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FINAL PERFORMANCE EVALUATION OF THE IMPROVING QUALITY OF PRIMARY EDUCATION PROGRAM (IQPEP)

FINAL REPORT



October 1, 2014

This publication was produced by AMEX International for the United States Agency for International Development under Contract No. AID-RAN-I-00-09-008/AID-663-TO-14-00004. Written by Dr. Richard Kraft, Dr. Andrew I. Epstein.

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ACRONYMS

AA	Addis Ababa
ABL	Activity-Based Education
AED	Academy for Educational Development
AL	Active Learning
ALM	Active Learning Method
ANOVA	Analysis of Variance
AR	Action Research
Av	Average
BESO-I	Basic Education System Overhaul
BESO-II	Basic Education Strategic Objective
CA	City Administration
CAEB	City Administration Education Bureau
CDP	Continuous Professional Development
CoEs	Center of Excellence
CSPro	Census and Survey Processing System
CRC	Cluster Resource Center
CTE	College of Teacher Education
EFA	Education for All
EQUIP2	Educational Quality Improvement Program 2
EC	Ethiopian Calendar
EDDATA	Education Data
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
EGRW	Early Grade Reading and Writing
ENLA	Ethiopian National Learning Assessment
EQUIP2	Education Quality Improvement Program 2
ESDP	Education Sector Development Program
ETP	Education and Training Policy
FCA	Formative Continuous Assessment
FGD	Focus Group Discussion
FHI360	Family Health International 360
GBV	Gender-Based Violence
GC	Girls' Club
GEAC	Girls' Education Advisory Committee
GEQIP	General Education Quality Improvement Program
GER	Gross Enrollment Rate
GPA	Grade Point Average
GTP	Growth and Transformation Plan
GU	Gender Unit
HDP	Higher Education Diploma
HQ	Headquarters
IL	Instructional Leadership
IQPEP	Improving Quality of Primary Education Program
IRC	Instructional Resource Center
IT	Information Technology
ITRC	Information Technology Resource Center
KETB	Kebele Education and Training Board
LCU	Linkage Coordinating Unit
LPS	Linked Primary School

M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MERA	Monitoring, Evaluation, Research, and Analysis
MIS	Management Information System
MOE	Ministry of Education
NA	Not Available
NER	Net Enrollment Rate
NGO	Non-Governmental Organization
NICHD	National Institute of Child Health and Human Development
NLA	National Learning Assessment
NRS	National Regional State
PACT	Private Agencies Collaborating Together
PASDEP	Plan for Accelerated and Sustained Development to End Poverty
PDS	Professional Development Schools
PIRS	Performance Indicator Reference Sheet
PMIS	Personnel Management Information System
PMP	Performance Monitoring Plan
PRSP	Poverty Reduction Strategy Plan
PS	Primary School
PSTA	Parent Student Teacher Association
PTA	Parent Teacher Association
RC	Resource Center
READ	Reading for Ethiopia's Achievement Developed
REB	Regional Education Bureau
RH	Reproductive Health
RSEB	Regional State Education Bureau
RTI	Research Triangle Institute
ScHB	Science Handbooks
SCRC	School Cluster Resource Center
SDU	Staff Development Units
SEO	Sub-city Education Office
SIC	School Improvement Committee
SIK	Self-Instruction Kits
SIP	School Improvement Program
SMHB	Subject Matter Handbooks
SMC	School Management Committee
SNNP	Southern Nations, Nationalities and Peoples
SNNPR	Southern Nations, Nationalities and Peoples Region
SOW	Scope of Work
SPSS	Statistical Package for Social Studies
SRMIS	Student Record Management Information System
SS	Secondary School
STTA	Short-term Technical Assistance
TALULAR	Teaching and Learning Using Locally Available Resources
TOT	Training of Trainers
TSG	Teacher Study Group
TTI	Teacher Training Institute
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
WpM	Words per Minute
ZED	Zonal Education Department

EXECUTIVE SUMMARY

Background: Launched on August 4, 2009, and ending on August 4, 2014, the Improving Quality of Primary Education Program (IQPEP) was a five-year, country-wide program in Ethiopia. IQPEP directly supported 2,615 primary schools, 30 Colleges of Teacher Education (CTEs), 200 focus *woredas* (districts), and all regions and city administrations of Ethiopia to achieve two major goals: 1) improved reading proficiency in early grades and enhanced learning achievement of primary school students, and 2) 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 educational planning and management. Improved gender equity was also an essential goal within the program, as was monitoring and evaluation of program results.

Evaluation: The purpose of this performance evaluation was to gain an independent view of the program's overall performance in order to help USAID's Ethiopia Education Office, the Ministry of Education, and Regional State Education Bureaus make evidence-based decisions on future educational programming. This evaluation was conducted as a non-experimental, mixed methods, summative research design. Both quantitative and qualitative methods were used through semi-structured interviews, quantitative surveys, focus group discussions, classroom observations, and document and archival reviews. Locations were selected using purposive sampling of accessible IQPEP CTEs, *woredas*, and schools stratified by geography (urban/rural). Across seven regions of the country, 635 individual informants from all groups of stakeholders were interviewed. The following sections present the evaluators' main findings.

Pre-Service Training: The linkage school concept achieved its goal of linking the CTEs to the school setting. Linkage Coordinating units were crucial to the success of the program. Many CTE instructors became TOT (Training of Trainers) trainers for IQPEP and brought the training back to their CTE classrooms. While the student programs were well received, there is little likelihood of their being sustained. Few of the Information Research Technology Centers (ITRCs) are functioning adequately; they do not appear to be fulfilling their intended purpose. However, gender programs at the CTEs were working well in those institutions that had them.

In-Service Training: IQPEP trained 80,347 teachers and 10,112 principals, as well as Woreda Education Offices (WEOs) and other educators. Despite the large number of training recipients, evaluators found little evidence of post-training follow-up; with high turnovers in all categories, sustainability is likely to be affected. Both the technical and human resource side of the Woreda Cluster Resource Centers (WCRCs) and School Cluster Resource Centers (SCRCs) were found to be not very functional, due to distance, communication difficulties, and poor or lacking leadership. Teachers and others trained by IQPEP were highly satisfied with the trainings and expressed a desire for them to continue. Reading Centers were an important addition to many schools, but had too few reading books for the size of schools. Teacher Study Groups (TSGs) were an important addition for peer-to-peer training and have good prospects of sustainability if school principals provide them with leadership. Active Learning and Continuous Assessment are helping to change the Ethiopian classrooms, if not yet to the extent found in more well equipped educational institutions.

Decentralized Planning and Management: Personnel Management Information System (PMIS) at the *woredas* was a major success, due to its carefully planned, phased-in approach. Principals, WEOs, Regional State Education Bureaus (RSEBs), and City Administration Education Bureaus (CAEBs) received excellent training for their administrative roles and in instructional leadership.

Gender: Pact/IQPEP was creative in its approach to challenging gender issues in schools and society, and was highly rated by people at all levels. Large numbers of females were trained to become principals

and some have already been appointed as a result. The Girls' Education Advisory Committees (GEACs), Girls' Clubs, Girls' Rooms, and other activities at the CTEs and primary schools have made a real impact.

Monitoring, Evaluation, Research and Analysis (MERA): MERA completed four excellent policy studies, assisted with two National Learning Assessments (NLAs), and produced 23 evaluations to monitor IQPEP. Setting high annual targets for its Performance Monitoring Plan (PMP) —many of which could not be reached—kept the IQPEP staff pushing hard to achieve their goals. Three Early Grade Reading Assessments (EGRAs) were administered, which helped make Early Grade Reading and Writing (EGRW) a national concern.

Program Management: IQPEP was adequately organized and structured to meet or exceed most of its objectives. In addition to being well structured, the program was tightly managed, which is likely the reason such large numbers of teachers and others could be trained. At the regional level, program staff worked closely with the RSEBs. The IQPEP staff deserve to be commended for completing such an immense and complex project: they were clear about their responsibilities and performed them with real professionalism. Without a cost-benefit analysis the evaluators relied on staff perceptions that resources were used effectively and transparently, and that initiatives were implemented in a timely and efficient manner.

EVALUATION PURPOSE AND EVALUATION QUESTIONS

EVALUATION PURPOSE

The purpose of this performance evaluation is to gain an independent view of the overall performance of the Improving Quality of Primary Education Program (IQPEP) in order to help USAID's Ethiopia Education Office, the Ministry of Education, and the Regional State Education Bureaus make evidence-based decisions on future educational programming.

Specifically, this evaluation:

1. Identifies the major quantitative and qualitative results (input, output, and outcome) of the program in the last four years and compares those results with the deliverable targets to determine the success of the program;
2. Assesses the approach and methodology used to achieve the program objective and key results, in order to determine the effectiveness of the strategy employed;
3. Assesses the program's management, organizational structure, staff composition, and relationships/partnerships with the Ministry of Education (MOE), Regional State Education Bureaus (RSEBs), City Administration Education Bureaus (CAEBs), Colleges of Teacher Education (CTEs), and schools in order to determine overall program management efficiency;
4. Explores the level of satisfaction on the part of the Ministry of Education, Regional State and City Administration Education Bureaus, CTEs, and schools;
5. Identifies and analyzes implementation barriers, issues, challenges, and their causes, and provides actionable recommendations; and
6. Identifies lessons learned.

EVALUATION QUESTIONS

The evaluation questions are drawn from the Scope of Work (SOW) and organized into four sections.

A. Approach, Inputs, and Results:

1. Did the program meet established targets at all levels under the IQPEP contract, performance monitoring plan, and implementation plans? If performance has exceeded or fallen short of targets, what are the reasons (positive or negative)?

2. Did the activities achieve their intended results?
3. Were there over- or under-achievements? If so, what are the reasons for over- and under-achievements?
4. Did the planning and execution of the program incorporate strategies for sustainability from the beginning?
5. How effective has the approach (strategy) been in addressing the problems?
6. Were inputs provided timely?
7. Have the trainings provided under the project been sufficient and used to transfer the relevant skills and appropriate knowledge to beneficiaries?
8. What is the level of utilization of equipment and other resources provided to the institutions and, if not utilized, what were major constraints impeding their utilization?
9. How have the initiatives undertaken by IQPEP woredas been similar or different from non-IQPEP woredas? What has been the value added by IQPEP in the 200 woredas? Are there indicators of greater success?

B. Program Management:

1. Is the contractor (previously AED and—as of the third year—FHI360) in Ethiopia adequately organized and structured to enable it to meet the objectives of the program?
2. Are there clear and appropriate delineations of the responsibilities of each staff member from the lowest to the top management level, as well as delegation of responsibilities? Do auxiliary offices (administrative, finance, etc.) give the necessary support to the program staff? What has been the effect on program implementation and the implication on anticipated results?
3. How effective has IQPEP management been in building team capacity and the ability to work towards a common objective?
4. Has IQPEP's management, organization and use of its resources (human, financial, material, and time) been able to tackle program priorities in a timely and efficient manner?
5. Has IQPEP's Monitoring Evaluation Research and Analysis (MERA) system been adequate and efficient for tracking inputs, ensuring that supporting processes are put into place in a timely fashion, and measuring the quality of resulting outputs and changes?

C. Host Government Satisfaction:

1. To what degree has IQPEP responded to perceived needs of its beneficiaries: teachers, education managers, government partners at the school clusters, woredas, regional and national levels? Which activities are perceived as most important? Which ones are perceived as least important? Why?
2. Do regional and woreda-level education officials feel a sense of ownership of the project?
3. What is the opinion of the school directors, teachers, woreda and regional education officials about the trainings and relevance to their needs?
4. How have IQPEP activities and outputs been integrated, where appropriate, into initiatives of the Ethiopian government at CTEs, cluster centers, woredas, regional and national levels, in terms of government policy and planning?

D. Lessons Learned:

1. What are the constraints that impact program implementation (policy environment, operational, institutional [i.e. within the program's implementer, USAID, and/or host country partner institutions]) and what has been the impact on program results?
2. Have the constraints been rectified? How? How sustainable are the achievements gained?

3. How does project-generated technical information and/or formal research impact educational policy reform?

ACTIVITY BACKGROUND

Launched on August 4, 2009, and ending on August 4, 2014, IQPEP was a five-year country-wide program in Ethiopia working with the MOE, the RSEBs and CAEBs, the CTEs, the Woreda Education Offices (WEOs), schools, *kebeles*, and communities to build quality and equity 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 FHI360. Pact/Ethiopia was a subcontractor focused on the program's work in gender equity and participation.

IQPEP was 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 primary education programs in Ethiopia addressing teacher development, planning and management, and gender equity: Basic Education System Overhaul (BESO I, implemented 1995–2002); Basic Education Strategic Objective (BESO II, implemented 2002–2005); Basic Education Program (BEP, implemented 2005–2007); and Educational Quality Improvement Program (EQUIP II, implemented 2008–2009). However, IQPEP also introduced new emphases within programs, most notably an emphasis on improving early primary grade students' reading and writing proficiency. IQPEP has been 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 educational planning and management. Improved gender equity was also an essential goal within the program, as was monitoring and evaluation of program results. IQPEP therefore has 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, while IQPEP's comprehensive PMP focused on the first four components of the program, MERA cut across the entire program. The aim was for each program component to be seen as a sub-strategy contributing to the overall strategic vision that guided IQPEP as a whole.

The following chart was constructed by the evaluators to illustrate the causal chain implicit in the IQPEP program design. The links between inputs, outputs, outcomes, and impacts represent the assumptions behind the program model, and the primary focus when testing the model's effectiveness.

FIGURE 1. IQPEP CAUSAL CHAIN

COMPONENT	INPUTS	OUTPUTS	OUTCOMES	IMPACTS
1: Strengthened Pre-Service Teacher Education	Training Linkages Resource Centers Publications	<i>Numbers of:</i> functioning ITRCs; functioning LCUs in CTEs; teachers with face-to-face training related to instruction (Math, EGR, Instructional Kits, and SchHBs); principals and deputy principals with face-to-face training related to instruction and instructional leadership; CTE instructors with training.	New teaching and school management practices are adopted and institutionalized.	Result 1 Result 3 Result 4 Result 5
2: Enhanced In-Service Teacher Training	Training Resource Centers Publications	<i>Numbers of:</i> school teachers completing cluster-based training programs; principals and RSEB/CAEB officers who completed face-to-face training related to instruction and instructional leadership; WCRCs and SCRCs established; SCRC supervisors trained.	New resources and expertise are accessed by teachers; new instructional practices and materials are adopted and implemented in the classroom.	Result 1 Result 3 Result 4 Result 5
3: Decentralized Planning and Management	Training Resources Equipment	<i>Numbers of:</i> principals, MOE officers, regional education/city administration officers, WEO officers, and KETB members trained in planning and management; number of PMIS packages established at WEOs.	New planning and management practices are implemented across multiple levels of the education system; new equipment is used and maintained.	Result 2 Result 4
4: Improved Gender Equity and Participation	Training Publications Peer-to-Peer Support	<i>Numbers of:</i> GEACs and GCs established; supplementary gender materials distributed; GBV, RH, HIV/AIDS, life skills, and study skills manuals translated and distributed; training for CTE Gender Units; training on educational leadership and management for female teachers; policy studies.	New resources and support are accessed by girls, teachers, and administrators in CTEs and schools; new practices in teaching and management that address gender issues are implemented in CTEs and schools.	Result 1 Result 3 Result 5 Result 6
5: Monitoring, Evaluation, Research, and Analysis (MERA)	Policy Studies National Learning Assessments	<i>Numbers of:</i> policy studies conducted, written up, and disseminated; National Learning Assessments supported such as EGRA.	New knowledge and information are disseminated and subsequently influence educational policy making and system reform.	Result 2
Result 1: Improved learning in primary schools and CTEs; Result 2: Improved planning, management, and monitoring of primary education at various levels of the education system; Result 3: Improved professional capability of teachers; Result 4: Strengthened capacity of CTEs and primary schools; Result 5: Improved retention in primary schools; Result 6: Successfully addressing gender issues.				

EVALUATION METHODS AND LIMITATIONS

EVALUATION TEAM

AMEX International, Inc. fielded an evaluation team comprised of Team Leader, Richard Kraft; Evaluation Specialist, Andrew Epstein; Teacher Education Specialist, Mamo Mengesha; and Planning and Management Specialist, Tilaye Kassahun. Habtamu Tabor, Melaku Mengistu, and Lissan Gebrewold served as Evaluation Associates.

EVALUATION METHODS

This evaluation was conducted as a non-experimental, mixed methods, summative research design. Both quantitative and qualitative methods were used through semi-structured interviews, quantitative surveys, focus group discussions, classroom observations, and document and archival reviews.

An inception plan and draft data collection tools were submitted to USAID Ethiopia on June 16, and subsequently revised and approved for use by the USAID Deputy Education Director on June 18. Data collection was conducted from June 18 to July 14 in Addis Ababa and six regions throughout Ethiopia including Oromia, Amhara, Tigray, Afar, SNNPR, and Beneshangul Gumuz. The field work schedule and list of participants are detailed in Annexes 1 and 2 respectively.

Locations were selected using purposive sampling of accessible IQPEP CTEs, woredas, and schools stratified by geography (urban/rural). A total of 635 individual informants were interviewed, including: IQPEP HQ and regional staff; MOE, regional, and woreda Officials; CTE officials and faculty; primary school principals and school leaders; teachers; students; PTAs; school boards; and kebeles. Informants were selected based on who was available. The following table summarizes the number of locations and informants from which data was collected for this evaluation:

Locations	Number
Regions	7
Woredas	8
CTEs	6
Schools	26
Stakeholders	Number
National & Regional MOE Officials	40
IQPEP Staff	38
Woreda Education Officials	41
CTE Officials and Staff	36
School Principals and Head Teachers	73
Resource Center Coordinators	36
Teachers	182
Parents/Community Members	54
Students	135

Ten different data collection tools were developed for the purpose of this summative evaluation. Copies of each tool are presented in Annex 4:

1. *MOE/Regional Education Official Interview Protocol*. This tool was designed as a semi-structured interview to collect both quantitative and qualitative data from officials working for the Ethiopia Ministry of Education, regional state education bureaus, and city administration education bureaus.
2. *Woreda Education Official Interview Protocol*. This tool was designed as a semi-structured interview to collect both quantitative and qualitative data from officials working for woreda education offices.
3. *College of Teacher Education (CTE) Interview Protocol*. This tool was designed as a semi-structured interview to collect both quantitative and qualitative data from CTE administrators and instructors.

4. *School Leader/Principal Interview Protocol*. This tool was designed as a semi-structured interview to collect both quantitative and qualitative data from school principals, head teachers, and deputy head teachers.
5. *Cluster Resource Center/Pedagogical Center/Reading Center/Science Center Interview Protocol*. This tool was designed as a semi-structured interview to collect both quantitative and qualitative data from coordinators of reading centers and cluster resource centers.
6. *IQPEP Staff Interview Protocol*. This tool was designed as a semi-structured interview to collect both quantitative and qualitative data from IQPEP staff at the HQ and regional levels in all departments.
7. *Teacher Survey*. This tool was designed as a structured survey to collect quantitative data from teachers who work in IQPEP-supported schools.
8. *Teacher Focus Group Discussion Protocol*. This tool was designed to collect qualitative data from group discussions among teachers who attend IQPEP-supported schools.
9. *Student Focus Group Discussion Protocol*. This tool was designed to collect qualitative data from group discussions among students who attend IQPEP-supported schools.
10. *Kebele/PTA Focus Group Discussion Protocol*. This tool was designed to collect qualitative data from group discussions among parents and other community members who participate in kebeles or PTAs.

Analysis methods included frequency distributions of semi-structured interviews and surveys; qualitative coding and content analysis of field notes and interview transcripts; triangulation of evaluator collected data with existing Management Information System (MIS) and assessment data.

LIMITATIONS

An evaluation team was contracted in early June 2014 and the team began its work on June 13. With classes already over and most schools into their final examinations, the team moved rapidly into the field on June 18 to test its various protocols for interviews and focus groups in schools in Addis Ababa. Conducting an educational performance review in the absence of classrooms to observe proved challenging. IQPEP regional staff helped the team locate teachers, principals, and children, thus allowing the evaluators to gather sufficient data; the team conducted 687 interviews with participants and stakeholders, either individually or in small groups. The team separated into two groups; each group traveled a total of nearly 6,000 kilometers, over the course of twenty days, to visit widespread and often remote schools and woredas in six regions and the Addis Ababa City Administration.

FINDINGS AND CONCLUSIONS

This section is organized into subsections representing the four evaluation issues outlined in the SOW. Findings and conclusions are provided for each issue section. A separate section containing recommendations and lessons learned follows.

A. APPROACH, INPUTS, AND RESULTS: FINDINGS

Component I: Strengthened Pre-service Teacher Education

Output #	Indicator	Target	Actual
2.1a	Percent of functioning ITRCs	100%	22.2%
2.1b	Percent of functioning LCUs in CTEs	100%	67.6%
2.1c	Number of linkage primary school teachers who received and completed a face-to-face training related to instruction (Math, EGR, Instructional Kits and SchBs)	14,119	16,785
2.1d	Number of linkage primary school principals and deputy principals who received and completed face-to-face training related to instruction and instructional leadership	2,000	1,809

2.1e	Number of CTE instructors trained	2,066	1,585
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FIGURE 4. COMPONENT I RESULTS: 2009–2014

Result #		Baseline	Target	Actual
1.4c	Percent of primary schools with functioning Teacher Study Groups	15.6%	100%	65.0%

Within this component, IQPEP sought to build the capacity of the CTEs and linkage schools as learning institutions. This involved multiple activities over the life of the contract including building the professional capacities of the CTE administrators, instructors, and students in their subject matter knowledge and pedagogical skills, particularly as they related to the linkage schools with which they were connected. The particular projects promoted were based on an assessment of needs, conducted jointly by the CTE and IQPEP staffs.

The concept of bringing together local schools and teacher training is an excellent idea and is based on the Professional Development School (PDS) model used in many countries today. The Linkage Coordinating Units (LCUs) at the CTEs were critically important in attempting to tie PDS theory with practice.

In 67.6% of the CTEs the LCUs were successfully structured—given their independent nature in Ethiopia, the adoption of the LCUs by two-thirds of the CTEs can be considered evidence of some level of success, even though IQPEP did not reach the 100% target. The training and leadership abilities of the LCU coordinators appear to be the key factors in the success of this approach to developing both the commitment of the CTE and successfully working with the linkage schools. Regrettably, however, announcing that a school is a linkage school does not guarantee that its teachers, learning activities, management, and other components are of sufficiently high quality to serve as an example for others to follow. In other countries, PDSs have sought to bring together the best teaching staffs and top principals, and also serve as an observable model for student teachers, in-service teachers, and principals. Unfortunately, this evaluation found little evidence of this practice in Ethiopia.

The IQPEP funding for the Information Technology Resource Centers (ITRCs) and CTE Centers of Excellence (CoEs) was refocused after two years during a mid-course shift in priorities. Trainings in the second year in E-Lesson Development, Educational Technology and Student Record Management and Information System (SRMIS) were conducted and IT equipment was delivered to nine newly established ITRCs. While some training, equipment and materials were still provided to existing centers, only 26% of the CTEs have seen fit to continue maintaining the ITRCs without outside funding. The ITRCs that remain do not appear to be functioning at a high level, although the CoEs in special needs education (Sebata) and in publishing (Debre Berhan) appear to be meeting real needs in the system, despite the mid-term decision in IQPEP to discontinue any regular funding for them. In its final study of ITRCs, MERA found them to be inadequate on almost all measures, including lack of infrastructure, materials, and activities for students. Visits to ITRCs during the evaluation found them to be seriously lacking in working computers and poorly maintained; also, the visits revealed little evidence that CTE students or faculty made significant use of them. Although not all ITRCs were visited, the evaluation team felt confident in concluding that ITRCs had not served the CTEs well, and that there was no real commitment on the part of the CTEs to embed them into the institution or maintain them.

Similar to the LCUs, the Staff Development Units (SDUs) were tasked with providing needs-based training for 8,429 CTE instructors and 133 deans and coordinators.

Deans and other CTE administrators were trained in transformational leadership, strategic planning, project design and implementation, management, and monitoring and evaluation (i.e. topics similar to those offered to MOE, RESB, and Woreda officers). College deans spoke highly of the planning and

management components of the training; many stated that it was the only training they had received as CTE administrators. CTEs in Ethiopia and throughout most of Africa are generally recognized as maintaining the status quo—institutions and their deans are seldom known for their transformational leadership.

During the mid-term redesigning of IQPEP's CTE interventions, activities focusing on students were recommended and trainings on guidance and counseling, life skills, educational technology, peer study groups, and library usage were offered to 11,676 students. IQPEP was also instrumental in supporting student research and action research working with Linked Primary Schools (LPSs). In IQPEP's final year, 2,093 students who were low performers in chemistry, math and physics received eight hours of tutorials in the sciences. These various trainings were generally well received by students, and requests were made to continue them. Unless these topics and experiences are mainstreamed into the CTE curriculum, there is little indication that they will continue once funding ends.

As stated above, the 400 linkage schools connected to the 30 CTEs were an important component of IQPEP. Given the mostly theoretical nature of the curriculum at the CTEs (this is true of teacher training in many countries) the development of linkages was vitally dependent on the LCUs, and usually on the appointment of a trained coordinator. The key development in the linkage schools themselves was the development of Teacher Study Groups (TSGs). These TSGs were modeled, indirectly, on the successful Japanese model of Lesson Study, in which teachers meeting biweekly exchange subject matter knowledge and pedagogical methods, while more experienced teachers work with student teachers and those new to the profession. From a baseline of only 15.6%, the percentage of IQPEP-assisted schools with TSGs increased to 65% over the course of the project. While Lesson Study has been practiced in Japan for many years, it has taken decades for other countries to successfully adopt the model. If CTEs enabled Ethiopia to embed TSGs in all schools, it would be one of the first countries in Africa to do so.

TSGs—as assisted by IQPEP—contribute to teachers' professional development through the provision of self-instructional kits, subject-matter-specific supplementary teachers' handbooks, early reading modules, and other instructional materials. TSGs are organized around subject matter or pedagogical issues as appropriate and meet bi-weekly for two hours after school at the convenience of group members. IQPEP further supported the TSGs by providing small grants to cover miscellaneous costs. Questions of sustainability have to do with whether Ethiopian primary teachers have the knowledge, skills, and commitment to keep such a program going without externally provided instructional materials, i.e. with nothing but internal incentives to keep them going.

EGRW was added to the IQPEP program in its second year, and included the establishment of reading centers in all LPSs, books and writing materials, and supervisory visits to LPS centers. IQPEP did not achieve its target of reaching 85% of the schools; centers were only established in 46% of the schools between years three and five of the project. The importance of the Reading Centers and their emphasis on Early Grade Reading (EGR) is recognized by USAID as a top priority. IQPEP became the initial vehicle for making EGR a major focus of the Ethiopian educational system. Results from the first (2009–10) to the second (2012–13) Early Grade Reading Assessment (EGRA) were encouraging in that they rose, although the scores of proficiency were low in both second and third grades. The results on the third iteration of the test, 2014, were encouraging in that intervention schools retained most of the gains from the EGRA assessment of 2012–13, although they still fell below their set goals. The intervention schools also performed at or above comparison schools in all seven testing areas. Evaluation team visits to schools confirmed reports of IQPEP schools rapidly changing how they were dealing with the low proficiency levels, even though these were not yet showing up on EGRA results. Via the Reading for Ethiopia's Achievement Developed (READ) project begun in 2013 and extending for five years, USAID has prioritized and allocated resources to EGRW for the foreseeable future.

