activity were selected largely from the College of Education, Addis Ababa University.

- Establishment, Strengthening, and Functioning of Key Activities in CTEs

The key activities IQPEP supported in 30 CTEs throughout the program included supporting LCUs, ITRCs, GUs, and GCs, all of which were described in the pre-service and gender equity and participation sections of this report.

MERA conducted annual assessments of all these activities in the CTEs to measure and document the impact of IQPEP’s interventions in the CTEs. The functioning of GCs was assessed four times whereas the other three activities were assessed three times during the implementation period of the program. These four areas were assessed:

- Percent of functioning Linkage Coordinating Units (LCUs) in CTEs
- Percent of functioning Information Technology Resources Centers in CTEs
- Number of CTEs with functioning Gender Units
- Number of CTEs with functioning Girls’ Clubs

Data were collected using a different instrument for each activity. The instruments used a 4-point rating scale on thematic criteria set for assessing the level of adequacy of each of the components—LCUs, ITRCs, GUs, and GCs. The major themes assessed included institutional infrastructure, materials, and activities conducted by LCUs and ITRCs, and institutional infrastructure and activities conducted by GUs and GCs. The data collectors were drawn from public universities and regional education bureaus, and were trained for one day prior to starting the data collection.

- Key Activities Relating to Primary Schools

The key activities IQPEP implemented in its intervention schools (2,615 schools), which were annually assessed by MERA, were SCRCs, GEACs, TSGs, and RCs. These activities were also previously described under the pre-service, in-service, and gender equity and participation sections of this report.

MERA conducted periodic assessments of these activities as well: the functioning of SCRCs, GEACs, and TSGs were assessed four times during the program whereas the RCs were assessed three times during the program. The program’s impact in these areas was captured in the following indicators in IQPEP’s PMP:

- Percent of functioning School Cluster Resource Centers (SCRCs)
- Percent of primary schools with functioning Girls’ Education Advisory Committees (GEACs)
- Percent of primary schools with functioning teacher study groups
- Percent of primary schools with functioning Reading Centers

Data were collected from sample primary schools using instruments tailored to each activity area. Data collectors were recruited from RSEBs and WEOs. The instruments investigated the presence or absence of certain attributes and the adequacy or inadequacy of those attributes. The assessors completed the instruments through direct observation of activities and interviews with well-informed representatives of SCRCs, GEACs, TSGs, and RCs. MERA completed reports each year and disseminated them to all concerned parties.

### **5.1.2 Study of Grades 2 and 3 Reading Proficiency**

#### Deliverable

None per se, but conducting EGRAs was required in order to report on the program's two key early grade reading deliverables—grades 2 and 3 students' proficiency in reading and reading comprehension—as reported previously in Sections 1.1.10 and 2.1.4 of the present report.

#### Major Activities

Same as above.

#### Accomplishments

Throughout the five years of its implementation, IQPEP conducted three EGRAs. The first was conducted in collaboration with RTI, and IQPEP carried out the other two EGRAs on its own.

- Pre-EGRA Situational Analysis and Needs Assessment:

Prior to the three EGRAs, IQPEP conducted a “mini EGRA” before the official 2010 assessment, which served as a situational analysis and needs assessment. It was a modest study of the reading and writing skills of early grade (1–3) students in Ethiopia. The study was prompted by the perceived disconnect between IQPEP's plans to produce teacher training modules on early grade reading and the timing of the first (baseline) EGRA. While IQPEP had an urgent need to use the baseline EGRA results to develop modules that academic year, it was unclear whether those results would be available in time. Therefore, IQPEP decided to undertake a brief study of early grade reading to meet the program's immediate needs.

IQPEP's “mini EGRA” study focused on (1) understanding to what extent early grade students (grades 1–3) were taught reading and writing skills in their respective medium of instruction (Amharic, Tigrigna, Afan Oromo, and Sidamigna), and (2) exploring their reading and writing proficiency, as reported by their teachers and directors. The study also considered factors such as school environment, curriculum, and teacher and principal training and practices. The following major issues were explored in IQPEP's pre-EGRA study:

- The training and practices of teachers and directors
- Curriculum (primarily time allotted to reading and writing)
- Reading and writing proficiency
- Reading and writing skills of the majority of students
- Reasons for reading proficiency levels

- Gender issues

The study did not meet the criteria of survey research in terms of sample size, representation, and randomness. Rather, it was an attempt to collect evidence from selected schools to help the IQPEP team understand basic issues with regard to reading and writing in primary schools. Twenty primary schools were selected from four regions—Amhara, Oromia, SNNP, and Tigray—and one city administration, Addis Ababa. The four schools in each region were selected on the basis of location (urban-rural) and type of school (high achieving, low achieving). A total of 60 teachers and 20 principals responded to protocols that explored the reading and writing skills of early grade children. Checklists were used to capture the presence or absence of teaching materials in schools and classrooms, and every teacher was interviewed and observed.

Based on the findings of this “mini EGRA,” IQPEP started developing its four teacher training modules but, as was explained in the in-service section of this report, the program later incorporated the results of the first EGRA before finalizing the first version of the four training modules.

- EGRA Baseline (2010)

In 2010 IQPEP, through its MERA component, conducted its first official EGRA study in collaboration with RTI. This first study established the baseline for the subsequent studies, which tracked progress in improving reading and writing in the early grades (grades 2 and 3). IQPEP and RTI used the same method of sampling: IQPEP focused on 120 schools from among its target population of 2,615 schools from eight regions and RTI sampled an additional 227 non-IQPEP schools from these regions. Both surveys covered seven regions and one city administration across the country. RTI tested for six languages while IQPEP tested for only five languages. RTI covered 8,715 children and IQPEP 4,364 children. Each school was represented by 40 students and each grade level by 20—that is, 20 students of grade 2 and 20 students of grade 3 represented each school.



The adaptation of the EGRA included translating the international instruments into six Ethiopian languages (Afan Oromo, Amharic, Harari, Sidamigna, Somali, and Tigrigna) with the assistance of language and curriculum experts from Addis Ababa University. IQPEP and RTI recruited 109 data collectors and supervisors and deployed them across eight regions of the country after the necessary training was provided. Data entry and analysis were handled separately but carried out uniformly with RTI. The exchange of data with RTI took place after the data were cleaned and checked for accuracy, and RTI combined the data sets for the consolidated report. Using the same technique, IQPEP randomly

selected 120 schools from the RTI data, which served as control schools for comparison purposes with the IQPEP intervention schools, and, on this basis, produced a separate report that compared IQPEP schools with non-IQPEP schools.

The reading proficiency of the two groups of schools (intervention and control groups) was measured and the mean scores of grades 2 and 3 children on seven subtasks of reading proficiency were

calculated. These reading subtasks were collapsed into three themes: pre-reading, reading, and listening skills. Letter identification, familiar word naming fluency and unfamiliar word fluency were considered pre-reading skills. Oral reading fluency and reading comprehension were taken as reading skills. Listening skills included phonemic awareness and listening comprehension skills.

The mean scores clearly suggested that grade 2 and 3 children lacked the two basic reading skills: pre-reading and reading proficiency. Although grade 3 children appeared to have better mean scores in both pre-reading and reading skills than grade 2 students, generally their scores were very low for their respective grade levels. The percentage of zero scorers in the various reading tasks was very high, suggesting that many students were not benefitting from being in school. Reading comprehension, unfamiliar word fluency and oral reading fluency were observed to be the most critical problems, as more than a third (or even, in some cases, such as grade 2 reading comprehension, more than half) of the children could not read a single word or answer a single question. About 55.5% of grade 2 children could not attempt even a single comprehension question.

Based on the first EGRA, the following baselines for IQPEP’s two key early grade reading indicators, as already noted under pre-service (1.1.10) and again referred to under in-service (2.1.4), were established.

<b>Percentage of Grade 2 and 3 Students Proficient in Reading</b>	
Grade 2	3.1%
Grade 3	11.3%

<b>Percentage of Grade 2 and 3 Students Proficient in Reading Comprehension</b>	
Grade 2	8.8%
Grade 3	19.4%

- EFGRA Midline (2013)

The same regions and languages as in the first EGRA were assessed during the second EGRA. A multi-stage stratified sampling procedure was used to select the 240 schools from the eight regions (53 woredas). Forty students (20 from grade 2 and 20 from grade 3) were selected to participate in the EGRA from each school. The selection of the 20 students from each grade required the adoption of another sampling strategy, stratifying by sex and then applying a systematic sampling method, using the nth term to select 10 male students and 10 female students from two separate rows of male and female students. Of the total 240 schools, 120 intervention schools were drawn from among IQPEP target population of 2,615 schools from eight regions. The eight selected regions covered over 96% of Ethiopia’s population and included significant language and cultural diversity. The control schools were drawn from the non-IQPEP population of schools found in the same areas through a matching process.

During the second EGRA study IQPEP recruited supervisors from the CTEs, regional education bureaus, Addis Ababa University, and private individuals based on their prior participation in the EGRA baseline. In collaboration with local consultants, IQPEP’s MERA team provided intensive training for supervisors and data collectors in Ambo over a six-day period in March 2013. During the workshop, the participants discussed the instruments and practiced administering the test to students. The training was accompanied by reliability tests to ensure that the supervisors and data collectors achieved a specified

standard. A total of 75 professionals participated in the workshop out of which 25 were selected to be supervisors while the rest were data collectors.

The following results were documented in the second EGRA against the baseline conducted in 2010.

***Percentage of Grade 2 and 3 Students Proficient in Reading***

<b>Accomplishments</b>	<b>Year 1 2009/10</b>	<b>Year 2 2010/11</b>	<b>Year 3 2011/12</b>	<b>Year 4 2012/13</b>
<b>Grade 2</b>				
Baseline	3.1%			
Target				20.0%
Actual				4.6%
<b>Grade 3</b>				
Baseline	11.3%			
Target				30.0%
Actual				15.7%

***Percentage of Grade 2 and 3 Students Proficient in Reading Comprehension***

<b>Accomplishments</b>	<b>Year 1 2009/10</b>	<b>Year 2 2010/11</b>	<b>Year 3 2011/12</b>	<b>Year 4 2012/13</b>
<b>Grade 2</b>				
Baseline	8.8%			
Target				20.0%
Actual				15.7%
<b>Grade 3</b>				
Baseline	19.4%			
Target				30.0%
Actual				32.2%

The second EGRA assessment revealed that students were learning to read in Ethiopia, despite slow progress toward meeting benchmarks. Efforts by IQPEP, which included teacher professional development and the provision of materials to schools, were seen to be contributing to the improvement of student performance on reading. The following was a summary of the main findings in the second EGRA final report.

Students in the grade 2 and 3 intervention schools demonstrated an approximate increase of 3% on their oral reading skills compared to the baseline. Results for the control schools decreased in 2013. Listening comprehension mean scores for grade 2 children in intervention schools improved from 65% to 66% and for grade 3 from 71% to 74%.

The mean scores of children in phonemic awareness increased from 67% to 71% for grade 2 and from 76% to 79% for grade 3 students in the intervention schools.

Students in the linkage schools generally performed better than their counterparts in the other types of schools (that is, cluster, satellite, and control). In the fluency subtasks, children in the linkage schools were able to read an additional 12 letters, 5 familiar words, and 4 unfamiliar words. Grade 3 children in the linkage schools were able to read an additional 11.5 letters, 5 familiar words, and 6 unfamiliar words

per minute, when compared with those in the control schools. A possible explanation for this consistent finding was that principals and teachers in the linkage schools were closely associated with the CTEs and, therefore, were likely receiving more support and supervision from CTE faculty than the students in other types of schools. Moreover, principals and deputy principals in the linkage schools received more training on EGRW, which could have been contributing to better application in the classrooms compared to the other schools.

The number of children in the intervention schools who were proficient in reading at the benchmark and above in grade 2 improved from 27% to 32%, and those of grade 3 improved from 47% to 54%. This improvement demonstrates a considerable 16% and 13% increase respectively over the two-year period.

In terms of reading comprehension, about 33% of grade 2 and more than 55% of grade 3 children in the intervention schools achieved moderate and above level of proficiency in comprehension (grade 2 children improved from 17% to 33% and grade 3 children improved from 33% to 55%).

Another important finding was that the percentage of students in the intervention schools scoring 0 on any of the subtests significantly declined during the intervening two-year period.

IQPEP was heartened by the progress made in improving grade 2 and 3 students' reading abilities despite falling short of the ambitious targets that were set after the baseline EGRA was conducted.

- EGRA Endline (2014)

The same design, sampling, and overall methodology used in the second EGRA were used in the third EGRA, and the same data collectors were recruited and trained in March 2014. The results for the endline in 2014 were similar to both the baseline and midline assessments, but with significant variation in terms of the two main deliverables/indicators in the program's PMP.

***Percentage of Grade 2 and 3 Students Proficient in Reading***

<b>Accomplishments</b>	<b>Baseline 2009/10</b>	<b>Year 2 2010/11</b>	<b>Year 3 2011/12</b>	<b>2<sup>nd</sup> EGRA 2012/13</b>	<b>3<sup>rd</sup> EGRA 2013/14</b>
<b>Grade 2</b>					
Baseline	3%				
Target				20%	35%
Actual				5%	3%/26% combined categories
<b>Grade 3</b>					
Baseline	11%				
Target				30%	50%
Actual				16%	14%/50% combined categories

***Percentage of Grade 2 and 3 Students Proficient in Reading Comprehension***

<b>Accomplishments</b>	<b>Baseline 2009/10</b>	<b>Year 2 2010/11</b>	<b>Year 3 2011/12</b>	<b>2<sup>nd</sup> EGRA 2012/13</b>	<b>3<sup>rd</sup> EGRA 2013/14</b>
<b>Grade 2</b>					

Baseline	9%				
Target				20%	35%
Actual				16%	14%/43% combined categories
<b>Grade 3</b>					
Baseline	19%				
Target				30%	50.0%
Actual				32%	31%/63% combined categories

As explained in the pre-service and in-service sections of this report with regard to the EGRA findings, the apparent lack of substantive improvement between baseline and endline by a number of key factors: (1) international experience showing that effective interventions must combine several essential components, including teacher training, support for teachers, increased time on task, and ensured availability of appropriate reading material; these elements were not reinforced as much as required during Year 5 of the program; (2) lack of a reading culture in the home, which is demonstrated by the low percentage of families that engage with children on homework (though this increased over time); and the linguistic challenges faced by children in these regions (i.e. learning new languages, teachers who don't speak the child's mother tongue; and the differences in structure of the language, which may not facilitate learning to read as quickly).

However, as noted in section 2.1.4 of the in-service section, when the analysis of the third EGRA goes beyond the two PMP indicators and looks at moderate and benchmark readers, the results were considerably brighter.

***Third EGRA (2014) Combined Moderate and Benchmark Reading Comprehension***

Grade	Moderate	Benchmark	End-line Planned (2014)	Combined (Moderate + Benchmark)
Grade 2	23%	3%	35%	26%
Grade 3	38%	11%	50%	50%

Grade 3 students in IQPEP-supported schools very nearly achieved the planned end-line of 50% while grade 2 students fell about 9% short of their 35% target. The IQPEP schools also consistently outperformed the control schools. It is also important to note that the percentage of students achieving a zero score declined and there was an increase in the percentages of students entering the low and moderate categories. These percentages were better than those in the control schools and indicate that while student improvement is slow – they are learning to read.



The following summary of the major findings of the endline EGRA was included in the final report of the assessment:

1. In all the subtasks the intervention (IQPEP) schools performed slightly better than the comparison schools.
2. Grades 2 and 3 children demonstrated better oral skill than previously. The listening comprehension mean score of grade 2 children in intervention schools was 64.1% and that of grade 3 was 72.6%.
3. The mean scores of children in phonemic awareness were also higher: 68.5% for grade 2 and 79.4% for grade 3 students. This pattern was exhibited both in intervention as well as control schools.
4. For grade 2 students, in all the subtasks students in the CRC schools performed better than the others. In the fluency subtasks, children in the CRC schools when compared with those in the control schools were able to read an additional 10 letters, 11 familiar words, 3 unfamiliar words, and 5 connected words per minute.
5. For grade 3 students, too, in all the subtasks students in the CRC schools performed better than the others. In the fluency subtasks, children in the CRC schools, when compared with those in the control schools, were able to read an additional 12 letters, 8 familiar words, 6 unfamiliar words, and 8 context words per minute.
6. In all the fluency subtasks in both grades fewer students were found with 0 scores in the CRC schools when compared with the others.
7. In the intervention schools the proportion of non-readers declined sharply while those who achieved the benchmark increased to some extent. In the control schools, too, there was a decrease in the proportion of non-readers to some extent, but the proportion of those who achieved the benchmark remained the same.
8. In both grades 2 and 3, the proportion of children who were able to read at medium and benchmark levels were found higher in the CRC schools than in the control schools.
9. In both grades 2 and 3, the proportion of children who were unable to read a single word were found highest in Sidamu Afu (grade 2, 66.6% and grade 3, 44.4%). The smallest proportion of 0 score were observed in Amharic.
10. In the intervention schools, 6.3% of grade 2 and 16% of grade 3 children achieved the benchmark for reading comprehension, while in the control schools only 4.3% of grade 2 and 12% of grade 3 achieved the benchmark level.
11. In both grades 2 and 3, the proportion of children who were able to comprehend at benchmark and above level was found highest in the CRC schools. In grade 3, when compared with the control schools, there were about 8% additional children at the benchmark level in the CRC schools.

### 5.1.3 Conduct Policy Studies

#### Deliverable

- (1) At least four policy studies completed and disseminated.

## Major Activity

(1) Conducting at least four policy studies (based on the needs of the MOE and/or RSEBs) on primary education and disseminating the findings of the studies.

## Accomplishments

MERA completed and disseminated four policy studies during Years 2–5 of the program. Each study was based on the expressed interests and needs of the RSEBs and the MOE. A technical committee consisting of each program component of the IQPEP and representatives of the MOE was established to oversee the overall process of carrying out the studies. The following were the titles of the four of policy studies conducted.

1. Gender Policy Study: Exploring Policy Practice Gaps of Female Leadership in the Ethiopian Education System
2. The School Improvement Program (SIP): Its Implementation, Challenges, and Policy Implications
3. Factors Affecting the Success of Teachers and Education Personnel in Implementing Educational Reforms in Ethiopian Schools
4. Education for All in Ethiopia: A Study of Factors Keeping Young Children Out of School, with Policy Recommendations to Improve Access and Retention

The following is a brief summary of the design, methodology, and findings of each policy study.

### **1. Gender Policy Study: Exploring Policy Practice Gaps of Female Leadership in the Ethiopian Education System**



Gender equality policies are designed to narrow and ultimately eliminate the gap between women and men in terms of their access to and participation in all aspects of life. However, for various reasons such policies may not bring about the desired changes. It is necessary, therefore, to periodically review practices in solving implementation irregularities and the challenges encountered. This study was conducted with the intention of exploring the existing policy provisions on female leadership and their implementations at different levels of the education system in Ethiopia.

Owing to the nature of the objectives to be achieved by the study and the problems to be investigated, the study used both quantitative and qualitative data. Hence, a mixed methods approach design was employed in the study. As a national policy – practice study, the population of

this investigation included all the nine regional states and the two city administrations in Ethiopia; a total of 2,803 (1,139 male, 944 female) participants took part in the study.

The major findings of the study included:

1. \Despite the fact that a significant portion of the participants were of the opinion that, given the chance, female educators are capable of leading educational institutions, it was learned that female leadership in the education system is far from being properly conceptualized and, therefore, not fully addressed as a central educational issue in the management and practice of the education system of Ethiopia.
2. The quantitative data showed that there is a stark contrast in the representation of female and male leaders within the upper and lower leadership. Female educators comprise only 11.2% of the educational leaders at the lower levels and 9.5% of the upper leadership.
3. Female educators tend to be relatively more successful in holding lower leadership positions that are secured through competition than upper leadership positions that are held by appointments made by the political apparatus, which demonstrates a lack of confidence in female educators on the part of the political leadership operating at the different administrative levels and, thereby, manifesting its failure to carry out in practice the good will and political commitment of the Ethiopian government on these issues.
4. The available single policy provision in the Education and Training Policy of Ethiopia on female leadership in the education system is too general to target actions toward that end; a review of the guidelines suggests that the document lacks coherence (horizontally and vertically) and, therefore, inherently limits action.
5. The extent of implementation of the single policy provision with respect to encouraging females to leadership positions at both the regional and woreda levels seems to underemphasize standardization, which encourages disparity in the level of implementation. As a result, gender equity, while limited overall nationally, is more evident in the relatively “advanced” regions than in the “emerging” regions.
6. Female educators are confronted with multi-faceted challenges that hinder them from assuming and sustaining their presence in leadership positions. One of the major challenges is the gender-role stereotyping that determines leadership as a field solely reserved for males in Ethiopia. In many cases, women’s multiple gender roles are considered as a challenge to the promotion of female educators to educational leadership positions. It was also learned that the negative attitudes leveled against women such as low self-esteem, lack of interest, and reluctance to aspire to leadership positions, are recognized as highly generalized and used as pretexts to not encourage female educators to be educational leaders.
7. The need for considering women’s unique concerns and needs during the deployment of educational leaders seems to be misunderstood by some education officials. Consequently, female educators who win competitions for leadership positions are urged either to work in very distant and difficult locations or, as some have done, are left with no option but to resign.

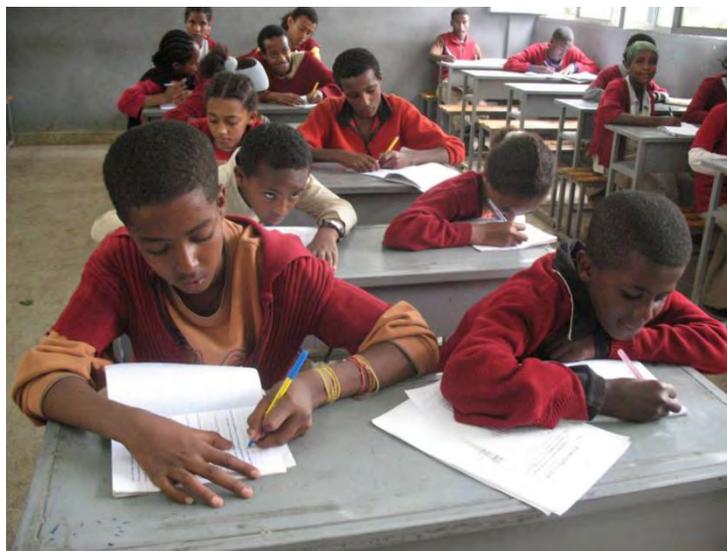
## **2. *The School Improvement Program (SIP): Its Implementation, Challenges, and Policy Implications***

In Ethiopia, the school improvement program (SIP) was introduced by the MOE in 2006–2007. Subsequently, it has been implemented with the intent of improving the quality of education in both primary and secondary schools. This policy study was intended to assess the implementation of the SIP,

identify the major challenges encountered in its implementation, and come up with policy implications. In view of this, the main research questions aimed to assess the extent of SIP implementation, to examine factors that enabled some schools to be successful while others were not, and to observe regional variations and aspects of interventions that were successful. Capacity-related issues, best practices, possible strategies and policy-related questions were also raised.

In addressing these questions a mixed research approach (qualitative and quantitative) was used. The quantitative approach was employed via descriptive survey research to show what happened in the execution of SIP, focusing on the extent of implementation and the challenges encountered. The qualitative approach gathered data through in-depth interviews, focus group discussions (FGDs), field observations, and document analysis. In doing so, due attention was paid to the major domains of SIP (with their respective elements) and SIP implementation indicators. The information gathered through questionnaires was triangulated by using interviews, FGDs, observations, and document analysis. Moreover, the study was guided by a framework indicative of the major domains of SIP and the internal and external factors affecting the entire process of SIP implementation, which were expected to result in enhanced student achievement. The overall examination was based on the indicators developed by the MOE along with theoretical and practical substantiations developed over years.

Policymakers, planners, trainers and SIP focal persons working at the regional, woreda, and sub-city levels were the sources of data. Direct implementers—school principals, teachers, parent–teacher associations (PTAs/PSTAs), school improvement committees (SICs), KETBs, and students—were also sources of information. The study covered both primary and secondary schools of all the national regional states of Ethiopia and the two city administrative councils (Addis Ababa and Dire Dawa). All the major domains of the program—teaching–learning, safe school environment, leadership and management, as well as community participation—were considered with their respective elements and implementation standards. A total of 26 woredas (from the nine regions), two sub-cities (from Addis Ababa), and one cluster and one kebele (from Dire Dawa) were included in the study. The urban–rural contexts were carefully addressed in selecting the sample woredas, sub-cities, clusters, and kebeles. In all, 150 schools (30 secondary and 120 primary) were included in the study.



