

Performance Management Plan

Strategic Objective:

Human Capacity and Social Resiliency
Strengthened

**Intermediate Result 3: Use and Provision of Quality
Primary Education Services Enhanced**

USAID/BESO II Project

Academy for Educational Development

In consortium with

American Institutes of Research

USAID Contract No. 663-C-00-02-00349-00

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Section 1: Introduction to the BESO Project and the PMP

Introduction

This document is the Performance Monitoring/Management Plan (PMP) for the AED/BESO II Project/USAID in the option years. BESO II supports the USAID Strategic Objective (SO) to strengthen human capacity and social resiliency in Ethiopia. Within this SO, AED's role is to enhance the use and provision of quality primary education (IR3). The PMP is a key document for ensuring AED focus on key objectives and results, for monitoring progress, and for reporting progress in meeting important project outputs. The PMP is a key tool for managing for results. The PMP contains indicators and associated information on data collection, analysis, etc. for the SO and the Intermediate Result (IR), sub-intermediate results (Sub-IRs) and sub-sub-intermediate results (Sub-Sub-IRs) described in the next section.

The process of developing the PMP began in November, 2004 with a workshop organized by the MERA component of AED/BESO II. During that workshop, indicators for the Strategic Objective and Intermediate Results were established. Guidelines were developed for the development of indicators for Sub-IRs and below. The nature of the workshop was participatory in that each project component contributed to the refinement process. All key technical staff of the AED/BESO II project participated in the workshop. Following a discussion on general guidelines, each sub-IR team developed or refined the respective indicators. A review of the indicators and data collection methodologies and strategies were done collectively by the entire team to achieve agreement on the indicators and to bring consistency in the data collection standards.

This Performance Monitoring Plan document contains three Sections.

Section 1, introduces the PMP and contains a brief description of the BESO II Project, the results framework which guides the development of the PMP, the principles that have guided the development of the PMP, and the purposes the PMP is intended to address.

Section 2, describes how the AED/BESO II team intends to manage the PMP.

Section 3, contains detailed Performance Indicator Reference Sheets for each SO, Sub-IR and Sub-Sub-IR level performance indicators to be tracked within the results framework. The Reference Sheets provide details on each of the indicators including a definition of the indicators, plan for data acquisitions, data quality issues, and plans for data analysis, review and reporting. The Sheets also include baseline data and specific quantitative targets for each year of the BESO II Project. Where necessary, it provides formats for data collection and describes procedures to validate measured values.

Background

Since 1994, USAID has supported Ethiopia to improve the quality and equity of primary education in an expanding primary education system. BESO I ended in 2002, and BESO II extends to 2007. The five-year AED contract for BESO II is divided into two phases – Phase I is for 2002-2004; Phase II is an optional three-year period from 2004-2007.

The AED/BESO II project builds upon the design and accomplishments of BESO I and included three Intermediate Results (IRs) for the base period or Phase I. The achievement of this SO is measured by improved access, retention and achievement for all school-age children, with particular emphasis for girls and children in disadvantaged circumstances. Note that Sub-IR3 focused on school-community programs and is financed through cooperative agreements with Save the Children/USA, Tigray Development Association, and World Learning International. These institutions are partners of AED under BESO II. The AED IRs for the base year were as follows:

- IR1: Quality of professional education personnel enhanced.
- IR2: Teacher/learning process strengthened.
- IR4: Educational planning and management strengthened.

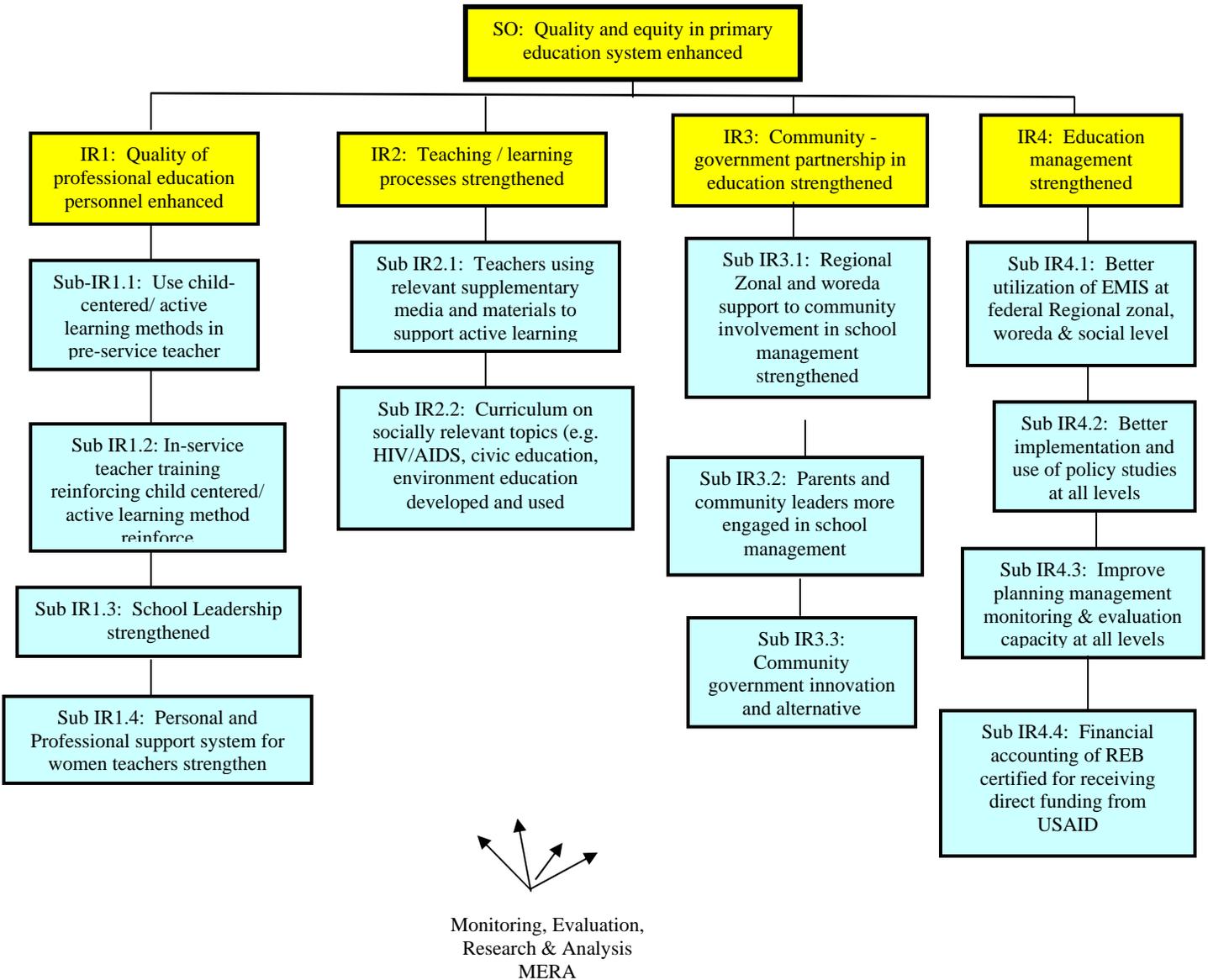
Each IR had two or more sub-IRs that contributes to the achievement of each of the above intermediate results. The IRs and sub-IRs were the following:

- IR1: Quality of professional education personnel enhanced.
 - Enhancing the use of child-centered/active learning methods in pre-service teacher training institutions,
 - Enhancing child-centered/active learning methods in in-service teacher training,
 - Enhancing personal and professional support systems for women teachers
- IR2: Teacher/learning processes strengthened.
 - Teachers will be using relevant supplementary media and materials to support active learning
 - Socially relevant topics (e.g., HIV/AIDS, civics, and environment) will be integrated into the curriculum
- IR4: Educational planning and management strengthened.
 - Better utilization of Education Management Information System (EMIS) at all levels,
 - Use of research and case studies to inform policy makers
 - Improved planning and management including Personnel Management Information Systems, and Materials Management Information System.
 - Certification of regional bureaus to receive direct funding from USAID

In addition to these IRs and sub-IRs, there was a special component – MERA (Monitoring, Evaluation, Research and Analysis) that provides for overall monitoring and evaluation, as well as general research activities. MERA includes activities for all components of the project. This PMP document is the primary document of MERA.

The IRs and sub-IRs listed above comprise the Results Framework. See Figure 1.

Fig. 1 BESO II RESULTS FRAMEWORK for the BASE Period



In phase II or the option period, *resiliency* has become the key direction towards which USAID operates in Ethiopia. The goal is to establish a foundation for reducing famine, vulnerability, hunger and poverty. Five strategic objectives (SOs) are envisaged to contribute to the attainment of this goal:

SO13: Capacity to anticipate and manage through shocks increased.

SO14: Human capacity and social resiliency increased.

SO15: Capacity for good governance increased.

SO16: Market –led economic growth and resiliency increased.

SO17: Knowledge management coordinated and institutionalized.

From the above Strategic Objectives, education is subsumed under SO14- Human capacity and social resiliency increased. The following three Intermediate Results (IRs) constitute SO14:

- IR14.1: Use of high impact health, family planning, and nutrition services, products and practices increased.
- IR14.2: HIV/AIDS prevalence reduced and mitigation of the impact of HIV/AIDS.
- IR14.3: Use of quality primary education services enhanced.

The enhancement of the use of quality primary education services (IR 14.3.) comprises five Sub-intermediate results:

- IR14.3.1: Community participation in the management and delivery of primary education services strengthened.
- IR14.3.2: Planning, management, and monitoring and evaluation for delivery of primary education strengthened.
- IR14.3.3: Quality of primary education improved.
- IR14.3.4: Equitable primary education services strengthened.

In the option period comprising 3 years, the responsibilities of AED focus on two of the above Sub-Intermediate Results (Sub-IRs).

- IR14.3.2: Planning, management, and monitoring and evaluation for delivery of primary education strengthened.
- IR14.3.3: Quality of primary education improved.

AED's responsibility in Sub-Intermediate Results 14.3.2 covers two sub-sub-Intermediate Results:

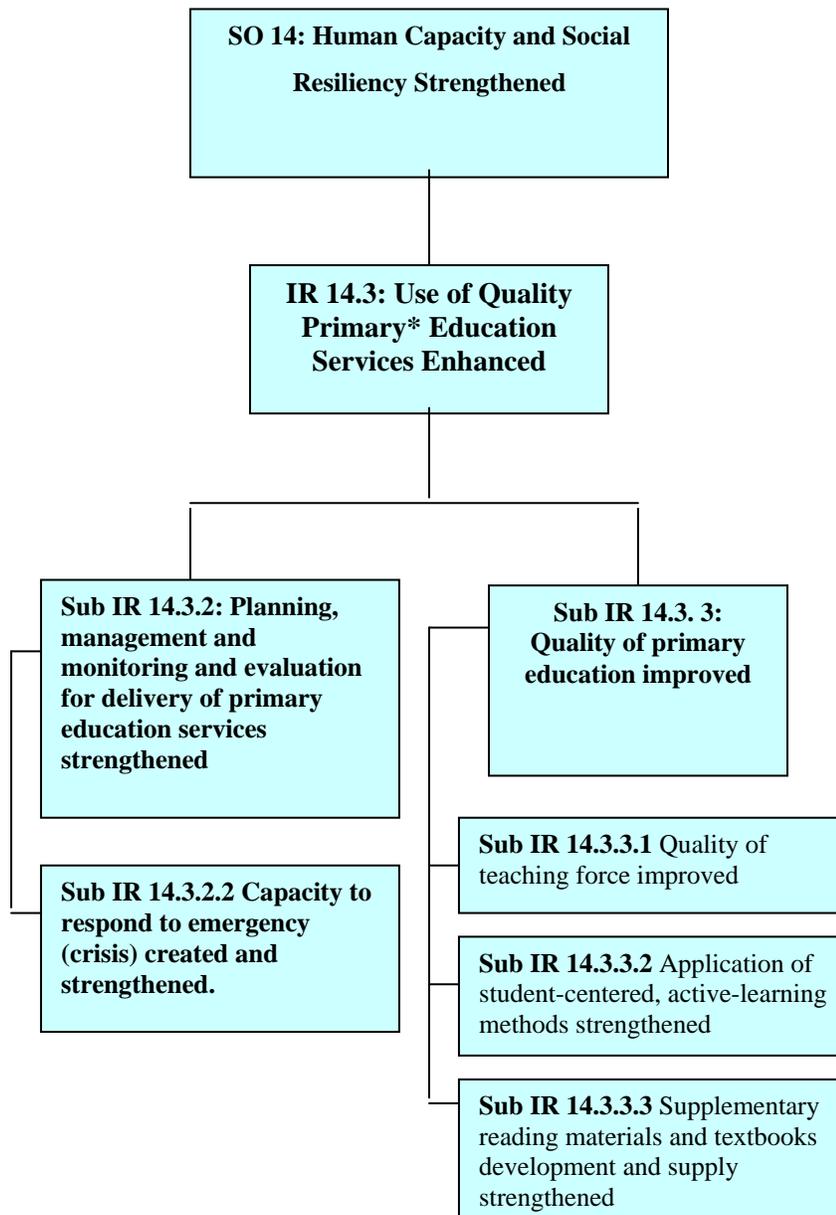
- Planning, management, and monitoring and evaluation capacity at all levels strengthened.
- Capacity to respond to emergency created and strengthened.

Although four sub-sub-Intermediate Results comprise Sub-Intermediate Results 14.3.3., AED implements only three of them:

- Quality of teaching force improved.
- Application of student centered, active-learning methods strengthened.
- Supplementary reading materials development and supply strengthened.

In the option years, MERA (Monitoring, Evaluation, Research and Analysis) component of the project provides for overall monitoring and evaluation, as well as undertakes general research activities. In addition to the sub- IRs and sub-sub-IRs, the responsibility of MERA includes the analyses of the intermediate results as well as the strategic objective results by means of the performance indicators defined by USAID. The following figure provides the AED results framework in SO14.

