

Performance & Impact Evaluation (P&IE) Semi-Annual Report



at the UNIVERSITY *of* CHICAGO

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PERFORMANCE AND IMPACT EVALUATION (P&IE) OF THE USAID/UGANDA SCHOOL HEALTH AND READING PROGRAM

NORC at the University of Chicago (NORC), in partnership with the Panagora Group, is pleased to submit to USAID/Uganda this Semi-Annual Report recording progress made on the P&IE project between October 2012 and June 2013. Due to delays in implementing the School Health and Reading Program, and associated changes to the evaluation design, we have delayed submission of this report to allow us to gain some clarity in the trajectory and plan for the evaluation. As such, this report provides information on activities and progress over an eight-month period.

In an accompanying report, we present a Data Quality Assessment Report, which covers findings of ex-ante data quality review activities undertaken by NORC for the first round of the Early Grade Reading Assessment and accompanying Learner Environment Survey, as well as the KAP Survey, which is currently in the field. Although EGRA data collection was completed in March 2013, NORC only obtained access to the complete EGRA dataset in June 2013; as such, we have not had the opportunity to conduct a quality review of that data. Hence, our Data Quality Assessment Report does not include ex-post a data quality assessments for the EGRA data.

A. HIGHLIGHTS

During this reporting period, NORC staff:

- Travelled to Uganda in October 2012 and met with key staff from USAID and the IP to develop a thorough understanding of the implementation and rollout of the School Health and Reading Program SHRP, as well as the implication of project implementation details on the evaluation designs proposed by NORC.
- Based on information gathered and agreement reached during this trip, and numerous subsequent phone meetings with the IP, developed a detailed design report, which presented the proposed impact evaluation design for Results 1 and 2 of SHRP, including evaluation questions, methodology, sample estimations and a detailed data collection plan for the five-year project life; a performance evaluation approach and plan; and the data quality assessment approach that NORC proposes to undertake for all data collection activities directly associated with the evaluations.
- Worked closely with the IP to finalize samples and data collection plans for Results 1 and 2 baseline surveys (EGRA and KAP).
- Conducted numerous data quality assessment (DQA) tasks including the following:
 - Reviewed and provided detailed feedback to the IP on all data collection instruments for the EGRA and KAP surveys, both from the perspective of NORC's role as evaluator and data quality reviewer
 - Reviewed and provided feedback on all enumerator training manuals
 - Travelled to a random selection of districts in various regions to observe data collection activities for EGRA
- Travelled to Uganda in February 2013 to participate in the enumerator training and pilot test for the EGRA data collection. NORC's Senior Literacy Evaluator observed the five-day training and pilot test of the instrument, and provided feedback to the IP on any perceived issues/concerns.

- Observed, on an ongoing basis, implementation activities, including training of trainers, Coordinating Center Tutors, teachers, and counselors, and recorded positive and negative aspects to provide as feedback to IP within the context of the CLA process.
- Obtained, reviewed, and synthesized information from numerous IP reports – quarterly reports, original and revised PMP, work plans, and workshop reports, among others – as inputs into performance evaluation.
- Travelled to Uganda in June 2013 to participate in interviewer training for the KAP survey and pilot test for the Result 2 data collection and resolve several design issues related to the evaluation.

B. DESCRIPTION OF ACTIVITIES

B.1 Kick-Off Trip to Uganda

In October 2012, NORC team members, Varuni Dayaratna, Alicia Menendez, and Betsy Bassan travelled to Uganda to meet with USAID/Ghana and IP, and the MOES, and other relevant stakeholders to:

- Discuss and understand the details of program rationale; program implementation plans; and implications of the performance and impact evaluation for project implementation
- Present preliminary evaluation concepts to the IP and discuss their feasibility and pros/cons given on-the ground implementation realities
- Discuss and agree on key parameters for the impact evaluation (treatment/control groups, evaluation hypotheses & impact indicators of interest, expected changes in outcome indicators)
- Discuss data requirements for the evaluations, understand the implementing organization’s data collection plans, and reach consensus on how the data needs of the evaluation can be met; identify gaps in data, if any
- Agree on a timeline for the performance and impact evaluations, including a schedule for data collection
- Meet with local staff Evelyn Namubiru and Stella Neema to orient them to the project, define roles and responsibilities on the project, and introduce them to USAID and the IP.

During the trip, NORC team members gathered a significant amount of information about the SHRP program and timeline. They met multiple times with the IP’s Results 1 and 2 teams to discuss the composition and rollout of the reading and school health components. NORC also met extensively with the SHRP M&E Team to discuss data collection plans and plans for monitoring and evaluating the project. Interestingly, the IP has an ambitious plan to conduct an impact evaluation of their project; NORC worked closely with the SHRP M&E team to ensure that the evaluation designs are compatible.

B.2 Sampling for Result 1 and Result 2

In November 2012, through a series of conference calls and email communications, NORC’s COP/Evaluation Expert and Statistician communicated with SHRP statisticians about power calculations to determine the sample size that would be required for the Result 1 impact evaluation; following these discussions, NORC staff estimated final sample sizes for the evaluation. In November 2012, NORC shared final power calculations with USAID. These power calculations and sample size estimates took into consideration the IP’s decisions to move forward with three treatment arms, and desire to measure impacts for 4 language subgroups. In addition, NORC requested two control groups – non-treated schools within treatment districts and schools in comparison districts. As such, the sampling took in to account the fact that there would be 5 groups and 4 languages, or a total of 20 cells of schools and students. We estimated the sample required to detect a double-difference measure of impact of magnitude $D = 0.20$ with a power of 90%. Based on these calculations for each of 20 cells, we

estimated that it was necessary to have 14 schools, each with 30 P1 students, for a total of 420 students, who will be followed over subsequent years. With 20 cells (3 arms and 2 controls, and 4 language subgroups per group), the total sample size required amounts to 8,400 student in 280 schools; i.e. 8,400 P1 students at baseline in 2013 to be followed in November 2013, November 2014, and November 2015). Of the 280 schools, 168 (5,040 students) would constitute the treatment group, and 112 schools (3,360) would be controls.

Based on these estimations, the IP selected CCTs, assigned them to the different arms, and randomly selected 168 treatment schools for the evaluation sample, from 410 randomly selected intervention schools. Control schools within the treatment districts were selected from the schools that were not selected for the intervention by NORC. NORC's evaluation expert also worked with the SHRP M&E leader to select control districts and sample schools within those districts.

NORC staff also worked with the IP Result 2 team to estimate the sample for the School Health Program, which is comprised of three cells: treatment, controls within the treatment district, and controls in comparison districts. A school sample 234 schools was deemed adequate to detect effects (double-difference impacts) of magnitude $D = 0.20$ with high power (90%). Out of 150 intervention schools, 78 schools were selected for assessment. A similar number of schools were selected for the in-district control and out-district control groups. Additionally, all 50 intervention post-primary schools were included (initially) in the evaluation, as well as a similar number of post-primary schools for the in-district and out-district control groups. A total of 30 students per school were selected for data collection. Therefore, for the Health program, a total of 7020 primary school students and 4500 post primary school students will be included for data collection.

Since the estimation of the sample in late 2012, the sample design has undergone some changes. For the reading intervention, RTI did not implement the three treatment arms as planned. However, for the baseline, data was collected for a sample that assumed the existence of three arms.

