

**Kenya Teacher Education and Professional Development Program
(TEPD)**

**Second Quarterly Technical Report
October 1 - December 31, 2007**

Cooperative Agreement 623-A-00-07-00031-00

Submitted by the Academy for Educational Development



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Professional Development (TEPD) Program**
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I. Preamble

This is the second quarterly technical report that covers activities from October through December, 2007. The period covered for this report has been adjusted in order for the reporting schedule to correspond to the federal fiscal year.

The overall goal of the Teacher Education and Professional Development (TEPD) program is the same as USAID's SO8, IR2: **to improve the practices and competencies of teachers in Kenya.** TEPD will build stronger links between the pre-service and in-service systems of teacher education in Kenya, working initially in North Eastern and Coast Provinces. TEPD will help establish PTTCs as the engines of quality, more closely linking them with Kenya's cluster- and school-based in-service system. The key objectives of TEPD to help achieve the above goal are:

1. To establish a framework for enhancing teacher competencies within a rapid reforms context;
2. To improve the skills of Primary Teacher Training College (PTTC) lecturers by introducing new and existing teacher education materials that better prepare student teachers for actual school conditions;
3. To improve skills of PTTC lecturers through a national lecturer induction and training program;
4. To improve skills of PTTC lecturers and build capacity of PTTCs to use ICT for pre-service teacher education; and
5. To initiate skills-based training relevant to HIV/AIDS in pre-service teacher training programs.

II. Executive Summary

The TEPD program is now almost fully operational. All key staff have been hired and are working with the TEPD team including the education specialist for the North East based in Garissa and the M&E researcher. Agreement with a private firm (Microde Consult) has been reached to handle the M&E work. The agreement provides for a full time researcher based in the TEPD office who will get support from a team of consultants and staff of Microde Consult. The process of conducting an in-depth baseline has commenced and instruments are being developed. Key stakeholders have been mobilized through the Ministry of Education (MOE) and activities on all components have been initiated.

Key activities during this time period included preparation of a draft teacher competency framework; collection of materials for use in the induction program; implementation of a rapid needs assessment to assist in the development of the induction program; implementation of a

baseline survey on Information Communication and Technology (ICT) in all public and some private PTTCs; and development of a clear scope of work for Element 5. Brief highlights of these activities are described below.

A draft Teacher Competency Framework (TCF) was developed in a workshop, which included a cross section of education officials who are members of the writing group. This draft has been shared with key MOE institutions [MOE headquarter units and individuals including the Permanent Secretary (PS), Director Basic Education (DBE) and directors from other Semi Autonomous Government Agencies (SAGAs) such as the Teachers Service Commission (TSC), Kenya National Union of Teachers (KNUT), Kenya Institute of Education (KIE), Kenya Educational Staff Institute (KESI), and Kenya Institute of Special Education (KISE)] for comments.

A process of identifying and assessing existing materials being used for in-service with practicing primary school teachers commenced. This involved materials prepared or being prepared by the MOE, NGOs, and other education providers and materials that are being used to address various challenges in the rapidly changing teaching/learning environment in the field. This will form the basis for conversion of these materials into electronic form and introduction of their use into PTTC training. In addition, a number of Key Resource Teachers (KRTs) and Teacher Advisory Centre (TAC) tutors were identified to help college lecturers adopt the materials into PTTC pre-service training. A report will be finalized in January 2008.

A consultant was hired to conduct a rapid needs assessment aimed at identifying needs for a tutor induction training program. Questionnaires were sent to all public and a few selected private colleges. The questionnaires, which were completed by Lecturers, Heads of Departments and Principals, focused on identifying hindrances to effective teacher preparation at the college level. A final report is expected in January 2008. Preparation for a major baseline is underway and will take into consideration the findings of the rapid needs assessment in order to track changes of practice following the tutor induction course.

Based on the letter of authorization signed between AED and Computers for Schools Kenya (CFSK), a needs assessment was conducted by CFSK who visited all public primary teachers colleges (see Annex 1). Findings indicate that colleges are not well connected, computers are few and not well maintained and are without a maintenance and replenishing plan, a majority of lecturers do not have basic ICT skills, and principals also require basic training. These results call for reorganizing the type and model of training that would be effective under the TEPD Program. A full report will be ready by January 2008.

After appropriate revision of the program description to include the HIV and AIDS component (made possible through additional PEPFAR funds), a local consultant (Isaac Thuita) was hired to assemble all materials being used in teacher education for HIV and AIDS. In addition, an AED international consultant (Donna Kay LeCzel) visited Nairobi and conducted an initial study to establish what has been achieved so far and to determine the status of integration of HIV and AIDS into teacher training. She visited MOE units, including KIE and TSC. Following this visit, a SOW was developed and discussions with Council for British Teacher (CfBT) regarding their role in implementing this component were initiated. Another outcome of the consultant's visit was the proposal to hold Community Health Days in selected PTTCs serving as regional centres.