Strategic Objective (SO) 14 – AED Results Framework



Purpose of the PMP

This PMP covers the indicators for the Strategic Objective 14, Intermediate Results 14.3 and all the Sub-IRs and sub-sub-IRS below the Sub-Intermediate Results.

The Performance Monitoring Plan is an important element in the USAID's managing for results programming system. It is a key tool for managing and documenting the data collection process. In order to achieve these key objectives this PMP is designed to:

- Enable collection of timely and consistent performance data.
- Provide detailed description of the performance indicators that will be tracked.
- Specify the source, method and schedule for collection of data.
- Assign responsibility for data collection to a specific team or individual.
- Provide justification for selecting the indicators.
- Describe the known data limitations; discuss the significance of the data limitations, and to propose actions to address the data limitations.
- Describe where necessary procedures to validate the measured values.
- Describe plans for data analysis, reporting, review and use.
- Identify, where ever possible, other evaluation and research activities that may have implications for the PMP and management of AED/BESO II Project.

Guiding Principles of the PMP

The members of the AED/BESO II team that developed this Performance Monitoring Plan were guided by certain principles to make this PMP a useful tool for managing the project better and to understand the education system of Ethiopia and, thereby, contribute to more informed policy formulation and program development. Some of these guiding principles are enumerated briefly below:

- The PMP must be useful tool for management. The information needs of managing the project from by AED, USAID, and the Ministry of Education of Ethiopia has guided the development of this PMP. It is assumed that the PMP will be a constant reference to monitor the progress of implementation and to guide the assessment of the results. As such the PMP should be revised and updated annually.
- The PMP is a tool for organizational learning. This PMP in its design of data collection, analysis and dissemination of results is based, in part, on the need to understand better the education system and its performance. The indicators of input, process and impact that are suggested in the PMP are designed to understand the consequences of project initiatives on the performance of the education system at various stages of the program implementation.
- Performance indicators form the basis of the PMP. Effective performance monitoring starts with indicators. The indicators should reflect the goals and objectives of the SO, IR, the Sub-IRs and Sub-Sub-IRs. Indicators should be direct, objective, and practical. The indicators, where possible, should measure the actual performance of the project.
- Needs of communicating the lessons learned. An effective PMP should yield information that will enable the project team and the USAID to communicate the achievement of the

- projects and to share the lessons learned to the key stakeholders. The ability to do so will depend on the type of information collected, type of analysis conducted, and the formats and media used for dissemination of results to appropriate target audience.
- Participation of the beneficiaries, partners, and other stakeholders. The PMP envisages active participation of the beneficiaries, partners, and other stakeholders during the key steps of the formulation and implementation of the PMP. Design of data collection, analysis and dissemination of results will involve the key stakeholders as appropriate. The special information needs of the partners and other stakeholders will be considered during the implementation of the PMP.
 - Use of existing information system. The design of the PMP has been guided by the maximum use of information already being collected by the education system of Ethiopia. Where new data collection is required, as much as possible, the collection process will be incorporated into the established organizational processes of the education system.
 - Access to and use of high quality data. The effectiveness of the performance monitoring plan as a management tool will depend on access to data that is valid, reliable, and timely. Therefore the PMP incorporates plans for regular assessment of data quality.
 - This PMP document is not a final product. This document must be viewed as a living document requiring further review and changes. As the implementation of the project progresses, limitations to the proposed indicators may emerge. As Ethiopian education system expands and new challenges emerge, the match between the SO, IR and the respective indicators need to be studied and modified if necessary. As the quality of the information system improves, there may be opportunities for further refining or changing the SO indicators and others. For these reasons and others, the indicators and the data elements need to be reviewed periodically to recommend modifications, if necessary.

Levels Performance Indicators

AED/BESO II performance indicators are monitored and evaluated at four levels: Strategic Objective (SO), Intermediate Result (IR), Sub-Intermediate Results (Sub-IR) and Sub-Sub-Intermediate Results. The SO indicators measure achievements in the enhancement of human capacity and social resiliency at supra education system level.

IR indicators are programmatic level measures that focus on the measurement of the use and provision of quality primary education services. Through one or more indicators, the IR level indicators are designed to capture the key results and impact based on the culmination of the sub-sub-IRs. Sub-sub-IR indicators are more process oriented and are designed to measure the results of each sub-IR. Below are presented a summary of indicators organized by SO, IR, sub-IR, and sub-sub- indicators.

Summary of AED/BESO Performance Indicators

The contractual agreement between AED and USAID/Ethiopia requires the development of a detailed performance monitoring plan. The following indicators set realistic targets and the means to measure the results of the project. The following list provides the summary of AED/BESO II performance indicators that will serve as the foundation for all monitoring and evaluation activities of the program and as a reference for all staff involved in monitoring and evaluation of the program.

SO: Human Capacity and Social Resiliency Strengthened

SO Indicator1- Gross enrollment rate for primary (grades 1-8) by gender, region and nationally.

IR3: Use and provision of quality primary education services enhanced

IR indicator 14.3.1: School survival rates in USAID cluster schools at the end of grades 5 and 8 by gender.

IR Indicator 14.3.2: Mean scores on standard achievement tests for Grade 4 Mathematics, English and Environmental Science and Grade 8 Math, English and Combined Science at national level by gender.

Sub-IR 3.3: Quality of primary education improved

Sub-IR 3.3, Indicator 14.3.3.1: Average percentage of teaching time using active learning methods in primary schools (grades 1, 4, 8) in USAID cluster schools.

Sub-IR 3.3, Indicator 14.3.3.2: Average percentage of teaching time using active learning methods in TTIs and TTCs training programs.

Sub-IR 3.3, Indicator 14.3.3.3: Percentage of cluster schools regularly using active learning modules in life skills.

Sub-IR 3.3, Sub-Sub-Indicator 1. Percentage of primary school teachers participating at least in 2 AED sponsored active learning training workshops per year, and can provide adequate evidence of skills transfer in preparing and teaching lessons.

Sub-IR 3.3, Sub-Sub-Indicator 2. Percentage of TEI teacher trainers participating at least in 2 AED sponsored active learning training programs per year, and can provide adequate evidence of skills transfer in developing and implementing their courses.

Sub-IR 3.3, Sub-Sub-Indicator 3. Percentage of impact cluster school directors organizing at least 3 training sessions that focus on strengthening leadership in schools.

Sub-IR 3.3, Sub-Sub-Indicator 4. Percentage of female teachers who completed at least one course or module developed to enhance the professional competence of female teachers, and provide adequate evidence of improved leadership skills.

Sub-IR 3.3, Sub-Sub-Indicator 5. Percentage of TEI female students who completed at least one course or module developed to enhance the professional competence of female teachers, and provide adequate evidence of improved competence for teaching.

Sub-IR3.3, Sub-Sub-Indicator 6. Improved achievement in Mathematics and English in schools using interactive radio instruction (IRI), relative to schools that do not utilize IRI.

Sub-IR3.3, Sub-Sub-Indicator 7. Percentage of primary teachers who integrated active learning methods into their classrooms as the result of using self-instructional teacher's kits.

Sub-IR 3.3 Sub-Sub-Indicator 8. Percentage of AED cluster school primary teachers who used and integrated modules/materials developed to assist teachers to integrate (a) HIV/AIDS education, (b) civic education, and (c) environmental education into their classroom teaching based on active learning methodologies.

Sub Intermediate Results 3.2: Planning and Management, Monitoring and Evaluation for Delivery of Primary Education Services Strengthened

Sub-IR 3.2, Indicator 14.3.2.1. Number of regional education bureaus using improved systems for a) policy and planning, b) management, and c) monitoring and evaluation.

Sub-IR 3.2, Indicator 14.3.2. Percentage of woreda education offices that have adequate plan document.

Sub-IR 3.2, Sub-Sub-Indicator 1. Number of regions using EMIS applications- such as school performance database, woreda performance database and planning projection models for improving planning and management.

Sub- IR 3.2, Sub-Sub-Indicator 2. Number of policy studies disseminated.

Sub- IR 3.2, Sub-Sub-Indicator 3. Number of regional education bureaus with improved capacity for (a) developing a long-range plan (b) developing annual education plans.

Sub- IR 3.2, Sub-Sub-Indicator 4. Number of regions successfully implementing improved computerized personnel management information system (PMIS).

Sub-IR 3.2, Sub-Sub-Indicator 5. Number of regions successfully implementing and using a computerized materials management and information system (MMIS)

Sub-IR 3.2, Sub-Sub- Indicator 6. Number regions successfully integrating monitoring and evaluation with development and implementation of education plans.

Sub-IR4.4, Sub-Sub-Indicator 7. The number of regional education bureaus whose financial systems assessed and appropriate follow-up action implemented.

Section 2: Core Elements of the Performance Management Plan

Management of the Performance Management Plan within AED/BESOII

The PMP provides the overall framework for Monitoring and Evaluation in AED/BESO II. It serves as the basis for generating, analyzing and disseminating information useful to chart progress, design plans and improve project implementation. The Chief of Party of AED/BESO II is the overall coordinator of the plan with the support of advisors. Technical coordination and implementation of the PMP is the responsibility of AED's MERA Advisor. Other advisors and officers of all components of the project use the PMP as a guiding document in their key areas of project implementation.

The management of the PMP is a participatory process and will involve a monthly meeting for monitoring developments in the project. Program advisors consult their respective sub-IR experts in order to review the indicators and progress made to date. Progress will also be assessed as part of the process of preparing the quarterly reports. Finally, there is a major report to USAID at the end of each year of the project regarding achievement for each indicator in relation to the specified outcome.

Collection and Analysis of Performance Information

The collection of data at the Strategic Objective level involves utilizing data collected and analyzed by the MOE, plus the results of a major National Learning Assessment. Gross enrollment rates and school survival rates are drawn from school system data collected by Regional Education Bureaus and further synthesized by the Ministry of Education. Learning achievement data are generated through the administration of standardized tests to randomly sampled students throughout the nation in the Third National Learning Assessment. AED/BESO I supported the First and the Second National Learning Assessments in 1999/2000 and 2003/04 with the National Organization for Examinations. Collecting data using observational methods to assess the extent of active learning is a key issue in Sub-IR3.3. There are two studies, one in a selection of primary school classrooms in clusters where AED is active, and the other in classrooms in a sample of TTIs and TTCs.

Data for Sub-IR 3.2 on planning and management are collected using various principal ways. For example, the extent to which the planning and management tools have been incorporated into REB practice will be assessed through visits to the Bureaus and checklists of a range of possible uses of the tools. Finally, the extent to which WEOs have adequate plan documents will be assessed using checklists on the woreda visits and follow-up observations.

Instruments are developed by experts of each component of AED/BESO II in collaboration with the MERA Advisor and others as appropriate. The collection and analysis of data that does not involve complex engagements is done by persons responsible for each component of the project. Every team will be responsible for the collection and analysis of such data. The collection and analysis of complex data are carried out by trained experts including the MERA Advisor, outside consultants, or experts from educational institutions. A data will reside on the AED server. Standards and the design for data analysis are set by MERA Advisor in consultation with the other advisors.

Wherever possible, the monitoring and evaluation activities will be carried out as an integral part of the monitoring, evaluation and analysis functions of the overall education system of Ethiopia. To this end, the information collection and analysis needs of AED/BESO II will benefit from the annual information collection and analysis of the MOE, Regional Education Bureaus, zones, woredas, schools and communities, and other institutions.

Reporting, Reviewing and Dissemination of Performance Information

AED/BESO II reports its performance to USAID and the Ministry of Education. Some information is reported quarterly to USAID and the Technical Working Group comprising the government (MOE and REBs), USAID/Ethiopia and other partners. A major annual report is provided at the end of each year (USG fiscal year).

The dissemination of performance information by AED/BESO II takes place through the Technical Working Group meeting, the annual MERA conference, and through multimedia including newsletters, pamphlets, brochures, and the BESO website. Performance results are disseminated to all key stakeholders including the Ministry of Education, and other central institutions, regional education bureaus, zones and woredas, and teacher education institutions. The following section leads to the details of performance indicator reference sheets. These sheets contain strategic level, Intermediate level and Sub-intermediate and sub-sub intermediate level indicators.

Performance Reference Indicator Sheets

Strategic Objective Indicator

Performance Indicator Reference Sheet - SO Indicator 1
Strategic Objective: 663-C-00-02-00349-00 Human Capacity and Social Resiliency Strengthened
S0-level indicator SO Indicator 1: Gross enrollment rate for primary (grades 1-8), by gender, region and nationally.
DESCRIPTION
<p>Precise Definition(s): Total number of male and female students in government and non-government primary schools (grades 1-8) divided by total male and female children of the school age (7-14).</p> <p>Unit of Measure: percent</p> <p>Disaggregated by: Gender & region.</p> <p>Justification/Management Utility: Measure of coverage and gender and regional disparity (equity) in coverage of primary education.</p>
PLAN FOR DATA ACQUISITION
<p>Data Collection Method: Regional Education Bureaus collect school system data through annual school census data collection formats. After cleaning, the data are collated and analyzed and appropriate indicators calculated. These are published annually by the regions in their annual school census abstracts. These data are also transmitted to the Education Management Information System (EMIS) of the Ministry of Education where further synthesis of the data takes place and reported in Education Statistics Annual Abstract.</p> <p>Method of Acquisition: The "Education Statistics Annual Abstract" published by the Regional Education Bureaus and the MOE. These abstracts are published around August/September for the previous school year. Where necessary, the AED will have direct access to the regional and MOE databases.</p> <p>Data Source(s): Regional and MOE EMIS</p> <p>Frequency/Timing of Data Acquisition: Annual, with publication of statistics each August/September.</p> <p>Estimated Cost of Data Acquisition: none</p> <p>Responsible Individual(s): AED MERA Technical advisor</p>
DATA QUALITY ISSUES
<p>Date of Initial Data Quality Assessment: USAID through BESO I has provided technical assistance to the MOE EMIS and to the two focus regions through BESO I, and data are considered valid and reliable. USAID has conducted data quality assessment in November, 2003.</p> <p>Known Data Limitations and Significance (if any): GER 1-8, as an indicator of access has several limitations. First, GER is a good indicator of coverage (the size of the education system) and not a good indicator of access. GER counts children of all ages enrolled in the school where as access is a measure of the proportion children of appropriate age enrolled in appropriate grades or levels of education. Therefore NER may be a better measure of access than GER. Second, GER conceals internal inefficiencies of the education system. For example, it is conceivable to increase the GER by merely increasing the repeaters at various grade levels. Finally, for the purposes of assessing the immediate impact of the interventions on the education system to improve coverage and equity, GER 1-4 (first cycle primary) will be a more sensitive measure than GER 1-8. Because coverage and equity are primarily affected by the size and structure of the intake into grade 1. The effect of the changes in the intake will not be felt in the upper grades of the second cycle for about five years.</p> <p>Actions Taken or Planned to Address Data Limitations: AED planning and management team and other partners will review this SO indicator during 2004-2005 and decide if more valid indicators and data elements for their calculation are required.</p> <p>Date of Future Data Quality Assessments: FY 2005</p> <p>Procedures for Future Data Quality Assessments: AED/MERA team meet with relevant partners including EMIS staff of selected regional bureaus and MOE and will review the data quality and make appropriate changes.</p>

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: The MOE EMIS collects, collates, analyzes, synthesizes, and disseminates the data. AED The relevant data will show trends by gender and region to identify regional and gender disparities

Presentation of Data: AED

Review of Data: USAID SO9 Team supported by AED/BESO II planning and management team (IR4) with BESO Technical Working Group annually.

