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USAID | Basic Education Program Annual Progress Report

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This publication was produced for review by the United States Agency for International Development. It was prepared by the Academy for Educational Development (AED).

This Annual Progress Report covers the period of September 2005 through June 2006 and is derived from the project's Annual Implementation Plan for the period of September 2005 to August 2006. The main reason is to align the report with the end of Ethiopian Fiscal Year that begins from July 2005 and runs through June 2006. This was requested by the Technical Working Group members. Thus, there is a two-month period (July and August) that is not covered in this document. At the end of August, the project will produce an Annual Project Report that will reflect the project's contractual year.

Table of Contents

I. ACRONYMS IV

II. GENERAL INTRODUCTION 1

III. HIGHLIGHTS, SEPTEMBER 2005-JUNE 2006 2

IV. DETAILED COMPONENT REPORTS 6

A. STRATEGIC OBJECTIVE 8
B. INTERMEDIATE RESULTS 8
C. RESULTS FRAMEWORK 10
COMPONENT 1: PRESERVICE TEACHER EDUCATION 12
1.1 Description 12
1.2 Performance Summary 12
1.3 National/Central 13
1.4 Regional Activities 16
COMPONENT 2: INSERVICE TEACHER EDUCATION 26
1.1 Description 26
1.2 Performance Summary 26
1.4 Regional Activities 32
COMPONENT 3: WOMEN TEACHERS SUPPORT 39
1.1 Description 39
1.2 Performance Summary 39
COMPONENT 4A. MATERIALS DEVELOPMENT COMPONENT 43
1.1 Description 43
1.2 Performance Summary 43
COMPONENT 4B: INTERACTIVE RADIO INSTRUCTION-IRI COMPONENT 44
1.1 Description 44
1.2 Performance Summary 44
COMPONENT 5: PLANNING AND MANAGEMENT 48
1.1 Description 48
1.2 Performance Summary 48
COMPONENT 6: MONITORING, EVALUATION, RESEARCH AND 56
ANALYSES (MERA) 56
1.1 Description 56
1.2 Performance Summary 56
1.3 National /Central Activities 57
CHALLENGES IN PERFORMANCE 64

APPENDIX A: 69

SUCCESS STORIES & LESSONS LEARNED 69

APPENDIX B: ACTIVITY MATRICES 77

APPENDIX C: ANNUAL FINANCIAL REPORT 140

List of Tables

Table 1- Summary of Educational Personnel trend in Option Year I (Sep.'04 to June '05) by Region, Position and Sex ……. 24

Table 2- Status of PMIS Implementation at the Woreda level …….. 30

Table 3 - All Regions Statistics on Trained Education Personnel …….. 37

I. Acronyms

AED	**Academy for Educational Development**
BESO	**Basic Education Strategic Objective**
CA	**Continuous Assessment**
CCU	**Cluster Coordinating Unit**
CoEx	**Center of Excellence**
CoP	**Chief of Party**
CPD	**Continuous Professional Development**
CTE	**College of Teacher Education**
DCoP	**Deputy Chief of Party**
DEPTE	**Department for Educational Programs and Teacher Education**
EMA	**Educational Media Agency**
EMIS	**Education Management Information System**
ESDP	**Education Sector Development Program**
ETEP	**Ethiopian Teacher Education Portal**
GAC/GEEC	**Girls Advisory Committee or Girls Education Enhancing Committee**
GFDRE	**Government of the Democratic Republic of Ethiopia**
KETB	**Kebele Education and Training Board**
ICDR	**Institute for Curriculum Development and Research**
ICT	**Information and Communication Technology**
IRC	**Instructional Resource Center**
IR	**Intermediate Result**
KETB	**Kebele Education and Training Board**
MERA	**Monitoring, Evaluation, Research and Analysis**
MoE	**Ministry of Education**
MMIS	**Materials Management Information System**
NGO	**Non-Governmental Organization**
PMIS	**Personnel Management Information System**
REB/RSEB	**Regional Education Bureau or Regional State Education Bureau**
SC	**Save the Children**
SDF	**Staff Development Facilitator**
SO	**Strategic Objective**
SPC	**School Pedagogical Center**
SPSS	**Statistical Package for Social Sciences**
TALULAR	**Teaching and Learning Using Locally Available Resources**
TA	**Technical Assistance**
TEI	**Teacher Education Institution**
TESO	**Teacher Education System Overhaul**
TDA	**Tigray Development Association**
ToT	**Training of Trainers**
TRAS	**TEIs Registrar Automation System**
USAID	**United States Agency for International Development**
UIS	**UNICCO Institute for statics**
WCB	**Woreda Capacity Building**
WCRC	**Woreda Cluster Resource Center**
WEO	**Woreda Education Office**
WLE	**World Learning Ethiopia**
WLI	**World Learning International**
ZED	**Zonal Education Department**

II. General Introduction

The Academy for Educational Development, Basic Education Strategic Objective II (AED/BESO II) was contracted in September 2002 for a 2-year period (also known as Phase I, Base Period Years 1 - 2). In Phase I, the project supported the Ministry of Education (MoE) to enhance the quality and equity in primary education through supportive activities in preservice and inservice teacher training, supplementary media development and training, socially relevant curriculum materials development and training, women teacher support systems, personnel and materials management, and monitoring and evaluation systems. In Phase II (known as Option Years 1-3 from September 2004-August 2007)), the project's work continued along the same objective areas and added the United States Agency for International Development's (USAID's) new Strategic Objective (SO) 14 that focuses on "Human Capacity and Social Resiliency" (expanded under the Detailed Component Report in this document).

More specifically, the project supports USAID SO14 and is responsible for providing technical services to help the Mission and Government of the Federal Democratic Republic of Ethiopia (GFDRE) as well as other key development partners meet defined performance measures necessary to the achievement of the intended results under BESO II. The technical services required are expected to include but not necessarily be limited to: short- and long-term technical assistance (TA); support to/provision of in-country and third-country workshops, conferences, training, and observation tours; provision of limited capacity building equipment and materials to participating Teacher Education Institutions (TEIs); provision of basic materials, equipment and supplies to cluster center schools; development and dissemination of information on teacher development and child-centered/active-learning best practices; development, production, dissemination, and training in use of self-instructional continuing education "kits" for lower primary teacher inservice training; data collection, harmonization where necessary, analysis, and reporting, as part of an overall BESO II monitoring support function; and provision of necessary equipment to complement assistance to intermediaries as appropriate.

AED provides these technical services through eight (8) components (compressed to six (6) activity components in the Output Table of deliverables).

1. Preservice Teacher Training to contribute to SO14 IR 3.3, providing short-term and long-term TA, training limited commodities and related materials for participating TEIs, including the strengthening of Staff Development Units (SDU), Cluster Coordinating Units (CCU) when relevant and management capacity building.
2. Inservice Teacher Training to contribute to SO14 IR3.3, providing short-term and long-term TA, training for school cluster centers and satellite schools, development and production, distribution and training on effective use of self-instructional "kits" in cluster centers and satellite schools. (The provision of kits could also include schools outside the cluster and satellite schools.)
3. School Leadership Training (including school principals, woreda and regional education officers) to contribute to SO14 IR3.3, providing short- and long-term training, TA and other inputs as appropriate;
4. Supplementary Media Development and Training to contribute to SO14 IR3.3, providing short-term TA, training, commodities (as determined by USAID/Ethiopia) for

initial equipping of approximately 300 cluster centers and 1200 satellite schools in priority woredas;

5. Socially Relevant Materials to contribute to SO14 IR 3.3, providing short-term TA, training, development, printing and distribution of supplementary materials on different issues such as HIV/AIDS and civics;
6. Capacity Building of the MOE and RSEBs to manage direct financial support;
7. Capacity Building of Staff and Development of the Personnel Management, Planning and Monitoring, Evaluation and Information Systems; providing short-term and long-term TA, training, and commodities (as directed by USAID/Ethiopia),;
8. BESO II Monitoring, Evaluating, Reporting, Analysis (MERA), providing short-term TA, training, and capacity building.

Presentation of Accomplishments

Accomplishments for the period of September 2005 - June 2006 are presented by components under in the following headings:

- Component Name
- Description
- Performance summary
- Objectives (divided into national/central and regional as pertains)
- Major Activity Areas
- Implementation Strategies
- Performance or Accomplishments
- Challenges in Performance and Solutions Applied
- Success stories and Lessons Learned
    - A. Success Stories
    - B. Lessons Learned
- Activity Matrix

III. Highlights, September 2005-June 2006

In comparison to last year's performance at this time of the proposal years, the overall performance in terms of accomplishments has improved. As of June 2006, the general performances level is about 80% and this could have been better if not for the realignment exercise that some regions and central institutions had to make. Similar to last year's performance the acceleration was in the months of May and June. The overall spending was low until these two months. In May and June the expenditure rose to 62% and 69% respectively. One of the contributing factors for improved performance is the quarterly budget review in which central institutions and the project met reviewed expenditure against planned activities. The recommendations from these meetings helped to realign these activities on time and to take other measures such as visiting regions and TEIs to facilitate implementation. The other factors worth mentioning are the staff retreat in April 2006, and the needs assessment conducted to assess progress and generate new activities for the final year. Summaries of key accomplishments are presented component by component in the following of the report.

Preservice

a) Planned Activities

The main activities of this component in Option Year II include providing training to support the new TEI curriculum and related teaching and learning materials; support for the use of active learning, introduction of a new approach to continuous assessment; establishing/strengthening the school linkage program; support for female students and continuous support for the three Centers of Excellence (CoEx). Moreover, attention was also given to the infusion of technology into teacher education curriculum including library automation and software usage. Sustainability was addressed to assure that facilities such as computer laboratories, cluster coordinating units and pedagogical centers are properly maintained with adequate budget and personnel by each TEI.

b) Summary of Accomplishments

All central activities were accomplished, except for the ETEP which needed more work and support from the technical point of view. Two International consultancies supported Continuous Assessment national workshops, a Pastoralist Teacher Education Experience Sharing and Consultative Workshop, an ICT Workshop to infuse Education Technology into the teacher training curriculum, and the Workshop on the Preservice Inservice Linkage Support Program, were among the major interventions accomplished from the Central Office. Support for the three Centers of Excellence was continued so that their experiences will be emulated by other institutions.

Using the continuous technical and financial support provided from the center, all of the activities in the contractual obligations for the Option Year Two were accomplished in the TEIs. Through the Library Information Management System (LIMS), library resources were strengthened in their quality for information management by installing the CDS-WINISIS software. Nineteen (19) out of the 22 TEIs have automated library services. Instructional resource centers of all TEIs were well established and are supporting their TEIs and linkage schools on TALULAR skills and production. The Preservice and Inservice Linkage Program, led by the well established Cluster Coordinating Units, have reached more than 12,060 inservice primary school teachers working in 507 schools. TEIs , through using their internal income and budget from the Teacher Development Program (TDP) of the MoE, have exerted a huge financial support to strengthen and expand BESO initiated activities which include the linkage program and facilities like the IT, library, and IRC resources and services.

Inservice

a) Planned Activities

Inservice activities were aimed at improving teacher inservice training by establishing/improving the “cluster” model, enhancing active learning methodology in primary schools, strengthening school management and school clusters, and improving the teaching-learning process. Student learning was addressed through teachers’ use of appropriate learner-centered/active learning methods. Inservice trainings were based on the self-professional handbook, instructional kits and supplementary materials that AED developed in the Base

Period. Other materials such as those developed for the Continuous Professional Development (CPD) program of the MoE were used as well.

b) Summary of Accomplishments

There are many categories of activities under the Inservice Component: technical support in the form of training workshops for primary school teachers, principals and education officers, development of teaching support materials and pedagogical processes and strengthening of inservice support systems; furnishing of cluster centers, school pedagogical centers, and Woreda Cluster Resource Centers, and provision of teaching and learning resources. By the end of June 2006, most of the deliverables for the year had been met, except for the furnishing of eleven Woreda Cluster Resource Centers which is still in progress. The targets of 12,000 teachers, 1200 school heads and 600 education officers have been attained; most of the school cluster resources (289) have been procured and the process of distribution has almost been completed. There was an average of two to three rounds of support workshops conducted at central venues in the eleven regions, and all were completed. Apart from meeting deliverables, the Inservice Component has facilitated collaboration with BESO II Partners (SAVE-USA, World Learning, TDA and PACT) and other NGOs working in the education sector. A significant achievement with BESO II Partners was sharing of resources and participation in meetings and workshops to discuss common issues and concerns to the partners.

Women Teachers Support

a) Planned Activities

Key activities for the year were to print and deliver posters to REBs, CRCs and TEIs; provide leadership training to women teachers; promote the academic success of female trainees; networking; best achieving female students in TEIs; and conducting workshops on different areas of skill transfer and gender awareness issues involving gender focal persons, policy makers, educational officials and others.

b) Summary of Accomplishments

The Women Teachers Support Component achieved all of the planned activities. A forum was organized for MoE and REB officials to increase their awareness and to discuss the implementation of policies addressing women in decision-making. Female teachers were equipped with skills leading to this effect. Regional forums were organized for all TEIs to discuss and jointly address issues impeding the success of female teachers and outstanding female students from the institutions were promoted. Posters that promote female education were distributed to AED/BESO beneficiaries, partners, government ministries and higher education institutions in Addis Ababa.

Materials Development and Interactive Radio Instruction

a) Planned Activities

The Materials Development Component intended to strengthen teacher-learner support systems through revising the previously developed and distributed instructional materials and kits. To

this end, it planned to carry out a formative evaluation of cycle 2 self-instructional teacher's kits and cycle 1 and 2 supplementary materials. After the formative data was processed, it was planned to revise teachers' self- instructional kits in four languages, print and distribute the revised versions to REBS. In interactive radio, the training of teachers to integrate IRI with the curriculum, the production and broadcasting of radio programs on Grade 4 English, and the preparation of teacher guides were the main targets.

b) Summary of Accomplishments

Following are the accomplishments for Materials Development during Year 2 of the Option Period: printing and distribution of the revised cycle 1 self-instructional teacher's kits, evaluation of cycle 2 self-instructional teacher's kits, and cycle 1 and 2 supplementary materials, and revision of some modules cycle 2 kits, and all modules of cycle 1 and 2 supplementary materials. Printing and distribution of cycle 1 supplementary materials, namely, HIV/AIDS Grade 4 Student Book and Environmental Education Activity Book, will be done during August and September, 2006.

The IRI accomplishments include the conducting of regional trainings to integrate IRI methodology with teacher training, the printing and distribution radio guides for Grades 1 and 2, the production and broadcasting of sixty (60) Grade 4 IRI radio programs in the first and second semester each. About 80,000 Grade 4 second semester program radio guides were printed and a national utilization assessment of IRI for Grade 1-4 was conducted.

Planning and Management

a) Planned Activities

Main activities in the Planning and Management Component for Option Year II included the following: development of the planning and management capacity of officials, development of a projection model for primary, secondary and TVET, LAN system development in selected regions, assisting MoE to implement the UNICCO Institute for Statistics (UIS) model, to improve educational management tools through the completion of Materials Management Information System (MMIS), Personnel Management Information System (PMIS), Woreda and Kebele Capacity Building (WCB/KETB). The WCB/KETB aims to make management information systems and planning tools available to woredas/KETBs throughout the country. Central to this program is the development of training materials to build the capacity of education officers, school heads and Kebele Education and Training Board (KETB) members.

b) Summary of Accomplishments

This component has been able to accomplish the following key activities: completion of the projection model for primary, secondary and TVET; completion of the LAN system in selected regions (SNNPR, Afar, Dire Dawa and Benshangul); completion of the development, training and implementation of the PMIS software in 28 Woredas and 2 Sub Cities; the selection of 30 additional Woredas from eight regions for the implementation of the PMIS software for the year 2005/2006; the provision of database preparatory training to over 90 employees for the implementation of the PMIS software; the revision of WCB training materials and the

provision of TOT for WCB in all regions except Addis Ababa, Benishangul Gumuz and Tigray; and the provision of three IIEP seminars and two workshops for a total of 179 planners from the central ministry and regions.

Monitoring, Evaluation, Research and Analysis (MERA)

a) Planned Activities

Major activities leading to the attainment of component objectives for Option Year 2 were the following: annual MERA workshop and the refinement of M&E monitoring plan with performance indicators; assessment of project performance in all technical components as per the performance indicators defined in the PMP, documentation of lessons from new innovative approaches in primary education through conducting a survey, case study, topic specific analysis or another study, completion of the preparatory phase of the Ethiopian Third National Assessment in Grade 4 and 8 in collaboration with NOE/MOE, assessment of AED preservice and inservice linkages in TEIs and cluster primary schools, and the training of personnel in the educational system when various assessment programs are carried out.

b) *Summary of Accomplishments*

The component has accomplished most of the planned activities as follows: carried out MERA annual internal workshop, completed the assessment for PMP indicators report, completed the publication of Option Year 1 Study on Action Research, completed preparatory activities for the Third Ethiopian National Learning Assessment, acquired MERA technical assistance and completed the assessment of AED preservice and inservice linkage programs. The policy study for this year was decided to be on the diagnosis of the Ethiopian Education and Training Policy, but it was only the preparatory phase of this intended task which was completed. MERA has also conducted several training workshops on the assessment of different performance indicators in the PMP and on the validation of test instruments to be used in the Ethiopian Third National Learning Assessment. The process of creating an electronic data base has been initiated and it is hoped that this will contribute to the suitability of MERA activities. In order to control or minimize weaknesses in research instruments and ascertain their authenticity, a data quality assessment has been carried out for relevant performance indicators in the PMP.