III. Technical Activities during Reporting Period

Program Start-Up

All key staff have been hired and are working with the TEPD team including the education specialist for the North East based in Garissa and the M&E researcher. A visit to Garissa PTTC by the COP to finalize office space allocation and formalize TEPD work will be made in January once colleges open. There was agreement on SOWs for FAWEK and CFSK sub-contractors. Discussions with CfBT were initiated. It is expected that all outstanding sub-contracts will be signed in February 2008 as post election violence in Kenya appears to be affecting delivery of some components.

Targets for this Quarter:

- Education Specialist for the North Eastern province, Mr. Abdi Mohamed Abdi, to join the team in November 2007; the M&E person/institution to be contracted and in place during the same month.
- Detailed discussions will be held with partners (Geek Corps, CFSK, and FAWEK) to confirm their SOW and to finalize sub-agreements.
- A letter of agreement to be signed to enable CFSK begin work on the ICT needs assessment at all 20 PTTCs.
- CFSK to conduct ICT needs assessment.
- Vehicles will be purchased once the waiver for vehicles is received.

Activities for this Quarter:

- Mr. Abdi Mohamed Abdi has been seconded to TEPD by TSC.
- An agreement with Microde Consult was reached and the junior researcher, who will be based at the TEPD office, started work on December 17, 2007.
- Sub-contract for Geek Corps signed and recruitment of volunteer for Shanzu finalized.
- Discussions with FAWEK SOW advanced.
- CFSK conducted a needs assessment on ICT for all public colleges. A few private colleges enroute were also assessed.
- Waiver for vehicles received and process for purchase commenced.

Progress towards Targets:

Mr. Abdi Mohamed Abdi is now part of TEPD team and is based in Garissa. The principal of Garissa PTTC has agreed in principle to provide office space for TEPD where Abdi will be based.

Microde Consult Junior researcher (Janet Achieng' Onyalo) started work based in the TEPD office on December 17, 2007 on a full time basis. She is supported by a team of Microde Consult specialists including a Senior Researcher (Professor Jotham Olembo), Statistician (Benjamin Otieno) and Education Specialist (John Lodiaga), among others who are available on a part time basis.

The first Geek Corps volunteer is expected to arrive in Shanzu in February 2008. The process of identifying a second Geekcorp volunteer to support CFSK at the head office is taking longer than anticipated as the person identified preferred to take a permanent job offering.

The FAWEK SOW was revised to focus on material development based on identified gaps. These materials would be used in a modified cascade training model. It is also anticipated that the initial

Training of Trainers (TOT) will be conducted in the next quarter. As a result of these discussions, the sub-contract was not signed in this quarter as anticipated.

The needs assessment on ICT was conducted by CFSK for all public PTTCs after a letter of authorization was signed between AED and CFSK. Preliminary findings indicate a dire need for improving ICT equipment and facilities, connectivity, and training of lecturers and principals on basic use of ICT, and the need to address support challenges to ensure equipment are maintained and replenished regularly. As a result of the initial needs assessment, CFSK's SOW will need to be revised before the sub-contract can be signed.

Deposit for vehicles has been paid and DA1 forms are being processed.

Upcoming Activities for the Next Quarter:

- Sign MOU with Garissa PTTC on use of office/facilities.*
- Sign sub-contract with CFSK, FAWEK and CfBT.
- Place Geek Corps volunteers (one in Shanzu and one at CFSK headquarters).*
- Take delivery of TEPD vehicles.
- Sign MOUs with colleges particularly Shanzu and Garissa, where most of the training activities for lecturers are expected to be centered.

Mobilization of Key Stakeholders

Key stakeholders have been mobilized through the MOE. Key stakeholders include: Principals (including those of private colleges); Provincial Directors of Education (PDEs); District Education Officers (of existing Districts at the time); and Heads of SAGAs (KIE, KNEC, TSC, KESI, KISE, KNUT- Kenya National Union of Teachers, KUPPET - Kenya Union of Post Primary Teachers, and KEBS). A one day workshop for the Consultative Group (CG) that was originally proposed was not found necessary as the CG were fully involved in the writing of TCF and their orientation was linked to one of the workshops conducted on November 1 to determine domains for the TCF.