The Result 2 intervention underwent some redesign following the involvement of PEPFAR; as a result, a decision was made to focus the school health intervention on large schools (more than 150 students in P4-P7). As a result, NORC's Evaluation Expert had to review and adjust the original sample selection for the intervention. Furthermore, due to delays it was not possible to obtain parental consent for data collection among minors who do not live at home, NORC and the IP came to an agreement that boarding schools and partial boarding would be dropped from the sample, thereby limiting the data collection to day schools only¹. This limitation has implications for the external validity of the evaluation design, an issue that NORC has discussed with USAID.

B.3 Development of Data Collection Plans and Review of Instruments

RTI is responsible for all data collection related to the impact evaluation. As such, In December 2012 and January 2103, NORC's evaluation expert worked with the Results Teams and M&E team to ensure that the timing and coverage of the data collection is adequate sample for the impact evaluations. Final data collection plans that the IP and NORC developed meets many, but not all, of the original objectives (as outlined in NORC's proposal) of the impact evaluation, and fits within the budget and logistical constraints of SHRP. The timing and coverage (grades/cohorts and numbers of students per grade/cohort) of the EGRA and KAP surveys over the five-year life of SHRP were presented in detail in

¹ The IP is collecting some data from day learners and boarding learners who are 18 years and over in partial boarding schools at the request of MOES. NORC will explore the usefulness of using these data but anticipates these students are not representative of learners in partial boarding schools.

NORC's Evaluation Design report, submitted to USAID/Ghana in January 2013. Excerpts from the Design Report are presented in Annex I.

NORC also worked closely with the SHRP M&E team to ensure that all instruments follow closely from the evaluation hypotheses and indicators necessary for the impact evaluation. Towards this end, NORC's subject matter experts and evaluation experts reviewed all instruments and provided extensive feedback on them to ensure that in addition to outcome indicators related to reading skills and HIV prevention knowledge, the data collection effort includes information on covariates (student's socioeconomic characteristics, parent education, home literacy environment, etc.) that need to be controlled for in the evaluation model.

B.4 Design Report

Based on information gathered and agreement reached during NORC's initial trip to Uganda, and numerous subsequent phone meetings with the IP, during which sampling and data collection issues were discussed and resolved, the NORC team developed a detailed design report, which presented the proposed impact evaluation design for Results 1 and 2 of SHRP, including evaluation questions, methodology, sample estimations and a detailed data collection plan for the five-year project life; a performance evaluation approach and plan; and the data quality assessment approach that NORC proposes to undertake for all data collection activities directly associated with the evaluations. The Design Report also outlined a detailed approach for Data Quality Review of data collected by the IP. The report was submitted to USAID/Uganda on January 31, 2013.

B.5 Data Quality Review Activities

During this reporting period, NORC staff engaged in numerous data quality assessment (DQA) tasks related to the EGRA data collection for Result 1 and KAP survey for Result 2. They included the following activities:

- Reviewed and provided feedback on all data collection instruments – EGRA and learner context instruments, teacher/head teacher survey, classroom observation tool, KAP survey – ensuring that the data being collected link back to evaluation questions/impact indicators, and that the instruments are of high quality (that questions were clear and not double-barreled; that response categories were distinct and unambiguous; that skip patterns were logical; etc.)
- Reviewed and provided feedback on training manuals, data collection protocols/plans, and quality control procedures for field work, and tablet software being used for data collection
- Participated, for quality assurance purposes, in enumerator training and pilot testing of instruments – NORC's Senior Literacy Expert travelled to Uganda in February to participate in the enumerator training and pilot test for the Results 1 data collection. During this trip she was able to provide constructive feedback on questionnaire content; observe interviewer training and provide suggestions ways to improve some aspects; and identify and help rectify some problems associated with the programming of the tablet-based questionnaire. Feedback provided to the IP by NORC's Senior Literacy Expert is further discussed in the accompanying DQA Report.

In June 2013, NORC COP/Evaluation Expert travelled to Uganda to participate in the enumerator and supervisor training for the Results 2 KAP Survey. Training was conducted in professional way from June 2nd to June 6th. There was enough time allocated to each learning activity, its practice, and feedback. All participants were provided with materials needed in the training. We noticed that participants were fully engaged in group exercises and practice and the trainers were monitoring the activities. Piloting activities took place successfully on June 5th and the following day was used to improve the questionnaires, clarify doubts, receive feedback, and learn from experience.

— Conducted field observations during the first two weeks of data collection – NORC’s Resident Evaluation Manager and Senior HIV/AIDS Specialist travelled to the field to observe field work for both Results 1 and Results 2 data collections in February and June 2013 respectively. Feedback from these visits, which were conveyed to the IP, is synthesized in the DQA Report that accompanies this Semi-Annual report.

In addition to these ex-ante DQA activities, NORC’s Survey Specialist, who is also an expert in IRB processes, spent a considerable amount of time in April 2013 supporting the IP (reviewing documents and providing guidance and advice) in preparing a submission to the Uganda and RTI IRBs for the highly sensitive KAP Survey, which contains questions on sexual behavior and sexuality and is being administered to minors.

Although baseline data collection for Result I (EGRA and Learner Context) was completed in March 2013, NORC was unable to obtain a copy of the final dataset until mid-June 2013. As such, we have not had an opportunity to conduct a quality review of the data. We plan to undertake this task in the next two months. This ex-post DQA will focus on the following aspects of data quality:

- ✓ Are datasets well-constructed: variable names, variable labels, value labels are included and correctly specified
- ✓ Can datasets can be easily merged if needed (using of unique codes for merging across different datasets)
- ✓ Are reserve codes correctly used (including specification of legal skips and missing values)
- ✓ Is the proportion of missing values within acceptable range
- ✓ Is the level of precision is adequate
- ✓ Is data is internally consistent

The review of datasets will also describe achieved sample sizes and calculation of response rates with breakdown of disposition codes, paying close attention to adequacy of response rates to maintain level of precision and power needed for the impact evaluation; documentation of reasons for non-response; and accuracy of sample weight calculations, if applicable.

The adequacy and comprehensiveness of data documentation is also an important aspect of the quality and usefulness of a dataset. NORC will, therefore ensure that proper metadata is included with the datasets (codebook at a minimum).

B.6 Performance Evaluation and CLA Activities

Systematic monitoring and documentation of implementation in preparation for the performance evaluations

During the reporting period, the NORC team developed a systematic process for monitoring and documenting the implementation progress of SHRP activities. Within this context, the PE team had been engaging in the following activities since November 2012:

- *Collect and review SHRP project documents.* NORC receives from the IP numerous project documents including, but not limited to, work plans, quarterly and annual reports, workshop reports and presentations, weekly activity updates, minutes from monthly coordination meetings with the Ministry of Education, the PMP (original and revisions) and PMP data tables with data on specific indicators. The NORC PE team reviews these reports to keep track of implementation progress and delays/setbacks, as well as to identify upcoming project events (workshops, meetings) to attend.

- *Attend and report on SHRP events* – NORC’s local staff, the Resident Evaluation Manager and Sr. HIV/AIDS Evaluator Specialist, stay in close touch with the SHRP results teams to stay abreast of workshops, meetings, field activities, and other key events that are planned for a given month. Local NORC staff attends relevant events and uses a “SHRP Events and Assignments Tracker” as a management tool to ensure coverage as well as preparation and collection of event reports. Four observation tools are used to ensure uniform and comprehensive data and reporting on all events attended. (See Annex II).
- *Organize Quarterly Meetings with SHRP team* – While we have met periodically with the SHRP team during the reporting period to obtain updates about progress against the work plan, we are now attempting to set in place a more systematic meeting calendar to address performance evaluation needs.