IQPEP invested significant effort on the printing, reprinting, and translation of training materials, including subject matter handbooks (16,479), self-instructional kits (79,128), EGRW modules (27,385), instructional leadership modules (4,927), CTE instructors' capacity-building modules (4,927), and CTE management-capacity-building modules (930). These items were produced after carrying out needs assessments; both the materials and the face-to-face trainings in which most of them were used were well received. In reviewing most of the documents, evaluators found them to be generally well-written documents, often authored by national and/or international experts.

Active Learning (AL) and Continuous Assessment (CA) were two of the major pedagogical thrusts of IQPEP, not only in the CTEs, but in the linkage, cluster, and satellite schools. The evaluation team found considerable evidence that teachers in IQPEP funded-schools had adopted many aspects of AL and CA as part of their pedagogical repertoire.

Component 2: Enhanced In-service Teacher Training

FIGURE 5. COMPONENT 2 OUTPUTS: 2009 – 2014

Output #	Indicator	Target	Actual
2.2a	Number of (cluster/satellite) primary school teachers completing cluster-based training programs	37,600	80,347
2.2b	Number of primary principals who received and completed a package of training through face-to-face training related to instruction and instructional leadership	4,646	10,112
2.2c	Number of WEO Officers trained in instruction and instructional leadership	400	774
2.2d	Number of RSEB/CAEB officers trained in instruction and instructional leadership	116	162
2.2e	Number of WCRCs established and strengthened	314	65
2.2f	Number of SCRCs equipped and strengthened	443	255
2.2g	Number of SCRC supervisors trained	443	445

FIGURE 6. COMPONENT 2 RESULTS: 2009 – 2014

Result #	Indicator	Target	Actual
1.1a	% of grade 2 students in USAID-supported primary schools who are proficient in reading (in medium of instruction)	35%	3.2%
1.1b	% of grade 3 students in USAID-supported primary schools (CTE Linkage and cluster/satellite) who are proficient in reading; in medium of instruction)	50%	11.5%
1.3b	Average % of teaching time using active learning methods in USAID (CTE linkage/cluster/satellite) primary schools	85%	72.1%
1.3c	Average percent of primary school teachers using formative continuous assessment	85%	74.5%
1.4a	Percent of functioning SCRCs	80%	48.8%
1.4b	Percent of primary schools with functioning Reading Centers	85%	46.0%
1.5a	School Survival Rate to grade five	65%	N/A
1.5b	Total # of students enrolled in USAID-assisted primary schools	N/A	N/A

Under Component 2 come all the trainings and materials offered to teachers already in the schools. As with Component 1 however, there is overlap between pre-service and in-service. Linkage school teachers fit into this overlapping category, as they received much of their training from CTE instructors, who had themselves been trained as TOTs by IQPEP staff. These CTE TOTs (452) offered training to linkage/cluster/satellite school teachers on science, EGRW (four modules), formative CA, and Self-Instruction Kits (SIKs), with other training for principals, department heads, WEOs, and other administrators on capacity building and Instructional Leadership (IL).

In its first year, IQPEP initiated a large-scale materials development project, developing three new SIKs—Action Research (AR), TALULAR (Teaching and Learning Using Locally Available Resources), and

Understanding and Managing Student Behavior)—along with an instructional leadership module and, in the second cycle, science manuals in the three sciences. After validation and field testing, the materials were translated and became part of the training program. EGRW modules were also written and translated. Throughout the five years of the program, previous and newly developed Subject Matter Handbooks (SMHBs), SIKs, and leadership modules were printed, used for face-to-face training and TSG meetings, and distributed to schools, WCRCs, WEOs, Zonal Education Department (ZEDs), and RSEBs. This is another example of sustainability, in that tens of thousands of documents in English and mother tongues are now in schools and classrooms throughout the CTEs and woredas. Whether the MOE/GEQIP II will make use of them or republish them for the rest of Ethiopian schools remains to be seen.

Cluster-based training was used to bring a package of training through a cluster approach to CTE-related linkage/cluster and satellite schools. It was aimed at 37,600 teachers, but 80,347 teachers actually went through at least some of the training modules. These trainings involved SIKs on active learning methods for grades 1–4 and 5–8. Sample learning activities for grades 5–8 covered topics such as CA, gender issues, managing large classes to promote active learning, managing student behavior, TALULAR, and AR; math and science handbooks were also included.

Another large group to receive training were the primary school principals, who completed face-to-face training related to instruction and instructional leadership. WEO officers were given this same package, as were a number of RSEB/CAEB officers. As stated earlier, the importance of instructional leadership by principals cannot be overstated: they are the key individuals in the reform of primary education in Ethiopia. The evaluation team heard many of them testify that these trainings were “the first training I have ever had in how to properly supervise my teachers on their instruction,” and “for the first time I have learned how to lead through involving my teachers, rather than doing things dictatorially.”

WEOs were another group targeted by IQPEP; their roles included supervising principals and visiting and supporting schools in their woredas. Most had been promoted from principal or directly from the classroom, without any experience or instruction on the important supporting or supervisory roles they play. With their involvement extending beyond instructional leadership into most of the same academic and classroom trainings that teachers and principals attended, they came to understand, for the first time, how to carry out their responsibilities. Also for the first time, both principals and WEOs were on the same page as their teachers. This made educational reform much more attainable, as most of the front-line administrators no longer opposed such things as AL and CA. IQPEP again exceeded its targets, as WEOs recognized the value of attending the workshops. RSEBs and CAEBs were also targeted, with 162 being trained. Although these administrators were farther from the classroom, their support of the reforms was greatly enhanced by going through the same actual training as those they supervised farther down the pyramid.

As stated earlier, potentially one of the most valuable contributions of IQPEP to Ethiopian education has been its success in preparing a large number of TOTs. A total of 104 trainers participated in national TOTs, who in turn trained 5,880 regional TOTs to conduct training through the School Cluster Resource Centers (SCRCs), and for principals at the regional level. National TOTs were drawn from many groups including CTE instructors, RSEBs/CAEBs, ZEDs, curriculum experts; at the regional level they were drawn for ZEDs, WEOs, SCRC supervisors, and key teachers. This model is exemplary in the fact that it drew talent from many sources, and thus cut across all levels of the educational system. Perhaps for the first time, classroom teachers became part of the leadership group. National TOTs conducted face-to-face training on EGRW, while regional TOTs conducted trainings for teachers in SIKs and for math and science. These were all part of the 80,347 teachers trained. It is often said that one of the best ways to master a subject is to teach it. Undoubtedly, this large group of trainers now has a much greater mastery of their subjects and of pedagogy than if they were passive recipients.

The impact of IQPEP training on EGRA had a positive effect as EGRA scores rose between the first and second iterations, and—as can be seen in Figures 7 and 8—those impacts were generally retained in the third iteration in 2014. In addition, intervention schools, as seen in Figures 9 and 10, outperformed the comparison schools in almost all EGRA tests. The positive effects of the EGRA training conducted by IQPEP were not as great as might have been hoped, perhaps partially due to the fact that in three of the schools visited by the evaluation team not a single EGRW-trained teacher remained. In eight other schools more than one trained grade 1–3 teacher had left—due either to promotions within the civil service but outside of education, or through promotions to higher grades—leaving the newest and untrained teachers to carry out the much harder task of early grade literacy training. This challenge of teacher turnover and of teacher promotion is a problem that the new Reading for Ethiopia’s Achievement Developed (READ) program must face.

FIGURE 7. IQPEP-PMP AND EGRA INTERVENTION SCHOOLS IN PERCENT

Grade Level	Type of Proficiency	Baseline Data (2010)	Midterm Data (2013)	End-line Planned (2014)	End-line Achieved (2014)
Grade 2	Reading Fluency	3.1	4.6	35	3.2
	Reading Comprehension	8.8	15.7	35	14.0
Grade 3	Reading Fluency	11.3	15.7	50	11.5
	Reading Comprehension	19.4	32.3	50	31.0

FIGURE 8. IQPEP-PMP AND EGRA INTERVENTION SCHOOLS READING FLUENCY PATTERN

Assessment period	Grade Level	Planned Target	Achievement		
			Moderate Level	Benchmark+ Level	Combined (Moderate & Benchmark+)
2010 Baseline	Grade 2	3.1	24	3	27
	Grade 3	11.3	35	11	46
2013 Midline	Grade 2	20	28	5	33
	Grade 3	30	38	16	54
2014 End line	Grade 2	35	23	3.2	26.2
	Grade 3	50	38	11.5	49.5

FIGURE 9. GRADE 2 TRENDS IN MEAN SCORES

Sub Task	Control			Intervention		
	2014	2013	2010	2014	2013	2010
Letter Identification (pm)	42.2	40.0	40.7	46.2	48.3	43.9
Phonemic Awareness (%)	64.9	63.0	56.0	68.5	71.0	67.0
Familiar Word Fluency (pm)	16.2	15.4	17.3	18.3	19.1	17.7
Unfamiliar Word Fluency (pm)	11.0	11.1	11.8	12.4	13.7	11.8
Oral Reading Fluency (pm)	14.9	14.4	18.2	17.0	18.6	17.5
Reading Comprehension (%)	16.1	16.0	21.7	19.0	21.0	19.9
Listening Comprehension (%)	64.3	63.1	52.9	64.1	66.3	64.7

FIGURE 10. GRADE 3 TRENDS IN MEAN SCORES

Sub Task	Control			Intervention		
	2014	2013	2010	2014	2013	2010
Letter Identification(pm)	57.3	54.9	53.8	61.9	62.7	59.1
Phonemic Awareness (%)	77.5	75.0	69.0	79.4	79.0	76.0
Word Naming Fluency(pm)	27.0	24.9	25.0	30.4	28.5	27.6
Unfamiliar Word Fluency(pm)	17.4	17.5	17.4	19.7	20.2	18.8
Oral Reading Fluency(pm)	25.0	25.4	27.7	29.2	30.4	27.9
Reading Comprehension (%)	28.5	28.2	33.4	33.1	35.6	34.3
Listening Comprehension (%)	71.3	71.2	59.1	72.6	73.5	71.2

AL was a major focus of IQPEP in-service education. Activity-Based Education (ABL) has a long history in the developed world. AL emphasizes: student-centered learning; student choice in learning activities; learning corners in math, science, reading, and social sciences; children’s leadership activities in the classroom and school; cooperative and small group learning; individualized learning; mastery learning; continuous assessment to track achievement in each subject on a daily basis; the use of mathematics manipulatives; student writing and art work posted around the room; flexible promotion in recognition of the fact that children learn different subjects at their own pace; a strong emphasis on reading age-appropriate books in the mother tongue; children’s writing and production of books; and a range of other educational innovations that characterize good early childhood classrooms around the world. This approach has also been instituted in countless other classrooms in poorer countries and states such as the Escuela Nueva of Colombia; ABL in Tamil Nadu, India; New Bilingual schools of Guatemala; and Breakthrough to Literacy throughout Southern and Eastern African countries.

While AL can and does have some of these same components, in the Ethiopian setting it predominantly involves children working or sitting in groups, and the teacher asking questions that students respond to. Any activity, even mental activity, can be part of AL, but the AL practiced in the Ethiopian classroom is not as full as that found in most ABL settings. Initially, the evaluation team felt that little true activity was going on; after delving deeper the team concluded that the moves made by AL in Ethiopia are possibly a first step in breaking down the Chalk Talk, copying off the board, and students being nothing but passive learners which has dominated the system for generations. Also, as the classrooms of Ethiopia become fully resourced with children’s books, science materials, paper and writing materials, art supplies, math manipulatives, and games, and as class sizes drop to 40 or less, it is likely that Ethiopian primary teachers will be able to move towards a full ABL program.

FIGURE 11. ACTIVE LEARNING IN THE CLASSROOM

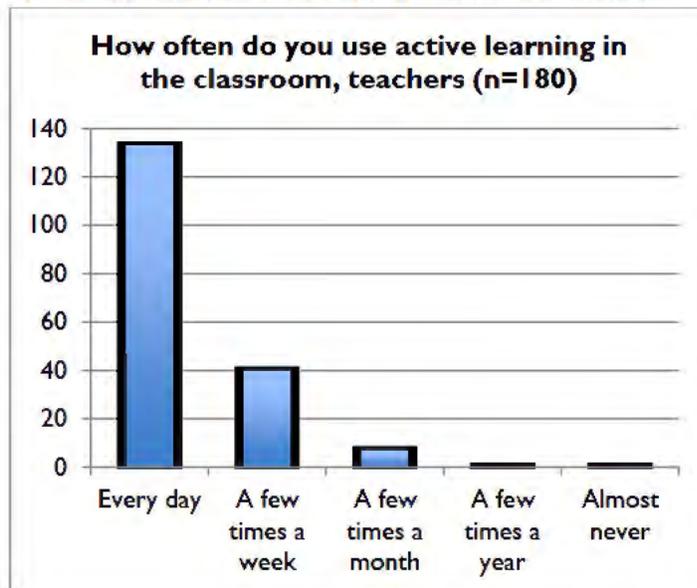
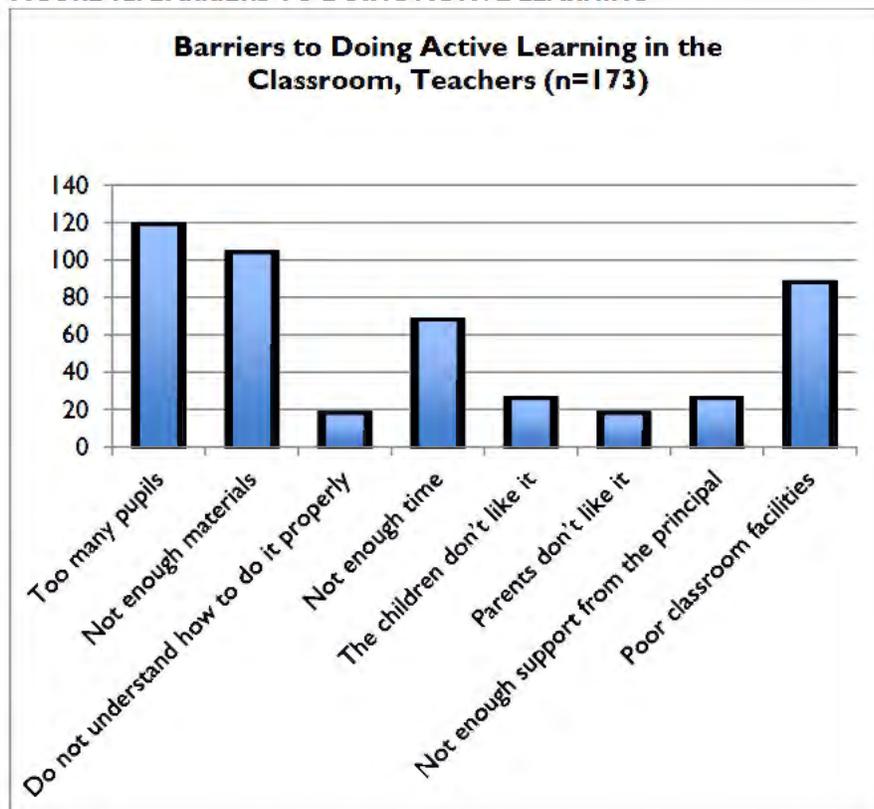


FIGURE 12. BARRIERS TO DOING ACTIVE LEARNING



The figures above indicate that while most teachers report doing AL in their classrooms every day, all reported multiple challenges to doing so. The most common reported challenges were too many pupils, not enough materials, or poor facilities. Evaluation interviews revealed that knowledge about AL was

either limited, or—in many cases—quite good but lacking the conditions and support to practice AL and CA in the classroom.

FIGURE 13. USE OF ACTIVE LEARNING (AL) METHODS (% OF TIME) IN PRIMARY SCHOOLS

Type of Assessment	Biology	Chemistry	Physics	Mathematics	Mother Tongue	Aggregate Average
Active Learning (AL) methods in primary schools	69.0%	68.9%	68.9%	74.3%	74.6%	72.1%

Source: MERA (2014) A Progress Report on Indicators of Use of Active Learning Methods and Formative Continuous Assessment in USAID-assisted Primary Schools. Addis Ababa: IQPEP, p. 12.

One of the encouraging signs of AL was the visible presence of many science teachers who had taken IQPEP science trainings, TALULAR, and who were using the science handbooks for ideas on how to activate their students—despite having no laboratories, no chemicals, and no equipment, the science teachers were moving beyond those lessons into new and creative ways to teach science. The IQPEP science kits added somewhat to activating these classrooms, though evaluators did observe that some kits had never been opened or used.

It is impossible to say in either the context of Ethiopian AL, or the broader ABL definitions from abroad, what is an appropriate percentage of time given over to active learning. That IQPEP schools in Ethiopia have moved beyond the old model is sufficient for now. Perhaps rather than claiming that 85% of the time is spent on AL, a better description would be “time-on-task,” indicating that students are meaningfully involved in learning tasks at all times. Such tasks may be individual or small- or large-group, and may have components of mental, affective or physical involvement.

The second most common words in our interviews, after “active learning,” were “formative continuous assessment (FCA).” After initially concluding that the practice was not fully in line with true continuous assessment, the evaluators agreed that it is a positive step in the right direction. The introduction of a variety of monitoring and supervision tools will likely continue this positive trend towards continuous assessment of what children are learning on a regular, even daily basis and using a wide range of written and other measures.

TSGs were discussed in the pre-service section, but an important element of the TSGs was the 2,094 key classroom teachers who received special training at the regional level to get TSGs functioning in their schools. This was in addition to a similar number of principals who received training on how to start and maintain TSGs at the local school level. Each school received a minimum of three copies of all printed SIKs, modules and SMHBs, in addition to one copy for each trainee to use when conducting their TSGs. As teachers become better educated and have more practice with peer-to-peer training, such extra materials may not be as necessary; teachers that were interviewed, however, stated that these items were indispensable when they learned the process.

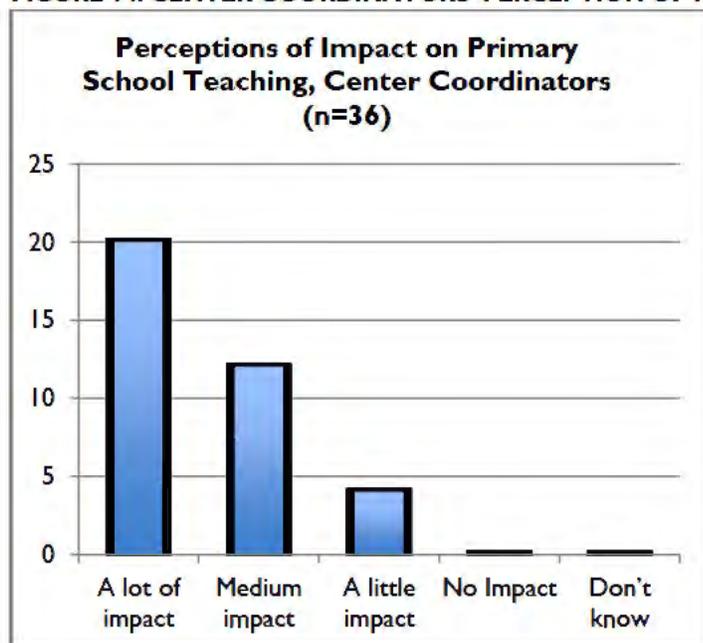
A major intervention to try to improve on low proficiency levels in reading was the development of Reading Centers. Schools were provided with supplementary storybooks, mobile library shelves, personal blackboards, alphabet sorts, chalk and stationary. This was done in all 2,215 schools directly aided by IQPEP and 400 LPSs. Significant gains were made from 0% Reading Centers in year 3 to 46% in year 5, although the target of 100% proved too ambitious. Though a welcome addition to any school, the Reading Centers appeared to be too few to have a significant effect on EGRA reading scores. Some centers visited by the team had only 30 small storybooks for up to 1,000 students in grades 1–3. Early grade classes could come to the center for one period per week.

Another innovation of IQPEP was to organize and equip School Cluster Resource Centers (SCRCs). Via IQPEP, 443 centers were established, with coordinators trained on IL and SIKs. These coordinators were to check on the level of transfer of training in all the cluster and satellite schools, and assist those

teachers having difficulties. Once again the target of centers was not reached, but from a 0% baseline, 48% of the clusters were found to have functioning centers equipped with IT and other equipment such as photocopiers. It was the perception of the evaluation team that—although the schools in which the centers were located received benefits—distance and communication difficulties made the SCRCs not terribly useful to other schools in the cluster, particularly in rural areas. This was found in 12 different schools visited by the evaluation team.

WCRCs amounted to a total of 157, with the additional SCRCs making up the difference in regions that decided not to have WCRCs. They were equipped similarly to the SCRCs with a desk computer, HP Laser Jet printer, and photocopier, in addition to necessary materials to serve the machines. It was the evaluation team’s observation that these also didn’t function well for several reasons: teachers had little access to the equipment; maintenance was poor; there was a turnover of trained personnel; and there was a lack of separate rooms for the WCRCs, where teachers might come to develop lesson material. These centers did not appear to be a priority of the woredas, as only 19% had functioning WCRCs, compared to a goal of 100%.

FIGURE 14. CENTER COORDINATORS' PERCEPTION OF IQPEP IMPACT ON TEACHING



Center Coordinators were very enthusiastic about IQPEP inputs and their impact on teaching. Findings from this study indicate however that the schools in which centers are located benefit, but that the benefits do not extend throughout the network of schools which the centers are supposed to serve. Principals and teachers in every “non-center” school indicated that they did not receive the same benefits as the schools where the centers were located. Furthermore, EGRA results show that students in schools where CRCs are located score higher in reading.

Component 3: Decentralized Planning and Management

FIGURE 15. COMPONENT 3 OUTPUTS: 2009 – 2014

Output #	Indicator	Target	Actual
2.3a	Number of school principals trained	10,000	10,112
2.3b	Number of MOE officers trained	54	21
2.3c	Number of regional education/city administration officers trained	432	399
2.3d	Number of woreda education officers trained	5,000	5,015

2.3e	Number of Kebele Education and Training Board members trained	10,000	10,017
2.3f	Number of WEOs that have established PMIS with support of USAID	200	200

IQPEP made significant contributions to the decentralization of Ethiopian education, and could become a model through GEQIP II, for the rest of the nation. Prior to IQPEP's intervention in the training of WEOs, these critically important education officials had received very limited training for their roles. School Improvement Programs (SIPs) were mandated for all schools and woredas, but very little had been done to bring them about. Many RESB/CAEB officials had had little or no training, and often minimal management or supervisory experience before being thrust into their larger roles in the system. Kebele Education and Training Board (KETB) members had had little technical support in fulfilling their community educational mandates, and principals were too often promoted from the classroom, with little or no training in planning and management, let alone instructional leadership.

IQPEP was mandated to offer a complete package through face-to-face training of 5,000 woreda education officers. From a baseline of only 5%, it managed to train 5,015, delivered in 13 training modules, on topics identified through a needs assessment. Trainings were over an eight-day period and conducted by trainers from their region. The modules were translated in Afan Oromo, Tigrigna, and Somali. The original modules had been developed under one of the previous projects, and their use under IQPEP is evidence that well done materials have a shelf-life greater than any given project. A total of 67 TOTs participated in a TOT workshop before delivering them to the over five thousand WEOs. Even though IQPEP reached its numerical goal for training 5,000 woreda officials, 67.3% of the woredas produced adequate annual plan documents.

Along with WEOs, capacity building directed at school principals was a major key to the success of IQPEP. The program managed to meet its ambitious target of 10,000. As with all IQPEP activities, training participants were disaggregated by gender, in order to assure as large a population of women participants as possible. IQPEP took 12 modules that had been developed under the EQUIP2 predecessor project, which were reviewed, revised, translated and validated before being put to use in the training of principals.

The addition of TOTs, in this case for principals, again formed a major contribution of IQPEP to possible future programs for GEQIP II with 66 TOTs involved in the training of fellow principals. One of the critical issues again raised by meeting the deliverable of training 10,000 principals was the pressure of the contract to meet high target numbers. Utilizing materials that had been used by a previous project likely contributed to meeting this goal.

IQPEP also met its deliverable of training 10,000 KETB members from at least 2,000 kebeles. Materials were reviewed, revised, validated and translated into Ormiffa, Tigrigna, and Somali before being printed and distributed for training KETB members. As with other mass trainings by IQPEP, these appear to have been well received by the recipients.

An impressive aspect of IQPEP's decentralization activities was the positive working relationship between the RESB/CAEB staff and the IQPEP regional staffs. They appeared to work closely together on areas of mutually defined need. Modules were prepared to build skills in planning, management, policy-making and analysis, conflict resolution, proposal writing, project preparation and implementation, and transformative leadership. There were also modules on communication, team building, gender mainstreaming, and budgeting, as well as appreciative inquiry with ideas and tools for positive thinking and assertiveness. National experts, many from Addis Ababa University, led five-day trainings for mid-level managers and seven-day trainings for senior-level professionals. Eventually, a total of 399 of a targeted 432 RESB/CAEB officials were trained.

One of the most noteworthy aspects of IQPEP was the establishment of a computerized Personnel Management Information System (PMIS) in 200 WEOs, and providing training and facilities for the same

woredas. IQPEP was able to establish functioning systems in all of the participating woredas. It was not just a hardware project, however, as it involved modifying software, user guides, and data collection manuals, and then delivering the package in a carefully phased manner throughout the five years of the project. It was this *phased approach* to the project that likely led to the high success rate of PMIS. In every region, from one to 13 woredas were brought online each year, and lessons learned in previous years were dealt with before the next set of woredas received their hardware and training. Functional features training was conducted for 564 officers in the focus woredas, and at the end of the training the computers, printers, UPSs, and other materials were handed over to the woredas for implementation. Trainings were practical and hands-on with careful attention paid to each trainee’s level of accomplishment. The MERA evaluations were equally practical, with PMIS staff being asked to actually perform certain functions. In addition to the basic training, PMIS staff held rehabilitation training on new or modified technical features and new software. This follow-up training was one of the few instances found by the evaluation team in which central and/or regional staff were involved in follow-up training, lending again a possible answer to the broader question of whether one-off, broad training is sufficient, or whether it is better to start small, grow and adapt, and then follow up on a regular basis. Granted, it is perhaps easier to program such an in-depth approach when there are inherent needs and payoffs such as those in MIS than in more abstract areas such as AL, but that does not necessarily negate the need for follow-up training or supervision of any programmatic component. At the end of the start-up process, woreda officials knew—for the first time—the education, training, salary, and posting of all its employees.

A Student Record Management Information System (SRMIS) was an activity to improve the accuracy and efficiency of producing college (CTE) student academic reports. Training was provided for 32 registrars in the eight newly established CTEs and two additional colleges. Field visits were made by IQPEP IT staff to assist in installing and implementing new hardware and software. IQPEP also provided limited commodities to RSEBs/CAEBs and the MOE.