Targets for this Quarter:

- Formal visits to Shanzu and Garissa PTTCs to be made by TEPD.
- A one day workshop on November 2 for the CG will be conducted focusing on an in-depth understanding of their role and identification of policy issues that need to be addressed.
- Finalize with EMACK II on a collaboration strategy.

Activities for this Quarter:

- Contacted Aga Khan and EMACK II on collaboration with EMACK II.
- A workshop to discuss the role of CG in TEPD was held and tagged to the domains workshop on November 1, 2007.

Progress towards Targets:

Formal visits to Garissa and Shanzu were not possible due to Principals involvement in various MOE training activities in December. These visits have been re-scheduled for January 2008.

The CG continues to be interested in supporting TEPD. However, there is still a need for commitment from the heads of institutions where the members come from. The key challenge is that these institutions had not factored their involvement in TEPD activities into their budget. The TEPD COP is discussing this issue with the DBE and concerned institutions.

It was not possible to finalize discussions with EMACK II on a collaboration strategy. First, EMACK II was still awaiting for approval of an evaluation of their program recently conducted. TEPD was also still conducting preliminary findings on various issues including assessing existence of materials and experiences on large classes and multi-grade.

Upcoming Activities for the Next Quarter:

- Visit to Garissa and Shanzu PTTCs.*
- MOUs with Garissa and Shanzu.*
- Firmer commitment by SAGAs given through Ministry headquarters.
- Budgets for SAGAs and colleges for the next financial year to reflect TEPD activities.
- Develop and sign an MOU with Aga Khan for collaboration with EMACK II.*

Monitoring & Evaluation (M&E)

Agreement with a private firm (Microde Consult) has been reached. The agreement provides for a full time researcher based in TEPD office, who will get support from a team of consultants and staff of Microde Consult. The process of conducting an in-depth baseline has commenced and instruments are being developed.

Targets for this Quarter:

- Hire the M&E team.
- Begin baseline.

Activities for this Quarter:

- A private firm, Microde Consult, was selected to be the lead in TEPD M&E activities. A junior researcher started working based at TEPD offices from December 17, 2007. A SOW and budget was discussed and a contract is expected to be signed early next quarter.
- The junior researcher started preparing tools for the major baseline survey with guidance from TEPD and with support of Microde Consult team.

Progress towards Targets:

In principle, AED and Microde Consult agree on the SOW, mode of operation and the budget. A full time researcher (Ms. Janet Anyalo) to be based in TEPD started work on December 17. Various meetings were also held with the Microde Consult team to discuss technical issues related to the TEPD Monitoring and Evaluation strategy, and Microde Consult specialists continue to support the researcher. With direction from TEPD, preparation of instruments for the major proposed survey commenced. The survey is expected to be conducted early in the next quarter.

Activities for the Next Quarter:

- Sign sub-contractor agreement with Microde Consult.*
- Conduct major baseline survey.

- Analyze data and write report on findings.
- Based on findings, review PMP and related documents.

Element 1: Establish a Teacher Competency Framework—performance standards that link pre-service and in-service teacher education through a common teacher competency framework.

A draft Teacher Competency Framework was developed in a workshop which included a cross section of education officials who are members of the writing group. This draft has been shared with key MOE institutions (MOE headquarter units and individuals including PS, DBE and directors of SAGAs including TSC, KNUT, KIE, KESI, KISE) for comments. A validation process involving collection of feedback from key beneficiaries in the field will be done in February/March 2008.

Targets for this Quarter:

- Domain setting workshop scheduled for November 1, 2007.
- Workshop to develop the first draft of the TCF to be held between 19 and 23 November, 2007.

Activities for this Quarter:

- The Domain setting workshop was held at KIE.
- The workshop to develop the first draft of the TCF was held at the Agriculture Resource Centre (ARC), Egerton University.
- Tools for field review/validation of the TCF have also been developed.
- Initial draft of the TCF was shared with MOE senior managers and relevant SAGAs including KIE, KNEC and TSC for comments.

Progress towards Targets:

Out of the 25 team members invited to the domain setting workshop, 14 attended and participated in the writing process. The local consultant, Dr. Grace Bunyi, facilitated the workshop. While only 14 writing group members were able to participate, the writing went on very well. Those who did not attend were caught up in their office work at their institutions. Objectives of the workshop were to come to a shared understanding of what is meant by a competency framework; uses of competencies in teacher education; how competencies can be used in Kenyan context and why; and examining terminology for standard setting. The enthusiasm with which the participants have taken up the development of the TCF was noted. A majority of them had made presentations on TCF during formal meetings and informally engaged colleagues in discussions at their institutions. Various views came out, for example, on the one hand the Quality Assurance and Standards staff welcomed the TCF and considered it a useful tool in their work. On the other hand, the teacher educators and teachers were cautious about embracing the TCF. Specifically, they wished to understand the relationship between the competencies and the qualifications the student trainees receive on graduation, and the linkage between the PITC lecturers who are themselves trained to teach the secondary education curriculum. The teachers were also concerned more about achieving better exam results, violation of their rights and performance contracts.