These Quarterly Meetings would serve as an opportunity for NORC to track performance against the SHRP work plan and PMP, and also provide a forum for discussing any delays, problems, or shortfalls and brainstorming about actions required. The meetings would be structured to achieve the following objectives:

- Track activities against the work plan - identify places where it seems that the implementation deviates from the work plan; solicit information from the IP about reasons for delays/ changes; brainstorm, as needed, on ideas to address any obstacles, as appropriate.
- Track indicators against the PMP – focus on a different set of indicators each quarter, (e.g., 2-3 different IRs), and compare current performance to recent targets; discuss where project has fallen short/exceeded targets and why; and whether project is on track to meet next set of targets or whether adjustments need to be made

Note that we will have a full discussion about the structure and objectives of these quarterly meeting with the IP prior to finalizing their content and format to ensure that they are mutually beneficial to both implementer and evaluator.

In addition to the quarterly meeting, NORC’s Resident Evaluation Manager and Sr. HIV/AIDS Evaluator Specialist will make every effort to meet and check-in on a monthly basis with the SHRP results leaders to receive updates on key areas of work (e.g., R1, R2, M&E). The quarterly meeting would replace every third “monthly check-in meeting”.

- *Conduct periodic site visits* – The Resident Evaluation Manager and Sr. HIV/AIDS Evaluator Specialist will conduct site visits to interventions areas to review status/progress of the implementation of SHRP activities.

Collaboration, Learning and Adaptation (CLA) Activities

Although PE and CLA activities are inherently linked NORC is also conducting activities that emphasize constructive feedback to the IP, coupled with productive discussion around lessons learned and adaptation. Within this context, we are:

- Collecting feedback using data from the observation tools, specifically the sections titled “Areas to raise with RTI”, as well as additional observations from our Resident Evaluation Manager and Sr. HIV/AIDS Evaluator Specialist via their written monthly report, including progress against the work plan and PMP.

- Collating the information gathered on a monthly basis and share appreciative and constructive feedback with the IP in a brief memo.
- Holding monthly calls with key IP staff to discuss observations in a collaborative and productive manner. The focus of these meetings and discussions is to improve performance in real time based on a data-driven performance review.

C. RISKS TO THE EVALUATIONS

Several challenges/risks to the impact evaluation designs have emerged during the past few months. Some of these risks have been resolved or mitigated, while others still remain to be addressed. We have brought these concerns to the attention of the IP and USAID.

- (1) Result 1: There have been significant delays in implementing the Year 1 activities related to the reading intervention. Although teacher training has been completed for Cohort 1A schools, instructional materials on new teaching methods and curriculum have not been completed and distributed to these schools. At present, the expected date of materials availability at schools is August 2013. With the second round of data collection for Cohort 1A planned for October 2013, we note that the period of full treatment for this first set of students is considerably shorter than envisioned in our Design Report, specifically, three months as opposed to the originally intended nine months. This is probably insufficient time to detect any important effects of the availability and use of improved instructional materials. However, the November 2013 data will provide us with an opportunity to measure the impact of the teacher training.
- (2) Result 1: The most recent version of the SHRP PMP indicates that no data will be collected from Cohort 2 in 2016. Going forward with this decision would imply that the impact evaluation for Cohort 2 would only be possible for P1 and P2 but not for P3. Given that Cohort 1 did not receive a full treatment during 2013, Cohort 2 will be the only group that will have a chance to receive 3 years of full treatment from the beginning of their primary education. The Evaluation Expert already mentioned this omission as a concern to USAID and to RTI as well.
- (3) Result 1: Given the delays mentioned under (1), the academic term was delayed for one week in the 11 districts where the IP is working in order to build in time to prepare and have ready teacher guides for the second training of teachers. Additional classes to compensate for the one week delay are not currently planned. An equivalent delay did not occur in the control district schools; therefore, the academic year in those schools will be one week longer. We do not anticipate a visible effect, but it is worth mentioning how the reality of the program may affect the evaluation.
- (4) Result 2: After NORC selected the samples for the impact evaluation of the School Health activity, the focus of the intervention underwent some changes due to align with PEPFAR priorities. We were informed that the intervention would be targeted to large schools (with over 150 students) in high prevalence districts; this brought into question the external validity of the impact evaluation and the ability to include non-intervention districts with similar characteristics to treatment districts in the design. However, these new criteria do not seem to have affected the actual selection of districts and we will proceed with the original evaluation design. However the number of treatment schools increased. The IP went ahead with the selection of schools for treatment and control before NORC could approve the selection. As a consequence no replacements for control schools were selected. This can result in a smaller sample than needed. The Evaluation Expert discussed this issue with the IP and USAID.
- (5) Result 2: Given the strict parental consent requirements for the KAP Survey, we have decided that it will not be possible to include boarding or partial boarding schools in the evaluation sample. As a

result, the results of the impact evaluation cannot be generalized to all schools in the districts. This is particularly important in the case of post primary establishments where boarding is very common.

ANNEX I: DATA COLLECTION PLAN FOR SHRP IMPACT EVALUATIONS – AS PRESENTED IN NORC’S JANUARY 2013 DESIGN REPORT (SECTION D4)

D.4 Data Collection Plan

RTI is responsible for all data collection related to the impact evaluation. As such, NORC has worked closely with the SHRP program statisticians and M&E team to ensure that all instruments follow closely from the evaluation hypotheses and indicators necessary for the impact evaluation. Towards this end, NORC’s subject matter experts and evaluation experts have reviewed all instruments and provided extensive feedback on them to ensure that in addition to outcome indicators related to reading skills and HIV prevention knowledge, the data collection effort includes information on covariates (student’s socioeconomic characteristics, parent education, home literacy environment, etc.) that need to be controlled for in the evaluation model.

Furthermore, NORC’s evaluation expert worked closely with the Results Teams and M&E team to ensure that the data collection covers an adequate sample for the evaluation. Below, we present and describe the final data collection plan that RTI and NORC developed for implementation. This plan meets many, but not all, of the original objectives of the impact evaluation, and fits within the budget and logistical constraints of SHRP.