The findings of the study revealed that the levels of preparation and readiness for SIP implementation were adequate. This was manifested by the establishment of SICs, the boost in parents' participation, and teachers' and students' involvement in most of the important aspects of SIP such as schools self-evaluation, priority setting, and the entire planning process. It was revealed that the planning process had considerably improved since the introduction of SIP. Issues that were related to the major domains of SIP (the teaching–learning process, curriculum, school facilities, student empowerment,

and student support, the school leadership, community participation and the school environment) showed considerable improvement in more general terms. Elements like student empowerment

(through student councils and parliaments) and the steps made to use ALM and FCA were reported as positive outcomes of SIP.

However, despite the observed improvements, the study found many dimensions of SIP to be falling short of expectations—for example, the M&E slant of planning, the inadequacy of training programs provided with regard to SIP, the severe shortage of financial resources, lack of capacity (mainly in the areas of planning and leadership), and deficiencies in communication strategies. More specifically, activities highlighting physical conditions—fencing school compounds, painting walls, preparing play grounds, constructing separate toilets for boys and girls, and the like—were found to be shortcomings. Teachers’ low capacity to employ ALM, the dearth of learning materials, the ill-timed distribution of curriculum materials, the absence/inadequacy of key facilities (school health services, facilities for disabled students) mainly in the rural schools, a lack of clean water—all were reported as serious challenges.

Overall, the extent to which the SIP has been implemented, the challenges it faced, and the results achieved varied from region to region, woreda to woreda, and even school to school. The overall implementation of the program was found to be encouraging, and considerable improvements were found in realizing the myriad SIP domains. Nevertheless, in spite of all the improvements made in the SIP domains, one fact remained true in all regions, woredas and schools: the findings of the study in terms of student achievement—which is the bottom line in education—were found to be irregular and lacking substantive advancements compared to program expectations, which was a sobering finding.

### ***3. Factors Affecting the Success of Teachers and Education Personnel in Implementing Educational Reforms in Ethiopian Schools***

Over the years, the Ethiopian MOE has implemented many reforms, the most recent and important perhaps being the New Education and Training Policy (ETP). The development of the ETP was rooted in the multi-faceted problems faced by the education system, including inaccessibility, lack of equity, irrelevance of the curriculum, prevalence of low quality, and a high level of wastage. ETP was launched to reform the system and address those issues. New overall objectives, specific objectives, and implementation strategies rooted in the needs of the country and its citizens with an emphasis on problem-solving approaches were outlined in the policy. The issues of curriculum reform, continuous professional development of teachers, re-structuring of the education system, and redefining the language of instruction were central issues addressed in the reforms.

After undertaking the reforms, the MOE felt it necessary to assess the implementation status of the reforms it carried out and to pinpoint the contributory factors (that constitute both hindering and facilitating factors) of the reform implementation. The MOE, therefore, asked IQPEP to focus on the implementation of education reforms in its third policy study. The main objectives of the study were to evaluate and identify the major factors hindering, as well as promoting, the success of teachers and education personnel at all levels in implementing educational reforms and contributing positively toward further success in enhancing the quality of teaching and learning as per the aspirations of the government’s policy.



As with the first two studies, this study employed both qualitative and quantitative research approaches. The survey study involved all of the nine regions and two administrative cities in Ethiopia, the participants being educational personnel at woreda and regional levels, teachers, students and PTA members. Data were collected from 40 woredas and 200 schools (160 primary and 40 secondary schools). The number of teacher participants who responded to the questionnaire was 3,272, while 603 principals and supervisors responded. In total, 4,036 students

responded to the questionnaire, while 117 woreda education officials and experts responded. A total of 206 schools and teachers were observed, and 37 and 60 FGDs were conducted for teachers and students respectively. Finally, interviews were held with 46 PTA members and 48 other educational personnel.

The regions were purposively selected, while the zones, woredas, and sub-cities were selected using stratified and quota (proportional) sampling methods. A combination of simple random sampling, stratified sampling, and quota sampling methods was used to select schools from selected woredas. Purposive or availability sampling methods were employed to select focal persons from the MOE, zonal and woreda education officials, and experts, as well as school community stakeholders, including students, teachers, PTA members, school supervisors, and principals.

For the collection of data, questionnaires, FGDs, observations, and interviews were conducted. The issues addressed in the instruments focused in most cases on the participants' (and others who work with them) familiarity with the Ethiopian education policy and ongoing reforms, their attitudes toward the reforms, implementation of the reforms, strengths and weaknesses, and causes for the weaknesses. Students and PTAs were interviewed with an emphasis on their roles in school-related affairs. The following is a summary of the major findings.

#### Familiarity with the reform components

- Teachers were found to be most familiar with curriculum, textbooks, assessment (CTA). SIP was found to be the second most familiar reform component in the eyes of teacher nationally. However, teachers were more or less equally familiar with MAP and TDP.
- Teachers' familiarity with the reform components and their implementation significantly differed among regions. For instance, the Oromia Region participants had better familiarity with CTA than others, while the Somali Region participants had more familiarity with TDP, SIP, and MAP; and Benshangul-Gumuz participants had low level of familiarity on all components of the reform packages.
- There was a significant difference between primary and secondary school teachers with respect to their familiarity, and in acknowledging the status of the educational reforms, both in favor of primary school teachers.
- The majority of PTA members were familiar with some of the packages such as CPD because they were orientated by sub-city officials, USAID, and World Vision. Much of the orientations, of course, relates to their roles in school activities.

- Principals and supervisors were familiar with the four components of the reforms. They were familiar with SIP, CTA, MAP, and TDP in that order of degree of familiarity. However, principals were found to be more familiar with the reforms than supervisors.

#### Attitude towards and commitment to the educational reform packages

- Nearly all educational personnel and teachers were seen to have positive attitudes toward the educational reforms. They reported that their attitudes have changed significantly in recent years. They ardently expressed that the government has played a significant role in bringing attitudinal changes among educational personnel and teachers through relentless efforts by engaging them in workshops, discussions, and so on.

#### Status of implementation of the ongoing educational reforms

- Among the reform components, SIP was found to have a better status of implementation than other components, while MAP was the least implemented among teachers.
- Generally, educational personnel and teachers believe that the implementation of educational reforms is low. They take it as a serious problem that needs to be addressed.

#### Factors that affect the implementation of the reform packages

- For woreda officials and experts, the absence of a system for monitoring and evaluation to implement the reforms affects the success of their implementation.
- Teachers assume that personal and professional factors have the most impact on the success of teachers, followed by school-related factors, the least being policy and contextual factors.
- Teachers reported that personal and professional factors such as work overload, lack of skills in motivating students, and pedagogical-content competence affect their implementation of CTA.
- Among teachers' personal and professional factors, motivation to commitment to lifelong learning and attitude toward the teaching profession were the most that affect (facilitate) implementation of the reforms; and the perceived quality of pre-service training was rated least.

#### Factors facilitating the implementation of educational reforms

- The major factors that facilitate the implementation of the educational reforms in most cases include governmental focus, which is exemplified in budget allocations, provision of training opportunities, and upgrading teachers' qualifications.

#### Factors hindering the implementation of the reform components

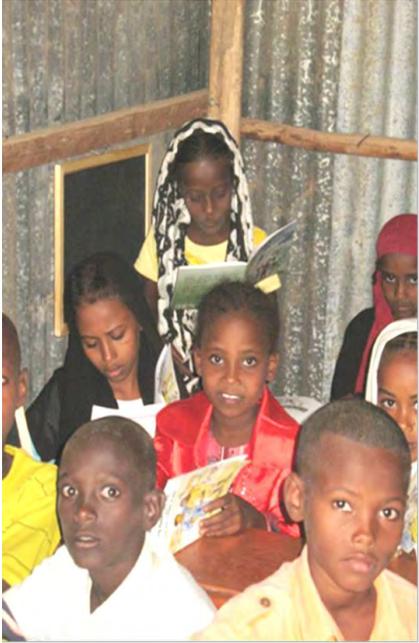
- FGD discussants attributed the most hindering factor of the implementation of the educational packages to school-related factors: lack of equipment, learning materials, textbooks in science subjects, laboratories, well-equipped libraries, chemicals and other facilities were the major school problems mentioned.

#### **4. Education for All in Ethiopia: A Study of Factors Keeping Young Children Out of School, with Policy Recommendations to Improve Access and Retention**

Universal Primary Education (UPE), Education for All (EFA), and the Millennium Development Goals (MDG) and targets are among the goals that Ethiopia has been struggling to achieve. To this effect, the government has been endeavoring to provide access to free, compulsory, and accessible primary education to all Ethiopian children. In order to achieve this, a number of policy and reform initiatives were introduced, among them the current Education and Training Policy (ETP, 1994) under the banner of decentralization, which was followed by a 20-year prospective plan (ESDP I-II). As result of these programs, considerable achievements have been attained in terms of increasing access to primary education.

Despite the progress that has been made, however, over 2.5 million children (MOE, 2013) are out of school in Ethiopia, creating apprehension about the real progress toward universal primary education. Aggravating this, a considerable number of students drop out of school or repeat the same grade each year. Hence, the magnitude and gravity of the problem remain considerable. The seriousness of the problem (out-of-school children—OOSC) varies from region to region. For instance, seen from the official age (7–14) of primary schooling, in 2013, 64.6% and 36.3% of school age children were not in school in Afar and Somali Regions compared to 7.3% and 7.9% in Amhara and Tigray regions respectively. These two regions (Afar and Somali) together with Oromia (whose OOSC was 16.4%) accounted for 72.5% of the OOSC in all of Ethiopia in 2011–2012. Documents also show that the number of OOSC tends to increase from the first cycle (grades 1–4) to the second cycle (grades 5–8) of primary education. For instance, it was reported that less than 10% of school age children were out school (first cycle: grades 1–4), while over 50% was reported for second cycle (grades 5–8) of primary education in 2011–2012 (MOE, 2011–2012). It was against this backdrop that the MOE requested that IQPEP focus its fourth policy study on the issue of out-of-school children in Ethiopia.

The purpose of the study was to assess the major factors that keep children out of school and that put pressure on students to drop out of school and/or to repeat the same grade. The study also aimed to identify the root causes for OOSC, dropouts and repetition, and to subsequently draw policy implications along with workable recommendations. Based on the purpose of the research, seven basic areas were elaborated to guide the research: the status of EFA goals and UPE plans, identifying the root causes that keep children out of school (why some parents do not send their children to school and why some children fail to go to school), dropouts, repetition, regional variations (in terms of OOSC, dropouts, and repetition), workable strategies, and recommendations. The scope of the study covered all the national regional states and the two city administrations, and their respective woredas and schools.



The research method employed was a concurrent mixed model using both research paradigms (qualitative and quantitative). A blend of survey design with deep analysis of cases at the woreda and school levels was employed, and multiple instruments (questionnaires, interviews, focus group discussions, door-to-door visits, fact sheets, and observation lists) were used to collect data. Educational officials and process owners working at the various echelons of the system, school principals, teachers, parents of the OOSC and PTAs, KETBs, SICs, ABE facilitators and coordinators, local NGOs, and OOSC, dropouts, and repeaters were sources of data. Various documents (policies, strategies, programs/ESDPs, reform initiatives, annual statistical abstracts, mid-term reports, and GEQIP/SIP-related documents) were used as secondary sources of data. The reflection of those who were truly part of the problem was reported from an insider's point of view. Different sampling techniques such as simple random sampling, purposive sampling, snowball sampling, availability sampling and proportional samplings were employed. The samples used were representative of all regions, woredas, and schools (primary and secondary

schools, and ABE centers), which addressed diversity. Overall, 55 woredas and 170 schools (140 primary and ABE, and 30 secondary schools) were included in the study. The instruments developed were validated at a national level workshop and the data collectors were trained.

The findings of the study revealed that the progress made toward achieving the EFA goals has been considerable (though it varies from region to region) over the past years. The local communities' awareness with regard to EFA goals and the existence of UPE plans was found to be moderate. All the nine regional states, the two city administrations, woredas (sub-city) education offices and schools have UPE plans, developed under the banner of GTP, ESDP IV and their own contexts: regional and local. Nevertheless, the existence of these plans was not known by all. Though a majority of the local communities are aware of the importance of education for their children, some parents do not send their children to school. The level of local communities' and schools' participation in planning and implementing UPE plans was found to be moderate. Concerns were also raised with regard the quality and nature of the local communities' participation as it was partly failed to focus on addressing key issues and problems of efficiency, students' achievement, and behavioral changes. Though some improvement was shown with regard to communities' demand for girls education, there are still preferences for boys' education in rural settings.

The parents of OOSC were mainly from those who engaged in manual labor, farming, and trade in a descending order and most of OOSC were from the poor parents engaged in hand-to-mouth economic activities, farming, pastoralist and agro-pastoralist activities, weaving, and other small business (vendors). The prevalent lack of interest by children, long distances between school/alternative basic education (ABE) centers, and the unfriendly nature of the schools and ABE centers were reported among factors that encourage children to not to go to school or to leave school. The low value given to education by parents, lack of parents' involvement and interest in education, the adverse attitude toward girls' education, early marriage and teenage pregnancy, and the inclination toward religious education were reported among the socio-cultural factors that keep children out of school. In terms of

economics, the need for child labor at home, the prospect of a low return from education, and household poverty were also reported as serious factors that keep children out of school.

School related factors such as shortages of laboratories and libraries, the absence of water facilities, congested classrooms, and the inadequacies of teaching–learning materials were reported among factors that cause students to drop out of school or to repeat grades. Specifically, the absence of water was described as a major cause that prevents students from attending school in regions like Afar, Somali, and Gambella and some rural and remote woredas of Amhara, Oromia, and Tigray.

Although school factors play an important role, the study showed that child- and home-related factors are even stronger than school-related factors in encouraging children to drop out of school or to not attend school in the first place. Among the home-related factors identified were household chores for children, parents’ mobility (particularly in pastoralist areas), and the migration in search of jobs. Poverty and inadequacy of funds allocated to the schools were also reported as economic factors contributing to dropouts and repetitions. The level of parents’ education (low), family size (extended family and its structure), the value attached to education by parents (low) were described as grave factors that cause students to drop out of school. Inadequate capacity and motivation, the absence of parents’ follow-up and family’s background were also reported as push factors for dropout and repetition. Finally, in addition to the indirect (opportunity) costs of education, the direct costs (stationery, uniform, meal, and the contributions expected from parents and students) were also reported to be major factors in preventing children from going to school or in dropping out once they were enrolled in school.

#### **5.1.4 Support the MOE/NEAEA to Implement National Learning Assessments (NLAs)**

##### Deliverable

(1) Two learning assessments undertaken (supported).

##### Major Activity

(1) Undertaking two national learning assessments.

##### Accomplishments

IQPEP’s MERA component worked with the MOE/NEAEA to conduct the fourth and fifth NLAs. The fourth NLA, conducted in 2011, intended to attain the following objectives:

- Analyze the learning achievement of students.
- Compare pupils’ achievement with the minimum achievement target (50%) as indicated in the Education and Training Policy.
- Describe the proficiency levels of students.
- Compare students’ learning achievement by gender, location, region, and proficiency levels.
- Explain the variables that significantly correlate with students’ learning achievement.
- Discuss the implications of the findings of the 4<sup>th</sup> NLA results for the improvement of learning achievement and education quality in Ethiopia.

The complete study report was published and disseminated by the MOE in collaboration with IQPEP and is available on request.

MERA also did a comparative analysis of IQPEP and non-IQPEP schools based on the national data gathered for the fourth NLA. (Results of the fifth NLA were not yet available at the time of writing this report.) The main purposes of this analysis were to establish baseline data for IQPEP schools using the Ethiopian Fourth NLA of Grades 4 and 8 Students (EFNLA) and make comparisons of students' achievement scores between IQPEP and non-IQPEP schools. In grade 4, a total of 3,085 students from 84 IQPEP schools and in grade 8, a total of 2,916 students from 96 IQPEP schools participated in the study. The data collection tools were achievement tests in selected subjects developed based on the Minimum Learning Competency (MLC) and self-administrated questionnaires. Data were collected at the end of the 2010–2011 academic year in May 2011 across the nation. As noted in Part II of this report, there was little difference between the performance of students in IQPEP and non-IQPEP schools.

Regarding the fifth NLA, IQPEP provided support to the NEAEA for translating and piloting the NLA instruments in three local languages (Afaan Oromo, Somaligna, and Tigrigna). Piloting the instruments was completed. In late July, IQPEP was informed by the NEAEA that further implementation of the fifth NLA had been postponed until the next academic year.

## 5.2 Challenges

Like the other four IQPEP program components, the MERA component encountered challenges during the course of implementing its activities; the most serious of these are described below:

- The occasional reluctance of RSEBs to assign competent data collectors and the inaccessibility of some of the woredas by public transportation during data collection were frequent challenges.
- Some data collectors failed to submit on time the data they had collected due to urgent assignments they were given by their respective RSEBs, which caused delays in completing some assessment activities on time.
- Technical and mechanical problems of some rented vehicles in the regions during data collection created some problems and delays. As a result, data collectors spent more days in the field waiting for substitute vehicles, which not only wasted time but increased costs.
- The MERA team experienced many staff resignations throughout the five-year implementation period, which caused disruptions and delays, and put undue pressure on the staff who remained. It is a credit to the staff who remained loyal to IQPEP that MERA's work was generally completed on time and was of high quality.

## 5.3 Lessons Learned

- The strategy of partially outsourcing the policy studies as well as the EGRA studies was a positive lesson learned by the MERA team. Approximately one-third of the overall policy study and EGRA assessment activities—in terms of the research design, instrumentation, data analysis, and report writing—were outsourced to local consulting firms. At the same time, the bulk of the data collection process and technical management of the overall studies were managed by

IQPEP's MERA component. This reduced the risks of inefficiency in the data collection process and increased the validity and quality of the data.

- IQPEP's MERA team also learned that recruiting data collectors from the MOE, RSEBs/CAEBs, WEOs, and CTEs not only helped to build the capacity of the government system to better understand and conduct assessments and M&E activities, it also strengthened the commitment of those players in the system to work harder to bring quality education to Ethiopia.
- MERA also learned that conducting workshops for EGRA training outside of Addis Ababa city was highly productive and efficient. They were good opportunities to have maximum engagement of participants, and also good opportunities to employ multiple languages for piloting the reliability of the data collectors in schools where different languages are used as the medium of instruction.
- Finally, the MERA team learned over time that involving and deploying well-experienced data encoders from the MERA pool increased the efficiency and quality of data cleaning process and reduced the amount of time it could have taken otherwise to complete the process.

## Success Stories

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Throughout the five years of implementing IQPEP, the program produced many success stories which were included in its quarterly and annual reports as well as in its quarterly newsletters. A representative collection of those success stories is included here.

The first two success stories are focused on IQPEP's work in the CTEs and linkage schools. The first one addresses some of the work IQPEP did in Gambella, Nekemt, and Sebeta CTEs in terms of pre-service and gender interventions, while the second story is about EGRW successes in Adare Linkage Primary School in Hawassa, SNNP.



### **Improving Service Delivery in the CTEs**

IQPEP's capacity-building support to all of the government's Colleges of Teacher Education (CTEs) has been fruitful, claim college Deans from Oromia and Gambella regions. IQPEP has been supporting CTEs in areas such as improving teachers' professional development, leadership skills, management information system, and gender equity and participation.

#### ***Information Management and Computer Literacy***

"Our college's data management has improved after IQPEP's provision of software and training," says Obong Ujulu, Dean of Gambella College of Teacher Education. "Prior to that, our college registrar was processing student records inefficiently," he observed. "After IQPEP installed the student record management information system software and gave us training on the software, we have improved our data management system and enhanced our efficiency of service delivery. Now we can graduate our students on the second or third day after final exams, which was impossible before."

IQPEP has also assisted CTEs with teachers' professional development. Fekadu Mekuria, Dean of Nekemt College of Teacher Education in Oromia region, says: "As part of our staff professional development scheme, IQPEP has given training for our college teachers on basic computer literacy and internet browsing skills, and our teachers are presently using the skills to prepare lesson plans, continuous assessments, and supplementary reading materials for their students."

#### ***Linkage Schools***

IQPEP also works with the colleges to reach nearby primary schools (linkage schools). The teachers in the schools are provided on-the-job training to improve their professional teaching skills and

knowledge of subject matter and teaching methodology. “We work with 13 linkage schools, and assist the schools with training on subject matter, pedagogic issues, and provide supplementary instructional materials for teachers and training school principals to improve their planning and management skills. It is also a mutual benefit that our trainee teachers practice teaching at these schools under the supervision of the school teachers. Our trainee teachers are getting practical first-hand experience before starting their careers as teachers after graduation,” Fekadu says.

### ***Girls Education and Protection***

As a cross-cutting issue, IQPEP also assists the CTEs in enhancing girls’ education, performance, and protection. Terefe Hundessa, Dean of Sebeta College of Special Needs Teacher Education says, “Besides encouraging female students with their education through incentives and tutorial support, we work with the surrounding community on their protection in and around their residences. We have now assigned a full-time professional to manage our college Gender Unit, which is assisted by IQPEP’s training, resource materials and funding. This has been scaled up after we started working with IQPEP, and our students’ academic performance and protection is improving.”

### **Learning to Read, Reading to Learn in Adare Linkage Primary School**

The emerging Reading Centers in the 2,615 IQPEP-supported primary schools are becoming places of learning where school children have the opportunity to read, write, and participate in meaningful learning experiences that enable them to succeed in school and in life.

Children use the Reading Centers during breaks or in their spare time, where they practice vital reading and comprehension skills important for classroom learning. The colorful reading materials, story books, and literacy activities are of much interest to the children. These centers provide both teachers and students with opportunities for literacy practice, providing a variety of tasks that accommodate varied interests: independently reading story books, working with flashcards and alphabet tiles to produce words, or engaging in read aloud circles.

Located in the SNNP regional state capital of Hawassa, Adare Linkage Primary School is one of the 454 primary schools in the region that receive technical and financial support from IQPEP to enhance students’ reading abilities. Students at Adare and many other similar schools often do not have enough books to practice reading, and these Reading Centers provide a solution to the problem.

To overcome the observed reading deficiency among young children in survey schools, IQPEP encouraged schools to establish Reading Centers that serve early graders. In some schools, existing reading rooms were rearranged following the guidelines in the “Effective Utilization of Reading Centers” handbook IQPEP produced. In accordance with these guidelines, one teacher is assigned to oversee, and to report to the school principal, the activities of the center on a regular basis. In addition to the books and other materials donated by IQPEP, the school administration used a portion of its own budget to buy reading materials for the center.

Acknowledging the significance of the Reading Center in her school, the principal, W/o Adanech Bizuneh said “Previously, teachers were not that serious about students’ reading skills. But after I

participated in IQPEP’s orientation workshop on Reading Centers, I was able to win the support of my fellow teachers in ensuring that the center is really helping students.” An awareness orientation was organized to inform students about the functions and value of the center.

To gain more enthusiasm from students, a reading competition in Amharic and English was organized for students in Grades 1-4. The students were eager to participate in this competition, and wanted to exploit the resources in the center for the purpose of working on their reading and writing skills.

The school’s reading center coordinator was happy to report that teachers were also benefiting from the Reading Center, as it provides students with additional opportunities to work on their reading and writing skills. The coordinator explained the center’s positive role: “Teachers now recognize that Reading Centers in due course enhance student’s learning abilities and they use it fervently to improve their teaching.” He further elaborated that by using the resources in the center, teachers are now trying to put into practice the skills and knowledge they learned from IQPEP’s training.

The school principal, in collaboration with teachers, has designed a mechanism to track students’ reading progress. As the principal observes, creation of the Reading Center, coupled with the effort teachers are making to implement the training on early grade reading and writing, has significantly improved his students’ literacy performance.

The next three stories describe the positive impact of IQPEP’s in-service teacher training. The first and third stories are about progress made in EGRW in in-service schools in Addis Ababa and Tigray Region, and the second story describes the improvements made in science teaching in Asansaba SCRC in Oromia Region as a result of IQPEP’s training on science SMHBs.

### **Sustaining IQPEP’s Early Literacy Work: Best Practices**

For more than four years, IQPEP has undertaken activities to improve the reading achievement of children in 2,615 primary schools it directly supports throughout the country. The program’s interventions have focused on two important aspects of this challenge: building teachers’ capacity in effective reading instruction, both in English and mother tongue, and providing supplementary reading materials for children in the early grades.