The TCF drafting workshop was facilitated by Dr. Barbara Thornton and Dr. Grace Bunyi. Out of the 25 writers, 16 attended and participated in the writing. As in the earlier workshop, those who

did not attend the TCF writing workshop at Egerton University were held up with their routine office work. The main objectives of this workshop were to reach final consensus on the broad domains for the development of the competency framework; to draft a first set of competencies under the domains; determine roles and responsibilities for the writing group in preparation for the piloting and validation of the competencies; discuss how the TCF might be used in the Kenyan context; and consider ways of sharing the framework with partners and to establish effective communication channels and feedback mechanisms for the work in progress. During this workshop, issues and the domains previously identified on 1st November were reviewed. Subsequently, four domains specific to the Kenyan context were identified and expounded upon in the document. These domains included Knowledge, Teaching Skills, Assessment and Evaluation, Professional Values and Behaviour. The draft TCF has been shared with the Ministry of Education senior managers and the SAGAs for their comments which will be incorporated in the April workshop. See Annex 2A, 2B, and 2C for the report, the framework and the briefing document. The tools for field validation have also been prepared.

Activities for the Next Quarter:

- Training the writing team for data field review.
- Internal and external field review of the draft framework.
- Meeting to finalize draft.

Element 2: Improve the skills of PTTC lecturers by introducing new and existing teacher education materials to PTTCs that better prepare teacher trainees for actual school conditions.

A process of identifying and assessing existing materials being used in primary schools commenced. This involved materials prepared or being prepared by MOE, NGOs, and other education providers and materials that are being used to address various challenges in the rapidly changing teaching/learning environment in the field. This will form the basis for conversion of these materials into electronic form and introduction of their use in PTTC training. In addition, a number of Key Resource Teachers (KRTs) and Teacher Advisory Centre (TAC) tutors were identified who could be used to help college lecturers adopt the materials into PTTC pre-service training.

Targets for this Quarter:

- Local consultants will be hired to assemble existing materials and experiences on Multi-grade, large class, and multi-shift. A task team will be put together and an initial visit by an external consultant is planned for January 2008.
- A Scope of Work for compiling of child-centered INSET materials and compilation to be done in November/December.
- Contract to be signed with FAWEK and compilation of materials on gender to commence.
- Develop a strategy with Aga Khan for introducing the materials into in service through EMACK II activities.

Activities for this Quarter:

- A local consultant was hired and commenced the survey of existing materials and experiences in Kenya on multi-grade, multi-shift and large class.
- A task team was identified and a first workshop was scheduled for 21st to 25th January with facilitation of an international consultant (David Edgerton).

- A SOW for compilation of child-centred INSET materials was completed and a local consultant was hired to compile the materials.
- Negotiations on a SOW and agreement with FAWEK were reached.

Progress towards Targets:

A local consultant (Aska Kwamboka), formerly a teacher with experience in multi-grade teaching and in research, was hired and commenced the survey of existing materials and experiences in Kenya. A report is expected in early next quarter.

A task team on multi-grade and large class was identified and is due to have their first workshop in the week of 21st January facilitated by an international consultant (David Edgerton). The task team which is comprised of teachers, education officials and MOE headquarter staff, and some NGO staff including EMACK II would take leadership in development of materials and ensuring these materials are used both in schools and for training of teachers.

The team is compiling existing INSET materials on child-centered learning with the help of MOE INSET staff. The TEPD team has also identified a team of education officials from the ranks of TACs and KRTs who could be used to help college lecturers adapt the INSET materials for pre-service teacher training. A report of the materials, which includes an analysis of content, format, and use of the materials will be ready by early next quarter.

Finalization of SOW contract for FAWEK did not happen as anticipated due to protracted negotiations and the need to agree on the exact nature of what is possible in view of work already done by FAWEK itself and other institutions such as KIE. It is now anticipated that the contract will be signed early next quarter.

While discussions with the Aga Khan and EMACK II program started, it was not possible to finalize as EMACK II was still awaiting an evaluation report to be approved and TEPD was waiting to finalize compilation of existing materials and experiences. It was also determined to be important for TEPD to hold their workshop first, to which EMACK would be invited, before meaningful discussions could be held. Further discussions are now planned in February and will aim to establish a partnership that would ensure sharing of information and working together in the area of large class management in the coast province.