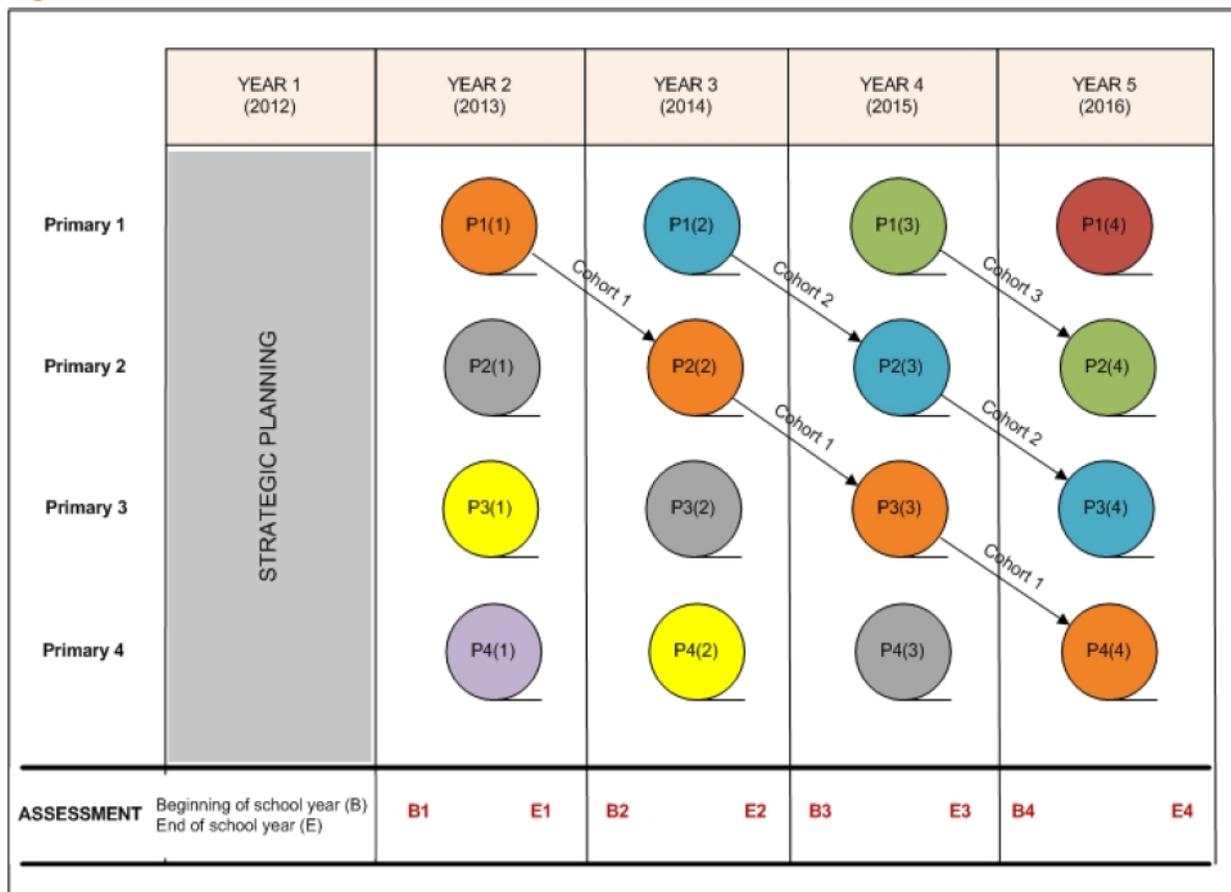
D.4.1 Result 1 – Reading Program

NORC worked closely with RTI to adapt the impact evaluation design in our proposal to the program implementation design and data collection constraints expressed by RTI.

The evaluation plan we delineated in our proposal included the collection of data for four cohorts of students: Cohort 1 (Fig.3, orange circles), Cohort 2 (blue circles), Cohort 3 (green circles) and Cohort 4 (red circle). Our proposed design assumed that these data will be collected from randomly selected treatment and control schools every year for four years and in every district where the intervention will take place. We also planned to collect data from schools in comparison districts. This strategy results in 3 types of schools: those located in intervention districts that receive the program, those located in intervention districts but do not receive the program, and those located in comparison districts. Comparison of these 3 groups allows us to disentangle the impacts of interventions at the school and at the district level, as required per the USAID/Uganda RFP.

Figure 4: Original Plan for Data Collection Proposed by NORC

Figure 2: Illustration of Grades and Cohorts



Based on discussions with RTI, and better understanding of the Reading Program implementation plan and associated budget and time constraints, we are proposing some modifications to data collection assumptions in our original proposal.

Data collection for Cohort 1 (orange circles) will take place as shown in the figure above. RTI has agreed to collect data in treated schools, non-treated schools in intervention districts, and schools in non-intervention districts in 2013, 2014, 2015, and 2016. Per NORC’s sample calculations, which were shared and discussed extensively with RTI over the past 4 months, data collection in the four years will occur in a sample of 30 P1 pupils (over time P1 grade will become P2, P3 and P4) in 14 schools per "cell". As explained in Section 3, the Reading Program will have 20 cells comprising of different combinations of treatment arms or control groups and languages, for Cohort 1.

After 2013 or 2014, RTI may reduce the number of treatment arms, to just one or two. In this case, the total number of schools and pupil required for the sample will be smaller because entire cells will be eliminated. The reduction of treatment arms will be decided by RTI based on the results obtained in the first 2 years.

NORC strongly advised RTI against cutbacks in the data collection efforts for Cohort 1. Following the P1 class in Cohort 1 through P4 is the only way to have a comprehensive evaluation of the impact of the literacy program over the four years for at least 2 languages (maybe 4 languages depending on when

materials are ready). This is the only group that receives full treatment from May 2013 until the end of the project. RTI has agreed to our recommendations and will collect data accordingly.

For Cohorts 2 (blue circles) and 3 (green circles), however, RTI would like to reduce the amount of data collected for budgetary and logistical reasons. In response to these constraints, we suggested eliminating data collection in comparison districts. As mentioned above, collecting data in comparison districts allows us to isolate and measure the impact of district level interventions. However, given that it was necessary to make some cuts in data collection to stay within RTI’s budget and other logistical constraints, NORC decided that the impact evaluation would suffer the least with this approach. We will still be able to calculate the impact of school level interventions for Cohorts 2 and 3, but we will not be able to compute district level effects for these two Cohorts.

Finally, RTI will not collect data from Cohort 4 (red circles in Figure 2). NORC’s original idea was to compare the results of P1 students in Year 5 of the program (P1(4) in red color) with P1 students in Year 2 (P1(1) in orange color; i.e. P1 students in the first year of the intervention) in order to explore whether there are teacher effects. Teachers may become more effective over time as they receive more training or gain experience teaching the new curricula and using the new materials. This means that teachers could be more effective in the final year of the program than at its very beginning. On the other hand, some interventions tend to be effective while they are new. After the novelty effect wears off, the positive results may vanish. It is an empirical question as to which effect dominates, and our intent was to explore whether the results for a particular grade change (improve or deteriorate) over time. Given that we will not have test scores for the 4th year of the program, we plan to do the same analysis over a three years of the intervention, using P1 students in Year 4 (P1(3) in green color in Fig. 2). The exercise will be identical but the comparison groups will be closer in time. This means we will have fewer years for the teachers to master the new instruction approach and materials and/ or for the novelty effects to fade away.²

Table 4 below shows RTI’s current data collection plan. In bold is the data that will be used in the impact evaluation by NORC. Data collection noted in red font are not required for the impact evaluation, but will be used by RTI for other reporting. For example, RTI is collecting data on P2 to report to MOES and USAID every year.

NORC will report the impact of the project on P2 pupils for every cohort but only after those pupils have been fully treated (i.e. after receiving treatment in P1 and P2).