IQPEP’s capacity-building workshops on its early grade reading and writing modules acquaint teachers with innovative teaching techniques and strategies to enhance students’ achievement. The workshops afford teachers the opportunity to learn about designing a print-rich and reading-friendly school environment. IQPEP’s workshops on early literacy familiarize teachers with strategies to overcome the challenge presented by the lack of access to published storybooks in most Ethiopian primary schools. For example, one of the modules demonstrates how teachers and students can produce resources for literacy practice using low-cost or no-cost locally available materials.

During a recent visit by two of IQPEP’s teacher development team, Ato Bonsa Bayisa and W/o Haweni Gonfa, to Andode and Atse Tewodros Primary Schools in Addis Ababa, they found that IQPEP’s literacy interventions are having a positive impact. An evidence of this impact is the fact that teachers in intervention schools are capitalizing on the knowledge and skills acquired during IQPEP’s workshops on reading and writing instruction and are putting IQPEP’s recommendations into practice.

Ato Tewodros Tesfaye and W/t Adanech Bacha, both of whom are teachers at Andode, speak highly of the professional skills they acquired from IQPEP’s early literacy training. Tewodros states “... I really enjoy teaching, and the training on reading and writing instruction has acquainted me with new and superior ways of teaching; I now use various teaching techniques in my Environmental Sciences classes, and the newly employed teaching techniques are encouraging—students are now very engaged in the teaching–learning process.”

W/t Adanech Bacha, Amharic teacher, joins Ato Tewodros in recognizing the practicality of the early literacy training. In particular, she mentioned how the training helped her to improve the way she teaches mother tongue. IQPEP’s teacher development staff observed Adanech’s use of two techniques from IQPEP’s modules for teaching vocabulary: using context clues and completing sentence construction. Students were also observed figuring out the meaning of words using context clues, with minimal support from their teacher. Furthermore, students had all of the meanings correct and later on the teacher asked students to construct meaningful sentences using the words whose meanings they have already identified.

After attending IQPEP’s training, teachers prepared boxes of Amharic alphabet flashcards for classrooms for Grades 1–4 at Andode. Now, students who finish their tasks early do not have to sit idly—they can use the flashcards to make new words and learn independently.

Similarly, teachers at Atse Tewodros Primary School have improved students’ access to reading materials. With support from the school administration, teachers who participated in IQPEP’s literacy training have worked to increase the availability of reading materials in classrooms. As a result, four classrooms (for grades 1–4 students) have well-organized Reading Centers with books donated by IQPEP. W/o Mefthe Biaznelign, one of the teachers at Atse Tewodros who attended IQPEP’s training, stressed the importance of the Reading Centers in cultivating a culture of reading among children in the early grades.

The principal and vice principal of Atse Tewodros, Ato Melaku Mammo and W/t Fasika Worku, explained the positive outcomes of teachers attending IQPEP’s early literacy training. For example, teachers who attended the training worked to communicate to the school community (school management, teachers and students) the importance of a school environment that places a high value on reading and encouraging students to read. Additionally, teachers who attended the training were able to successfully mobilize the school community to organize a School Pedagogical Center (SPC), which provides teachers with resources for use across subjects. W/o Mefthe, who is in charge of the SPC, emphasized the importance of the resources kept at the SPC in helping to integrate reading and writing in science, math and aesthetic subjects. According to W/o Mefthe the SPC is having other positive outcomes, such as helping to advance the use of visual aids among teachers in the school.

In addition to the observed improvements in the accessibility of reading materials and the use of new teaching techniques in IQPEP supported schools, the impact of IQPEP’s early grade reading and writing interventions is clear from the second Early Grade Reading Assessment (EGRA). Findings from IQPEP’s second EGRA, conducted in 2013, which revealed that the program’s interventions in early grade literacy—building teachers’ capacity and providing reading materials—have positively impacted students’ achievement. With strong commitment from teachers and unreserved support from school leadership, the experiences of Andode and Atse Tewodros Schools can be replicated in other IQPEP-supported schools.

### IQPEP Helps Make Learning Science Enjoyable

Previously, conducting simple science experiments was not common in the primary schools of Oromia Region. Teachers and students had little awareness that carrying out simple scientific experiments was expected, much less possible, in primary schools; the most that was done in schools was drawing the Mendeleev Periodic Table on the walls of the classrooms. Students had no opportunity to even look for and identify locally available materials in their surroundings to use in laboratory activities.

But after IQPEP provided in-service science teachers' training on biology, chemistry, physics, and the laboratory manual, schools supported by the program have started to establish laboratory rooms and to make experiments part of the teaching–learning process.

Asansaba School Cluster Resource Center (SCRC) was among the schools visited by the IQPEP Oromia Region teacher development officer in May 2012. The officer observed that all the teachers supported by the SCRC had come together and were sharing experiences.

Among the shared experiences was how to teach *free fall* in physics. There was a debate between the teachers, some maintaining that heavy objects fall faster than light ones, while others claimed they fall at the same rate.

To settle the disagreement, they conducted an experiment by dropping a stone and a piece of paper, and the stone fell faster to the ground. In the meantime, one of the teachers molded the paper into a tight ball and released it with the stone, and they both fell at the same rate. Lastly, the teachers discussed and agreed that the air resistance on the piece of paper was stronger due to its shape.

In the same way, they shared experiences on how they collected different locally available materials to conduct simple scientific experiments with their students. Among the materials they used were:

- Lemon as acid
- Soap as base
- Pieces of metals as elements
- Salt as NaCl
- Using high land plastic bottles as different lab equipment and produced different chemicals

They were also showed the germination of seeds in their laboratories.

When asking about the importance of IQPEP's training in science subjects and the impact it has had, the teachers replied that students' interest in science is increasing because of the engaging nature of conducting experiments. Some teachers even claimed that students are practicing science experiments after class hours.

### **In the Early Grades, Good Teachers Make Good Readers**

W/o Yordanos is a busy first-grade teacher in Mai Tsebri Complete Primary School, one of the schools in Tigray Region supported by IQPEP. Exploiting the training Yordanos took on IQPEP's EGRW modules and her previous teaching experience, she has managed to help all students in her class become better readers. Her effort and commitment in this regard is well-recognized by her colleagues and students' parents. As a token of its recognition for this improved reading achievement, the regional government has awarded Yordanos a certificate, medal and cash. In helping children become better readers, Yordanos has done the following:

- Came up with a specific plan to improve children's reading and writing (she asked herself how she could help them develop reading and writing skills in a semester, a year, or couple of years, etc.)
- Identified students' reading levels and then grouped them into three groups: those who read fluently, those who make few mistakes while reading, and those who cannot read at all.
- Revised the plan on the basis of students' reading levels with more emphasis on those who cannot read at all.
- Together with colleagues, she collected pieces of old and unused blackboards and gave them to the children to practice reading and writing both in school and at home.
- Arranged five children from similar neighborhoods in one group so that they practice reading at school and writing when they are at home.
- Selected high-achieving students from grades 5–8 to assist the children and first cycle teachers. The school administration provided incentives to these students.
- Created Reading Centers and placed many books that were donated by parents and the community (even those parents who do not have children in that school donated story books to the school).
- Strengthened parents' involvement in the effort to improve reading and writing. The following activities have been, and continue to be, carried out with the involvement of parents:
  - Parents were convinced and willing to assist their children to read and write at home.
  - Parents posted educational posters at home that encourage children's reading.
  - Parents forwarded their daily opinions in the communication book that is prepared and sent to them to assess children's progress in their reading and writing skill.
  - Selected parents come to school every two weeks and tested the children's skills in reading and writing in the presence of the school principal and all first cycle teachers.
  - Parents sit together with the school early grade teachers and the principal to evaluate assessment results and to discuss the way forward altogether.

The following two success stories describe the positive impact of the work done by IQPEP's planning and management component, the first on the impact of WCB training in five WEOs of SNNP Region, and the second on an innovative approach IQPEP adopted in Amhara Region to mobilize communities to support primary education.

### **Mobilizing WEOs in SNNP to Raise Funds to Improve Primary Education**

In recent years, the Ethiopian education system has achieved significant improvements both in terms of access and quality, although many challenges still remain. Many of the problems of the education system are attributable to the lack of resources and trained personnel at all levels of the system.

Realizing this problem, the IQPEP program has taken the initiative to support the efforts being made by regions, woredas (districts), schools, and communities. The program has delivered training to enhance the skills of education officers at all levels of the education system to generate funds to support the implementation of their plans. Specifically, a Woreda Capacity Building (WCB) training module entitled “Development and Implementation of Educational Projects” was developed and training was provided for woreda education officers and school principals during 2011–2012.

After the training, IQPEP officers visited several woredas in SNNP Region to provide technical support and to assess the impact of the training. The data collected from the woredas suggest that many of the program’s focus woredas have made progress in generating resources to help them implement their plans to ensure access to and quality of education in their respective woredas.

The following woredas, as a result of IQPEP’s training, have demonstrated progress in raising funds to support the implementation of woreda education plans:

1. Merab Azernet Woreda Education Office (WEO): This WEO developed more than five project documents and collected sufficient resources during 2011–2012 to construct eight classrooms in three primary schools, provide one new primary school with furniture, and construct four classrooms for a high school.
2. Cheha WEO: This WEO developed five project documents and awaits the response of potential donors. In addition to this, the woreda has collected more than 1.6 million ETB (\$90,000) for carrying out educational activities, including construction of additional classrooms.
3. Enemorina Ener WEO: This woreda also made significant efforts and developed four project documents; through one project proposal, it raised 200,000 ETB (\$11,250) and procured reference books for school libraries. Through a second project document, the WEO has raised 1.9 million ETB (\$107,000) and used it to construct 10 additional classrooms. The remaining two project proposal documents have been sent to potential donors.
4. Kachabira WEO: This WEO made significant progress in supporting girls’ education through the development of project proposals. To this end, it collected grants and carried out different trainings on gender and related issues for girls and their parents as well as for religious and clan leaders.
5. Boloso Sore WEO: This woreda also made similar progress in raising funds—a total of 10.7 million ETB (\$600,000), which it used to construct two new primary schools for grades 1–8.

### **Priests Assist in Improving Primary Education**

Ato Setu Aynalem, IQPEP's Amhara Regional Team Leader, travelled to Wag Hamera Administration Zone in Amhara Region and observed the participation of priests in the region's effort to provide quality basic education for children in the zone. He summarized their participation as follows:

During the Kebele Education Training Board (KETB) members training for 77 participants from 19 IQPEP focus schools in Wag Hamera Nationality Administration Zone, among the 64 male participants, 22 were priests in the Orthodox Church who are currently working as KETB/PTA members in their respective schools and kebeles.

According to Ato Setu, "Since these priests are high-ranking and influential in their respective kebeles, they are elected to manage schools as KETB and PTA members." In addition to their religious activities, as members of the KETB and PTA, they have mobilized their respective communities to participate in different school activities. The priests are engaged in mobilizing the community to contribute to school activities in terms of labor, materials, and cash. They also mobilize parents to send their children to school. Currently, formal primary schools, satellite schools, and Alternative Basic Education Centers (ABECs) are accessible to each kebele and, therefore, children do not need to travel far to school.

During the discussion in the training workshop, the priests were active participants. They discussed the major problems of the education system in their respective kebeles, identifying low access to education in their kebeles and the need to keep in students in school who are already in school.

Finally, they agreed and promised to mobilize parents to send all school-age children to school by minimizing the involvement of their children in family work. They also proposed to use a shift system as a solution because doing so will enable children to help their parents with work at home in the morning while they go to school in the afternoon.

At the end of the training workshop, the priests noted that the KETB training workshop was participatory and practical and will assist them in effectively carrying out their duties and responsibilities. The priests, as members of the workshop participants, said: "The training is a good input for our work and we appreciate the effort of IQPEP and the Regional Education Bureau." They urged IQPEP to provide similar training to KETB and PTA members who did not so far get the chance to participate in the KETB members training.

The next two stories focus on successes enjoyed by IQPEP’s gender equity and participation component, the first on Girls’ Clubs in CTEs and the second on training in leadership and management skills for female teachers.

### **Combatting Girls Dropping out of College Through United Efforts**

W/o Tsehaye Adugna, an instructor and Gender Unit Coordinator in the Assela College of Teacher Education (CTE) in Oromia Region, indicated in her recent report that prior to IQPEP’s interventions, the college’s Girls Club was non-functional. In addition, it was also difficult for the Gender Unit to bring together female students seeking academic or social support to enable them to improve their participation and achievement. But now, with support from IQPEP, the club has been strengthened and has started tutorial and mentoring services and conducts regular coffee sessions where club members can discuss the challenges they face and formulate collective solutions.

Club members also established a self-support system whereby female students who have the means contribute small amounts of money (2 birr, about 12 cents) per month to assist female students who are from poor families in remote areas. The club uses the money to purchase stationery and to help the girls receive medical attention when they are ill. According to Tsehaye, “Female students are very much encouraged and interested in adding to the support received from IQPEP for the Girls Club and in expanding their efforts to support fellow female trainees.”

Ganno Safano is a first-year female student in the Assela CTE Girls Club who has been supported by the club. According to Ganno, she would have dropped out of college had it not been for the support of the club. Speaking in Afan Oromo, Ganno shared her story:

*I am an orphan and there is no one to support me. I was repeatedly falling sick during my freshman year in college. The members of the club accompanied me to the clinic outside the college and took care of me whenever I got sick. The club also supplied me with a small amount of money to buy stationery and arranged tutorial and mentoring services to help me with my studies. I was able to perform well and complete my courses and, as a result, I did not drop out.*

Ganno’s story is a clear example of the power of establishing and strengthening Girls Clubs in CTEs to support female students to persist and succeed in their education. Her story also presents a learning opportunity for Girls Clubs in other CTEs about the need to pursue a variety of fundraising mechanisms to help female students get the most out of the clubs. In this regard, Assela CTE Girls’ Club members are doing exemplary work. To supplement the funds they receive from IQPEP, club members started contributing a membership fee to support all aspects of female students’ education. This shows that colleges are taking the initiative to sustain Girls’ Club activities.

### **IQPEP's Work on Female Leadership and Management Bears Fruit**

Hiwot Mekonnen is one of the many girls' education promoters trained by IQPEP. Hiwot and her colleagues work in remote Ethiopian primary schools to help address the many factors preventing children from attending school.

In Ethiopia, traditional practices and beliefs and economic deficiencies are a few of the major factors preventing communities from sending children to school, especially girls. Girls in Mieso Woreda of the West Hararge Zone often have no choice but to drop out of school as a result of early marriage. The economic deficiency of families prevents both girls and boys from attending school. In families with newborn babies, the girls remain at home to look after the children, while boys are expected to remain at home to care for the family cattle.

In Mieso Woreda, Parent and Teacher Associations (PTAs) and Kebele Educational Training Boards (KETB) responded to unregistered students by going door to door to register them. This ensured that every child, even if they declined to register, was aware that school is available to them. Unfortunately, girls often declined to register because they marry at very young ages and have children of their own to care for.

Explaining the challenges she faces in getting girls register for school Hiwot, a teacher at Bordede Primary School, says "The girls are afraid to come to school because they are married and have children. They say '... How can I sit alongside unmarried girls at school?'"

A lack of female teachers in positions of authority in schools poses another challenge for rural schools. Bound by traditional expectations, positions with responsibility and authority are filled by men. "When nominations are held, male competitors garner more votes, even the women give their vote to male candidates," explains Hiwot.

In 2009–2010, IQPEP started a program to keep girls in school by establishing Girls' Education Advisory Committees (GEACs) in all its 2,615 schools. IQPEP distributed two copies of GEAC manuals, developed by the program's gender team, to each school. IQPEP staff coached school principals on the contents of the manual to establish and strengthen GEAC activities in their respective schools and to provide limited financial support to the GEACs.

After completing IQPEP's leadership and management skills training for female teachers, Hiwot drafted an action plan to assist female teachers to assume leadership positions in their departments and different clubs. Hiwot made a point of identifying courageous and outstanding female students and encouraging them to take on leadership roles in school clubs and to become classroom monitors. With time Hiwot's efforts began to yield positive results with some of the girls who returned to school. "They are in different grades. It takes a lot of effort to persuade them. They quit school for nearly two years after they get married even though they are eager to go to school." Despite their apprehension, according to Hiwot, the girls eventually developed the courage to participate in public activities: "Now there are some female students who are members of the school's mini media."

Hiwot's persistent encouragement of female teachers to compete for leadership positions at Bordede Primary School proved similarly fruitful: female teachers began competing for leadership positions at the school. Hiwot says: "After I started advocating for them to come forward, some women started competing for responsible posts. For instance, in the Language and Culture Departments, women have assumed some leadership positions." Hiwot was even appointed to become a head of the Sports Department. Prior to IQPEP's training for female teachers on leadership and management skills and the establishment of GEACs in Bordede School, these posts were occupied by men.

Now, if you listen, you can hear a girl’s voice on the Bordede School mini media, and you can see new faces emerging in management positions at the school. These new voices and faces are the direct result of IQPEP’s establishment and support for GEACs, its leadership and management skills training for teachers at Bordede School, and the unwavering support of people like Hiwot.

The last success story is a general one that addresses the issue of the sustainability of IQPEP’s work and is a natural segue into Part V of this report: “Prospects of Sustainability,” which immediately follows. Two examples from 2012 are described in terms of how regions have taken the training materials IQPEP developed and have used them—with their own funding—to deliver the training for many teachers from schools not directly supported by IQPEP.

### **IQPEP’s Catalytic Role: Enhancing Sustainability**

Although the IQPEP program is large and complex, its ability to address all the issues and capacity needs within the primary education sub-sector in Ethiopia is limited. Often the program’s role is to develop new training and capacity building materials, train trainers, and start the training of targeted participants on a relatively limited scale, hoping that the MOE, RSEBs, CTEs, and other partners will, with their own resources, take the training to scale. During the early part of 2012, IQPEP experienced two successes in this regard.

First, during a workshop to train female teachers in leadership and management, IQPEP learned that Oromia Region has taken the initiative to expand the same training to an additional 300 female teachers from non-IQPEP schools. The region secured the budget for the training from its own sources, photocopied the leadership manuals IQPEP had previously taken the lead on developing, and provided the training with the assistance of IQPEP trainers who had previously participated in IQPEP’s TOT on leadership and management training and had facilitated the face-to-face training of female teachers from IQPEP schools.

The second example, the expansion of IQPEP’s early grade reading and writing (EGRW) training, came from SNNP Region. In this case, the regional education bureau translated IQPEP’s EGRW training modules into 14 local languages: Sidamigna, Kontigna, Gedeoofa, Shekinono, Kambatigna, Wolayitina, Hadiysa, Dawrogn, Silitigna, Gemugna, Kebeign, Gofigna, Kefinono, and Korete. When the materials were ready, they organized the training and delivered it for 25,006 first-cycle primary school teachers for nine days at the woreda level. The cost of the training, which was secured by the region from its own sources, was 20,496,105 ETB (approximately \$1.2 million). In addition to this, the regional education bureau conducted further training on the existing IQPEP EGRW modules for 2,546 first-cycle primary teachers for five days, using IQPEP-trained CTE and RSEB professionals as trainers. This training was conducted under the leadership of the four CTEs of the region: Arbaminch, Bonga, Hawassa, and Hossana.

These two examples highlight the catalytic role IQPEP is playing in expanding the MOE’s, RSEBs’, and CTEs’ capacity building agendas, and are developments that bode well for the institutionalization and sustainability of key IQPEP activities.

## Prospects of Sustainability

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Throughout the five years of implementing IQPEP, the issue of sustainability was an underlying concern. Sometimes legitimately, often uncritically, the extent to which IQPEP made its work sustainable was a recurring theme. Repeatedly, while implementing the program, in Technical Working Group (TWG) meetings, and in final program review meetings, IQPEP staff focused on and responded to questions such as: What is sustainability? What, of all that IQPEP has done, is, or will be, sustainable? Does everything the program has done need to be sustainable? If not, which activities need the program not be concerned about being sustainable? These are all important questions, and though they cannot be comprehensively answered in this report, the prospect of IQPEP's main activities being sustained into the future will be addressed, painting in fairly broad strokes.



### ***What is Sustainability?***

Since there has been so much focus in development on sustainability, it is not surprising that there are many definitions of the term. During IQPEP's third and final all-staff retreat in Hawassa in March 2013, the program's Chief of Party used the following definition to frame a discussion about IQPEP and sustainability: "Within the development community, sustainability refers to the ability of benefit flows to be maintained after program/project funding ceases." (*Theory and Practice in Sustainability and Sustainable Development*, USAID, January 1995.) Among the many definitions of sustainability, this one seems to capture well what USAID, the MOE, RSEBs/CAEBs, TWG members, and the like had in mind when they asked what IQPEP has done to make its work sustainable. To what extent will the benefits of IQPEP continue to flow to its target beneficiaries (current beneficiaries as well as future beneficiaries) after the program ends in August 2014?

### ***The Limits of Sustainability***

Before focusing on the prospects of IQPEP's activities being sustained when the program ends, it would be useful to ask if everything IQPEP has done needs to be considered sustainable. Although, ideally, much that IQPEP did should be sustainable to some degree, not everything needs to be sustainable—it is acceptable if some activities undertaken were one-off activities designed to have an immediate, if not sustainable, impact.

For example, IQPEP helped the 2,615 schools it directly supported to establish reading centers where previously they had none. That input, in its own right, has been notable and worthwhile whether or not more books are provided to the schools. The program expects that children currently in school will benefit from the reading centers, and if the schools and the communities they serve manage to raise

funds to purchase more reading materials because they see the importance of doing so, well and good, but even if that doesn't happen IQPEP's inputs are not thereby diminished.

The same is true of the many gender supplementary materials IQPEP produced for schools and colleges. Those materials are having an intrinsic benefit for, and impact on, both female and male students whether or not similar additional materials are produced and disseminated in the future. In that sense, it is not important that IQPEP's work was "unsustainable." (Below, what IQPEP did to build the capacity to develop training and supplementary materials, which *is* important for sustainability, is discussed.)

There are other examples: Is it problematic that IQPEP's provision of PMIS equipment to woredas, IT equipment to CTEs, and LAN equipment to RSEBs/CAEBs, and so on were one-off and, as such, "unsustainable"? Probably not, because providing those inputs has been, in itself, worthwhile, whether further equipment is provided or not. And if, in the meantime, the MOE sees the importance of what IQPEP has done and elects to replace the equipment when it is worn out, then in fact IQPEP's providing IT equipment could be seen to have been sustained.

The previous examples are all about the various commodities IQPEP provided, but it could also be argued that even much of the training IQPEP conducted need not be sustainable, in the sense of continuing after IQPEP closes, to have been worthwhile, though, ideally, because the training was need-based and, therefore, relevant and appropriate, it should continue after the program so that additional teachers, school principals, and other stakeholders can benefit from the training. (This issue will be addressed below.)

### ***IQPEP and Sustainability***

The key is to focus on the fundamental capacity-building nature of IQPEP insofar as IQPEP was part and parcel a capacity-building program. And the extent to which the program helped to build the capacity of the Ethiopian primary education system, and the capacity of the main players within the system, a clear case can be made for the sustainability of much of what IQPEP accomplished.

Capacity building, as undertaken by IQPEP, can be broken down into at least three main dimensions: system strengthening, materials development, and training. Although there is some overlap between these dimensions, they help to conceptualize and explain the extent to which IQPEP's work has been, or will be, sustainable.

- Sustainability in Terms of System Strengthening

Most of what IQPEP did during the past five years was done in and through the existing education system and, in the process, the program helped to strengthen the system, which is an important element of IQPEP's sustainability. This can be further broken down into five key areas: professional development, planning and management, policy development and implementation, information technology, and monitoring and evaluation.

- *Professional Development of Education Staff*

What is referred to here is not so much the improved professional capacities of government education staff (which will be addressed below) but the extent to which IQPEP helped to strengthen the training and professional development *system* in Ethiopia. On the pre-service side, IQPEP's inputs in the CTEs

strengthened and solidified the training of aspiring primary school teachers, both in terms of the program's myriad activities in the colleges themselves as well as its work in strengthening the linkages between CTEs and their linkage primary schools. For example, the support provided to SDUs in the colleges has improved the professional development system within the colleges and IQPEP's support for pedagogical centers in the linkage schools has strengthened the school-based professional development of teachers in linkage schools. These inputs will continue to make a positive, sustainable difference into the future.