Activities for the Next Quarter:

- Organize five day workshop and develop the first draft of a training manual for rural multi-grade and urban large class teachers.
- Develop and finalize a working plan with EMACK II.
- Compile gender materials and develop training package for college lecturers for integrating gender into pre-service training.

Element 3: Improve skills for PTTC Lecturers through a national lecturer induction training program.

A consultant was hired to conduct a rapid needs assessment aimed at identifying needs for a tutor induction training program. Questionnaires were sent to all public and a few selected private colleges (see Annex 3A and 3B). The questionnaires were filled by Lecturers, Heads of

Departments and Principals and focused on identifying hindrances to effective teacher preparation at the college level. Preparation for a major baseline is underway and will take into consideration the findings of the rapid needs assessment in order to track changes of practice following a tutor induction course.

Targets for this Quarter:

- Follow-up contact with KIE and other task team members will be a priority.
- Instruments for needs assessment for lectures to be finalized.
- Needs assessment for lecture induction program to be conducted in November.

Activities for this Quarter:

- Communication and dialogue with KIE and MOE headquarter was initiated and is ongoing.
- Instruments for lecturer rapid needs assessment were developed.
- Rapid needs assessment was conducted.

Progress towards Targets:

A letter was written to KIE with a request for official participation of their staff. Subsequently, the Director of KIE requested a detailed outline of exact nature of participation and what this would entail. This has been done and discussions will continue in the coming quarter. Discussions were also initiated formally and are ongoing with the DBE to ensure that all TEPD activities are budgeted for within MOE or SAGAs budgets, including KIE involvement.

A consultant was hired to help with the rapid needs assessment for lecturers. Two different instruments were developed for Principals and Lecturers. The instruments focused on trying to identify immediate training needs for the lecturers and college capacity needs related to effectiveness of lecture performance.

The instruments were dispatched through a training workshop for all Principals (from public and private PTTCs) conducted by MOE in Kisumu. Most public colleges and some private colleges received the instruments and some lecturers and principals completed them. Analysis of the data commenced. A draft report is expected in early next quarter.

Activities for the Next Quarter:

- Finalize agreement with MOE and KIE on KIE participation in the development of this component.
- Finalize setting up Task Team/working group to lead this component.
- Finalize rapid needs assessment report and present it to the task team.
- Develop curriculum for induction course.

Element 4: Improve skills of PTTC lecturers and build capacity of PTTCs to manage ICT for pre-service teacher education (TEPD will also work with EMACK II to promote use of ICT in selected in service sites).

Based on the letter of authorization signed between AED and CFSK, a needs assessment was conducted by CFSK who visited all public primary teachers colleges. Findings indicate that colleges are not well connected, computers are few and not well maintained and without a maintenance and replenishing plan, a majority of lectures do not have basic ICT skills, and principals also require

basic training. These results call for reorganizing the type of and model of training that would be effective under the TEPD program. First, it is important to start with the principals and selected Training of Trainers (TOT). A cascade model that will eventually ensure all lecturers are trained has been proposed. Systems will then be developed for long term training and maintenance of equipment. It is expected that a full contract will be signed in the next quarter based on a revised training model.

Targets for this Quarter:

- Agreement on revised implementation model.
- Finalize SOW with CFSK and sign agreement.
- Submit survey report.
- Needs assessment for ICT to be conducted in November.
- Placement of Geek Corps volunteers to be finalized in November. One volunteer will be based at CFSK headquarters in Nairobi and the other volunteer will be based at Shanzu to support both the Shanzu and Garissa PTTCs.

Activities for this Quarter:

- Further discussions on SOW held.
- Needs assessment on ICT was conducted and report writing commenced.
- Interview for Shanzu based Geek Corp volunteer was finalized. Search for the second volunteer is ongoing.

Progress towards Targets:

Whereas the SOW for CFSK is largely finalized, possible changes in the training model have held up the signing of the contract. Based on preliminary findings, discussions with CFSK are likely to suggest a revised model of training. The model is likely to focus on building a cadre of TOTs and using selected colleges as training centers in a given region. This should not affect costs, but is likely to result in a more sustainable approach to training and tutor support on ICT. Following agreement on the SOW, it is expected that the actual contract will be signed in early February.

The ICT needs assessment was conducted by CFSK for all public teachers colleges. A few private teachers colleges on the routes they were using were also assessed. Questionnaires (see Annex 4A, 4B, and 4C) were completed for lecturers, principals and heads of departments. An observation schedule was also completed to give a sense of the ICT capacity of the colleges including facilities, connectivity and available resources (both human and otherwise). Preliminary findings seem to call for re-organization and re-scheduling of training courses which will include a basic ICT literacy course for principals. Indeed a majority of the lectures will require such a course, and there will be need to ensure that the continuous support for lecturers resides within the colleges.