IV. Detailed Component Reports

Component detailed reports are presented under the following USAID Strategic Objective 14 (SO14), Intermediate Results and Results Framework. AED/BESO II activity components, as described earlier in this report, include: Preservice Teacher Development, Inservice Teacher Development, Women Teachers Support, Materials Development, Planning/Woreda Capacity Building and Management, and Monitoring, Evaluation, Research and Analysis (MERA).

USAID's "Results Framework" embodies health and education activities. The shaded boxes (See Part C – Results Framework) concern AED/BESO II and form the basis for the Option Years activities.

"Human Capacity and Social Resiliency increased"

The purpose of the strategic objective is to address some of the critical elements of development; that is, quality and accessible education and healthcare. With that belief, USAID seeks to integrate efforts in education and health programs to address development issues and preparedness for social disasters such as famine and drought. Obviously famine and drought lead to food shortages which, in turn, affect children's health and nutrition. Poor health will decrease attendance and completion rates, and impairs children's ability to learn. USAID has initiated the "child-to-child" health program at "champion schools" to address food and nutrition. Another important area of education and health is HIV/AIDS and other sexually transmitted infections. The incidence of HIV/AIDS infections and its effect on family life and direct impact on education is well known. Education, therefore, will play an important role in health information communication and behavior change.

According to USAID, "The attainment of the SO14 requires that the health and education activities are well coordinated, especially at the grassroots levels, and that they share strategies and mechanisms for implementation, especially in community capacity building and provision of services, as well as system development and strengthening which are all critical for increasing social resiliency." SO14 is sub-divided into three Intermediate Results and IR14.1-14.3. IR14.1 deals with health, family planning and nutrition; IR14.2 deals with HIV/AIDS reduction and mitigation impact and IR14.3 is concerned with enhancing use of primary education services. This IR is of concern to AED/BESO II programs and is elaborated in the Phase II Summary of Scope of Work.

A. Strategic Objective

SO 14: Human Capacity and Social Resiliency Strengthened

IR 14.3: Use and Provision of Quality Primary Education Services Enhanced

Sub-IR14.3.2: *Planning, management and monitoring and evaluation for delivery of primary education services*

Sub-Sub IR 14.3.2.1 Planning, management, and monitoring and evaluation capacity at all levels strengthened

Sub-IR 14.3.3: Quality of primary education improved

Sub-Sub IR 14.3.3.1 Quality of teaching force improved

Sub-Sub IR14.3.3.2 Application of student-centered, active-learning methods strengthened

Sub-Sub IR14.3.3.3 Supplementary reading materials and textbooks development and supply strengthened

B. Intermediate Results

IR1. Quality of professional education personnel enhanced

IR2. Teacher-learner support systems strengthened

IR3. Community-government partnerships in education enhanced (NOT under the AED contract)

IR4. Educational planning and management strengthened

The AED contract has focused on IR1, IR2, and IR4, and has collaborated with all of the partners including Save the Children-USA, World Learning Inc. and Tigray Development Association who have responsibility for IR3. Consultative meetings have been held with our USAID-funded partners to help ensure appropriate collaboration, especially in the regions. Each IR has two or more Sub-IRs as outlined below.

IR1. Quality of professional education personnel enhanced

1.1 Use of child-centered/active learning methods in preservice teacher training institutions enhanced

1.2 Child-centered/active learning methods in inservice teacher training enhanced

1.3 Personal and professional support systems for women teachers enhanced

IR 2: Teacher-learner support systems strengthened

2.1 Teachers using relevant supplementary media and materials to support active learning

2.2 Socially relevant topics (e.g., HIV/AIDS, civics, and environment) integrated into the curriculum

IR 4: Educational Planning and Management Strengthened

4.1 More efficient systems developed by regional bureaus for i) personnel management and ii) distribution and logistics of educational materials

4.2 Better utilization of Education Management Information System (EMIS) at all levels

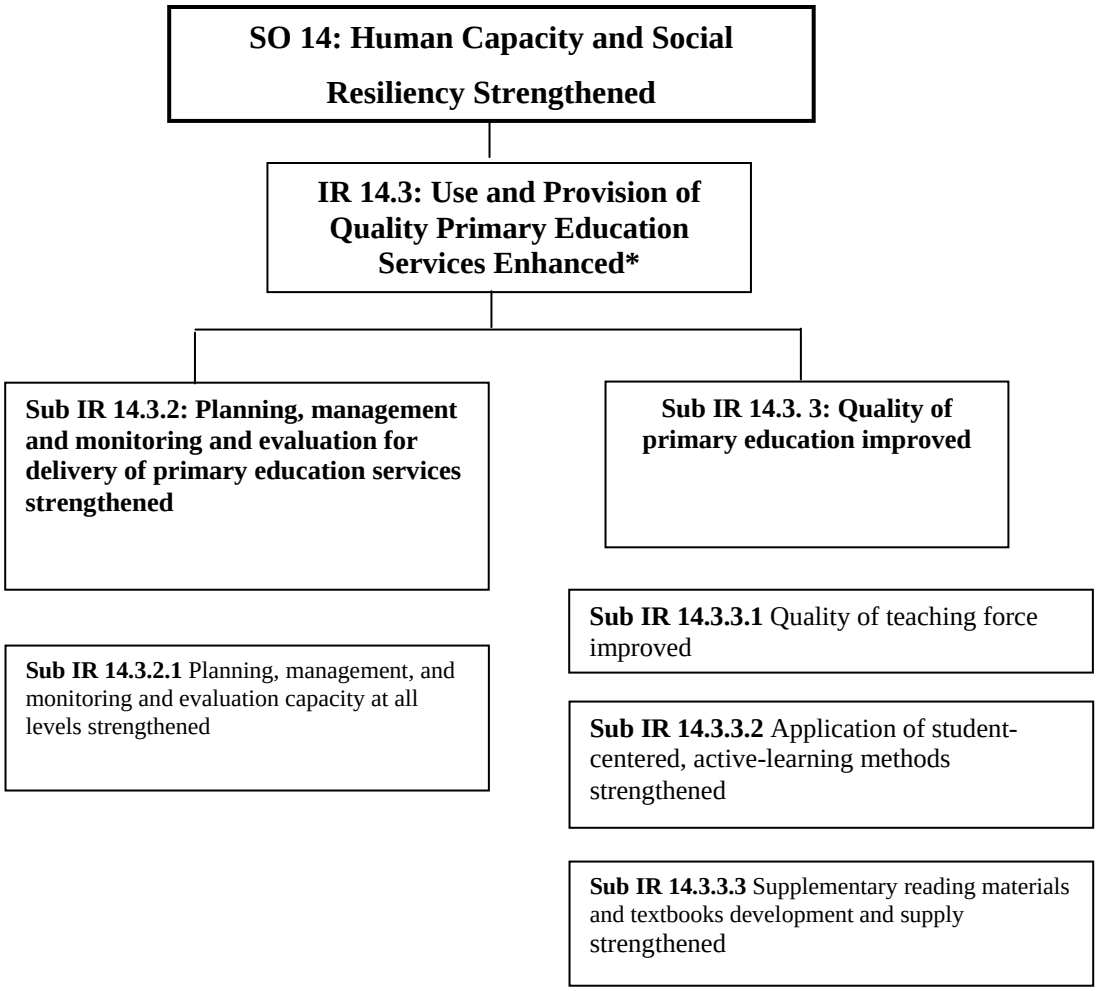
4.3 Improved planning, monitoring and evaluation and student assessment capacity at all levels

4.4 A certification process for the MOE and RSEB financial accounting system to receive direct funding from USAID sources.

C. Results Framework

RESULTS FRAMEWORK

Strategic Objective (SO) 14



* Primary education in Ethiopia is divided into two cycles; i.e., first cycle consists of the first four grades (Grades 1-4) while the second cycle refers to upper grades of primary (Grades 5–8).

Preservice Teacher Education Component

IR 14.3: Use and Provision of Quality Primary Education Services Enhanced

Sub-IR 14.3.3: Quality of Primary Education Improved

Sub-sub IR 14.3.3.1 Quality of teaching force improved

Sub-sub IR 14.3.3.2 Application of student-centered, active-learning methods strengthened

Component 1: Preservice Teacher Education

IR 14.3: Use and Provision of Quality Primary Education Services Enhanced

Sub IR 14.3.3: Quality of primary education improved

Sub-sub IR 14.3.3.1 Quality of teaching force improved
Sub-sub IR 14.3.3.2 Application of student-centered, active-learning methods strengthened

1.1 Description

The Preservice Teacher Education Component supports all of the 22 teacher education institutions (TEIs) in Ethiopia. During the Base Period (June 2002-August 2004) most of the activities were on facility support, materials development and, to some extent, training. In Option Year 1 (September 2004-August 2005), the preservice component has shifted emphasis to training and sustainability to assure that facilities such as computer laboratories, libraries and pedagogical centers are properly maintained with adequate budget and personnel in each TEI. Management bodies were formalized and given responsibilities for care and proper use of the facilities. Three Centers of Excellence (in Jigjiga, Assella and Debre Birhan) were developed to serve as models for other TEIs to emulate. Pedagogically, student-centered, active learning was supported through collaborative work with the MoE Teacher Education System Overhaul (TESO) team comprising of the British Volunteer Service Overseas (VSO) and teacher education experts of the Ministry. During Option Year 2 efforts were more focused towards strengthening preservice-inservice linkage activities, continuous assessment, infusing education technology into the training curriculum, including library automation and software usage, and sustainability.

1.2 Performance Summary

All of the Central activities were accomplished, except for the ETEP which needed more work and support from the technical point of view. National-level workshops, which include the two international consultancies supported Continuous Assessment Workshops, the Pastoralist Teacher Education Experience Sharing and Consultative Workshop, the ICT Workshop held at the Awassa Multi Media Laboratory to infuse Education Technology into the teacher training curriculum, and the Workshop on the Preservice–Inservice Linkage Support Program, were among the major interventions accomplished from the Central Office. The three Centers of Excellence were supported to continue to be centers to be emulated. The Jijiga Center of Excellence is serving as a training center for facilitators from the pastoralist areas of Somali and as a model to the other similar regions of the country.

Through the continuous technical and financial support provided from the center, all of the activities in the contractual obligations for the Option Year 2 were accomplished in the TEIs. Libraries resources were strengthened in their quality of information management through the Library Information Management System (LIMS) by installing the CDS-WINISIS software. Nineteen (19) out of the 22 TEIs have automated library services. Instructional resource centers of all TEIs were well established and are supporting their TEIs and linkage schools on TALULAR skills and production. The Preservice-Inservice Linkage Program, led by the well established Cluster Coordinating Units, have passed the 2000 teacher limit to reach more than

11,000 inservice primary school teachers working in 501 schools. TEIs, through using their internal income and budget from the Teacher Development Program (TDP) of the MoE, have exerted a huge financial support to strengthen and expand BESO initiated activities which include the linkage program and facilities like the IT, library, and IRC resources and services.

1.3 National/Central

Objectives

The preservice component has eight major objectives:

- Strengthen learner-centered/active learning in teacher training.
- Strengthen Pedagogical/Instructional or Educational Media Resource Centers.
- Establish and support the model Centers of Excellence in learning manipulative/pictorial aids production, teaching text materials and training of teachers for alternative basic education.
- Strengthen library collection of teaching and learning materials, Strengthen Library automation, CDS-WINISIS and library management in TEIs.
- Establish and strengthen functioning Cluster Coordinating Units (CCUs) or Taskforces/Committees and linkage.
- Strengthen Continuous Assessment.
- Develop and Implement a Student Record Management System for TEIs.
- Provide support for the application of educational technology/ICT in TEIs and linkage primary schools.

Major Activity Areas

- Collecting baseline data on GPAs at graduation for cohort groups for 2005 graduated students disaggregated by sex for measuring student performance change in years.
- Getting approved and printed 50 copies and implement IRC minimum standards and distribute.
- Provide support to female gender clubs.
- Provide technical assistance to the three Centers of Excellence.
- Develop standard CA formats for use in TEIs and linkage cluster schools.
- Conduct National workshop on experience sharing forum and refining guide lines on preservice inservice.
- Distributing additional 50 copies of library minimum standard for implementation after approved and prints.
- Conducting workshop on the first draft of CA manual.
- Preparing, printing and distributing CA manual to all TEIs, MOE, ICDR, NOE and EMA to get comments and suggestions to improve it.
- Finalizing, printing and distributing the proceedings of CA workshop.
- Conducting a workshop on continuous assessment.
- Assessing and consolidating the status of Educational Technology in TEIs and through technical and financial support.
- Conducting a National workshop on status and future directions of educational technology teacher education of Ethiopia pertaining to TESO activities, hardware and software investment in TEIs, school net etc.

- Providing an international consultancy, and training of TEI staff on selected ICT software and programs, including ETEP by Howard University at Awassa Multi Media Laboratory to capacitate building of local staff and TEI instructors in ICT.
- Enhancing the capability of ETEP-electronic materials, accessibility security and services.
- 5 Workshops on the development and preparation of modules for TEI instructors for Department heads of department in of TEIs and faculty of education for 5 days each (perdiem to be funded by TDP/MoE).
- Technical support on the use of TALULAR and IRCs.
- Organize in country educational study tour for selected staff from respective TEIs to the CoEx and Train instructors from Jijiga, Arbaminch, Gambella, Benishangul (Gigel Beles), Oromia (Robe) and Afar (Semera) at Jijiga CoEx with international/national TA support (CO).

Implementation Strategies

- Conducting workshop on various topics of pedagogical importance centrally.
- Technical assistance through followup visits to TEIs as well as through telephone communications and consultations with TEIs.
- Supporting TEI libraries through training on library automation, internet browsing and downloading relevant reference materials.

Accomplishments

- Annual data collected on GPAs at graduation for cohort groups for 2006 graduated students disaggregated by sex for measuring student performance change in years.
- Hundred (100) copies of the Library Minimum Standard document printed and distributed.
- Support to female students continued with the collaboration of the Women Teachers' Support Component of the Project and the TEIs. The support included strengthening the Female students' network
- CDS-WINISIS, webpage design and construction, and SPSS basic training given to all TEIs at the Center. The TEIs sent librarians, SDU heads, academic department representatives and IT technicians from all TEIs for 10 days. Participants planned to implement the themes of the training in their respective TEIs as soon as possible.
- Prepared the Proceedings of the Debre Birhan National Workshop on Preservice-Inservice Linkage Program.
- Special support visits were conducted to Debre Birhan and Assella Centers of Excellence to assess progress and reinforce plans to extend support to other TEIs.
- The Jigjiga Center of Excellence was visited to assess progress and assisted to host a national workshop on the Alternative Teacher Education for the pastoralist population. Participants were drawn from TEIs, REBs, NGOs and the MoE.
- Training conducted to the Awassa College of Teacher Education staff, and software installed to upgrade the Awassa Multi Media Laboratory based on the agreement made with the Sanako Company of United Kingdom, the company which installed the Awassa Multi Media laboratory at the end of BESO I, in 2002. Twenty-nine staff members of Awassa CTE benefited from the training conducted from August 21-28, 2005. Out of the 29 staff trained, three were Information Technology (IT) technicians.

- Conducted a national workshop (27 March–1 April, 2006) on the infusion of ICT in teacher training with an international consultancy undertaken by Howard University.
- Conducted a follow up national workshop on the infusion of Educational Technology/ICT into the training curriculum where 60 participants: Deans, and ICT technicians and professional studies staff, were present from 19 TEIs and designed a country level draft ICT-curriculum infusion plan.
- Training on CDS-WINISIS, web page design and construction, and SPSS conducted for 60 librarians, Staff Development Unit (SDU) heads, academic department representatives and IT technicians from all TEIs for 10 days. Participants planned to implement the themes of the training in their respective TEIs as soon as possible.
- Needs assessment conducted on the status and issues of educational technology in TEIs.
- Continuous technical support provided to all TEIs on preservice/inservice linkages.
- Distributed IT webpage and girl's role model project materials to all TEIs.
- Assessed the status of the registrar software in all TEIs and noted that the system is far from being completed and decision to stop the project is being considered.
- Technical Support given to TEIs on the implementation of school cluster support program in relation with regional activities of the project.
- Gilgel Beles and Mekele CTEs visited, work plan prepared, technical assistance given on the implementation strategies of the work plan, and scope of work finalized and submitted.
- A national workshop held on Preservice-Inservice linkage where all TEIs were represented by their Deans/ViceDeans and CCU coordinators, wereda Education Officers and selected linkage primary school principals. The Dessie, Kombolcha and Debre Birhan Linkage schools visited.
- A national workshop to assess the status of CA since the June, 05 workshop in TEIs, in which representatives from all TEIs participated, was conducted in December, 2005 at Kotebe College of Teacher Education.
- The CA Manual, Proceedings and Executive Summary of the National Workshop on Continuous Assessment were prepared. The proceedings of CA workshop was finalized, printed and distributed to all TEIs.
- Distributed the first draft of CA manual to all TEIs, MOE, ICDR, NOE, Universities, Regions and EMA to get comments and suggestions to improve it before conducting workshop on it.
- A workshop on the first draft of CA manual was conducted in the month of October, 2005 as a result of the comments received. The workshop was very successful and the manual was finalized as a result of the workshop.
- An in-house workshop on the status of Educational Technology usage in TEIs was conducted where the condition of each college in terms of ICT and IRC facilities was realized for further strategic direction and improvement.
- Assessment of the status of Educational Technology is under way. It has been found that except Gilgel Beles all TEIs that have been visited were found to have Internet services and the majority of the Colleges have started ICT courses.
- The planned International Consultancy and Training of TEI staff and its associated activity of ETEP are postponed to next quarter.
- Conducted the Second National Workshop on Continuous Assessment (CA) (3-4 March, 2006) in which 62 representatives from 20 TEIs, MoE/TESO, ICDR and NOE

participated – final report and the development of CA formats for use in training are in progress.