On the in-service side, IQPEP's support for SCRCs and WCRCs in terms of providing IT equipment, furniture and printed materials, as well as its capacity building of the supervisors, are all inputs that will continue to bear fruit in the future. Teachers in the coming years will continue to benefit from the improved relevance and responsiveness of the resource centers and, as such, those inputs will continue to have a sustained impact. Likewise, the program's support for TSGs was an input that will continue to resonate positively in schools after IQPEP has closed.

In all program components that conducted training, which includes planning and management and gender in addition to teacher development, IQPEP is leaving behind cadres of capable trainers in all the areas in which the program delivered training: EGRW, science and math, active learning, FCA, and so on in teacher development; WCB, SPT, and KETB in planning and management; and leadership and management for female teachers by the program's gender component. This represents a vital, systemic, sustainable input within the education system if the government chooses to continue the same training post-IQPEP.

➤ *Planning and Management*

IQPEP's sustainable impact through system strengthening in terms of planning and management can be viewed on two different levels. First, indirectly, the fact that IQPEP did everything in and through the existing system—for example, working with RSEBs/CAEBs to plan and implement (manage) training—means that the planning and management skills of IQPEP's government colleagues have been indirectly strengthened, which will result in ongoing, effective planning and management of education activities in the future.

Second, and more directly, much of IQPEP's capacity building in the form of training focused on improving the planning and management perspectives and skills of education personnel at all levels in the system from the national level (MOE capacity building training), the regional level (RSEB/CAEB capacity building training), woreda level (WCB training), kebele level (KETB training), and the school level (SPT and instructional leadership training for school principals, and the training of female teachers in leadership and management by IQPEP's gender component). All of these inputs will have a sustainable impact into the future due to the officers at every level having stronger planning and management skills as a result of IQPEP's capacity building activities.

➤ *Policy Review, Development, and Implementation*

Policy review, development, and implementation were not prominent IQPEP activities, but there is reason to hope that the work IQPEP did in carrying out its four policy studies and in disseminating the results will have a sustainable, system-wide impact on the education sector. The MOE was a close partner in all aspects of conducting the policy studies: identifying the topics to be investigated, selecting the consulting firms that would assist IQPEP, reviewing inception reports, reviewing the data collection

instruments, overseeing data collection (and in some instances, participating directly in the data collection), reviewing the final reports, and participating in dissemination meetings whenever we held such meetings. Through this participation in all aspects of the four policy studies, the MOE's appreciation for the importance of policy review, development, and implementation were enhanced, which will have a favorable, sustainable impact in the future.

In terms of the “products” of the policy studies—the actual impact on policy and practice the studies have had, or will have, on the education system—the jury is still out and, therefore, it is difficult to assess the sustainability of those activities. Since more focus has been placed on disseminating the findings of the first policy study on gender gaps and opportunities in terms of leadership and management within the education sector than on the other policy studies, there is reason to hope that the findings of that study will have a sustained impact into the future. The likely impact the study on SIP will have, and the study on factors affecting education personnel in implementing education reforms will have are less clear, as is the likely sustainable impact of the fourth study on out of school children. At the end of the day, the sustainable impact of the four policy studies on the education system is likely to be less than desired because, due to budget constraints, IQPEP did not focus sufficient attention on disseminating the findings and on lobbying the MOE, RSEBs/CAEBs, WEOs, and so on to act on the findings. Beyond that, major policies tend to take a long time to change.

➤ *Information Technology*

Several IQPEP program components—especially planning and management, but also pre-service teacher education and in-service teacher training—made IT inputs that the program expects will have a sustainable impact on the education system. The inputs will be sustainable not only because the IT equipment IQPEP provided will hopefully be maintained due to measures the program took, and, therefore, will last for years, but also because IQPEP trained key personnel who will be using and managing the IT equipment. The most obvious examples of this are the PMIS and support for the LAN in the MOE and RSEBs/CAEBs as implemented by IQPEP's planning and management component. At the national, regional, and woreda levels, IQPEP has enhanced the use of IT as an important tool for the education system, and there are trained staff who will continue to use and manage the IT inputs for the foreseeable future.

In the CTEs, IQPEP's continued support for the SRMIS has kept the registrar system functioning in 30 colleges, and those inputs can be sustained if the colleges ensure that staff who are leaving the college train new staff in how to use and maintain the SRMIS. Likewise, especially in the early going, IQPEP supported the ITRCs in the colleges, which, with support from the regional bureaus, will continue to serve the needs of college instructors and students in the future.

As previously mentioned, IQPEP also provided IT equipment to many of the 443 SCRCs and 157 WCRCs the program supported. Although the provision of the equipment was one-off and, therefore, not sustainable as such, the program did what it could to ensure that the equipment will be properly maintained so that it continues to serve the needs of teachers who access the resource centers. In addition, as with all the IT inputs IQPEP has made, the program trained key personnel who manage the equipment—in this case, the cluster center supervisors and other education personnel at the zone, woreda, and regional levels—in the effective use and maintenance of the IT equipment, which will help to make those inputs sustainable.

➤ *Monitoring and Evaluation*

IQPEP did not have an explicit mandate to strengthen the M&E system within the education sector, but over time this happened indirectly—through osmosis, perhaps—through much of the work IQPEP’s MERA component did over the years. As described in Section 5.1.1 of this report, MERA conducted annual assessments of the program’s key activities in schools, colleges, and woreda offices, and in many cases the data collectors were recruited from education institutions and offices, so the capacity of those offices to understand and conduct research was enhanced, which in a sense has been a sustainable “byproduct” of MERA’s work.

A clear example of this is the education system’s capacity to conduct EGRAs. Altogether, IQPEP carried out three EGRAs, which developed and strengthened the skills of personnel within the education system—within universities, colleges, RSEBs/CAEBs, and so on—to implement EGRAs in the future. This is an important sustainable input IQPEP has made insofar as EGRW is a high priority of the MOE and USAID, and will continue to be moving forward.

IQPEP also supported the implementation of two NLAs. In this case, the program’s support was intended to be as much technical as financial, but unfortunately focused more on the latter than the former. Had the NEAEA been more open to involving IQPEP in a technical capacity, the program’s activities in this regard would have been more genuinely sustainable.

- Sustainability in Terms of Materials Development

Given that IQPEP was primarily a capacity-building program, which means the program did a lot of training, it is not surprising that IQPEP invested much time and resources on developing, printing, and distributing many training modules, manuals, handbooks, and supplementary materials. The potential sustainability of those efforts is manifest in two ways: the materials themselves and the increased capacity to develop materials.

- *The Materials Themselves*

All of IQPEP’s program components except MERA developed a large number of materials that were used in training and were also disseminated to colleges, cluster centers, and individuals. These materials—which are the property of the MOE—represent a significant input that is improving the capacity of key stakeholders with whom IQPEP worked, and that will continue to have a positive impact going forward. For example, training materials such as EGRW modules, SIKs, SHMBs, various guidelines for GEACs, Reading Centers, and the like, gender-focused materials for CTEs, instructional leadership modules, WCB modules, SPT modules, KETB training modules, materials used for training MOE and RSEB/CAEB officers, materials used in training to establish the PMIS, the gender leadership and management training materials, and so on. These materials are benefitting the education personnel who received them and were trained on them, and since the materials are the property of the MOE, to the extent the ministry chooses to continue the same training, the benefits will continue to multiply into the future. Therefore, the materials themselves have significant potential to have a sustainable impact on the education system for years to come.

As noted earlier in this paper, the sustainability of other materials like the gender supplementary materials and materials for RCs in schools that IQPEP either developed or purchased is less clear. However, at the same time, it should be acknowledged that the intended beneficiaries of those materials have increased their knowledge and perspectives and skills as a result of reading the materials,

and in that sense the input is already sustainable to some extent. More broadly, the degree to which those materials continue to have an impact—continue to have a sustained effect on individuals and institutions—will depend largely on the extent to which they are further printed, disseminated, and used by additional beneficiaries.

➤ *The Capacity to Develop Quality Materials*

Although in many cases IQPEP relied on consultants in the private sector to spearhead the development of the materials, in some instances—for example, in developing the EGRW modules and the SMHBs (biology, chemistry, physics)—much of the writing of the materials was done by government colleagues in the MOE, RSEBs/CAEBs, and CTEs, supported by IQPEP and external (sometimes international) consultants. IQPEP’s government colleagues also played an instrumental role in pilot-testing IQPEP’s materials and in validating them. This represents important capacity within the education system that IQPEP will leave behind after it closes: there is now stronger capacity within the education system to develop new training materials as the need arises.

• Sustainability in Terms of Trained, Professionally Stronger Education Staff

Nearly everything noted so far about IQPEP and sustainability implies, or points to, a tremendous amount of capacity that has been built and strengthened within individuals in the education system at all levels. This perhaps is the most system-wide, sustainable outcome IQPEP has achieved, and since this is well-known and was thoroughly described in Part III of this report, these achievements will be only briefly highlighted here with regard to each level of the education system.

➤ *National Level*

The MOE mid-level managers’ training IQPEP’s planning and management component conducted has resulted in enhanced knowledge and stronger skills of management and technical staff at the national level, which will continue to resonate positively throughout the entire education system in Ethiopia. In addition, staff from the MOE worked closely with IQPEP on training materials development and policy study implementation and development, which have also strengthened their skills.

➤ *Regional/City Administration Level*

The same is true in the RSEBs and CAEBs: IQPEP’s planning and management training of mid-level managers and technical staff will have a sustainable positive impact on the technical and managerial skills of education staff at that level. In addition, to the extent the education bureaus worked closely with IQPEP for five years in planning and implementing IQPEP’s activities, that capacity was further enhanced in the interest of stronger educational planning and service delivery at the region and city administration level.

➤ *Woreda Level*

IQPEP’s WCB training explicitly targeted strengthening the capacity of officers at the woreda level in WEOs. To the extent that those officers benefitted from the training and are doing their best to apply what they gained from the training in their daily work, this input is having a sustainable impact at the woreda level. In addition to this, woreda level officers were trained to manage the PMIS and also participated in myriad training conducted by IQPEP’s in-service component—all of which will continue to

bear fruit in the future in terms of higher quality education service delivery at the woreda level, which is vital in a decentralized education system.

➤ *Zone Level*

Less of IQPEP's work specifically targeted the zonal level, but to the extent that ZED officers participated in IQPEP's training, they thereby enhanced their knowledge and skills and are now performing at a higher level than they would be without that exposure to IQPEP's capacity-building activities.

➤ *Kebele Level*

The clearest input IQPEP made in terms of capacity building at the kebele level was planning and management's KETB training, which specifically targeted KETB members and the important role they play in the life of their schools. Throughout IQPEP there was evidence of the positive impact of this training—some of which the program documented in success stories—and those benefits will continue to accrue to schools as a result.

➤ *School Level*

The preceding exemplifies an important point made throughout this report: that IQPEP adopted a systemic approach to its work: the program did not focus exclusively or even primarily on one level in the education system; instead, it opted to improve the quality of technical and management skills at all levels of the system. The assumption has been, as the saying goes: "A rising tide raises all boats." That said, it is true that IQPEP marshalled more of its attention and resources at the school level than at the other levels in the education system, in part because that is where the majority of education staff work (in terms of numbers), and in part because the school is the locus of the teaching–learning process and, in that sense, is the crux of what goes on in education.

To improve the quality of the teaching–learning process, IQPEP designed and conducted many different capacity building activities for teachers, especially in the form of training: EGRW, subject matter (sciences and math), SIKs, and leadership and management training for female teachers. The training was augmented by supporting TSGs in schools, and by regular supervision and support visits by IQPEP and zonal and woreda education officers.

Because of the important role school principals play in supporting teachers as they (teachers) undertake new teaching methods and approaches, IQPEP also focused considerable attention and resources on improving the knowledge base and skills of school principals and deputy principals. Examples of IQPEP's capacity-building efforts in this regard included orienting principals and deputy principals on EGRW, SMHBs, and SIKs; orienting principals on GEACs; and planning and management's SPT training. These multiple inputs combined to improve the quality of school management and leadership.

It can be reasonably argued that all of these inputs directed at teachers and school managers represent a sustainable input that will continue to have a positive impact for the foreseeable future. When teachers are doing a better job of teaching reading and writing, a better job of teaching biology, chemistry, mathematics, and physics, when teachers are competently using active learning methods and continuous assessment, when teachers are effectively supervised by principals, and when communities also better support schools through strengthened GEACs, it can be assumed with some confidence that primary school children are achieving at a higher level, will be moving on to secondary school and

onward in greater numbers, and will be performing at a higher level throughout. In some ways, this is the most important litmus test of educational sustainability.

### **Conclusion**

In light of the foregoing, there are many reasons to be hopeful that much of IQPEP’s work will continue to bear fruit in the post-IQPEP era. However, much of what has been described here could be considered “latent sustainability” or “passive sustainability” in the sense that whatever positive impacts of IQPEP continue in the future are already in place from what the program did during its lifetime, and those impacts are likely to diminish over time if a concerted effort is not made to continue the program’s work and thereby expand and deepen its impact. If there is no follow-up, the full “sustainability potential” of IQPEP will, to some degree, remain untapped.

Therefore, looking to the post-IQPEP era, efforts must be made to engender what might be called “proactive sustainability”—a form of sustainability that consciously and actively builds on, extends, and expands what IQPEP did over the previous five years. And in this connection, the fact is that at least one key ingredient of post-IQPEP sustainability was never within IQPEP’s control: the extent to which the MOE and RSEBs/CAEBs will budget for and continue to implement IQPEP’s key capacity-building activities. During the aforementioned IQPEP staff retreat in 2013, staff agreed that the MOE, RSEBs, and CAEBs valued the work the program was doing but were less sure about the extent to which they will commit themselves to continuing IQPEP’s main activities after the program ends, although there have been examples where the regions have taken IQPEP’s training materials and trainers and have expanded IQPEP’s training for teachers from schools not directly supported by IQPEP.

As noted above, the improved capacity that IQPEP has helped to develop at every level in the education system will have only a limited, passively sustained impact in the future unless the MOE and regional bureaus make a conscious effort to continue to train more teachers, principals, KETB members, WEO officers, and the like, using the materials (which are the property of the MOE) and experienced, capable trainers that already exist. Given the significant investments that have been made through IQPEP, and considering the extent to which the program’s work has been valued and appreciated, the MOE and RSEBs/CAEBs should not be satisfied with passive IQPEP sustainability that will dissipate over time; instead, they should plan, budget for, and implement the IQPEP activities they consider important and worthwhile in order to proactively sustain them for future stakeholders and beneficiaries. The building blocks of sustainability are all there; what is needed is the commitment to take them and build a stronger, higher quality primary education system in Ethiopia.

## Annexes

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**Annex 1: Final PMP Table**

**Annex 2: Pre-service Materials and Training Details**

**Annex 3: In-service Materials and Training Details**

**Annex 4: Pact/Ethiopia Materials Development and TOT Outputs Table**

**Improving Quality of Primary Education (IQPEP)  
Performance Monitoring Plan (PMP)  
September 2009 – August 2014  
Implementation and Progress Monitoring Matrix--Final Version**

**I. Result Indicators**

Performance Indicator	Name of Indicator	Sex	Year I 2009-10	Year II 2010-11				Year III 2011-12				Year IV 2012-13				Year V 2013-14				Year I - Year V	
			Baseline	Target	Actual	Accomplishment* (%)	Target	Actual	Accomplishment* (%)	Cumulative Accomplishment (%)	Target	Actual	Accomplishment* (%)	Cumulative Accomplishment (%)	Target	Actual	Accomplishment* (%)	Cumulative Accomplishment (%)	Total Target	Total Actual	
<b>RESULT I: 1.1 Improved Learning in Primary Schools and CTEs</b>	1.1a*		3.1%	-	-	-	-	-	-	-	20.0%	4.6%	23.0	23.0	35.0%	26.0%	75	55.6			
	1.1b*		11.3%	-	-	-	-	-	-	-	30.0%	15.7%	52.3	52.3	50.0%	50.0%	100.0	82.1			
	1.1c*		8.8%	-	-	-	-	-	-	-	20.0%	16%	79	79	35%	43%	123	107			
	1.1d*		19.4%	-	-	-	-	-	-	-	30%	32%	107	107	50%	63.0%	126	119			
	1.1e		39.5%	44.0%	38.6%	87.7	-	-	-	-	-	-	-	-	51.0%	Data not available					
	1.1f		35.0%	40.0%	35.3%	88.3	-	-	-	-	-	-	-	-	51.0%	Data not available					
	1.1g	Grade Point Average (GPA) of students in USAID-assisted CTEs	Male										2.91				<b>2.89</b>				
		Female	2.7	2.75			2.8				2.85	2.46			2.9	<b>2.49</b>					
		Total			2.7	98.2		2.7	96.4	97.3		2.72	95.4	96.7		<b>2.69</b>	92.8	95.7			
<b>Result 2: 1.2 Improved</b>	1.2a		9.9%	20.0%	39.1%	195.5	40.0%	32.5%	81.3	119.3	60.0%	68.0%	113.3	116.3	85.0%	74.4%	87.5	104.4			

Performance Indicator	Name of Indicator	Sex	Year I 2009-10	Year II 2010-11				Year III 2011-12				Year IV 2012-13				Year V 2013-14				Year I - Year V	
			Baseline	Target	Actual	Accomplishment* (%)	Target	Actual	Accomplishment* (%)	Cumulative Accomplishment (%)	Target	Actual	Accomplishment* (%)	Cumulative Accomplishment (%)	Target	Actual	Accomplishment* (%)	Cumulative Accomplishment (%)	Total Target	Total Actual	
<b>Planning, Management and Monitoring of Primary Education at Various Levels of the Education System</b>	1.2b	Percent of woreda education offices that have adequate annual plan documents	5.4%	15.0%	32.5%	216.7	30.0%	35.0%	116.7	150.0	60.0%	62.2%	103.7	123.5	85.0%	67.3%	79.2	103.7			
	1.2c	Percent of Woreda Education Offices that have functional Personnel Management Information System (PMIS)	0.0%	45.0%	71.4%	158.7	70.0%	73.2%	104.6	125.7	85.0%	72.5%	85.3	108.6	100%	81.3%	81.3	99.5			
	1.2d	Number of RSEBs/CAEBs using improved systems for a) planning, b) personnel management, and c) monitoring and evaluation systems	1	-	-	-	-	-	-	-	11	6	54.5	54.5	11	11	100	77.3			
<b>Result 3: 1.3 Improved Professional Capability of Teachers</b>	1.3a	Average percent of teaching time using active learning methods in USAID-supported CTEs	56.5%	65.0%	64.3%	98.9	75.0%	74.1%	98.8	98.9	80.0%	76.1%	95.1	97.5	85.0%	78.3%	92.1	96.0			
	1.3b	Average percent of teaching time using active learning methods in USAID-assisted (CTE linkage/cluster/satellite) primary schools	45.1%	50.0%	67.4%	134.8	55.0%	64.08%	116.5	125.2	65.0%	71.8%	110.5	119.6	85.0%	72.1%	84.8	108.0			
	1.3c	Average percent of primary school teachers using formative continuous assessment methods	15.5%	30.0%	65.2%	217.3	45.0%	64.60%	143.5	173	60.0%	60.7%	101.2	141.1	85.0%	74.5%	87.6	120.5			
<b>Result 4: 1.4 Strengthened Capacity of CTEs and Primary Schools</b>	1.4a	Percent of functioning School Cluster Resource Centers (SCRC)	5.19%	20.0%	3.7%	18.5	40.0%	15.4%	38.5	31.8	55.0%	50.7%	92.2	60.7	80.0%	48.8%	61.0	60.8			
	1.4b	Percent of primary schools with functioning Reading Centers	NBL	-	-	-	45.0%	35.0%	77.8	77.8	65.0%	43.4%	66.8	71.3	85.0%	46.0%	54.1	63.8			
	1.4c	Percent of primary schools with functioning Teacher Study Groups	15.6%	37.0%	38.7%	104.6	53.0%	72.3%	136.4	123.3	97.0%	72.4%	74.6	98.1	100%	65.0%	65.0	86.6			
	1.4d	Percent of functioning Woreda Cluster Resource Center (WCRCs)	5.2%	-	-	-	-	-	-	-	70.0%	21.2%	30.3	30.3	100%	11.2%	11.2	19.1			
<b>Result 5:</b>	1.5a	School survival rate to grade 5			53.6%			47.2%				48.4%									

Performance Indicator	Name of Indicator	Sex	Year I 2009-10	Year II 2010-11			Year III 2011-12				Year IV 2012-13				Year V 2013-14			Year I - Year V			
			Baseline	Target	Actual	Accomplishment* (%)	Target	Actual	Accomplishment* (%)	Cumulative Accomplishment (%)	Target	Actual	Accomplishment* (%)	Cumulative Accomplishment (%)	Target	Actual	Accomplishment* (%)	Cumulative Accomplishment (%)	Total Target	Total Actual	
1.5 Improved Retention in Primary Schools	Total number of students enrolled in USAID-assisted primary schools	Female	46.4%	53.5%	54.2%		57.5%	50.6%			61.5%	49.3%				<i>Data from MoE is not yet available</i>					
		Total			53.9%	100.7		48.8%	84.9	92.5		48.8%	79.3%	87.8%	65.0%						
		Male			983,865		1.93mil	985,686			1.95mil	995,811									
		Female	1.85mil	1.86mil	930,634			945,233				943,182									
Total			1,914,499	102.7		1,930,919	100.0	101.3		1,938,993	99.5%	100.7%	1.97mil								
Result 6: 1.6 Successfully Addressing Gender Issues	1.6a	Percentage of girls in USAID-assisted primary schools	48.85%	49.0%	48.6%	99.2	49.2%	49.0%	99.6	99.4	49.5%	48.6%	98.2%	99.0%	50.0%						
	1.6b	Average grade promotion rate of female pupils in USAID-supported primary schools(grades 1-7)	80.4%	81.5%	78.0%	95.7	82.5%	76.4%	92.6	94.1	83.5%	77.7%	93.1%	93.8%	85.0%						
	1.6c	Grade Point Average of female students in USAID-assisted CTEs	2.4	2.5	2.5	100.0	2.6	2.5	96.2	98.0	2.7	2.5	92.6	96.2	2.8		2.5	89.3	94.3		
	1.6d	Percent of primary schools with functioning Girls' Education Advisory Committees (GEACs) in USAID-supported primary schools	14.6%	24.6%	16.1%	65.4	39.6%	28.0%	70.7	68.7	54.6%	49.2%	90.1	78.5	80%		47.0%	58.8	70.6		
	1.6e	Number of CTEs with functioning Girls' Clubs	0	10	2	20.0	15	1	6.7	12.0	25	7	28.0	20.0	30		7	23.3	21.3		
	1.6f	Number of CTEs with functioning Gender Units	NBL	-	-	-	20	4	20.0	20.0	25	12	48.0	35.6	30	11	36.7	36.0			
	1.6g	Number of female teachers trained in management and leadership	NBL	856	-	-	1,138	1,980	174.0	99.3	1,006	1,042	103.6	100.7	-	1773***	-	159.8	3,000	4,795	

\*Footnote: 1.1 a-d actuals for Year 5 are presented differently than the previous years. Year 5 actuals reflect the combined categories of moderate and high readers. This change thus impacts the cumulative accomplishment, which reflects the high readers in the baseline and midline and the moderate+high readers in the endline.