The turnover problems in all parts of the educational system also plagued the PMIS and SRMIS programs, as it led to time-consuming and costly training of new staff. Some of this could have been dealt with, if the system rewarded trained people for remaining in place, but too often people with technical skills were hired away by other GOE departments or even within the educational system. As with most programs that involve expensive hardware, the MIS programs too often suffered from poor maintenance, intermittent electricity, insecurity of hardware, and delays in obtaining replacement parts. Overall, however, the PMIS is a program that can be replicated across the educational system, and as with all aspects of IQPEP, there is now a cadre of trainers to assist in that process.

Component 4: Improved Gender Equity and Participation

FIGURE 16. COMPONENT 4 RESULTS: 2009 – 2014

Result #	Indicator	Baseline	Year IV or V	Actual
1.6a	Percentage of girls in USAID-assisted primary schools	48.5%	IV	48.6%
1.6b	Average grade promotion rate of female pupils in USAID-supported primary schools (grades 1–7)	80.4%	IV	77.7%
1.6c	Grade point average of female students in USAID-assisted CTEs	2.4	V	2.5
1.6d	Percent of primary schools with functioning Girls’ Education Advisory Committees (GEACs) in USAID-supported primary schools	14.6%	V	47.0%
1.6e	Number of CTEs with functioning Girls’ Clubs	0	V	7
1.6f	Number of CTEs with functioning Gender Units	NBL	V	11
1.6g	Number of female teachers trained in management and leadership	NBL	V	4,795

The Gender Equity and Participation component was implemented through a partnership with Pact/Ethiopia. As can be seen in Figure 16, there were a range of activities measured throughout the project. While the percentage of girls in USAID-assisted primary schools remained constant throughout

the project—almost at the hoped-for 50% mark—the grade promotion rate of female pupils actually fell over the course of the project. In Ethiopia, girls have historically dropped out in greater numbers than boys in primary schools. In this evaluation, however, we found the reverse to be true in many rural communities, where more boys dropped out to work on the family farms or herd livestock.

The interventions by Pact/IQPEP were designed to improve access, persistence and success of girls at the primary level and at the CTEs through a range of interventions. Girls' Education Advisory Committees (GEACs) were to be established in 2,615 focus primary schools, and were charged to work closely with parent teacher associations to increase girls' enrollment and improve retention and girls' achievement levels. Starting with a 14.6% baseline, the percentage of primary schools with GEACs grew to 47% by year 5 of the program. The GEACs activities involved needs assessments; manuals, the translation of materials, the distribution of 5,595 copies; the orientation of 2,434 principals, including 249 female principals; workshops primarily for principals; 303 strategy development workshops; and life skills orientation workshops. The workshops included working with the community around gender issues, gender discrimination, life skills and the importance of educating girls. Other topics were academic support for girls through tutoring programs and the importance of sanitary towels and separate toilets for female students. House-to-house visits for girl dropouts were planned, as were negotiating with parents and relatives to prevent early marriage of school-age girls.

To ensure a secure and supportive environment for girls preparing to be teachers, Girls' Clubs (GC's) were to be established and functioning in 22 CTEs. A manual was developed to assist in their formation. However, GCs were established in 27 CTEs, due to the increase in the number of CTEs over time. Out of the 27 GCs, only seven were found to be functional. The CTEs reported a total of 1,890 club members, representing 70 members per college. A range of activities were found in the clubs: community forums, tutoring, mentoring, awards for high performing students, induction programs, peer teaching and learning on life skills and study skills, gender violence workshops, reproductive health, and HIV/AIDS materials. IQPEP provided minimal support, but both MERA assessments and observations made by the evaluation team found impressive results.

Gender units were formed in 11 of 30 CTEs and GU coordinators were appointed and trained. The coordinators that met with the evaluation team appeared to be deeply committed and talented women who praised IQPEP for its support for gender-focused activities in their CTEs.

An important gender activity was the encouragement of male involvement. Gender inequality is a social problem with injustices impacting both males and females, so the IQPEP gender team organized a three-day workshop on how to involve men and boys in the programs. Women instructors at the CTEs were taught gender-responsive pedagogy and appreciative inquiry, and then were encouraged to carry out AR of issues that affect female trainees' performance and achievement at the college and out in the schools.

A critically important program was to build the capacity of female teachers in leadership and management. Pact/IQPEP had a goal of 3,000 female primary teachers preparing for leadership and actually reached 4,795. The handbook, originally only in Amharic, was translated into Afan Oromo, Somali, and Tigrigna. TOTs (45 male and 35 female) were trained, and then participants were chosen based on leadership, planning and management, and an academic qualification above first degree. The results of the training were almost immediate as 30 graduates of the workshop received offers to become principals. While this is a small total in a large system, the promotion of women so rapidly after the workshops provided evidence of some system responsiveness.

IQPEP sought to incorporate gender in the policies of all institutions with which it worked, holding a series of workshops and carrying out the MERA policy study on gender. Throughout the five-year life of the project, IQPEP sought to have a fair representation of women in all of its training programs. Its gender team produced a booklet titled *Some Strategic Ideas to Enhance the Professional Development of*

Females in the Education Sector, and distributed it among all the different groups and levels of the educational system with whom IQPEP worked.

Component 5: Monitoring, Evaluation, Research, and Analysis (MERA)

FIGURE 17. COMPONENT 5 OUTPUTS: 2009 – 2014

Output #	Indicator	Target	Actual
2.4a	Number of policy studies conducted, written up, and disseminated	4	4
2.4a	Number of National Learning Assessments supported	2	2
-	Number of MERA Monitoring and Evaluation Reports	-	24

MERA completed four policy studies, one per year for the final four years of IQPEP. The topics for the studies were based on the expressed needs of the RSEBs and the MOE, and a technical committee made up of IQPEP and MOE staff oversaw the process. The first topic chosen was gender, which led to Exploring Policy Practice Gaps of Female Leadership in the Ethiopian Education System. The study took place in all nine regional states and the two city administrations, with a roughly equal number of males (1,139) and females (944) participating. Among the study’s major findings: the issue of female leadership has not been properly conceptualized nor has it been fully addressed within the educational system; female leaders only make up 11.2% of the lower educational leadership and 9.5% at the upper levels; female leaders generally secure more positions through competition at the lower levels than at upper levels where political appointments dominate; there is only a single policy provision on female leadership in the Education and Training Policy of Ethiopia and it is too general to target action; gender equity prevails more in “advanced” regions at the implementation level; gender-role stereotyping and negativity play important parts in discouraging female educators to become educational leaders; and female leaders are often urged to work in distant and difficult locations.

The *School Improvement Program (SIP): Its Implementation, Challenges and Policy Implications* assessed the extent of SIP implementation, seeking factors that led to success or failure. The major concerns of the SIP were teaching-learning, a safe school environment, leadership and management, and community participation; these concerns were studied in 26 woredas across all regions and city administrations. The study found that the entire planning process had improved, but that there were problems of poor communication and inadequate key facilities and physical infrastructure.

Factors Affecting the Success of Teachers and Educational Personnel in Implementing Educational Reform in Ethiopian Schools looked at the New Education and Training Policy and found inaccessibility to masses, lack of equity, curriculum irrelevance, low quality, and high wastage. Curriculum reform, continuous professional development (CPD), and redefining the language of instruction were seen as issues to be addressed. The study found that: regions had different understandings of school reform; principals understood the reforms better than other educational personnel; most informants had positive attitudes toward the reforms; and the SIP was better understood than other reform components.

Education for All: A Study of Factors Keeping Young Children out of Schools was the final policy study and outlined the reasons 2.5 million children are out of school in Ethiopia. While progress has been made in keeping children in schools, the study found significant differences between various communities in their involvement and commitment to education, including the demand for girls’ education. Poverty and the need for children to work in manual labor, farming, or trade affected schooling rates and early marriage, teen pregnancy, and religious education were other factors. Schools factors such as shortages of laboratories and libraries, the absence of water, crowded classrooms, and inadequate materials also contributed to dropout rate.

MERA assisted with the fourth and fifth National Learning Assessments (NLAs) to analyze the learning achievements of students and compare students on a range of factors. MERA also did a comparative study of IQPEP and non-IQPEP schools, based on the national data for the fourth NLA in 2011. IQPEP

assisted with the fifth NLA conducted this year, but results will not be available until the fall. The challenges faced by MERA/IQPEP on the NLA had to do with the competency of data collectors, the inaccessibility of some woredas, and timely completion of assessment activities. The recruitment of data collectors from all levels of the educational system helped to build capacity, as did training workshops that MERA held.

While there was no deliverable required, the largest task for the MERA group in IQPEP was conducting annual impact assessments of key program activities. This resulted in 23 documents over the five years, including studies of the Woreda PMIS functioning, the adequacy of school management, the adequacy of the woreda annual plans and functioning of the WCRCs, the use of AL methods and FCA of primary teachers, the use of AL methods by CTE instructors, key activities in the CTEs, and various activities in the primary schools. Among the IQPEP components studied over the years were: EGRA, CTE, Decentralized Planning, Quality of Teaching, PMIS, School Management, AL, FCA, Personnel Management, SCRCs, GEACs, TSGs, RCs, LCUs, ITRCs, GUs, and GCs.

The original plans for MERA, including many of the monitoring instruments were prepared at the time the original contract with AED was signed. This has made it possible for MERA to prepare a PMP, which is also included in this evaluation. The PMP includes baseline data from 2009–10 and each year’s targets, actual accomplishments, and a cumulative accomplishment’s percentage for years 2–5. At the request of the evaluation team, MERA also prepared a total targets and total actual completions list for the output factors in the PMP.

Additional figures on project outputs and results are presented in Annex 7.

A. APPROACH, INPUTS, AND RESULTS: CONCLUSIONS

Pre-Service Training

1. The linkage school concept achieved its goal of linking the CTEs to the school setting and was critically important to the success of IQPEP. If the linkage schools become institutions in which outstanding teachers model best practices, then the idea will come to full fruition.
2. IQPEP trained 16,785 linkage primary school teachers in math, EGR, Instructional Kits and SchHBs. The satisfaction level of the teachers with the training and materials was very high.
3. Only 67% of the CTEs had functioning LCUs, which doesn’t bode well for the long-term sustainability of the concept. IQPEP made strong efforts to get all CTEs to appoint and have the coordinators trained, but were not successful in achieving their 100% goal.
4. It is possible that the training of TOTs, many of them CTE instructors, was IQPEP’s greatest and most sustainable contribution. These instructors have taken their experience and the materials back into their CTE classrooms, and are now ready to take what they have learned to primary teachers across the country.
5. The guidance and counseling, life skills, peer mentoring and other IQPEP-funded programs are unlikely to continue unless incorporated into the CTEs’ ongoing programs and curriculum.
6. The ITRCs appeared to have been a waste of precious funds and human resources by IQPEP. Only 22.2% of them were functioning at the end of the program; those that were functioning appeared not to have maintained the equipment in working order, nor were they making good use of the ITRCs for teaching and learning.
7. IQPEP/MERA reports had active learning at high levels in the CTEs. It is possible that this is the result of the instructors utilizing what they had learned and practiced as TOTs.
8. Instructional leadership training, along with basic planning and management skills, were generally well received by deans and department chairs at the CTEs and very highly rated by principals of the linkage schools.

9. The inputs to the CTEs were pretty minimal in comparison to the rest of IQPEP, and it could be concluded that without seriously affecting the curriculum, it was not transformational in any real sense.

In-service Training

1. Among the largest and best received of all of IQPEPs' initiatives were the many training workshops. The goal of 37,600 teachers completing a package of training was reached. In total, 80,347 teachers, completed some in-service training, but there were insufficient details on how many completed each training. Teachers exhibited high to very high satisfaction levels with their workshops and pled with the evaluators to do what they could to keep them going.
2. IQPEP met its goals for teachers completing a package of training and also had large numbers of teachers who participated in one or more workshops, but not the whole package.
3. Good teacher training is valuable, but with such large numbers of teachers to train, there was little time or money for follow-up. Mitigating this to some extent was the excellent, well received training of 10,112 principals, almost double the targeted number. These principals were given not only valuable planning and management skills, but also trained in instructional leadership, so that principals can now assist their teachers in teaching and learning.
4. In addition to principals, WEOs and RESB/CAEB officials were also trained in instructional leadership. This is an excellent mechanism for bringing about and sustaining educational reform. Teachers are best supported by people above them who have been through the same training and are able to understand the situation.
5. Tens of thousands of handbooks, modules, SIKs, and other materials published in English and four national languages are now in the hands of teachers and in principals' offices, and can be used within their own schools or can be used by schools and woredas not part of IQPEP. Instructional materials developed by prior to this project were revised, validated, and translated, saving additional time and funds.
6. While the technology and instructional materials in the SCRCs were unanimously welcomed, it tended to be used primarily by the school in which it was located for reasons of communication, distance, and travel. This was found in interviews in 6 of 8 woredas and 20 of 26 schools visited throughout the country
7. Reading Centers are excellent conceptually and the evaluators were impressed with the training of the coordinators. However, to have a lasting impact on EGRW, there needs to be a much greater intervention in reading materials than 30 books for a school of 2,000 students. One period a week in a reading center is insufficient for almost any child.
8. Teacher Study Groups are an exciting and internationally successful approach to empowering teachers to do peer-to-peer sharing. With the TSGs receiving assistance from the principals and being supplied with many of the instructional materials, they have a real possibility of making a long-term difference at comparatively little cost.
9. Definitions, scope and practice of active learning and continuous assessment are somewhat limited in the Ethiopian context, but there is no question that classroom instruction and assessment have begun a major change for the better.

Decentralized Planning and Management

1. The PMIS at the woreda level was a carefully planned, phased approach, which led to high levels of success in almost every woreda. The IQPEP woredas were the first in the country to have complete records on all their employees, and have thus established a replicable model for the nation.
2. Principals in IQPEP schools actually produce SIPs and annual work plans, something that GEQIP I evaluators seldom found in the broad range of Ethiopian schools. These workshops have shown that even under-trained principals can, with short-term training produce workable SIPs.

3. Leaders at all levels were trained in instruction and instructional leadership, which appears to pay off well, as classroom teachers receive similar messages from supervisors, particularly when they try to teach strategies which are new to Ethiopian schools.
4. Principals spoke of their becoming participatory and even transformative leaders, while praising IQPEP training in planning and management as the only time they had much idea of how to do their jobs.
5. Training principals, WEOs and RESB/CAEB administrators in many of the topics that their teachers had been trained in, is helping produce a coherent supervisory system that appears more open to changes in the classroom.
6. Turnover of trained staff is a problem in most educational systems, but with Ethiopian teachers able to move throughout the public sector, some IQPEP schools have experienced complete staff turnover in one year. Without new training and follow-up it is hard to maintain current gains. In supervisory and technical positions, staff are continually changing and there needs to be a plan to train and retrain, in addition to policy changes.
7. Regional and City Board staff worked very closely with their IQPEP counterparts in almost every region of the country. The central MOE professionals and the IQPEP central staff did not appear to have the same level of trust or involvement, with the exception of those working on gender issues.
8. Inadequate educational supervision and poor resource management and maintenance were singled out as areas of greatest weakness. With a system of training educators at all levels in a similar planned and coherent way, and administrators in management techniques, there is now a possibility that these problems will be mitigated.

Gender

1. As mandated, Pact/IQPEP broadly succeeded in bringing gender issues to the forefront at all levels of the educational system.
2. Despite strong efforts, the gender activities did not substantially affect either the percentage of girls or the number of girls dropping out of primary school. Broad societal and economic factors make this a long-term effort, but Pact/IQPEP has made a solid start.
3. While the evaluation team met some exceptionally committed gender unit coordinators at CTEs that had developed a wide range of well-received programs, the majority of CTEs did not participate in many meaningful ways. The gender program was not budgeted for large expenditures and this may be the reason that more CTEs did not choose to participate.
4. Sustainability may also be due to the level of commitment observed in interviews. The GU coordinators were generally working with small budgets, while still impacting CTE students. Female and male teachers in the primary schools expressed real pride in the girl's room and efforts to provide safe environments for girls.
5. Pact/IQPEP made a concerted effort to bring gender issues to the fore at all levels of the educational system and appeared to do this in a way that did not offend, but rather enlisted them in efforts to bring about gender equity.
6. Changing gender roles and bringing about gender equity is a multi-generational effort, but the materials, school-based programs, manuals, and workshops began a nationwide dialogue on the issues involved.
7. There are likely significant differences between those CTEs with and without programs and those primary schools with and without girls' clubs, girls' rooms, sanitary facilities and other interventions. These differences, however, have not yet been evaluated, but on broad macro-issues like school attendance and dropouts, there is, as yet, no evidence of significant differences.
8. The central MOE gender experts were by far the most positive and satisfied by IQPEP's contributions of any MOE group, and overall satisfaction with the gender programs is very high.

Monitoring, Evaluation, Research, and Analysis (MERA)

1. MERA, like the rest of IQPEP, was a prolific part of the program, producing both high quality evaluations of on-going parts of the project and high quality policy studies for the MOE. It achieved its major goals of four policy studies and support for two NLAs. Policy studies are not usually a high priority of MOEs, so external projects are needed to provide funding and expertise.
2. The annual assessments of IQPEP's many components provide a solid history of the program, but some of the instruments prepared at the start of the project needed changes and adjustments over the 5 years. It was critical to have these inputs on a regular basis, with evidence related to targets.
3. MERA maintained high targets in most areas, but it could be questioned as to whether it might have been better to choose more realistic targets. On the other hand, if an area was not coming even close to its annual and final targets, it was evidence that something might be seriously wrong.
4. Definitions of active learning and formative continuous assessment were somewhat limited, but high (70–80%) usage rates were found in MERA studies.
5. The policy studies, done in conjunction with the MOE, provided important, albeit not surprising, findings and data. Policy makers' not making use of the findings is a problem in many countries.
6. The EGRA reports done by MERA helped to make early childhood reading and writing a national priority. In the preliminary findings of its third study, MERA/IQPEP raised questions about the effects of efforts to-date to break the cycle of failure in basic reading and writing.
7. Financial and professional support of the 2011 and 2014 National Learning Assessment were critical in bringing the results of those studies to policy makers and the general public.

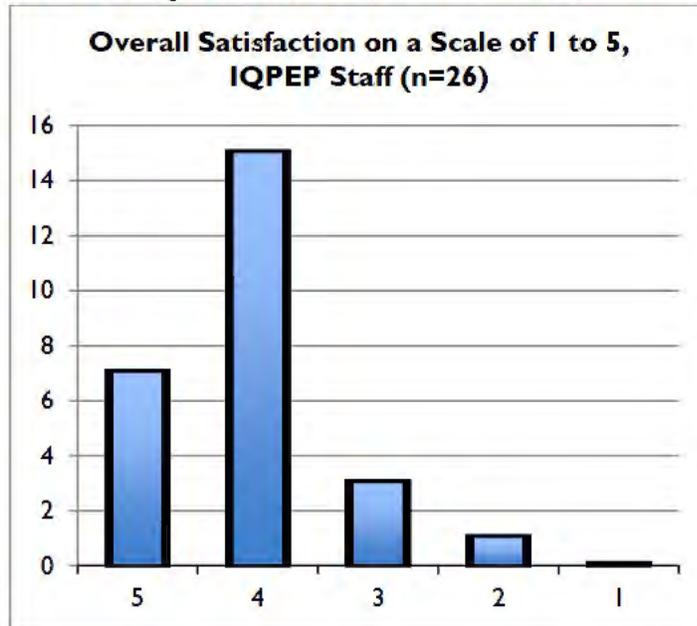
B. PROGRAM MANAGEMENT: FINDINGS

IQPEP created a two-tier structure: central and regional offices, which were generally well resourced. The magnitude of the IQPEP project outputs—tens of thousands trained and over 100,000 materials distributed—demonstrates in and of itself that the program management was highly efficient in achieving program objectives. The program was managed tightly and centrally. Regional education offices and CTEs stated that they could not spend a single birr without permission of the central office. Given the tight timelines and massive number of deliverables, this was likely necessary.

The central office did not appear to have close ties to the REBs and central MOE, with the exception of top officials, while the regional IQPEP offices appeared to work closely with the RSEBs. The RSEBs had strong feelings that the program established a highly systematic, transparent, and efficient system, which could serve as a good working model to be benchmarked by other similar partners. In fact, it was noted that there were only fine lines between the regional IQPEP staff and REB staff, which led to the integration of the project activities with that of the REBs. The transition from AED to FHI360 in the project mid-term appeared to go quite smoothly, as IQPEP staff in Ethiopia and program backstops in the U.S. both remained in place.

The REBs and IQPEP staffs worked well together at almost all steps in the process. While 54 MOE staff were targeted for training, only 21 actually went through the face-to-face training. With the exception of the gender officers in the MOE, there appeared to be a strong antipathy towards IQPEP on the part of six of the seven offices of the MOE staff interviewed. While evaluators were unable to uncover all the reasons for the apparent difference, evaluators did find that—when compared to other levels of the system—the MOE staff expressed frustration, claiming that IQPEP did not consult them on most activities. IQPEP in turn said that some MOE staff refused invitations to participate in planning meetings, evaluations, or trainings. Part of the difficulty was likely the turnover of staff at the central MOE, so that there was insufficient continuity to offer either trainings or keep long-term meaningful working relationships. The antipathy, however, was palpable among several MOE officials, and must be noted as a concern for any project, particularly one located within the MOE buildings.

FIGURE 18. IQPEP STAFF SATISFACTION AS EMPLOYEES OF IQPEP



IQPEP staff reported high overall satisfaction as employees of IQPEP, but a number of consistent criticisms were expressed. Most staff were generally unhappy with the level of pay and per diem as most claimed they were below the level of other NGO-funded projects. The evaluators have not independently verified this claim. Staff also felt an insufficient amount of support was afforded them in the area of training for their own self-improvement, especially after the transition to FHI360. Finally, staff expressed frustration about the centralized decision-making structure of IQPEP management, complaining that it made mid-level managers irrelevant.

FIGURE 19. IQPEP STAFF RATING OF MANAGERIAL SUPPORT

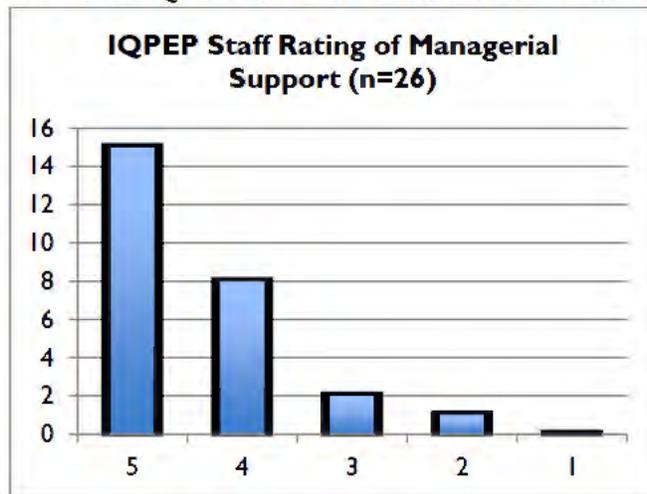


FIGURE 20. IQPEP PROVISION OF EDUCATIONAL SUPPORT TO STAFF

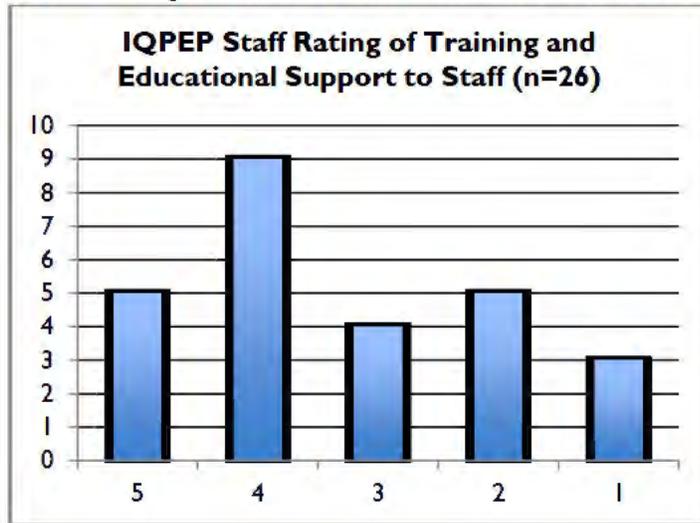


FIGURE 21. IQPEP AND HUMAN RESOURCE NEEDS

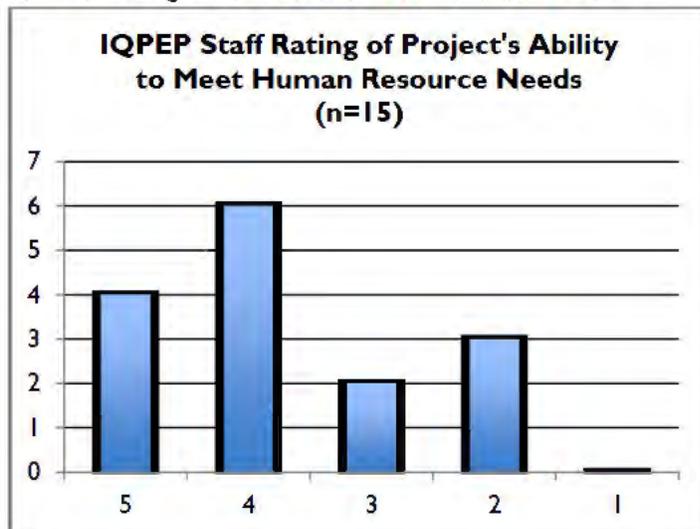


FIGURE 22. IQPEP AND FINANCIAL NEEDS

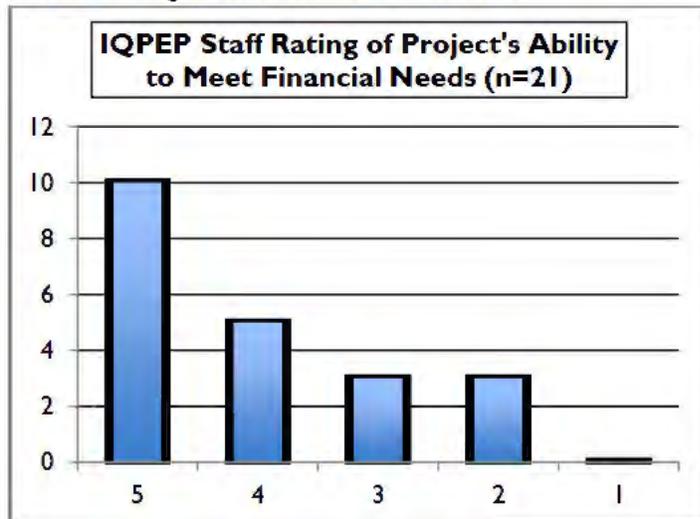
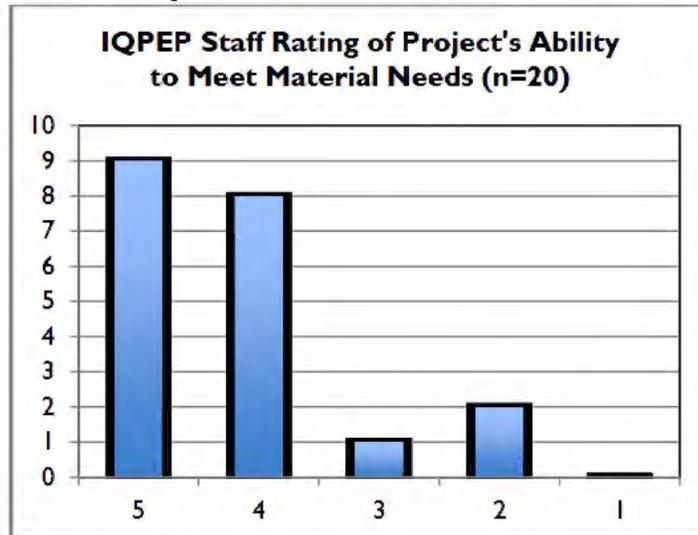


FIGURE 23. IQPEP AND MATERIAL NEEDS



The tables above indicate high ratings among IQPEP staff in managerial support and in meeting human resource, financial, and material needs of the program. Staff have complaints about a lack of sufficient support for their own training and education.