Table 7: Early Grade Reading Assessment Data Collection Plan: 2013-2016

| | 2013 | | 2014 | | 2015 | | 2016 | |
|---------------------------------|-----------------------|-----------------------|------|--------------|------|---------------------------|------|---------------------------|
| | FEB | NOV | FEB | NOV | FEB | NOV | FEB | NOV |
| Cohort 1 A (4 LANGUAGES) | | | | | | | | |
| Treatment | P1:30 P3:10 | P1:30 P2:10 | | P2:30 | | P2 P3:30 | | P2 P4:30 |

² Please note we are assuming that teachers mostly stay teaching a particular grade (i.e. the P1 teacher instructs P1 every year). Benjamin Piper from RTI stated that in Uganda, teachers do not stay teaching the same grade but move with their cohort of pupils as they progress during primary school. If this is the case, it is likely that the proposed analysis will present some difficulties. We are currently trying to learn how this aspect of the system works.

| | 2013 | | 2014 | | 2015 | | 2016 | |
|--------------------------------|------------------------------|------------------------------|-------------------------------|-------------------------------|---------------------------|---------------------------|------|---------------------------|
| | FEB | NOV | FEB | NOV | FEB | NOV | FEB | NOV |
| Control w/in district | P1:30 | P1:30 | | P2:30 | | P3:30 | | P4:30 |
| Control out district | P1:30 P3:10 | P1:30 P2:10 | | P2:30 | | P2 P3:30 | | P2 P4:30 |
| # of schools | 280 | 280 | | 280 | | TBD | | TBD |
| Cohort 1B | | | | | | | | |
| Treatment | P1:10 | | | P1:10 | | P2 | | P3 |
| # of schools | 20 | | | 20 | | 20 | | 20 |
| Cohort 2 (8 LANGUAGES) | | | | | | | | |
| Treatment | | | P1: 30 P3:10 | P1: 30 P2:10 | | P2:30 | | P2 P3:30 |
| Control w/in district | | | P1:30 P3:10 | P1:30 P2:10 | | P2:30 | | P2 P3:30 |
| Control out district | | | | | | | | |
| # of schools | | | TBD | TBD | | TBD | | TBD |
| Cohort 3 (12 LANGUAGES) | | | | | | | | |
| Treatment | | | | | P1:30 P3 | P1:30 P2 | | P2:30 |
| Control w/in district | | | | | P3 P1:30 | P2 P1:30 | | P2:30 |
| Control out district | | | | | | | | |
| # of schools | | | | | | | | |
| Total # of schools | 300 | 280 | TBD | TBD | TBD | TBD | | TBD |

NOTES: In bold indicates required for impact evaluation. 30=number of pupils per grade/school.

14 schools in each cell (language/arm combination)

In Red denotes that is needed for RTI PMP indicators/USAID reporting and it will not be used for IE. Does not meet sample size requirements as data needed for impact evaluation.

D.4.2 Result 2 – School Health Program

As we write this report, RTI is working on the data collection plans for the School Health Program. The initial intention was to collect data on 30 students per grade in each school in the sample at the beginning and end of each year. Currently RTI is revising this plan, in an attempt to reduce data collection costs.

In order to reduce costs without compromising the rigor of the evaluation NORC is recommending the data collection strategy depicted in Table 5. The strategy is similar to the one used for the EGRA data collection.

Table 8: HIV and AIDS Assessment Data Collection Plan: 2013-2016

| | 2013 | | 2014 | | 2015 | | 2016 | |
|--------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|------|----------------|
| | FEB | NOV | FEB | NOV | FEB | NOV | FEB | NOV |
| Cohort 1 (4 LANGUAGES) | | | | | | | | |
| Treatment | P4-P7 S1-S5 | P4-P7 S1-S5 | | P5-P7 S1-S5 | | P6-P7 S1-S5 | | P7 S1-S5 |
| Control w/in district | P4-P7 S1-S5 | P4-P7 S1-S5 | | P5-P7 S1-S5 | | P6-P7 S1-S5 | | P7 S1-S5 |
| Control out district | P4-P7 S1-S5 | P4-P7 S1-S5 | | P5-P7 S1-S5 | | P6-P7 S1-S5 | | P7 S1-S5 |
| # of schools | 234 P 50 S | 234 P 50 S | | 234 P 50 S | | 234 P 50 S | | 234 P 50 S |
| Cohort 2 (8 LANGUAGES) | | | | | | | | |
| Treatment | | | P4-P7 S1-S5 | P4-P7 S1-S5 | | P5-P7 S1-S5 | | P6-P7 S1-S5 |
| Control w/in district | | | P4-P7 S1-S5 | P4-P7 S1-S5 | | P5-P7 S1-S5 | | P6-P7 S1-S5 |
| Control out district | | | | | | | | |
| # of schools | | | TBD | TBD | | TBD | | TBD |
| Cohort 3 (12 LANGUAGES) | | | | | | | | |
| Treatment | | | | | P4-P7 S1-S5 | P4-P7 S1-S5 | | P5-P7 S1-S5 |
| Control w/in district | | | | | P4-P7 S1-S5 | P4-P7 S1-S5 | | P5-P7 S1-S5 |
| Control out district | | | | | | | | |
| # of schools | | | | | | | | |
| Total # of schools | 384 | 384 | TBD | TBD | TBD | TBD | | TBD |

ANNEX II: SHRP ACTIVITY TRACKER AND EVENT OBSERVATION FORMS

SHRP EVENTS, OBSERVATION TOOL TO USED, AND OBSERVATION ASSIGNMENTS
Last updated June, 2013

| Event | Date | Description & Type of event | Duration | Observation tool* | Observer | Date report submitted | RTI report obtained |
|--|--------------------|--|----------|---------------------------------------|----------|-----------------------|---------------------|
| November | | | | | | | |
| Rapid Assessment of existing EMIS data reporting system in Education and Sports Sector (ESS) | Nov. 14 – 16, 2012 | In-country staff were not informed of this event | | | | | |
| Meeting of key district leaders to introduce the School Health and Reading Program | Nov. 20, 2012 | Meeting: to introduce SHRP to district leaders, familiarize them with planned activities for implementation, & clarify roles and responsibilities of district leaders in implementation | 1 day | Training Observation Tool | Evelyn | Mar. 30, 2013 | |
| School Health and Reading Program Planning Workshop | Nov. 22 – 23, 2012 | Meeting: to review Y1 workplan, share result framework & PMP indicators, activity timelines, & clarify roles & responsibilities for SHRP staff & MOES counterparts | 2 days | NA | Evelyn | Nov. 26, 2012 | |
| Envisioning workshop for HIV reporting and assessment system in Education and Sports sector | Nov. 27-28, 2012 | Workshop: to facilitate discussion among stakeholders to develop a reporting and assessment vision and strategy for HIV/AIDS education data and to identify priorities and create an action plan for achieving the vision | 2 days | Training Development Observation Tool | Evelyn | Mar. 30, 2013 | |
| Orientation of National HIV/AIDS Counselling Trainers | Nov. 29-30, 2012 | In-country staff were not informed of this event | | | | | |
| December | | | | | | | |
| First EGRA Adaptation Workshop (Leblango & Ateso) | Dec. 3 -7, 2012 | Workshop: to provide an overview of SHRP, EGRA, & review English EGRA tools in Leblango & Luganda languages | 5 days | Training Observation Tool | Evelyn | Dec. 17, 2012 | |
| Local Language Board Workshop cluster 1 languages: Leblango, Luganda, R/R and Ateso | Dec. 12-14, 2012 | Training: introduction to the SHRP, share early grade reading implementation plan, key components and skills of early grade reading, and introduce pre-reading and reading demonstration lessons for P1 children | 3 days | Activity not observed | | | |
| Lead Facilitator Orientation in EGR | Dec. 19-21, 2012 | Training: training of national level trainers selected from MoES, NCD, college tutors, & others | 2 ½ days | Training Observation Tool | Evelyn | Jan. 2, 2012 | |
| January | | | | | | | |
| Second EGRA Adaptation workshop (Ateso & Runyakore /Rukiga) | Jan 7-11, 2013 | In-country staff were not informed of this event | | | | | |