- Work has started on the re-building of the platform of the Ethiopian Teacher Education Portal (ETEP), which was damaged by hackers.
- The preservice sustainability plan reviewed, updated and distributed to all TEIs for final review.

1.4 Regional Activities

Objectives

There are six major component objectives based on project deliverable outputs and the priorities of the Ministry of Education and the regions. These are:

- Strengthen learner-centered/active learning in teacher training.
- Strengthen Pedagogical/Instructional or Educational Media Resource Centers.
- Strengthen library collection of teaching and learning materials, Strengthen Library automation, CDS-WINISIS and library management in TEIs.
- Establish and strengthen functioning Cluster Coordinating Units (CCUs) or Taskforces/Committees and linkage.
- Strengthen Continuous Assessment.
- Establish and support the model Centers of Excellence in learning manipulative/pictorial aids production, teaching text materials and training of teachers for alternative basic education.

Major Activity Areas

- Establishing effective pedagogically driven CA program in the training program and extending same to local cluster schools.
- Strengthening CDS-WINISIS Automation System installed, training to librarians on internet surfing and accessing web site with relevant teacher education resources and making use of resources for enhancing quality of education, improving library resources through adequate budget support.
- Establishing Cluster Coordinating Units or committees and strengthen linkages; developing and implementing strategies to involve TEI instructors to participate in school cluster programs.
- Establish and strengthen computer labs at the newly embraced Gilgel Beles and Mekele CTEs (procurement of computer, printers, risograph, heavy duty photocopy machines, and accessories; training to instructors and other relevant staff on use of computers and basic software).
- Establish and strengthen Staff Development Unit (SDU) procurement of materials and provision of training at the newly embraced Gilgel Beles and Mekele CTEs.
- Experience sharing visit by department heads and major units to 3 well established colleges from the Gilgel Beles and Mekele CTEs.
- Strengthening the Jijiga Center of Excellence in Alternative Teacher Education for the pastoralist Population (supporting CoEx to develop the skills of TEI instructors on the effective use of CoEx, Organizing in country educational study tour for selected staff). Strengthening the Debre Birhan Center of Excellence in Teaching Material Production

(producing TEI curriculum supplementary materials, Supplementary materials for school area cluster schools, develop TEI instructors on the effective use of CoEx).

- Strengthening the Asella Center of Excellence in Production of Teaching Aids Using Local Materials (establish linkage with 5 schools area clusters to produce teaching aids. Develop TEI instructors' skill on the effective use of CoEx).
- Supporting the Awassa Multi Media Laboratory for the maximum possible usage for all subject area training in the college and installation of Study 100 Software and a server with its accessories for use in connecting campus wide net work of computers.
- Strengthening the CDS-WINISIS Automation System installed, training to librarians on Internet surfing and accessing websites with relevant teacher education resources and making use of resources for enhancing quality of education, improving library management through adequate budget support.
- Installation of the Internet LAN system in the Kotebe CTE.
- Establishing effective pedagogically driven Continuous Assessment program in the training program and extending same to local cluster schools.

Implementation Strategies

- Staff Development Units responsible for planning, developing, implementing, and monitoring, evaluating and reporting to the respective offices.
- Establishing, Strengthening, Units/Offices/Committees and train teachers and support model classrooms in local linkage primary schools.
- Conduct workshops on various topics of pedagogical importance at the TEI and linkage schools level.
- Organize in-country educational study tours for experience sharing purposes.
- Establish linkages with school area primary schools to produce teaching aids, and develop skills of pedagogical importance.

Accomplishments

AMHARA
Debre Birhan

- GPA data were submitted for analysis.
- Two workshops (one day each) conducted on Continuous Assessment for local primary school teachers and staff.
- A one day Training on Continuous Assessment given to Debre Birhan town teachers and a one-day training workshop was conducted on CA and all staff involved. A one-day workshop was conducted on 'LIFE SKILLS for high school female students in the town.
- Supported local cluster schools through professional Development Program to improve teaching and student achievement.
- Conducted 41 days of training in the first semester and another 4 days in the second semester in variety of subjects based on needs.
- Provided 20 satellite schools with instructional resources and established model classes (few in number and to be expanded with additional internal resources).
- Distributed instructional support resources to 14 town schools and 30 Bassoworena rural area schools.

- Established model classes in all the 113 schools. Most schools have prepared Grade 1 and 2 rooms. Forty-four (44) schools will organize all Grade 1-4 classes by May 2006.
- Held regular meetings with the woreda supervisors who visit the satellite schools to monitor progress in the remote areas; held a two-day meeting with directors, key teachers and supervisors of each cluster center to discuss progress and evaluate the effect of past trainings for use in future work.
- Four thousand (4,000) books registered in the CDS - WINSISIS software and are being used by the college community.
- A contextual Dictionary that is prepared by primary school teacher for grades 5-8 was edited and prepared for printing.
- Four hundred fifty (450) media books /big books/ are copied and made ready for distribution to all CCU linkage schools of the country.
- One supplementary book is duplicated in 2000 copies and distributed.

Debre Markos

- GPA data were submitted for analysis.
- CA Unit was established and CA manual distributed.
- Consultative meeting was conducted with school clusters on establishing model classrooms.
- Four (4) workshops were conducted on active learning and subject methodology for linkage school teachers.

Dessie CTE

- GPA data were submitted for analysis.
- CA Unit established, training given to linkage school teachers, and materials procured and model classrooms at the school level formed.
- Linkage strengthened with 84 linkage schools found in Dessie and Kombolcha towns.
- Library automated and started to be used.
- Developed a module for teaching IT to the college instructors. IT Training for the college instructors has now been started. For this training, self- Teaching module was developed and distributed to the instructors.

Gondar CTE

- GPA data were submitted for analysis.
- CA unit was established; Action research on CA under process; CA manual distributed Library automation started, training given to 17 college instructors.
- CCU was established and strengthened with 11 cluster schools linked with IRC center of the college; materials produced and distributed; model classrooms established; workshops conducted on TALULAR, CA, AL, English improvement, clustering, science kit usage, etc for 77 primary school teachers of which 36 are females; furniture bought and distributed to schools; linkage schools use books from the library and those donated by other NGOs to schools; training given to link schools on inclusive education of Save the Children –Norway.

- Consultative meeting conducted with school clusters on model class room establishment, workshops conducted on active learning and subject methodology for linkage school teachers.
- CDS WINISIS has been installed and 1850 titles of books entered.

Addis Ababa City Administration
Kotebe

- GPA Data were submitted for analysis.
- CA taskforce was established; CA guidelines being prepared.
- CCU was established; guidelines being prepared.
- The library was fully automated; staff and students intensively use the software to browse through for books; internet accessible 24 hours a day through dedicated line in the library, centers and departments, the LAN is being designed to grow to WAN; procurement of computers and books for the library being done.

Beni Shangul Gumuz
Gilgel Beles CTE

- GPA data were submitted for analysis.
- SDU was established; desktop computer, printer, fax machine, photocopy machine, smart UPS, colored printer, digital camera, video camera, and LCD projector were purchased for the SDU office.
- CCU Established with 5 satellite schools, Workshop Conducted on Active Learning and Continuous Assessment to 25 academic staff and 20 primary school linkage teachers; a model classroom was established in the college to demonstrate how to link school teachers to the mode of organization of model classrooms.
- CA unit established, two workshops on continuous assessment were conducted for 25 members of the academic staff, the guideline was distributed and reference books on the subject were purchased.
- Fifteen (15) desktop computers, 2 smart UPS, Hp laser jet printer, air conditioner and scanner were purchased for the computer center; proper room for the computer center was arranged, and now the center is providing the required service.
- Library and IT coordinator was selected, automation of library in process; 879 reference books and one set of encyclopedia were purchased; desk top, color printer, scanner, sorter, UPS, and book binding machine were bought for the library.
- One risograph, overhead projector and slide projector were bought for the IRC.
- Educational tours to Gonder, Dessie, Adwa, Debre Birhan, Adama, Assela, Jimma and Bonga colleges were made and lessons were learned from these experiences.

GAMBELLA
Gambella HSCTE

- GPA data were submitted for analysis.
- A workshop was conducted involving 37 instructors (1 female) on the CA manual and CA format prepared.
- CDS-WINISIS -1200 titles of books were registered for data entry.

- CCU established; needs assessment conducted; 2 workshops conducted to 115 participants from the 6 linkage primary schools and 37 TEI instructors on TALULAR skills, clustering and model schools. A workshop was conducted to 42 primary schools and 23 staff members on CA; guidelines being developed.

HARAR

- CA was established.
- CCU committee was established; 14 primary schools were linked.
- Library automation started, registration of books started.

OROMIYA
Adama CTE

- GPA data was submitted for analysis.
- CAU was established; CA manual was also distributed; CA guidelines at the College level and by subject/stream being prepared.
- CCU was established with 24 satellite schools, a workshop was conducted to 90 teachers on active learning, continuous assessment, linkage and practicum to staff and primary school linkage teachers.
- CDS-WINISIS automation completed and being used; Ed Tech committee established.

Asella CTE

- CA Unit was established, materials were distributed to instructors; CA Unit was established, materials were distributed to instructors; 544 primary school teachers of which 378 were females got training on CA.
- CCU was established, training was given to 22 linkage school teachers; training was also given on basic computer skills to 16 key teachers from 8 schools; 3047 inservice teachers (F=904) got trained on CA, AL, Classroom management, lesson planning, gender and HIV/AIDS and educational ethics.
- CDS-WINISIS was installed and 1500 titles entered; an education technology committee was established.
- Center of Excellence: model classroom was established in each CRC. Center management and plan revisited; linkages with 10 schools and model classrooms established in the 3 schools; training on TALULAR has been given for link school teachers.

Jimma CTE

- GPA data was submitted for analysis.
- CCU was established; workshops conducted to 310 second cycle primary teachers; model classrooms were organized in linkage schools and passed to model school level; used the Debre Birhan CCU staff for training and materials production.
- 4128 titles were entered and automation started; staff got training on CDS-WINISIS; 2 computers were assigned to be used by students.
- CA was unit established; 70 academic staff and 140 primary school teachers received training on active learning, CA, and action research; distributed CA guidelines.

Mettu CTE

- CA Unit was established, CA training was given to 23 academic staff members and 43 primary school teachers, CA guidelines were distributed to instructors and manual prepared.
- 1,710 titles and 3,012 books were registered; library automation was completed and being used by staff and students.
- CCU was established and training given to key teachers from 10 primary schools on Practicum, CA, AL and project proposal writing.

Nekemte CTE

- GPA data was submitted for analysis.
- CCU Established and strengthened; training conducted on CPD, Active learning, and CA to 53 primaries school teachers.
- CDS-WINISIS -library automation under process.
- CA unit was established and materials were distributed; a workshop was conducted for instructors.

Robe CTE

- CA Unit was established, a workshop was conducted to 63 academic staff and 132 primary school key teachers; guidelines were distributed; CA manual was prepared at stream level.
- CA Unit was established, a workshop was conducted for staff.
- CDS-WINISIS – started to enter library data.
- CCU established.

SNNPR
Arbaminch CTE

- CA Committee was established; CA objectives clarified with staff, CA materials printed and distributed to teachers; conducted a training workshop for 51 academic staff and 172 primary school teachers from 11 linkage schools; a manual was prepared and CA being exercised in linkage schools and the TEI.
- CCU was established; training was given to 425 teachers from 18 linkage schools on CA, AL and linkages; model classrooms were organized in linkage schools.
- 900 books were entered into the software; started to use the CDS WINISIS automated library service.

Awassa CTE

- CA units were established; distributed to staff, workshop planned for 106 staff members.
- Anti-virus and education softwares were procured.
- CCU was established, needs assessment was conducted to train linkage school teachers.
- CDS-WINISIS -Library automation started registration of 3970 titles entered and automation completed.

Bonga CTE

- CA Unit was established; a workshop on CA was conducted for 68 staff members, and 300 teachers from the 70 primary schools; guidelines were distributed.
- CCU was established and strengthened; a workshop was conducted for 300 teachers, supervisors and directors from 70 schools, 10 clusters on CA and model classroom development, active learning; training was also given on basic computer skills; model classrooms organized.
- CDS - WINSISIS data entry has started and 2000 books registered.

Hossana CTE

- CA taskforce was established; a workshop was conducted to 74 academic staff members of the College and 1400 primary school teachers; guidelines were distributed and formats were prepared.
- CCU was established; a workshop was conducted for 610 participants from the linkage primary schools, Woredas and the college; model classrooms were formed in all linkage schools; 5406 teachers received training on active learning, CA and organization of model classrooms.
- Registration of 1400 titles was completed.

SOMALI
Dr Abdul Majid Hussien (JIJIGA) CTE

- CA Unit was established; a workshop was conducted for 24 key teachers and directors from the seven linkage schools.
- CDS-WINISIS -Library automation was completed; 296 titles were entered and are being used.
- National Workshop which involved representatives from MOE, NGOs, 6 TEIs and 7 REBs on the alternative Teacher Education for the Pastoralist Population was conducted. Plan for the CoEx was revisited; 320 second batch trainees started training; experience sharing visits were conducted to Debre Birhan and Assela centers of excellence, Adama, Jimma, Kotebe.

TIGRAY
Abiy Addi

- Workshops were conducted for instructors on school clustering.
- Two (2) workshops for Woreda supervisors and Teachers were conducted; an agreement was signed between Woreda Education Offices, cluster schools and Abiy Addiy CTE.
- Agreements were signed between Woreda education offices, cluster schools and Abiy Addi CTE on school linkage.
- CA workshop was conducted for Instructors.
- The CDS/WINISIS software was installed and the data has been entered.

Adwa CTE

- A needs assessment was conducted on training topics; resource materials were purchased and distributed for 14 school clusters; a 2-day training was conducted for 54 cluster schools for a total of 108 teachers; 2 outreach tutors were assigned from primary teachers.
- A two-day training was conducted for 54 cluster schools for a total of 108 teachers.
- CA Unit was established.
- Two workshops were conducted for college instructors on CA.
- The CDS/WINISIS soft ware was installed and the data has been entered.

Mekele CTE

- Cluster Unit was established, organized linkage with 7 Cluster Schools; conducted workshops for 7 schools for 470 cluster Teachers and 5 wereda Education Officers on Active Learning, Lesson Planning, Aesthetics, and Continuous Assessment.
- SDU was established.
- A workshop was conducted for 470 Teachers in 3 school clusters on Methodology, Lesson Planning and Classroom Assessment.
- Library Club was organized.
- CA Unit was established.
- A study tour was conducted to Debre Birhan, Kotebe and Harar TEIs
- A procurement plan was prepared and bid document is under processed.
- Reference book titles were collected; automation to start soon. Library Club organized.
- SDU was established, Bid Committee also established and purchase process on process.

Table 1 Statistics on Preservice Inservice Linkage Schools by TEI

#	TEI	Instructors			Linkage schools	Linkage school Teachers		
		M	F	T		M	F	T
1	Abiyadi	47	1	48	30	645	389	1,034
2	Adama	69	3	72	10	260	221	481
3	Adwa	35	3	38	86	537	623	1,160
4	Arba Minch	43	2	45	18	408	206	614
5	Assela	29	2	31	5	370	172	542
6	Awassa	95	11	106	8	222	106	328
7	Bonga	43	1	44	10	365	186	551
8	D Brhan	60	15	75	68	265	219	484
9	Debre Markos	67	10	77	38	304	280	584
10	Dessie	72	12	84	83	1,209	668	1,877
11	Gambella	36	1	37	6	-	-	-
12	Gilgel Beles	23	-	23	6	-	-	-
13	Gonder	72	10	74	6	310	332	642
14	Harar	30		30	7	-	-	-
15	Hossana	52	2	54	7	-	-	-
16	Jijiga	24	1	25	6	289	139	428
17	Jimma	72	1	73	18	477	423	900
18	Kotebe	102	28	130	5	262	218	480
19	Makalle	52	7	59	47	-	-	-
20	Mettu	22	2	24	8	130	104	234
21	Nekemte	59	2	61	9	181	144	325
22	Robe	48	3	51	20	290	334	624
	Total	1,152	117	1,261	501	6,524	4,764	11,288

Inservice Teacher Education Component

IR 14.3: Use and Provision of Quality Primary Education Services Enhanced

Sub-IR 14.3.3: Quality of Primary Education Improved

Sub-sub IR 14.3.3.1 Quality of teaching force improved

Sub-sub IR 14.3.3.2 Application of student-centered, active-learning methods strengthened

Component 2: Inservice Teacher Education

IR 14 3: Use and Provision of Quality Primary Education Services Enhanced

Sub IR 14.3.3: Quality of primary education improved:

Sub-sub IR14.3.3.1: Quality of Teaching Force Improved

Sub-subIR14.3.3.2: Application of student - centered, active learning methods strengthened

1.1 Description

The Inservice Teacher Education program is aimed at strengthening school management, school clusters and the teaching and learning process. Student learning is improved through the teachers' use of appropriate learner-centered/active learning methods. Inservice materials are based on the self-professional handbook, instructional kits and supplementary materials that AED developed in Phase I. Other materials such as those developed for the Continuous Professional Development (CPD) program are used as well.