Additional figures on IQPEP management issues are presented in Annex 7.

B. PROGRAM MANAGEMENT: CONCLUSIONS

1. The IQPEP contractor (previously AED and as of the third year FHI 360) in Ethiopia has been found to be adequately organized and structured as it enabled the program to meet or exceed most objectives. The amount of output that was completed by the project was immense, and management should be commended for carrying out such a large and complex project. Its relationship with the host government had room for improvement, however, especially with national MOE officials.
2. The delineation and delegation of each staff member's responsibilities, from the lowest to the top management level, was clear and most staff felt that the necessary support was provided to carry out implementation.
3. As a result of the high degree of management efficiency, the project was fully implemented, with a few previously planned inputs cancelled due to lack of results. This has allowed evaluators to get a good feel for the efficacy of the program design, which was found to be effective in reaching results in some areas, but not in others.
4. IQPEP management has been only moderately successful in building team capacity, and its ability to organize and encourage staff to work towards a common objective was rated moderate to good.
5. The evaluators did not do a cost-benefit analysis of the project, and so the findings on IQPEP's management, organization, and use of its resources (human, financial, material and time) to tackle program priorities in a timely and efficient manner is based on staff perceptions.

C. HOST GOVERNMENT SATISFACTION: FINDINGS

FIGURE 24. HOST GOVERNMENT SATISFACTION

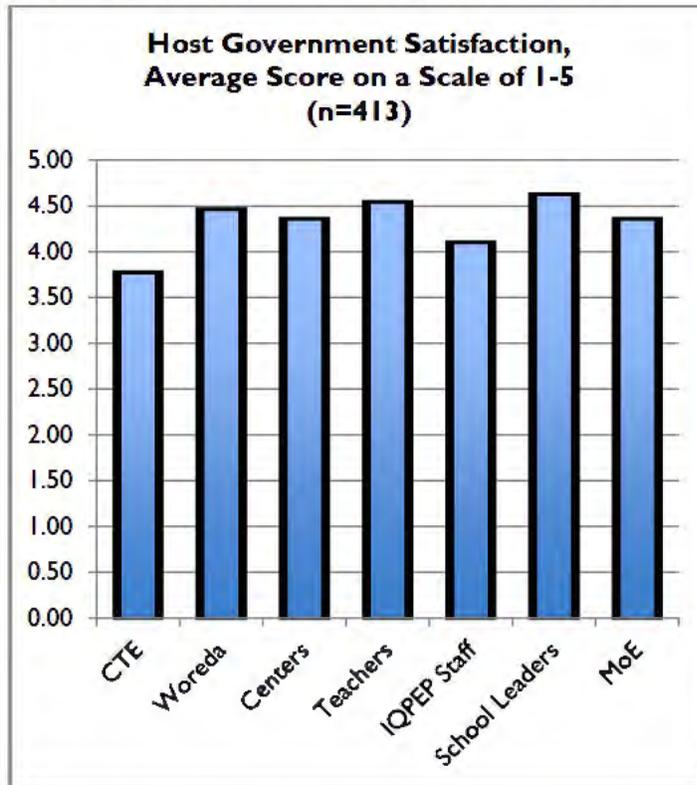
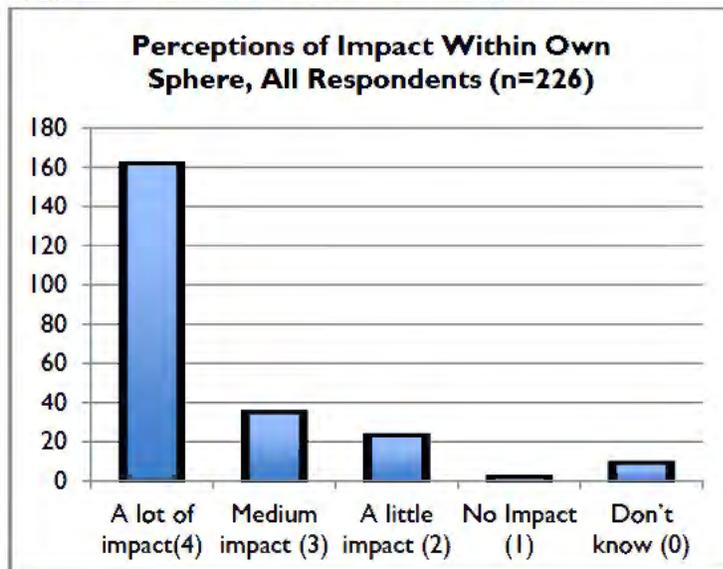


FIGURE 25. PERCEPTIONS OF PROGRAM IMPACT



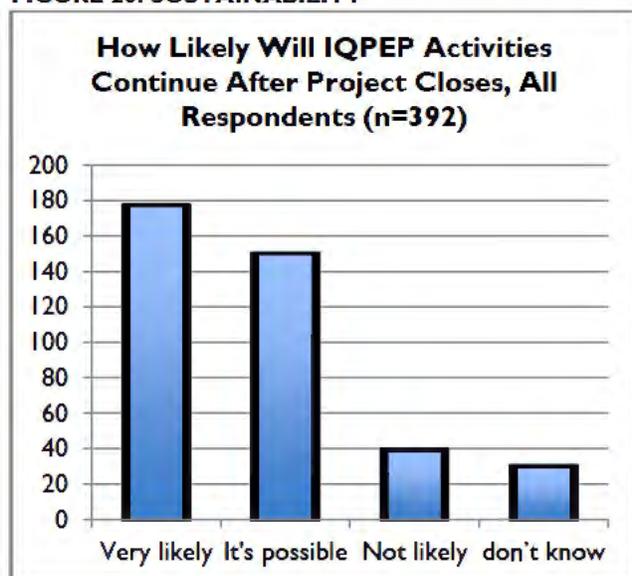
From the 635 interviews with teachers, CTE instructors, WEO supervisors, REB staff, Kebele Boards and PTAs, throughout 6 regions and one city administration of the country, evaluators can generalize that the closer one got to the bottom of the educational pyramid, the greater was the satisfaction with IQPEP. All groups—with the exception of central MOE personnel and one RESB staff member—rated IQPEP as having a high to very high impact. IQPEP had and continues to have strong support at every

RESB, and WEOs have benefitted greatly from the program and look on it as a model for the thousands of other woredas and schools in the areas of management and leadership, supervision, finances, planning, PMIS, annual planning and other components in which they were trained by IQPEP.

The principals and teachers in almost all the schools visited by the evaluation team were highly satisfied with the relevance of the interventions to improve the quality of education through modules, handbooks, and manuals; the competence and dedication of facilitators; the efficiency of the services rendered; and the continuous backstopping support provided by the IQPEP regional and central staff.

Additional figures on host government satisfaction and sustainability are presented in Annex 7.

FIGURE 26. SUSTAINABILITY



C. HOST GOVERNMENT SATISFACTION: CONCLUSIONS

1. The majority of program participants and stakeholders report that IQPEP has responded to the needs of the education system.
2. In interviews, the regional and woreda education officials felt a modest sense of ownership of the project in terms of their own professional abilities to continue the project, especially around training and access to quality materials. However, in terms of the financial ability of the system to maintain the levels of training and material provision that was achieved under IQPEP, there is much skepticism.
3. School directors, teachers, woreda and regional education officials rate the IQPEP trainings extremely high and report a high level of relevance to their needs.
4. IQPEP activities and outputs have been integrated into initiatives of the Government at CTEs, cluster centers, woredas, regional and national levels in terms of professional ability to carry out similar training and support.

RECOMMENDATIONS AND LESSONS LEARNED

1. USAID has been involved in broad-based education projects in Ethiopia since 1996, with BESO I and II and EQUIP2, all with AED as the contractor/recipient. This continuity was an advantage in meeting country requests for broad educational involvement, but also served as a constraint as the design contained few pilot projects to find new ways of meeting the many challenges.

2. There are aspects of IQPEP which should be sustained and spread throughout the nation: PMIS, TSGs, instructional leadership by principals and WEOs, a large cadre of trained TOTs, linkage schools, expanded Reading Centers, less teacher-centered classrooms and gender-focused programs, to name a few.
3. Interviews with classroom teachers and principals convinced the evaluation team of the real appreciation and satisfaction for the attention they received from IQPEP, and the concern many of them feel that perhaps now no one will be looking out for them. IQPEP used teachers as Trainers and TOTs on a par with other educators. This is an exceptionally powerful message to send.
4. The linkage school connections to CTEs model is used in countries around the world and can lead to reforms in both settings. Theory and practice are brought together, particularly when the training institution provides a coordinator and the linkage schools become genuine models of the best in teaching and learning.
5. The IQPEP project as designed was not carefully focused, but rather attempted to try to cover too many components of the educational system too lightly. This was most evident in the pre-service teacher training at the CTEs, where money, time, and generally poorly focused attention were spent and in the end there was not much to show for it.
6. While the IQPEP staff are to be commended on meeting a few very large targets (80,347 classroom teachers, 10,112 principals, 5,015 WEOs, and 10,017 KETBs) it became impossible to do any meaningful follow-up, something mentioned by regional and local educational staff and by IQPEP staff at all levels. Regular follow-up is a must for any successful intervention to a chance at sustainability.
7. The PMIS at the woreda level was one of the distinct successes of IQPEP. We believe that its success was largely due to its starting small, then growing in a phased and incremental manner, while constantly testing and improving the model.
8. The Teacher Study Groups (TSG) received little project money and effort, but may well have the greatest long-term effect on teaching-learning. Supplying teachers and schools with instructional material and giving them time for peer-to-peer interaction on lessons could well be one of the best things coming out of IQPEP.
9. The program has done a major service to the Ethiopian educational system by developing a large cadre of Trainers and TOTs. These individuals can form the core of a nationwide in-service training system, as they now have the skills and knowledge needed. These trainers come from among the best of classroom teachers, principals, WEOs, RESB/CAEBS, CTEs, and universities.
10. Reading Centers were a very positive innovation, but any serious attempt to deal with the issues raised by EGRA must involve much more than a small number of books, as low as 30 early readers for a school of 2000 children. Classroom libraries supplied with numerous age appropriate books in the mother tongue could make a dramatic difference. It has been estimated that such books could be produced at a cost of 20 birr per book. Tens of thousands of schools worldwide have children, teachers, and the community write books costing almost nothing.
11. Policy studies can and do have an effect. The Gender policy study helped with the successes that Pact/IQPEP had in raising difficult gender issues in the schools and society. The EGRA studies conducted by IQPEP have led to a national effort, supported by USAID, to confront the issue of early grade illiteracy.
12. MERA's use of baseline studies, followed by targets to be reached, is a good model. This is particularly true if the targets are realistic and more of the goals are outcomes, instead of just inputs or outputs.
13. The holistic approach to supervision was inherent in IQPEP, so that principals, WEOs, zonal officers and RESB/CAEBs were all trained not only to function in their specific jobs, but also to have been through training on instructional leadership and supervision, and even at times on subject matter itself.

14. Unless the problem of turnover is alleviated, the government or some other donor is going to have to be constantly re-training teachers, principals, WEOs, PMIS staff and others in the system.
15. Needs assessments are critical to not only designing training or materials that educators need, but also in getting buy-in from the stakeholders. IQPEP did this well.
16. In Ethiopia, and any other country for that matter, gender must always be a central concern. Pact/IQPEP set a high standard and showed how—with a comparatively small budget—a well-focused gender program can make a difference in the lives of boys and girls, women and men in not just the schools but in society in general. It is also a multi-generational struggle, not a one-off activity, and in 10 or 20 years, Ethiopia will look back on this period as the one where gender equity made real gains.

See Annex 8 for a detailed analysis matrix of all IQPEP components with corresponding challenges and recommendations for each.

ANNEXES

ANNEX I: FIELD RESEARCH SCHEDULE

SN	Region	Date	Institution	Duration/Time	Team Members
1	AA	6/18/14	Edget Behibret CRC	9:00 AM- 12:00 Noon	All team members
			Kokebthibah Linkage	9:00 AM- 12:00 Noon	
			Atse Tewdros satellite	2:00- 5:00 PM	
			AACAEB	2:00- 5:00 PM	
		6/19/14	KCTE	9:00 AM- 12:00 Noon	
			Woreda	9:00 AM- 12:00 Noon	
		6/22/14	Tarvel to Tigray		
		6/23/14	Mekele RSEB	9:00- 5:00 PM	
2	Tigray	6/24/14	Abbiyi Addi CTE	9:00 AM- 12:00 Noon	Dr. Tilaye & Ato Habtamu
			Workamba Linkage	2:00- 5:00 PM	
		6/25/14	Weri Lehe WCRC & WEO	9:00 AM- 12:00 Noon	
		6/25/14	Nebelet CRC	2:00 PM- 5:00 PM	
		6/26/14	Akofa satellite	9:00 AM- 12:00 Noon	
		6/26/14	Fikada CRC	2:00 - 5:00 PM	
		6/27/14	Awulie satellite	8:00 AM- 12:00 Noon	
		6/27/14	Gulo Mekeda WCRC & WEO	2:00 - 5:00 PM	
		6/27/14	Travel to Mekele		
6/28/14	Return to Addis Ababa				
3	Afar	6/29/14	Meteka CRC	9:00 AM- 12:00 Noon	Dr. Tilaye & Ato Habtamu
			Neina Tahero satellite	2:00- 5:00 PM	
		6/30/14	Travel to Semera		
			Asayta CTE	9:00 AM- 12:00 Noon	
		7/1/14	Arado linkage	2:00- 5:00 PM	
			Travel to AA		
4	Amhara	6/22/14	Travel to Debre Markos		Ato Melaku & Ato Mammo
		6/23/14	Debre Markos CTE	9:00 AM- 12:00 Noon	
			Debeza linkage	2:00- 5:00 PM	
		6/24/14	Lay Ber CRC	9:00 AM- 12:00 Noon	
			Guay Wonderit satellite	2:00- 5:00 PM	
		6/25/14	Jabi Tehinan WEO	9:00 AM- 12:00 Noon	
		6/25/14	Travel to Bahir Dar	2:00- 5:00 PM	
		6/26/14	Amhara RSEB & IQPEP	9:00 AM- 5:00 AM	
	6/27/14	Mecha WEO	9:00 AM- 5:00 AM		
	28 -29 June 14	Travel to G/Beles			
		6/25/14	Travel to Debe Berhan		Dr. Kraft W/r Lissan
	Amhara North Shewa	6/26/14	Debre Berhan CTE	9:00 AM- 12:00 Noon	
			Atakilt Linkage	2:00- 5:00 PM	
		Qeyet CRC	9:00 AM- 12:00 Noon		
6/27/14		Mehal Amba satellite	2:00- 5:00 PM		
			Travel to AA		
5	B.Gumuz	6/29/14	G/Beles CTE	9:00 AM- 12:00 Noon	Ato Melaku & Ato Mammô
			Ketena 2 Mender 1 linkage	2:00- 5:00 PM	
		6/30/14	Mender 7 CRC	9:00 AM- 12:00 Noon	
			Mender 7 satellite	2:00- 5:00 PM	
			Travel to Jimma		
6	Oromia	6/30/14	Jimma CTE	9:00 AM- 12:00 Noon	Ato Melaku & Ato Mammô
			Bore Linkage	2:00- 5:00 PM	
		7/1/14	Seka CRC	9:00 AM- 12:00 Noon	
			Buture Gebisa satellite	2:00- 5:00 PM	
		7/2/14	Seka Chekorsa WCRC	2:00- 5:00 PM	Dr. Kraft W/r Lissan
		Mena WEO	2:00- 5:00 PM		
	6/23/14	Sebeta CTE	9:00 AM- 12:00 Noon		
		Mulugeta Gedle	2:00- 5:00 PM		
	6/24/14	Busa CRC	9:00 AM- 12:00 Noon		
	Wajitu Sultane	2:00- 5:00 PM			
7	SNNPR	7/7/14	Hawassa CTE	9:00 AM- 12:00 Noon	Dr. Tilaye & Ato Habtamu
			Gameto linkage	2:00- 5:00 PM	
		7/8/14	Aleta Wondo WEO	8:00 AM-5:00 PM	
		7/9/14	Sheicha CRC	9:00 AM- 12:00 Noon	
			Korke Saba satellite	2:00- 5:00 PM	
	7/10/14	Aleta Chuko WEO	8:00 AM-5:00 PM		
8	MOE	June 18-25, 14			

ANNEX 3: RESEARCH METHODOLOGY MATRIX

Evaluation Questions	Type of Answer/ Evidence Needed		Methods for Data Collection		Sampling or Selection Approach	Data Analysis Methods
			Data Source(s)	Method		
1. Approach, Inputs and Results: What are the Program's overall effectiveness and results to-date.		Yes/No	IQPEP HQ and regional staff and MIS; MoE, Regional, and Woreda Officials; CTE officials, faculty; primary school principals and school leaders, teachers, and students; PTAs, school boards, and Kebeles.	Desk review of IQPEP MIS, reports, and assessments; Semi-structured interviews; surveys; focus group discussions.	Purposeful sampling of accessible IQPEP CTEs, woredas and schools stratified by geography (urban/rural).	Frequency distributions of semi-structures interviews and surveys; qualitative coding and content analysis of field notes and interview transcripts; triangulation of evaluator collected data with existing MIS and assessment data.
	X	Description				
		Comparison				
		Explanation				
2. Program Management: How efficient is the management of IQPEP in achieving the Program objectives.		Yes/No	IQPEP HQ and regional staff, documents, and MIS.	Desk review of IQPEP MIS, reports, and assessments; Semi-structured interviews.	Director and Deputy Directors, available regional staff.	Frequency distributions of semi-structured interviews; qualitative coding and content analysis of field notes and interview transcripts; triangulation of evaluator collected data with existing MIS and assessment data.
	X	Description				
		Comparison				
		Explanation				
3. Host government satisfaction: Has the project responded to the needs of beneficiaries, are relevant government officials satisfied with the performance of the project, and have project activities been integrated into relevant government institutions at the national, regional, and local levels.	X	Yes/No	IQPEP HQ and regional staff and MIS; MoE, Regional, and Woreda Officials; CTE officials, faculty; primary school principals and school leaders, teachers, and students; PTAs, school boards, and Kebeles.	Desk review of IQPEP MIS, reports, and assessments; Semi-structured interviews; surveys; focus group discussions.	Purposeful sampling of accessible IQPEP CTEs, woredas and schools stratified by geography (urban/rural).	Frequency distributions of semi-structures interviews and surveys; qualitative coding and content analysis of field notes and interview transcripts; triangulation of evaluator collected data with existing MIS and assessment data.
	X	Description				
		Comparison				
		Explanation				
4. Lessons learned: What are the constraints to project implementation and achievement of goals and objectives.		Yes/No	IQPEP HQ and regional staff and MIS; MoE, Regional, and Woreda Officials; CTE officials, faculty; primary school principals and school leaders, teachers, and students; PTAs, school boards, and Kebeles.	Desk review of IQPEP MIS, reports, and assessments; Semi-structured interviews; surveys; focus group discussions.	Purposeful sampling of accessible IQPEP CTEs, woredas and schools stratified by geography (urban/rural).	Frequency distributions of semi-structures interviews and surveys; qualitative coding and content analysis of field notes and interview transcripts; triangulation of evaluator collected data with existing MIS and assessment data.
	X	Description				
		Comparison				
		Explanation				

ANNEX 4: DATA COLLECTION TOOLS

IQPEP Final Evaluation

MoE/Regional Education Official Interview Protocol

This interview is part of the final evaluation of the USAID/IQPEP project, a project to improve primary schools in Ethiopia. This evaluation will not determine if the project will continue, nor is it to evaluate your performance. It is only to learn about what went well, and what the challenges were.

We are very grateful for your time and appreciate your help. We hope you will give us as much information as possible. The information you provide to us here is confidential. Please know that we will not share your name with anyone outside the research team, or put your name in our report without your permission. This survey will take about 1 hour to complete.

1. Name of Interviewer _____ 2. Date _____

3. Region _____

4. Woreda _____

5. Town/Village _____

6. Name of official _____

7. Title _____

8. How long have you been in this position? _____ (years)

9. Gender: M / F

10. Tell me about the IQPEP activities in which you were involved?

- Planning & management training (a)
- PMIS (b)
- Teacher education colleges (c)
- Linkage schools/pedagogical units (d)
- Cluster Resource Centers (e)
- Reading Centers (f)
- GEAC/Gender clubs (g)

Other: _____

11. How much of an impact has IQPEP had on the ability of the staff here in your office to carry out the overall mission of the Regional Office?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
-----------	-----------------	---------------	-----------------	------------

Explain the impact and how you know:

12. How much of an impact has IQPEP had on the ability of the staff here in your office to support the Woreda Education Offices?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
-----------	-----------------	---------------	-----------------	------------

Explain the impact and how you know:

13. How much of an impact has IQPEP had on pre-service teacher training at the colleges of teacher education?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
-----------	-----------------	---------------	-----------------	------------

Explain the impact and how you know:

14. How much of an impact has IQPEP had on in-service teacher training?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
-----------	-----------------	---------------	-----------------	------------

Explain the impact and how you know:

15. How much of an impact has IQPEP had on the quality of teaching in primary schools?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
-----------	-----------------	---------------	-----------------	------------

Explain the impact and how you know:

16. How much of an impact has IQPEP had on student achievement in early grade reading and writing?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
-----------	-----------------	---------------	-----------------	------------

Explain the impact and how you know:

17. How much of an impact has IQPEP had on student achievement in math and science?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
-----------	-----------------	---------------	-----------------	------------

Explain the impact and how you know:

18. How much of an impact has IQPEP had on girl's education and empowerment?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
-----------	-----------------	---------------	-----------------	------------

Explain the impact and how you know:

19. To what extent have there been barriers to implementing IQPEP activities in the Woreda Education Offices?

No barriers	A few barriers	Many barriers	Don't know
-------------	----------------	---------------	------------

Explain:

20. To what extent have there been barriers to implementing IQPEP activities in the colleges of teacher education?

No barriers	A few barriers	Many barriers	Don't know
-------------	----------------	---------------	------------

Explain:

21. How useful have IQPEP planning and management training been for you and other Regional Office staff?

Not useful	Somewhat useful	Very useful	Did not participate
------------	-----------------	-------------	---------------------

Explain:

22. The USAID/IQPEP program has been implemented for 5 years and is now closing. (A) Are there plans to continue the initiatives of the project after it closes, and (B) what is the likelihood that they will be implemented?

YES	NO	Don't know
-----	----	------------

Not likely	It's possible	Very Likely	Don't know
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Explain:

23. On a scale of 1 to 5, with 1 being lowest, how would you rate your overall satisfaction with the IQPEP project?

1	2	3	4	5
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Explain:

24. Of the many activities of IQPEP, which in your experience are the best practices.

25. Anything else we should know about IQPEP that we haven't talked about?

IQPEP Final Evaluation

Woreda Education Official Interview Protocol

This interview is part of the final evaluation of the USAID/IQPEP project, a project to improve primary schools in Ethiopia. This evaluation will not determine if the project will continue, nor is it to evaluate your performance. It is only to learn about what went well, and what the challenges were.

We are very grateful for your time and appreciate your help. We hope you will give us as much information as possible. The information you provide to us here is confidential. Please know that we will not share your name with anyone outside the research team, or put your name in our report without your permission. This survey will take about 1 hour to complete.

1. Name of Interviewer _____ 2. Date _____

3. Region _____

4. Woreda _____

5. Town/Village _____

6. Name of official _____

7. Title _____

8. How long have you been in this position? _____ (years)

9. Gender: M / F

26. Tell me about the IQPEP activities in which you were involved?

- Planning & management training (a)
- PMIS (b)
- Teacher education colleges (c)
- Linkage schools/pedagogical units (d)
- Cluster Resource Centers (e)

Other: _____

27. How much of an impact has IQPEP had on the ability of the staff here in your office to carry out the mission of the Woreda Education Office?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
-----------	-----------------	---------------	-----------------	------------

28. Explain:

29. How much of an impact has IQPEP had on the ability of Regional Education Office staff to support the activities of the Woreda Education Offices?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
-----------	-----------------	---------------	-----------------	------------

Explain:

30. How much of an impact the PMIS support had on the functioning of the Woreda Office?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
-----------	-----------------	---------------	-----------------	------------

Explain the impact and how you know:

31. How much of an impact has IQPEP had on the ability of Woreda Education Offices to support principals and school leaders?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
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Explain the impact and how you know:

32. How much of an impact has IQPEP had on the ability of the Woreda Education Offices to improve the quality of teaching in their primary schools?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
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Explain the impact and how you know:

33. How much of an impact has IQPEP had on in-service teacher training?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
-----------	-----------------	---------------	-----------------	------------

Explain the impact and how you know:

--

34. How much of an impact has IQPEP had on the quality of teaching in primary schools?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
-----------	-----------------	---------------	-----------------	------------

Explain the impact and how you know:

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35. How much of an impact has IQPEP had on student achievement in early grade reading and writing?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
-----------	-----------------	---------------	-----------------	------------

Explain the impact and how you know:

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36. How much of an impact has IQPEP had on girl's education and empowerment?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
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Explain the impact and how you know:

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37. To what extent have there been barriers to implementing IQPEP activities in the Woreda Offices?

No barriers	A few barriers	Many barriers	Don't know
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Explain:

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38. To what extent have there been barriers to changing teacher practices and promoting “active learning?”

No barriers	A few barriers	Many barriers	Don't know
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Explain:

39. How useful have IQPEP planning and management training been for you and other staff in the Woreda Education Office?

Not useful	Somewhat useful	Very useful	Did not participate
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Explain:

40. The USAID/IQPEP program has been implemented for 5 years and is now closing. (A) Are there plans to continue the initiatives of the project after it closes, and (B) what is the likelihood that they will be implemented?

YES	NO	Don't know
-----	----	------------

Not likely	It's possible	Very Likely	Don't know
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Explain:

41. On a scale of 1 to 5, with 1 being lowest, how would you rate your overall satisfaction with the IQPEP project?

1	2	3	4	5
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Explain:

42. Of the many activities of IQPEP, which in your experience are the best practices.

43. Anything else we should know about IQPEP that we haven't talked about?



IQPEP Final Evaluation

Teacher Education College Interview Protocol

This interview is part of the final evaluation of the USAID/IQPEP project, a project to improve primary schools in Ethiopia. This evaluation will not determine if the project will continue, nor is it to evaluate your performance. It is only to learn about what went well, and what the challenges were.

We are very grateful for your time and appreciate your help. We hope you will give us as much information as possible. The information you provide to us here is confidential. Please know that we will not share your name with anyone outside the research team, or put your name in our report without your permission. This survey will take about 1 hour to complete.