## Annex 2: Pre-Service Expanded Tables on Printed Materials and Numbers of Trainees

**Table1: Number of Training Materials Developed, Printed, and Distributed**

SN	Modules/Handbooks	Language	Year 1 (2009/10)	Year 2 (2010/11)	Year 3 (2011/12)	Year 4 (2012/13)	Year 5 (2013/14)	Total
<b>Self-Instructional Kits (SIKs)</b>								
	Module 1: How to Help Students Learn Effectively Using Active Learning Methods: (Grades 1-4 Teachers)	English	1061	0	0	300	0	1361
		Amharic	504	0	0	2404	1732	4640
		Tigrigna	81	0	0	279	91	451
		A.Oromo	318	0	0	1040	604	1962
		Somali	26	0	0	171	101	298
		<b>Total</b>	<b>1990</b>	<b>0</b>	<b>0</b>	<b>4194</b>	<b>2528</b>	<b>8712</b>
	Module 1: Active Learning: A Practical Guide (Grades 5-8 teachers)	English	1061	0	0	300	0	1361
		Amharic	504	0	0	2404	1732	4640
		Tigrigna	81	0	0	279	91	451
		A.Oromo	318	0	0	1040	604	1962
		Somali	26	0	0	171	101	298
		<b>Total</b>	<b>1990</b>	<b>0</b>	<b>0</b>	<b>4194</b>	<b>2528</b>	<b>8712</b>
	Module 2A: Sample Learning Activities for Grades 5-6	English	1061	0	0	0	0	1061
		Amharic	504	0	0	0	0	504
		Tigrigna	81	0	0	0	0	81
		A.Oromo	318	0	0	0	0	318
		Somali	26	0	0	0	0	26
		<b>Total</b>	<b>1990</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1990</b>
	Module 2B: Sample Learning Activities for Grades 7-8	English	1061	0	0	0	0	1061
		Amharic	504	0	0	0	0	504
		Tigrigna	81	0	0	0	0	81
		A.Oromo	318	0	0	0	0	318
		Somali	26	0	0	0	0	26
		<b>Total</b>	<b>1990</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1990</b>
	Module 3: Continuous Assessment and How to Use It (Grades 5-8 teachers)	English	1061	0	0	300	0	1361
		Amharic	504	0	0	2404	0	2908
		Tigrigna	81	0	0	279	0	360
		A.Oromo	318	0	0	1040	0	1358
		Somali	26	0	0	171	0	197
		<b>Total</b>	<b>1990</b>	<b>0</b>	<b>0</b>	<b>4194</b>	<b>0</b>	<b>6184</b>
	Module 4: Gender Issues: (Grades 1-4 teachers)	English	1061	0	0	0	0	1061
		Amharic	504	0	0	0	0	504
		Tigrigna	81	0	0	0	0	81

SN	Modules/Handbooks	Language	Year 1 (2009/10)	Year 2 (2010/11)	Year 3 (2011/12)	Year 4 (2012/13)	Year 5 (2013/14)	Total
		A.Oromo	318	0	0	0	0	318
		Somali	26	0	0	0	0	26
		<b>Total</b>	<b>1990</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1990</b>
	Module 4: Gender Issues for Second Cycle Teachers: (Grades 5-8 teachers)	English	1061	0	0	0	0	1061
		Amharic	504	0	0	0	0	504
		Tigrigna	81	0	0	0	0	81
		A.Oromo	318	0	0	0	0	318
		Somali	26	0	0	0	0	26
		<b>Total</b>	<b>1990</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	Module 6: How to Manage Large Classes to Promote Active Learning: Some Tips (Grades 1-4 teachers)	English	1061	0	0	0	0	1061
		Amharic	504	0	0	0	0	504
		Tigrigna	81	0	0	0	0	81
		A.Oromo	318	0	0	0	0	318
		Somali	26	0	0	0	0	26
		<b>Total</b>	<b>1990</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	Module 6: Large Class Management: Tips and Guidelines (Grades 5-8 teachers)	English	1061	0	0	0	0	1061
		Amharic	504	0	0	0	0	504
		Tigrigna	81	0	0	0	0	81
		A.Oromo	318	0	0	0	0	318
		Somali	26	0	0	0	0	26
		<b>Total</b>	<b>1990</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	Teachers' Handbook on Continuous Assessment: Grade one	English	1061	0	0	300	0	1361
		Amharic	504	0	0	2404	0	2908
		Tigrigna	81	0	0	279	0	360
		A.Oromo	318	0	0	1040	0	1358
		Somali	26	0	0	171	0	197
		<b>Total</b>	<b>1990</b>	<b>0</b>	<b>0</b>	<b>4194</b>	<b>0</b>	<b>6184</b>
	Teachers' Handbook on Continuous Assessment: Grade two	English	1061	0	0	300	0	1361
		Amharic	504	0	0	2404	0	2908
		Tigrigna	81	0	0	279	0	360
		A.Oromo	318	0	0	1040	0	1358
		Somali	26	0	0	171	0	197
		<b>Total</b>	<b>1990</b>	<b>0</b>	<b>0</b>	<b>4194</b>	<b>0</b>	<b>6184</b>
	Teachers' Handbook on Continuous Assessment: Grade three	English	1061	0	0	300	0	1361
		Amharic	504	0	0	2404	0	2908
		Tigrigna	81	0	0	279	0	360
		A.Oromo	318	0	0	1040	0	1358
		Somali	26	0	0	171	0	197

SN	Modules/Handbooks	Language	Year 1 (2009/10)	Year 2 (2010/11)	Year 3 (2011/12)	Year 4 (2012/13)	Year 5 (2013/14)	Total
		<b>Total</b>	<b>1990</b>	<b>0</b>	<b>0</b>	<b>4194</b>	<b>0</b>	<b>6184</b>
	Teachers' Handbook on Continuous Assessment: Grade four	English	1061	0	0	300	0	1361
		Amharic	504	0	0	2404	0	2908
		Tigrigna	81	0	0	279	0	360
		A.Oromo	318	0	0	1040	0	1358
		Somali	26	0	0	171	0	197
		<b>Total</b>	<b>1990</b>	<b>0</b>	<b>0</b>	<b>4194</b>	<b>0</b>	<b>6184</b>
	Teachers' Handbook on Continuous Assessment (Grades 1-4 combined)	English	0	0	0	0	0	0
		Amharic	0	0	0	0	1732	1732
		Tigrigna	0	0	0	0	91	91
		A.Oromo	0	0	0	0	604	604
		Somali	0	0	0	0	101	101
		<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2528</b>	<b>2528</b>
	Module 1: Understanding and Managing Students' Behavior	English	0	791	0	300	0	1091
		Amharic	0	528	0	2404	0	2932
		Tigrigna	0	89	0	279	0	368
		A.Oromo	0	339	0	1040	0	1379
		Somali	0	53	0	171	0	224
		<b>Total</b>	<b>0</b>	<b>1800</b>	<b>0</b>	<b>4194</b>	<b>0</b>	<b>5994</b>
	Module 2: Preparation and Utilization of Instructional Materials from Locally Available Resources	English	0	791	0	0	0	791
		Amharic	0	528	0	0	0	528
		Tigrigna	0	89	0	0	0	89
		A.Oromo	0	339	0	0	0	339
		Somali	0	53	0	0	0	53
		<b>Total</b>	<b>0</b>	<b>1800</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1800</b>
	Module 3: Action Research Techniques and Application: A Practical Guide for Primary School Teachers	English	0	791	0	300	0	1091
		Amharic	0	528	0	2404	1732	4664
		Tigrigna	0	89	0	279	91	459
		A.Oromo	0	339	0	1040	604	1983
		Somali	0	53	0	171	101	325
		<b>Total</b>	<b>0</b>	<b>1800</b>	<b>0</b>	<b>4194</b>	<b>2528</b>	<b>8522</b>
	<b>Capacity Building Module</b>							
	Education Quality Assurance Implementation Module	English	0	342	0	0	0	342
	Special Needs and Inclusive Education Module	English	0	342	0	0	0	342
	Instructional Planning	English	0	342	0	0	0	342
	<b>Total</b>		<b>0</b>	<b>1026</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1026</b>

SN	Modules/Handbooks	Language	Year 1 (2009/10)	Year 2 (2010/11)	Year 3 (2011/12)	Year 4 (2012/13)	Year 5 (2013/14)	Total
	CTE Linkage Primary Schools Teacher Professional Development Guideline	English	0	1800	0	0	0	1800
<b>CTE Management Capacity Building Module</b>								
	Policy Making and Analysis	English	0	0	0	186	0	186
	Strategic Leadership for improving the Quality of Education		0	0	0	186	0	186
	Human Resource Management and Development Strategies		0	0	0	186	0	186
	Appreciative Inquiry Concepts and Techniques – Ideas and tools for positive thinking and assertiveness		0	0	0	186	0	186
	Change Management and Conflict Resolution Skills		0	0	0	186	0	186
	<b>Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>930</b>	<b>0</b>	<b>930</b>
<b>Subject Matter Handbooks</b>								
	Mathematics Teachers' Handbook	English	1061	0	0	300	722	2083
		Amharic	504	0	0	450	0	954
		Tigrigna	81	0	0	73	36	190
		A.Oromo	318	0	0	345	106	769
		Somali	26	0	0	18	5	49
		<b>Total</b>	<b>1990</b>	<b>0</b>	<b>0</b>	<b>1186</b>	<b>869</b>	<b>4045</b>
	Biology Teachers' Handbook	English	0	0	625	300	592	1517
		Amharic	0	0	392	184	0	576
		Tigrigna	0	0	101	52	38	191
		A.Oromo	0	0	231	227	106	564
		Somali	0	0	62	16	5	83
		<b>Total</b>	<b>0</b>	<b>0</b>	<b>1411</b>	<b>779</b>	<b>741</b>	<b>2931</b>
	Chemistry Teachers' Handbook	English	0	0	625	300	545	1470
		Amharic	0	0	392	157	0	549
		Tigrigna	0	0	101	27	21	149
		A.Oromo	0	0	231	166	106	503
		Somali	0	0	62	11	4	77
		<b>Total</b>	<b>0</b>	<b>0</b>	<b>1411</b>	<b>661</b>	<b>676</b>	<b>2748</b>
	Physics Teachers' Handbook	English	0	0	625	300	543	1468
		Amharic	0	0	392	128	0	520
		Tigrigna	0	0	101	32	22	155
		A.Oromo	0	0	231	205	106	542
		Somali	0	0	62	14	4	80

SN	Modules/Handbooks	Language	Year 1 (2009/10)	Year 2 (2010/11)	Year 3 (2011/12)	Year 4 (2012/13)	Year 5 (2013/14)	Total
		<b>Total</b>	<b>0</b>	<b>0</b>	<b>1411</b>	<b>679</b>	<b>675</b>	<b>2765</b>
	Science Laboratory Manual	English	0	0	631	300	874	1805
		Amharic	0	0	392	369	0	761
		Tigrigna	0	0	101	92	81	274
		A.Oromo	0	0	231	486	318	1035
		Somali	0	0	62	40	13	115
		<b>Total</b>	<b>0</b>	<b>0</b>	<b>1417</b>	<b>1287</b>	<b>1286</b>	<b>3990</b>
<b>Early Grade Reading and Writing Modules</b>								
	Module one: Teaching Reading and Writing in the Nationality Languages	English	0	631	0	300	0	931
		Amharic	0	392	2000	1064	460	3916
		Tigrigna	0	60	250	91	71	472
		A.Oromo	0	231	870	368	127	1596
		Somali	0	36	0	190	30	256
		<b>Total</b>	<b>0</b>	<b>1350</b>	<b>3120</b>	<b>2013</b>	<b>688</b>	<b>7171</b>
	Module two: Teaching Reading and Writing in the Subject Areas	English	0	631	0	300	0	931
		Amharic	0	392	2000	1064	460	3916
		Tigrigna	0	60	250	91	71	472
		A.Oromo	0	231	870	368	127	1596
		Somali	0	36	0	190	30	256
		<b>Total</b>	<b>0</b>	<b>1350</b>	<b>3120</b>	<b>2013</b>	<b>688</b>	<b>7171</b>
	Module three: Teaching Reading and Writing to Support English Language Learning	English	0	631	0	300	1102	2033
		Amharic	0	392	2000	0	0	2392
		Tigrigna	0	60	250	0	0	310
		A.Oromo	0	231	870	0	0	1101
		Somali	0	36	0	0	0	36
		<b>Total</b>	<b>0</b>	<b>1350</b>	<b>3120</b>	<b>300</b>	<b>1102</b>	<b>5872</b>
	Module four: Creating Appropriate Environment that Support Teaching Reading and Writing	English	0	631	0	300	0	931
		Amharic	0	392	2000	1064	460	3916
		Tigrigna	0	60	250	91	71	472
		A.Oromo	0	231	870	368	127	1596
		Somali	0	36	0	190	30	256
		<b>Total</b>	<b>0</b>	<b>1350</b>	<b>3120</b>	<b>2013</b>	<b>688</b>	<b>7171</b>
	<b>Instructional leadership</b>							
	Instructional Leadership	English	0	0	0	2072	0	2072
		Amharic	0	0	0	1462	88	1550
		Tigrigna	0	0	0	216	4	220
		A.Oromo	0	0	0	930	31	961

SN	Modules/Handbooks	Language	Year 1 (2009/10)	Year 2 (2010/11)	Year 3 (2011/12)	Year 4 (2012/13)	Year 5 (2013/14)	Total
		Somali	0	0	0	120	4	124
		<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4800</b>	<b>127</b>	<b>4927</b>

**Table 2: Total Number of All Personnel Trained**

S.No.	Region	Types of Participants & Trainings	Actual		
			M	F	T
1	A.A	National TOT on SIK	4	0	4
		Teachers on SIK	71	92	163
		Principals on SIK	12	4	16
		National TOT on the CTE Instructors Capacity building modules	4	0	4
		Capacity Building for CTE Deans	0	0	0
		Capacity Building for Academic staff	0	0	0
		National TOT on IL	1	0	1
		Training on IL for principals & V. principals	24	6	30
		Training on IL for supervisors	1	0	1
		National TOT on Subject Matter	2	1	3
		Training for teachers on Subject Matter	147	63	210
		National TOT on EGRW	1	0	1
		Teachers on EGRW	32	117	149
		Principals on EGRW	10	1	11
		Training on SRMIS	2	0	2
		Orientation on CTE-Linkage Schools Guideline	19	5	24
		The Use of ICT/Education Technology	0	0	0
2	Afar	National TOT on SIK	3	0	3
		Teachers on SIK	109	66	175
		Principals on SIK	17	1	18
		National ToT on the CTE Instructors Capacity Building Modules	0	0	0
		Capacity Building for CTE Deans	1	0	1
		Capacity Building for Academic Staff	24	1	25
		National TOT on IL	1	0	1

S.No.	Region	Types of Participants & Trainings	Actual		
			M	F	T
		Training on IL for Principals & V. Principals	28	3	31
		Training on IL for Supervisors	1	1	2
		National TOT on Subject Matter	4	0	4
		Training for Teachers on Subject Matter	70	9	79
		National TOT on EGRW	3	0	3
		Teachers on EGRW	70	71	141
		Principals on EGRW	17	2	19
		Training on SRMIS	3	1	4
		Orientation on CTE-Linkage Schools Guideline	22	4	26
		The Use of ICT/Education Technology	0	0	0
		3	Amhara	National TOT on SIK	39
Teachers on SIK	808			898	1706
Principals on SIK	142			27	169
National ToT on the CTE Instructors Capacity Building Modules	17			1	18
Capacity Building for CTE Deans	8			0	8
Capacity Building for CTE Academic Staff	422			50	472
National TOT on IL	10			0	10
Training on IL for Principals & V. principals	225			46	271
Training on IL for Supervisors	21			2	23
National TOT on Subject Matter	35			2	37
Training for Teachers on Subject Matter	978			444	1422
National TOT on EGRW	52			6	58
Teachers on EGRW	698			1361	2059
Principals on EGRW	119			14	133
Training on SRMIS	18			5	23
Orientation on CTE-Linkage Schools Guideline	203			58	261
The Use of ICT/Education Technology	18			0	18
4	B.G	National TOT on SIK	4	0	4
		Teachers on SIK	106	85	191
		Principals on SIK	18	1	19
		National ToT on the CTE Instructors Capacity Building Modules	0	0	0
		Capacity Building for CTE Deans	1	0	1
		Capacity Building for Academic Staff	34	3	37
		National TOT on IL	0	1	1
		Training on IL for Principals & V. Principals	25	2	27
		Training on IL for Supervisors	2	0	2

S.No.	Region	Types of Participants & Trainings	Actual		
			M	F	T
		National TOT on Subject Matter	4	0	4
		Training for Teachers on Subject Matter	107	20	127
		National TOT on EGRW	5	0	5
		Teachers on EGRW	79	111	190
		Principals on EGRW	12	1	13
		Training on SRMIS	2	0	2
		Orientation on CTE-Linkage Schools Guideline	23	3	26
		The Use of ICT/Education Technology	2	0	2
5	Gambella	National TOT on SIK	4	0	4
		Teachers on SIK	122	106	228
		Principals on SIK	16	1	17
		National ToT on the CTE Instructors Capacity Building Modules	0	0	0
		Capacity Building for CTE Deans	1	0	1
		Capacity Building for Academic staff	55	4	59
		National TOT on IL	1	0	1
		Training on IL for Principals & V. Principals	25	5	30
		Training on IL for Supervisors	2	0	2
		National TOT on Subject Matter	3	1	4
		Training for Teachers on Subject Matter	101	24	125
		National TOT on EGRW	3	0	3
		Teachers on EGRW	59	86	145
		Principals on EGRW	10	2	12
		Training on SRMIS	2	0	2
		Orientation on CTE-Linkage Schools Guideline	21	5	26
The Use of ICT/Education Technology	2	0	2		
6	Harari	National TOT on SIK	4	0	4
		Teachers on SIK	101	74	175
		Principals on SIK	12	3	15
		National ToT on the CTE Instructors Capacity Building Modules	0	0	0
		Capacity Building for CTE Deans	0	0	0
		Capacity Building for Academic staff	30	1	31
		National TOT on IL	1	0	1
		Training on IL for Principals & V. Principals	23	4	27
		Training on IL for Supervisors	0	0	0
		National TOT on Subject Matter	4	0	4
		Training for Teachers on Subject Matter	93	20	113

S.No.	Region	Types of Participants & Trainings	Actual		
			M	F	T
		National TOT on EGRW	3	0	3
		Teachers on EGRW	83	102	185
		Principals on EGRW	11	2	13
		Training on SRMIS	1	1	2
		Orientation on CTE-Linkage Schools Guideline	14	9	23
		The Use of ICT/Education Technology	2	0	2
7	Oromia	National TOT on SIK	30	0	30
		Teachers on SIK	558	703	1261
		Principals on SIK	132	21	153
		National ToT on the CTE Instructors Capacity Building Modules	14	0	14
		Capacity Building for CTE Deans	8	0	8
		Capacity Building for Academic Staff	398	30	428
		National TOT on IL	8	0	8
		Training on IL for Principals & V. Principals	178	62	240
		Training on IL for Supervisors	14	1	15
		National TOT on Subject Matter	28	1	29
		Training for teachers on Subject Matter	1239	724	1963
		National TOT on EGRW	27	3	30
		Teachers on EGRW	579	1149	1728
		Principals on EGRW	81	23	104
		Training on SRMIS	11	6	17
		Orientation on CTE-Linkage Schools Guideline	160	52	212
The Use of ICT/Education Technology	15	4	19		
8	SNNP	National TOT on SIK	13	2	15
		Teachers on SIK	632	601	1233
		Principals on SIK	65	9	74
		National TOT on the CTE Instructors Capacity Building Modules	11	1	12
		Capacity Building for CTE Deans	4	0	4
		Capacity Building for Academic Staff	300	31	331
		National TOT on IL	4	0	4
		Training on IL for Principals & V. Principals	98	20	118
		Training on IL for Supervisors	8	0	8
		National TOT on Subject Matter	16	0	16
		Training for teachers on Subject Matter	373	146	519
		National TOT on EGRW	21	0	21
		Teachers on EGRW	388	489	877

S.No.	Region	Types of Participants & Trainings	Actual		
			M	F	T
		Principals on EGRW	43	8	51
		Training on SRMIS	7	1	8
		Orientation on CTE-Linkage Schools Guideline	86	20	106
		The Use of ICT/Education Technology	5	1	6
9	Somali	National TOT on SIK	2	0	2
		Teachers on SIK	132	30	162
		Principals on SIK	26	0	26
		National ToT on the CTE Instructors Capacity Building Modules	3	0	3
		Capacity Building for CTE Deans	0	0	0
		Capacity Building for Academic Staff	57	6	63
		National TOT on IL	1	0	1
		Training on IL for principals & V. principals	29	1	30
		Training on IL for supervisors	2	1	3
		National TOT on Subject Matter	4	0	4
		Training for teachers on Subject Matter	142	24	166
		National TOT on EGRW	3	1	4
		Teachers on EGRW	96	61	157
		Principals on EGRW	15	0	15
		Training on SRMIS	2	0	2
		Orientation on CTE-Linkage Schools Guideline	24	1	25
		The Use of ICT/Education Technology	2	0	2
10	Tigray	National TOT on SIK	8	0	8
		Teachers on SIK	212	159	371
		Principals on SIK	30	7	37
		National TOT on the CTE Instructors Capacity Building Modules	7	0	7
		Capacity Building for CTE Deans	2	0	2
		Capacity Building for Academic staff	131	8	139
		National TOT on IL	1	1	2
		Training on IL for Principals & V. Principals	52	6	58
		Training on IL for Supervisors	4	0	4
		National TOT on Subject Matter	7	0	7
		Training for Teachers on Subject Matter	262	96	358
		National TOT on EGRW	10	0	10
		Teachers on EGRW	166	234	400
		Principals on EGRW	22	4	26
Training on SRMIS	3	1	4		

S.No.	Region	Types of Participants & Trainings	Actual		
			M	F	T
		Orientation on CTE-Linkage Schools Guideline	44	10	54
		The Use of ICT/Education Technology	4	0	4
	Total	<b>National TOT on SIK</b>	<b>111</b>	<b>3</b>	<b>114</b>
		<b>Teachers on SIK</b>	<b>2851</b>	<b>2814</b>	<b>5665</b>
		<b>Principals on SIK</b>	<b>470</b>	<b>74</b>	<b>544</b>
		<b>National TOT on the CTE Instructors Capacity building modules</b>	<b>56</b>	<b>2</b>	<b>58</b>
		<b>Capacity Building for CTE Deans</b>	<b>25</b>	<b>0</b>	<b>25</b>
		<b>Capacity Building for Academic staff</b>	<b>1451</b>	<b>134</b>	<b>1585</b>
		<b>National TOT on IL</b>	<b>28</b>	<b>2</b>	<b>30</b>
		<b>Training on IL for Principals &amp; V. Principals</b>	<b>707</b>	<b>155</b>	<b>862</b>
		<b>Training on IL for Supervisors</b>	<b>55</b>	<b>5</b>	<b>60</b>
		<b>National TOT on Subject Matter</b>	<b>107</b>	<b>5</b>	<b>112</b>
		<b>Training for Teachers on Subject Matter</b>	<b>3512</b>	<b>1570</b>	<b>5082</b>
		<b>National TOT on EGRW</b>	<b>128</b>	<b>10</b>	<b>138</b>
		<b>Teachers on EGRW</b>	<b>2250</b>	<b>3781</b>	<b>6031</b>
		<b>Principals on EGRW</b>	<b>340</b>	<b>57</b>	<b>397</b>
		<b>Training on SRMIS</b>	<b>51</b>	<b>15</b>	<b>66</b>
		<b>Orientation on CTE-Linkage Schools Guideline</b>	<b>616</b>	<b>167</b>	<b>783</b>
		<b>The Use of ICT/Education Technology</b>	<b>50</b>	<b>5</b>	<b>55</b>

**Table 3: Number of LPS Principals and Vice Principals Trained**

Region	Types of Participants & Trainings	Y1			Y2			Y3			Y4			Y5			Total Years 1 - 5		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
AA	Training on SIK	0	0	0	0	0	0	7	3	10	0	0	0	5	1	6	12	4	16
	Training on EGRW	0	0	0	10	1	11	0	0	0	0	0	0	0	0	0	10	1	11
	Training on IL	0	0	0	0	0	0	0	0	0	18	6	24	6	0	6	24	6	30
Afar	Training on SIK	0	0	0	0	0	0	12	1	13	0	0	0	5	0	5	17	1	18
	Training on EGRW	0	0	0	12	1	13	5	1	6	0	0	0	0	0	0	17	2	19
	Training on IL	0	0	0	0	0	0	0	0	0	23	3	26	5	0	5	28	3	31
Amhara	Training on SIK	0	0	0	0	0	0	111	19	130	0	0	0	31	8	39	142	27	169
	Training on EGRW	0	0	0	119	14	133	0	0	0	0	0	0	0	0	0	119	14	133
	Training on IL	0	0	0	0	0	0	0	0	0	198	43	241	27	3	30	225	46	271
BG	Training on SIK	0	0	0	0	0	0	12	1	13	0	0	0	6	0	6	18	1	19
	Training on EGRW	0	0	0	12	1	13	0	0	0	0	0	0	0	0	0	12	1	13
	Training on IL	0	0	0	0	0	0	0	0	0	24	2	26	1	0	1	25	2	27
Gambella	Training on SIK	0	0	0	0	0	0	12	1	13	0	0	0	4	0	4	16	1	17
	Training on EGRW	0	0	0	10	2	12	0	0	0	0	0	0	0	0	0	10	2	12
	Training on IL	0	0	0	0	0	0	0	0	0	20	5	25	5	0	5	25	5	30
Harari	Training on SIK	0	0	0	0	0	0	10	3	13	0	0	0	2	0	2	12	3	15
	Training on EGRW	0	0	0	11	2	13	0	0	0	0	0	0	0	0	0	11	2	13
	Training on IL	0	0	0	0	0	0	0	0	0	22	4	26	1	0	1	23	4	27
Oromia	Training on SIK	0	0	0	0	0	0	86	16	102	0	0	0	46	5	51	132	21	153
	Training on EGRW	0	0	0	81	23	104	0	0	0	0	0	0	0	0	0	81	23	104
	Training on IL	0	0	0	0	0	0	0	0	0	157	52	209	21	10	31	178	62	240
SNNP	Training on SIK	0	0	0	0	0	0	45	6	51	0	0	0	20	3	23	65	9	74
	Training on EGRW	0	0	0	0	0	0	43	8	51	0	0	0	0	0	0	43	8	51
	Training on IL	0	0	0	0	0	0	0	0	0	87	19	106	11	1	12	98	20	118
Somali	Training on SIK	0	0	0	0	0	0	15	0	15	0	0	0	11	0	11	26	0	26
	Training on EGRW	0	0	0	15	0	15	0	0	0	0	0	0	0	0	0	15	0	15
	Training on IL	0	0	0	0	0	0	0	0	0	25	1	26	4	0	4	29	1	30
Tigray	Training on SIK	0	0	0	0	0	0	22	5	27	0	0	0	8	2	10	30	7	37