Reporting of Data: BESO Technical Working Group, USAID/Ethiopia, other donors, relevant mass media to reach wider public and key stakeholder groups.

OTHER NOTES

Notes on Baselines/Targets: The baseline is 2001/2002 (1994 E.C) data. The targets were set based on the country's five-year plan projections in the Education Sector Development Program. These targets are low compared to the performance of the education system in increasing the coverage during the past five years. One way of setting more objective targets would be to base the targets on a longer term goal for the education system such as the goal of achieving universal primary education by the year 2015 or soon thereafter to which Ethiopia is committed. One of the activities proposed under AED/BESO II is a more refined projection for reaching the UPE goal. Once this is completed and accepted by the Government, we may have a more rational way of estimating the targets for GER or for any other substitute indicator. Meanwhile, for 2003/2004, we may use a target of GER level in 2002/2003 plus average increase in GER during 2001/2002 and 2002/2003.

Location of Data Storage: MOE EMIS

Other Notes: n/a

Key to Table: M = Male, F = Female, T = Total

THIS SHEET LAST UPDATED ON: May 27, 2005

SO-INDICATOR 1. *Gross enrollment ratio for primary (grades 1-8), by gender nationally and in BESO regions. (To be revised as suggested under the Notes on Baselines/Targets.)*

YEAR	PLANNED (Official MOE Targets)	ACTUAL
FY 2001/2002 – 1994 E.C (baseline year)		M – 71.7% F – 51.2% T – 61.6%
FY 2002/2003 – 1995 E.C	M – 76.0% F – 58.0% T – 67.0 %	M – 74.6% F – 53.8% T – 64.4%
FY 2003/2004 – 1996 E.C	M – 77.5% F – 60.5% T – 69 %	
FY 2004/2005 – 1997 E.C	M – 81.0% F – 67.0 % T – 74.0%	
FY 2005/2006 – 1998 E.C	M – 79 % F – 63 % T – 71 %	
FY 2006/2007 – 1999 E.C	M – 80.5% F – 65.5% T – 73 %	

Performance Indicator Reference Sheet - SO Indicator 2

Strategic Objective 663-C-00-02-00349-00 Strategic Objective: 663-009 Human Capacity and Social Resiliency Strengthened

Intermediate Result: IR3: Use and Provision of Quality Primary Education Services Enhanced

IR-level indicator:

IR Indicator 14.3.1: School survival rates in USAID cluster schools at the end of grades 5 and 8 by gender.

DESCRIPTION

Precise Definition(s): Estimated number of pupils reaching grades 5 and 8 (school cohort) using synthetic cohort method, divided by number of pupils in grade 1 in the cohort.

Unit of Measure: percent

Disaggregated by: Gender

Justification/Management Utility: Measure of efficiency and perceived quality and retention capacity of the primary education system.

PLAN FOR DATA ACQUISITION

Data Collection Method: Management information systems of the regional education bureaus conduct annual school system data collection. The data are cleaned and analyzed by the REBs and published in their annual school census abstracts. REBs report this data to the EMIS of the MOE. MOE further synthesizes the regional data and relevant information published in the "Education Statistics Annual Abstract".

Method of Acquisition by AED: The "Education Statistics Annual Abstract" for the previous school year is published each August/September by the MOE EMIS and by the regional education bureaus. AED will collect these abstracts directly from the REBs and MOE. In addition, AED will have direct access to the regional and MOE databases.

Data Source(s): EMIS of the regional education bureaus and MOE.

Frequency/Timing of Data Acquisition: Annual, with publication of statistics each August/September

Estimated Cost of Data Acquisition: none to AED

Responsible Individual(s): AED M&E specialist.

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: USAID through BESO I has provided technical assistance to the MOE EMIS and to the two focus regions. Data are considered valid and reliable. USAID has conducted data quality assessment in November, 2002.

Known Data Limitations and Significance (if any): none at this time

Actions Taken or Planned to Address Data Limitations: n/a

Date of Future Data Quality Assessments: FY 2005

Procedures for Future Data Quality Assessments: AED planning and management team will meet with EMIS staff of selected regional bureaus and MOE and other key partners for the review of the data quality.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: The MOE EMIS collects, collates, analyzes, synthesizes, and disseminates the data. The relevant data trends by gender and country to identify regional and gender disparities will be presented.

Presentation of Data: Data from the regions and EMIS "Education Statistics Abstract" further analyzed by AED team and summarized in appropriate format including five year trend analysis.

Review of Data: USAID SO9 Team with BESO Technical Working Group annually.

Reporting of Data: BESO Technical Working Group, USAID/Ethiopia and other relevant donor groups, appropriate forums such as annual education conference, relevant mass media.

OTHER NOTES

Notes on Baselines/Targets: The baseline is 2001/2002(1994 E.C) data reported in the 2002/2003 (1995 E.C.) Annual School Census Abstract. The targets were set based on previous years' trends.

Observations made under SO Indicator 1 (GER), with regard to the target setting applies to this indicator also. These targets need to be revised based on projections for achieving a longer term goals such as UPE.

Location of Data Storage: Regional and MOE EMIS for primary data. AED for annual reports and other analytical reports.

Other Notes: n/a

Key to Table: M = Male, F = Female, T = Total

THIS SHEET LAST UPDATED ON: May 27, 2005

SO-INDICATOR 2. *School survival rates to grade 5 and 8 by gender, region and nationally.*

YEAR	PLANNED		ACTUAL	
FY 2001/2002 – 1994 E.C (baseline year)			<u>Grade 5</u> M – 41.8% F – 39.0% T – 40.6 %	<u>Grade 8</u> M 25.8% F –23.6% T –25.0%
FY 2002/2003 – 1995 E.C	<u>Grade 5</u> M – 45.5 % F – 43.0% T – 44.5%	<u>Grade 8</u> M –29.0% F –28.5% T –29.0%	<u>Grade 5</u> M-35.2% F-32.7% T-34.2%	<u>Grade 8</u> M – 23.4% F – 19.0 % T - 21.7 %
FY 2003/2004 – 1996 E.C	M – 48.0% F – 47.0% T – 47.5%	M –32.0% F –31.5% T –32.0%		
FY 2004/2005 – 1997 E.C	M – 49.0% F – 48.0% T – 48.5%	M –33.0% F –34.0% T –33.0%		
FY 2005/2006 – 1998 E.C	M – 50.0% F – 50.0% T – 50.0%	M – 35.0% F – 35.0% T – 35.0%		

Performance Indicator Reference Sheet - SO Indicator 3

Strategic Objective: 663-C-00-02-00349-00 Human Capacity and Social Resiliency Strengthened

Intermediate Result: IR3: Use and Provision of Quality Primary Education Services Enhanced
IR-level indicator

IR Indicator 14.3.2: Mean scores on standard achievement tests for Grade 4 Mathematics, English and Environmental Science and Grade 8 Mathematics, English and Combined Science (Biology, Chemistry, Physics) at national level by gender.

DESCRIPTION

Precise Definition(s): Mean scores of boy and girl pupils in Grades 4 and 8 in standard achievement tests in Math and English for grades 4 and 8, Environmental Science (for grade 4) and Combined Sciences (for grade 8) developed and administered by National Office for Examinations (NOE).

Unit of Measure: Average test scores

Disaggregated By: Grade, subject, gender and region.

Justification/Management Utility: Measures quality of primary education system.

PLAN FOR DATA ACQUISITION

Data Collection Method: Ministry of Education (MOE) National Organization for Examination (NOE) undertaking testing in major subjects at the end of the school year for Grade 4 and Grade 8, on a national sampling basis.

Method of Acquisition: The NOE testing results are collected, analyzed, and published within 8-12 months of testing. AED will participate in the analysis and will provide USAID with appropriate reports and other background technical data such as reliability test results.

Data Source(s): NOE test results

Frequency/Timing of Data Acquisition: Twice during the five years of the project, in years 2 and 4 (2003/2004 and 2006/07. (Results from the Second National Learning were reported in early 2005).

Estimated Cost of Data Acquisition: Incorporated into the AED budget. Estimated cost Birr 1.2 million.

Responsible Individual(s) : NOE and AED/MERA technical advisor.

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: NOE undertook national sample Baseline Assessments in the 1999 and 2000 school years, financed by USAID through BESO I. Data are considered valid and reliable by USAID, the MOE, and the donor community. However, curricula revisions have taken place at the national level for grades 1-8 since the last national assessment. Therefore, the content validity of the standardized tests used for 1999 National assessment needs were re-examined and adjustments made to serve as better instruments for the second national learning assessment. In order to accommodate changes or modifications in the curricula further analysis for content validity and reliability on these instruments will be carried out for the third National Learning Assessment.

Known Data Limitations and Significance (if any): Validity of the second national learning assessment need to be reexamined and necessary adjustments made to serve as the baseline for the third national learning assessment planned to be conducted in 2006/2007.

Actions to be taken or Planned to Address Data Limitations: As a part of the National Assessment of the third national learning assessment in 2006/2007, a technical working group will be set up to review the validity of the baseline data collected, to propose necessary adjustments and plan the overall of activity. A report will be completed by September, 2007.

Date of Future Data Quality Assessments: 2007

Procedures for Future Data Quality Assessments: AED and NOE experts will review the data.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: Data will be analyzed and presented in appropriate reporting format(s) by NOE. AED/BESO II technical staff will participate in the analysis including consultant(s), if necessary. Analysis by NOE will include appropriate regional and gender differential analysis.

Presentation of Data: NOE will present a comprehensive report summarizing the major findings at the regional and national levels approximately six months after the national assessment data collection is completed. In addition, relevant reports will be produced addressed to different stakeholder groups. NOE will also present relevant technical documents such as results of reliability and validity tests, etc.

Review of Data: USAID together with AED/BESO Technical Working Group immediately following the publication of the National Assessment Test results and analysis. In addition, a special review forum will be assembled after the third national assessment with participation from key stakeholders such as representatives from regional education bureaus, TEIs, research community, professional associations, etc. to assess the implications of the results of the National Assessment for the regional and national education policies for improving quality.

Reporting of Data: BESO Technical Working Group, USAID/Ethiopia, other members of the donor community, regional education bureaus, MOE, relevant mass media, etc.

OTHER NOTES – IR3, INDICATOR 14.3.2

Notes on Baselines/Targets: Baseline for Grade 4 from testing during May 2004, reported in “Second Ethiopian National Learning Assessment on Grade Four Pupils’ Achievement,” National Organization for Examinations (NOE), Addis Ababa, December, 2004.

Baseline for Grade 8 from testing during May 2004 reported in the “Second Ethiopian National Learning Assessment on Grade Eight Students’ Achievement”, National Organization for Examinations, Ministry of Education, and December, 2004.

Based on the 2003/04 achievement test results, the targets set for 2006/07 are revised. Moreover, targets for all subjects are modest due to lack of experience with assessment in Ethiopia.

We expect to see improvement in the performance of the students as measured by the their national learning assessment test results in different subjects as the quality of the education system improves. However, it is possible that real improvement in the system may not show up in the average test scores of the national achievement tests because simultaneously the system is expanding. I t is possible that as coverage and access increase, students of more average ability will be able to remain in the school.

Location of Data Storage: MOE, NOE

Other Notes: n/a

Key to Table: E = English, MT = Math, CS = Combined Science (Biology, Chemistry Physics), ES = Environmental science, M = Male, F = Female

THIS SHEET LAST UPDATED ON: May 27, 2005

SO-INDICATOR 3. *Mean scores on standard achievement tests for Grade 4 Math, English and Environmental Science and Grade 8 Math, English and Combined Science at national level by gender.*

YEAR	PLANNED		ACTUAL
FY 1998-1999 – 1991 E.C.			<u>Grade 8</u> E-M = 40.3% E-F = 36.86% MT-M = 38% MT-F = 33% CS-M =45.42% CS -F =41%
FY 1999-2000 – 1992 E.C.			<u>Grade 4</u> E-M = 42.3% E-F = 38.2% MT-M = 41.7% MT-F = 36.5% ES-M =54.16% ES -F =50.06 %
FY 2000/2001 – 1993 E.C.	No Data Available		No Data Available
FY 2001/2002 – 1994 E.C	No Data Available		No Data Available
FY 2002/2003 – 1995 E.C	No Data Available		No Data Available
FY 2003/2004 – 1996 E.C	<u>Grade 4</u> E-M = 44% E-F = 40% MT-M = 44% MT-F = 39% ES-M = 56% ES -F = 52%	<u>Grade 8</u> E-M = 45% E-F = 42% MT-M = 40% MT-F = 35% CS-M = 47% CS -F = 44%	<u>Grade 4</u> E-M=40.55% E-F=35.66% MT-M=41.68% MT-F=36.57% ES-M=53.43% ES-F=49.61% <u>Grade 8</u> E-M=42.64% E-F=37.94% MT-M=43.12% MT-F=36.54% CS-M=40.72% CS-F=35.38%
FY 2004/2005 – 1997 E.C			
FY 2006/2007– 1998 E.C	<u>Grade 4</u> E-M = 46% E-F = 41% MT-M = 46% MT-F = 41% ES-M = 58% ES -F = 54%	<u>Grade 8</u> E-M = 47% E-F = 44% MT-M = 42% MT-F = 37% CS-M = 49% CS -F = 46%	

Performance Reference Indicator Sheets

*Sub Intermediate Results 3.2 Educational Management
Strengthened*

Performance Indicator Reference Sheet – Sub-IR 3.2, Indicator 14.3.2.1.