1. Name of Interviewer _____ 2. Date _____

3. Name of College _____

4. Region _____

5. Woreda _____

6. Town/Village _____

7. Name of official _____

8. Title _____

9. How long have you been in this position? _____(years)

10. Gender: M / F

44. Tell me about the IQPEP activities in which you were involved?

- Planning and management training
- Linkage schools
- Staff Development Units
- Gender clubs

Other: _____

45. How much of an impact has IQPEP had on the ability of Regional Education Office staff to support the activities of the Colleges of Teacher Education?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
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Explain the impact and how you know:

46. How much of an impact has IQPEP had on the instructional practices of the instructors at this college?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
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Explain the impact and how you know:

47. How much of an impact has IQPEP had on the ability of this college to improve the quality of teaching in primary schools?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
-----------	-----------------	---------------	-----------------	------------

Explain the impact and how you know:

48. How much of an impact has IQPEP had on student achievement in early grade reading and writing?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
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Explain the impact and how you know:

49. How much of an impact has IQPEP had on student achievement in math and science?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
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Explain the impact and how you know:

50. How much of an impact has IQPEP had on girl's education and empowerment?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
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Explain the impact and how you know:

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51. To what extent have there been barriers to implementing IQPEP activities in this college?

No barriers	A few barriers	Many barriers	Don't know
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Explain and how you know:

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52. To what extent have there been barriers to changing teacher practices and promoting “active learning?”

No barriers	A few barriers	Many barriers	Don't know
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Explain and how you know:

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53. How useful has IQPEP planning and management training been for the deans and other leaders of this CTE?

Not useful	Somewhat useful	Very useful	Don't know
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Explain and how you know:

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54. How useful have the pedagogical units in linkage schools been for the teachers in those schools?

Not useful	Somewhat useful	Very useful	Don't know
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Explain and how you know:

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55. To what extent have the number of linkage schools increased from the original number supported by IQPEP?

None	A few	Many	Don't know
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Explain and how you know:

56. The USAID/IQPEP program has been implemented for 5 years and is now closing. (A) Are there plans to continue the initiatives of the project after it closes, and (B) what is the likelihood that they will be implemented?

YES	NO	Don't know
-----	----	------------

Not likely	It's possible	Very Likely	Don't know
------------	---------------	-------------	------------

Explain:

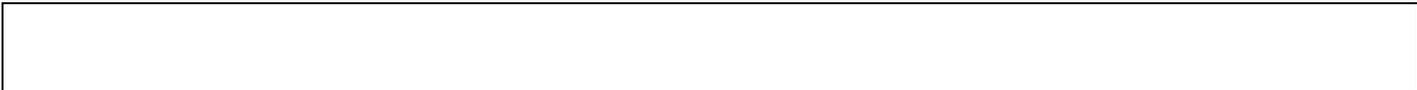
57. On a scale of 1 to 5, with 1 being lowest, how would you rate your overall satisfaction with the IQPEP project?

1	2	3	4	5
---	---	---	---	---

Explain:

58. Of the many activities of IQPEP, which in your experience are the best practices.

59. Anything else we should know about IQPEP that we haven't talked about?



IQPEP Final Evaluation**School Leader/Principal Interview Protocol**

This interview is part of the final evaluation of the USAID/IQPEP project, a project to improve primary schools in Ethiopia. This evaluation will not determine if the project will continue, nor is it to evaluate your performance. It is only to learn about what went well, and what the challenges were.

We are very grateful for your time and appreciate your help. We hope you will give us as much information as possible. The information you provide to us here is confidential. Please know that we will not share your name with anyone outside the research team, or put your name in our report without your permission. This survey will take about 1 hour to complete.

1. Name of Interviewer _____ 2. Date _____

3. Region _____

4. Woreda _____

5. Town/Village _____

6. Name of official _____

7. Title _____

8. How long have you been in this position? _____ (years)

9. Gender: M / F

10. Name of School _____

60. School Type:

- Woreda Cluster Resource (a)
- School Cluster Resource (b)
- Satellite (c)
- Linkage (d)

61. Tell me about the IQPEP activities in which you were involved?

- Planning & management training (a)
- TOT (b)
- Pre-service training (c)
- In-service training (d)
- Early Grade Reading (e)
- GEAC (f)
- Teacher Study Groups (g)

Other: _____

62. How much of an impact has IQPEP had on YOUR ability to be an effective school leader?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
-----------	-----------------	---------------	-----------------	------------

Explain the impact and how you know:

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63. How much of an impact has IQPEP had on the instructional practices of the teachers here at this school?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
-----------	-----------------	---------------	-----------------	------------

Explain the impact and how you know:

--

64. How much of an impact has IQPEP had on student achievement in early grade reading and writing?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
-----------	-----------------	---------------	-----------------	------------

Explain the impact and how you know:

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65. How much of an impact has IQPEP had on student achievement in math and science?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
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Explain the impact and how you know:

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66. How much of an impact has the GEAC had on girl's education and empowerment?

No impact	A little impact	Medium Impact	A lot of impact	NA
-----------	-----------------	---------------	-----------------	----

Explain the impact and how you know:

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67. If this school has a cluster resource center, how much of an impact has it had on teaching in this school?

No impact	A little impact	Medium Impact	A lot of impact	NA
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Explain the impact and how you know:

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68. If this is a linkage school, how much of an impact has the pedagogical center had on this school?

No impact	A little impact	Medium Impact	A lot of impact	NA
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Explain the impact and how you know:

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69. To what extent have there been barriers to implementing IQPEP activities in this school?

No barriers	A few barriers	Many barriers	Don't know
-------------	----------------	---------------	------------

Explain the impact and how you know:

--

70. To what extent have there been barriers to changing teacher practices and promoting “active learning” and “continuous assessment.”

No barriers	A few barriers	Many barriers	Don't know
-------------	----------------	---------------	------------

List the barriers and how you know:

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71. How useful has IQPEP planning and management training been for principals and school leaders?

Not useful	Somewhat useful	Very useful	Did not participate
------------	-----------------	-------------	---------------------

Explain the impact and how you know:

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72. The USAID/IQPEP program has been implemented for 5 years and is now closing. (A) Are there plans to continue the initiatives of the project after it closes, and (B) what is the likelihood that they will be implemented?

YES	NO	Don't know
-----	----	------------

Not likely	It's possible	Very Likely	Don't know
------------	---------------	-------------	------------

Explain:

--

73. On a scale of 1 to 5, with 1 being lowest, how would you rate your overall satisfaction with the IQPEP project?

1	2	3	4	5
---	---	---	---	---

Explain:

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74. Of the many activities of IQPEP, which in your experience are the best practices.

75. Anything else we should know about IQPEP that we haven't talked about?

IQPEP Final Evaluation

Cluster Resource Center/Pedagogical Center/Reading Center/Science Center Interview Protocol

This interview is part of the final evaluation of the USAID/IQPEP project, a project to improve primary schools in Ethiopia. This evaluation will not determine if the project will continue, nor is it to evaluate your performance. It is only to learn about what went well, and what the challenges were.

We are very grateful for your time and appreciate your help. We hope you will give us as much information as possible. The information you provide to us here is confidential. Please know that we will not share your name with anyone outside the research team, or put your name in our report without your permission. This survey will take about 1 hour to complete.

1. Name of Interviewer _____ 2. Date _____

3. Region _____

4. Woreda _____

5. Town/Village _____

6. Name of interviewee _____

7. Title _____

8. How long have you been in this position? _____ (years)

9. Gender: M / F

10. Name of School _____

76. Center Type:

- Woreda Cluster Resource (a)
- School Cluster Resource (b)
- Pedagogical Center (c)
- Reading Center/Corner (d)
- Science Lab (e)

Other: _____ (f)

77. How much of an impact has this Center had on the quality of teaching in this schools?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
-----------	-----------------	---------------	-----------------	------------

Explain the impact and how you know:

78. How much of an impact has this Center had on in-service teacher training?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
-----------	-----------------	---------------	-----------------	------------

Explain the impact and how you know:

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79. How much of an impact has this Center had on student achievement in early grade reading and writing?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
-----------	-----------------	---------------	-----------------	------------

Explain the impact and how you know:

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80. How much of an impact has the Woreda Cluster Resource Center had on girl's education and empowerment?

No impact	A little impact	Medium Impact	A lot of impact	Don't know
-----------	-----------------	---------------	-----------------	------------

Explain the impact and how you know:

--

81. To what extent have there been barriers to implementing the Woreda Cluster Resource Center activities in the Woreda schools?

No barriers	A few barriers	Many barriers	Don't know
-------------	----------------	---------------	------------

Explain:

--

82. To what extent have there been barriers to changing teacher practices and promoting "active learning?"

No barriers	A few barriers	Many barriers	Don't know
-------------	----------------	---------------	------------

Explain:

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83. The USAID/IQPEP program has been implemented for 5 years and is now closing. (A) Are there plans to continue the initiatives of the project after it closes, and (B) what is the likelihood that they will be implemented?

YES	NO	Don't know
-----	----	------------

Not likely	It's possible	Very Likely	Don't know
------------	---------------	-------------	------------

Explain:

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84. On a scale of 1 to 5, with 1 being lowest, how would you rate your overall satisfaction with the IQPEP project?

1	2	3	4	5
---	---	---	---	---

Explain:

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85. Of the many activities of IQPEP, which in your experience are the best practices.

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86. Anything else we should know about IQPEP that we haven't talked about?

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IQPEP Final Evaluation

IQPEP Staff Interview Protocol

This interview is part of the final evaluation of the USAID/IQPEP project. This evaluation will not determine if the project will continue, nor is it to evaluate your performance. It is only to learn about what went well, and what the challenges were. We are also interested in the management of IQPEP.

We are very grateful for your time and appreciate your help. We hope you will give us as much information as possible. The information you provide to us here is confidential. Please know that we will not share your name with anyone outside the research team, or put your name in our report without your permission. This survey will take about 1 hour to complete.

1. Name of Interviewer _____ 2. Date _____

3. Region _____

4. Town/Village _____

5. Name of staff _____

6. Title _____

7. How long have you been in this position? _____(years)

8. Gender: M / F

9. Indicate the IQPEP activities in which you were involved?

In-service Teacher Training (a)

Pre-service Teacher Training (b)

MERA (c)

Planning and management (d)

Gender (e)

Operations (f)

Other: _____(g)

10. Tell me about your duties and responsibilities:

11. Tell us what you feel are IQPEP's greatest strengths?

12. Tell us what you feel are IQPEP's greatest weaknesses?

--

13. On a scale of 1 to 5, with 1 being lowest, rate the effectiveness of your managers to support you in carrying out your roles and responsibilities?

1	2	3	4	5
---	---	---	---	---

Explain:

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14. On a scale of 1 to 5, with 1 being lowest, rate the extent to which the organizational structure of IQPEP was appropriate to meet its programmatic goals and objectives?

1	2	3	4	5
---	---	---	---	---

Explain:

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15. Do you have a job description that delineates in detail the responsibilities of your position?

YES	NO	Don't know
-----	----	------------

If yes, please provide evidence of a detailed job description.

Provided and detailed	Provided and not detailed	Not provided
-----------------------	---------------------------	--------------

16. Have there been instances when your ability to fully implement an initiative or meet programmatic targets were hampered by insufficient project support?

YES	NO	Don't know
-----	----	------------

Explain:

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17. On a scale of 1 to 5, with 1 being lowest, rate the project's efforts to increase your knowledge and skills in order to more effectively carry out the roles and responsibilities of your position.

1	2	3	4	5
---	---	---	---	---

Explain:

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18. On a scale of 1 to 5, with 1 being lowest, rate the project's efforts to support or improve the staff's ability to work together.

1	2	3	4	5
---	---	---	---	---

Explain:

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19. On a scale of 1 to 5, with 1 being lowest, rate the project's ability to respond in a timely and efficient manner to the human resource needs required to meet programmatic goals and targets.

1	2	3	4	5
---	---	---	---	---

Explain:

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20. On a scale of 1 to 5, with 1 being lowest, rate the project's ability to respond in a timely and efficient manner to the financial needs required to meet programmatic goals and targets.

1	2	3	4	5
---	---	---	---	---

Explain:

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21. On a scale of 1 to 5, with 1 being lowest, rate the project's ability to respond in a timely and efficient manner to the material needs required to meet programmatic goals and targets.

1	2	3	4	5
---	---	---	---	---

Explain:

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22. On a scale of 1 to 5, with 1 being lowest, rate the project's support to you in your capacity to document, collect, and manage data about the activities you oversee.

1	2	3	4	5
---	---	---	---	---

Explain:

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23. On a scale of 1 to 5, with 1 being lowest, rate the project's ability to respond effectively and efficiently to changing conditions and unforeseen challenges.

1	2	3	4	5
---	---	---	---	---

Explain:

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24. What is the likelihood that IQPEP initiatives and activities will continue after the project closes, given limited resources?

Not likely	It's possible	Very Likely	Don't know
------------	---------------	-------------	------------

Explain:

25. On a scale of 1 to 5, with 1 being lowest, how would you rate your overall satisfaction as an employee of IQPEP?

1	2	3	4	5
---	---	---	---	---

Explain:

IQPEP Final Evaluation

Teacher Survey

This survey is part of the final evaluation of the USAID/IQPEP project, a project to improve primary schools in Ethiopia. This evaluation will not determine if the project will continue, nor is it to evaluate your performance. It is only to learn about what went well, and what the challenges were.

We are very grateful for your time and appreciate your help. We hope you will give us as much information as possible. The information you provide to us here is confidential. Please know that we will not share your name with anyone outside the research team, or put your name in our report without your permission. This survey will take about 15-20 minutes to complete.

1. Your Name _____ 2. Date _____

3. School name (where you teach) _____

4. School Region _____

5. School Woreda _____

6. School Town/Village _____

7. Classes you teach _____

8. Subjects you teach _____

9. Gender: M / F

10. How many years you been a teacher? _____

11. How many years have you been at your current school? _____

12. Check the box next to the IQPEP activities in which you participated?

Planning & management training (a)

Teacher education colleges (b)

Linkage schools/pedagogical units (c)

Cluster Resource Centers (d)

Reading Centers (e)

GEAC (f)

Teacher Study Groups (g)

Other: _____ (h)

Many of the following questions ask that you rate your answer on a scale of 1 to 5, with 1 being low effect and 5 being the highest effect. Check "NA" if you did not participate in the activity or don't know.

13. If you work in a linkage school, how would you rate the effectiveness of the pedagogical units in linkage schools to improve the quality of teaching in your school?

1	2	3	4	5	NA
---	---	---	---	---	----

14. If you work in a school with a cluster resource center, how would you rate the effectiveness of the cluster resource center to improve the quality of teaching in your school?

1	2	3	4	5	NA
---	---	---	---	---	----

15. How would you rate the effectiveness of the teacher study groups to improve the quality of teaching in your school?

1	2	3	4	5	NA
---	---	---	---	---	----

16. How would you rate the effectiveness of the reading centers to improve the quality of teaching early grade reading and writing?

1	2	3	4	5	NA
---	---	---	---	---	----

17. How would you rate the effectiveness of the reading centers to improve the quality of teaching math and science?

1	2	3	4	5	NA
---	---	---	---	---	----

18. How would you rate the effectiveness of the **GEAC** to address gender equity and girl's empowerment in your school?

1	2	3	4	5	NA
---	---	---	---	---	----

19. How often do you use "active learning" teaching techniques in your classes?

Almost never	A few times a year	A few times a month	A few times a week	Every day	NA
--------------	--------------------	---------------------	--------------------	-----------	----

20. Is it sometimes challenging to use "active learning" techniques in your classroom?

YES	NO	DON'T KNOW
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21. Check any of the following that are barriers to doing "active learning" in your classroom:

- Too many pupils (a)
- Not enough materials (b)
- Do not understand how to do it properly (c)
- Not enough time (d)
- The children don't like it (e)
- Parents don't like it (f)
- Not enough support from the principal (g)
- Poor classroom facilities (h)

Other (i) _____

22. If you work in a school with a cluster resource center, how would you rate the effectiveness of it to support to teachers in your school?

1	2	3	4	5	NA
---	---	---	---	---	----

23. If you work in a linkage school, how would you rate the effectiveness of the Colleges of Teacher Education to support teachers your school?

1	2	3	4	5	NA
---	---	---	---	---	----

24. How effective has the IQPEP activities been in raising student achievement, especially in reading and writing?

1	2	3	4	5	NA
---	---	---	---	---	----

25. The USAID/IQPEP program has been implemented for 5 years and is now closing. Are there plans to continue the initiatives of the project after it closes?

YES	NO	Don't know
-----	----	------------

26. If yes, what is the likelihood that these continuation plans will be implemented given limited resources?

Not likely	It's possible	Very Likely	Don't know
------------	---------------	-------------	------------

27. Please rate your overall satisfaction with USAID? IQPEP activities and initiatives in your school.

1	2	3	4	5	NA
---	---	---	---	---	----

28. Is there anything else that you think the evaluators should know about the IQPEP project?

IQPEP Final Evaluation

Teacher Focus Group Discussion

Date: _____ Time start: _____ Time end: _____

Facilitator Name: _____ Note-taker name: _____

Region, Woreda, Village: _____

Number of males: _____ Number of females: _____

1. **Before we begin, we would like to introduce ourselves...**

2. *Introduction:*

This discussion is part of the final evaluation of the USAID/IQPEP project, a project to improve primary schools in Ethiopia. This evaluation will not determine if the project will continue, nor is it to evaluate your performance. It is only to learn about what went well, and what the challenges were. We are very grateful for your time and appreciate your help. We hope you will give us as much information as possible. The information you provide to us here is confidential. Please know that we will not share your name with anyone outside the research team, or put your name in our report without your permission. This survey will take about 1 hour to complete.

3. **Now, one at a time, everyone please say your first name, where you teach, and the classes and subjects you teach.**

4. **Raise your hand if you are familiar with IQPEP?** (*Choose a person with their hand up*) **What can you tell me about it?** (*Repeat once or twice*)

5. **Now raise your hand if you have participated in any IQPEP activities either at your school, or another school, or at a teacher education college?** (*Choose a person with their hand up*). **Tell me about the activity** (*Repeat two or three times*).

6. **As some of you may know, one of the goals of IQPEP is to promote “Active Learning” in the classroom. Can anyone explain to me what active learning is?**

7. **We understand that doing active learning in the classroom can be challenging. Raise your hand if you do active learning in your classroom regularly.** (*Choose a person with their hand up*). **Tell me about what you do** (*Repeat two or three times*).

8. **Among those of you who didn't raise your hand, can you tell me some of the barrier you face to doing active learning in the classroom?**

9. **Is there anything else you think we should know about the IQPEP project?**

10. **Do you have any questions for us?**

Thank you very much for spending your time with us today.

IQPEP Final Evaluation

Student Focus Group Discussion

Date: _____ Time start: _____ Time end: _____

Facilitator Name: _____ Note-taker name: _____

Region, Woreda, Village: _____

Number of males: _____ Number of females: _____

1. Before we begin, we would like to introduce ourselves...
2. Introduction:
This group interview is part of the final evaluation of the IQPEP project, a project to improve primary schools funded by the United States. We are very grateful for your time and appreciate your help. What we are interested in is your views about the way your teachers teach. We hope you will give us as much information as possible, and also respect the opinions and experiences of others. We will not share what you tell us here with anyone or put your names in our report. Nothing that you say to us will affect your grade or standing in this school; this is strictly between us. This survey will take about 1 hour to complete.
3. Now, one at a time, everyone please say your first name, how old you are, and what class you are in.
4. Raise your hand if you think you have an excellent teacher right now? By excellent, I mean a teacher from whom you really learn a lot, more than other teachers you've had. *(Repeat once or twice)*
5. **A) Now I'm going read a list of classroom activities, and for each I'll ask you to raise your hands if your teachers do this activity regularly in the classroom. That means at least a few times a month. (record number that raise hands)**
B) Based on the responses above, use follow-up questions to clarify the students' responses.
 - Teacher copies text from a book onto the chalkboard, and then students copy it into their notebooks
 - Students write on the chalkboard
 - Students work in small groups together
 - Students repeat in unison what the teacher reads from the board
 - Students sit at their desks and work individually on an assignment
 - Students make learning materials posters, charts, or other visuals to present to the class
 - The teacher calls on students by name to answer questions
 - The Teacher takes the students to do activities outside or in another location beside the classroom
 - Students discuss a classroom topic amongst themselves
 - The teacher encourages both boys and girls to participate
 - Students are given a problem, and they must try to figure out the answer without the teacher's help
 - Students work individually from a textbook
 - Students give presentations to the class
 - Students play games that involve what they are learning in class
6. Raise your hand if you have participated in the GEAC activities? Tell me about what you did.

Thank you very much for spending your time with us today.

IQPEP Final Evaluation

Kebele/PTA Focus Group Discussion

Date:_____ Time start:_____ Time end:_____

Facilitator Name:_____ Note-taker name:_____

Region, Woreda, Village:_____

Number of males:_____ Number of females:_____

1. Before we begin, we would like to introduce ourselves...

2. Introduction:

This interview is part of the final evaluation of the USAID/IQPEP project, a project to improve primary schools in Ethiopia. This evaluation will not determine if the project will continue, nor is it to evaluate performance of parents, teachers, or students. It is only to learn about what went well, and what the challenges were.

We are very grateful for your time and appreciate your help. We hope you will give us as much information as possible. The information you provide to us here is confidential. Please know that we will not share your name with anyone outside the research team, or put your name in our report without your permission. This discussion will take about 1 hour to complete.

3. **Now, one at a time, everyone please say your first name, your role in the Kebele/PTA, and how long you have been a member.**

4. **Tell me a little about the activities of this group. In what ways do you support schools and teachers?**

5. **Raise your hand if you participated in any training provided by USAID/IQPEP. (Choose a person with their hand up.) Tell me about what you learned, and if it was useful. (Repeat 2 to 3 times)**

6. **Raise your hand if you believe that IQPEP has helped to improve the way teachers teach in your school(s). (Choose a person with their hand up.) Tell me how the teaching has improved and how you know. (Repeat 2 to 3 times).**

Thank you very much for spending your time with us today.

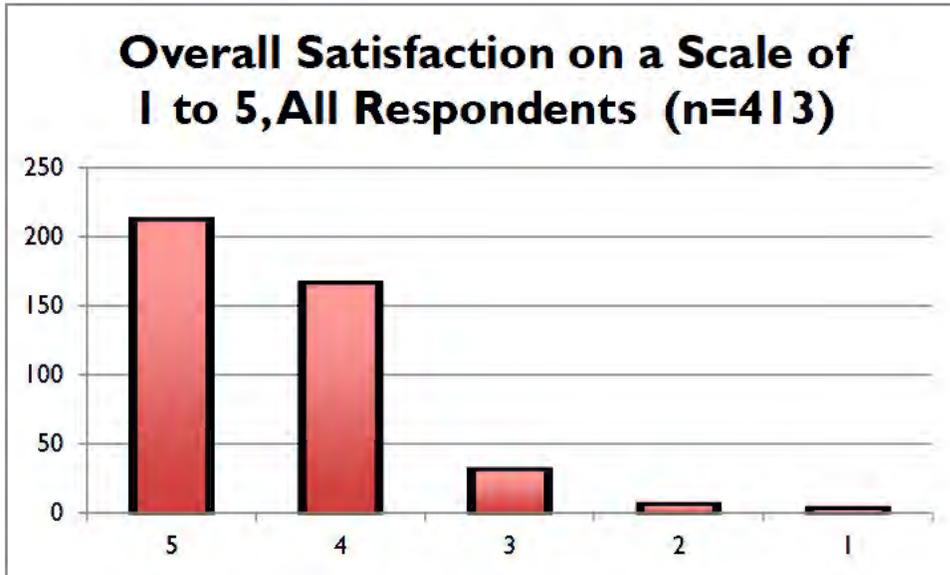
ANNEX 6: IQPEP PMP RESULTS INDICATORS, 2009-2014 CUMULATIVE

Performance Indicator	Name of Indicator	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	
RESULT I: 1.1 Improved Learning in Primary Schools and CTEs	1.1a	Percentage of grade 2 students in USAID-supported primary schools who are proficient in reading (in medium of instruction).	3.1%	-	-	-	-	-	-	20.0%	4.6%	23.0	23.0	35.0%	2.5%	7.1	12.9			
	1.1b	Percentage of grade 3 students in USAID-supported primary schools (CTE linkage as well as cluster/satellite) who are proficient in reading (in medium of instruction)	11.3%	-	-	-	-	-	-	30.0%	15.7%	52.3	52.3	50.0%	6.3%	12.6	27.5			
	1.1c	Percentage of grade 2 students in all USAID-supported primary schools (CTE linkage as well as cluster/satellite) who have proficiency in reading comprehension	8.8%	-	-	-	-	-	-	20.0%	15.7%	78.5	78.5	35.0%	10.5%	30.0	47.6			
	1.1d	Percentage of grade 3 students in all USAID-supported primary schools who have proficiency in reading comprehension	19.4%	-	-	-	-	-	-	30.0%	32.2%	107.3	107.3	50.0%	16.1%	32.2	60.4			
	1.1e	Mean scores of standardized achievement tests in grade 4 in USAID-supported primary schools	39.5%	44.0%	38.6%	87.7	-	-	-	-	-	-	-	51.0%	Data not available					
	1.1f	Mean scores of standardized achievement tests in grade 8 in USAID-supported primary schools	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	2.7	2.75	2.7	98.2	2.8	2.7	96.4	97.3	2.85	2.72	95.4	96.7	2.9	2.69	92.8	95.7		
	Result 2: 1.2 Improved Planning, Management and Monitoring of Primary Education at Various Levels of the Education System	1.2a	Percent of schools that have improved school management	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	
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		

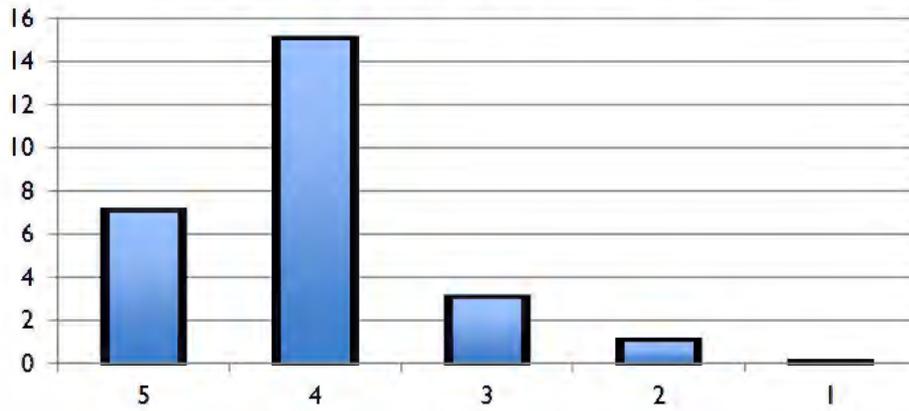
Performance Indicator	Name of Indicator	Year I 2009-10	Year II 2010-11		Year III 2011-12				Year IV 2012-13				Year V 2013-14					
		Baseline	Target	Actual	Accomplishment* (%)	Target	Actual	Accomplishment* (%)	Cumulative Accomplishment (%)	Target	Actual	Accomplishment* (%)	Cumulative Accomplishment (%)	Target	Actual	Accomplishment* (%)	Cumulative Accomplishment (%)	
Result 3: 1.3 Improved Professional Capability of Teachers	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
Result 4: 1.4 Strengthened Capacity of CTEs and Primary Schools	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
Result 5: 1.5 Improved Retention in Primary Schools	1.5a	School survival rate to grade 5	46.4%	53.5%	53.9%	100.7	57.5%	48.8%	84.9	92.5	61.5%	48.8%	79.3%	87.8%	65.0%	Data not available		
	1.5b	Total number of students enrolled in USAID-assisted primary schools	1.85mil	1.86mil	1.91mil	102.7	1.93mil	1.93mil	100.0	101.3	1.95mil	1.94 mil	99.5%	100.7%	1.97mil	Data not available		
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%	Data not available		
	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%	Data not available		
	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%	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