Region	Types of Participants & Trainings	Y1			Y2			Y3			Y4			Y5			Total Years 1 - 5		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
	Training on EGRW	0	0	0	22	4	26	0	0	0	0	0	0	0	0	0	22	4	26
	Training on IL	0	0	0	0	0	0	0	0	0	49	5	54	3	1	4	52	6	58
Total	Training on SIK	0	0	0	0	0	0	332	55	387	0	0	0	138	19	157	470	74	544
	Training on EGRW	0	0	0	292	48	340	48	9	57	0	0	0	0	0	0	340	57	397
	Training on IL	0	0	0	0	0	0	0	0	0	623	140	763	84	15	99	707	155	862

**Table 4: Number of Teachers Trained in SIK, SMHB & EGRW**

Region	Types of Participants & Trainings	Y1			Y2			Y3			Y4			Y5			Total Yr 1 - 5		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
AA	Training on SIK	0	0	0	0	0	0	15	9	24	32	56	88	24	27	51	71	92	163
	Training on SMHB	0	0	0	53	19	72	31	14	45	42	18	60	21	12	33	147	63	210
	Training on EGRW	0	0	0	5	21	26	7	30	37	16	55	71	4	11	15	32	117	149
Afar	Training on SIK	0	0	0	0	0	0	14	12	26	74	38	112	21	16	37	109	66	175
	Training on SMHB	0	0	0	10	1	11	15	2	17	22	3	25	23	3	26	70	9	79
	Training on EGRW	0	0	0	13	13	26	28	31	59	17	13	30	12	14	26	70	71	141
Amhara	Training on SIK	0	0	0	0	0	0	151	88	239	416	588	1004	241	222	463	808	898	1706
	Training on SMHB	0	0	0	243	98	341	347	138	485	137	69	206	251	139	390	978	444	1422
	Training on EGRW	0	0	0	96	171	267	481	941	1422	18	44	62	103	205	308	698	1361	2059
BG	Training on SIK	0	0	0	0	0	0	14	11	25	62	55	117	30	19	49	106	85	191
	Training on SMHB	0	0	0	24	1	25	31	4	35	29	8	37	23	7	30	107	20	127
	Training on EGRW	0	0	0	7	19	26	38	61	99	20	19	39	14	12	26	79	111	190
Gambella	Training on SIK	0	0	0	0	0	0	15	11	26	52	55	107	55	40	95	122	106	228
	Training on SMHB	0	0	0	24	6	30	33	6	39	23	4	27	21	8	29	101	24	125
	Training on EGRW	0	0	0	6	20	26	34	48	82	19	18	37	0	0	0	59	86	145
Harari	Training on SIK	0	0	0	0	0	0	14	12	26	62	51	113	25	11	36	101	74	175
	Training on SMHB	0	0	0	26	3	29	28	8	36	22	8	30	17	1	18	93	20	113
	Training on EGRW	0	0	0	10	16	26	42	58	100	23	21	44	8	7	15	83	102	185
Oromia	Training on SIK	0	0	0	0	0	0	141	70	211	184	360	544	233	273	506	558	703	1261
	Training on SMHB	0	0	0	245	162	407	309	145	454	425	260	685	260	157	417	1239	724	1963

	Training on EGRW	0	0	0	67	144	211	342	784	1126	135	159	294	35	62	97	579	1149	1728
SNNP	Training on SIK	0	0	0	0	0	0	57	51	108	230	222	452	345	328	673	632	601	1233
	Training on SMHB	0	0	0	110	47	157	142	48	190	65	31	96	56	20	76	373	146	519
	Training on EGRW	0	0	0	0	0	0	300	404	704	65	65	130	23	20	43	388	489	877
Somali	Training on SIK	0	0	0	0	0	0	24	6	30	43	9	52	65	15	80	132	30	162
	Training on SMHB	0	0	0	48	9	57	54	10	64	26	1	27	14	4	18	142	24	166
	Training on EGRW	0	0	0	19	11	30	24	14	38	40	23	63	13	13	26	96	61	157
Tigray	Training on SIK	0	0	0	0	0	0	44	10	54	121	120	241	47	29	76	212	159	371
	Training on SMHB	0	0	0	60	17	77	50	12	62	70	32	102	82	35	117	262	96	358
	Training on EGRW	0	0	0	13	41	54	89	125	214	31	32	63	33	36	69	166	234	400
Total	Training on SIK	0	0	0	0	0	0	489	280	769	1276	1554	2830	1086	980	2066	2851	2814	5665
	Training on SMHB	0	0	0	843	363	1206	1040	387	1427	861	434	1295	768	386	1154	3512	1570	5082
	Training on EGRW	0	0	0	236	456	692	1385	2496	3881	384	449	833	245	380	625	2250	3781	6031

**Table 5: Supervisors Trained on IL**

<b>S.No.</b>	<b>Region</b>	<b>Male</b>	<b>Female</b>	<b>Remark</b>
1	Addis Ababa	1	0	
2	Afar	1	1	
3	Amhara	21	2	
4	Benishangul Gumuz	2	0	
5	Gambella	2	0	
6	Harari	0	0	
7	Oromia	14	1	
8	SNNP	8	0	
9	Somali	2	1	
10	Tigray	4	0	
<b>Total</b>		<b>55</b>	<b>5</b>	

### Annex 3: In-Service Expanded Tables on Materials and Numbers of Trainees

**Table 1: Number of Training Materials Developed, Printed and Distributed**

SN	Modules/Handbooks	Language	Year 1 (2009/10)	Year 2 (2010/11)	Year 3 (2011/12)	Year 4 (2012/13)	Year 5 (2013/14)	Total
<b>Self instructional kits (SIKs)</b>								
1	Module 1: How to help students learn effectively using active learning methods: (Grades 1-4 Teachers)	English	4611	0	0	2515	0	<b>7126</b>
		Amharic	3546	0	0	7483	3787	<b>14816</b>
		Tigrigna	588	0	0	1883	581	<b>3052</b>
		A.Oromo	2634	0	0	3996	3087	<b>9717</b>
		Somali	621	0	0	776	914	<b>2311</b>
		<b>Total</b>	<b>12000</b>	<b>0</b>	<b>0</b>	<b>16653</b>	<b>8369</b>	<b>37022</b>
2	Module 1: Active learning: A practical guide (Grades 5-8 Teachers)	English	5730	0	0	2515	0	<b>8245</b>
		Amharic	2427	0	0	7483	3787	<b>13697</b>
		Tigrigna	588	0	0	1883	581	<b>3052</b>
		A.Oromo	2634	0	0	3996	3087	<b>9717</b>
		Somali	621	0	0	776	914	<b>2311</b>
		<b>Total</b>	<b>12000</b>	<b>0</b>	<b>0</b>	<b>16653</b>	<b>8369</b>	<b>37022</b>
3	Module 2A: Sample learning activities for grades 5-6	English	5730	0	0	0	0	<b>5730</b>
		Amharic	2427	0	0	0	0	<b>2427</b>
		Tigrigna	588	0	0	0	0	<b>588</b>
		A.Oromo	2634	0	0	0	0	<b>2634</b>
		Somali	621	0	0	0	0	<b>621</b>
		<b>Total</b>	<b>12000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12000</b>
4	Module 2B: Sample learning activities for grades 7-8	English	11244	0	0	0	0	<b>11244</b>
		Amharic	0	0	0	0	0	<b>0</b>
		Tigrigna	0	0	0	0	0	<b>0</b>
		A.Oromo	0	0	0	0	0	<b>0</b>
		Somali	0	0	0	0	0	<b>0</b>
		<b>Total</b>	<b>11244</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11244</b>
5	Module 3: Continuous assessment and how to	English	5730	0	0	2515	0	<b>8245</b>
		Amharic	2427	0	0	7483	0	<b>9910</b>

SN	Modules/Handbooks	Language	Year 1 (2009/10)	Year 2 (2010/11)	Year 3 (2011/12)	Year 4 (2012/13)	Year 5 (2013/14)	Total
	use it (Grades 5-8 Teachers)	Tigrigna	588	0	0	1883	0	2471
		A.Oromo	2634	0	0	3996	0	6630
		Somali	621	0	0	776	0	1397
		<b>Total</b>	<b>12000</b>	<b>0</b>	<b>0</b>	<b>16653</b>	<b>0</b>	<b>28653</b>
6	Module 4: Gender issues: (Grades 1-4 Teachers)	English	4611	0	0	0	0	4611
		Amharic	3546	0	0	0	0	3546
		Tigrigna	588	0	0	0	0	588
		A.Oromo	2634	0	0	0	0	2634
		Somali	621	0	0	0	0	621
		<b>Total</b>	<b>12000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12000</b>
7	Module 4: Gender issues for second cycle Teachers: (Grades 5-8 Teachers)	English	5730	0	0	0	0	5730
		Amharic	2427	0	0	0	0	2427
		Tigrigna	588	0	0	0	0	588
		A.Oromo	2634	0	0	0	0	2634
		Somali	621	0	0	0	0	621
		<b>Total</b>	<b>12000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12000</b>
8	Module 6: How to manage large classes to promote active learning: some tips (Grades 1-4 Teachers)	English	4611	0	0	0	0	4611
		Amharic	3546	0	0	0	0	3546
		Tigrigna	588	0	0	0	0	588
		A.Oromo	2634	0	0	0	0	2634
		Somali	621	0	0	0	0	621
		<b>Total</b>	<b>12000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12000</b>
9	Module 6: Large class management: tips and guidelines (Grades 5-8 Teachers)	English	5730	0	0	0	0	5730
		Amharic	2427	0	0	0	0	2427
		Tigrigna	588	0	0	0	0	588
		A.Oromo	2634	0	0	0	0	2634
		Somali	621	0	0	0	0	621
		<b>Total</b>	<b>12000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12000</b>
10		English	4611	0	0	2515	0	7126
		Amharic	3546	0	0	7483	0	11029

SN	Modules/Handbooks	Language	Year 1 (2009/10)	Year 2 (2010/11)	Year 3 (2011/12)	Year 4 (2012/13)	Year 5 (2013/14)	Total
	Teachers' Handbook on Continuous Assessment: Grade one	Tigrigna	588	0	0	1883	0	<b>2471</b>
		A.Oromo	2634	0	0	3996	0	<b>6630</b>
		Somali	621	0	0	776	0	<b>1397</b>
		<b>Total</b>	<b>12000</b>	<b>0</b>	<b>0</b>	<b>16653</b>	<b>0</b>	<b>28653</b>
11	Teachers' Handbook on Continuous Assessment: Grade two	English	4611	0	0	2515	0	<b>7126</b>
		Amharic	3546	0	0	7483	0	<b>11029</b>
		Tigrigna	588	0	0	1883	0	<b>2471</b>
		A.Oromo	2634	0	0	3996	0	<b>6630</b>
		Somali	621	0	0	776	0	<b>1397</b>
		<b>Total</b>	<b>12000</b>	<b>0</b>	<b>0</b>	<b>16653</b>	<b>0</b>	<b>28653</b>
12	Teachers' Handbook on Continuous Assessment: Grade three	English	4611	0	0	2515	0	<b>7126</b>
		Amharic	3546	0	0	7483	0	<b>11029</b>
		Tigrigna	588	0	0	1883	0	<b>2471</b>
		A.Oromo	2634	0	0	3996	0	<b>6630</b>
		Somali	621	0	0	776	0	<b>1397</b>
		<b>Total</b>	<b>12000</b>	<b>0</b>	<b>0</b>	<b>16653</b>	<b>0</b>	<b>28653</b>
13	Teachers' Handbook on Continuous Assessment: Grade four	English	4611	0	0	2515	0	<b>7126</b>
		Amharic	3546	0	0	7483	0	<b>11029</b>
		Tigrigna	588	0	0	1883	0	<b>2471</b>
		A.Oromo	2634	0	0	3996	0	<b>6630</b>
		Somali	621	0	0	776	0	<b>1397</b>
		<b>Total</b>	<b>12000</b>	<b>0</b>	<b>0</b>	<b>16653</b>	<b>0</b>	<b>28653</b>
14	Teachers' Handbook on Continuous Assessment (Grades 1-4 combined)	English	0	0	0	0	0	<b>0</b>
		Amharic	0	0	0	0	3645	<b>3645</b>
		Tigrigna	0	0	0	0	547	<b>547</b>
		A.Oromo	0	0	0	0	3104	<b>3104</b>
		Somali	0	0	0	0	899	<b>899</b>
		<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8195</b>	<b>8195</b>
15		English	0	3215	3215	2515	0	<b>8945</b>
		Amharic	0	4048	4048	7483	0	<b>15579</b>

SN	Modules/Handbooks	Language	Year 1 (2009/10)	Year 2 (2010/11)	Year 3 (2011/12)	Year 4 (2012/13)	Year 5 (2013/14)	Total
	Module 1: Understanding and managing students' behavior	Tigrigna	0	434	434	1883	0	2751
		A.Oromo	0	2368	2368	3996	0	8732
		Somali	0	395	395	776	0	1566
		<b>Total</b>	<b>0</b>	<b>10460</b>	<b>10460</b>	<b>16653</b>	<b>0</b>	<b>37573</b>
16	Module 2: Preparation and utilization of instructional materials from locally available resources	English	0	3215	3215	0	0	6430
		Amharic	0	4048	4048	0	0	8096
		Tigrigna	0	434	434	0	0	868
		A.Oromo	0	2368	2368	0	0	4736
		Somali	0	395	395	0	0	790
		<b>Total</b>	<b>0</b>	<b>10460</b>	<b>10460</b>	<b>0</b>	<b>0</b>	<b>20920</b>
17	Module 3: Action research techniques and application: A practical guide for primary school Teachers	English	0	3215	3215	2515	0	8945
		Amharic	0	4048	4048	7483	3787	19366
		Tigrigna	0	434	434	1883	581	3332
		A.Oromo	0	2368	2368	3996	3087	11819
		Somali	0	395	395	776	914	2480
		<b>Total</b>	<b>0</b>	<b>10460</b>	<b>10460</b>	<b>16653</b>	<b>8369</b>	<b>45942</b>
<b>Subject Matter Handbooks</b>								
18	Mathematics Teachers' Handbook	English	5730	0	0	371	5016	11117
		Amharic	2427	0	0	1342	0	3769
		Tigrigna	588	0	0	66	390	1044
		A.Oromo	2634	0	0	172	3598	6404
		Somali	621	0	0	70	388	1079
		<b>Total</b>	<b>12000</b>	<b>0</b>	<b>0</b>	<b>2021</b>	<b>9392</b>	<b>23413</b>
19	Biology Teachers' Handbook	English	0	0	3260	3878	361	7499
		Amharic	0	0	2070	1316	0	3386
		Tigrigna	0	0	217	360	38	615
		A.Oromo	0	0	1014	2790	106	3910
		Somali	0	0	150	373	5	528
		<b>Total</b>	<b>0</b>	<b>0</b>	<b>6711</b>	<b>8717</b>	<b>510</b>	<b>15938</b>

SN	Modules/Handbooks	Language	Year 1 (2009/10)	Year 2 (2010/11)	Year 3 (2011/12)	Year 4 (2012/13)	Year 5 (2013/14)	Total
20	Chemistry Teachers' Handbook	English	0	0	3260	3784	291	<b>7335</b>
		Amharic	0	0	2070	1224	0	<b>3294</b>
		Tigrigna	0	0	217	340	51	<b>608</b>
		A.Oromo	0	0	1014	2890	35	<b>3939</b>
		Somali	0	0	150	365	50	<b>565</b>
		<b>Total</b>	<b>0</b>	<b>0</b>	<b>6711</b>	<b>8603</b>	<b>427</b>	<b>15741</b>
21	Physics Teachers' Handbook	English	0	0	3260	3989	287	<b>7536</b>
		Amharic	0	0	2070	1238	0	<b>3308</b>
		Tigrigna	0	0	217	400	39	<b>656</b>
		A.Oromo	0	0	1014	2790	35	<b>3839</b>
		Somali	0	0	150	355	35	<b>540</b>
		<b>Total</b>	<b>0</b>	<b>0</b>	<b>6711</b>	<b>8772</b>	<b>396</b>	<b>15879</b>
22	Science Laboratory Manual	English	0	0	3260	4900	914	<b>9074</b>
		Amharic	0	0	2070	1515	0	<b>3585</b>
		Tigrigna	0	0	217	480	147	<b>844</b>
		A.Oromo	0	0	1014	3896	702	<b>5612</b>
		Somali	0	0	150	433	120	<b>703</b>
		<b>Total</b>	<b>0</b>	<b>0</b>	<b>6711</b>	<b>11224</b>	<b>1883</b>	<b>19818</b>
<b>Early Grade Reading and Writing Modules</b>								
23	Module one: Teaching Reading and Writing in the Nationality Languages	English	0	2615	2615	2715	0	<b>7945</b>
		Amharic	0	2832	2832	10406	2893	<b>18963</b>
		Tigrigna	0	356	356	1025	234	<b>1971</b>
		A.Oromo	0	1712	1712	5798	1901	<b>11123</b>
		Somali	0	395	330	821	380	<b>1926</b>
		<b>Total</b>	<b>0</b>	<b>7910</b>	<b>7845</b>	<b>20765</b>	<b>5408</b>	<b>41928</b>
24	Module two: Teaching Reading and Writing in the Subject Areas	English	0	2615	2615	2715	0	<b>7945</b>
		Amharic	0	2832	2832	10406	2893	<b>18963</b>
		Tigrigna	0	356	356	1025	234	<b>1971</b>

SN	Modules/Handbooks	Language	Year 1 (2009/10)	Year 2 (2010/11)	Year 3 (2011/12)	Year 4 (2012/13)	Year 5 (2013/14)	Total
		A.Oromo	0	1712	1712	5798	1901	<b>11123</b>
		Somali	0	395	330	821	380	<b>1926</b>
		<b>Total</b>	<b>0</b>	<b>7910</b>	<b>7845</b>	<b>20765</b>	<b>5408</b>	<b>41928</b>
25	Module three: Teaching Reading and Writing to Support English Language Learning	English	0	2615	2615	18793	5704	<b>29727</b>
		Amharic	0	2832	2832	0	0	<b>5664</b>
		Tigrigna	0	356	356	0	0	<b>712</b>
		A.Oromo	0	1712	1712	0	0	<b>3424</b>
		Somali	0	395	330	0	0	<b>725</b>
		<b>Total</b>	<b>0</b>	<b>7910</b>	<b>7845</b>	<b>18793</b>	<b>5704</b>	<b>40252</b>
26	Module four: Creating Appropriate Environment that Support Teaching Reading and Writing	English	0	2615	2615	2715	0	<b>7945</b>
		Amharic	0	2832	2832	10406	2893	<b>18963</b>
		Tigrigna	0	356	356	1025	234	<b>1971</b>
		A.Oromo	0	1712	1712	5798	1901	<b>11123</b>
		Somali	0	395	330	821	380	<b>1926</b>
		<b>Total</b>	<b>0</b>	<b>7910</b>	<b>7845</b>	<b>20765</b>	<b>5408</b>	<b>41928</b>
<b>Instructional leadership</b>								
27	Instructional Leadership	English	0	0	0	2900	0	<b>2900</b>
		Amharic	0	0	0	1965	217	<b>2182</b>
		Tigrigna	0	0	0	271	48	<b>319</b>
		A.Oromo	0	0	0	1437	31	<b>1468</b>
		Somali	0	0	0	193	49	<b>242</b>
		<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6766</b>	<b>345</b>	<b>7111</b>

**Table 2: Numbers of Personnel Trained**

SN	Region	Types of Participants & Trainings	Plan	Actual			
				M	F	T	%
1	AA	National TOT on SIK	4	4	0	4	100.0
		Teachers on SIK	1396	620	516	1136	81.4
		Principals on SIK	36	27	8	35	97.2
		National TOT on IT	1	0	1	1	100.0
		IT for Teachers, Principals & WCRC	12	12	0	12	100.0
		National TOT on IL	3	2	1	3	100.0
		IL for Supervisors & Ed. Officers	16	14	3	17	106.3
		Training on IL for Principals	42	32	9	41	97.6
		National TOT on Mathematics	1	1	0	1	100.0
		National TOT on Biology	1	0	1	1	100.0
		National TOT on Chemistry	1	2	0	2	200.0
		National TOT on Physics	1	2	0	2	200.0
		Teachers on Mathematics	229	144	35	179	78.2
		Training for Teachers on Biology	73	37	18	55	75.3
		Training for Teachers on Chemistry	66	50	24	74	112.1
		Training for Teachers on Physics	64	44	11	55	85.9
		National TOT on EGRW	5	4	0	4	80.0
		Teachers on EGRW	522	179	299	478	91.6
		Regional TOT on SIK	102	86	15	101	99.0
		Orientation for Principals on SCRC	32	28	5	33	103.1
2	Afar	National TOT on SIK	4	3	0	3	75.0
		Teachers on SIK	1528	1087	470	1557	101.9
		Principals on SIK	104	95	9	104	100.0
		National TOT on IT	2	2	0	2	100.0
		IT Training for Teachers, Principals & WCRC	32	27	4	31	96.9
		National TOT on IL	5	5	0	5	100.0
		IL for Supervisors & Ed. Officers	25	21	6	27	108.0
		Training on IL for Principals	99	95	4	99	100.0
		National TOT on Mathematics	1	1	0	1	100.0

		National TOT on Biology	2	1	0	1	50.0
		National TOT on Chemistry	2	0	0	0	0.0
		National TOT on Physics	2	1	0	1	50.0
		Teachers on Mathematics	157	131	13	144	91.7
		Teachers on Biology	130	98	39	137	105.4
		Teachers on Chemistry	114	80	15	95	83.3
		Teachers on Physics	141	104	8	112	79.4
		National TOT on EGRW	11	8	3	11	100.0
		Teachers on EGRW	524	317	204	521	99.4
		Regional TOT on SIK	222	186	33	219	98.6
		Orientation for Principals on SCRC	80	68	6	74	92.5
3	Amhara	National TOT on SIK	18	11	2	13	72.2
		Teachers on SIK	6609	5723	5007	10730	162.4
		Principals on SIK	716	588	74	662	92.5
		National TOT on Mathematics	4	2	2	4	100.0
		National TOT on IT	5	3	2	5	100.0
		IT for Teachers, Principals & WCRC	179	149	25	174	97.2
		National TOT on IL	16	11	1	12	75.0
		IL for Supervisors & Ed. Officers	159	146	8	154	96.9
		Training on IL for Principals	737	618	85	703	95.4
		Teachers on Mathematics	1296	871	272	1143	88.2
		National TOT on Biology	5	5	1	6	120.0
		National TOT on Chemistry	5	4	0	4	80.0
		National TOT on Physics	5	4	1	5	100.0
		Training for Teachers on Biology	463	383	168	551	119.0
		Training for Teachers on Chemistry	452	297	128	425	94.0
		Training for Teachers on Physics	478	363	92	455	102.5
		National TOT on EGRW	40	25	1	26	65.0
		Teachers on EGRW	6145	2442	3085	5527	89.9
		Regional TOT on SIK	1462	1164	284	1448	99.0
		Orientation for Principals on SCRC	552	464	90	554	100.4
4	BG	National TOT on SIK	7	6	0	6	85.7
		Teachers on SIK	1054	765	301	1066	101.1
		Principals on SIK	68	61	3	64	94.1
		National TOT on IT	2	2	0	2	100.0