Strategic Objective: 663-C-00-02-00349-00 Human Capacity and Social Resiliency Strengthened

Intermediate Result 3: Use and provision of primary education services enhanced

Sub-Intermediate Results 3.2: Planning, Management, Monitoring, and Evaluation for Delivery of Primary Education Services Strengthened.

Sub-IR 3.2, Indicator 14.3.2.1: Number of regional education bureaus using improved systems for a) policy and planning, b) management, and c) monitoring and evaluation.

DESCRIPTION

Precise Definition(s): Each of the three management system areas is rated on a scale of 1= very little progress in input provision; 2= inputs provided, i.e., system developed, installed, and training conducted but limited use of the system; 3= system is operational and data/reports are utilized for planning and decision making. Each REB should have a score of 7 out of a potential score of 9 to be counted as meeting the criteria.

Information on planning and policy decision will be captured through a measurement of the use of computerized educational data and model for selecting policy options and developing educational plans. The EMIS Implementation Scale and Regional Plan Development Scale (See Sub IR 4.1 and Sub IR 4.2) will be combined to create the three point scale to measure the improvement in policy and planning. Regional Plan Development Scale will be used independently to measure the improvement in the capacity for both annual plan development and the improvement in the capacity for long-range plan development. Appropriate weights will be employed for EMIS scale while combining the scores. Improvement in personnel management and materials management will be assessed by measuring the extent to which each region is utilizing computerized systems for personnel management and materials management. PMIS Development, Implementation, and Utilization Scale and MMIS Development Implementation, and Utilization Scale will be combined to create the three-point scale to measure improvement in the management. The measurement of the REB plan implementing process will be determined by the extent to which REBs have integrated an effective monitoring and evaluation system into their program. Monitoring and Evaluation Integration Scale will be used to create the three-point measurement scale to assess the improvement in the implementation process.

Unit of Measure: Absolute number of regional bureaus meeting criteria of 7 points

Disaggregated by: Region

Justification/Management Utility: Measure changes in regional education bureaus management systems.

PLAN FOR DATA ACQUISITION BY USAID

Data Collection Method: Data will be collected using the appropriate scales stated in the definition above. A joint team from AED/BESO II and REBs will evaluate and fill the scales.

Method of Acquisition by USAID: Data collected from the regions by AED/BESO II team will be summarized and reported to the USAID.

Data Source(s): Regional Education Bureaus (REBs).

Frequency/Timing of Data Acquisition: Annual.

Estimated Cost of Data Acquisition: routine part of contractor work with REBs

Responsible Individual(s) at USAID: MERA Team

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: Planned during FY 2004. Should be reliable once definitional questions are settled.

Known Data Limitations and Significance (if any): Arriving at a precise definition and achieving reliability for ranking REB status on each of the three management components.

Actions Taken or Planned to Address Data Limitations: AED will work with MOE, and REBs to improve definitions and operationalize criteria.

Date of Future Data Quality Assessments: FY 2004

Procedures for Future Data Quality Assessments: M&E Specialist for AED/BESO II will complete Assessment form.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: AED/BESO II will undertake periodic diagnostic of REB systems and report.

Presentation of Data: Summary tables by regional status of the three-point scale for each of the three components of the management – policy and planning, management and monitoring and evaluation supported by descriptive analysis.

Review of Data: BESO Technical Working Group annually.

Reporting of Data: USAID/Ethiopia, BESO Technical Working Group

OTHER NOTES

Notes on Baselines/Targets: Baseline data has been established through a joint AED/BESOI and regional education bureau team. Collected data has been summarized for each of the component scales contributing to the Sub-IR 3.2 indicator assessment.

Location of Data Storage: Contractor

Other Notes: n/a

Key to Table: n/a

THIS SHEET LAST UPDATED ON: June 22, 2005

Sub-IR 3.2, Indicator 14.3.2.1: *Number of regional education bureaus using improved systems for a) policy and planning, b) personnel management, and c) monitoring and evaluation.*

YEAR	PLANNED	ACTUAL
FY 2001/2002 – 1994 E.C (baseline year)		1
FY 2003/2004 – 1996 E.C	4	2
FY 2004/2005 – 1997 E.C	8	
FY 2005/2006 – 1998 E.C	11	
FY 2006/2007 – 1998 E.C	11	

Sub-Intermediate Results 3.2
Planning and Management Strengthened

Summary Data Presentation Table

No.	Region	Level of Achievement in Management Component			
		Planning, EMIS	PMIS & MMIS	M&E	Total
1	Addis Ababa	(e.g.) 2	3	2	7
2	Afar				
3	Amhara				
4	Benshangul Gumuz				
5	Dire Dawa				
6	Gambela				
7	Harar				
8	Oromia				
9	SNNPR				
10	Somali				
11	Tigray				

Note: Each REB should have a score of 7 out of a potential score of 9 to be counted as meeting the criteria.

Performance Indicator Reference Sheet – Sub-IR 3.2, Indicator 14.3.2.2

Strategic Objective: 663-C-00-02-00349-00 Human Capacity and Social Resiliency Strengthened
Intermediate Result 3: Use and provision of Quality Primary Education Enhanced.

Sub-IR 4.1: 3.2. Planning, Management, Monitoring and Evaluation for delivery pf primary education services strengthened.

Sub-IR 3.2, Indicator 14.3.2.2: Percentage of woreda education offices that have adequate plan document.

DESCRIPTION

Precise Definition(s): The number of woreda educational offices who demonstrate adequate development of their plan document divided by the total number of woredas that participated in the woreda capacity building training programs.

A schedule for woreda capacity building assessment will be used to measure the adequacy of plan documents developed by woreda education offices. The schedule will comprise 5 main items of measurement taken out of the materials used for Woreda Capacity Building program. Minimum and maximum scores possible range from 5 to 25. Each “Very adequate” answer on the scale will be awarded 5 points and each “Not Adequate” answer will be awarded 1 point. A score of 5-10 will mean not adequate or less than adequate in plan document development; a score of 11 to 15 will mean some what adequate, i.e., plan document developed, but could have limited use; a score of 16-20 will mean just about adequate and the document can be used for planning and decision making. A region should receive at least 21 points to be considered to be meeting the criteria adequately.

Unit of Measure: Absolute number of woreda educational offices being rated at five points in the schedule for woreda capacity building assessment.

Justification/Management Utility: Measure of built capacity in the development of adequate plan document in woreda education.

PLAN FOR DATA ACQUISITION

Data Collection Method: AED/BESO II will collect data using the Schedule for Woreda Capacity Building Assessment.

Method of Acquisition: Data will be acquired from a sample of woreda education offices who participated in woreda capacity building training programs. A team consisting of independent assessors will be deployed in each woreda education office to complete the schedule for the woreda capacity building assessment program.

Data Source(s): Woreda education Office heads or personnel of woreda education offices who participated in training programs.

Frequency/Timing of Data Acquisition: AED will report the results of the data analysis to USAID annually.

Estimated Cost of Data Acquisition: Routine part of Woreda Capacity Program in AED budget.

Responsible Individual(s): MERA advisor supported by AED/BESO II Planning and management advisor

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: Planned during FY 2006.

Known Data Limitations and Significance (if any): Many of the parameters related to the adequacy of plan document are process oriented. Quantifying a process is not only difficult, but also items may not provide the whole picture.

Actions Taken or Planned to Address Data Limitations: Additional questionnaires will be administered to enrich the data to be collected in the field.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: AED/BESO II will analyze acquired data using quantitative techniques.

Presentation of Data: Summary tables by at national and regional level.

Review of Data: BESO Technical Working Group annually.

Reporting of Data: USAID/Ethiopia, BESO Technical Working Group

OTHER NOTES

Notes on Baselines/Targets: In order to establish baseline data a joint AED/BESOII and experts of regional education bureau team will collect the baseline data and summarize the results.

Location of Data Storage: Contractor

Other Notes: n/a

Key to Table: n/a

THIS SHEET LAST UPDATED ON: June 22, 2005

Sub-IR 3.2, Indicator 14.3.2.2: *Percentage of woreda education offices that have adequate plan document.*

YEAR	PLANNED	ACTUAL
FY 2004/2005 – 1997 E.C Baseline year	30%	
FY 2005/2006 – 1998 E.C	50%	
FY 2006/2007 – 1998 E.C	80%	

Performance Indicator Reference Sheet – Sub-IR 3.2, Sub-Sub-Indicator 1

Strategic Objective: 663-C-00-02-00349-00 Human Capacity and Social Resiliency Strengthened.
Intermediate Result 3: Use and Provision of Quality Primary Education Services Enhanced.
Sub-IR 3.2 : Planning, management, monitoring and evaluation for delivery of primary education services strengthened.

Sub-IR 3.2, Sub-Sub-Indicator 1: Number of regions using EMIS applications such as school performance database, woreda performance database for improving planning and management.

DESCRIPTION

Precise Definition(s): The level of utilization of the EMIS applications by regions for improving planning and management at woreda and school levels are rated using EMIS Implementation Scale (IR4 Scale 1). Minimum and maximum scores possible range from 0 to 9. Each “Yes” answer on the scale is awarded one point and each “No” answer is awarded zero point. A score of 0-3 means no progress or very little progress in input provision; a score of 4 to 6 means inputs provided, i.e., system developed, installed, and training conducted but limited use of the system; a score of 7-9 means system is operational and data/reports are utilized for planning and decision making. A region should receive at least 7 points to be considered to be meeting the criteria.

Not all the regional bureaus will be at the same level of implementation at any given time. The level of implementation at the regional level needs to be correlated with that of the timeframe in the implementation plan.

Unit of Measure: Absolute number of regional bureaus being rated at seven points or above using EMIS Utilization Scale

Disaggregated by: Region

Justification/Management Utility: Measure of improvement in the utilization of EMIS for planning and management.

PLAN FOR DATA ACQUISITION

Data Collection Method: AED/BESO II summarizes data based on the information gathered through EMIS Utilization Scale.

Method of Acquisition: Data is acquired from the REB through using EMIS Utilization Scale A team consisting of appropriate representatives of the REB and AED completes the EMIS Utilization Scale.

Data Source(s): Regional Education Bureaus (REBs) and AED/BESO II planning and management team.

Frequency/Timing of Data Acquisition: AED reports the results of the data analysis to USAID annually.

Estimated Cost of Data Acquisition: Routine part of contractor work with REBs

Responsible Individual(s): AED/BESO II M&E Team

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: Planned during FY 2004. Should be reliable once definitional questions are settled.

Known Data Limitations and Significance (if any): Many of the activities related to utilization of information system are very process oriented. Quantifying a process is difficult.

Items on the EMIS Utilization Scale are given equal weights. This may not reflect the relative importance of the items on the scale.

Actions Taken or Planned to Address Data Limitations: Focus group discussions supplement the quantitative data collected using EMIS Utilization Scale with that of the impressions and experience of the key managers in the REB.

Date of Future Data Quality Assessments: 2004

Procedures for Future Data Quality Assessments: Focus group discussions described above.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: Data is analyzed by region.

Presentation of Data: Regional EMIS Utilization Scale Tables for each region supported by descriptive analysis is prepared by the AED/BESOII M&E team.

Review of Data: BESO Technical Working Group annually. The data will also be reviewed by the respective regional bureaus.

Reporting of Data: BESO Technical Working Group, USAID/Ethiopia, other relevant stakeholders.

OTHER NOTES

Notes on Baselines/Targets: A joint AED/BESO II and regional education bureau team assessed the baseline situation using the EMIS utilization Scale..

Location of Data Storage: AED/BESO II, M&E office

Other Notes: n/a

Key to Table: n/a

THIS SHEET LAST UPDATED ON: June 22, 2005.

Sub-IR 3.2, Sub-Sub-Indicator 1: *Number of regional education bureaus using EMIS Applications such as school performance database, woreda performance database for improving planning and management.*

YEAR	PLANNED	ACTUAL
FY 2003/2004 – 1996 E.C	4	5
FY 2004/2005 – 1997 E.C	8	
FY 2005/2006 – 1998 E.C	11	
FY 2006/2007 – 1998 E.C	11	

**Sub-Intermediate Results 3.2
Better Utilization of EMIS at Regional Level**

Summary Data Presentation Table

No.	Region	Level of Achievement in utilization of EMIS				
		Year 1	Year 2	Year 3	Year 4	Year 5
1	Addis Ababa					
2	Afar					
3	Amhara					
4	Benshangul Gumuz					
5	Dire Dawa					
6	Gambela					
7	Harar					
8	Oromia					
9	SNNPR					
10	Somali					
11	Tigray					

Note: A region should receive at least 7 points on the EMIS Utilization Scale to be considered to be meeting the criteria.

Sub-Intermediate Results 3.2
EMIS Utilization Scale at the Regional Level

No.	Stages in the Development and Implementation	Yes	No
1	Assessment of the information system completed.		
2	Integrated database structure developed.		
3	School age population projections (fifteen-year) made available to the woredas and the regions.		
4	School level, woreda level, performance database for the region completed and installed.		
5	Decision Support System for the region completed and installed.		
6	Key regional personnel trained in the use of the Information system (one week training)		
7	Evidence of reports being generated using Decision Support System and woreda and school performance database systems.		
8.	Evidence of the analysis/reports being used for monitoring, or provision of supervision to the schools/woredas		
9	Evidence of EMIS tools mentioned above being used in the plan development.		
	Total		

Note: Each “YES” gets one point. Each “NO” gets zero point. Maximum number of points will be equal to the total number of items in the scale.