Placement of the Geek Corp volunteer for Shanzu was finalized and the volunteer is expected to arrive in February. The recruitment process for the second Geek Corp volunteer, who will be based at CFSK have been intensified.

Activities for the Next Quarter:

- Sensitization workshop for all principals, deputies, Heads of Department (HODs) and Board of Governors (BOGs) on the need for an effective and sustainable ICT strategy for the colleges. The workshop will also have a focus on addressing attitudinal issues.
- Basic course for Principals.
- Training courses to build a cadre of TOTs who will support in house training of lecturers.
- Placement of volunteers in Shanzu and at CFSK headquarters.*
- Development of a strategy/model for maintaining and replenishing of computers in the colleges.

Element 5: Initiate skills-based training relevant to HIV/AIDS in pre-service teacher training programs.

After appropriate revision of the program description to include the HIV and AIDS component (made possible through additional PEPFAR funds), an AED international consultant (Donna Kay LeCzel) visited Nairobi. During her visit she conducted an initial study to establish what has been achieved so far and to determine the status of integration of HIV and AIDS into teacher training. She visited MOE units, KIE, and TSC among others, and held very useful discussions with representatives from each organization. Based on this, a SOW was developed and discussions with CfBT were initiated. CfBT has developed a model for training for primary school teachers. It is expected that they will be able to adapt this model for pre-service teacher training.

Targets for this Quarter:

- Work Plan and Performance Monitoring Plan elaborated to include revised Element 5.
- Initial gathering of existing materials to commence in November.
- Technical expert to travel to Kenya in early December.

Activities for this Quarter:

- The Work Plan and Performance Monitoring Plan were elaborated to include Element 5.
- Key documents and experiences were collected by a local consultant, Mr. Isaac Thuita (Mr. Thuita was on leave from the MOE during the time of his consultancy).
- External expert Donna Kay LeCzel visited Kenya.
- Discussions with CfBT were initiated and a proposal solicited from them reviewed.
- The SOW for a Community Health Day for colleges was developed.

Progress towards Targets:

The external expert reviewed the documents collected by the local consultant and together they met key individuals responsible for HIV/AIDS from KIE, and the MOE AIDS Control Unit. The consultant will be interacting with the TSC officer through email since she was not available during the visit. These officials will form part of the task team for this component. Based on this, a SOW was developed and proposal solicited from CfBT, which is still in the negotiation phase.

In addition, during the consultant's visit, a suggestion to hold Community Health Days for colleges was well received. It was finally agreed that four such events will be held in four colleges serving as regional centres. The events will be fully managed by college teacher trainees and will focus on raising issues on HIV and AIDS related to its effective implementation in the day to day teaching at

college and school level. Surrounding schools and communities will be invited to participate. A SOW for the event has been developed and planning has commenced (see Annex 5).

Activities for the Next Quarter:

- The contract to be signed with CfBT by mid-February.
- Develop workshop for Training of Trainers.
- Conduct workshop for Training of Trainers.
- Conduct Community Health Day events at four colleges serving as regional centers.