At present the Inservice Teacher Education program is functioning in all the nine regional states and two city administrations of the country. The program activities are coordinated by three central technical staff members and twelve regional field officers, working in each of the eight regions. In the remaining three regions/cities there are AED regional focal persons nominated by the Education Bureau heads.

1.2 Performance Summary

The Inservice Teacher Education Component accomplished an array of noteworthy activities during the year September 2005- June 2006. Over 44,000 teachers, school principals, and regional and woreda education officers (about 28% females) in Addis Ababa and across the nation received training in one or more of the following areas (at both central and cluster/school-level):

- Training of Trainers (ToTs).
- Training in integrated leadership.
- Strengthening of Staff Development Committees and Teachers' Study Group Activities.
- Preparing and utilizing teaching-learning materials from locally available resources.
- Developing training modules and subject-matter focused instruction.

In addition to this, the inservice component distributed equipment and materials to selected regions; conducted monitoring and follow-up support visits at sample cluster school centers and satellites in all regions, and established eleven Cluster Resource Centers in selected Woredas/ Sub-cities (one each in Addis Ababa, Afar and Somali; two each in SNNPR and Tigray, and four in Oromiya) to support cluster activities. The procurement of materials and equipment to furnish the CRCs is on process and will be completed in August 2006.

1.3 National/Central Activities

Objectives

- Improve teacher inservice training through the 'cluster' model;
- Establish and strengthen cluster schools and their pedagogical centers;
- Develop/revise training modules/reference materials to improve leadership in schools, and teaching and student learning in classrooms;
- Establish and equip Cluster Resource Centers in selected ten woredas with adequate resources to support school cluster activities;
- Establish teacher learner support system at school level; and
- Strengthen instructional leadership/supervision and school management skills of education officers to provide support to schools and teachers.

Major Activities
National/Central

- Print and disseminate posters that convey pedagogical messages and other reference materials addressing gender issues, leadership skills and active learning methods for use in school inservice professional development programs;
- Conduct semi-annual meetings with AED/BESO II regional officers on the implementation process, to identify and discuss success stories, challenges and design strategies regarding the inservice teacher-learner support system;
- Establish, equip and support Cluster Resource Centers in ten selected woredas with adequate training resources to support school cluster activities;
- Provide technical assistance to regional inservice officers and RSEBs/CAEBs to develop the capacity of teachers, school directors and education officers, and facilitating budget requisition for training, material purchase and school follow-up support visits;
- Provide support to the MoE-CPD in conducting field supervision and formative evaluation of CPD materials to provide opportunities to support and develop regional monitoring processes and conducting national seminars/workshops on field visit findings and recommendations to improve the implementation of the CPD program-strengthen cluster programs;
- Provide incentive fund to cluster schools for strengthening pedagogical centers, study group activities and committees;
- Coordinate/facilitate procurement of equipment and materials to school-level and woreda-level CRCs; process budget requisitions from MoE, RSEBs/CAEB and Regional Inservice Officers;
- Carry out follow-up and support visits to strengthen cluster schools management and use of kits to enhance active learning;
- Assist RSEBs/CAEBs in developing/improving and printing inservice training modules, resource books, cluster guide manuals to improve leadership in schools and teaching and learning in classrooms.

Implementation strategies

The Cluster Model: Inservice teacher education supports teachers, school directors, and officers concerned with primary schools. The emphasis is on strengthening teaching skills using the

school cluster system. The program also builds capacity of education officers and school heads (directors) to improve management and supervision at the school level and, provides technical and materials support to cluster school centers, school pedagogical centers and woreda cluster resource centers to help improve the quality of instruction. Clustering schools allows for multiplier effect by training a representative group from center and satellite schools who, in turn, train at their schools.

Rationale: The cluster model provided opportunities for experience sharing; resource sharing; channel for transmission of knowledge and skills; low cost training of a small number of representative teachers who became resources in their school. The formation of school cluster centers and development of study groups at the school level were necessary components of the cluster training program. The school cluster sub-system, e.g., center school, school study groups and staff development units should have well-defined responsibilities within the activities of each sub-system feeding into the next sub-system in a sequential and timely manner.

Approach: The integrated inservice and school leadership training was the preferred mode. The principal reason for this was that teachers, school directors and education officers should be trained together to minimize the loss of transmission of knowledge and skills. The combination is necessary to offset the weaknesses of cluster training – loss or distortion of information.

Themes: Active learning and instructional supervision were the driving themes for selecting activities and planning interventions. Teachers were expected to master and use active learning methods in their teaching as defined in government policy guidelines. Teachers should be supervised to ensure that active learning methods are being used. Integrated training of teachers, school heads and education officers as a team provided a greater assurance of success.

Based on the above descriptions, the following strategies were given special attention.

AED/BESO II worked with the regional and woreda education officers to form training zones consisting of a number of Woredas. This was for the purpose of easy travel and management;
Cluster Resource Centers and school pedagogical centers were provided minimum resources such as training materials, supplies and limited equipment. School representatives trained in central venues were staff development fellows and teachers nominated by each school with specific terms of reference; AED/BESO II Project helped to form and support teacher study groups; School directors and woreda education officers were trained to supervise school-based training and monitor the activities of the study groups through reviews of portfolios prepared by the teachers.

Assignments were given at each training stage with implementation and reporting dates; AED provided motivation incentives such as certificates signed by the RSEBs, including prizes for best practices and improved student achievement. Such prizes would be in the form of stationery and certificates for the school.

AED/BESO II worked in collaboration with BESO II Partners in sharing of materials produced by partners; distributing material resources to school clusters; collecting performance data and other linkage activities. This also included conducting needs assessment and supervision/follow-up visits to monitor learning transfer from central venue workshops to schools; conducting school-based training where similar topics apply, sharing transportation to sites, where possible; teaming up to plan and conduct workshops of common interest.

Selection of clusters

The contract requires AED/BESO II to work in the same 289 school clusters selected for Option Year 1. These clusters were selected using 2002/03 national statistics on the number of primary teachers in the education system and, the 12,000 teachers to be reached during the Option Years (see Table 2 below). The allocation of resources (budget and materials) criteria are described in the Table that follows.

Criteria Used

- Number of teachers to be reached in option years should be related to the number of teachers in government primary schools in regions (2002/03);
- Number of selected clusters for option years should be related to the number of teachers to be reached in option years;
- Accessibility within easy travel routes to give/receive ongoing support (though we will include remote clusters as well);
- As far as possible, some of the selected clusters should be the same as those of BESO Partners –WLE, Save the Children-USA and TDA/BESO II;
- Distance between schools and clusters, i.e., selected clusters should be strategically located, to enable easy exchange visit by other clusters within the region;
- History of support from the regions. Regions most supportive in providing personnel, transportation and communicating with the schools may have some advantage since the impact of the project depends largely on the support given by RSEBs and Woreda Education Offices. They should participate in selection and be committed to support the program;
- Number of AED/BESO II field officers and budget allocation for each region.

Adjusted Clusters

Table 2: Allocation of cluster schools by region

S. No.	Region (1)	Teachers in Gov't. Primary Schools (2002/03) (2)	Teachers to be trained in option year based on (2) (3)	*School clusters to reach target teachers based on (3) (4)	Adjusted number of cluster centers based on (4) (5)
1	Addis Ababa	4586	440	11	11
2	Afar	1067	102	3	7
3	Amhara	28519	2735	68	68
4	B.S.Gumuz	2325	223	6	10
5	Dire Dawa	788	76	2	6
6	Gambella	1285	123	3	6
7	Harari	974	94	2	5
8	Oromia	46147	4426	110	95
9	SNNPR	27696	2656	66	48
10	Somali	2328	223	6	10
11	Tigray	9408	902	23	23
Total		125,123	12,000	300	289

Performance
National/Central

- Conducted consultative meetings with RSEBs to negotiate and resolve implementation issues for Option Year Two (September 2005 - August 2006);
- Prepared Implementation Plan for Option Year Two (September 2005 - August 2006) along with budget break down for each activity;
- Provision of technical and material support to regions;
- Assisted Gambella, Dire Dawa and Harari RSEBs in conducting training workshop on different themes (Leadership, Supervision Support, Communication Skills, Resource Management), and provided orientation sessions on Strengthening Teachers' Study Group Activities and Staff Development Coordinating Committees to enhance active learning/student-centered approaches in schools; 41 teachers (7 F), 74 principals (11 F) and 45 education officers (11 F) participated in the training workshops;
    - Provided regions with questionnaires for conducting monitoring/ supervision and follow up support visits at cluster schools; training materials (e.g., CA manual); training program proposal (sample for planning training) in hard and soft copies; and assisted them on proposal writing, preparation of reports and plans, data collection from cluster schools, monitoring cluster school activities, and implementation of activities;

- Facilitated/processed budget requisitions for training workshops; coordinated/facilitated material procurement and monitoring/follow up support visits to schools and other related activities from MoE, RSEBs and Regional Inservice Officers;
- Provided orientation to two newly recruited officers on inservice objectives, output deliverables, cluster schools organization and management, planned activities and budgets, materials distributed for training, communications with RSEB and central office, plans and reports and other related issues;
- Conducted visits to regional education bureaus/offices and cluster schools in all eleven regions and administrations;
- Discussed implementation problems and devised possible strategies to solve the problems and speed up implementation;
- Provided follow up support visits to cluster schools/teachers in selected 92 centers and satellite schools; discussed with school principals and key teachers/SDFs, school committee representatives, AED regional officers, and RSEB representatives on the progress status of activities (i.e., strengths and weaknesses of observed school activities and on next steps of speeding up activity implementation);
- Conducted two semi-annual meetings with regional inservice officers. The meeting focused on identifying positive results of Option Year 1 that need to be transferred to option year two; challenges encountered and strategies to solve them; and on issues to be improved and preplan alternative actions/strategies for implementing year II activities and other related issues;
- Collaborated with Project components, BESO partners and beneficiaries;
- Prepared and shared with BESOII Partners: (a) list of common schools, (b) materials distributed to cluster schools and major themes/topics for training, (c) checklist of committees established, training materials and equipment distributed, types of trainings provided to teachers, school principals and education officers, and other inputs made to BESO II common schools for impact assessment of BESO intervention; (d)summary (matrix) schedule of inservice activities of Option Year Two;
- Actively participated in the workshop organized by the DEPTE/MoE on CPD program monitoring outcomes; relation of CPD to teachers' career development and licensing; Continuous Assessment and other CPD related issues;
- Two staff retreat meetings that AED conducted in Addis Ababa;
- Workshop on Health Communication Partnership's Beacon Schools Program;
- BESOII Partners meetings to discuss on Quality Impact Assessment and various issues of partnering organizations and related activities of common concern;
- EMT and Technical Team monthly and other called meetings; contributed in discussions pertaining different issues on plans, reports, procurement, budget review, staff retreat BESO 10th Anniversary, monthly budget break down, and budget reallocation;
- Quarterly meetings of the project with MoE Departments; contributed in the discussion on creating a dialogue on budget spending and implementation of activities;
- MERA internal workshop to discuss on project deliverables, PMP indicators/PMP requirements and impact results, and related issues;
- Consultative discussions with Addis Ababa City Administration Education Bureau officials on AED/BESO II Project support to the bureau and cluster schools, status of activity accomplishments, re-alignment of budget and activities of Year 2 and Year 3 Annual Implementation Plan and related issues;

- Formative Evaluation Consultative Workshop on Cycle 2 Self-Instructional Teachers' Kits and Cycle 1 & 2 Supplementary Materials organized by the Materials Development Component contributed in discussing and sharing experiences on how much kits and supplementary materials as resources contribute for inservice professional development;
- National Workshop on Implementing Active Learning Methods in Teacher Education Institutions (TEIs) of Ethiopia that conducted by AED/BESO II Project;
- Workshop on "Gender Equality in Education Framework" conducted at USAID premises;
- Needs Assessment National Consultative Workshop in preparation for Option Year Three;
- Regarding Woreda Cluster Resource Centers (WCRCs);
- Revised selection criteria and requirements to be met by beneficiaries to sustain them;
- Identified prospective (eleven) WCRCs based on the criteria;
- Identified training resources comprising more than 52 items: duplicating machines and typewriters with accessories, filing cabinet, storing cupboard, workshop tables and chairs, chalk board with stand, office equipment, stationery materials, reference materials, training materials, etc. to be procured; and sorted out materials (professional handbook, instructional kits, posters, guide manuals, training and supplementary materials) to be printed to furnish the WCRCs;
- Follow up of the procurement and distribution process of materials to furnish the selected WCRCs; the process is projected to be completed in July and August 2006.

Ministry of Education: Educational Program and Teacher Education Department

- Conducted field visits to monitor the implementation of CPD program Afar, Dire Dawa, Harari and Somali;
- Workshop activity deferred .

Institute for Curriculum Development and Research

- Conducted phase 3 training of textbook writers workshop;
- Conducted field visits to monitor status of textbook distribution in REBs;
- Conducted international consultancy on textbook development.

ELIP

- Conducted training of KELTERS;
- Procured commodities to support the ELIP program;
- Carried over a percentage of the budget to address new needs.

1.4 Regional Activities

Key Activities (Regional)

- Conduct training sessions for school heads, teachers and education officers to reinforce active learning using self-study professional handbook, instructional kits, supplementary materials and CPD courses;

- Conduct integrated instructional leadership training for head teachers, woreda and RSEB education officers to enable them provide ongoing support to schools and teachers in order to reinforce the use of active learning methods;
- Carry out follow-up and support visits to strengthen cluster schools management and use of kits to enhance active learning;
- Develop and improve training modules for head teachers, teachers and education officers;
- Establish/strengthen linkage between TEIs and cluster schools to integrate preservice and inservice programs;
- Provide material and technical support to strengthen school pedagogical centers to support cluster activities;
- Identify woreda level CRCs that would serve as centers of professional development for school cluster teachers, principals and education officers to support school cluster activities;
- In collaboration with the Women Teacher's Support Component, plan and implement training workshops including using other strategies to improve the leadership skills of female teachers that will increase their probability promotion;
- Work with the Preservice Teacher Education Component to support activities in their linkage program with inservice teacher education programs;
- Established, equipped and supported CRCs in selected woredas to support cluster activities in Collaboration with the RSEBs and the Central Inservice Officers.

Key Accomplishments (Regional)
Regional Tasks Accomplished (Common)

- Strengthened 1,324 schools in 289 clusters with 65% overlap with BESO II Partners; identified the number of teachers and school heads in the schools;
- Conducted one or two rounds of ToTs workshops (of 3 - 5 days duration each) for a total of 7,015 participants: 4,057 key teachers (1,142 F), 2,322 school heads (204 F) and 636 education officers (61 F);
- Conducted subject-focused training for 983 participants: 974 teachers (256 F), 5 school heads (2 F) and 4 educational officers (2 F) (Addis Ababa, Amhara, Harari & Oromiya);
- Conducted leadership skills development training for a total of 2,830 participants: 44 key teachers (5 F), 796 school heads (72 F), and 1,990 education officers (94 F) (All regions except Oromiya, and Somali);
- Conducted cluster/school-based training for 33,229 participants: 31,508 teachers (10,365 F), 1,693 school principals (118 F) and 28 male education officers (All regions except Dire Dawa, and Harari);
- Provided material support to most school clusters in all regions to strengthen school pedagogical centers to support cluster activities;
- Established Cluster Resource Centers in eleven selected Woredas one each in Addis Ababa (Nefas Silk sub-city), Afar (Asayita), and Somali (Shinile); two each in SNNP (Dallocha and Ezha), and Tigray (Wolkayit and Alamata); and four in Oromiya (Wolliso, Bute Wayo, Girar Jarso, and Gomma); materials and facilities to furnish them is on the process and is expected to completed in August, 2006;
- Conducted orientation workshop for 1,726 participants: 330 key teachers (163 F); 1,116 directors (70 F), 280 education officers (14 F) on strengthening Staff Development Committees and Teachers' Study Group Activities;

- Distributed incentive fund (1,000 Birr each) for all except few cluster schools in Amhara, SNNP and Somali for strengthening Teachers' Study Group Activities and Staff Development Committees; the remaining 39 cluster schools will get the incentive fund in the next quarter;
- Carried out follow up and support visit at the cluster schools in collaboration with Central Inservice Component, RSEBs and WEOs supervisors. The major emphases were on collecting performance data, identifying problems and suggesting solutions (except Addis Ababa);
- In collaboration with WTS Component, conducted training sessions for female teachers to improve leadership skills that will increase their probability of promotion.