(Items 1-3 relate to development, items 4-6 relate to implementation, and items 7-9 relate to use.)

Performance Indicator Reference Sheet – Sub-IR 3.2, sub-sub- Indicator 2

Strategic Objective: 663-C-00-02-00349-00 Human Capacity and Social Resiliency Strengthened
Intermediate Result 3: Use and Provision of Quality Primary Education Services Enhanced.
Sub-Intermediate Result 3.2: Planning, Management, Monitoring and Evaluation for delivery of primary education services strengthened.

Sub-IR 3.2, sub-sub- Indicator 2: Number of policy studies disseminated.

DESCRIPTION

Precise Definition(s): Number of policy studies disseminated.
Unit of Measure: The number of studies disseminated.
Disaggregated by: n/a
Justification/Management Utility: Measure of level of communication of the results of the policy studies.

PLAN FOR DATA ACQUISITION

Data Collection Method: AED/BESO II uses both qualitative and quantitative approaches to gather the required data.
Method of Acquisition: Data is acquired using field methods and archival research methods.
Data Source(s): Regional Education Bureaus (REBs) and AED/BESO II M&E team
Frequency/Timing of Data Acquisition: AED reports the results of the analysis of data to USAID annually.
Estimated Cost of Data Acquisition: Routine part of contractor work with REBs
Responsible Individual(s): MERA team

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: n/a
Known Data Limitations and Significance (if any): n/a
Date of Future Data Quality Assessments: 2004
Procedures for Future Data Quality Assessments: Focus group discussions with beneficiaries.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: Data is analyzed at the national level or case by case.
Presentation of Data: AED/BESOI summarizes the data on the table provided with descriptive analysis.
Review of Data: USAID with BESO Technical Working Group annually. The data will also be reviewed by the respective regional bureaus.
Reporting of Data: USAID/Ethiopia, BESO Technical Working Group, other relevant stakeholders.

OTHER NOTES

Notes on Baselines/Targets: n/a
Location of Data Storage: AED/BESO II, M&E office
Other Notes: n/a
Key to Table: n/a

THIS SHEET LAST UPDATED ON: June 22, 2005

Sub-IR 3.2, sub-sub- Indicator 2: *Number of Policy Studies Disseminated*

YEAR	PLANNED	ACTUAL
FY 2003/2004 – 1996 E.C	2	2
FY 2004/2005 – 1997 E.C	2	
FY 2005/2006 – 1998 E.C	2	
FY 2006/2007 – 1998 E.C	2	

Performance Indicator Reference Sheet – Sub-IR 3.2, sub-sub- Indicator 3

Strategic Objective: 663-C-00-02-00349-00 Human Capacity and Social Resiliency Strengthened.
Intermediate Result 3: Use and Provision of Quality Primary Education Services Enhanced.
Sub-IR 3.2: Planning, Management, Monitoring and Evaluation for delivery of primary education services strengthened.

Sub-IR 3.2, Sub-Sub-Indicator 3: Number of regional education bureaus with improved capacity for (a) developing a long-range plan and annual education plans.

DESCRIPTION

Precise Definition(s): The improved capacity for developing long-range and annual education plans is measured using Regional Plan Development Scale (IR4 Scale 2). Each of the 12 items are rated on a five-point scale. Minimum and maximum points range from 12 to 60. A score of 1-20 means very little progress in input provision; A score of 21-40 means inputs provided, i.e., system developed, installed, and training conducted but limited use of the system; a score of 41 to 60 means system is operational and data/reports are utilized for planning and decision making. For a region to meet the criteria, it should receive a minimum of 47 points. The score is scaled down to 3 point scale.

Not all the regional bureaus are at the same level of implementation at any given time. The level of implementation at the regional level needs to be correlated with that of the timeframe in the implementation plan.

Unit of Measure: Absolute number of regions receiving 47 points or above on the Plan Development Scale.

Disaggregated by: Region

Justification/Management Utility: Measure of level of improvement in the plan development.

PLAN FOR DATA ACQUISITION

Data Collection Method: AED/BESO II summarizes the data based on the information gathered through Plan Development Scale.

Method of Acquisition: Data is acquired from the REB through using Plan Development Scale separately for annual plan development and long-range plan development. A team consisting of appropriate representatives of the REB and AED completes the Scale.

Data Source(s): Regional Education Bureaus (REBs) and AED/BESO II M&E team

Frequency/Timing of Data Acquisition: AED reports the results of the data analysis to USAID annually.

Estimated Cost of Data Acquisition: Routine part of contractor work with REBs

Responsible Individual(s): AED/BESO II M&E Team

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: Initial quality assessment is done by a joint team of AED/BESP II and USAID in 2004.

Known Data Limitations and Significance (if any): Equal weights are given to all activities in the scale. This may not reflect the true level of effort that has gone into accomplishing each activity.

Actions Taken or Planned to Address Data Limitations: Focus group discussions will support the results of the analysis of the Plan Development Scale.

Date of Future Data Quality Assessments: 2004

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: Data is analyzed by region and the MOE.

Presentation of Data: Plan Develop Scale Tables for ach region supported by descriptive analysis prepared by the AED/BESOI M&E team

Review of Data: USAID with BESO Technical Working Group annually. The data will also be reviewed by the respective regional bureaus.

Reporting of Data: USAID/Ethiopia, BESO Technical Working Group, other relevant stakeholders.

OTHER NOTES

Notes on Baselines/Targets: A joint AED/BESO II and regional education bureau team assessed the baseline situation using Regional Plan Development Scale. Tigray Region has acquired improved capacity for plan development during BESO I and is considered as meeting the criteria for baseline.

Location of Data Storage: AED/BESO II, M&E office

Other Notes: n/a

Key to Table: n/a

THIS SHEET LAST UPDATED ON: June 22, 2005.

Sub-IR 3.2, sub-sub- Indicator 3: *Number of regional education bureaus with improved capacity for (a) annual plan development (b)/long-range plan development*

YEAR	PLANNED	ACTUAL
FY 2001/2002 – 1994 E.C (baseline year)		1
FY 2003/2004 – 1996 E.C	4	3
FY 2004/2005 – 1997 E.C	8	
FY 2005/2006 – 1998 E.C	11	
FY 2006/2007 – 1998 E.C	11	

Sub-IR 3.2, sub-sub- Indicator 3(a)

**Number of regional education bureaus with improved capacity for long term and annual plan development
Summary Data Presentation Table**

No.	Region	Level of Achievement in Strengthening Planning Capacity				
		Year 1	Year 2	Year 3	Year 4	Year 5
1	Addis Ababa					
2	Afar					
3	Amhara					
4	Benshangul Gumuz					
5	Dire Dawa					
6	Gambela					
7	Harar					
8	Oromia					
9	SNNPR					
10	Somali					
11	Tigray					

Note: For a region to meet the criteria, it should receive a minimum of 47 points in the Regional Plan Development Scale.

Sub-IR 3.2, Scale 2
Regional Plan Development Scale

No	Key Activities	Low					High				
		1	2	3	4	5	1	2	3	4	5
1.	Awareness of an appropriate planning process (for example IPBCS) and methodology created.										
2.	Planning projection model developed and installed										
3	Key personnel trained in the use of the planning model.										
4.	Detailed outline of an annual or long-term plan discussed with the regional bureau and made available										
5.	Quality of the Plan:										
5.1	Contains an analysis of the regional socio-economic development situation and situation analysis of the regional education system										
5.2	Contains clear priorities and projections of targets										
5.3	Estimates the key inputs such as teacher demand, classrooms, textbooks etc.										
5.4	Estimates the cost of inputs in the form of a budget or an investment plan.										
6	Evidence of annual plan or long-range plan being reviewed by higher level decision makers										
7.	Action from the top management to allocate clear responsibility for implementation of the plan.										
8.	Evidence of a budget based on annual plan or investment plan based on a long-range plan.										
9	Evidence of regional priorities and targets communicated to the wordas.										
	Total										
	Grand Total										

(Items 1-4 relate to development, items 5.1-5.4 relate to implementation, and items 6-9 relate to use.)

Performance Indicator Reference Sheet – Sub-IR 3.2, sub-sub-Indicator 4

Strategic Objective: 663-C-00-02-00349-00 Human Capacity and Social Resiliency Strengthened
Intermediate Result 3: Use and Provision of Quality Primary Education Services Enhanced.

Sub-IR 3.2: Planning, Management, Monitoring and Evaluation for delivery of primary education services strengthened.

Sub-IR 3.2, sub-sub-Indicator 4: Number of regions successfully implementing improved computerized personnel management information system (PMIS).

DESCRIPTION

Precise Definition(s): The level of implementation of PMIS in the regions and the MOE is rated using PMIS Development, implementation, and Utilization Scale (IR 4 Scale 3). The minimum and maximum scores possible range from 0 to 15. A score of 0-5 means no progress or very little progress in input provision; a score of 6-10 means inputs provided, i.e., system developed, installed, and training conducted but limited use of the system; a score 11 - 15 means the system is operational. For a region to meet the criteria, it should receive a minimum of 13 points. This score is scaled down to 3 point scale.

Not all the regional bureaus will be at the same level of implementation at any given time. The level of implementation at the regional level needs to be correlated with that of the timeframe in the implementation plan.

Unit of Measure: Absolute number of regions (and the MOE) being rated at 13 points or above in the PMIS implementation and Utilization Scale.

Disaggregated by: Region

Justification/Management Utility: Measure of level of implementation and utilization of PMIS for improving management.

PLAN FOR DATA ACQUISITION

Data Collection Method: AED/BESO II summarizes the data based on the information gathered through PMIS Development, Implementation and Utilization Scale.

Method of Acquisition: Data is acquired from the REB through using PMIS Development, Implementation, and Utilization Scale. A team consisting of appropriate representatives of the REB and AED completes the Scale.

Data Source(s): Regional Education Bureaus (REBs) and AED/BESO II M&E team

Frequency/Timing of Data Acquisition: AED reports the results of the data analysis to USAID annually.

Estimated Cost of Data Acquisition: Routine part of contractor work with REBs

Responsible Individual(s): AED/BESO II M&E Team

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: Data quality will be assessed by a joint team of AED/BESO II and USAID in 2004.

Known Data Limitations and Significance (if any): Equal weights are given to all activities in the scale. This may not reflect the true level of effort that has gone into accomplishing each activity.

Actions Taken or Planned to Address Data Limitations: Focus group discussions supplement the results of the analysis of the PMIS Implementation and Utilization Scale.

Date of Future Data Quality Assessments: 2004

Procedures for Future Data Quality Assessments: Focus group discussions described above.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: Data is analyzed by region and the MOE.

Presentation of Data: PMIS Implementation and Utilization Scale Tables for each region and MOE supported by descriptive analysis prepared by the AED/BESOII M&E team

Review of Data: USAID with BESO Technical Working Group annually. The data will also be reviewed by the respective regional bureaus.

Reporting of Data: USAID/Ethiopia, BESO Technical Working Group, other relevant stakeholders.

OTHER NOTES

Notes on Baselines/Targets: Tigray and SNNP have attempted to implement a computerized PMIS during BESO I. However, a more reliable baseline for the option years can be last assessment in the base year.

Location of Data Storage: AED/BESO II, M&E office

Other Notes: n/a

Key to Table: n/a

THIS SHEET LAST UPDATED ON: June 22, 2005.

Sub-IR 3.2, sub-sub-Indicator 4: *Number of regional education bureaus implementing an improved computerized Personnel Management Information System.*

YEAR	PLANNED	ACTUAL
FY 2001/2002 – 1994 E.C (baseline year)		1
FY 2003/2004 – 1996 E.C	4	2
FY 2004/2005 – 1997 E.C	8	
FY 2005/2006 – 1998 E.C	11	
FY 2006/2007 – 1998 E.C	11	

Sub-IR 3.2, sub-sub-Indicator 4
Number of regional education bureaus implementing an improved computerized Personnel Management Information System.
Summary Data Presentation Table

No.	Region	Level of Achievement in implementing PMIS				
		Year 1	Year 2	Year 3	Year 4	Year 5
1	Addis Ababa					
2	Afar					
3	Amhara					
4	Benshangul Gumuz					
5	Dire Dawa					
6	Gambela					
7	Harar					
8	Oromia					
9	SNNPR					
10	Somali					
11	Tigray					

Note: For a region to meet the criteria, it should receive a minimum of 13 points.
in the PMIS Development, Implementation, and Utilization Scale at the Regional
Level

Sub-IR 3.2, sub-sub-Indicator 4
Personnel Management Information System
Development, Implementation, and Utilization Scale at Regional Level

No	Key Activities	Yes	No
1	Rapid assessment of the PMIS completed.		
2	Application software completed for the region.		
3	Development of data collection formats completed.		
4	Data collection format printed for the region.		
5.	Manual operations completed.		
6	Application software installed.		
7	Key personnel trained in the use of the application software		
8	Key personnel trained in the data collection, data inputting		
9	Data collection completed.		
10	Initial Database set up completed.		
11	Evidence of at least eight update formats being used.		
12	Key personnel trained in the use of the information system for management: generation of reports and usage.		
13	Evidence of at least eight key reports being generated.		
14	Evidence of reports being sent to the wordas		
15	Evidence reports being used for personnel decisions at the regional level		
	Total Points		

Note: Each “YES” gets one point. Each “NO” gets zero point. Maximum number of points will be equal to the total number of items in the scale.

(Items 1-5 relate to development, Items 6-10 relate to implementation, and items 11-15 relate to use.)

Performance Indicator Reference Sheet – Sub-IR 3.2, sub-sub-Indicator 5

Strategic Objective: 663-C-00-02-00349-00 Human Capacity and Social Resiliency Strengthened.
Intermediate Result 3: Use and Provision of Quality Primary Education Services Enhanced.
Sub-IR 3.2: Planning, Management, Monitoring and Evaluation for the delivery of Primary Education Services Strengthened.

Sub-IR 3.2, sub-sub-Indicator 5: Number of regions successfully implementing and using a computerized Materials Management information System (MMIS).