IV. Summary Table

Element	Targets for this Quarter	Activities for this Quarter	Targets for Next Quarter
Start Up Activities	<ol style="list-style-type: none"> 1. Education Specialist for North Eastern region, Mr. Abdi Mohamed Abdi, expected to join the team in November 2007; M&E person/institution to be contracted and in place during the same month. 2. Detailed discussion will be held with partners (Geek Corps, CFSK, and FAWEK) to confirm their scopes of work and to finalize sub-agreements. 3. A letter of agreement will be signed to enable CFSK to begin work on the ICT needs assessment at all 20 PTTCs. 4. CFSK will begin work on the ICT needs assessment. 5. Vehicles will be purchased once the waiver for vehicles is received. 	<ol style="list-style-type: none"> 1. Mr. Abdi Mohamed Abdi was seconded to TEPD by TSC and started work on November 1, 2007. 2. An agreement with Microde Consult was reached and the junior researcher, who will be based at the TEPD office started work on December 17, 2007. 3. Sub-contract for Geek Corps signed and recruitment of volunteer for Shanzu finalized. 4. FAWEK SOW finalized. 5. CFSK conducted a needs assessment on ICT for all public colleges. A few private colleges enroute were also assessed. 6. Waiver for vehicles received and process for purchase commenced. 	<ol style="list-style-type: none"> 1. Sign MOU with Garissa PTTC on use of facilities for N.E. TEPD office. 2. Sign sub-contract with CFSK, FAWEK and CfBT. 3. Place Geek Corps volunteers (one in Shanzu and one at CFSK headquarters). 4. Take delivery of TEPD vehicles. 5. Sign MOUs with colleges particularly Shanzu and Garissa, where most of the training activities for lecturers are expected to be centred.
Mobilization of Key Stakeholder	<ol style="list-style-type: none"> 1. Formal visits to Shanzu and Garissa PTTCs will be made to finalize placement of IT volunteers for Shanzu and office space for the Education Specialist in Garissa. 2. One day workshop on November 2 for CG to be conducted focusing on an in-depth understanding of their role and identification of policy issues that need to be addressed. 3. Finalize collaboration strategy with EMACK II. 	<ol style="list-style-type: none"> 1. Contacted Aga Khan and EMACK II on collaboration with EMACK II. 2. A workshop to discuss the role of CG in TEPD was held and tagged to the domains workshop on November 1, 2007. 	<ol style="list-style-type: none"> 1. Visit to Garissa and Shanzu PTTCs. 2. MOUs with Garissa and Shanzu. 3. Firmer commitment by SAGAs given through Ministry headquarters. 4. Budgets for SAGAs and colleges for the next financial year to reflect TEPD activities. 5. Develop MOU with Aga Khan for collaboration with EMACK II.
M&E	<ol style="list-style-type: none"> 1. Hire firm to conduct M&E. 	<ol style="list-style-type: none"> 1. A private firm, Microde Consult, was 	<ol style="list-style-type: none"> 1. Conduct major baseline survey.

*Indicates activities that are carried over from last quarter.

Element	Targets for this Quarter	Activities for this Quarter	Targets for Next Quarter
	2. Start baseline survey.	<p>selected to be the lead in TEPD M&E activities. A junior researcher started work based at TEPD offices from December 17, 2007. A scope of work and budget was fully discussed and agreed upon.</p> <p>2. The junior researcher with guidance from TEPD and with support of Microde Consult team started preparing tools for the major baseline survey.</p>	<p>2. Analyze data and write report on findings.</p> <p>3. Based on findings, review PMP and related documents.</p> <p>4. Sign sub-contractor agreement with MICRODE.</p>
Element 1: Teacher Performance Standards link pre service and in service teacher education through a common TEACHER COMPETENCY FRAMEWORK	<p>1. Domain setting workshop to be facilitated by a local consultant Dr. Grace Bunyi on Nov, 1, 2007.</p> <p>2. One week writing workshop will be held between November 19 and 23 to develop the first draft of the TCF. The workshop will be facilitated by Dr. Barbara Thornton.</p>	<p>1. The Domain setting workshop was held at KIE. Out of the 25 team members, 14 attended and participated in the writing process. The local consultant, Dr. Grace Bunyi, facilitated the workshop.</p> <p>2. The workshop to develop the first draft of the TCF was held at the Agriculture Resource Centre (ARC), Egerton University. This workshop was facilitated by Dr. Barbara Thornton and Dr. Grace Bunyi. Out of the 25 writers, 16 attended and participated in the writing.</p> <p>3. Tools for field review/validation of the TCF have also been developed.</p> <p>4. Initial draft of the TCF was shared with MOE senior managers and relevant SAGAs including KIE, KNEC and TSC for comments.</p>	<p>1. Training the writing team for data field review.</p> <p>2. Internal and external field review of the draft framework.</p> <p>3. Meeting to finalize draft.</p>
Element 2: Improve the skills of PTTC lecturers by introducing new and existing teacher education materials to PTTCs that better prepare teacher trainees for actual school conditions	<p>1. Local consultants will be hired to assemble existing materials and experiences on Multi-grade, large class, and multi-shift. A task team will be put together and an initial visit by an external consultant is expected in early January.</p> <p>2. A SOW for compiling child-centered INSET materials to be done.</p>	<p>1. A local consultant was hired and commenced the survey of existing materials and experiences in Kenya on multi-grade, multi-shift and large class.</p> <p>2. A task team was identified and a first workshop was scheduled for 21st to 25th January to be facilitated by an international consultant (David Edgerton).</p> <p>3. A SOW for compilation of child-</p>	<p>1. Organize five day workshop and develop the first draft of a training manual for rural multi-grade and urban large class teachers.</p> <p>2. Compile gender materials and develop training package for college lecturers for integrating gender into pre-service training.</p>

*Indicates activities that are carried over from last quarter.