| Event | Date | Description & Type of event | Duration | Observation tool* | Observer | Date report submitted | RTI report obtained |
|---|-------------------------|--|----------|--|----------|-----------------------|---------------------|
| CCT orientation/TOT on early grade reading | Jan. 3-5, 2012 | Workshop: to introduce SHRP, EGR implementation plans, key components of EGR, demonstrate P1 pre-reading & reading micro lessons, & engage participants in material production | 3 days | Training Development Observation Tool & Training Observation Tool: EGRA - R1 | Evelyn | Mar. 30, 2013 | |
| HIV /AIDS counseling training for Teachers and School Nurses (Central Region) | Jan. 7-11, 2013 | Training: training covered the following: HIV/AIDS, counseling and communication skills for students with HIV/AIDS and students with special needs | 5 days | Training Observation Tool: HIV/AIDS/R2 | Evelyn | | |
| HIV /AIDS counseling training for Teachers and School Nurses (Western Region) | Jan. 6-12, 2013 | Training: training covered the following: HIV/AIDS, counseling and communication skills for students with HIV/AIDS and students with special needs | | Not attended due to concurrence w/ another training | | | |
| HIV /AIDS counseling training for Teachers and School Nurses (Eastern Region) | Jan. 13-18, 2013 | Training: training covered the following: HIV/AIDS, counseling and communication skills for students with HIV/AIDS and students with special needs | | | | | |
| HIV /AIDS Counseling Training for Teachers and School Nurses (Northern Region) | Jan. 14-18, 2013 | Training: training covered the following: HIV/AIDS, counseling and communication skills for students with HIV/AIDS and students with special needs | 5 days | Training Observation Tool: HIV/AIDS/R2 | Stella | Mar. 25, 2013 | Yes |
| Teachers EGR training in different regions (I attended one for central region, but activity was in all SHRP regions and different CCs) | Jan. 14-18, 2013 | Training: Training for teachers in different SHRP regions about EGR skills and preparation of micro lessons/demonstrations. | 5 days | Narrative report | Evelyn | | |
| P.1 Instructional and reading framework design meeting at NCDC | Jan. 15, 2013 | Meeting: Orienting LLB members and writers about SHRP Instructional and Reading framework that was to be used in design of P.1 materials. | ½ day | Submitted Minutes. Find them attached | Evelyn | | |
| Stakeholder Consultative meeting on the Formation of LLBs | Jan. 22, 2013 | In-country staff were not informed of this event | | | | | |
| Materials Writing Workshop (Primary 1 in for 4 cluster 1 Languages and English) | Jan. 28 – Feb. 22, 2013 | Workshop: to provide overview of SHRP, share P1 material development methodology, develop P1 reading materials in Cohort 1 languages (Luganda, Ateso, Leblago, & Runyankore/Rukiga) & English | 1 month | Training Development Observation Tool & Training Observation Tool: EGRA - R1 | Evelyn | | Yes |
| February | | | | | | | |
| National HIV Education Indicators workshop | Feb. 6-8, 2013 | In-country staff were not informed of this event | | | | | |
| EGRA Assessor Training | Feb. 11-20, 2013 | The training time included pilot testing for the survey protocols. | 8 ½ days | Training Development Observation Tool & Training | Evelyn | | |

| Event | Date | Description & Type of event | Duration | Observation tool* | Observer | Date report submitted | RTI report obtained |
|---|------------------------|---|------------------------|--|-----------------------|--|---------------------|
| | | | | Observation Tool: EGRA - R1 | | | |
| EGRA Field Work /Data Collection | Feb. 21- Mar. 20, 2013 | Data Collection: EGR baseline data collection in SHRP cohort one districts and non-intervention districts. Interviews were conducted with learners (P.1 & P.3), teachers and school administrators. | Varied for each region | Data Collection Observation Tool: EGRA and KAP | Evelyn | Apr. 11, 2013 Gomba (4 schools), Kumi(2 schools), Ngora(1 school) | |
| Follow up support supervision for the G and C teachers in program schools | Feb 23- Mar. 15, 2013 | In-country staff were not informed of this event | | | | | |
| March | | | | | | | |
| ESS HIV Education Indicators Development Reference Guide Workshop | Mar. 4-6, 2013 | Meeting: to review literature on HIV/AIDS, objectives & methodology Note: Activity not observed however in-country staff attended the dissemination for ESS HIV Indicators Development Reference Guide, which was a half day meeting at MoES. held on Apr 17, 2013 | | | Activity not observed | | |
| Reviewing and approving cluster 2 and 3 Languages and Districts | Mar. 13, 2013 | In-country staff were not informed of this event | | | | | |
| Sensitising communities on formation of Language Boards for Clusters 2 Languages | Mar. 25-27, 2013 | In-country staff were not informed of this event | | | | | |
| April | | | | | | | |
| P2 materials development workshop (Cluster 1 Languages) | Apr. 8-24, 2013 | In-country staff were not informed of this event | | | | | |
| EGRA data analysis and report compilation | Apr. 19, 2013 | | | | Activity not observed | | |
| Dissemination of EGRA Report to stakeholders within MoES structures (Basic Education, TIET, EPPD) | Not yet conducted | | | | | | |
| TOT PIASCY (Primary and Secondary) | Apr. 22-26, 2013 | Training: to strengthen knowledge and skills of participants on HIV/AIDS, new approaches, select appropriate activities for PIASCY, demonstrate training skills/methods, strengthen capacities of participants to design HIV/AIDS activities for effective implementation, create awareness and importance | 5 days | Training Observation Tool: HIV/AIDS - R2 & Training Development Observation Tool | Evelyn & Stella | May 3, 2013 (three reports) | |

| Event | Date | Description & Type of event | Duration | Observation tool* | Observer | Date report submitted | RTI report obtained |
|--|-----------------------|---|----------|---|--|---------------------------|-----------------------------|
| | | for data management, share concept of school family initiative, draw-up program for 2013 | | | | | |
| Review Meeting to plan integration of Special Needs Education in the Program | Not yet conducted | | | | | | |
| May | | | | | | | |
| Meeting of key cluster 2 district leaders to introduce the School Health and Reading Program | May 3, 2013 | Meeting: to introduce the USAID/SHRP to key district leaders to facilitate the roll-out of activities to target districts | 1 day | Narrative Report | Evelyn | May 7, 2013 | |
| Training PIASCY Primary and Secondary School Teachers | May 6-18, 2013 | Training: to prepare teachers to deliver enhanced PIASCY HIV/AIDS content in and outside of the classroom using participatory methods | 2 weeks | Training Observation Tool: HIV/AIDS - R2 Narrative Report | Evelyn (Ateso region two reports) Stella (Western & Central region) | May 23, 2013 | |
| P1 Early Grade Literacy Instruction for Master trainers | May 20-21, 2013 | Training: to utilize SHRP instructional materials to improve classroom literacy instruction, acquire skills in teaching EGR, identify ways of assessing learner's ability to read and write in large classes, make action plan to guide teaching | 2 days | Training development checklist Training Observation Tool for EGRA/R1 | Evelyn | May 27, 2013 | EGR Master trainer workshop |
| P1 Early Grade Literacy Instruction for TOTs | May 22-25 2013 | Training: to utilize SHRP instructional materials to improve classroom literacy instruction, acquire skills in teaching EGR, identify ways of assessing learner's ability to read and write in large classes, make action plan to guide teaching | 4 days | Training development checklist Training observation checklist | Stella Evelyn | May 27, 2013 | |
| Orienting / Training teachers to use PI materials at 7 centers | May 27- June 1, 2013 | Training for teachers on P1 materials under Shimon CPTC: Wakiso district & Luganda local language group. Under Kabulasoke CPTC: Gomba district, Luganda local language group) | 4 days | Training Observation Tool: EGRA - R1 | Evelyn | Jun. 11, 2013 (2 reports) | |
| Cluster 2 Languages Orthography Review | May 27- Jun. 14, 2013 | | | | Activity not observed | | |
| June | | | | | | | |
| KAP Assessor Training | June 4-8, 2013 | Training to orient researchers to SHRP, KAP survey, & data collection tools & guidelines | 5 days | Training Observation Tool: EGRA - R1 | Evelyn Stella | Jun. 11, 2013 | |