		IT for Teachers, Principals & WCRC	30	30	0	30	100.0
		National TOT on IL	10	8	0	8	80.0
		IL for Supervisors & Ed. Officers	21	17	2	19	90.5
		Training on IL for Principals	64	63	0	63	98.4
		National TOT on Mathematics	1	1	0	1	100.0
		Teachers on Mathematics	128	104	19	123	96.1
		National TOT on Biology	2	1	0	1	50.0
		National TOT on Chemistry	2	2	0	2	100.0
		National TOT on Physics	2	2	0	2	100.0
		Training for Teachers on Biology	62	68	18	86	153.2
		Training for Teachers on Chemistry	58	52	10	62	106.9
		Training for Teachers on Physics	87	50	5	55	69.0
		National TOT on EGRW	14	10	1	11	78.6
		Teachers on EGRW	415	264	148	412	99.3
		Regional TOT on SIK	133	121	7	128	96.2
		Orientation for Principals on SCRC	46	41	1	42	91.3
5	DD	National TOT on SIK	3	3	0	3	100.0
		Teachers on SIK	1452	791	342	1133	78.0
		Principals on SIK	55	45	0	45	81.8
		National TOT on IT	2	2	0	2	100
		IT for Teachers, Principals & WCRC	24	20	4	24	100.0
		National TOT on IL	4	4	0	4	100
		IL for Supervisors & Ed. Officers	17	15	2	17	100.0
		Training on IL for Principals	66	58	5	63	95.5
		National TOT on Mathematics	1	1	0	1	100.0
		National TOT on Biology	1	1	0	1	100.0
		National TOT on Chemistry	1	0	1	1	100.0
		National TOT on Physics	20	20	2	22	110.0
		Teachers on Mathematics	112	146	20	166	148.2
		Teachers on Biology	148	123	30	153	103.4
		Teachers on Chemistry	79	101	17	118	149.4
		Teachers on Physics	82	94	12	106	129.3
		National TOT on EGRW	8	8	0	8	100.0
		Teachers on EGRW	790	455	251	706	89.4
		Regional TOT on SIK	143	130	12	142	99.3

		Orientation for Principals on SCRC	55	53	2	55	100.0
6	Gambella	National TOT on SIK	8	8	0	8	100.0
		Teachers on SIK	710	442	65	507	71.4
		Principals on SIK	51	48	0	48	94.1
		National TOT on IT	2	2	0	2	100.0
		IT for Teachers, Principals & WCRC	9	9	1	10	111.1
		National TOT on IL	6	2	0	2	33.3
		IL for Supervisors & Ed. Officers	13	13	0	13	100.0
		Training on IL for Principals	49	47	0	47	95.9
		National TOT on Mathematics	2	1	1	2	100.0
		National TOT on Biology	2	2	0	2	100.0
		National TOT on Chemistry	2	2	0	2	100.0
		National TOT on Physics	2	2	0	2	100.0
		Teachers on Mathematics	111	91	4	95	85.6
		Teachers on Biology	91	76	20	96	105.5
		Teachers on Chemistry	78	80	6	86	110.3
		Teachers on Physics	104	87	4	91	87.5
		National TOT on EGRW	8	8	1	9	112.5
		Teachers on EGRW	265	209	46	255	96.2
		Regional TOT on SIK	85	79	1	80	94.1
		Orientation for Principals on SCRC	30	30	0	30	100.0
7	Harari	National TOT on SIK	5	3	0	3	60.0
		Teachers on SIK	678	193	210	403	59.4
		Principals on SIK	25	16	5	21	84.0
		National TOT on IT	2	2	0	2	100.0
		IT training for Teachers, Principals & WCRC	10	6	4	10	100.0
		National TOT on IL	2	2	0	2	100.0
		IL for Supervisors & Ed. Officers	7	6	1	7	100.0
		IL for Principals	24	16	6	22	91.7
		National TOT on Mathematics	1	1	0	1	100.0
		Teachers on Mathematics	55	47	15	62	112.7
		National TOT on Biology	2	1	0	1	50.0
		National TOT on Chemistry	2	1	0	1	50.0
		National TOT on Physics	2	1	0	1	50.0
		Teachers on Biology	39	41	20	61	156.4

		Teachers on Chemistry	35	35	10	45	128.6
		Teachers on Physics	38	35	6	41	107.9
		National TOT EGRW	6	3	2	5	83.3
		Teachers on EGRW	330	62	111	173	52.4
		Regional TOT on SIK	55	34	19	53	96.4
		Orientation for Principals on SCRC	20	12	7	19	95.0
8	Oromia	National TOT on SIK	28	33	0	33	117.9
		Teachers on SIK	12909	8532	5115	13647	105.7
		Principals on SIK	1131	1025	76	1101	97.3
		National TOT on IT	6	6	0	6	100.0
		IT training for Teachers, Principals & WCRC	302	266	32	298	98.7
		National TOT on IL	30	29	1	30	100.0
		Training on IL for Supervisors & Ed. Officers	241	225	9	234	97.1
		Training on IL for Principals	973	889	51	940	96.6
		National TOT on Mathematics	4	3	1	4	100.0
		National TOT on Biology	7	6	1	7	100.0
		National TOT on Chemistry	7	6	0	6	85.7
		National TOT on Physics	7	7	0	7	100.0
		Teachers on Mathematics	2269	2075	427	2502	110.3
		Teachers on Biology	2013	1418	685	2103	104.5
		Teachers on Chemistry	1858	1363	458	1821	98.0
		Teachers on Physics	1681	1390	336	1726	102.7
		National TOT on EGRW	80	59	9	68	85.0
		Teachers on EGRW	7814	4333	3384	7717	98.8
		Regional TOT on SIK	2069	1802	222	2024	97.8
		Orientation for Principals on SCRC	756	688	63	751	99.3
9	SNNP	National TOT on SIK	17	16	1	17	100.0
		Teachers on SIK	6796	4857	2355	7212	108.6
		Principals on SIK	592	559	43	602	101.7
		National TOT on IT	4	4	0	4	100.0
		IT for Teachers, Principals & WCRC	160	149	10	159	99.4
		National TOT on IL	20	18	2	20	100.0
		IL for Supervisors & Ed. Officers	136	119	5	124	91.2

		IL for Principals	525	489	26	515	98.1
		National TOT on Mathematics	3	3	0	3	100.0
		Teachers on Mathematics	1094	571	89	660	60.3
		National TOT on Biology	6	5	1	6	100.0
		National TOT on Chemistry	6	5	1	6	100.0
		National TOT on Physics	6	6	0	6	100.0
		Teachers on Biology	370	381	147	528	142.7
		Teachers on Chemistry	567	363	66	429	75.7
		Teachers on Physics	660	389	36	425	64.4
		National TOT on EGRW	39	30	4	34	87.2
		Teachers on EGRW	4324	2678	1467	4145	95.9
		Regional TOT on SIK	1096	951	116	1067	97.4
		Orientation for Principals on SCRC	401	344	28	372	92.8
10	Somali	National TOT on SIK	7	6	0	6	85.7
		Teachers on SIK	2258	571	82	653	28.9
		Principals on SIK	188	157	3	160	85.1
		National TOT on IT	2	1	1	2	100.0
		IT for Teachers, Principals & WCRC	51	33	2	35	68.6
		National TOT on IL	10	9	1	10	100
		IL for Supervisors & Ed. Officers	48	34	6	40	83.3
		IL for Principals	164	146	1	147	89.6
		National TOT on Mathematics	2	2	0	2	100.0
		Teachers on Mathematics	157	122	17	139	88.5
		National TOT on Biology	3	0	0	0	0.0
		National TOT on Chemistry	3	0	0	0	0.0
		National TOT on Physics	3	0	0	0	0.0
		Teachers on Biology	122	53	6	59	48.4
		Teachers on Chemistry	101	49	8	57	56.4
		Teachers on Physics	66	46	5	51	77.3
		National TOT on EGRW	10	4	0	4	40.0
		Teachers on EGRW	950	694	104	798	84.6
		Regional TOT on SIK	330	255	19	274	83.0
		Orientation for Principals on SCRC	115	93	2	95	82.6
11	Tigrai	National TOT on SIK	8	8	0	8	100.0
		Teachers on SIK	4015	2007	1745	3752	93.4

	Principals on SIK	195	174	15	189	96.9
	National TOT on IT	2	2	0	2	100.0
	IT for Teachers, Principals & WCRC	36	26	9	35	97.2
	National TOT on IL	10	9	0	9	90.0
	IL for Supervisors & Ed. Officers	43	37	1	38	88.4
	IL for Principals	176	158	15	173	98.3
	National TOT on Mathematics	2	2	0	2	100.0
	National TOT on Biology	3	3	0	3	100.0
	National TOT on Chemistry	3	2	0	2	66.7
	National TOT on Physics	3	3	0	3	100.0
	Teachers on Mathematics	400	282	62	344	86.0
	Teachers on Biology	190	193	76	269	141.6
	Teachers on Chemistry	132	175	35	210	159.1
	Teachers on Physics	236	191	34	225	95.3
	National TOT on EGRW	21	19	0	19	90.5
	Teachers on EGRW	1400	687	711	1398	99.9
	Regional TOT on SIK	347	313	31	344	99.1
	Orientation for Principals on SCRC	128	113	12	125	97.7
<b>Total</b>	<b>National TOT on SIK</b>	<b>109</b>	<b>101</b>	<b>3</b>	<b>104</b>	<b>95.4</b>
	<b>Teachers on SIK</b>	<b>39405</b>	<b>25588</b>	<b>16203</b>	<b>41791</b>	<b>106.1</b>
	<b>Principals on SIK</b>	<b>3161</b>	<b>2795</b>	<b>236</b>	<b>3031</b>	<b>95.9</b>
	<b>National TOT on IT</b>	<b>30</b>	<b>26</b>	<b>4</b>	<b>30</b>	<b>100.0</b>
	<b>IT for Teachers, Principals &amp; WCRC</b>	<b>845</b>	<b>727</b>	<b>91</b>	<b>818</b>	<b>96.8</b>
	<b>National TOT on IL</b>	<b>116</b>	<b>99</b>	<b>6</b>	<b>105</b>	<b>90.5</b>
	<b>IL for Supervisors &amp; Ed. Officers</b>	<b>726</b>	<b>647</b>	<b>43</b>	<b>690</b>	<b>95.0</b>
	<b>Principals on IL</b>	<b>2198</b>	<b>2611</b>	<b>202</b>	<b>2813</b>	<b>128.0</b>
	<b>National TOT on Mathematics</b>	<b>23</b>	<b>18</b>	<b>4</b>	<b>22</b>	<b>95.7</b>
	<b>National TOT on Biology</b>	<b>34</b>	<b>25</b>	<b>4</b>	<b>29</b>	<b>85.3</b>
	<b>National TOT on Chemistry</b>	<b>34</b>	<b>26</b>	<b>0</b>	<b>26</b>	<b>76.5</b>
	<b>National TOT on Physics</b>	<b>34</b>	<b>29</b>	<b>1</b>	<b>30</b>	<b>88.2</b>
	<b>Teachers on Mathematics</b>	<b>6008</b>	<b>4584</b>	<b>973</b>	<b>5557</b>	<b>92.5</b>
	<b>Teachers on Biology</b>	<b>3701</b>	<b>2874</b>	<b>1238</b>	<b>4112</b>	<b>111.1</b>
	<b>Teachers on Chemistry</b>	<b>3540</b>	<b>2639</b>	<b>775</b>	<b>3414</b>	<b>96.4</b>
	<b>Teachers on Physics</b>	<b>3637</b>	<b>2789</b>	<b>554</b>	<b>3343</b>	<b>91.9</b>
	<b>National TOT on EGRW</b>	<b>242</b>	<b>178</b>	<b>21</b>	<b>199</b>	<b>82.2</b>
	<b>Teachers on EGRW</b>	<b>23479</b>	<b>12320</b>	<b>9810</b>	<b>22130</b>	<b>94.3</b>

	<b>Regional TOT on SIK</b>	<b>6044</b>	<b>5121</b>	<b>759</b>	<b>5880</b>	<b>97.3</b>
	<b>Orientation for Principals on SCRC</b>	<b>2215</b>	<b>1934</b>	<b>216</b>	<b>2150</b>	<b>97.1</b>

**Table 3: School Principals, WEO & RSEB Officers Trained**

Region	Types of Participants & Trainings	Planned				Actual																
		Principals	Key Teachers	CRC&WEO	ZED & RSEB	Principals				Key Teachers				CRC &WEB				ZED & RSEB				
						M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%	
AA	National TOT on SIK	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4	100.0	
	Training on SIK	36	0	0	0	27	8	35	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0
	National TOT on IL	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3	100.0	
	Training on IL	42	0	12	4	32	9	41	97.6	0	0	0	0	9	3	12	100.0	5	0	5	125.0	
	National TOT on Maths	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	100.0	
	National TOT on Biology	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
	National TOT on Chemistry	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	100.0	
	National TOT on Physics	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	100.0	
	National TOT on EGRW	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4	80.0	
	Regional TOT on SIK	32	40	21	9	30	2	32	100.0	29	9	38	95.0	19	2	21	100.0	7	1	8	88.9	
	Orientation on TSGs & SCRCs	32	0	0	0	28	5	33	103.1	0	0	0	0	0	0	0	0	0	0	0	0	0
Afar	National TOT on SIK	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3	100.0	
	Training on SIK	104	0	0	0	95	9	104	100.0	0	0	0	0	0	0	0	0	0	0	0	0	0
	National TOT on IL	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	5	0	5	100.0	
	Training on IL	99	0	24	1	95	4	99	100.0	0	0	0	0	18	6	24	100.0	3	0	3	300.0	
	National TOT on Maths	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	100.0	
	National TOT on Biology	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	100.0	
	National TOT on Chemistry	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
	National TOT on Physics	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	100.0	

Region	Types of Participants & Trainings	Planned				Actual															
		Principals	Key Teachers	CRC & WEO	ZED & RSEB	Principals				Key Teachers				CRC & WEB				ZED & RSEB			
						M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%
Region	National TOT on EGRW	0	0	0	9	0	0	0	0	0	0	0	0	0	0	0	0	6	3	9	100.0
	Regional TOT on SIK	80	81	60	1	77	4	81	101.3	64	16	80	98.8	45	13	58	96.7	1	0	1	100.0
	Orientation on TSGs & SCRCs																				
		80	0	0	0	68	6	74	92.5	0	0	0	0	0	0	0	0	0	0	0	0
Amhara	National TOT on SIK	0	0	0	10	0	0	0	0	0	0	0	0	0	0	0	0	4	1	5	50.0
	Training on SIK	716	0	0	0	588	74	662	92.5	0	0	0	0	0	0	0	0	0	0	0	0
	National TOT on IL	0	0	0	16	0	0	0	0	0	0	0	0	0	0	0	0	11	1	12	75.0
	Training on IL	737	0	148	11	618	85	703	95.4	0	0	0	0	141	6	147	99.3	5	2	7	63.6
	National TOT on Maths	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	2	2	4	133.3
	National TOT on Biology	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	100.0
	National TOT on Chemistry	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	100.0
	National TOT on Physics	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	National TOT on EGRW	0	0	0	20	0	0	0	0	0	0	0	0	0	0	0	0	11	0	11	55.0
	Regional TOT on SIK	551	555	336	20	460	89	549	99.6	384	167	551	99.3	309	23	332	98.8	11	5	16	80.0
	Orientation on TSGs & SCRCs	552	0	0	0	464	90	554	100.4	0	0	0	0	0	0	0	0	0	0	0	0
BG	National TOT on SIK	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	6	0	6	100.0
	Training on SIK	68	0	0	0	61	3	64	94.1	0	0	0	0	0	0	0	0	0	0	0	0
	National TOT on IL	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4	100.0
	Training on IL	64	0	15	6	63	0	63	98.4	0	0	0	0	15	0	15	100.0	2	2	4	66.7



Region	Types of Participants & Trainings	Planned				Actual															
		Principals	Key Teachers	CRC & WEO	ZED & RSEB	Principals				Key Teachers				CRC & WEB				ZED & RSEB			
						M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%
Gambella	National TOT on SIK	0	0	0	7	0	0	0	0	0	0	0	0	0	0	0	0	7	0	7	100.0
	Training on SIK	51	0	0	0	48	0	48	94.1	0	0	0	0	0	0	0	0	0	0	0	0
	National TOT on IL	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	33.3
	Training on IL	49	0	12	1	47	0	47	95.9	0	0	0	0	12	0	12	100.0	1	0	1	100.0
	National TOT on Maths	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	100.0
	National TOT on Biology	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	100.0
	National TOT on Chemistry	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	100.0
	National TOT on Physics	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	100.0
	National TOT on EGRW	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4	100.0
	Regional TOT on SIK	33	32	19	1	28	0	28	84.8	28	1	29	90.6	19	0	19	100.0	1	0	1	100.0
	Orientation on TSGs & SCRCs Organization & Management	30	0	0	0	30	0	30	100.0	0	0	0	0	0	0	0	0	0	0	0	0
Harari	National TOT on SIK	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3	75.0
	Training on SIK	25	0	0	0	16	5	21	84.0	0	0	0	0	0	0	0	0	0	0	0	0
	National TOT on IL	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	100.0
	Training on IL	24	0	6	1	16	6	22	91.7	0	0	0	0	4	1	5	83.3	2	0	2	200.0
	National TOT on Maths	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	100.0
	National TOT on Biology	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	100.0
	National TOT on Chemistry	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	100.0

Region	Types of Participants & Trainings	Planned				Actual															
		Principals	Key Teachers	CRC & WEO	ZED & RSEB	Principals				Key Teachers				CRC & WEB				ZED & RSEB			
						M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%
	National TOT on Physics	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	100.0
	National TOT on EGRW	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	100.0
	Regional TOT on SIK	21	20	13	1	15	5	20	95.2	9	11	20	100.	10	3	13	100.0	0	0	0	0.0
	Orientation on TSGs & SCRCs	20	0	0	0	12	7	19	95.0	0	0	0	0	0	0	0	0	0	0	0	0
Oromia	National TOT on SIK	0	0	0	18	0	0	0	0	0	0	0	0	0	0	0	0	12	0	12	66.7
	Training on SIK	1131	0	0	0	1025	76	1101	97.3	0	0	0	0	0	0	0	0	0	0	0	0
	National TOT on IL	0	0	0	13	0	0	0	0	0	0	0	0	0	0	0	0	13	0	13	100.0
	Training on IL	973	0	222	19	889	51	940	96.6	0	0	0	0	211	7	218	98.2	14	0	14	73.7
	National TOT on Maths	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	3	1	4	80.0
	National TOT on Biology	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	6	1	7	350.0
	National TOT on Chemistry	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	50.0
	National TOT on Physics	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	6	0	6	300.0
	National TOT on EGRW	0	0	0	22	0	0	0	0	0	0	0	0	0	0	0	0	13	3	16	72.7
	Regional TOT on SIK	735	760	540	34	675	54	729	99.2	623	135	758	99.7	476	32	508	94.1	28	1	29	85.3
Orientation on TSGs & SCRCs	756	0	0	0	688	63	751	99.3	0	0	0	0	0	0	0	0	0	0	0	0	
SNNP	National TOT on SIK	0	0	0	13	0	0	0	0	0	0	0	0	0	0	0	0	10	1	11	84.6
	Training on SIK	592	0	0	0	559	43	602	101.7	0	0	0	0	0	0	0	0	0	0	0	0
	National TOT on IL	0	0	0	8	0	0	0	0	0	0	0	0	0	0	0	0	8	0	8	100.0
	Training on IL	525	0	120	16	489	26	515	98.1	0	0	0	0	103	5	108	90.0	16	0	16	100.0

Region	Types of Participants & Trainings	Planned				Actual																
		Principals	Key Teachers	CRC&WEO	ZED & RSEB	Principals				Key Teachers				CRC &WEB				ZED & RSEB				
						M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%	
	National TOT on Maths	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3	100.0	
	National TOT on Biology	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	3	1	4	200.0	
	National TOT on Chemistry	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	100.0	
	National TOT on Physics	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4	200.0	
	National TOT on EGRW	0	0	0	18	0	0	0	0	0	0	0	0	0	0	0	0	14	3	17	94.4	
	Regional TOT on SIK	401	401	284	10	372	27	399	99.5	310	77	387	96.5	262	11	273	96.1	7	1	8	80.0	
	Orientation on TSGs & SCRCs	401	0	0	0	344	28	372	92.8	0	0	0	0	0	0	0	0	0	0	0	0	
Somali	National TOT on SIK	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	6	0	6	100.0	
	Training on SIK	188		0	0	157	3	160	85.1	0	0	0	0	0	0	0	0	0	0	0	0	
	National TOT on IL	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	6	0	6	100.0	
	Training on IL	164		39	9	146	1	147	89.6	0	0	0	0	34	6	40	102.6	0	0	0	0.0	
	National TOT on Maths	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	100.0	
	National TOT on Biology	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0	
	National TOT on Chemistry	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0	
	National TOT on Physics	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0	
	National TOT on EGRW	0	0	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4	50.0
	Regional TOT on SIK	136	102	90	2	100	2	102	75.0	73	13	86	84.3	81	4	85	94.4	1	0	1	50.0	
	Orientation on TSGs & SCRCs	115	0	0	0	93	2	95	82.6	0	0	0	0	0	0	0	0	0	0	0	0	
†	National TOT on SIK	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	6	0	6	100.0	

Region	Types of Participants & Trainings	Planned				Actual															
		Principals	Key Teachers	CRC & WEO	ZED & RSEB	Principals				Key Teachers				CRC & WEB				ZED & RSEB			
						M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%
	Training on SIK	195	0	0	0	174	15	189	96.9	0	0	0	0	0	0	0	0	0	0	0	
	National TOT on IL	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4	100.0
	Training on IL	176	0	36	7	158	15	173	98.3	0	0	0	0	35	1	36	100.0	2	0	2	28.6
	National TOT on Maths	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	100.0
	National TOT on Biology	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	200.0
	National TOT on Chemistry	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	100.0
	National TOT on Physics	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	100.0
	National TOT on EGRW	0	0	0	8	0	0	0	0	0	0	0	0	0	0	0	0	7	0	7	87.5
	Regional TOT on SIK	135	125	80	7	118	15	133	98.5	110	14	124	99.2	78	2	80	100.0	7	0	7	100.0
	Orientation on TSGs & SCRCs	128	0	0	0	113	12	125	97.7	0	0	0	0	0	0	0	0	0	0	0	0
Total	National TOT on SIK	0	0	0	79	0	0	0	0	0	0	0	0	0	0	0	0	63	3	66	83.5
	Training on SIK	3172	0	0	0	2808	241	3049	96.1	0	0	0	0	0	0	0	0	0	0	0	0
	National TOT on IL	0	0	0	71	0	0	0	0	0	0	0	0	0	0	0	0	61	2	63	88.7
	Training on IL	2919	0	650	76	2611	202	2813	96.4	0	0	0	0	597	37	634	0.0	50	4	54	71.1
	National TOT on Maths	0	0	0	22	0	0	0	0	0	0	0	0	0	0	0	0	18	4	22	100.0
	National TOT on Biology	0	0	0	14	0	0	0	0	0	0	0	0	0	0	0	0	17	3	20	142.9
	National TOT on Chemistry	0	0	0	14	0	0	0	0	0	0	0	0	0	0	0	0	10	1	11	78.6
	National TOT on Physics	0	0	0	14	0	0	0	0	0	0	0	0	0	0	0	0	17	0	17	121.4
	National TOT on EGRW	0	0	0	11 6	0	0	0	0	0	0	0	0	0	0	0	0	0	81	10	91

Region	Types of Participants & Trainings	Planned				Actual															
		Principals	Key Teachers	CRC & WEO	ZED & RSEB	Principals				Key Teachers				CRC & WEB				ZED & RSEB			
						M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%
	Regional TOT on SIK	2229	2137	1449	87	1961	206	2167	97.2	1658	436	2094	98.0	1315	81	1396	96.3	65	8	73	83.9
	Orientation on TSGs & SCRCs	2215	0	0	0	1934	216	2150	97.1	0	0	0	0	0	0	0	0	0	0	0	0

**Table 4: Number of School Principals Trained:**

Region	Types of Participants & Trainings	Y1			Y2			Y3			Y4			Y5			Y1-5			
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	%
AA	Training on SIK	19	2	21	0	0	0						0	8	6	14	27	8	35	97.2
	Training on IL			0	0	0	0				26	5	31	6	4	10	32	9	41	97.6
	Regional TOT on SIK			0	0	0	0	30	2	32			0			0	30	2	32	100.0
	Orientation on TSGs & SCRCs			0	28	5	33			0			0			0	28	5	33	103.1