DESCRIPTION

Precise Definition(s): The level of implementation and use of MMIS in the regions is rated using MMIS Development, Implementation and Utilization Scale. Minimum and maximum scores range from 0 to 12 . A score of 0-4 means: very little progress in input provision; a score of 5-8 means: inputs provided, i.e., system developed, installed, and training conducted but limited use of the system; a score 9 to 12 means: system is operational. For a region to meet the criteria, it should receive a minimum of 10 points. The scores for the MMIS Development and Utilization Scale is converted into a 3 point scale.

Not all the regional bureaus will be at the same level of implementation at any given time. The level of implementation at the regional level needs to be correlated with that of the timeframe in the implementation plan.

Unit of Measure: Absolute number of regions (and the MOE) receiving 9 points on the MMIS Development, Implementation, and Utilization Scale.

Disaggregated by: Region

Justification/Management Utility: Measure of level of implementation and utilization of MMIS for improving educational management.

PLAN FOR DATA ACQUISITION

Data Collection Method: AED/BESO II summarizes the data based on the information gathered through MMIS Implementation and Utilization Scale.

Method of Acquisition: Data are acquired from the REB through using MMIS Development, Implementation, and Utilization Scale. A team consisting of appropriate representatives of the REB and AED completes the PMIS Implementation and Utilization Scale.

Data Source(s): Regional Education Bureaus (REBs) and AED/BESO II M&E team

Frequency/Timing of Data Acquisition: AED reports the results of the data analysis to USAID annually.

Estimated Cost of Data Acquisition: Routine part of contractor work with REBs

Responsible Individual(s): MERA team supported by planning and management team/AED

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: A joint AED/BESO II USAID team assess the data quality in 2005.

Known Data Limitations and Significance (if any): Equal weights are given to all activities in the scale. This may not reflect the true level of effort that has gone into accomplishing each activity.

Actions Taken or Planned to Address Data Limitations: Focus group discussions supplement the results of the analysis of the MMIS Implementation and Utilization Scale.

Date of Future Data Quality Assessments: 2005

Procedures for Future Data Quality Assessments: Focus group discussions described above.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: Data is analyzed by region and the MOE.

Presentation of Data: MMIS Implementation and Utilization Scale Tables for each region and MOE supported by descriptive analysis prepared by the AED/BESOII M&E team

Review of Data: USAID with BESO Technical Working Group annually.

Reporting of Data: USAID/Ethiopia, BESO Technical Working Group, other relevant stakeholders.

OTHER NOTES

Notes on Baselines/Targets: Tigray has attempted to implement a computerized MMIS in BESO I. However, a reliable baseline for the option years will be the assessment results obtained from the last base year in AED/BESO II operations.

Location of Data Storage: AED/BESO II, M&E office

Other Notes: n/a

Key to Table: n/a

THIS SHEET LAST UPDATED ON: June 22, 2005

Sub-IR 3.2, sub-sub-Indicator 5: *Number of regional education bureaus implementing an improved computerized Materials Management Information System.*

YEAR	PLANNED	ACTUAL
FY 2001/2002 – 1994 E.C (baseline year)		1
FY 2003/2004 – 1996 E.C	4	4
FY 2004/2005 – 1997 E.C	8	
FY 2005/2006 – 1998 E.C	11	
FY 2006/2007 – 1998 E.C	11	

Sub-IR 3.2, sub-sub-Indicator 5
Number of regional education bureaus implementing an improved computerized Materials Management Information System.
Summary Data Presentation Table

No.	Region	Level of Implementation of MMIS				
		Year 1	Year 2	Year 3	Year 4	Year 5
1	Addis Ababa					
2	Afar					
3	Amhara					
4	Benshangul Gumuz					
5	Dire Dawa					
6	Gambela					
7	Harar					
8	Oromia					
9	SNNPR					
10	Somali					
11	Tigray					

Note: For a region to meet the criteria, it should receive a minimum of 10 points on the MMIS Development and Utilization Scale

Sub-IR 3.2, sub-sub-Indicator 5
MMIS Development, Implementation, and Utilization Scale at Regional Level

No	Key Activities	Yes	No
1	Rapid assessment of the MMIS completed.		
2	Development of application software completed.		
3	Initial inventory completed.		
4	Manual of operations completed		
5	Software installed		
6	Key personnel trained in the use of the application software.		
7	Personnel trained in data inputting.		
8	Coding structure implemented.		
9	Initial Database set up (inventory data) completed.		
10	Continuous updating of the MMIS using Model 19 and Model 22 and Transfer Forms in progress.		
11	Evidence of reports being generated.		
12	Evidence of report being used for decisions about purchase etc.		
13	Evidence of materials being stored according to the bin number etc, in an orderly fashion.		
	Total Points		

Note: Each “YES” gets one point. Each “NO” gets zero point. Maximum number of points will be equal to the total number of items in the scale.

(Items 1-4 relate to development, items 5-8 relate to implementation, and items 9-12 relate to use.)

Performance Indicator Reference Sheet – Sub-IR 3.2, sub-sub-Indicator 6

Strategic Objective: 663-C-00-02-00349-00 Human Capacity and Social Resiliency Strengthened
Intermediate Result 3: Use and Provision of Quality Primary Education Services enhanced.
Sub-IR 3.2: Planning, Management, Monitoring and Evaluation for the delivery of Primary Education Services Strengthened.

Sub-IR 3.2, sub-sub-Indicator 6: Number of regions successfully integrating monitoring and evaluation with development and implementation of education plans.

DESCRIPTION

Precise Definition(s): The level of integration of monitoring and evaluation with education plan development and implementation in the regions will be rated using Monitoring and Evaluation Integration Scale. The Scale consists of 6 items scored on five-point scale. Minimum and maximum scores range from 6 to 30. A score of 1-10 will mean: very little progress in input provision; a score of 11-20 will mean: inputs provided, i.e., system developed, installed, and training conducted but limited use of the system; a score of 21 to 30 will mean: system is operational. For a region to meet the criteria, it should receive a minimum of 25 points. The score on Monitoring and Evaluation Integration Scale will be converted into a 3 point scale.

Not all the regional bureaus will be at the same level of implementation at any given time. The level of implementation at the regional level needs to be correlated with that of the timeframe in the implementation plan.

Unit of Measure: Absolute number of regions (and the MOE) receiving a minimum of 25 points on the M&E Integration Scale.

Disaggregated by: Region

Justification/Management Utility: Measure of level of integration of M & E with plan development and implementation.

PLAN FOR DATA ACQUISITION

Data Collection Method: AED/BESO II summarizes the data based on the information gathered through M&E Integration Scale.

Method of Acquisition: Data are acquired from the REB through using M & E Integration Scale. A team consisting of appropriate representatives of the REB and AED completes the M & E Integration Scale.

Data Source(s): Regional Education Bureaus (REBs) and AED/BESO II M&E team

Frequency/Timing of Data Acquisition: AED reports the results of the data analysis to USAID annually.

Estimated Cost of Data Acquisition: Routine part of contractor work with REBs

Responsible Individual(s): MERA team and AED/BESO II Planning and management team

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: A joint AED/BESO II USAID team will assess the quality in 2005.

Known Data Limitations and Significance (if any): Equal weights are given to all activities in the scale. This may not reflect the true level of effort that has gone into accomplishing each activity.

Actions Taken or Planned to Address Data Limitations: Focus group discussions supplement the results of the analysis of the M&E Integration Scale.

Date of Future Data Quality Assessments: 2005

Procedures for Future Data Quality Assessments: Focus group discussions described above.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: Data are analyzed by region and the MOE.

Presentation of Data: M& E Integration Scale Tables for each region supported by descriptive analysis prepared by the AED/BESOII M&E team

Review of Data: USAID with BESO Technical Working Group annually.

Reporting of Data: USAID/Ethiopia, BESO Technical Working Group, other relevant stakeholders.

OTHER NOTES

Notes on Baselines/Targets: Data from the last baseline serves as a reliable baseline for the option years.

Location of Data Storage: AED/BESO II, M&E office

Other Notes: n/a

Key to Table: n/a

THIS SHEET LAST UPDATED ON: June 22, 2005

Sub-IR 3.2, sub-sub-Indicator 6: *Number of regional education bureaus integrating successfully M&E with annual/long-range plan development and implementation*

YEAR	PLANNED	ACTUAL
FY 2003/2004 – 1996 E.C	4	1
FY 2004/2005 – 1997 E.C	8	
FY 2005/2006 – 1998 E.C	11	
FY 2006/2007 – 1998 E.C	11	

Sub-IR 3.2, sub-sub-Indicator 6
Number of regional education bureaus integrating successfully M&E with annual/long-range plan development and implementation
Summary Data Presentation Table

No.	Region	Level of integration of M&E with Plan implementation				
		Year 1	Year 2	Year 3	Year 4	Year 5
1	Addis Ababa					
2	Afar					
3	Amhara					
4	Benshangul Gumuz					
5	Dire Dawa					
6	Gambela					
7	Harar					
8	Oromia					
9	SNNPR					
10	Somali					
11	Tigray					

Note: For a region to meet the criteria, it should receive a minimum of 25 points on the Monitoring and Evaluation Integration Scale.

Sub-IR 3.2, sub-sub-Indicator 6

**Monitoring and Evaluation Integration Scale
at the Regional Level**

No	Key Activities	Low				High
		1	2	3	4	5
1.	Key variables linked to the annual/long-range plan for monitoring identified.					
2.	Monitoring formats with plan for data collection developed					
3.	Evidence of data being collected and analyzed					
4	Evidence of monitoring reports being generated.					
5.	Evidence of results of analysis being employed in plan modifications or setting targets.					
6.	Evidence of remedial action taken to solve at least one problem of education such as dropout.					
	Total					
	Grand Total					

(Items 1 and 2 relate to development, items 3 and 4 relate to implementation, and items 5 and 6 relate to use.)

Performance Indicator Reference Sheet – Sub-IR 3.2, sub-sub-Indicator 7

Strategic Objective: 663-C-00-02-00349-00 Human Capacity and Social Resiliency Strengthened

Intermediate Result 4: Use and Provision of Quality Primary Education Services Enhanced.

Sub-IR 3.2: Planning, Management, Monitoring and Evaluation for the delivery of Primary Education services Strengthened.

Sub-IR 3.2, sub-sub-Indicator 7. The number of regional education bureaus' assessed and appropriate follow-up action implemented.

DESCRIPTION

Precise Definition(s): The number of regional education bureaus (and the MOE) whose financial systems have been assessed and follow-up action implemented.

Unit of Measure: Absolute number of regions (and the MOE) assessed and follow-up action implemented.

Disaggregated by: Region

Justification/Management Utility: Measure of level of progress towards certification of the REBs to receive direct funding from USAID.

PLAN FOR DATA ACQUISITION

Data Collection Method: AED/BESO II summarizes the data based on the information gathered through visits to the REB and recommendations of the assessment team.

Method of Acquisition: Data are acquired from the REB through the assessment team.

Data Source(s): Regional Education Bureaus (REBs) and AED/BESO II assessment team supported by M&E team

Frequency/Timing of Data Acquisition: AED reports the results of the data analysis to USAID annually.

Estimated Cost of Data Acquisition: Routine part of contractor work with REBs

Responsible Individual(s): AED/BESO II deputy chief of party supported by M&E Specialist

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: A joint USAID, AED/BESO II team assesses the data quality in 2005.

Known Data Limitations and Significance (if any): n/a

Actions Taken or Planned to Address Data Limitations: n/a

Date of Future Data Quality Assessments: n/a

Procedures for Future Data Quality Assessments:

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: Data are analyzed by region and the MOE.

Presentation of Data: Appropriate data for the report of the Assessment team summarized by the AED/BESO II M&E team.

Review of Data: USAID with BESO Technical Working Group.

Reporting of Data: USAID/Ethiopia, BESO Technical Working Group, other relevant stakeholders.

OTHER NOTES

Notes on Baselines/Targets: No region is eligible for receiving direct funding from the USAID.

Location of Data Storage: AED/BESO II, M&E office

Other Notes: n/a

Key to Table: n/a

THIS SHEET LAST UPDATED ON: June 22, 2003.

Sub-IR 3.2, sub-sub-Indicator 7: *Number of regional education bureaus assessed and appropriate follow-up action initiated.*

YEAR	PLANNED	ACTUAL
FY 2001/2002 – 1994 E.C (baseline year)		0
FY 2003/2004 – 1996 E.C	4	
FY 2004/2005 – 1997 E.C	8	
FY 2005/2006 – 1998 E.C	11	
FY 2006/2007 – 1998 E.C	11	

Performance Reference Indicator Sheets

*Sub Intermediate Result 3.3 -Quality of Primary Education
improved*

Performance Indicator Reference Sheet – Sub IR3.3, Indicator 14.3.3.1

Strategic Objective: 663-C-00-02-00349-00 Human Capacity and Social Resiliency Strengthened

Intermediate Result 3: Use and provision of quality primary education services enhanced.

Sub intermediate result 3.3: Quality of primary education improved.

Sub IR3.3, Indicator 14.3.3.1: Average percentage of teaching time using active learning methods in USAID cluster primary schools (grades 1, 4, 8).

DESCRIPTION

Precise Definition(s): The sum of percent of total time of observation in class when teachers and pupils are engaged in active learning divided by the total number of teachers observed.

Unit of Measure: percent

Disaggregated by: grade, subject and region.

Justification/Management Utility: Measure of capacity built among professional education personnel given the premise that active learning methods increase student learning and, thus, the quality of education.

PLAN FOR DATA ACQUISITION BY AED

Data Collection Method: Sample survey by region, school, and grade. Data to be collected by using classroom observation instruments.

Method of Acquisition: Schools are visited by a classroom observation team. The team will have two members in each classroom. School observations will be preceded by thorough training sessions. Videos of actual classroom instruction serve for practical training and for piloting the instrument(s) of data collection. A checklist is prepared and used for the purpose of observations. In order to check the applicability of the checklist format, observers will try-them out during video sessions as a part of the training process. Focus group discussions will be used as additional instruments for examining active learning problems and issues with primary school teachers.

Data Source(s): Observation of classes in English, Mathematics and Sciences in Grades 1, 4 and 8.