| Event | Date | Description & Type of event | Duration | Observation tool* | Observer | Date report submitted | RTI report obtained |
|--|-------------------|-----------------------------|----------|-------------------|----------|-----------------------|---------------------|
| National Launch of Program | Jun. 10, 2013 | | | | | | |
| KAP Data collection in schools | Jun. 12-28, 2013 | | | | | | |
| District Launches of Program (11 Districts) | Jun. 15-30, 2013 | | | | | | |
| Consultative meetings for approval of Cluster 2 Language Orthographies | Jun. 24-29, 2013 | | | | | | |
| Alpha testing of C1 P 2 materials | TBD | | | | | | |
| Review of C1 P1 EGR materials by MoES | TBD | | | | | | |
| EGRA baseline findings workshop | TBD | | | | | | |
| Dissemination of EGRA baseline assessment data with schools and districts | TBD | | | | | | |
| Printing and publishing of pupil books and teachers guides to schools (C1P1) | TBD | | | | | | |
| Delivery of pupils books and teachers' guides to schools (C1P1) | TBD | | | | | | |
| July | | | | | | | |
| KAP data analysis and report compilation | | | | | | | |
| Support supervision /Classroom observation (National Level) | Jul. – Aug., 2013 | | | | | | |
| Cluster 1 and 2 Language Board Orientation and Training | | | | | | | |
| Meeting of Cluster 1 District Leaders to update them on Program activities | | | | | | | |

| Event | Date | Description & Type of event | Duration | Observation tool* | Observer | Date report submitted | RTI report obtained |
|---|------|-----------------------------|----------|-------------------|----------|-----------------------|---------------------|
| August | | | | | | | |
| Dissemination of KAP Report to stakeholders | | | | | | | |
| Support development and improvement of LLBs policy in reading materials development | | | | | | | |
| Develop the scope and sequence and lessons for C2 P1 pupil primers and instructional support for teacher guides | | | | | | | |
| Develop/ adapt EGRA tools in selected local languages | | | | | | | |
| Develop EGRA comprehension stories and equating pilot | | | | | | | |
| Render paper EGRA and supplementary instruments in Tangerine / Nexus | | | | | | | |
| Develop assessor training program and training materials | | | | | | | |
| September | | | | | | | |
| P1 materials development workshop cluster 2 languages | | | | | | | |
| Identify, recruit and train EGRA assessors | | | | | | | |
| October | | | | | | | |
| Cluster 2 EGRA adaptation workshop | | | | | | | |
| EGRA Data Collection cluster 1 Follow UP | | | | | | | |
| November | | | | | | | |

| Event | Date | Description & Type of event | Duration | Observation tool* | Observer | Date report submitted | RTI report obtained |
|---|------|-----------------------------|----------|-------------------|----------|-----------------------|---------------------|
| EGRA assessor training (cluster 2 Languages) | | | | | | | |
| Training of cluster 2 teachers in using P 1 materials | | | | | | | |
| December | | | | | | | |
| | | | | | | | |

Current list of observation tools – attached on following pages:

- Training Development Observation Tool
- Training Observation Tool: EGRA - R1
- Training Observation Tool: HIV/AIDS - R2
- Data Collection Observation Tool: EGRA and KAP

Form 1: Training Development Observation Tool

Process Evaluation (or Formative Evaluation) — occurs while the training is being designed, developed, and delivered. It allows trainers to determine what needs to change in their training plans and delivery so that a training session or program will be most effective for participants.

TRAINING DEVELOPMENT

As you develop materials, content experts should be on-hand to conduct reviews and offer suggestions. Once the course is complete, a beta or pilot test is an excellent way to identify problem areas and holes in the curriculum. Like the evaluation of the training design, using content experts, possible trainers, and members of the target population is recommended.

In order to evaluate your progress, check the boxes for the items you have addressed. Use the “Answers and Notes” column for answers and ideas about next steps.

| Questions and considerations | Yes  | Needs more work  | Notes & Follow up |
|--|---|---|-------------------|
| Did all relevant experts (MOE, USAID, project Technical Advisors, University, etc.) participate in the training curriculum design and materials development? | | | |
| Did you have adequate input from content experts? | | | |
| Did you conduct material review meeting/workshop and/or pilot training with a good representation of stakeholders? | | | |
| Did the training materials address instructional weaknesses identified through a baseline survey/background study? | | | |
| Was a training needs assessment conducted on potential trainees? | | | |
| Is the training linked to MOE structures and strategic objectives? How could it be improved? | | | |
| Is the training content adequate for the target group? | | | |

Developed using information from: Levels of evaluation based on Kirkpatrick, D., 1994, *Evaluating Training Programs: The Four Levels*, San Francisco: Berrett-Koehler

AREAS TO RAISE WITH RTI

Strengths:

Areas of improvement:

Form 2: Training Observation Tool: EGRA - R1

Process Evaluation (or Formative Evaluation)—occurs while the training is being designed, developed, and delivered. It allows trainers to determine what needs to change in their training plans and delivery so that a training session or program will be most effective for participants.

TRAINING DELIVERY: As you deliver the materials and training workshop, content experts should be on-hand to observe and offer suggestions. Once the course is complete, a post-test and evaluation of the workshop content and facilitation are excellent ways to identify areas for improvement for future workshops. Prior to the observation, it is recommended that you record the following training data. Then record observations in the Observation Checklist. Also be sure to collect a participants list that includes name, sex, designation, participant’s school, district, and telephone number.

TRAINING DATA

Date of the observation: _____

Name of observer: _____

Training title/topic: _____

Name of facilitator 1: _____

Title: _____ Sex: _____

Affiliation/organization: _____

Training title/topic: _____

Name of facilitator 2: _____

Title: _____ Sex: _____

Affiliation/organization: _____

Training title/topic: _____

Name of facilitator 3: _____

Title: _____ Sex: _____

Affiliation/organization: _____

Specific training objectives: _____

Number of participants: _____ (Male: _____ Female: _____)

Number of invitees: _____ Number of attendees: _____

Participants profile: Teacher: Primary _____ Post primary _____
 School administrators (HT/DpHT) _____
 Principals/College Tutors _____
 CCTs _____
 Language board member: _____

Other _____

Total number of project target districts: _____ Number of districts attending: _____

Total number of project target schools: _____ Number of schools attending: _____

OBSERVATION QUESTIONS

In order to evaluate the training workshop, check the boxes for the items you have observed. Use the “Answers and Notes” column to record interpretations and recommendations for future workshops.

| Questions and considerations | Yes | Needs more work | Notes & Follow up (provide comments/feedback) |
|---|-----|-----------------|---|
| Did the facilitator(s) set-up the training workshop adequately (review objectives, expectations, ground rules, etc.)? | | | |
| Was there enough time allotted for each portion of the training? | | | |
| Was the training methodology appropriate? (describe the methods in the notes column) | | | |
| Were there sufficient resources (i.e., materials, aides, notebooks, flip charts) for all trainers and training participants? | | | |
| Was there lively interaction during plenary sessions? Did participants appear engaged in group work exercises? Did they ask a lot of questions? | | | |
| How well did the facilitator monitor the exercises? | | | |
| Was the debriefing done effectively amongst facilitators and RTI? | | | |
| Did the participants have an opportunity to practice skills? | | | |
| Was there a clear learning objective for each training session? | | | |
| Were the training objectives met? | | | |
| Were there follow-up actions/activities? What is expected after the training? | | | |
| Was there a pre-test and post test given to the participants? Were results analyzed? (if yes, please provide results) | | | |
| Was the training monitored by the main coordinator RTI Result1 and/or Result 2 staff? If so, provide names. | | | |
| Was the training monitored by the MOES staff? | | | |
| Was there anything that could be improved? | | | |
| Please provide any additional information on the observed session? | | | |

Developed using information from: Levels of evaluation based on Kirkpatrick, D., 1994, *Evaluating Training Programs: The Four Levels*, San Francisco: Berrett-Koehler.