Regional Tasks Accomplished (Specific)
Addis Ababa

- Carried out experience sharing visit to Amhara Region for 10 days, in which ten cluster school directors, key teachers and education personnel (2 F) took part. The participants visited four Zonal Education Departments, four TEIs, and six cluster resource centers;

Afar

- Assisted in following up of the formative evaluation process and collecting data in three schools, and in facilitating the impact assessment data collection process at two schools;
- Held a meeting with UNICEF representative (section chief of education) and RSEB to discuss issues of effective collaboration; conducted a visit to Dubti Awash Sheleko Primary School;
- Attended two cluster level trainings at Amibara No. 1 and Serkamo cluster centers; contributed in the discussion on action research and development of common continuous assessment format with in their cluster schools; assisted in carrying out cluster level training at Semera primary school which focused on preparation/ selection of lesson plan and continuous assessment formats to be used in all schools;
- Coordinated/facilitated procurement of equipment and materials for the Woreda Cluster Resource Centers and collected and distributed instructional kits, Posters(1-9), Radio program on females and revised kits to the cluster resource centers and satellite schools;
- Worked with the RSEB in conducting orientation and sensitization workshop and establishing non-AED/BESO II Project cluster schools, and in preparing a modified version of AED/BESO cluster guide manual and in preparing Option Year 3 Plan of Action.

Amhara

- Prepared and submitted purchase requisition of stationery materials, reference books and sports goods for strengthening cluster schools;
- As part of the collaboration with BESO Partners, took part in awareness creation for the sustainability of program among beneficiaries conducted by World Learning Ethiopia at different venues and created awareness about AED/BESO Project activities and identified collaborative areas such as on human resource provision for trainings and in data collection;

- Collaborated with the Materials Development component in collecting background information for conducting Formative Evaluation of Instructional Teachers' Kits and supplementary materials workshop to be held in Addis Ababa;
- Developed data collection instrument to conduct impact assessment on the overall activities of cluster centers and satellite schools; facilitated the data collection process in some sample cluster schools in North Shewa Zone; data was collected, analyzed and reported by an evaluator from the RSEB.

Benshangul Gumuz

- Procured materials for the newly established Woreda Cluster Resource Center and handed over to the center coordinator;
- Developed seven inservice training modules in different titles for capacity building activities.

Dire Dawa

- Development of students' portfolio on continuous assessment in Amharic language is on process.

Harari

- Facilitated the development of students' portfolio on continuous assessment in Harari language and Afan Oromo.

Oromiya

- In collaboration with members of the Department of Curriculum, identified laboratory supplies and English and Mathematics syllabi and teachers' guides that are basic in implementing active learning at classroom level; the printing of the syllabi and teachers' guides is being processed in collaboration with the central office;
- Identified four WCRCs in Goma, Woliso, Guto Wayu and Girar Jariso Woredas based on selection criteria and regional needs;
- Developed draft copy of Inservice Training Manual and conducted a two day refinement workshop with a total of 45 participants: 12 teachers (All Male), 12 Directors (1 F), 21 education officers (2 F), on the module developed for inservice training at Bishoftu; editing, printing and distribution of the manual will be compiled in July and August `06;
- Printed and distributed 4th grade Mathematics (437) and English language ((1311) teachers' guides to AED/BESO Project supported cluster schools.

SNNP

- Participated in the workshop prepared by the RSEB for female teachers and education officers;
- Held a meeting with the regional officers of WLE and made discussions on how to go about our plans and collaborate in implementing them;
- Organized experience sharing visits for 45 SPC heads (4 F) to visit 17 model SPCs;

- Provided award for intra-cluster academic competition/contest winner students (1104 out of expected 1152) and winner cluster schools (46 out of 48).

Somali

- Facilitated the development of inservice training modules;
- Identified, established and furnished Woreda Cluster Resource Center for Option Year II.

Tigray

- Conducted training session for 5 TSEB officials (all male) and 45 teachers (43 males, 2 females) from TEIs on how to develop inservice training modules;
- Identified training needs of school clusters for Option Year 2 implementation in collaboration with TSEB's supervision and capacity building departments;
- Facilitated the translation and printing of 500 copies of the centrally prepared Professional Development Handbook;
- Attended the 2-day "Symposium on Quality Education" prepared by TDA/BESOII;
- In collaboration with Woreda Education Offices, carried out follow-up visits to cluster schools to provide support and collect performance data;
- Identified two Woreda Cluster Resource Centers (WCRCs) for Option Year 2 in Alamata and Welkayit Woredas;
- Collected invoice for procurement of reference materials for twenty three cluster school centers and for two WCRCs, and submitted to the central office for processing.

Table 3 - All Regions Statistics on Trained Education Personnel

All Regions Statistics on Trained Education personnel (Including Cluster/School-level Trained)														
for the period of September '05 - June '06														
SUMMARY														
S. No.	Region		Teachers			Directors			Ed. Officers			Grand Total		
			Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Addis Ababa	a)	440	136	576	118	23	141	91	21	112	649	180	829
		b)	426	199	625	-	-	-	-	-	-	426	199	625
	Sub total		**866**	**335**	**1,201**	**118**	**23**	**141**	**91**	**21**	**112**	**1,075**	**379**	**1,454**
2	Afar	a)	48	8	56	23	3	26	18	-	18	89	11	100
		b)	591	312	903	25	3	28	-	-	-	616	315	931
	Sub total		**639**	**320**	**959**	**48**	**6**	**54**	**18**	**-**	**18**	**705**	**326**	**1,031**
3	Amhara	a)	674	267	941	621	104	725	1,582	78	1,660	**2,877**	**449**	**3,326**
		b)	4,558	1,642	6,200	-	-	-	-	-	-	4,558	1,642	6,200
	Sub total		**5,232**	**1,909**	**7,141**	**621**	**104**	**725**	**1,582**	**78**	**1,660**	**7,435**	**2,091**	**9,526**
4	Benishangul	a)	75	-	75	149	10	159	204	8	212	428	18	446
		b)	549	308	857	64	9	73	-	-	-	613	317	930
	Sub total		**624**	**308**	**932**	**213**	**19**	**232**	**204**	**8**	**212**	**1,041**	**335**	**1,376**
5	Dire Dawa	a)	128	85	213	83	8	91	44	7	51	255	100	355
		b)	-	-	-	-	-	-	-	-	-	-	-	-
	Sub total		**128**	**85**	**213**	**83**	**8**	**91**	**44**	**7**	**51**	**255**	**100**	**355**
6	Gambella	a)	41	5	46	69	-	69	59	-	59	169	5	174
		b)	448	326	774	10	-	10	-	-	-	458	326	784
	Sub total		**489**	**331**	**820**	**79**	**-**	**79**	**59**	**-**	**59**	**627**	**331**	**958**
7	Harari	a)	134	106	240	47	15	62	25	10	35	206	131	337
		b)	-	-	-	-	-	-	-	-	-	-	-	-
	Sub total		**134**	**106**	**240**	**47**	**15**	**62**	**25**	**10**	**35**	**206**	**131**	**337**
8	Oromia	a)	1,368	630	1,998	535	25	560	48	6	54	1,951	661	2,612
		b)	2,731	1,850	4,581	-	-	-	-	-	-	2,731	1,850	4,581
	Sub total		**4,099**	**2,480**	**6,579**	**535**	**25**	**560**	**48**	**6**	**54**	**4,682**	**2,511**	**7,193**
9	SNNP	a)	428	78	506	488	18	506	130	7	137	1,046	103	1,149
		b)	4,330	1,491	5,821	597	22	619	-	-	-	4,927	1,513	6,440
	Sub total		**4,758**	**1,569**	**6,327**	**1,085**	**40**	**1,125**	**130**	**7**	**137**	**5,973**	**1,616**	**7,589**
10	Somali	a)	29	1	30	40	1	41	14	-	14	83	2	85
		b)	933	389	1,322	75	4	79	28	-	28	1,036	393	1,429
	Sub total		**962**	**390**	**1,352**	**115**	**5**	**120**	**42**	**-**	**42**	**1,119**	**395**	**1,514**
11	Tigray	a)	307	87	394	672	71	743	258	20	278	1,237	178	1,415
		b)	6,577	3,848	10,425	804	80	884	-	-	-	7,381	3,928	11,309
	Sub total		**6,884**	**3,935**	**10,819**	**1,476**	**151**	**1,627**	**258**	**20**	**278**	**8,618**	**4,106**	**12,724**
Total of (a)			**3,672**	**1,403**	**5,075**	**2,845**	**278**	**3,123**	**2,473**	**157**	**2,630**	**8,990**	**1,838**	**10,828**
Total of (b)			**21,143**	**10,365**	**31,508**	**1,575**	**118**	**1,693**	**28**	**-**	**28**	**22,746**	**10,483**	**33,229**
Grand Total a+b			**24,815**	**11,768**	**36,583**	**4,420**	**396**	**4,816**	**2,501**	**157**	**2,658**	**31,736**	**12,321**	**44,057**

Women Teachers Support Component

Sub IR 14.3.3: Quality of primary education improved

Sub IR 14.3.3.1 Quality of teaching force improved

Sub IR 14.3.3.2 Personal and professional support systems for female teachers enhanced

Component 3: Women Teachers Support

Sub IR14.3 Use and Provision of Quality Primary Education Improved

Sub-Sub IR 14.3.3: Quality of Teaching Force Improved

Sub-Sub-Sub IR 14.3.3.3: Personal and Professional Development of Female Teachers Enhanced

1.1 Description

The major objective of Women Teachers Support Component is to contribute to improvement of the quality of educational personnel through creating/strengthening systems in all TEIs and AED CRCs all over the nation. The systems will be supporting female students in TEIs and female teachers in CRCs to improve their personal and professional development. In addition, the focus of the Component has been to work towards the increased number of female graduates in TEIs and increased percentage of female leaders in educational administration by providing technical, material and financial support.

1.2 Performance Summary

A forum was organized for MoE and REB officials to increase their awareness and to discuss the implementation of policies addressing women in decision-making. Female teachers were equipped with skills leading to this effect. Regional forums were organized for all TEIs to discuss and jointly address issues impeding the success of female teachers and; outstanding female students from the institutions were promoted. Posters that promote female education were distributed to AED/BESO beneficiaries, partners, government ministries and higher education institutions in Addis Ababa.

Overview of Option Year II Period

Option Year II activities were derived from the well-established foundation of Option Year I. These include the development and distribution of need-based print and audio materials, the creation/strengthening of systems and addressing issues identified in the needs assessment carried out in the Base Year.

The Option Year II activities were jointly planned and successfully implemented due to experiences and lessons drawn from Option Year I. The involvement of the beneficiaries facilitated successful implementation. This has also paved the way to strengthened collaboration leading to the interest for adoption of the activities to the core programs of the institutions. The network of TEIs, assertiveness workshops and academic support for female students and leadership training for female teachers are activities widely accepted for sustainability.

Objective

The main objective of the component is to strengthen systems aimed at enhancing the personal and professional development of female teachers and female students in TEIs.

Major Activity Areas

Planned Activities:

- Print posters and deliver to REBs, 300 CRCs, 22 TEIs, partners, government ministries and government higher education institutions in Addis Ababa.
- Identify 555 female teachers from AED CRC and provide leadership training
- Promote academic success of female trainees from 20 TEIs.
- Create three networks for Harar and Jijiga, SNNPR and Addis Ababa; Tigray TEIs and promote best achievers from these institutions.
- Strengthen Amhara and Oromia regional networks and promote best achievers from these institutions.
- Conduct a national workshop for all networks.
- Conduct skills facilitation workshop for gender focal points from REBs and AED field officers.
- Organize workshop on sensitization on increased percentage of female leaders for policy-makers, educational officials.

Implementation Strategies

The quality of education cannot be achieved without addressing gender issues in education. Working towards the personal and professional development of female teachers and female students in TEIs has to be given due attention in all AED/BESO II undertakings and in concerned government institutions. To this end strengthening/creating systems and assigning of pertinent personnel is crucial.

The following are strategies AED/BESO has been using to achieve the objectives stated above.

- Central and regional workshops site visits, giving awards for academic excellence collaborative planning with REB Gender focal persons, selected a limited number of female primary school teachers for leadership training.

Female Teachers

- Delivered sets of nine posters on promoting female teachers to 300 CRCs, 22 TEIs, 11 REBs, government and non-government partners like MOE, ICDR, MOEFED, USAID, World Learning- Ethiopia and government higher educational institutions.
- National workshop on sensitization on increasing the number of female leaders in education conducted for higher officials in MoE and REBs.
- Conducted skills facilitation workshop for AED field officers and gender focal persons from TEIs and REBs.
- In collaboration with Inservice field officers, training on leadership skills training given to 392 female teachers throughout the nation.

- Five CRCs were visited and the use of WTS materials, radio programs and Girls' Advisory Committees assessed.

Female Students

- Harar and Abdul Mejid Hussein, SNNPR and Tigray networks were created. Amhara and Oromia regional TEIs network strengthened.
- Five exposure visits made for six REB and eighteen TEIs.
- Sixty four (64) best achiever female students promoted and participated in the exposure visits.
- Technical support given on special needs of female students like on the need for separate latrine, gender sensitive counseling to all TEIs except for Gambella and Gilgel Beles TEIs.

Materials Development Component

IR 14.3: Use and Provision of Quality Primary Education Services Enhanced

Sub IR 14.3.3: Quality of primary education improved

Sub IR 14.3.3.3: Supplementary Materials Development and supply strengthened

Component 4a. Materials Development Component

Sub IR 14.3.3: Quality of primary education improved

Sub-sub IR 14.3.3.3 Supplementary reading materials development and distribution strengthened

1.1 Description

The general aim of the Materials Development Component is to develop and distribute supplementary reading materials to support inservice teacher education. The major focus of the Materials Development Component during Year 2 was evaluating and completing the revision of modules of cycle 2 self-instructional teacher's kits, and printing revised cycle 1 self-instructional teacher's kits and supplementary materials on socially relevant topics, and distributing them to primary schools. Limited copies of the second cycle will be printed and handed over to Regional State Education Bureaus as a follow up support.

1.2 Performance Summary

Key accomplishments during Year 2 of the Option Period were: printing and distribution of the revised cycle 1 self-instructional teacher's kits, evaluation of cycle 2 self-instructional teacher's kits, and cycle 1 and 2 supplementary materials, and revision of some modules cycle 2 kits, and all modules of cycle 1 and 2 supplementary materials. Printing and distribution of cycle 1 supplementary materials, namely, HIV/AIDS Grade 4 Student Book and Environmental Education Activity Book, will be done during August and September, 2006.

Objectives

The main objective of Materials Development Component is to develop and distribute supplementary reading materials, namely, self-instructional teacher's kits and supplementary materials on socially relevant topics to primary schools to support student-centered/active learning methods. The materials are intended to provide the teacher with additional teaching resources to improve the quality of teaching. Some of the materials are intended for school level activities such as instructional planning, lesson planning, organization and management of the learning environment and gender issues.

Major Activities Areas

- Develop monitoring guides and train school representatives to collect data on formative evaluation of cycle 2 self-instructional teacher's kits and cycle 1 and 2 supplementary materials.
- Conduct formative evaluation of cycle 2 self-instructional teacher's kits in 20 schools from 8 regions, and cycle 1 and 2 supplementary materials in 22 schools from 11 regions.
- Collect data and compile feedback of the formative evaluation of the self-instructional teacher's kits and the supplementary materials.
- Revise cycle 2 self-instructional teacher's kits and cycle 1 and 2 supplementary materials in four local languages based on teacher's feedback. Print revised cycle 1 self-

instructional teacher's kits in 20,000 copies, and cycle 1 supplementary material in 10,000 copies and distribute to RSEBs.

Implementation Strategies

- Monitoring the usage of the supplementary reading materials through cite visits and discussions with schools/teachers.
- Working with the RSEBs in training school and RSEB representatives to conduct formative evaluation of cycle 2 self-instructional kits and cycle 1 and 2 supplementary materials.
- Providing technical support on the usage, evaluation and revision of the materials.

Performance

- Developed monitoring guides and trained 58 school representatives to collect data on formative evaluation of cycle 2 self-instructional teacher's kits and cycle 1 and 2 supplementary materials.
- Conducted formative evaluation of cycle 2 self-instructional teacher's kits in 17 schools from 8 regions, and cycle 1 and 2 supplementary materials in 17schools from 9 regions.
- Collected data and compiled feedback of the formative evaluation of cycle 2 self-instructional teacher's kits and cycle 1 and 2 supplementary materials from 531 teachers.
- Printed 56,000 copies of revised cycle 1 self-instructional teacher's kits and distributed to 11 regions.
- Revision of cycle 2 self-instructional teacher's kits and cycle 1 and 2 supplementary materials in four local languages is in progress.

Component 4b: Interactive Radio Instruction-IRI Component

Sub IR: 14.3.3: Quality of primary education improved

Sub IR: 14.3.3.3: Supplementary reading materials development and supply strengthened

1.1 Description

From September 2005 through August 2006, the main activities of the IRI Component have been delivering the Grade 4 first semester programs to radio stations and distributing guides to the regions, completing the Grade 4 second semester program production, guide writing and distribution to the regions. Besides, the utilization evaluation of Interactive Radio Programs from Grades 1-4 nationwide and the integration of the IRI training methodology with Grades 1-4 English teacher training scheme were the main activity areas of the year.