Data collection: Baseline data has been collected, analyzed and reported to USAID. The procedures followed were the following. A sample of teachers was selected from AED supported cluster schools initially from 3 regions. The main purpose of this initial stage of data collection was to establish a preliminary baseline data for active learning. Experience from this stage of data collection also served to refine the instruments of data collection for the next stage. The three regions were Oromia, Amhara and Somali. For this stage, the total number of schools to be included in the study was 11. These schools were further stratified according to urban/rural locations. Three teachers from grade 1 and 4 each were selected in each school. In Grade 8, the number of teachers observed was 5 for each school. Every school was required to be a complete primary school having all Grades from 1-8. In case of in-complete or first cycle primary schools, observations were carried out in another school for Grade 8. A second round collection of baseline data took place in order to widen the sample size and the generalizability of the first baseline data collection. In this round 4 regions and a total of 10 schools were included. The regions included were SNNPR, Gambella, Benin Shangul Gumuz and Addis Ababa. In the current option year and the years ahead, the schools from which baseline data were collected will be preserved. Some new schools can be added to see the level of active learning out side these established schools for a comparative information.

Table 1: Summary Table depicting Number of Schools and Teachers to be observed

Regions	No of Schools	No. of Teachers
Oromia	4	44
Amhara	4	44
Somali	2	22
SNNPR	4	44
Gambella	2	22
Benshangul-Gumuz	2	22
Addis Ababa	2	22
Total	20	220

Frequency/Timing of Data Acquisition: Annually during the life span of the project till 2007.

Estimated Cost of Data Acquisition: Option Years impact data: Birr 40,000 for the training of data collectors, and 70,000 for data collection. Thus, a total of Birr 110,000. The funds are in the AED budget.

Responsible Individual(s): AED M & E and In-service Teams

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: AED will complete a Data Quality Assessment in FY 2004/05 following the pilot study.

Known Data Limitations and Significance (if any): Capacity of data collectors, interpretation of the observers of the observation data collection form.

Actions Taken or Planned to Address Data Limitations: Pre-testing of instruments, training of observers including inter-rater reliability checks.

Date of Future Data Quality Assessments: FY 2004/05 following the base year studies.

Procedures for Future Data Quality Assessments: AED representatives and external experts will review the data.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: Descriptive and quantitative analysis using the pre-tested instruments and coding. Data will show the percent of class time in which active learning is taking place by grade, subject and region.

Presentation of Data: AED report

Review of Data: AED with USAID/Ethiopia and TWG

Reporting of Data: USAID/Ethiopia, BESO Technical Working Group, REBs, TEIs, ICDR, NOE, EMA

OTHER NOTES

Notes on Baselines/Targets: Data were collected, analyzed and reported for the last base period on active learning in clusters in 2004. Results indicate that the proportion of class time in which active learning is taking place is 53.22% in grade 1, 52.52 % in grade 4 and 55.85% in Grade 8. These results will be taken as a baseline for the next data collection and previous targets are revised for the option years.

Location of Data Storage: AED

Other Notes: n/a

Key to Table: **G1 = Grade 1, G4 = Grade 4, G8 = Grade 8**

THIS SHEET LAST UPDATED ON: May 27, 2005

IR1, Indicator 1: Average percentage of teaching time using active learning methods in AED primary schools clusters (grades 1, 4, 8).

Table 2: Actual and Planned Projection of average percentage of teaching time using active learning methods

YEAR	PLANNED	ACTUAL
FY 2003/2004 – 1996 E.C (Baseline estimate)		G1=15.4% G4=14.6% G8=10.4%
FY 2004/05- 1996 EC	G1=20% G2=20% G8=15%	G1=53.22% G2=52.52% G3=55.85%
FY 2004/2005 – 1997 E.C	G1 = 60 % G4 = 59 % G8 = 62 %	
FY 2005/2006 – 1998 E.C	G1= 70% G4= 69% G8= 72%	
FY 2006/2007 – 1999 E.C	G1 = 85% G4 = 79% G8 = 87%	

Performance Indicator Reference Sheet – Sub IR3.3, Indicator 14.3.3.2

Strategic Objective: 663-C-00-02-00349-00 Human Capacity and Social Resiliency Strengthened

Intermediate Result 3: Use and provision of quality primary education services enhanced.

Sub Intermediate results 3.3:Quality of primary education improved

Sub IR 3.3, Indicator 14.3.3. 2: Average percentage of teaching time using active learning methods in TTIs and TTCs training programs.

DESCRIPTION

Precise Definition(s): The sum of percent of total time of observation in class when instructors and student teachers are engaged in active learning divided by the total number of instructors observed in TTIs and TTCs.

Active Learning: is defined as the degree to which student teachers are involved in the learning process. The definition focuses on behaviors in the classroom learning situation that manifest mental and/or motor engagement.

Unit of Measure: Percent

Disaggregated by: TTIs and TTCs

Justification/Management Utility: Measures the impact of AED’s capacity building efforts at TTIs/TTCs. i.e. do instructors understand and use active learning methods increase student achievement, and that use of active learning methods increase student achievement, and that use of active learning methods by TTI/TTC instructors will reinforce understanding and use of such methods by their student teachers after graduation. When new student teachers are trained in the active learning methods, they will in turn teach their students in the same manner, thereby contributing towards student achievement in the educational system.

PLAN FOR DATA ACQUISITION

Data Collection Method: Primary data will be collected in TTIs and TTCs.

Description of Instruments:

1. Class observation instruments developed in the base year will be used to measure active learning. The AED Teacher Development Team with AED M&E Technical Advisor developed the initial draft of the form and conducted an internal validation using a small representative group drawn from the TESO workforce Team, REBs, TTIs and TTCs.
2. Focus group discussion will be used for elaboration whenever necessary.

Data Collection Procedure:

1. Class observation instruments was piloted in one TTI and TTC using 2 teachers each in Social Science, Natural Science, English and Mathematics for about a week and revision made. This instrument was used for collecting data in the base year. In option years, this instrument will be used after refinements are made based on annual reviews.
2. The AED M&E Technical advisor organizes and train observers, possibly from AED teacher education team, Instructors and REB representatives. The size of observer team may depend on the sample of size of institutions to be included and the total number of observations to be conducted. Pre-service officers from AED will play a coordination role while other representatives will be the observers of classroom activities.
3. The team approach is suggested for collecting data. In this approach, observers converge on one institution and conduct the observation. TEI members of the observer team should not observe their own institution. Other instructor(s) from different TEI will observe TEIs apart from their own.
4. Two observers will observe one instructor teaching two lessons. The lessons should be distinctively different in subject matter topic. This will allow for observing how well an instructor is able to vary teaching methods in teaching.
5. A sampling procedure is used to include 5 TTIs (although their number is dwindling. In each of the 5 TTIs, 2 lessons will be observed in Environmental Science, English and Mathematics by a pair of TEI observers from another institution for a total of 60 observations (3 subj. x4 obs. x 5TTIs)
6. In a sample of 7 TTCs, 2 lessons will be observed by a pair of observers in English and Mathematics, and 3 lessons in Science for a total of 98 observations (14 obs. x 7 TTCs). The TTC observer team could consist of 2 instructors from another TTC.
7. Each TEI will produce a list of names of instructors who had taught for at least 2 years in the subject to be observed. The observers will then use a ballot system to select the instructors to be observed.
8. Focus group discussions will be conducted between the observers and the observed instructors (collectively in each TEI) to provide feedback and obtain information on issues and problems with implementing active learning.

Method of Acquisition: Class observations and focus group discussions.

Data Source(s): Sample of teachers in selected Subjects from the TEIs.

Frequency/Timing of Data Acquisition: Annual

Estimated Cost of Data Acquisition: The pilot phase is estimated at about birr 2000 and actual observation at about birr 20, 000 each year and cost incorporated in AED’s budget.

Responsible Individual(s): AED M&E Specialist and Pre-service Team

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: MERA piloted the instruments between Oct. & Nov. 2003 and revisions were made on many occasions.

Known Data Limitations and Significance (if any): Classroom observation for child centered and active learning is a new experience in Ethiopia and, thus, there is a likelihood of measurement errors.

Actions Taken or Planned to Address Data Limitations: Adequate training in use of the observation instruments would be given to the observation team. Teachers will be sensitized on the objectives of the observations.

Date of Future Data Quality Assessments: December 2005 for TTIs, and Oct-Nov.2005 for TTCs.

Procedures for Future Data Quality Assessments: AED M&E specialist and Pre-service Team will meet with representatives of the TESO, USAID, REBs, TTIs &TTCs to review findings, discuss issues associated with observations and recommend improvements.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: Quantitative methods will be used for certain items after applying data reduction techniques, for example, percentage and frequency counts used to report frequency data. Qualitative descriptions will be used on items that require comments and suggestions. All data will be disaggregated by level of training (TTI&TTC). Tables will be used to present data for each category of questions.

Presentation of Data: AED will present the report.

Review of Data: BESO Technical Working Group & USAID

Reporting of Data: Data will be reported to USAID/Ethiopia, BESO Technical working Group, MOE, TEIs, REBs, and other stakeholders.

OTHER NOTES

Baselines: The baseline data is 55.22% active learning for TTIs as indicated by the base year impact assessment. The baseline for TTCs is 47.74% based on the base year impact assessment. Revisions of these figures will be made after the second year observational survey is completed. The planned percentage increase is based on the new active learning-based teacher training curriculum being developed for the TTIs and TTCs.

The escalated increase towards 2007 is based on the higher diploma program that all teacher trainers are required to take. That program is based on active learning methods.

Location of Data Storage: AED

Other Notes: n/a

Key to Table: FY=Fiscal year, July-June

THIS SHEET LAST UPDATED ON: May 27, 2003

IR1, Indicator 2. Average percentage of teaching time using active learning methods in TTIs and TTCs

YEAR	PLANNED		ACTUAL	
	<u>TTI</u>	<u>TTC</u>	<u>TTI</u>	<u>TTC</u>
FY 2003/2004 – 1995/96 E.C (baseline year)			27.24%	28.79%
FY 2004/2005 – 1996/97 E.C	51 %	38%	55.18%	47.74%
FY 2005/2006 – 1997/98 E.C	71%	57%		
FY 2006/2007 -1998/99 E.C.	91%	76%		

Performance Indicator Reference Sheet – Sub IR 3.3, Indicator 14.3.3.3

Strategic Objective: 663-C-00-02-00349-00 Human capacity and social resiliency enhanced
Intermediate Result 3: Use and Provision of quality primary education services enhanced.
Sub Intermediate Result 3.3: Quality of primary education improved.

Sub IR3.3, Indicator 14.3.3.3: Percentage of USAID cluster primary schools regularly using active learning modules in life skills.

DESCRIPTION

Precise Definition(s): Number of primary schools that are utilizing supplementary materials in (a) HIV/AIDS, and (b) civic education and (c) environmental education in a systematic and regular manner divided by the total number of primary schools in the sample.

Unit of Measure: percentage

Disaggregated by: Region

Justification/Management Utility: Measures schools' actual use of new methods and materials provided through USAID-financed pre-service and in-service training.

PLAN FOR DATA ACQUISITION

Data Collection Method: Sample school survey questionnaire

Method of Acquisition: AED will collect data from schools that received materials. A supplementary materials regular use rating scale comprising 7 items with "yes" and "No" answers will be administered to school principals. Each "yes" answer will be assigned 1 point and each "NO" will be assigned 0 point. Minimum and maximum points range between 0 and 7 points. A score of 0-2 will mean no or very little use. A score of 3-5 will mean irregular use, and a score of 6-7 will mean regular use. A school requires receiving a minimum of 5 points to be considered as having used supplementary materials regularly. See the supplementary materials regular use rating scale on the following page.

Data Source(s): Teacher questionnaires plus limited information from teacher interviews

Frequency/Timing of Data Acquisition: Six academic months after cluster school teachers receive materials and then one year later.

Estimated Cost of Data Acquisition: 10,000 ETB. Costs met by AED.

Responsible Individual(s): AED M&E Specialist and the Instructional Materials team working with the In-Service Training Team.

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: In 2004/05, questionnaires will be piloted on a small scale to ensure that the questions are interpreted by the respondents as intended and the questionnaires will be revised accordingly.

Known Data Limitations and Significance (if any): None

Actions Taken or Planned to Address Data Limitations: Pre-testing of questionnaires and training of data collectors.

Date of Future Data Quality Assessments: FY 2004

Procedures for Future Data Quality Assessments: n/a

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: Qualitative and Quantitative

Presentation of Data: AED

Review of Data: AED will present data for review to USAID and at the BESO Technical Working Group annually.

Reporting of Data: USAID, BESO Technical Working Group, REBs, ICDR, and the stakeholders as appropriate.

OTHER NOTES – IR2, Indicator1

Notes on Baselines/Targets: It is assumed that HIV/AIDS is only introduced in Grade 4 as a health/science curriculum matter. The AED/BESO materials were printed only in 2004 and, thus, increased usage in future years will depend on maintenance of the materials as well as in-school support for their use.

Key to Table: M = Male, F = Female and T = Total

THIS SHEET LAST UPDATED ON: May 27, 2005

IR3, Indicator 14.3.3.3: *Percentage of USAID cluster primary schools regularly using active learning modules in life skills.*

Sub IR3.3, Indicator 14.3.3.3: *Percentage of USAID cluster primary schools regularly using active learning modules in life skills.*

Year	Planned	Actual
FY 2003/04-1996 EC Baseline year		0
FY 2004/05 -1997 EC	25%	
FY 2005/06-1998 EC	50%	
FY 2006/07-1999 EC	65%	

Learning Modules Regular Use Rating Scale

No	Key Activities	Yes	No
1	Reception of self- instructional modules in the school.		
2	A format for the distribution of Self- instructional kits among teachers.		
3	Circulation of modules among teachers.		
4	Formation of teachers study groups.		
5	Actual use of materials by teachers in the classroom.		
6	Overall usefulness of the modules for school improvement.		
7	An orientation conducted for the use of supplementary materials.		

Performance Indicator Reference Sheet – IR3.3, sub-sub-indicator 1

Strategic Objective: 663-009 Human capacity and social resiliency strengthened
Intermediate Result 3: Uses and Provision of Quality Primary Education Services Enhanced.