Element	Targets for this Quarter	Activities for this Quarter	Targets for Next Quarter
	<ol style="list-style-type: none"> Contract to be signed with FAWEK and compilation of materials on gender to commence. Collaboration strategy with EMACK to be finalized. 	<ol style="list-style-type: none"> centred INSET materials was completed and a local consultant was hired to compile the materials. Negotiations on a SOW and agreement with FAWEK was reached. While discussions with EMACK II started, it was not possible to finalize as EMACK II was still awaiting an evaluation report to be approved and TEPD was waiting to finalize compilation of existing materials and experiences and hold their first workshop (involving EMACK) on the same. 	
Element 3: Improve skills for PTTC Lecturers through a national lecturer induction and training program	<ol style="list-style-type: none"> Follow-up contact with KIE and other task team members will be a priority. Instruments for needs assessment for lectures to be developed. Needs assessment for lecture induction program to be conducted in November. 	<ol style="list-style-type: none"> Communication and dialogue with KIE and MOE headquarter was initiated and is ongoing. Instruments for lecturer rapid needs assessment were developed. Rapid needs assessment was conducted. 	<ol style="list-style-type: none"> Finalize agreement with MOE and KIE on KIE participation in the development of this component. Finalize setting up Task Team/working group to lead this component. Finalize rapid needs assessment report and present it to the task team. Develop curriculum for induction course.
Element 4: Improve skills of PTTC lecturers and build capacity of PTTCs to manage ICT for pre-service teacher education (TEPD will also work with EMACK 2 to promote use of ICT in selected in service sites)	<ol style="list-style-type: none"> Agreement on revised implementation model. Finalize SOW with CFSK and sign agreement. Needs assessment for ICT to be done in November. Placement of Geek Corps volunteers to be finalized. One volunteer will be based at CFSK headquarters in Nairobi and the other volunteer will be based at Shanzu to support both the Shanzu and Garissa PTTCs. 	<ol style="list-style-type: none"> A decision was made to revise the implementation model after initial findings of the needs assessment. Further discussions on SOW held. Needs assessment on ICT was conducted. Interview for Shanzu based Geekcorp volunteer was finalized. Search for the second volunteer is ongoing. 	<ol style="list-style-type: none"> Sensitization workshop for all principals, deputies, HODs and BOGs on the need for an effective and sustainable ICT strategy for the colleges. Basic course for Principals. Training courses to build a cadre of TOTs who will support in house training of lecturers. Placement of volunteers in Shanzu and at CFSK headquarters. Development of a strategy/model for maintaining

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Element	Targets for this Quarter	Activities for this Quarter	Targets for Next Quarter
			and replenishing of computers in the colleges.
Element 5: Initiate skills-based training relevant to HIV/AIDS in pre-service teacher raining programs.	<ol style="list-style-type: none"> 1. The Work Plan and Performance Monitoring Plan will be elaborated to include Element 5. 2. An initial gathering of existing materials will commence in November. 3. The technical expert will travel to Kenya in early December. 	<ol style="list-style-type: none"> 1. The Work Plan and Performance Monitoring Plan was elaborated to include Element 5. 2. Key documents and experiences were collected by a local consultant. 3. External expert visited Kenya. The expert reviewed the documents assembled and together with the local consultant met key individuals responsible for HIV/AIDS from KIE, MoE AIDS Control Unit, and TSC. 4. Discussions with CfBT initiated and a proposal solicited from them. A SOW was developed and is being negotiated. 5. The SOW for a Community Heath Day for colleges was developed and is being discussed with consultants who will take the lead in its implementation. 	<ol style="list-style-type: none"> 1. The contract to be signed with CfBT. 2. Develop workshop for Training of Trainers. 3. Conduct workshop for Training of Trainers. 4. Conduct Community Health Day events at four colleges serving as regional centers.

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V. Management Issues/Challenges/Lessons Learned

- Some challenges continued. Participation of MOE staff remains a challenge mainly due to their busy schedules, but also due to lack of budget for per diems and allowances to support TEPD. Staff from SAGAs and colleges in the field are also not happy and have been raising the issue of per diem and allowance in every forum that we have. The COP has formally written to the DBE to find ways how participation of these staff is factored in MOE or SAGAs budgets. Discussions are also ongoing and key SAGA organizations are being contacted to find a way forward.
- Unfortunately the MOE was not able to open up office space in December as anticipated. It is thus still not possible for TEPD to be allocated office at the MOE. The COP has officially written to DBE concerning this issue and discussions continue. It is not very clear when or whether space will be available as there seems to be many competing needs even within MOE itself.
- There has been an agreement in principle with the M&E consulting firm and a researcher (Janet Anyalo) is now based at the TEPD office. It is anticipated that a contract will be signed in January.
- A waiver for purchase of vehicles was received and DA1 forms have been completed. It is anticipated that this process will now move faster.