1.2 Performance Summary

In option Year II, the IRI component has been able to conduct regional trainings to integrate IRI methodology with teacher training. Additional radio guides for Grades 1 and 2 were printed and distributed. Sixty (60) Grade 4 IRI radio programs were produced and distributed in the first and

second semester each. About 80,000 Grade 4 second semester program radio guides were printed and most of these guides were distributed to seven regions. IRI methodology training and a national utilization assessment of IRI for Grade 1-4 were accomplished.

Objectives

The over all objective of the IRI programs is to enhance the quality of English language instruction at the Ethiopian primary schools by providing highly organized and quality English IRI radio programs for school use at the national level. In other words, the objective is to help the children develop their English language skills and support the classroom teacher to teach better by providing quality IRI programs and accompanying teachers' guide notes.

Major Activities Areas

- Delivering the Grade 4 first semester IRI programs on Reel Tapes and CD ROMs to regional educational broadcasting station and distributing the guides to the regions.
- Completing the development and distribution of the grade 4 second semester IRI programs and the corresponding radio audio guides.
- Integrating IRI teacher training methodology with that of the TEIs Grades 1-4 English language teacher training scheme.
- Conducting national utilization evaluation of the Grades 1-4 IRI programs at the national level.

Implementation Strategies

Program script writing and reviewing, corresponding radio audio guide writing, program production such as directing during recording, and editing on audio computers were carried out by the scriptwriters, while programs items are aired by children and elder voice presenters (freelancers). The programs were delivered and broadcasted from the regional radio stations. Teacher's radio audio guides were printed at the center and then sent to the REBs. REBs assigned vehicles and manpower, while AED/BESO II covered the expenses to distribute them up to Zonal Education Offices. From Zonal Education Offices, the ZEBs were responsible to distribute them to schools.

Regional IRI teacher trainings were conducted by the REBs themselves using TOT trained experts in the respective regions. The IRI Unit supervised the trainings and gave technical support whenever there was a need. AED/BESO II funded the workshops.

Planned Activities for the year

- Conduct Regional IRI teacher training for Tigray and Gambela regions.
- Re-print grades 1, 2, 3 additional radio audio guides.
- Distribute 60 Grades 4 First Semester IRI programs to 12 radio stations on Reel Tapes and CD ROMs.
- Distribute the Grade 4 first semester radio audio guides to the regions.
- Develop, produce and distribute 60 Grade 4 Second semester IRI programs.
- Develop, print and distribute 75,000 copies of teacher guides and distribute to the REBs.
- Integrate IRI training methodology with preservice TEIs' training program.

- Conduct National Utilization Evaluation of Grades 1-4 IRI programs.
- Install EMA LAN system.

Performance

- Regional IRI teacher trainings were conducted for introducing IRI methodology for Tigray and Gambela regions.
- Twenty thousand (20,000) additional radio audio guides for each of the grade levels 1 and 2 IRI programs were printed and distributed.
- Sixty (60) Grade 4 first semester IRI programs were distributed to 12 radio stations on Reel tapes and CD ROMs.
- Eighty thousand (80,000) Grade 4 first semester radio guides were distributed to the regions.
- Networking and awareness raising sessions were conducted two times to REBs (SNNPR, Tigray, Oromiya and Amhara regions).
- Sixty (60) Grade 4 second semester programs were produced and distributed to 12 regional radio broadcasting stations on Reel Tapes and CD ROMs.
- Eighty thousand (80,000) Grade 4 second semester programs guides were printed and most were distributed to 7 regions.
- IRI Training methodology workshop was conducted for 10 TEIs and 6 REBs.
- National implementation evaluation of the Grades 1-4 IRI programs was conducted.

Planning and Management Component

Sub-IR 14.3: Use and Provision of Quality Primary Education Services Enhanced

Sub-sub IR 14.3.2: Planning, Management and Monitoring and Evaluation for Delivery of Primary Education Services strengthened

Sub-sub IR 14.3.2.1: Planning, Management and Evaluation capacity at all levels strengthened

Component 5: Planning and Management

Sub-IR 14.3: Use and Provision of Quality Primary Education Services Enhanced

Sub-sub IR 14.3.2: Planning, Management and Monitoring and Evaluation for Delivery of Primary Education Services strengthened

Sub-sub IR 14.3.2.1: Planning, Management and Evaluation capacity at all levels strengthened

1.1 Description

The Planning and Management Component focuses on strengthening the planning, management, monitoring and evaluation capacity of the education system at all levels of administration. More specifically, the component aims at strengthening the planning and management capacity of MOE, REBs and Woreda Education Officers (WEOs) by introducing new planning and management tools, providing training programs in education planning and management, providing technical support to prepare long range plans and implementation modalities, and establishing LAN systems.

PMIS and MMIS software are two of the planning tools developed by AED in phase one now being used to strengthen the planning and management capacity of the education system at various levels. EMIS and the Projection Model are also additional planning and management tools being developed for the same purpose in phase two. WCB, KETB and Planning and Management Training Program (the International Institution for Educational Planning (the IIEP) training program) are the main training programs being implemented to strengthen the planning and management skill and knowledge of the planners and managers at different levels of the education system.

The capacity building activities of the Planning and Management Component are managed centrally, with active support and backing by the six planning and management officers in the regions. Recently, the central team reorganized into two sub teams and a clear division of labor has been made between the different experts in the sub-teams. Accordingly, the first sub-team focuses on the application of different IT solutions to strengthen the planning and management capacity of the education system. The main activities under the sub-team are PMIS, MMIS, EMIS, the development of projection model and LAN establishment.

The second sub-team deals with the training of planners and managers at all levels of the education system to improve their planning and management capacity. The main activities under the second sub team are WCB and KETB training programs, the Planning and Management Training Program (IIEP) for RSEBs and MOE planners and decision makers, and provision of technical support to MOE and RSEBs to enable them to develop long range planning and implementation modalities.

1.2 Performance Summary

- The projection model for primary, secondary and TVET was completed.

- The LAN system of SNNPR Education Bureau was completed and the implementation has started.
- The LAN design and specifications of the three regions, namely-Afar, Dire Dawa and Benshangul- were completed and the final implementation is ongoing.
- The development, training and implementation of the PMIS software in 28 Woredas and 2 Sub Cities were completed and 30 computers and the necessary accessories were distributed.
- 30 additional woredas were selected from eight regions for the implementation of the PMIS software for the year 2005/2006.
- Database preparatory training has been given to over 90 computer novice employees selected from 30 different Woredas for the implementation of the PMIS software.
- PMIS instruments were also printed out for all 30 woredas. Operational manuals were revised and distributed to each PMIS core group member.
- The WCB training materials were revised and the TOT for WCB was also accomplished. Accordingly, the second round KETB training was conducted for about 651 participants from all regions except Addis Ababa, Benishangul Gumuz and Tigray.
- The three IIEP seminars and the two workshops were conducted successfully and a total of 179 people participated from the center and regions.

Objectives

The main objective of the Planning and Management Component, as stated in the Year 2 IP is to develop human capacity at various levels by:

- Using planning and management tools effectively.
- Making planning an efficient exercise at various levels of the education sector.
- Ensuring the sustainability of the installed planning management tools.

Major Activity Areas:

EMIS
National

- Finalize and test the projection model, organize workshop to get feedbacks on the projection model.
- Update the model and install it in all the regions and MOE, by providing basic training on how to use the model.
- Participate and assist MOE in implementing the new UIS software.

Regional

- Implementation of the LAN system in SNNPR REB.
- Implementation of LAN system for Afar, Benishanguil-Gumuze and Dire Dawa REBs.

MMIS
National

- Implement the MMIS software in the remaining regional education bureaus namely Amhara, Tigray and Dire Dawa and provide technical support for the MoE and RSEBs where the software is already implemented.

PMIS
National

- Provide technical support for the sustainability of the PMIS software. This includes training for the mainline operational users of MoE and Central Institutions, supervision, modification and updating of the software.

Regional

- Finalize the implementation of the PMIS software at the selected Woredas for the year 2004/2005.
- Develop and implement the PMIS software in the newly selected Woredas for the year 2005/2006.
- Procure and supply computers, printers, UPS and other accessories for the selected Woredas for the year 2005/2006.
- Provide technical support for the sustainability of the PMIS software (training and supervision of REB employees, modifications and updating of the software).

Woreda Capacity Building Program Woreda Capacity Building and Kebele Education and Training Board (WCB/KETB) Training

Central

- Finalize the review and update of WCB training materials (including all translation works) and print the new version in adequate quantity.
- Conduct Training of Trainers for WCB training by using the revised WCB training materials.
- Facilitate the implementation of KETB training in the remaining regions
- Conduct KETB training in their respective regions.

IIEP training in education planning and management

Central

- Strengthen the planning and management capacities of planning and decision making officials at the Federal and Regional levels through consultancy from the International Institute of Educational Planning (IIEP) in Paris.

Strengthening the planning and management capacity of MOE and RSEBs

Central

- Finalize the assessment report on MMIS, PMIS and long range education plan development in the regions.
- Develop interventions and sustainability strategies for the major interventions under the Planning and Management Component.
- Support the planning departments of MOE and RSEBs to develop long range plans and implementation modalities.

Regional

- Printing 100 copies of the perspective plan developed by Oromiya RSEB.

Support to the ESDPP Department of MOE

Central

- Identify the needs of the planning department and design implementation plan.
- Update the database of MoE Library.
- Cover the critical operating expenses of ESDPP, and MoE.
- Make operational MOE Website.
- Upgrade MoE internet services.

Implementation Strategies

The main strategies for the implementation of the planned activities for Option Year 2 Implementation Plan were the following:

- Members of the Planning and Management Component assigned at the center and in the regions were closely working with the beneficiaries to accommodate their needs so that they have an active role in the implementation of the program.
- Improving the implementation capacity of the Planning and Management officers in the Planning and Programming Department of MOE as well as that of decision makers in REBs through IT training, IIEP seminars and workshops.

Performance

EMIS
Regional

- The projection model for primary, secondary and TVET has been completed. The installation of the projection model in REBs was started. Accordingly, the projection model is installed for Harar, Addis Ababa, Dire Dawa and Oromia.
- Technical support was given to the MoE on the implementation of the new UIS database software.

- The LAN system of SNNPR Education Bureau has been completed and the implementation was started.
- The LAN design and specification of the three regions, namely-Afar, Dire Dawa and Benshangul- was completed and the final implementation is ongoing.
- Technical support was given in the preparation of ESDP for MoE, Dire Dawa and Harari.

MMIS
Regional

- Basic computer skill training has been given to two employees selected from the property management section of Amhara RSEB.
- Training on how to use and manage the MMIS software has been given to the mainline operational users of Amhara RSEB.
- Eighty-five percent of the inventory of stores and fixed items has been completed for Amhara RSEB. However the implementation of the system is pending since the Bureau is constructing new buildings for the stores.
- The implementation of the MMIS software is progressing well in Tigray RSEB. It is expected to finalize the implementation of the system by August 2006.
- Technical Support has been provided to the mainline operational users of Harari, Oromia and MoE.

PMIS
National

The necessary training has been given on the modified PMIS software for three employees. Additional report facilities have been incorporated based on the request of the mainline operational users. The modified software was installed at MoE and all Central Institutions.

Regional

- The development and implementation of the PMIS software in 28 Woredas and 2 Sub Cities selected from seven regions namely: Amhara, Oromia, SNNPR, Tigray, Addis Ababa, Somali and Benishangul-Gumuz for the year 2004/2005 was completed.
- Thirty (30) computers, printers, UPS and other accessories have been distributed to 30 Woredas selected for the implementation of the system for the year 2004/2005. Additional 10 computers were also distributed to some Regional State Education Bureaus to strengthen the utilization of the implemented system.
- Training on the technical features of the PMIS software has been provided to 15 mainline operational users selected from MoE and all Regional Education Bureaus except Somali and Afar.
- Thirty (30) additional woredas selected from the following eight regions: Amhara, Oromia, SNNPR, Tigray, Afar, Somali, Gambela, and Benishngul-Gumuz for the implementation of the PMIS software for the year 2005/2006.
- Database preparatory training has been given to over 90 computer novice employees selected from 30 different woredas for the implementation of the PMIS software.

- PMIS core groups were formed in all 30 woredas. Data collection orientation was also provided to all members of the PMIS core group. At the moment the data collection process in progress.
- PMIS instruments were also printed out for all 30 woredas. Operational manuals were revised and distributed to each PMIS core group member.
- Thirty one (31) computers, printers, UPS and other accessories were purchased and were made ready for distribution to 30 woredas, and one for Gambela Regional Education Bureau.

Woreda Capacity Building and Kebele Education and Training Board (WCB/KETB) Training

- The WCB training materials were successfully revised. Two additional modules (on support to female students and resource mobilization) were also prepared. The translation to local languages is completed except for Somali region.
- The TOT for WCB was also accomplished.
- WCB training was conducted in most of the regions except Dire Dawa, Addis Ababa, Somalia and Tigray. In these four regions the training is planned for August, 2006.
- Second round KETB training was conducted in all regions except Addis Ababa, Benishangul Gumuz and Tigray for about 651 participants.

IIEP training in education planning and management

- Three IIEP seminars and the two workshops were conducted successfully. Accordingly, a total of 179 people participated from the center and regions.

Strengthening the planning and management capacity of MOE and RSEBs

- Based on the assessment report, interventions are designed to strengthen MMIS, PMIS and long-range education plan development in the regions. A sustainability strategy was also designed for the major interventions of the Planning and Management Component of the project.
- Support was given to MoE and all regions to finalize their projection in developing their ESDP III plans. Special support was given to Oromiya and Dire Dawa regions, and MOE ESDPP department.
- The perspective plan of Oromiya RSEB was printed in 100 copies.

Support to the ESDPP Department of MoE

- The MoE reorganization of MoE library data was completed as scheduled.
- The operating expense needs of ESDP and Planning Department was assessed and one desktop computer, one laptop computer, one color printer and three flash disks, with an estimated cost of Birr 61,000 were procured, and the materials were also delivered to the department head.
- The bidding process for MoE website development is in progress.
- The budget allocated to the development and implementation of ESDP Project monitoring mechanism (CO), and to strengthen the ESDP secretariat to support the development of the ESDP plans and programs through establishing more adequate

database for financial planning (CO) was transferred to website development in consultation with the ESDP Planning Department Head.

Monitoring, Evaluation, Research and Analysis (MERA)

IR 14.3: Use and Provision of Quality Primary Education Services Enhanced

Sub IR 14.3.2: Planning, management and monitoring and evaluation for delivery of primary education service

Component 6: Monitoring, Evaluation, Research and Analyses (MERA)

IR 14.3: Use and Provision of Quality Primary Education Services Enhanced

Sub IR 14.3.2: Planning, management and monitoring and evaluation for delivery of primary education service

1.1 Description

MERA as a national level activity of AED/BESO II focuses on the monitoring, evaluation, research, analysis and communication of information on project performance, and the improvement of the quality and equity of the primary education system in Ethiopia. This component carries out large and small scale research on educational innovations and practices at different levels so that lessons would be learned from useful experiences.

The assessment of project performance is carried out annually on the basis of the Performance Management Plan (PMP). In this document are defined performance indicators that serve as criteria to measure the physical progress of the project as well as its impact from time to time. Results are reported primarily to USAID, the donor organization, as this was a part of the contractual agreement. The research sub-component in MERA is carried out in collaboration with the Education Sector and Planning Department of MoE. The measurement of the overall quality of primary education is jointly carried out by AED and NOE through the Ethiopian National Learning Assessment. Results are disseminated to the beneficiaries and the public at large using published reports, national conferences, seminars, the mass media etc. This component also plays a considerable role in training the personnel of the educational system in various research and assessment techniques so that they develop the necessary competence to conduct similar activities by their own. Efforts also include the creation of electronic data bases, preparation of manuals and assistance for creating units in MoE that will be able to contribute to the sustainability of current efforts by the project.

1.2 Performance Summary

In Option Year 2 MERA has been able to complete all its planned activities except one which was completed only partially. Accordingly, it has carried out MERA annual internal workshop, completed the assessment for PMP indicators report, completed the publication of Option Year 1 Study on Action Research, completed preparatory activities for the Third Ethiopian National Learning Assessment, acquired MERA technical assistance and completed the assessment of AED preservice and inservice linkage programs. The policy study for this year was decided to be on the diagnosis of the Ethiopian Education and Training Policy, but it was only the preparatory phase of this intended task which was completed. MERA has also conducted several training workshops on the assessment of different performance indicators in the PMP and on the validation of test instruments to be used in the Ethiopian Third National Learning Assessment. The process of creating an electronic data base has been initiated and it is hoped that this will contribute to the suitability of MERA activities. In order to control or minimize weaknesses in research instruments and ascertain their authenticity, a data quality assessment has been carried out for relevant performance indicators in the PMP.