ANNEX 7: ADDITIONAL FIGURES FROM INTERVIEWS AND SURVEYS

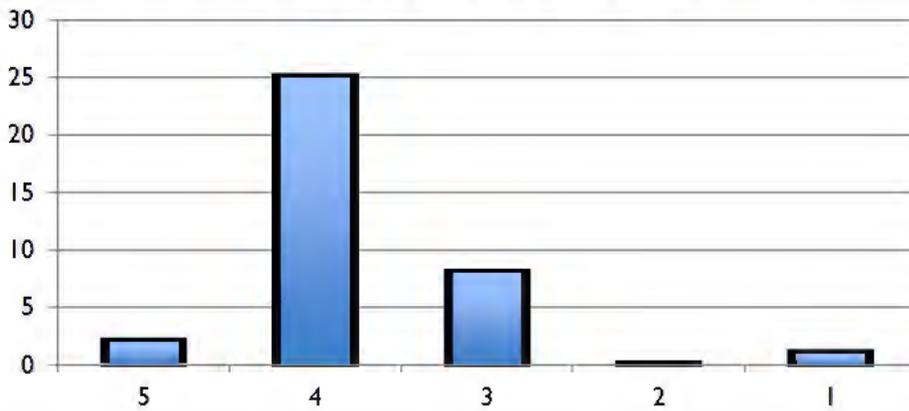
Overall Satisfaction



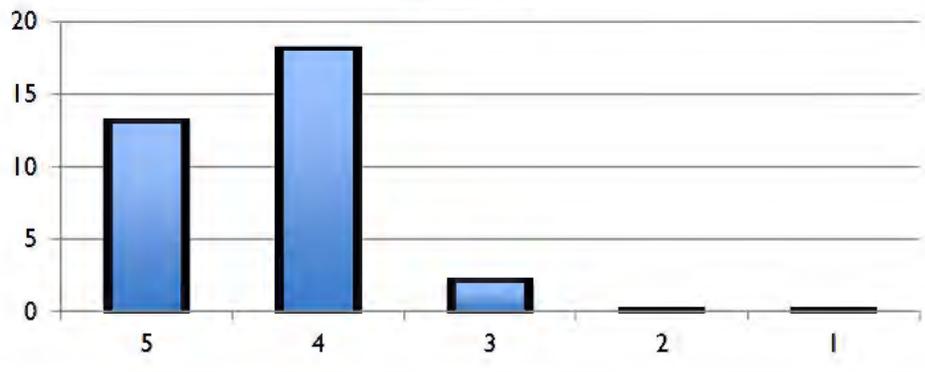
Overall Satisfaction on a Scale of 1 to 5, IQPEP Staff (n=26)



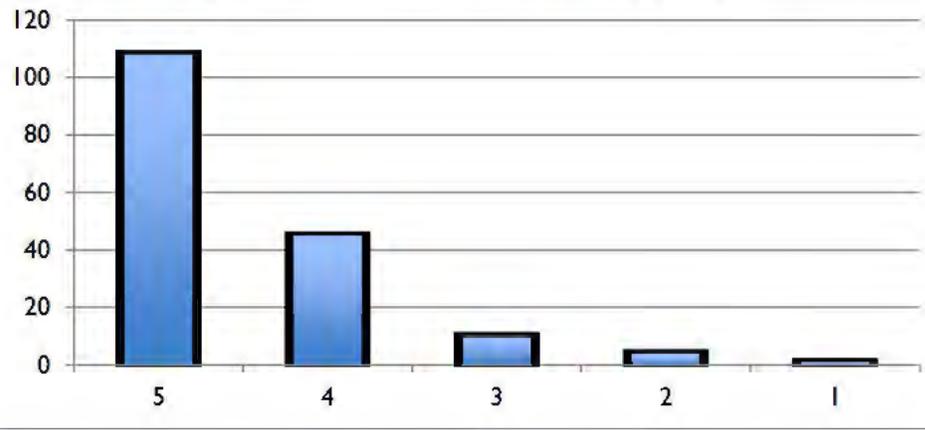
Overall Satisfaction on a Scale of 1 to 5, CTE Officials/Staff (n=36)



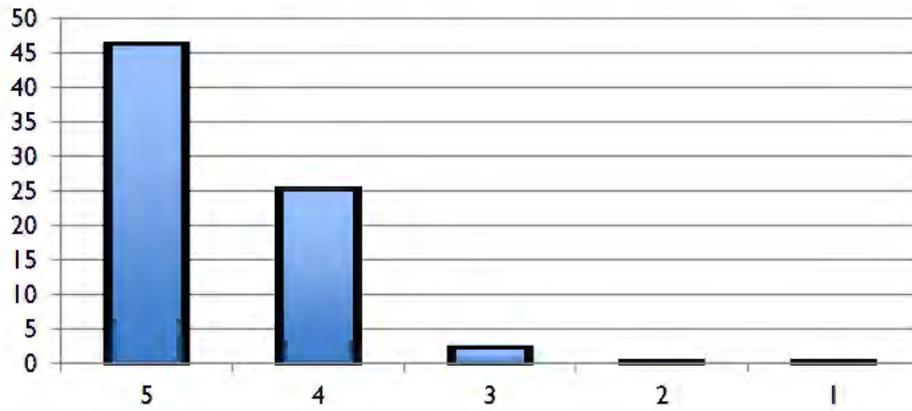
Overall Satisfaction on a Scale of 1 to 5, Center Coordinators (n=33)



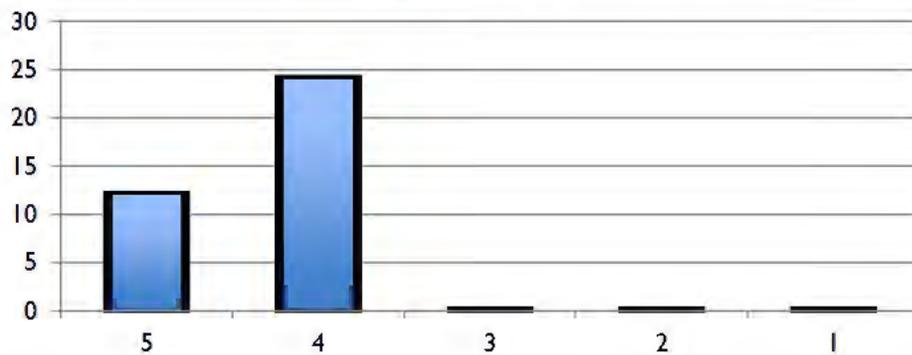
Overall Satisfaction on a Scale of 1 to 5, Teachers (n=168)



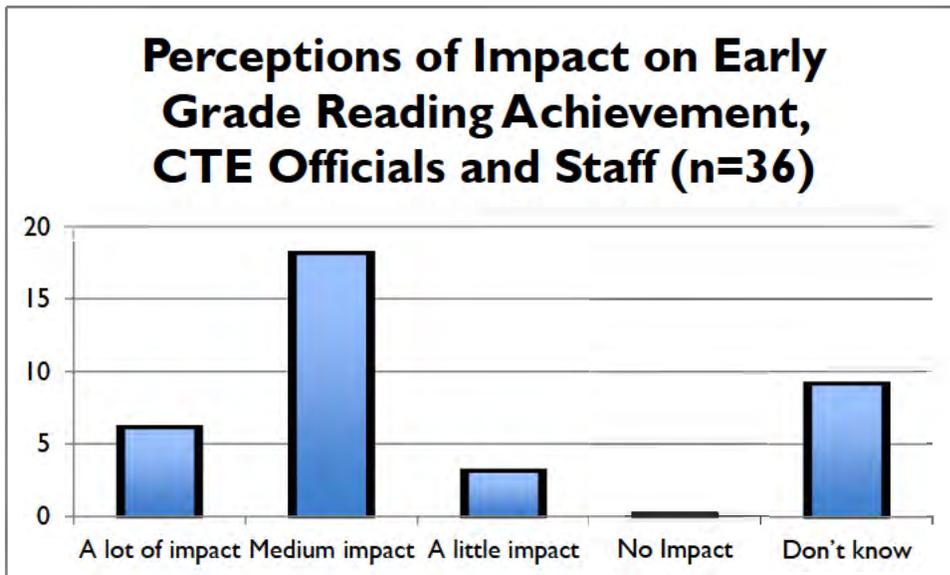
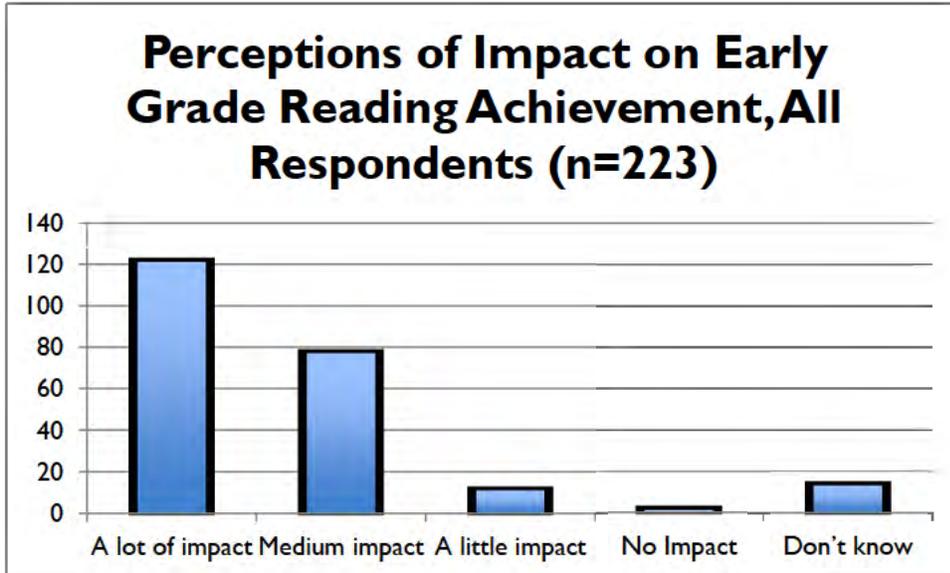
Overall Satisfaction on a Scale of 1 to 5, School Leaders (n=73)



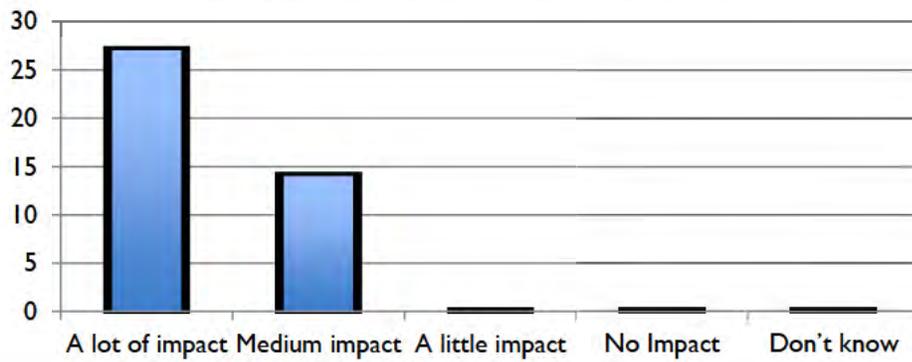
Overall Satisfaction on a Scale of 1 to 5, Regional MoE Officials (n=36)



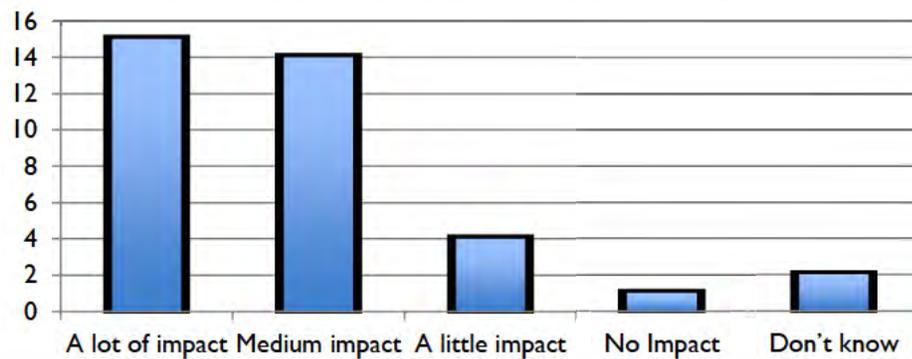
Perceptions of Impact on Early Grade Reading Achievement

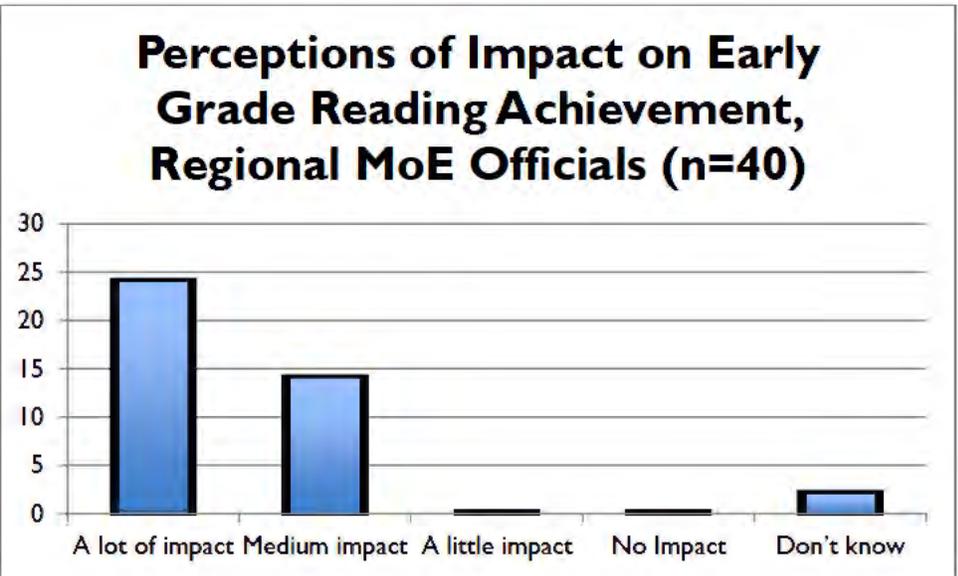
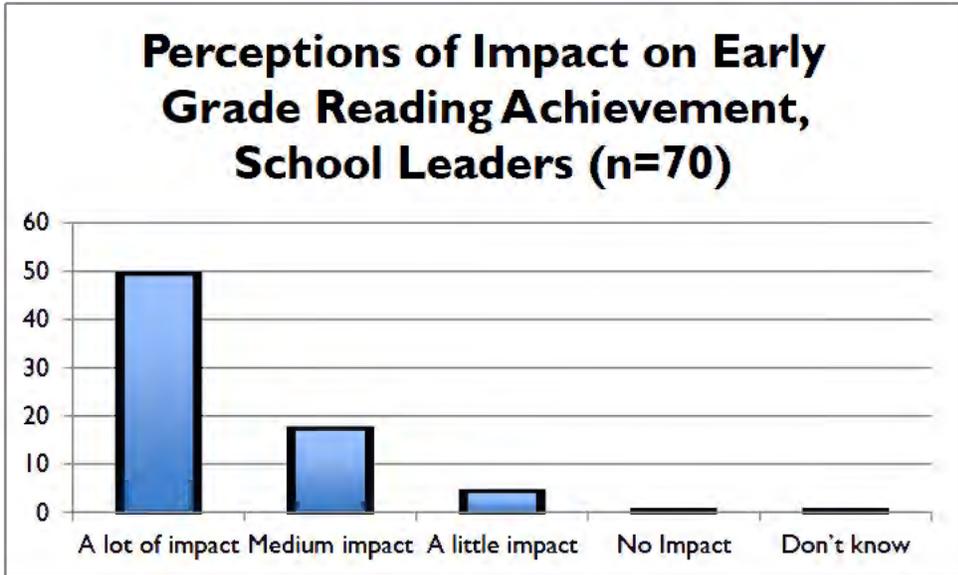


Perceptions of Impact on Early Grade Reading Achievement, Woreda Officials (n=41)

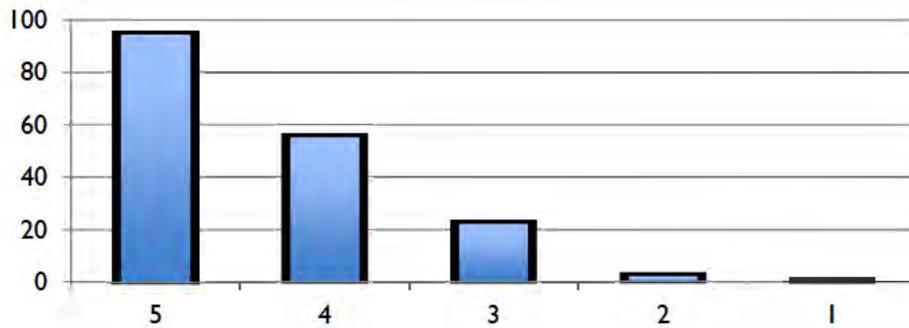


Perceptions of Impact on Early Grade Reading Achievement, Center Coordinators (n=36)

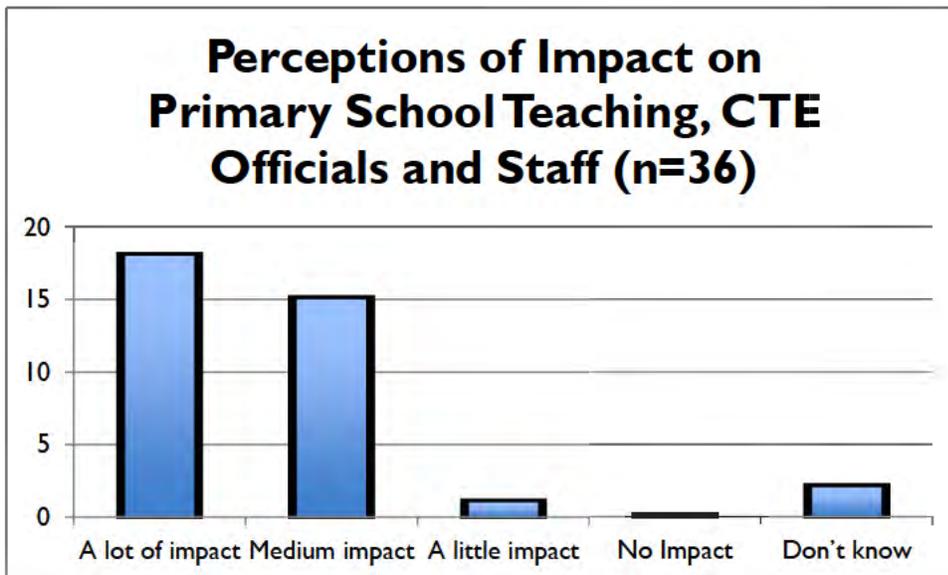
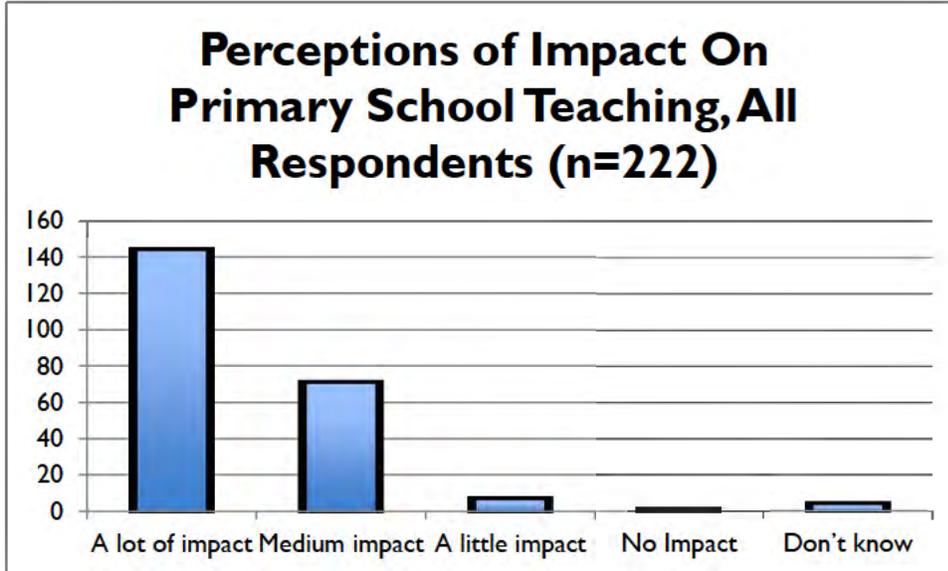




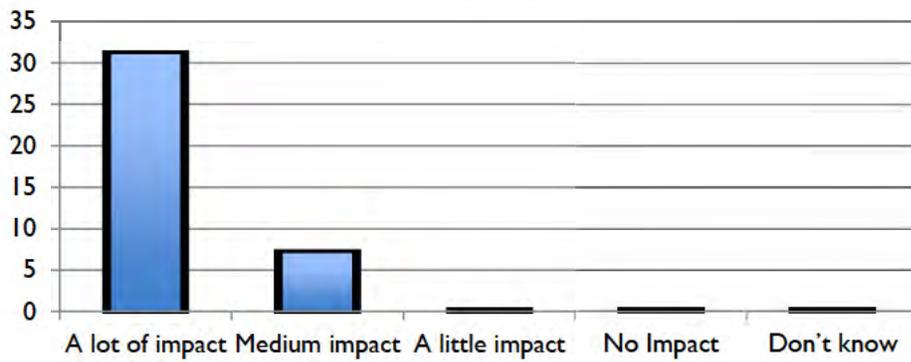
On a scale of 1 to 5, How effective has the IQPEP activities been in raising student achievement, especially in reading and writing, Teachers (n=173)



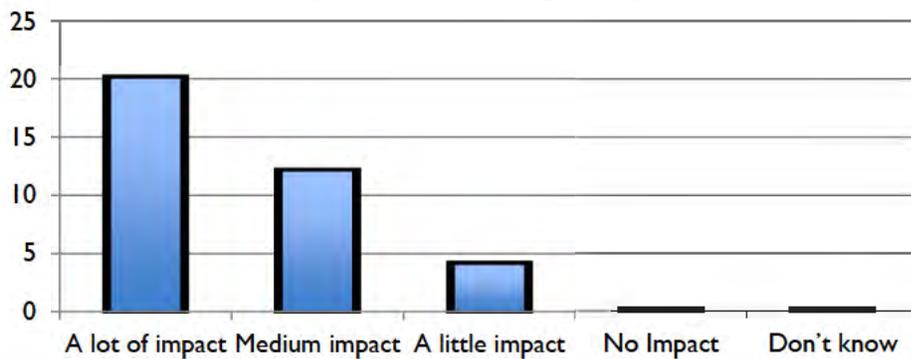
Perceptions of Impact on Primary School Teaching



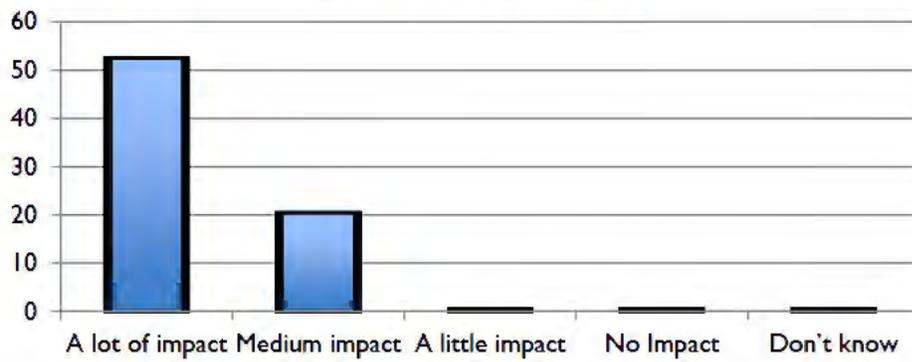
Perceptions of Impact on Primary School Teaching, Woreda Officials (n=38)



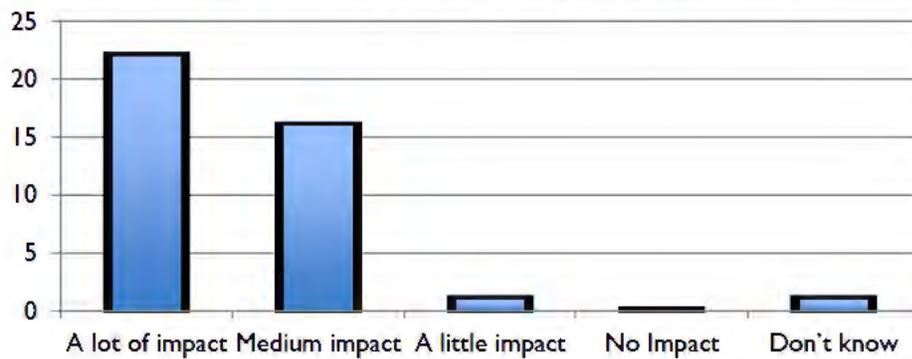
Perceptions of Impact on Primary School Teaching, Center Coordinators (n=36)



Perceptions of Impact on Primary School Teaching, School Leaders (n=72)

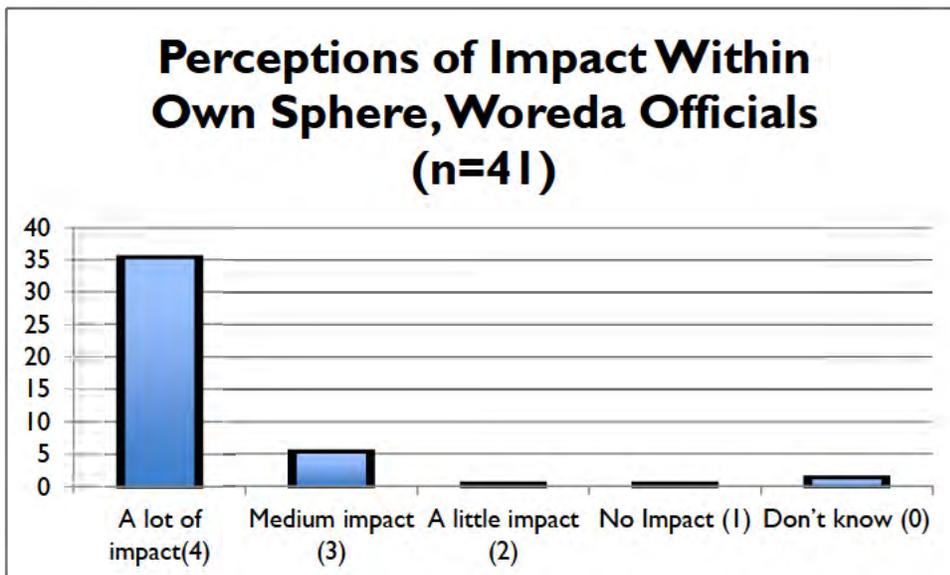
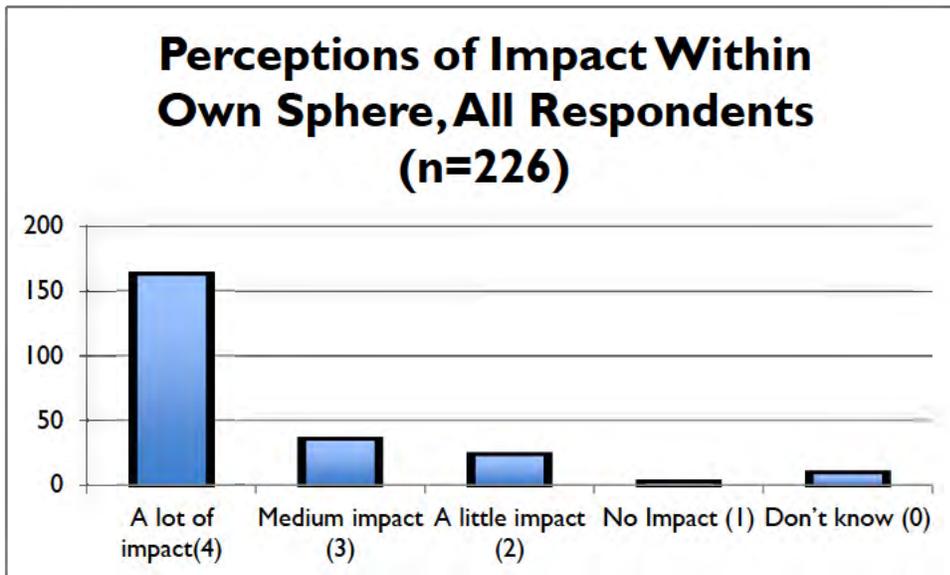


Perceptions of Impact on Primary School Teaching, Regional MoE Officials (n=40)

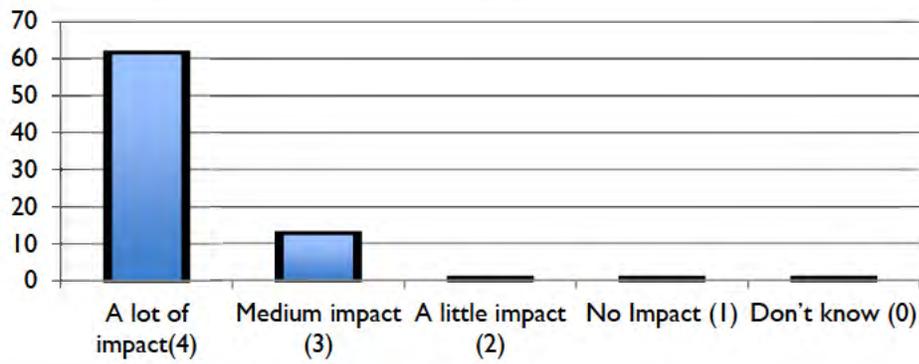


Perceptions of impact within own sphere.