Region	Types of Participants & Trainings	Y1			Y2			Y3			Y4			Y5			Y1-5			
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	%
Afar	Training on SIK	66	8	74	0	0	0			0			0	29	1	30	95	9	104	100.0
	Training on IL			0	0	0	0			0	76	4	80	19	0	19	95	4	99	100.0
	Regional TOT on SIK			0	0	0	0	77	4	81			0			0	77	4	81	101.3
	Orientation on TSGs & SCRCs			0	68	6	74			0			0			0	68	6	74	92.5
Amhara	Training on SIK	342	54	396	0	0	0			0			0	246	20	266	588	74	662	92.5
	Training on IL			0	0	0	0			0	475	74	549	143	11	154	618	85	703	95.4
	Regional TOT on SIK			0	0	0	0	460	89	549			0			0	460	89	549	99.6
	Orientation on TSGs & SCRCs			0	464	90	554			0			0			0	464	90	554	100.4
BG	Training on SIK	40	3	43	0	0	0			0			0	21	0	21	61	3	64	94.1
	Training on IL			0	0	0	0			0	46	0	46	17	0	17	63	0	63	98.4
	Regional TOT on SIK			0	0	0	0	44	2	46			0			0	44	2	46	92.0
	Orientation on TSGs & SCRCs			0	41	1	42			0			0			0	41	1	42	91.3
DD	Training on SIK	34	0	34	0	0	0			0			0	11	0	11	45	0	45	68.2
	Training on IL			0	0	0	0			0	52	3	55	6	2	8	58	5	63	95.5
	Regional TOT on SIK			0	0	0	0	51	4	55			0			0	51	4	55	100.0
	Orientation on TSGs & SCRCs			0	53	2	55			0			0			0	53	2	55	100.0
Gambella	Training on SIK	29	0	29	0	0	0			0			0	19	0	19	48	0	48	94.1
	Training on IL			0	0	0	0			0	30	0	30	17	0	17	47	0	47	95.9
	Regional TOT on SIK			0	0	0	0	28	0	28			0			0	28	0	28	84.8
	Orientation on TSGs & SCRCs			0	30	0	30			0			0			0	30	0	30	100.0
Harari	Training on SIK	13	5	18	0	0	0			0			0	3	0	3	16	5	21	84.0
	Training on IL			0	0	0	0			0	15	5	20	1	1	2	16	6	22	91.7
	Regional TOT on SIK			0	0	0	0	15	5	20			0			0	15	5	20	95.2

Region	Types of Participants & Trainings	Y1			Y2			Y3			Y4			Y5			Y1-5				
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	%	
	Orientation on TSGs & SCRCs			0	12	7	19			0			0			0	12	7	19	95.0	
Oromia	Training on SIK	698	66	764	0	0	0			0			0	327	10	337	102	5	76	1	97.3
	Training on IL			0	0	0	0			0	711	45	756	178	6	184	889	51	940		96.6
	Regional TOT on SIK			0	0	0	0	675	54	729			0			0	675	54	729		99.2
	Orientation on TSGs & SCRCs			0	688	63	751			0			0			0	688	63	751		99.3
SNNP	Training on SIK	390	34	424	0	0	0			0			0	169	9	178	559	43	602		101.7
	Training on IL			0	0	0	0			0	377	21	398	112	5	117	489	26	515		98.1
	Regional TOT on SIK			0	0	0	0	372	27	399			0			0	372	27	399		99.5
	Orientation on TSGs & SCRCs Organization & Management			0	344	28	372			0			0			0	344	28	372		92.8
Somali	Training on SIK	87	2	89	0	0	0			0			0	70	1	71	157	3	160		85.1
	Training on IL			0	0	0	0			0	98	1	99	48	0	48	146	1	147		89.6
	Regional TOT on SIK			0	0	0	0	100	2	102			0			0	100	2	102		75.0
	Orientation on TSGs & SCRCs			0	93	2	95			0			0			0	93	2	95		82.6
Tigray	Training on SIK	113	11	124	0	0	0			0			0	61	4	65	174	15	189		96.9
	Training on IL			0	0	0	0			0	114	13	127	44	2	46	158	15	173		98.3
	Regional TOT on SIK			0	0	0	0	118	15	133			0			0	118	15	133		98.5
	Orientation on TSGs & SCRCs			0	113	12	125			0			0			0	113	12	125		97.7
Total	Training on SIK	183	185	201		0	0	0	0	0	0	0	0	964	51	101	279	5	236	303	95.6
	Training on IL	0	0	0	0	0	0	0	0	0	202	171	219	591	31	622	261	1	202	281	96.4
	Regional TOT on SIK	0	0	0	0	0	0	197	204	217	0	0	0	0	0	0	197	0	204	217	97.5
	Orientation on TSGs & SCRCs	0	0	0	193	216	2150	0	0	0	0	0	0	0	0	0	193	4	216	215	97.1



**Table 5: Number of WEO Officers Trained**

Region	Types of Participants & Trainings	Y2			Y3			Y4			Plan	Total Year 1-5			
		M	F	T	M	F	T	M	F	T		Actual			
												M	F	T	%
AA	Training on IL			0				6	0	6	6	6	0	6	100.0
	Regional TOT on SIK	4	0	4	8	1	9			0	15	12	1	13	86.7
Afar	Training on IL			0			0	7	1	8	8	7	1	8	100.0
	Regional TOT on SIK	10	1	11	11	3	14			0	20	21	4	25	125.0
Amhara	Training on IL			0			0	35	1	36	37	35	1	36	97.3
	Regional TOT on SIK	35	2	37	65	6	71			0	140	100	8	108	77.1
BG	Training on IL			0			0	5	0	5	5	5	0	5	100.0
	Regional TOT on SIK	5	0	5	7	0	7			0	14	12	0	12	85.7
DD	Training on IL			0			0	4	1	5	4	4	1	5	125.0
	Regional TOT on SIK	0	0	0	6	1	7			0	12	6	1	7	58.3
Gambella	Training on IL			0			0	6	0	6	6	6	0	6	100.0
	Regional TOT on SIK	2	0	2	6	0	6			0	8	8	0	8	100.0
Harari	Training on IL			0			0	1	0	1	2	1	0	1	50.0
	Regional TOT on SIK	1	0	1	2	0	2			0	5	3	0	3	60.0
Oromia	Training on IL			0			0	66	7	73	74	66	7	73	98.6
	Regional TOT on SIK	66	6	72	126	14	140			0	200	192	20	212	106.0
SNNP	Training on IL			0			0	30	2	32	40	30	2	32	80.0
	Regional TOT on SIK	36	1	37	68	7	75			0	62	104	8	112	180.6
Somali	Training on IL			0			0	17	1	18	13	17	1	18	138.5
	Regional TOT on SIK	18	1	19	20	0	20			0	40	38	1	39	97.5
Tigray	Training on IL			0			0	11	1	12	12	11	1	12	100.0
	Regional TOT on SIK	11	0	11	22	2	24			0	40	33	2	35	87.5
Total	Training on IL	0	0	0	0	0	0	188	14	202	207	188	14	202	97.6
	Regional TOT on SIK	188	11	199	341	34	375	0	0	0	556	529	45	574	103.2

**Table 6: Number of RSEB Officers Trained**

SN	Region	Types of Participants & Trainings	Y1			Y2			Y3			Y4			Plan	Actual (Y1-5)			
			M	F	T	M	F	T	M	F	T	M	F	T		M	F	T	%
1	AA	National TOT on SIK	1	0	1			0	3	0	3			0	4	4	0	4	100.0
		National TOT on IL			0			0			0	2	1	3	3	2	1	3	100.0
		Training on IL			0			0			0	5	0	5	4	5	0	5	125.0
		National TOT on SMHBs	1	0	1			0	2	0	2	0	0	0	4	3	0	3	75.0
		National TOT on EGRW			0	2	0	2	2	0	2	0	0	0	5	4	0	4	80.0
		Regional TOT on SIK			0	8	1	9			0			0	9	8	1	9	100.0
2	Afar	National TOT on SIK	1	0	1			0	1	0	1			0	3	2	0	2	66.7
		National TOT on IL			0			0			0	5	0	5	5	5	0	5	100.0
		Training on IL			0			0			0	3	0	3	1	3	0	3	300.0
		National TOT on SMHBs	1	0	1			0	2	0	2	0		0	4	3	0	3	75.0
		National TOT on EGRW			0	2	1	3	2	1	3	1	1	2	9	5	3	8	88.9
3	Amhara	National TOT on SIK	2	0	2			0	2	1	3			0	10	4	1	5	50.0
		National TOT on IL			0			0			0	11	1	12	16	11	1	12	75.0
		Training on IL			0			0			0	5	2	7	11	5	2	7	63.6
		National TOT on SMHBs	1	0	1			0	4	2	6			0	8	5	2	7	87.5
		National TOT on EGRW			0	2	0	2	2	0	2	3	0	3	20	7	0	7	35.0
		Regional TOT on SIK			0	11	5	16			0			0	20	11	5	16	80.0
4	BG	National TOT on SIK	1	0	1			0	5	0	5			0	6	6	0	6	100.0
		National TOT on IL			0			0			0	4	0	4	4	4	0	4	100.0
		Training on IL			0			0			0	2	2	4	6	2	2	4	66.7
		National TOT on SMHBs	1	0	1			0	3	0	3			0	4	4	0	4	100.0
		National TOT on EGRW			0	1	1	2	1	1	2	1	0	1	12	3	2	5	41.7
		Regional TOT on SIK			0	2	0	2			0			0	2	2	0	2	100.0
5	DD	National TOT on SIK	0	0	0			0	3	0	3			0	2	3	0	3	150.0
		National TOT on IL			0			0			0	4	0	4	4	4	0	4	100.0
		Training on IL			0			0			0	0	0	0	1	0	0	0	0.0

SN	Region	Types of Participants & Trainings	Y1			Y2			Y3			Y4			Plan	Actual (Y1-5)			
			M	F	T	M	F	T	M	F	T	M	F	T		M	F	T	%
		National TOT on SMHBs	1	0	1			0	2	1	3			0	4	3	1	4	100.0
		National TOT on EGRW			0	2	0	2	2	0	2	3	0	3	8	7	0	7	87.5
		Regional TOT on SIK			0	1	0	1			0			0	1	1	0	1	100.0
6	Gambella	National TOT on SIK	2	0	2			0	5	0	5			0	7	7	0	7	100.0
		National TOT on IL			0			0			0	2	0	2	6	2	0	2	33.3
		Training on IL			0			0			0	1	0	1	1	1	0	1	100.0
		National TOT on SMHBs	1	0	1			0	3	1	4			0	5	4	1	5	100.0
		National TOT on EGRW			0	2	0	2	2	0	2	0	0	0	4	4	0	4	100.0
		Regional TOT on SIK			0	4	0	4			0			0	4	4	0	4	100.0
7	Harari	National TOT on SIK	1	0	1			0	2	0	2			0	4	3	0	3	75.0
		National TOT on IL			0			0			0	2	0	2	2	2	0	2	100.0
		Training on IL			0			0			0	2	0	2	1	2	0	2	200.0
		National TOT on SMHBs	0	0	0			0	4	0	4			0	4	4	0	4	100.0
		National TOT on EGRW			0	1	0	1	1	0	1	0	0	0	2	2	0	2	100.0
8	Oromia	National TOT on SIK	7	0	7			0	4	0	4			0	18	11	0	11	61.1
		National TOT on IL			0			0			0	13	0	13	13	13	0	13	100.0
		Training on IL			0			0			0	14	0	14	19	14	0	14	73.7
		National TOT on SMHBs	1	0	1			0	13	2	15			0	15	14	2	16	106.7
		National TOT on EGRW			0	6	2	8			0	0	0	0	11	6	2	8	72.7
		Regional TOT on SIK			0	28	1	29			0			0	34	28	1	29	85.3
9	SNNP	National TOT on SIK	3	0	3			0	7	1	8			0	13	10	1	11	84.6
		National TOT on IL			0			0			0	8	0	8	8	8	0	8	100.0
		Training on IL			0			0			0	16	0	16	16	16	0	16	100.0
		National TOT on SMHBs	3	0	3			0	9	1	10			0	9	12	1	13	144.4
		National TOT on EGRW			0	6	3	9	6	3	9	0	0	0	18	12	6	18	100.0
		Regional TOT on SIK			0	7	1	8			0			0	10	7	1	8	80.0

SN	Region	Types of Participants & Trainings	Y1			Y2			Y3			Y4			Plan	Actual (Y1-5)			
			M	F	T	M	F	T	M	F	T	M	F	T		M	F	T	%
	Somali	National TOT on SIK	2	0	2			0	4	0	4			0	6	6	0	6	100.0
		National TOT on IL	0	0	0			0			0	6	1	7	6	6	1	7	116.7
		Training on IL			0			0			0	0	0	0	9	0	0	0	0.0
		National TOT on SMHBs	0	0	0			0	2	0	2			0	6	2	0	2	33.3
		National TOT on EGRW			0	1	0	1	3	0	3	0	0	0	8	4	0	4	50.0
		Regional TOT on SIK			0	1	0	1			0			0	2	1	0	1	50.0
11	Tigray	National TOT on SIK	2	0	2			0	4	0	4			0	6	6	0	6	100.0
		National TOT on IL			0			0			0	4	0	4	4	4	0	4	100.0
		Training on IL			0			0			0	2	0	2	7	2	0	2	28.6
		National TOT on SMHBs	2	0	2			0	4	0	4			0	5	6	0	6	120.0
		National TOT on EGRW			0	4	0	4	3	0	3	2	0	2	8	9	0	9	112.5
		Regional TOT on SIK			0	7	0	7			0			0	7	7	0	7	100.0
	Total	<b>National TOT on SIK</b>	<b>22</b>	<b>0</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>40</b>	<b>2</b>	<b>42</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>79</b>	<b>62</b>	<b>2</b>	<b>64</b>	<b>81.0</b>
		<b>National TOT on IL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>61</b>	<b>3</b>	<b>64</b>	<b>71</b>	<b>61</b>	<b>3</b>	<b>64</b>	<b>90.1</b>
		<b>Training on IL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>50</b>	<b>4</b>	<b>54</b>	<b>76</b>	<b>50</b>	<b>4</b>	<b>54</b>	<b>71.1</b>
		<b>National TOT on SMHBs</b>	<b>12</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>48</b>	<b>7</b>	<b>55</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>64</b>	<b>60</b>	<b>7</b>	<b>67</b>	<b>104.7</b>
		<b>National TOT on EGRW</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>29</b>	<b>0</b>	<b>29</b>	<b>24</b>	<b>5</b>	<b>29</b>	<b>10</b>	<b>1</b>	<b>11</b>	<b>116</b>	<b>63</b>	<b>6</b>	<b>69</b>	<b>59.5</b>
		<b>Regional TOT on SIK</b>	<b>9</b>	<b>0</b>	<b>9</b>	<b>69</b>	<b>0</b>	<b>69</b>	<b>6</b>	<b>1</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>87</b>	<b>84</b>	<b>1</b>	<b>85</b>	<b>97.7</b>

## Annex 1: Gender Component Deliverables Accomplishments

IQPEP COMPONENT 4-Gender Equity and Participation Results			
OBJECTIVE	DELIVERABLE	STATUS/COMMENT	Means Of Verification
<i>1. Develop syllabi and materials in the following critical areas and provide TOTs in their use</i>			
<i>1.1. Materials to be developed or adapted from existing materials</i>	Gender strengthening	All the nine developed manuals incorporated gender strengthening or are gender supplementary and therefore there are no manuals developed as strictly gender strengthening or gender supplementary.	N/A
	1.2. Stress management and counseling manual	Based on needs, <b>Stress management and counseling manual</b> was developed and translated into four local languages (Afan Oromo, Tigrigna, Amharic and Somali) and a total of 820 copies printed and distributed to all CTEs.	1. Manual developed in 4 local languages. 2. Quarterly and annual report..
	Nutrition supplementary materials	Based on the college's needs an alternate manual entitled <b>Study skill</b> manual was developed because colleges already have the nutrition supplementary materials developed and distributed as part of their curriculum.	N/A
	Study skills manual	As stated above, <b>Study skills</b> manual was developed to replace the <b>Nutrition supplementary materials</b> based on needs of the CTEs. A total 820 training manuals were produced in Amharic, Somali, Afan Oromo and Tigrigna and distributed to targeted colleges.	1. Manual developed in 4 local languages. 2. Quarterly and annual report.
	Reproductive health and family planning supplementary materials	Based on need, the <b>Reproductive health and family planning</b> supplementary material and the HIV/AIDS prevention supplementary manual were integrated to one manual. The manual is now called <b>Reproductive health and HIV/AIDS training manual</b> .	N/A
	HIV/AIDS prevention supplementary materials		
	Reproductive health and HIV/AIDS training manual	As stated above, this manual merged as <b>Reproductive health and HIV/AIDS Training manual and a</b> total 820 training manuals were developed in Amharic, Somali, Afan Oromo and Tigrigna and distributed to targeted colleges.	1. Manual developed in 4 local languages. 2. Quarterly and annual report.

	Environmental supplementary materials	Based on need, the environmental supplementary manual was improved to incorporate gender and eventually called gender and environmental protection manual.	N/A
	Gender & environmental protection manual	Based on needs, <b>gender &amp; environment protection manual</b> developed in 4 local languages (Afan Oromo, Tigrigna, Amharic and Somali) and printed and distributed to target colleges.	1. Manual developed in 4 local languages. 2. Quarterly and annual report.
	Gender supplementary material	Based on need, this manual was improved to include gender based violence and therefore called gender and gender based violence.	N/A
	Gender & gender-based violence supplementary materials	As stated above, <b>gender &amp; gender based violence</b> manual was developed to improve the gender supplementary material by incorporating gender based violence and therefore called <b>gender and gender-based violence manual</b> . A total 820 training manuals were developed in Amharic, Somali, Afan Oromo and Tigrigna and distributed to targeted colleges.	1. Manual developed in 4 local languages. 2. Quarterly and annual report.
	Life skills supplementary materials	A total 820 <b>life skills (included contents from family planning and reproductive health issue)</b> manuals were developed in Amharic, Somali, Afan Oromo and Tigrigna and distributed to targeted colleges.	1. Manual developed in 4 local languages. 2. Quarterly and annual report.
1.3. <i>Conducting TOTs</i>	Work with IQPEP staff and program in pre-service teacher education and gender equity and participation, as described in the implementation plan, to undertake training of trainers on the use of materials (the budget equivalent to be contributed to this activity by Pact will be the same as two rounds of	A total 166 TOT were reached with training on reproductive health & HIV/AIDS, Life skills, gender & gender-based violence, Stress management and counseling and gender & environmental protection.	1. Training report. 2. Attendance list. 3. Quarterly and annual report.

	training for 33 TOTs or 66 TOTs all together.		
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**2. Training materials development and Training Of Trainers (TOT) in club strengthening**

<b>2.1</b> <i>Training material development</i>	Club management and strengthening manual	A total 810 <b>club management and strengthening training manual</b> copies were produced in Amharic, Somali, Afan Oromo and Tigrigna and distributed to targeted colleges.	1. Manual developed in 4 local languages. 2. Quarterly and annual report.
<b>2.2</b> <i>Conducting TOTs</i>	Work with IQPEP staff and program, as described in the implementation plan, to undertake training of trainers on managing and strengthening clubs (the budget equivalent to be contributed to this activity by Pact will be the same as two rounds of training for 33 participants or 66 all together).	A total 76 (115% participants from targeted CTEs were reached with TOTs (training of trainers) on girls club management & strengthening. The program plan was 66 TOTs and 76 is way over the total target.	1. Training report 2. Attendance sheet. 3. Quarterly report.

**3. Preparation of materials and conducting ToT in tutorial and mentoring skills for girls**

<b>3.1.</b> <i>Materials preparation</i>	Prepare training material on tutorial methodologies and mentoring skills for girl's education in CTEs. <i>Mentoring and tutorial service manual</i>	Total 810 copies of the tutorial and mentoring services manual were developed in Amharic, Somali, Afan Oromo and Tigrigna and distributed to targeted 30 colleges.	1. Manual developed in 4 local languages. 2. Quarterly and annual report.
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<p>3.2 <i>Organizing and facilitating TOTs</i></p>	<p>Work with IQPEP staff and program in the pre-service teacher education and gender equity components, as described in the implementation plan, to undertake training of trainers on tutorial and mentoring skills for girls (the budget equivalent to be contributed to this activity by Pact will be the same as two rounds of training for 40 participants or 80 all together).</p>	<p>A total 76 of 80 (95%) participants were reached with TOT on tutoring and mentoring services</p>	<p>1. Training report 2. Attendance sheet. 3. Quarterly report.</p>
<p>4. <i>Preparation of a handbook on management and leadership skills for female teachers and conducting TOTs</i></p>			
<p>4.1. <i>Handbook preparation</i></p>	<p>Prepare a handbook on management and leadership skills for female teachers.</p>	<p>A handbook on leadership and management skills for female teachers was developed. A total 5,085 copies were printed and distributed in Amharic, Somali, Afan Oromo and Tigrigna and distributed to targeted female teachers.</p>	<p>1. Training manual 2. Quarterly and annual report.</p>
<p>4.2 <i>Conducting TOTs</i></p>	<p>Work with IQPEP staff and program, as described in the implementation plan, to undertake training in management and leadership skills for female teachers (the budget equivalent to be contributed to this activity by Pact will be the same as two rounds of training for 40 participants or 80 all together).</p>	<p>A total 80(100%) participants of 80 were reached with TOT on management and leadership skills for female teachers.</p>	<p>1. Training report 2. Quarterly and annual report. 3. Attendance sheets.</p>

## Annex 2: List of Training Manuals and Other Materials Printed and Distributed

S.No	Title of the Manuals	Language				
		Amharic	Afan Oromo	Tigrigna	Somali	English
1	Club Management & Strengthening manual for CTE Female trainees.	450	230	80	50	
2	Mentoring & Tutorial Services manual for CTEs Female trainees.	450	230	80	50	
3	Reproductive Health & HIV/AIDS manual for CTEs Female trainees.	450	240	80	50	
4	Gender & Gender Based Violence manual for CTEs Female trainees.	450	240	80	50	
5	Life Skills manual for CTEs Female trainees.	450	240	80	50	
6	Study Skills manual for CTEs Female trainees.	450	240	80	50	
7	Stress Management and Counseling manual for CTEs Female Trainees	450	240	80	50	
8	Gender and Environmental Protection manual for CTEs Female Trainees.	450	240	80	50	
9	Leadership & Management skills manual for female primary teachers.	3150	1395	370	170	
10	GEAC Establishing/Strengthening manual.	3076	1749	490	280	
11	Life Skills manual for GEACs.	3016	1780	350	300	
12	Abridged Gender policy Study.	-	-	-	-	1200
13	Some strategic ideas to enhance the professional development of females in the education sector.	-	-	-	-	200
14	Gender Policy study–Exploring policy practice Gaps of Female Leadership.....	-	-	-	-	500
15	Enhanced Learning for Women teacher trainees in Ethiopia(an Action research Book...)	-	-	-	-	350
	<b>Total</b>	<b>12842</b>	<b>6824</b>	<b>1850</b>	<b>1150</b>	<b>2250</b>

**NB:**

The above listed training manuals and research works are distributed to CTEs, Universities, SCRCs and MOE,REBs as follows:

1. Manuals No. 1-8 distributed to 30 CTEs(Amharic,15 Copies each for CTEs in Amhara, SNNP, Adiss Ababa, Afar, B/Gumuz, Gambella, & Harar & 10 Copies for the remaining CTEs which their medium of instruction is Tigrigna, Afan Oromo & Somali). The remaining manuals are distributed to Partner organizations(Pact, IQPEP , MOE etc)
2. Manual No. 9 distributed to all Regional State Education Bureaus for regional level face to face training.
3. Manual No.10 & 11 distributed to 2615 SCRCs & Linkage Schools.
4. Manual No. 12 distributed during the National level workshop on dissemination of Gender Policy study findings.
5. Manual No. 13 distributed to CTEs, Universities, REBs, MOE and Partner Organizations.
6. The Research Report No. 14 distributed to CTEs, Universities, REBs, MOE, IQPEP focal Woredas & Partner organizations.
7. The Action Research Booklet on No. 15 distributed to CTEs, University, MOE and Partner Organizations.