Objectives

The main objective of MERA was to identify, generate, analyze, report, and disseminate information concerning the actual progress of project interventions, the impact of those activities over time and the improvement of quality and equity in the educational system. The following were the specific objectives of the component for Option Year 2:

- To report project performance and impact for the 2005/06 year of implementation as per the PMP.
- To complete the assessment of the Ethiopian Educational and Training Policy or carry out surveys, topic specific analyses, or a case studies that provide lessons from which innovations can be learnt in the educational system.
- To complete the preparatory phase of Ethiopian Third National Learning Assessment of Grade 4 and 8 Students in primary education.
- To conduct annual MERA internal workshop to report findings from PMP assessment results, reflect on the results and refine measurement tools.
- To conduct training programs for personnel in the educational system so that they can carry out assessments of their own.
- To complete the distribution of technical reports from the previously completed studies of the Ethiopian Second National Learning Assessment, the successful school study project and financial cost of wastage study.
- To complete and publish the study from Option Year I on action research in Primary schools in Ethiopia.
- To carry out an assessment of AED preservice and inservice linkage programs in TEIs and cluster primary schools.
- To provide MERA technical assistance in the assessment of project performance in all components of AED/BESOII.

1.3 National /Central Activities

Major activities leading to the attainment of the above objectives in this component for Option Year 2 were the following:

- Annual MERA workshop and the refinement of M&E monitoring plan with performance indicators and reports.
- Assessment of project performance in all technical components as per the performance indicators defined in the PMP.
- Documentation of lessons from new innovative approaches in primary education through conducting a survey, case study, topic specific analysis or another study.
- Completion of the preparatory phase of the Ethiopian Third National Assessment in Grade 4 and 8 in collaboration with NOE/MOE.
- Assessment of AED preservice and inservice linkages in TEIs and Cluster primary schools.
- Training programs for personnel in the educational system when various assessment programs are carried out.

Implementation strategies

Organization of annual MERA planning workshop

- Present the results of project performance in Option Year 1.
- Develop M&E plan with refined indicators and targets for the third year of implementation.

PMP indicators report for the third year of implementation

- Assessment of active learning and survey of AED training impact in USAID cluster schools.
- Assessment of active learning and survey of AED training impact in Teacher Education Colleges and Institutions.
- Assessment of female teachers and prospective teachers support in AED/ USAID cluster schools and teacher education institutions.
- Assessment of Supplementary Materials and Kits in primary schools.
- Assessment of the planning and management, and woreda capacity building components in REBs and WEOs.

Completion of the assessment of the Ethiopian Education and Training Policy

- Development of research proposal, instruments of data collection pilot testing of instruments.
- Data collection on the Ethiopian Education and Training Policy.
- Organization, encoding, cleaning of data and preliminary analysis.
- Data analysis and interpretation.
- Consultative workshop on the draft report.
- Final report writing.
- Professional editing and printing of research results.
- National dissemination conference on the results of the policy study.

Completion of the preparatory phase of the Ethiopian Third National Learning Assessment

- Completion of pre-pilot testing preparations and procedures.
- Pilot testing of non-test instruments.
- Translation of finalized instruments of data collection for the Ethiopian Third National Learning Assessment.
- Printing and packing of instruments of data collection.
- Performance.
- Key Accomplishments in Option Year 2.

Completion of MERA annual workshop and refinement of indicators

The purpose of this workshop was to report the findings of PMP indicators evaluation and assessment for Option Year 1. It was held in Adama for two days on February 9-10, 2006. At

the workshop, findings of the previous year were presented to AED/BESO II technical staff, team leaders and the management. Areas for improvement were identified, issues related to measurement and performance indicators were discussed and changes in the PMP performance indicators were clarified. The workshop was attended by about 35 participants, and this was followed by the refinement of the PMP document as a guide for further assessments in Option Year 3.

Completion of the assessment of PMP indicators for 2005/06 year of implementation

The AED/BESO II results framework indicates that four levels of performances are measured using 22 performance indicators. The levels of performance and their corresponding indicators are designated as strategic, intermediate, sub-intermediate and sub-sub-intermediate levels. The following table shows the classification and number of performance indicators in the PMP.

AED/BESOII indicators in relation to level of performance

Level of Performance Indicators	Number	Remarks
SO Level Indicators	1	
IR Level Indicators	2	
Sub-IR Level Indicators	5	
Sub-sub-IR Level Indicators	14	
Total	22	

Of the above 22 indicators, one intermediate level indicator is assessed every four years by means of the Ethiopian National Learning Assessment. The other intermediate result indicator has been completed in collaboration with the Ministry of Education. For the rest, MERA has been able to complete the field and archival work, and the analysis of data for results is underway.

Among the intermediate result performance indicators, the average percentage of use of active learning in TEIs and Cluster Primary Schools is the most prominent. In the current option year, this study was carried out in a sample of 11 TEIs and 22 cluster primary schools in 8 regions. This effort resulted into more than 386 classroom observations in both settings. The task of carrying out observations was preceded by rigorous improvements of the instrument of data collection. This involved the summary of the observational data over the last two years to include important behaviors to be observed as well as supplements from theoretical experiences.

Another study which was closely linked to active learning was the impact of training programs in this method and the degree to which trainees transfer their skills after training. The study was conducted in a sample of 11 TEIs and 22 clusters in 8 regions. A survey of about 879 sampled teachers and 22 school principals was completed. Additionally, 216 skills transfer surveys among sampled teachers were completed using multi-method research.
In female teachers support, a sample of 6 TEIs and 15 cluster primary schools using 4 types of instruments in a sample of 6 regions was completed. A total of 104 teachers and 37 prospective teachers were covered by the surveys. The other important component is Instructional Materials Development and Production. Using 4 types of instruments in 17 sampled cluster schools and in a sample of 7 regions, a total of 798 sample teachers for two types of teacher instruments, 34 principals for two types of principal instruments were surveyed. A related activity to this

component is the assessment of the impact of Interactive Radio Instruction in Grade 4 English. Because of the delay of the publication and distribution of teacher guides EMA and ICDR have strongly questioned the usefulness of such assessment. Due to this MERA suspended the conducting of the assessment for this year. However, because the cohort that was studied last year will be Grade 5 next year, it was decided to create a baseline for using Grade 3 results for next year assessment in Grade 4. Thus an achievement test was conducted in 6 sample regions using 16 sample schools.

The planning and management component was surveyed using 7 types of instruments in 10 Regional Education Bureaus resulting into 280 observational assessments. The effectiveness survey of the woreda capacity building was carried out in 17 woreda education bureaus this in a sample of 7 regions using two types of instruments.

Completion of the preparatory phase of the policy study on the Ethiopian Education and Training Policy

AED/BESO II had a contractual agreement to carry out one survey, case study or thematic analysis in collaboration with the Ministry of Education and/or Regional Education Bureaus for this option year. For the current option year, the Education Sector Development and Planning Department of MOE decided that it will carry out a large scale study on the diagnosis of the Ethiopian Education and Training policy. As such there was no opportunity of participation for regions either in proposing or deciding the type/theme/ of the study to be conducted.

In order to carry out the study a Senior Management Team (SMT) and a Technical Management Team (TMT) were formed at the beginning of the year. The SMT comprised the Head of the Department for Education Sector Development and Planning, MOE and the Chief of party of AED/BESO II. The TMT was made of three members of the Planning Department and two members of AED/BESO II.

After consecutive meetings, the TMT decided to develop a research proposal and present it to a consultative workshop. This was completed and a consultative workshop conducted with 2 reviewers assisting as resource persons. After the workshop, the resource persons assisted in the improvement the proposal and submitted it to the Ministry of Education through the planning department. However, responses that authorize the beginning of the study have been delayed.

Completion of the preparatory phase of the Ethiopian Third National Learning Assessment

The Ethiopian Third National Learning Assessment will be carried out in April/May, 2007 across the nation in selected sample schools. To this end, both NOE and AED BESO II, the two main partners, decided to start the preparatory phase of this national study in 2005/06. The preparatory phase was planned to cover activities ranging from the establishment of the leadership structure to piloting the instruments for data collection. Later, it was decided that this stage will also be used to evaluate the impact of other USAID partners in the educational system. The following were the main accomplishments in this respect.

- A series of consultative meetings were held between NOE and AED/BESO II to form the Technical Working Group (TWG), and TWG was formed.
- TOR for the TWG was completed.
- Final work plan with cost break down for the preparatory phase was completed, and three different guidelines and TORs for professionals were completed. These guidelines included the following: item and test statistics guideline on ESNLA data; item, test review and improvement guidelines, and curriculum review guidelines.
- Item and test statistics was generated on nine subjects based on the ESNLA data. Outputs were given to subject specialists with guidelines for item and test analysis reports. Improvements were made to items that required changes.
- A review of current curriculum was completed to see if there were changes, and if so how these changes may influence the development of instruments.
- A validation workshop was carried out for test instruments. After the workshop necessary improvements were made on the test instruments.
- The sampling of 149 pilot schools was completed after receiving data sets from EMIS.
- Different booklets translated into 9 languages were produced and printed into 17,000 copies.
- Data collectors and coordinators were recruited and trained at the center.
- Data collection routes were organized in 18 routes with 6-13 schools in each, and data collection was completed in June, 2006.
- Data cleaning and preliminary analysis has been completed and it is hoped that main data analysis will be completed in August and September, 2006.

Distribution of technical reports of the Second Ethiopian National Learning Assessment and the policy studies from the base year

Three studies were initiated and completed in the base year. During BESO I, there was no experience of publishing and disseminating such studies. In BESO II, one of the most important traditions that was injected to research was the publication and distribution of technical reports. Accordingly, the distribution of following three technical reports from the base year was completed at the beginning of Option Year Two.

- Two technical reports of Grade 4 and 8 were distributed to different institutions and beneficiaries. These reports were presented in 1 international language (English) and 4 Ethiopian languages (Afan Oromo, Amharic, Tigrigna and Somali). The total number of ESNLA publications was 3,400. The breakdown was as follows: ESNLA Grade 4 English version 400; ESNLA Grade 4 Afan Oromo version 400; ESNLA Grade 4 Somali version 200; ESNLA Grade 4 Tigrigna version 200; ESNLA Grade 4 Amharic version 500; ESNLA Grade 8 English version 400; ESNLA Grade 8 Amharic version 500; Grade 8 Afan Oromo version 400; ESNLA Grade 8 Somali version 200; ESNLA Grade 8 Tigrigna version 200.
- A report on the Ethiopian Successful Primary Schools Study was distributed in 12, 000 copies.
- A report of the Cost of Educational wastage in Ethiopia was distributed in 1,000 copies.

Completion of the publication of the Option Year One study on Action Research

MoE and AED/BESOII initiated this study in Option Year 1 after an agreement between the Education Sector Department, regions and AED/BESO II was reached on the focus of the

study. The research problem upon which the concerned parties agreed and got approval from MoE was entitled “Action Research in Primary Education in Ethiopia”.

After the analysis and draft report writing were completed, the draft was put to several internal and external reviews in order to improve the quality of the presentation of findings. Following the reviews and upgrading of the quality of the draft report, the final report was produced and published in 1, 500 copies.

Completion of the study on the assessment of AED preservice and inservice linkages in TEIs and Cluster Primary Schools

This study which was aimed at assessing the effectiveness of the preservice and inservice linkage programs was initiated and conducted in Option Year 2. Using 7 types of instruments, the study was carried out in a sample of 5 regions, 7 TEIs and 14 cluster primary schools. Once the analysis is completed, the draft reported will be reviewed and published for wider distribution in appropriate number of copies.

Provision of training workshops on different assessment techniques using training manuals, videos and practical training

MERA has been conducting training workshops prior to any data gathering activities. Such training has different purposes. The main one is to enable data collectors or field researchers to collect data according to the needs in the Performance Monitoring Plan. The second is to help trainees to acquire the knowledge and skills of assessing different activities in the educational system. The third is to assist data collectors to acquire the skills of developing instruments of data collection. All data collectors are recruited from the educational system at various levels. Accordingly, MERA has conducted 8 training workshops having multiple purposes with the involvement of more than 132 participants for the assessment of performance indicators in the PMP alone. In the third national learning assessment the total number of people who take training, orientations and guidelines at different stages was 70 for this option year.

Completion of Data Quality Assessment (DQA) for relevant performance indicators in the PMP

Data quality assessment is a contractual obligation to AED/BESOII. In line with previous experience, this assessment has been carried out this year on relevant performance indicators in collaboration of USAID. This assessment has been carried out both in the field as well as in one central institution.

Challenges in Performance

Challenges in Performance

Preservice

- Delay of first wire of budget to Teacher Education Institutions. This included the newly encompassed Makalle and Gilgel Beles TEIs.
- Delay of TEIs in submitting their deliverables.
- All TEIs have extended their number of linkage cluster schools, but the support in some TEIs was limited due to transportation and heavy teaching load.
- Many TEIs do not have an IT officer position filled thus resulting in slowing down internal training and slowing general use of ICT by instructors.
- Most TEIs had serious challenges in connectivity and power fluctuation, and that affected the usage of computers and the internet.

Solutions

- Wiring of budget to TEIs in accordance with the implementation plan.
- Continuous consultations with TEIs and REBs on the submission of deliverables on time, monitoring implementation of planned activities according to schedule.
- Strengthening the SDUs in all TEIs.
- Using the best available primary school teachers as trainers and supervisors of the linkage program in the CCU of the College, as is being done in Amhara Region TEIs; continuing the support of the preservice-inservice linkage support program in the 501 primary schools and to the 11,288 inservice teachers reached so far.
- Assigning enough IT teacher educator professionals and technicians in the organogram of the college so as to lead the infusion of EdTech into the teacher Training curriculum and sustainable use of the available equipment and software in the college.
- Assigning enough budget to maintain and make available the necessary accessories to the Educational technology equipment of the respective college.

Inservice

Challenges

- High turnover of education personnel: Due to the continuing re-structuring process in some of the regions, there is high turnover of educational personnel, which resulted in instability in the teaching learning process, and hampers the accomplishment of AED/BESO II Project activities.
- Distance between the RSEBs, WEOs and among cluster schools: In some regions, distance and difficulty of land terrain in some of the cluster school centers and their satellites has affected their linkages. This has also affected frequent follow up and supervision of activities by RSEBs and WEOs.
- National Teachers' Conference: This has interfered with some of the planned activities like, monitoring and follow up visit to cluster schools.
- Work Overload: Some woreda supervisors pay little attention to cluster activities as they are occupied by other duties. This has resulted in delaying the facilitation of school

follow up activities, and submission of accurate and timely performance data and statistics.

- Mismatch between incentive fund and number of teachers in schools: Some regions have reported that the amount of incentive fund allocated for schools does not match with the number of teachers in each school – some schools have large number of teachers while others have very small number.

Solutions

- The Project is addressing the above problems through internal and external measures. Internal measures relate to working with field officers to plan more effectively, involving the RSEBs and WEOs in organizing/conducting cluster/school level training, materials distribution, follow-up of workshops, and collecting performance data. Externally, work overload and turn over of personnel, and restructuring are problems that will settle in the course of time - as the Project has attempted to undertake a series of seminars and meetings with officials from the central ministry and the regions on the challenges and issues of sustainability of good practices.

Women Teachers Support

Challenges

- Some CRCs and TEIs have not started using WTS materials and radio programs.
- Lack of gender mainstreaming in TEI and REB programs.
- Lack of information exchange between REBs at different levels and CRCs.
- Limited visitation of CRCs due to the vastness and lack of assistance.

Solutions

- Continued sensitization of TEI community on the relation of girls' success to the success of the TEI program.
- More involvement of REBs and TEIs in gender programs.
- Institutionalization of gender programs in TEIs and REBs.

Materials Development Component

Challenges

- Difficulty in proper distribution of the cycle 2 self-instructional kits and supplementary materials by Woreda offices.
- Reluctance of some RSEBs in sending participants to the formative evaluation consultative workshop by some regions/schools.
- Delays in completing procedures for printing of the revised cycle 1 self-instructional teacher's kits.
- Time constraint and unforeseen circumstances hindered some schools/teachers from giving feedback on the formative evaluation of cycle 2 self instructional teachers' kits, cycle 1 and 2 supplementary materials on socially relevant topics.

Solutions

- Project staff discussed with schools and Woreda offices about the importance of timely distribution and utilization of the materials.
- The component revised the number of sample schools to those that attended the consultative workshop.
- Materials Development team closely worked with AED Administration to speed up the process.
- Project staff discussed with schools how to manage the accomplishment of the task to meet the agreed date.

IRI

Challenges

- Peripheral/disadvantaged regions (Somali, Gambella, Afar and Benishangul) are not using IRI programs as they do not have broadcasting stations and the broadcast from near by regions lack clarity.
- Some schools in Amhara and SNNPR have shifted from self contained mode to semi-self contained or linear mode and as a result the IRI air time schedule clashed with periods for other subjects.
- Lack of follow up and monitoring in some Woredas due to lack of awareness on the benefits of IRI programs in promoting active learning.

Solutions

- It is planned for Option Year 3 to replicate the utilization of IRI programs in disadvantaged regions using audio-cassettes.
- Networking with and awareness raising activities were conducted have been done on the implementation of IRI programs. As for example, Amhara region have doubled the broadcast time for the coming academic year.
- Efforts in strengthening the institutional monitoring and evaluation capacities of REBs have been done and will continue into option year III.

Planning and Management

Challenges

- Delay in the procurement of computers, printers, UPS and accessories for the 30 selected Woredas of round two and one Regional Education Bureau has created lag in the implementation of the system.
- Managing the basic computer training for the employees with very low English language proficiency makes the implementation of the system complex.
- There is high turnover of employees who were trained and assigned to work on the PMIS software at Woreda level. This will have an impact in assuring the sustainability of the system.
- The implementation of the MMIS software is pending at Amhara RSEB since the REB is constructing new buildings for the stores.
- Assosa and Jijiga Woreda education offices did not have a complete recorded file system for their employees. As a result, the PMIS in the two Woredas was delayed by this problem. The Woredas were advised to collect the relevant records about their

employees from the regional education offices or civil service commissions, and complete their file system.