RATINGS OF KEY INDICATORS

| | Not at all | | | | To a great extent | Don't know | N/A |
|--|------------|---|---|---|-------------------|------------|-----|
| 1. The strategies in this session were appropriate for accomplishing the training session's purposes. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. The session effectively built on participants' knowledge of content, teaching, learning, and/or the reform/change process | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Presenter displayed an understanding of pedagogical concepts (e.g., in his/her dialogue with participants) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. The session's design encouraged a collaborative and participatory approach to learning | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. Participants appeared engaged in group work and plenary discussions | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. The session's design provided opportunities for teachers to consider classroom application of resources, strategies, and techniques | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. Adequate time and structure were provided for reflection | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. Adequate time and structure were provided for participants to share experiences and insights | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. Overall achievement of training objectives | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

- Record any additional observations about the training process including general impressions; challenges encountered; dynamics among participants; hopes/fears expressed by participants; dominating and/or dull characters/presenters; etc.

AREAS TO RAISE WITH RTI

- Strengths:
- Areas of improvement:

Form 3: Training Observation Tool: HIV/AIDS - R2

Process Evaluation (or Formative Evaluation)—occurs while the training is being designed, developed, and delivered. It allows trainers to determine what needs to change in their training plans and delivery so that a training session or program will be most effective for participants.

TRAINING DELIVERY: As you deliver the materials and training workshop, content experts should be on-hand to observe and offer suggestions. Once the course is complete, a post-test and evaluation of the workshop content and facilitation are excellent ways to identify areas for improvement for future workshops. Prior to the observation, it is recommended that you record the following training data. Then record observations in the Observation Checklist. Also be sure to collect a participants list that includes name, sex, designation, participant’s school, district, and telephone number.

TRAINING DATA

Date of the observation: _____

Name of Observer: _____

Name of Facilitator: _____

Title: _____ Sex: _____

Affiliation/organization: _____

Training Title/Topic: _____

Specific training objectives: _____

Number of participants: _____ (Male: _____ Female: _____)

Number of invitees: _____ Number of attendees: _____

Participant profile: Teacher: Primary _____ Post primary _____
Principal _____
Trainer _____
Supervisor _____

Other _____

Total number of project target districts: _____ Number of districts attending: _____

Total number of project target schools: _____ Number of schools attending: _____

OBSERVATION QUESTIONS

In order to evaluate the training workshop, check the boxes for the items you have observed. Use the “Answers and Notes” column to record interpretations and recommendations for future workshops.

| Questions and considerations | Yes  | Needs more work  | Notes & Follow up (provide comments/feedback) |
|---|---|---|---|
| Did the facilitator(s) set-up the training workshop adequately (review objectives, expectations, ground rules, etc.)? | | | |
| Was there enough/too much time allotted for each portion of the training? | | | |
| Was the training methodology appropriate? (describe the methods in the notes column) | | | |
| Were there sufficient resources (i.e., materials, aides, notebooks, flip charts) for all trainers and training participants? | | | |
| Was there lively interaction during plenary sessions? Did participants appear engaged in group work exercises? Did they ask a lot of questions? | | | |
| How well did the facilitator monitor the exercises? | | | |
| Was the debriefing done effectively? | | | |
| Did the participants have an opportunity to practice skills? | | | |
| Was there a clear learning objective for each training session? | | | |
| Were the training objectives met? | | | |
| Were there follow-up actions/activities? What is expected after the training? | | | |
| Was there a pre-test and post test given to the participants? Were results analyzed? (if yes, please provide results) | | | |
| Was the training monitored by the main coordinator RTI Result1 and/or Result 2 staff? If so, provide names. | | | |
| Was the training monitored by the MOES staff? | | | |
| Was there anything that could have been improved? | | | |
| Please provide any additional information on the observed session? | | | |

Developed using information from: Levels of evaluation based on Kirkpatrick, D., 1994, *Evaluating Training Programs: The Four Levels*, San Francisco: Berrett-Koehler.

RATINGS OF KEY INDICATORS

| | Not at all | | | | To a great extent | Don't know | N/A |
|--|------------|---|---|---|-------------------|------------|-----|
| 1. The strategies in this session were appropriate for accomplishing the training session's purposes. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. The session effectively built on participants' knowledge of content, teaching, learning, and/or the reform/change process | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Presenter displayed an understanding of pedagogical concepts (e.g., in his/her dialogue with participants) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. The session's design encouraged a collaborative and participatory approach to learning | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. Participants appeared engaged in group work and plenary discussions | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. The session's design provided opportunities for teachers to consider classroom application of resources, strategies, and techniques | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. Adequate time and structure were provided for reflection | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. Adequate time and structure were provided for participants to share experiences and insights | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. Overall achievement of training objectives | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

- Record any additional observations about the training process, including general impressions and any challenges encountered, dynamics among participants, hopes/fears expressed by participants, dominating and/or dull characters/presenters, etc.

AREAS TO RAISE WITH RTI

- Strengths:
- Areas of improvement:

Form 4: Data Collection Observation Tool: EGRA and KAP

Observation date: _____
 District: _____
 Local Language region: _____
 Name of school: _____
 Student population (by sex): _____
 Students by Grade _____
 Number of teachers in the school (by sex) _____
 Name of Coordinating Centre: _____
 Name of Sub-county: _____

GENERAL OVERVIEW OF OBSERVATIONS COLLECTED

Please provide a summary of your observations in this section.

OBSERVATION QUESTIONS

In order to evaluate the EGRA data collection, check the boxes for the items you have observed. Use the “Answers and Notes” column to record interpretations and recommendations for future workshops.

| Questions & considerations | Yes | Needs improvement | Notes & follow-up (provide comments/feedback) |
|--|-----|-------------------|---|
| Did the school receive communication in advance on the data collection exercise (were administrators and targeted teachers aware beforehand)? | | | |
| Did the interviewers/supervisors comply with the survey sampling methodology (selection of pupils/teachers)? | | | |
| Was the interview environment sufficiently private (seating arrangement, room privacy, etc.)? | | | |
| Was rapport created with the interviewees (students/teachers/school administrators)? | | | |
| Other observations (e.g., school structures such as classrooms, desks, learning materials). | | | |
| What was the total number of pupils in attendance at the time of data collection? What is the regular total number of pupils for the observed class? (report by sex) | | | |
| Did the school administrators/teachers/school nurse attend the relevant SHRP training? | | | |
| Was there feedback provided from the assessors/supervisors? If so, how was feedback obtained? Please summarize the feedback, if provided. | | | |
| Please provide any additional information on the observed session. | | | |

AREAS TO RAISE WITH RTI

- Strengths:
- Areas of improvement:
-

ANNEX

Please provide a hard copy of the tools/questionnaires used in data collection