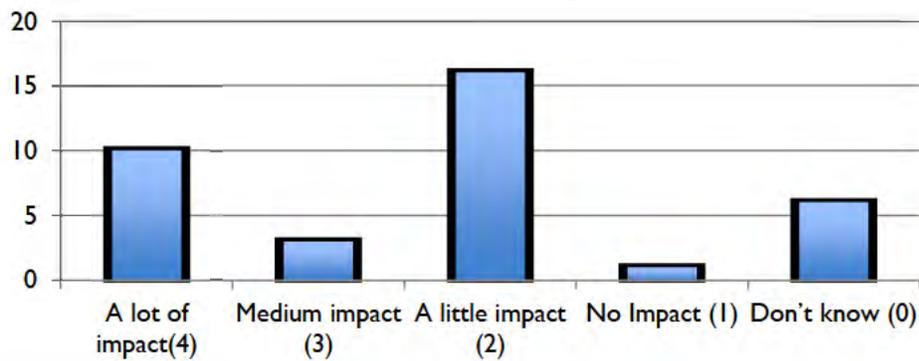
This refers to the survey questions that asks to what degree IQPEP had an impact on the office or location in which they work.



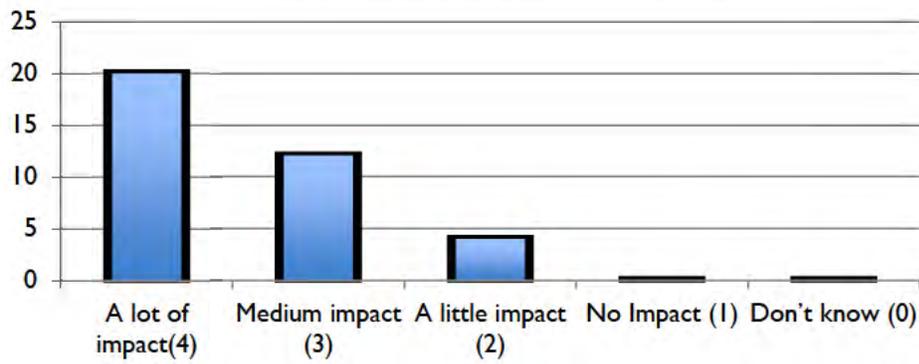
Perceptions of Impact Within Own Sphere, School Leaders (n=73)



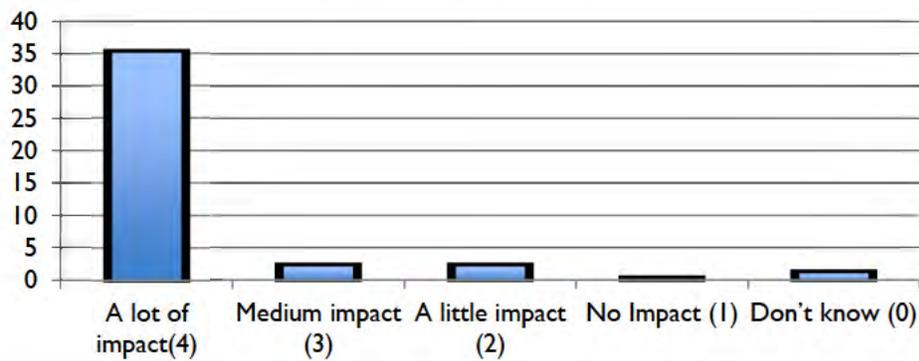
Perception of Impact Within Own Sphere, CTE Officials and Staff (n=36)



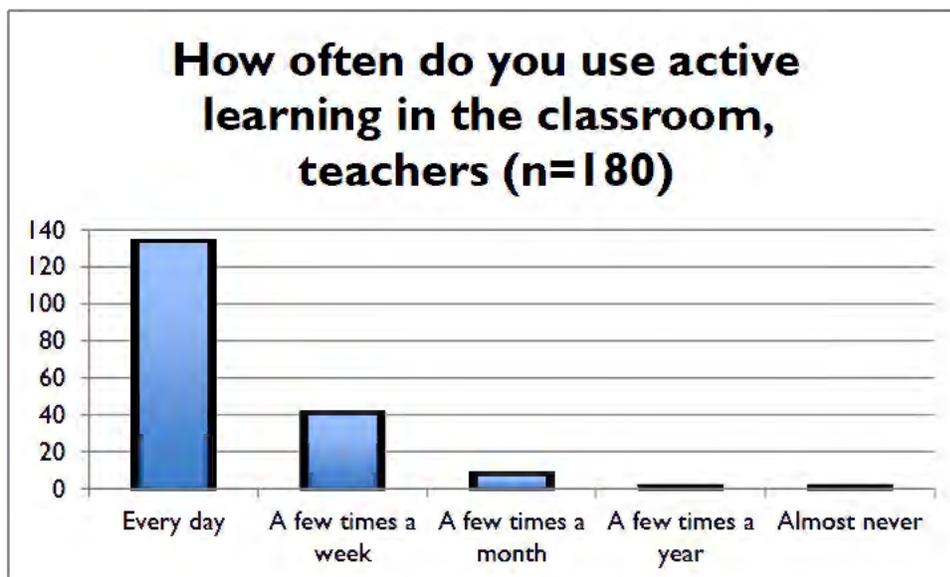
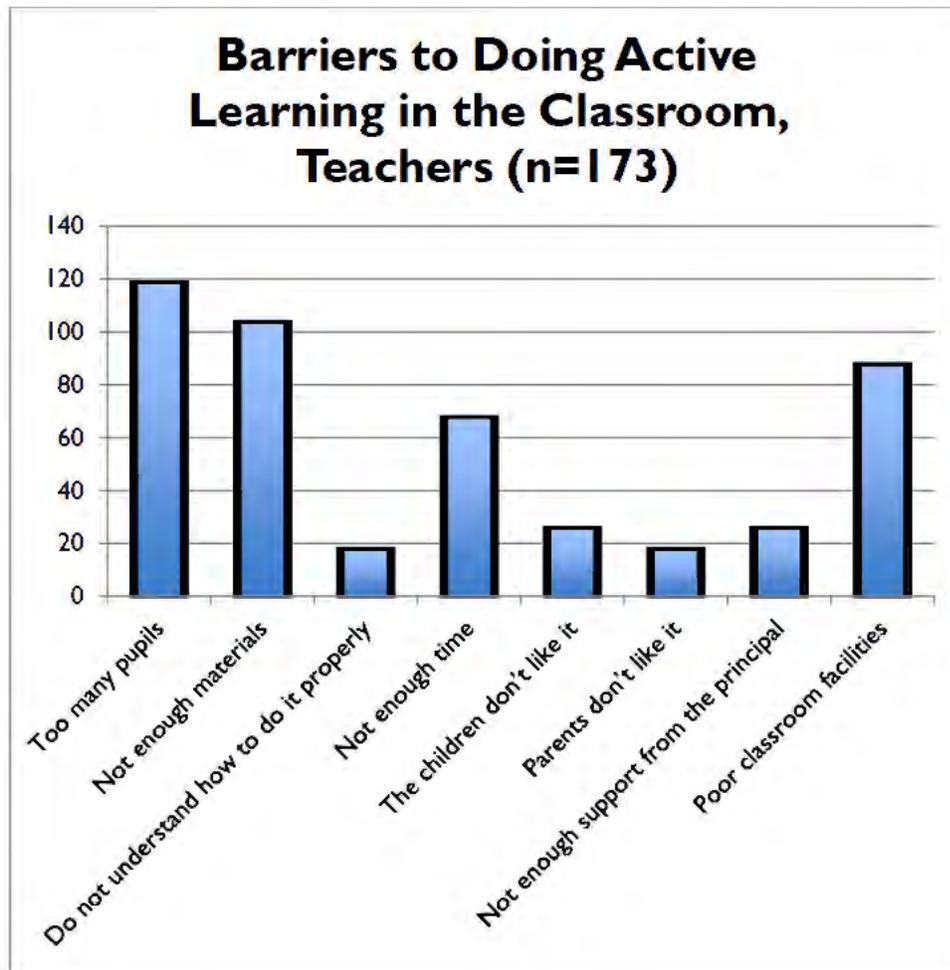
Perceptions of Impact Within Own Sphere, Center Coordinators (n=36)



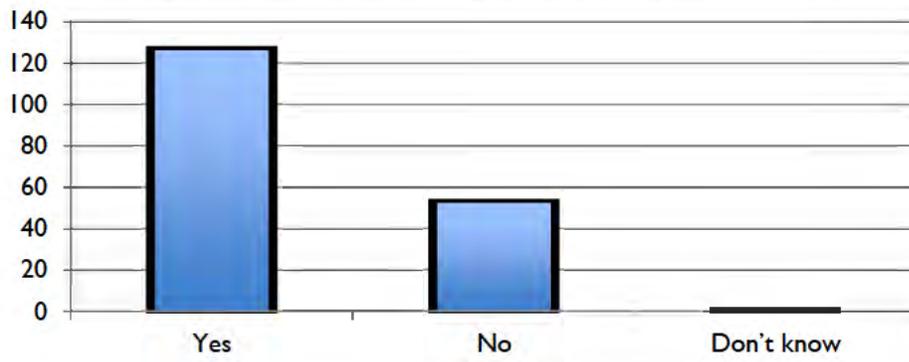
Perceptions of Impact Within Own Sphere, Regional MoE Officials (n=40)



Active Learning

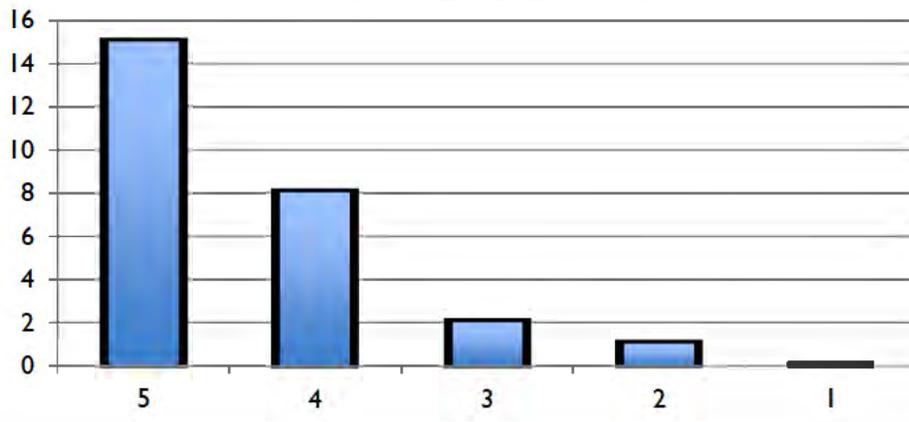


Is it sometimes challenging to use active learning techniques in the classroom, teachers (n=178)

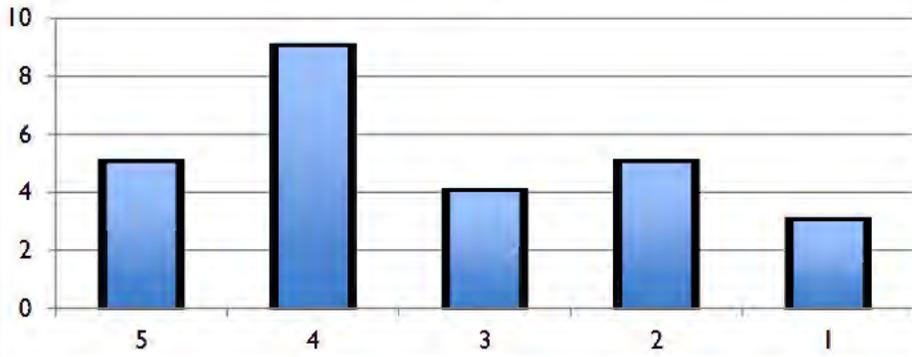


Managerial Issues

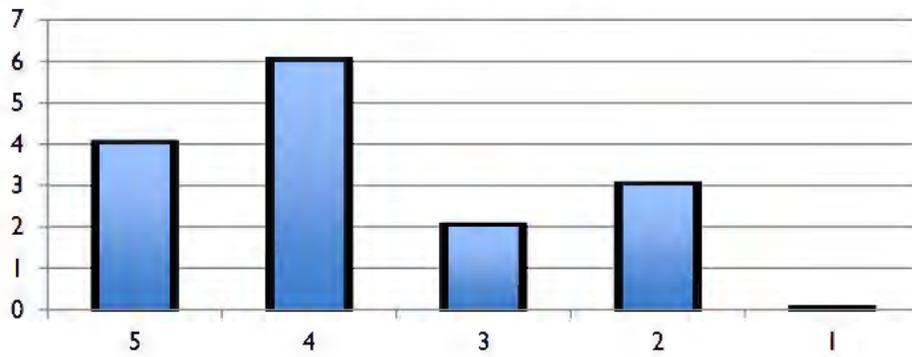
IQPEP Staff Rating of Managerial Support (n=26)



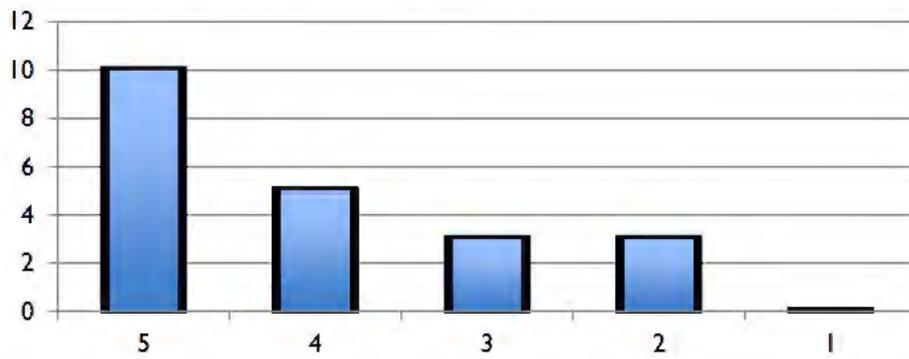
IQPEP Staff Rating of Training and Educational Support to Staff (n=26)



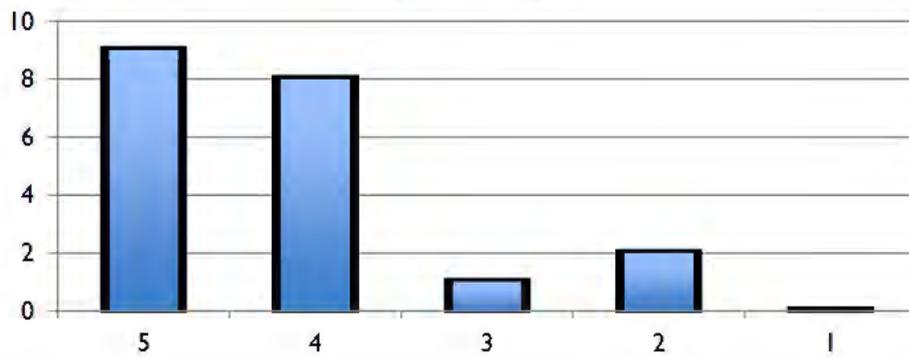
IQPEP Staff Rating of Project's Ability to Meet Human Resource Needs (n=15)



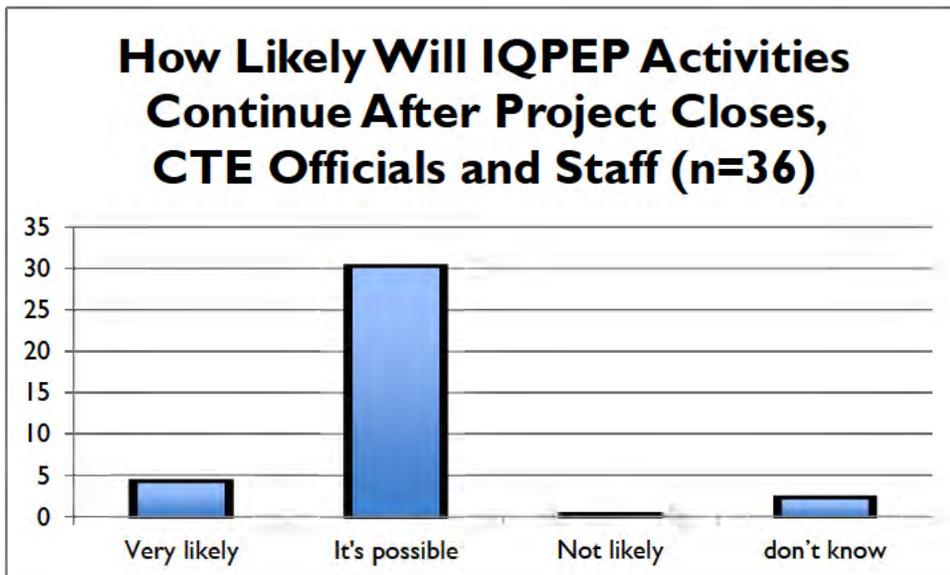
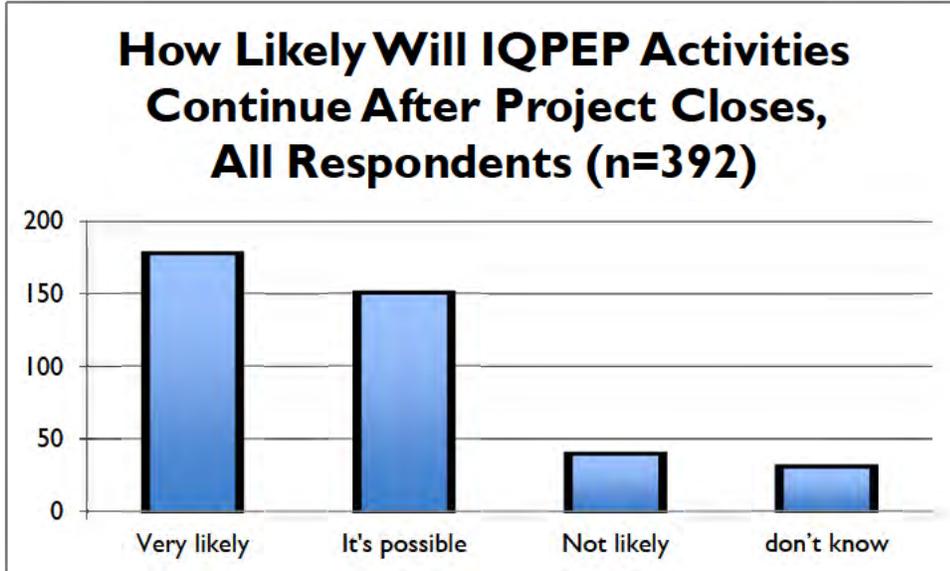
**IQPEP Staff Rating of Project's Ability to Meet Financial Needs
(n=21)**



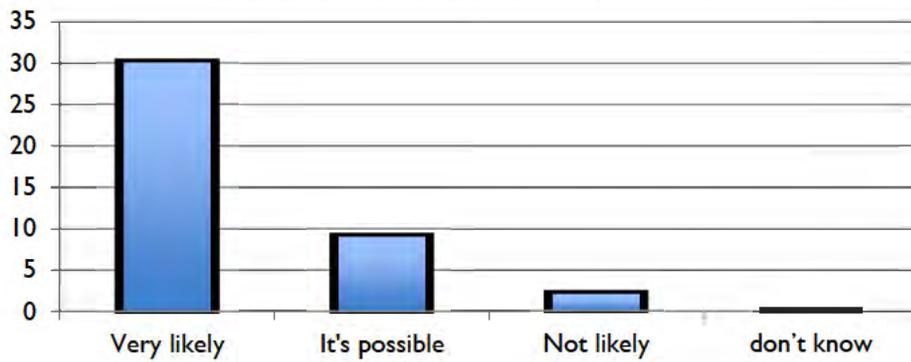
**IQPEP Staff Rating of Project's Ability to Meet Material Needs
(n=20)**



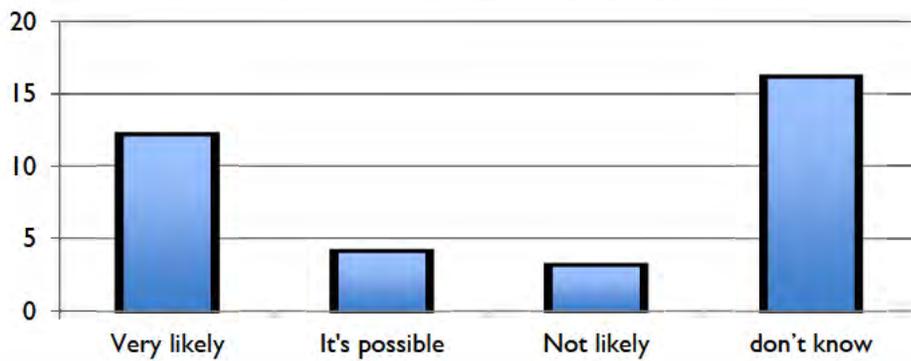
Sustainability



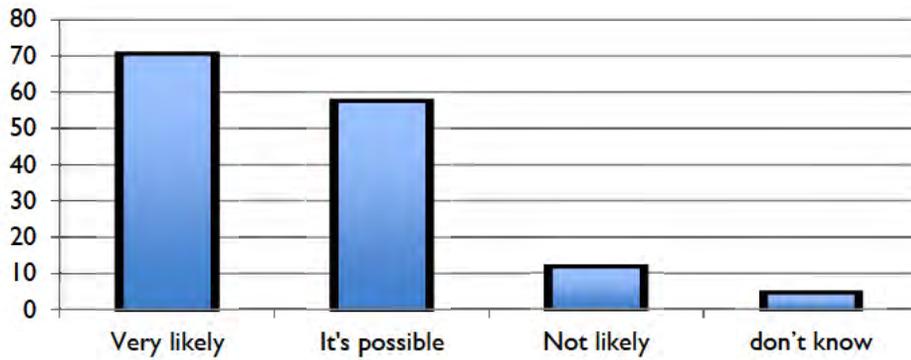
How Likely Will IQPEP Activities Continue After Project Closes, Woreda Officials (n=41)



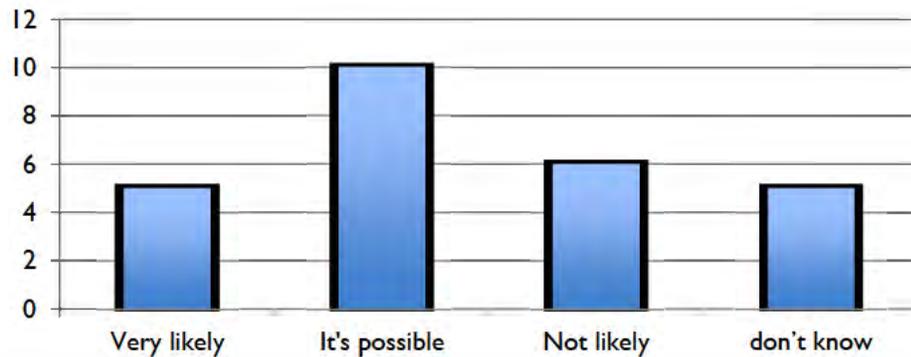
How Likely Will IQPEP Activities Continue After Project Closes, Center Coordinators (n=35)



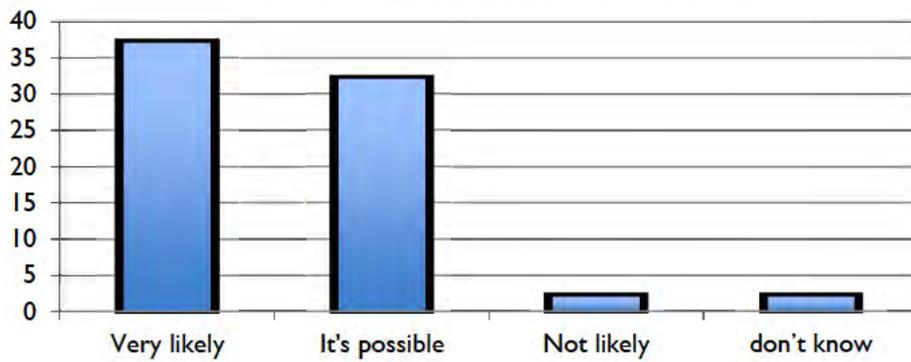
How Likely Will IQPEP Activities Continue After Project Closes, Teachers (n=142)



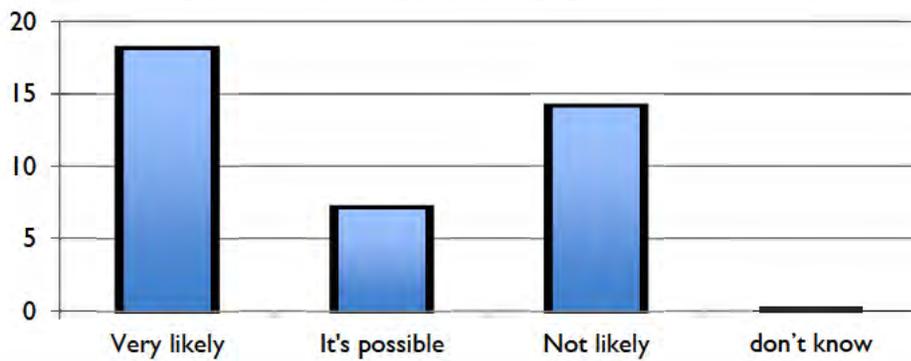
How Likely Will IQPEP Activities Continue After Project Closes, IQPEP Staff (n=26)



How Likely Will IQPEP Activities Continue After Project Closes, School Leaders (n=73)



How Likely Will IQPEP Activities Continue After Project Closes, Regional MoE Officials (n=39)



ANNEX 8: ANALYSIS MATRICES

Component 1

Effectiveness Rating	Challenges, Barriers and Their Causes	Stakeholder satisfaction	Lessons Learned	Recommendations for Future Programs
2.1b Percent of functioning Linkage Coordinating Units (LCUs) in CTEs.				
Medium in #s and Impact	LCUs are THE critical link, but some CTEs do not see their value. LCUs link theory/practice	The schools are satisfied, CTEs not as much so	Professional Development Schools need to have good teachers	Teachers should be exemplary-chosen for their skill in teaching and supervision
2.1a Percent of functioning Information Technology Resource Centers (ITRCs)				
Low in #s and Impact	Poor maintenance, under use, outdated equipment, not used in instruction	CTEs appreciate investment-but not without fin. support	Without sustainability for budget, staff and training-waste of funds	ICT interventions have a poor record at most levels in Ethiopia
2.1e Number of CTE Instructors Trained				
High in #s Medium in Impact	The extensive HDP program has found little change in CTE instructors teaching behavior	Not as satisfactory. They liked being TOTs.	CTE instructors can serve as the backbone of a nationwide CPD in-service structure	CTE instructors using IQPE materials with both pre- and in-service teachers High
1.4c Percent of primary schools with functioning Teacher Study Groups				
Medium #s Medium on Impact	Teachers have seldom interacted in past, leadership and training lacking.	Teachers satisfied	Peer-to-peer sharing books, methods, problems, ideas	Inter-school visits, training Japan Lesson Study/JICA, budget
1.1a/b Percentage of grade 2 & 3 students in USAID supported primary schools who are proficient in reading (in medium of instruction).				
Low in #s Medium in Impact	Insufficient training, few books, parental illiteracy, rural, isolated, time in reading room, small libraries, poverty, no follow-up training, CTE pre-service limited, teacher turnover, inconclusive evidence on EGRA.	High teacher satisfaction of IQPEP modules and training	Unrealistic targets, One-off training, 30 books in reading room, modules insufficient	30 books per classroom, Regular-follow up training, Strong TSG, Age appropriate Mother Tongue children's' books, EGRA study should utilize larger sample.
1.3a Average percent of teaching time using active learning methods in USAID-supported CTEs.				
Medium in #s Medium on meaning of active learning	The observation instrument does not show Activity Based Learning. Mostly teacher and student talk. Older teachers and principals not always in favor.	High Satisfaction by teachers and students.	The active learning in Ethiopia is an intermediate step to full ABL.	An assessment is needed on obstacles faced by new teachers in practicing AL and ABL.