- Sustainability is still a big issue in implementing PMIS and MMIS. Most regions did not assign permanent employees to run the system. It is only the push from the project that moves the activities in some of the regions.
- The poor quality of data entry in the Amhara and Harari REBs MMIS system is forcing the Project to redo the activity. The inventory of property in the stores of the two bureaus was done without the active participation of the store clerks. Hence, there is discrepancy in the record readings in the MMIS and the actual amount of items in stores. The problem is partly attributed to the absence of continuous updating of the materials transaction in the bureaus MMIS. Discussions are made with the two bureaus and remedial actions are being taken.
- The turnout in the three IIEP seminars was below the expected amount (85%). Regions like Somali, Afar, Benishanguil Gumuze, Gambela are not benefiting the most out of it by sending all the participants from their respective regions.

Solutions

- Through the continuous follow-up of the procurement process, the problem was minimized and currently all computers were procured and are ready for distribution.
- Although it was time taking, the training on the management of basic computer was given depending on their level of education.
- The problem with regard to high turn-over of employees who were trained and assigned to work on the PMIS software at Woreda level was discussed with Regional education Bureaus. The discussion will continue in the coming year.
- The regional education Bureau was not ready to implement MMIS software due to the new construction taking place to build stores.
- Data was partially collected on the Woreda personnel from the regional education bureau achieves to implement PMIS in Jijiga Woreda education office.
- In consultation with the beneficiaries, sustainability strategy is prepared. Besides this, continuous consultation was made with regional education bureaus for the sustainability of the planning and management tools.
- Discussions have been made with Harari education bureau and remedial actions are now taken.

Monitoring, Evaluation, Research and Analysis Component

Challenges

- Shortage of competent human power to do field work, the unexpected closures of schools in some areas, the increased costs to train, deploy and transport personnel for data collection for monitoring and evaluating project performance.
- The piloting of instruments of the Third Ethiopian National Learning Assessment in many schools, beyond what has been planned, has been expensive in terms of budget and time. It required extra efforts for the analysis and reporting of results. Moreover, not all instruments of data collection were piloted as the piloting of instruments beyond classroom tests was delayed due to the above pressures.

- The delay of this year's policy study posed a difficulty to meet project objectives. Although, AED has been able to provide all the necessary technical and financial inputs to the initiation of the policy study as per the request of MOE, it has not been possible to complete the work due to the delays from the Ministry of Education to authorize the work.
- Requests for more published technical reports of the previous researches have been pressing AED/BESOII. These were against AED's implementation plan since it did not provide budget for such activities in Option Year Two.

Solutions

- To overcome challenges in the assessment for PMP indicators report, human power was flexibly trained and used, data collection was carried out when schools were reopened or schools were replaced, and costs were renegotiated when relevant.
- The piloting of the instruments of the Third Ethiopian National Learning Assessment was carried out with an optimal use of resources and with the support of NOE covering transportation costs.
- For policy study the MOE was requested to express its position. Now, it has made it clear that the policy is part of its next year annual plan.
- The need for reprinting has been presented to the TWG. There was a consensus that MOE or REBs may commit some resources if there is urgency for reports.

APPENDIX A:
Success Stories & Lessons Learned

Preservice

The National Workshop on Alternative Teacher Education for the Pastoralist Population, and experience sharing visit to Jijiga Center of Excellence was very successful. It was conducted to strengthen the strategic planning for the optimum use of the Jijiga CoEx experience by other teacher education institutions and to set and develop a strategic plan document for use in alternative teacher education for pastoralist population; 80 participants from Afar, Benishangul Gumuz, Gambella, Oromiya, SNNPR and Somali REBs, TEIs and NGOs and GOs were present at the workshop held between January 27-29, 2006 in Jijiga. The workshop was very useful for it was the first of its kind in Ethiopia to provide a forum for stakeholders who work in Alternative Teacher Education for the pastoralist population of Ethiopia to meet and share ideas.

School Clustering in SNNPR is included in the Organization and Management Structure of Teacher Education Institutions. They have developed and used a general guideline for running School Cluster Support Program. Each College has allocated adequate budget /200,000 birr/ and transportation facilities /two (2) buses and five (5) motor cycles/ for the support given to school clusters.

Debre Birhan Center of Excellence printed 2000 copies of curricular materials for the Amhara Region and is printing 433 supplementary materials for linkage schools of the country. The Amhara REB purchased and given a 120,000.00 Birr worth printing equipment for the CoEx.

The National Workshop on the Status of Preservice Inservice Linkage activities in TEIs and experience sharing visits to Dessie, Combolcha and Debre Birhan linkage primary schools was successfully accomplished. One hundred twelve (112) participants from all TEIs, REBs, representative weredas and linkage primary schools of Ethiopia were present at the workshop held at Dessie College of Teacher Education. Participants were very impressed by what was happening in Komolcha. Dessie and Debre Birhan linkage school classrooms. The Active Learning classrooms of combolcha were the best to be taken to their respective classrooms for experience and replication. The Active Learning episode video cassettes and other relevant documents were distributed to all TEIs.

The Debre Birhan Center of Excellence printed 2000 copies of curricular materials for the Amhara Region and printed and distributed 433 supplementary materials for linkage schools of the country. For the vast duties the center is performing, the Amhara REB purchased and was given approximately 120,000.00 Birr worth printing equipment for the CoEx. Jimma College of Teacher Education used the experience of Debre Birhan linkage program to lead its effort in the Jimma area cluster school linkage.

Inservice

Beneficiary Support:

Some Woreda Education Offices in Benshangul Gumuz allocated budget to cover per-diem of cluster-level training participants; the RSEB employed 32 supervisors to strengthen cluster school activities. Wombera Woreda Education Office bought mules for cluster supervisors to alleviate the problem of transportation. With financial assistance from the Woreda Education office, Wombera center school Staff Development Coordinating Committee conducted a three-day workshop for 55 teachers (21 F) from Non - AED BESO II schools.

Activities of Girls' Advisory Committee:

Bambasi and Senkora center schools GACs in Benishangul Gumuz organized and celebrated "Girls' Day" and collected Birr 9,000 to support poor girls.

In Elly and Chankuare primary schools in Gambella, two girls were rescued with the support from the GACs from being forced to quit their education and get married. The school's Girls' Advisory Committee called upon the parents of the girls and discussed with them about the effect of early marriage. Following the discussion, the parents were convinced not to give away their daughters. With that, the girls pursued their education and completed the academic year peacefully.

Due to the trainings given on leadership skills development to female teachers and awareness created on the education of girls in SNNPR, teachers in cluster schools have given tutorial support programs to female students. Besides, schools in Alaba special woreda, Keranso, Chefea, and Mareko Woredas of Gurage zone in SNNPR have made special effort to combat harmful traditional practices like abduction, female genital mutilation and early marriage. Girls' Advisory Committees (GACs) have made remarkable contributions towards enrollment, retention and better achievements of female students (Tigray, Afar).

Linkage between Inservice and Preservice Programs:

The linkage programs which began last year is now expanding to schools near the TEIs in SNNPR and it has become part of the TEIs' tasks to work with the nearby schools. In addition, the RSEB is also strengthening the linkage and support between schools and the TEIs.

School PCs Improved:

Since the experience-sharing visit and the trainings offered to SPC coordinators on TALULAR, teachers' skills have increased significantly resulting in the production of better teaching aid materials. In addition, utilization of TALULAR materials is also strengthened. Some schools have extended their PCs from one room into two (one for production and one for display). The materials provision made to the PCs and the visits carried out by the coordinators have helped the PCs to revive and coordinators have started sharing experiences with one another (SNNP).

Skills Transfer Enhanced:

Some regional education bureaus have started to scale-up (multiply) trainings given at central venues to all non - AED/BESO II cluster schools. Some RSEBs have assigned all the non - AED/BESO II cluster schools to different TEIs in order to facilitate the inservice staff development of teachers in a similar way to that done for AED/BESO II cluster schools. Most cluster schools are exercising the development of teaching aids from locally available resources to enhance active learning and teaching. This is a clear indication of the transfer of skills gained and experience shared during ToTs workshops to schools/classrooms.

Women Teachers Support Success

- The WTS materials are being used in workshops and in study groups by CRCs and TEIs. Considerable numbers of female teachers are motivated to aspire for leadership positions. (reflected in Leadership trainings).
- Female students have improved achievements. Dropout rate is reduced.
- Better collaboration with REBs and TEIs.

Materials Development

Over 111,000 self-instructional kits and supplementary materials are being used currently for inservice teacher education to apply student-centered/active learning methods in primary schools. Teachers/schools have highly commended the usefulness of these materials.

The Project trained 58 school and regional representatives to coordinate formative evaluation data collection. Most of the representatives, namely, key teachers, directors and education officers, successfully monitored the process from January to March/April 2006 and collected data from 510 teachers in 9 regions.

During cycle 2 self-instruction revision workshop, school teachers, ICDR experts and TEI instructors worked together and considered this opportunity as a springboard for further adaptation/adoption of the materials in the future.

IRI

Increasing number of schools and offices requesting IRI programs on audio cassette on their own expenses which indicates increasing need to utilize the programs
Regional Education Bureaus are able to run the IRI methodology training successfully on their own.

High level of motivation from REBs to implement and produce media programs in interactive manner. Some regions organize workshops for Wereda Education officials to aware them on the benefits of the programs in promoting active leaning with their own budget. (Example: SNNPR and Harari regions)

Planning & Management

The implementation of the PMIS at Woreda level has created awareness of Information Technology ranging from the clerical staff to management level of those who have been involved with the implementation of the PMIS software.

WCB training materials were successfully revised. The cooperation among partners in revising the WCB materials was great. World Learning and Save the Children USA actively participated in the revision of the materials.

The selection of the second phase PMIS Woredas was completed successfully by learning lessons from the first phase. Regional and Central planning and management officers work very closely in making the selections. Clear guidance and orientations were also given to the REBs to make the selections.

The design of the LAN system of the four regions was completed in a very short time by hiring an external consultant.

MERA

Completion of the assessment for PMP indicators report

The assessment for PMP indicators report is a complex activity that involves the use of multi-level performance indicators, multiple measurement activities, and different types of methods and instruments of data collection. It has to also be carried out under many different conditions which do not always support the accomplishment of tasks during fieldwork. The shortage of human power, the lack of willingness to do field work among those who have the competence to do assessment, the closures of schools in some conflict areas, the increased costs to train, deploy and transport personnel for data collection were some of these new challenges for monitoring and evaluating project performance. Irrespective of these challenges, however, MERA has been able to complete all the required studies for the year. An exceptional case is only for one performance indicator, where a creating a baseline was necessitated instead of measuring the impact of the specific intervention for this year.

Completion of the preparatory phase of the Ethiopian Third National Learning Assessment

The preparatory phase of the Ethiopian Third National Learning Assessment was planned to cover activities that range from the creation of a leadership structure to piloting the instruments of data collection. However, due to the unexpected demands of other USAID partner organizations to get evidence of their effectiveness in what they contribute to student learning or achievement in Ethiopia, it was decided that the instruments of the Ethiopian Third National Learning Assessment be used for the purpose. This activity was also to be led by a temporary committee which comprised only few members of NOE and AED's technical advisor for MERA. This was due to the change in the leadership of NOE. The fact that the piloting of instruments would be used for determining the effectiveness of organizations meant that more samples were required for the purpose of adequate generalization of results. This has escalated the scale of the pilot study by many folds. Thus, the total number of schools in which the

piloting was done reached 150 in all regions instead of just less than 20 as in the case of the Ethiopian Second National Learning Assessment. The study was completed with high level efficiency without any delay, and NOE's positive role in this respect was highly instrumental.

Completion of carried over activities from previous Policy Studies

The distribution of technical reports of Ethiopian Second National Learning Assessment in 5 languages to different local and international institutions was completed at the beginning of the year. The published copies of the two policy studies were also completed this year. Unlike the First Ethiopian National Learning Assessment, the publication and widespread distribution of the Ethiopian Second National Learning Assessment reports was a great success to create mass awareness about the educational system in Ethiopia. It is believed that the translation and dissemination of reports in local languages will contribute to the effective utilization of findings of the studies at local level. There is no doubt that the translation of technical reports into local languages will also contribute to the enrichment of those languages in terms of new terminologies of scientific research.

Lessons Learned

Preservice

Experience sharing forums among TEIs was found to be a useful method of stimulating healthy competition among the TEIs. National workshops provided opportunities for the TEIs to address issues of common concern and generate solutions. For example, the National Workshop on Continuous Assessment addressed the pressing issue of what it is, what should be done, and how to implement it in the training program and the primary school linkage programs.

There should be frequent communication between preservice and inservice team leaders to facilitate collaboration among technical officers of both components. There was a very strong collaboration among the component team members and others for these activities right from the very beginning up to the end. The Somali Region Inservice Officer and Team Leader with his Operations staff, the Somali REB and the staff of Jijiga TEI worked day and night to make the Jijiga national workshop successful.

The two school clusters visited by USAID around Assella /Kulumsa and Boru Jawe/ are common schools by CPGGG and AED/BESO II Project.

Inservice

The Woreda Capacity Building office in Gambella has assigned one full-time teacher for Ras Gobana cluster center to run all project activities; as a result, the assigned teacher is disseminating innovative teaching practices to satellite schools. In addition, the assigned teacher visits and gives support to satellite schools;

Some schools in SNNPR have recommended that materials provision from the project be directly made to them rather than through the Woreda Education Offices to save time and for better management. In addition, central venue trainings be conducted before March in order to

allow enough time for cluster-level trainings and for carrying out thorough follow up and support;

Some regions have reported that cluster/ school-based training to be more effective than central venue trainings in building the capacity of teachers and in strengthening Teachers' Study Groups;

Some schools in Tigray have constructed/arranged separate rooms for facilitating Cluster Coordinating Committee meetings and Teachers` Study Group Activities, which as a result has increased teachers' collaborative work and social intimacy among educators. Experience sharing among target schools has ensured optimum implementation of Project activities, and helped the sharing of lessons and best practices;

The Afar RSEB is using AED/BESO II cluster centers for developing common plans, sharing of materials and experiences, developing common exams, organizing student competitions, etc. and this is a good indicator of the sustainability of the programs. Initiatives taken by some school clusters and girls' clubs in the schools to collect necessary resources (money, cloth and exercise books) to support poor female students to pursue their education is commendable. Follow up and participation in the cluster school level training by the woreda education officers to ensure transfer of central venue training is encouraging. The beneficiaries' recognition to teachers`/ schools` participation in the cluster activities to enhance the use of active learning methods in the classroom encourages teachers to work more;

The four TEIs in Amhara have assigned cluster unit supervisors to work and have also established linkages with cluster schools; cluster centers are preparing common cluster level examination to evaluate students' achievement at the first cycle primary level.

Women Teachers Support

- More involvement of beneficiaries.
- More visits to CRCs, REBs and TEIs to follow-up the use of WTS materials and radio programs.
- Increased forums for female teachers.

Materials Development

Regular follow-up and communication appears very essential to insure proper distribution and utilization, and commitments to meet task on the agreed deadlines.

IRI

Integrating IRI training with the TEI's preservice teacher training programs is crucial:

- Training cost will be minimized.
- The regions will have sustainable training potential as the program will be integrated with REBs' education system, i.e. their teacher training programs.

- The instructors can employ the innovative methodology of IRI programs to train other subjects and they can provide technical support to the respective REBs and Woreda Education offices on IRI related.
- It is crucial to conduct training for regional educational media programs producers on Interactive Radio Programs Production so that they can produce all subjects in active mode. (Amhara region producers tried to produce other subjects in an interactive manner sampling IRI Programs.)
- REBs and the respective Woredas should follow up and monitor the implementation. IRI programs at school levels and take timely corrective measures and so it is necessary to raise their awareness and strengthen their monitoring scheme.

Planning and Management

The experience exchange forum held while carrying out the training to the Woreda Education Officers and KETB members helps them to identify and solve their local problem by themselves and to gain better implementation strategies.

The strengthening of Planning and Management capacities at the federal and regional level through the International Institute of Educational Planning (IIEP) went well. However, with regard to Seminar III the presentation was below expectation. The reason was that the detailed information on the experiences of the sub-contracted consultants was not seen inadvance. This gave as a ground to see the curriculum vitae of the sub-contracted consultants from Paris for the next workshops.

MERA

The assessment for PMP indicators report requires more physical monitoring of each of the activities to be assessed in the final year. This is not only because some planned activities may not be accomplished as desired, but also they may remain unreported until the final evaluation.
The implementation of large scale projects with the Central Ministry institutions requires special commitment from these institutions. If completing tasks within a given frame of time proves to be difficult, some contingency plans need to be prepared in order to meet the deliverables in the implementation plan.

The publication of technical reports and their wider dissemination have proved to be as much useful as conducting the studies. Giving special significance to quality publications with sufficient number of copies need stronger considerations.

Any attempt to provide technical support to partners in terms of assessment or evaluation requires more budget and manpower than what has been contemplated before. Not to take this into consideration may cause the delay of activities or the shifting away of resources from the planned activities in the implementation plan.