Component 2

Effectiveness Rating	Challenges, Barriers and Their Causes	Stakeholder satisfaction	Lessons Learned	Recommendations for Future Programs
2.1c Number of Linkage primary school teachers who received and completed a face-to-face training related to instruction (Math, EGR, Instructional Kits and SchHBs).				
High in #s and Medium in Impact	Linkage schools have links to CTEs, unlike most teachers. Not always respected as fellow professionals by CTEs	Well satisfied Enjoy extra help and trainings	Linkage schools can be very good models for rest of schools.	Linkage schools should be developed into genuine model schools for both pre- and in-service. Should be used to experiment - research
2.1d Number of linkage primary school principals and deputy principals who received and completed a face-to-face training related to instruction and instructional leadership.				
High in both Impact and #s trained	Contracts and fund flows were slow to be signed. Some quality issues had to be resolved. There was a lack of ownership by some CTEs/TOTs. IQPEP had difficulty supervising and following up. Principals are often in isolated schools with as much interaction as they would like. In some cases they even stay with teachers in "dormitory" on school grounds.	Principals were highly satisfied.	Even under-trained principals can and do learn the skills they need to become participatory and instructional leaders. Planning ahead critical. Ongoing communication. Jt. Planning. Need Follow-up. CTEs should do it on own.	Principal groups like TSGs are used in much of the world. They should be able to meet with fellow principals every 2 weeks.
2.2a Number of (cluster/satellite) primary school teachers completing cluster-based training programs.				
High in #s trained Medium in Impact	High teacher turnover. Skills and abilities to do peer-to-peer TSGs Clusters don't always function, especially in rural areas	High Satisfaction of teachers	Rural, isolated teachers don't often get assistance. IQPEP motivated many of	The MoE should build on the clusters, so that all teachers feel part of a professional group.

Effectiveness Rating	Challenges, Barriers and Their Causes	Stakeholder satisfaction	Lessons Learned	Recommendations for Future Programs
			them	
2.2b Number of primary principals who received and completed a package of training through face-to-face training related to instruction and instructional leadership.				
High in #s High in Impact	High teacher turnover. New methods may not be accepted by supervisors, peers or principals. Active learning and continuous achievement not fully understood by the system.	High Satisfaction of principals	Principals need regular follow-up, but can become even transformative and instructional leaders	Principal Study Groups can be used at the cluster and woreda levels for ongoing training and sharing
2.2c Number of WEO officers who received and completed a package of training through face-to-face training related to instruction and instructional leadership.				
High in #s High in Impact	The WEOs have complex tasks, including managing the woreda, supervising principals and teachers, PMIS, and long distances to travel	High Satisfaction of WEO officers	WEOs can administer a complex enterprise with regular training and budget maintain equipment	The REBs must support the WEOs financially, transportation, maintenance
1.3b Average percent of teaching time using active learning methods in USAID-assisted (CTE linkage/cluster/satellite) Primary schools.				
High Impact of AL, Medium Impact of full ABL	Active learning for some is simply to put students in group and the teacher does as usual. For others it seems to let children discuss the way they want. The curriculum contents are too big to cover through active learning	Satisfaction by WEO supervisors, PTAs, teachers, and principals.	AL can be a learned experience and teachers can switch from teacher centered approaches to participatory methods.	The concept of active learning needs to be clearly defined and communicated. Teachers are capable of conducting guided and purposeful active learning. Proper implementation requires visiting students' texts, teachers guides, pre-service, assessments, classrooms settings, seats/tables & size of spaces
1.3c Average percent of Primary Teachers using formative continuous assessment methods				
Medium on impact, as a step in the right direction	Not a full understanding of CA. Large, crowded classes make it difficult to practice	All groups appear to be in favor of at least more exams, if not full CA.	CA means for some the use of series of tests instead of one final exam. CA for others is simply to promote automatically without any assessment.	Make a broad and in-depth assessment of school practices and design an updating training by integrating with alternative active learning methods; then continue providing continuous support onsite.
1.4b Percent of primary schools with functioning Reading Centers				
Low on #s Medium on Impact-only books for kids	Too few books, training of Coordinators limited, one hour per week insufficient, few mother-tongue age appropriate reading books, school shifts	Satisfied just to have books, but dissatisfied at # of books	Some schools take books to classrooms, others keep a separate reading room.	Need 30 books per classroom, not just in the reading center. Find alternative sources of books
1.4a Percent Functioning School Cluster Centers (SCRC)				
Low #s Low on Functionality	Assists the "central" school-less so those of cluster, transportation to the center, lack of materials at center, training of coordinators limited	Teachers on non-center schools dissatisfied	Cluster schools are too distant for use of materials or even sharing teaching tips.	SCRCs can be used for peer-to-peer teaching, TSGs, not only tech., and materials
1.4d Functioning Woreda Cluster Resource Cluster Resource Centers (WCRCs)				
Low on #s Low on Impact	No clarity of role, Coordinators untrained, isolation, materials, transportation,	Low or no Satisfaction	What looks like a good idea on paper has too many problems to likely succeed.	Few such centers world-wide have succeeded. Don't have in future projects

ANNEX 9: BIBLIOGRAPHY

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ANNEX 10: STATEMENT OF WORK

Task Order # AID-663-TO-14-00004

SECTION C – DESCRIPTION/SPECIFICATIONS/STATEMENT OF WORK Improving Quality of Primary Education Program (IQPEP)

I. BACKGROUND

The quality of primary education is low from both ends, i.e., in terms of input and output. From the input side, classrooms are overcrowded, teachers lack the proper qualification and professional skills to the level they teach and textbooks are in short supply. In other words, the education system has not been able to provide the necessary inputs at the required level. From the output side the quality of education could be measured in terms of students' achievement. Between 2000 and 2007 three national assessments on student learning were carried out in grades 4 and 8 with the technical and financial support of USAID. The results were unacceptable by any standard.

In summary, quality of primary education has been suffering from both ends. The system was unable to provide adequate number of qualified and skilled teachers, sufficient number of textbooks and classrooms. In general, the inputs are inadequate and hence the achievements are unsatisfactory. Currently, shortage of classrooms is a serious problem in the Ethiopian primary schools. However, lack of textbooks coupled with low qualification and skill of teachers is the major factor that contributes to the low quality of education in the Ethiopian primary schools.

Cognizant of the problem of quality of education, USAID/Ethiopia launched a five year program, which is known as Improving Quality of Primary Education Program (IQPEP), in August 2009 with a budget of US \$33.4 million to improve the quality of education in selected primary schools of Ethiopia. The capacity for planning, managing and monitoring the education system is also inadequate at all levels, and weakest at the woreda level. Those problems are most critical in emerging regions like Afar, Benishangul Gumuz, Gambella, Somali and in pastoralist and rural remote areas in other regions.

IQPEP is in line with the General Education Quality Improvement Package (GEQIP) of the Ministry of Education and focuses on improving the planning and management of primary education and transforming the teaching-learning processes. IQPEP will reach 30 teacher education institutions, 2,400 primary schools, and about 40,000 primary school teachers in five years, with focus on the disadvantaged areas of the country that are mostly pastoralist and rural remote areas. The program will improve the teaching learning processes in the short-term and the educational achievement of children in the medium-term.

IQPEP will work in the target schools, colleges of teacher education, woredas education offices and regional education bureaus to achieve two major goals. These are:

- a) Improved reading proficiency in early grades and enhanced learning achievement of primary school students, and
- b) Improved planning, management and monitoring of primary education at various echelons of the education system.

IQPEP has three major activities that are considered essential for the achievement of the above two goals. These are:

- 1) Strengthening pre-service teacher training;
- 2) Enhancing in-service teacher training; and
- 3) Improving decentralized educational planning and management.

The pre-service teacher training program will support all the 30 public teacher education institutions (TEIs). The focus will be on strengthening the capacity of the CTEs and enhancing the linkage between the CTEs and about 400 primary schools. The CTEs will provide training to teachers in the linkage schools on methodology, including in early grade reading and the establishment of model classrooms, and subject matter and other relevant issues that are critical for improving the quality of primary education. The following major activities were planned to be undertaken during the contract period.

- Centers of excellence will be established/strengthened in 12 CTEs;
- Resource centers will be strengthened and the use of information technology will be enhanced in the 30 target public CTEs;
- The linkages between the 30 public CTEs and cluster primary schools will be strengthened;
- The professional capacity of instructors in 30 public and 10 private TEIs will be strengthened;
- The understanding and use of active learning methodologies in CTEs and primary schools will be enhanced;
- The use of continuous assessment in CTEs and linkage primary schools will be strengthened;
- Support will be provided to linkage primary school to improve reading proficiency in early grades (grades 2 and 3);
- Syllabi and materials in critical areas such as HIV/AIDS, nutrition, gender, family planning, environment, etc., will be developed and training on how to use the materials will be given;
- Student clubs that focus on anti-HIV/AIDS, reproductive health, population, environment, etc.; will be strengthened.

However, support to 10 private TEIs was dropped as soon as the Program implementation started since the government ceased the operations of private TEIs. Activities related to center of excellence, resources centers and student clubs (except girls clubs) were stopped after two years of implementation with the decision of USAID.

The teacher in-service program will cover a cohort of about 400 cluster centers with a total of at least 2,000 primary schools. The program will aim at helping the education sector change the traditional teacher-centered teaching methodology to a more student-centered mode, accompanied with appropriate student continuous assessment techniques and use of locally available resources.

The following major activities shall be undertaken during the contract period:

- Improving teacher in-service training through site-based school cluster training model;
- Developing training materials including self-instructional kits that respond to the needs of primary schools;
- Organizing and equipping school cluster centers with necessary equipment and materials to improve the training of teachers and operation of schools;
- Provision of face-to-face training (using core trainers) to primary school teachers from the school cluster centers and satellite schools;
- Follow on, supervision support and feedback to teachers trained through the cluster based in-service teacher training program;
- Establishing and strengthening teachers' study groups;

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- Provision of support to teachers and schools to improve reading in early grades;
- Provision of face-to-face training (using core trainers) to school principals, and woreda and regional education officers;
- Establishing and equipping at least 200 woreda cluster resource centers with the necessary training resources based on the primary schools curriculum of Ethiopia.

USAID, through its Basic Education Services (BES) Office, was a pioneer in helping to enhance the GOE's decentralization drive through the years. The capacity building of Kebele Education and Training Boards (KETBs), Woreda Education Offices (WEOs), regional state education bureaus and the Ministry of Education and school principals, and the establishment of management information system in WEOs will continue during the implementation of IQPEP.

The following major activities will be undertaken during the contract period:

- Building the capacity of at least 5,000 Woreda Education Officers from 800 woreda education offices;
- Establishing computerized personnel management system in 200 woreda education offices and providing training and facilities for the same woredas;
- Strengthening the capacity of 10,000 Kebele Education and Training Board (KETB) members from at least 2,000 kebeles;
- Building the capacity of at least 10,000 school principals in educational planning, administration, supervision, and financial and property management;
- Enhancing the planning and management capacity of education officers from regional state education bureau (RSEB) and the MOE;
- Strengthening the management information system at RSEBs and the MOE.
- Provision of limited commodities related to the objectives of this support to WEOs, RSEBs, and the MOE;
- Conducting at least four policy studies (based on the needs of MOE and/or RSEBs) on primary education and disseminating the findings of the studies; and
- Undertaking two national learning assessments.

Girls are in disadvantaged position in primary school enrollment and women are not equally represented in the teaching force and leadership positions. This situation needs to be corrected. As the objective is to expand equitable quality primary education, special attention will be given to increase the enrollment of girls in primary schools and teacher education institutions. To this end, the following activities will be carried out:

- Establishing/strengthening girls' education advisory committees (GEACs) in primary schools that work closely with parent teacher associations (PTAs), to increase girls' enrollment and improve retention and the achievements of girls;
- Establishing/strengthening girls' clubs in colleges of teacher education institutions (CTEs) to address problems girls face;
- Provision of tutorial and mentoring service to girls in CTEs in order to improve their academic achievements;
- Building the capacity of female teachers in management and leadership to prepare them for leadership positions; and
- Ensuring fair representation of women in all kinds of training, i.e., in-service teacher training, training in educational planning and management, etc.

IQPEP mainly targets 200 woredas, which are identified from all nine regions and two city

administrations, for its activities in in-service teacher training and capacity building in planning and management. All interventions under IQPEP converge in the 200 focus woredas though some of the activities could include other woredas after fulfilling the needs in those focus woreda. USAID expect to see changes in the 200 focus woredas and those woredas will be the unit of analysis when it comes to measuring impact.

IQPEP is now in its fifth year of implementation. In the first two years, IQPEP was managed by the Academy for Educational Development (AED) and as of the third year it is managed by Family Health International 360 (FHI 360). Although there is a change of implementing partner as of the end of the second year of the Program, there is no change in staff at the Addis Ababa and regional offices of IQPEP.

II. STATEMENT OF WORK

The evaluation team shall conduct final performance evaluation of Improving Quality of Primary Education Program (IQPEP). The evaluation shall:

- assess performance against the targets in the Contract, Performance Monitoring Plan (PMP) and annual work plans and find out if the Program is on track and check if targets are realistic;
- gauge the effectiveness of the methodology and approaches used in implementing the Program;
- identify and analyze implementation issues, challenges, implementation barriers and their causes;
- examine the efficiency of the Program management;
- measure Ministry of Education's (MOE), regional state education bureaus' (RSEBs), city administration education bureaus', woreda education offices', colleges of teacher education's (CTEs) and primary schools' involvement and satisfaction with the progress of the Program; and
- identify lessons learned.

Specifically, the evaluation shall address the following issues:

A. **Approach, Inputs and Results:** The evaluation will examine the Program's overall results to-date, including:

- A systematic review of established targets at all levels under the IQPEP contract, performance monitoring plan, and implementation plans. If performance has exceeded or fallen short of targets, the reasons (positive or negative) shall be identified.
- For major Program activities, the evaluation shall answer the following questions:
 - Did the activities achieve their intended results?
 - Were there over or under achievements? If so, what are the reasons for under and over achievements?
 - Did the planning and execution of the Program incorporate strategies for sustainability from the beginning?
 - How effective have the approach (strategy) been in addressing the problems?
 - Were inputs provided timely?
 - Have the trainings provided under the project been sufficient and used to transfer the relevant skills and knowledge appropriate to beneficiaries?
 - What is the level of utilization of equipment and other resources provided to the institutions and if not utilized, what were major constraints impeding their utilization?

B. Program Management: The evaluation team will examine the efficiency of the management of IQPEP in achieving the Program objectives. The evaluation should answer the following questions:

- Is the contractor (previously AED and as of the third year FHI 360) in Ethiopia adequately organized and structured to enable it to meet the objectives of the Program?
- Are there clear and appropriate delineations of the responsibilities of each staff member from the lowest to the top management level, as well as delegation of responsibilities? Do auxiliary offices (administrative, finance, etc.) give the necessary support to the project implementation and program staff? What has been the effect on program implementation and the implication on the program's anticipated results?
- How effective has IQPEP management been in building team capacity and ability to work towards a common objective?
- Has IQPEP's management, organization and use of its resources (human, financial, material and time) been able to tackle Program priorities in a timely and efficient manner?
- Has IQPEP's Monitoring Evaluation Research and Analysis (MERA) system been adequate and efficient for tracking inputs, ensuring that supporting processes are put into place in a timely fashion, and measuring the quality of resulting outputs and changes?

C. Host government Satisfaction: the Evaluation Team will determine:

- The degree to which IQPEP has responded to perceived needs of its beneficiaries: teachers, education managers, government partners at the school clusters, woredas, regional and national levels. Which activities are perceived as most important? Which ones are least? Why?
- Do regional and woreda education officials feel a sense of ownership of the project?
- What is the opinion of the school directors, teachers, woreda and regional education officials about the trainings and relevance to their needs?
- How have IQPEP activities and outputs been integrated, where appropriate, into initiatives of the Government at CTEs, cluster centers, woredas, regional and national levels in terms of the host country Government policy and planning?

D. Lessons Learned: The evaluation team will draw out lessons learned. Specifically,

- What are the constraints that impact program implementation (policy environment, operational, institutional [within AED, FHI 360, USAID and/or host country partner institutions]) and what has been the impact on program results?
- Have the constraints been rectified? How?
- How sustainable are the achievements gained?
- How do project-generated technical information and/or formal researches impact educational policy reform?

III. METHODOLOGY

Data Collection:

The evaluation team is responsible to develop an appropriate methodology that answers the evaluation questions. However, USAID/Ethiopia expects the use of both quantitative and qualitative methods to collect data from a number of sources, i.e., the contractor, different departments in the MOE, RSEBs and WEOs officials, PTAs/KETBs, primary schools, TEIs, etc.

In the sampling, RSEBs, WEOs, schools, members of KETB, school principals, teachers, students and parents will be considered. Primary and secondary data will be collected from the identified sources using appropriate data collection tools. The evaluation team shall also collect data from a sample of non-IQPEP supported woreda education offices and schools for comparison. The Evaluation Team shall adopt sampling strategies that ensure the evidence used in answering the evaluation question posed are valid and reliable.

IV. TEAM COMPOSITION, SKILLS AND LEVEL OF EFFORT

Team Composition: The evaluation team should be composed of four education and evaluation experts (two external and two local consultants). The evaluation team leader will be responsible for team coordination, ensuring the timeliness and quality of deliverables. USAID/Ethiopia, at its own cost, may propose internal staff members from the Missions to accompany the team during site visits or participate in key discussions.

Illustrative education and experience requirements for each member of the team are detailed as follows:

1. Education Specialist: Team Leader

The team leader should have advanced degree (preferably PhD) in education with seven years of experience of which three years are in the developing world, Ethiopia or Africa in particular. Understanding of quality, equity and gender issues in basic education and in research are required. Previous participation in educational evaluation and excellent written and oral communication skills are essential. Knowledge of USAID programs, regulations and procedures will be an advantage.

2. Evaluation Specialist

The evaluation specialist should have advanced degree (Masters) and five years of experience in conducting participatory evaluations, including facilitating group meetings and using rapid appraisal methods is necessary. The evaluation specialist must have successful previous experience in educational evaluation and familiarity with basic education issues.

3. Local Teacher Education Specialist

The local teacher education specialist should have advanced degree (Masters) in education and five years of experience in teacher education. Understanding of Ethiopia's education sector and teacher education issues in Ethiopia is crucial. Knowledge of MOE, REBs and CTEs operations is essential. Fluency in the Federal language (Amharic) for possible translation, experience in educational evaluation, and good writing and communication skills in English are required.

4. Local Education Planning and Management Specialist

The local education planning and management specialist should have advanced degree (Masters) in educational planning and five years of experience in education. Understanding of Ethiopia's education sector and educational planning and management issues in Ethiopia and knowledge of MOE, REB and CTEs are necessary. Fluency in the Federal language (Amharic) for possible translation, experience in educational evaluation, and good writing and communication skills in English are required.

The evaluation contractor can hire additional local support staff or firm to facilitate the field work and support the evaluation team.

V. LOGISTICS

The evaluation contractor will be responsible for all travels and logistics.

VI. DELIVERABLES

The evaluation team will receive direction and assistance from the USAID/Ethiopia Basic Education Services (BES) Office Chief, Ms. Michelle Chen, who will be the primary point of contact for the team. The team will also receive assistance from the Deputy BES Office Chief and the Contracting Officer's Representative (COR) for IQPEP and other members of the BES Office. All substantive reports and documents related to the program implementation will be supplied to the evaluation team prior to their arrival in Addis Ababa. These will include USAID/Ethiopia Integrated Strategic Plan for the period of FY 2004-2008 and which was extended until 2012; USAID/Ethiopia Country Development Cooperation Strategy (CDCS) 2011 - 2015; IQPEP Contract; IQPEP's Performance Monitoring Plan, annual implementation plans, annual performance reports, recent quarterly reports; and other pertinent documents. The evaluation team will submit the following deliverables:

Evaluation framework: The evaluation framework shall include evaluation questions, detailed approach/methodology of the evaluation, survey protocol, data collection instruments, and plan for analysis and dissemination of findings. The team leader will submit the evaluation framework to USAID/Ethiopia. USAID/Ethiopia will then review the proposed work plan/methodology and data collection instruments and provide comments to the team leader prior to field work. The evaluation team will revise the work plan/methodology and data collection instruments and send the final version to USAID/Ethiopia to get approval. The evaluation framework must be finalized and approved prior to the field visit and data collection.

Interim Briefings including status reports: The Team Leader will provide weekly status report on the progress of the evaluation to USAID/Ethiopia.

PowerPoint Presentation: The evaluation team will make a PowerPoint presentation during the debriefing to USAID/Ethiopia staff on the preliminary findings and recommendations.

Draft report: The team leader will submit a draft evaluation report in English by the end of the seventh week. The report (formatted in Times News Roman, with font size 12 and single space) should not exceed 50 pages. The draft report shall follow the general format as follows:

- Table of Contents
- Acronyms and Abbreviations
- Executive Summary
- Introduction – Development Problem and USAID Response
- Purpose of Evaluation
- Methodology
- Body of the report
 - Findings
 - Lessons learned
 - Conclusion
 - Recommendations

(Alternatively, the findings and conclusion can be presented in each section of the program components to be evaluated)

References

Appendix (includes, but not limited to, SOW, data collection instruments, sources identified, and people contacted or interviewed, statements of differences "regarding significant unresolved

differences of opinion by implementer, and/or members of the evaluation team, if any)

The findings and recommendations should address set of Program objectives, anticipated results and all the evaluation questions. All findings and recommendations should be linked to data gathered and referenced in the evaluation report. Evaluation findings must be presented as analyzed facts, evidence, and data and not based on anecdotes, hearsay, or simply the compilation of people's opinions. Findings should be specific, concise, and supported by strong quantitative or qualitative evidence. Sources of information must also be properly identified and listed in an annex.

Raw Data: The evaluation team will provide electronic files of all raw data to USAID/Ethiopia for future use and submission to a data warehouse.

Final report: The evaluation team leader will incorporate USAID's comments and submit the final evaluation report to USAID/Ethiopia within five working days after the team received consolidated comments from USAID/Ethiopia. The evaluation contractor will provide the edited and formatted final document in five hard copies and electronically within seven working days after USAID/Ethiopia provides final approval of the content. Procurement sensitive information will be removed from the final report and incorporated into an internal USAID Memo. The remaining report will then be released as a public document on the USAID Development Experience Clearinghouse (DEC) (<http://dec.usaid.gov>).

VII. RELATIONSHIPS AND RESPONSIBILITIES

The evaluation contractor will coordinate and manage the evaluation team and will undertake the following specific responsibilities throughout the assignment:

Recruit and hire the evaluation team members and other support staff.

Make logistical arrangements for the evaluation team members, including international and in-country travel, lodging, communications and others.

The USAID/Ethiopia BES Office will provide overall technical leadership and direction for the evaluation team throughout the assignment and will undertake the following specific roles and responsibilities:

Respond to any queries about the SOW and/or the assignment at large.

Documents: Identify and prioritize background materials for the evaluation team and provide to the evaluation contractor before the team arrives in Addis Ababa.

Site Visit Preparation: Provide a list of schools by region and woreda for site visit locations, and key contacts.

Mission Point of Contact: Throughout the evaluation work, ensure constant availability of the point of contact person and provide technical leadership and direction for the team's work.

Facilitate Contact with Implementing Partner: Introduce the evaluation team to implementing partner and other stakeholders, and where applicable and appropriate prepare and send out an introduction letter for team's arrival and/or anticipated meetings.

Timely Reviews: Provide timely review of draft/final reports and approval of the deliverables.

[END OF SECTION C]

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