Sub-IR 3.3: Quality of Primary Education Improved

Sub-IR3.3,Sub-Sub-Indicator1. Percentage of primary school teachers participating at least in 2 AED sponsored active learning training workshops per year, and can provide adequate evidence of skills transfer in preparing and teaching lessons.

DESCRIPTION

Precise Definition(s): The sum total of primary school teachers who participated in at least 2 active learning training workshops in sample AED supported impact cluster schools per year, and can provide adequate evidence of skills transfer in improving lesson preparation and delivery, divided by the total number of teachers in AED supported impact cluster schools.

Unit of Measure: Percentage

Disaggregated by: Region, Gender

Justification: Teachers who pass through active learning training programs will enforce the same principles in teaching their students. This indicator measures the impact of AED’s capacity building efforts in primary schools. Student who is taught in active learning will be able to master their learning tasks and achieve better results. AED conducts a wide range of training programs in impact clusters on different aspects of active learning such as classroom management, student assessment, lesson planning, managing large class sizes, active learning techniques etc. Primary teachers who participated in training workshops should apply lessons learnt in their schools. At the input level, it is important to document the number of teachers who participated in AED sponsored active learning workshops, and they should be able to provide evidence of applying the knowledge and skills gained in improving their lessons.

PLAN FOR DATA ACQUISITION

Method of Data Acquisition: Cluster School Teachers Questionnaires and assessment of evidence. Survey questionnaires. A survey instrument to be completed by school directors of the AED impact school clusters is used. The instrument will identify the number and content of AED workshops and training programs; the school directors will list the programs attended and clearly state the overall impact of the workshops and training programs in improving production and use of learning materials and aids (if any); improving lesson planning and delivery, and student assessment, particularly, use of continuous assessment techniques.

Assessment of evidence. AED BESO inservice field officers will gather physical evidence of impact in the form of :

1. No. of teaching and learning aids produced (e.g. posters, charts, maps, etc)
2. Improved lesson plans developed,
3. Student assessment instruments developed,
4. Improved classroom management skills,
5. Improved use of teaching materials
6. Improved feedback in students tests, essays, assignments etc.
7. Organization of student study groups
8. Improved record keeping on student progress
9. Development of supplementary materials for classroom instruction (short stories, lesson notes, any other written materials.)

AED/ BESO in-service officers should visit AED/BESO impact school clusters. A checklist will be used to gather, assess and document the evidence. The checklist will comprise the above nine basic items that indicate some expected skills from teachers participating in active learning training programs.

Two categories, “yes” and “No” are used to rate each of the items. A “yes” answer is assigned 1 and a “No” is given 0. Minimum and maximum scores range from 0 to 9. A score of 0-3 will mean no transfer of skills, a score between 4-6 means little transfer and score between 7-9 means adequate skill transfer. A teacher can be considered to have adequately transferred active learning skills if s/he obtains a minimum of 7 points.

Data Source(s): Primary School teachers , AED-In Service Teacher Education Team

Frequency/Timing of Data Acquisition: Annual

Estimated Cost of Data Acquisition: 20,000 birr

Responsible Individuals: AED M&E Technical Advisor and AED Inservice Team

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: October, 2004.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: Quantitative methods will be used after data are acquired, for example, percentages and frequency counts to report results. Tables will be used to present data.

Presentation of Data: AED will present the report.

Review of Data: BESO Technical Working Group and USAID

Reporting of Data: Data will be reported to USAID/Ethiopia, BESO Technical Working Group, MoE, TEIs, REBs, and other stakeholders.

OTHER NOTES

Baselines: This year's baseline data is the assessment result obtained in the base year. In that assessment it was reported that the percentage of teachers who participated in at least two AED training programs has been 57% .It was reported that 65.7% of the respondents were found to have transferred their skills among those who participated twice or more in AED training programs or workshops.

THIS SHEET LAST UPDATED ON: May 27, 2005

Sub-IR3.3, Sub-Sub-Indicator 1. *Percentage of teachers who participated in at least 2 active learning training workshops in AED supported impact cluster schools per year, and can provide adequate evidence of skills transfer in preparing and teaching lessons.*

YEAR	PLANNED	ACTUAL
	Impact Cluster School Teachers (%)	Impact Cluster School Teachers (%)
FY 2003/2004 – 19996 E.C (baseline year)	20	65.7
FY 2004/2005 – 1997 E.C	75	
FY 2005/2006 – 1998 E.C	85	
FY 2006.07	90	

Performance Indicator Reference Sheet – Sub IR3.3, Sub-sub – indicator 2

Strategic Objective: 663-C-00-02-00349-00 Human capacity and Social Resiliency Strengthened

Intermediate Result 3: Use and Provision of Quality Primary Education Enhanced

Sub Intermediate Result 3.3: Quality of Primary Education Improved

Sub-IR3.3, Sub-Sub-Indicator 2. Percentage of TEI teacher trainers participating at least in 2 AED sponsored active learning training programs per year, and can provide adequate evidence of skills transfer in developing and implementing their courses.

DESCRIPTION

Precise Definition(s): The sum total of teachers who participated in at least 2 active learning trainings programs in TEIs per year and, can provide adequate evidence of skills transfer in their course development and implementation, divided by the total number of TEI instructors who participated in AED sponsored training programs.

Unit of Measure: Percentage

Disaggregated by: TTIs, TTCs and Gender

Justification: AED conducts a wide range of training programs in the TEIs on different aspects of active learning such as curriculum development, developing teaching and learning aids, lesson delivery and assessment. Teacher trainers who participated in active learning training programs should apply the same principles in training student-teachers. At the input level, it is important to document the number of instructors who participated in AED sponsored active learning training programs. Most importantly, at the results level, it is important to find out the impact (results) of the training programs as measured by skills transfer. This indicator measures the impact of AED's capacity building efforts at TTIs/TTCs. Since it appears to be that preservice students who are trained in active learning will in turn teach their students in the same manner, it is important that TEIs use active learning methods in training programs, thereby contributing to the better learning and achievement of in the primary schools.

PLAN FOR DATA ACQUISITION

<p>Method of Data Acquisition: TTC/TTI Instructor Survey Questionnaires and assessment of evidence.</p> <p>Survey questionnaires. A survey instrument to be completed by all TEI instructors is used. The instrument will identify the number and content of AED workshops, training programs and personal visitation support conducted in the life of the project; TEI instructors will identify programs attended and clearly state the overall impact of the workshops, training programs, and personal visitation support in curriculum development, teaching and learning aids, implementing active learning in training their students.</p> <p>Assessment of evidence. Independent assessors visit each TEI to gather, assess and document the evidence. A checklist measuring skills transfer for teacher trainers is used to collect data. The checklist will comprise nine basic items that indicate some expected skills from teacher trainers participating in active learning training programs. These items are the following;</p> <ol style="list-style-type: none"> 1. Development of supplementary materials for classroom instruction 2. Development of teaching materials 3. Increased use of teaching materials 4. Increasing the engagement of students in self-learning 5. Improvement of feed back to tests and assignments/ 6. Improvement of lesson planning 7. Setting student consultation time schedule 8. Use of local resources (e.g. resources persons, community projects etc.) to support instruction 9. Less use of lecture and teacher centered approach in classroom instruction <p>During the evidence assessment visit, a meeting would be held with subject department instructors to discuss impact and collect physical evidence for assessment.</p> <p>The Checklist will have “yes” and “no” categories. A “yes” is assigned 1, and “No” will be assigned 0. (Yes=1, No=0). Minimum and maximum Scores range between 0 and 9. A score of 0-3 will mean no skill transfer; a score of 4-6 will mean very little transfer and 7-9 points will adequate skill transfer.</p>
<p>Data Source(s): TTC/TTI instructors, AED Preservice Teacher Education Team</p> <p>Frequency/Timing of Data Acquisition: Annual</p> <p>Estimated Cost of Data Acquisition: 20,000 birr</p> <p>Responsible Individuals: AED M&E Technical Advisor and AED Preservice Team</p>
DATA QUALITY ISSUES
<p>Date of Initial Data Quality Assessment: August 2005.</p>
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING
<p>Data Analysis: Quantitative methods will be used after data are acquired, for example, percentages and frequency counts to report results. Tables will be used to present data.</p> <p>Presentation of Data: AED will present the report.</p> <p>Review of Data: USAID and BESO Technical Working Group</p> <p>Reporting of Data: Data will be reported to USAID/Ethiopia, BESO Technical Working Group, MoE, TEIs, REBs, and other stakeholders.</p>
OTHER NOTES

Baselines: This year's baseline data is the assessment result obtained in the base year. In that assessment it was reported that the percentage of teachers who participated in at least two AED training programs has been 42.7% for TTIs and 32.7% for TTCs. Similarly, it was reported that 70% of TTI teachers and 35% of TTC teachers were found to have transferred their skills among those who participated twice or more in AED training programs or workshops.

THIS SHEET LAST UPDATED ON: May 27, 2005

Sub-IR3.3, Sub-Sub-Indicator 2. *Percentage of teachers participating at least in 2 AED sponsored training programs of active learning methods in TEIs per year, and can provide adequate evidence of skills transfer in developing and implementing their courses.*

YEAR	PLANNED		ACTUAL	
	TTIs	TTCs	TTIs	TTCs
FY 2003/2004 – 1995/96 E.C (baseline year)			15%	20%
FY 2004/2005 – 1996/97 E.C	30%	40%	70%	35%
FY 2005/2006 – 1997/98 E.C	80%	55%		
FY 2006/07	90%	75%		

Performance Indicator Reference Sheet – Sub-IR3.3, Sub-sub-indicator 3

Strategic Objective: 663-C-00-02-00349-00 Human capacity and social resiliency strengthened

Intermediate Result 3: Use and provision of Quality Primary Education services enhanced.

Sub-IR3.3: Quality of primary education improved.

Sub-IR3.3, sub-sub-indicator3: Percentage of impact cluster schools organizing at least 3 training sessions that focus on strengthening instructional leadership in schools.

DESCRIPTION

Precise Definition(s): The total of impact cluster schools that organize at least 3 training sessions including topics such as teacher supervision, instructional management, lesson planning, continuous assessment, and use of active learning methods per year divided by the total number of AED impact cluster schools.

Unit of Measure: Percentage

Disaggregated by: Region

Justification: Cluster centers are supposed to organize meetings of teachers and directors of satellite schools in order to reinforce their leadership skills in planning, assessment, supervision, instructional leadership, use of active learning methods etc. Such meetings are also forums for solving some issues that may need further support at a cluster center level.

PLAN FOR DATA ACQUISITION

Method of Data Acquisition: Checklist and questionnaires

Data Source(s): Cluster Centers, AED-In Service Teacher Education Team,

Frequency/Timing of Data Acquisition: Annual

Estimated Cost of Data Acquisition: 20,000 birr

Responsible Individuals: AED M&E Technical Advisor and AED In-Service Team

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: August 2005.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: Quantitative methods will be used after data are acquired, for example, percentages and frequency counts to report results. Tables will be used to present data.

Presentation of Data: AED will present the report.

Review of Data: USAID and BESO Technical Working Group

Reporting of Data: Data will be reported to USAID/Ethiopia, BESO Technical Working Group, MoE, TEIs, REBs, and other stakeholders.

OTHER NOTES

Baselines: Baseline information for the current year will be the results obtained from the base year evaluation. It was reported that 43.6% of the principals have organized at least three training workshops for the transference of leadership skills in their schools.

THIS SHEET LAST UPDATED ON: May 27, 2005

Sub-IR 3.3, sub-sub-Indicator 3. *Percentage of impact cluster schools organizing at least 3 training sessions that focus on strengthening instructional leadership in schools.*

YEAR	PLANNED	ACTUAL
	Impact Cluster Centers (%)	Impact Cluster Centers (%)
Fy 2002/2003-95 E.C.		
FY 2003/2004 – 96 E.C	30%	43.6%
FY 2004/2005 – 97 E.C	80%	
FY 2005/2006 – 98 E.C	95%	

Women Teachers and TEI Female Students Support System

Performance Indicator Reference Sheet – IR3, Sub-IR3.3, sub-sub- indicator 4
<p>Strategic Objective: 663-C-00-02-00349-00 Human capacity and social resiliency strengthened</p> <p>Intermediate Result 3: Use and provision quality primary education services enhanced.</p> <p>Sub-IR3.3: Use and provision of quality primary education enhanced</p> <p>Sub-IR 3.3, sub-sub-indicator4: Percentage of female teachers who completed at least one course or module developed to enhance the professional competence of female teachers, and provide adequate evidence of improved professional competence of teachers.</p>
DESCRIPTION
<p>Precise Definition(s): The percent of female teachers who completed at least one course or one module, and can provide adequate evidence of improved professional competence divided by the total number of female teachers who had access to women support modules/courses in sample schools in four regions- Afar, Amhara, Oromia and Somali.</p> <p>Unit of Measure: Percentage</p> <p>Disaggregated by: Regions and TEIs</p> <p>Justification: There are few programs for supporting female teachers in their profession. The AED/BESO II materials are intended to address the professional and personal problems of female teachers as identified in the NA. It is believed that these materials will increase professional competency and will inspire female teachers for leadership positions and further professional development.</p>
PLAN FOR DATA ACQUISITION

Method of Data Acquisition: Survey questionnaire

Survey questionnaire: A survey instrument will be developed and sent to teachers who had access to modules or courses developed or organized for the purpose. The instrument will identify the number of female teachers who had access to modules/ courses that aim to support female teachers. It finds out the title/s and volumes of modules/courses completed, content/s of modules covered or courses organized by AED for female teachers; how they used them in the classroom, and the advantages they got from the materials.

Assessment of enhanced professional Competence: A rating scale asking for improved professional role, demonstrated initiative to take leadership positions and to participate in professional development activities will be developed and used to gather data on the improvement of teachers' competence as the result of AED/BESO II intervention. The items to be rated are the following:

1. Improved awareness of gender issues in school leadership
2. Improved commitment to high academic performance of female students
3. Improved assertiveness and self-esteem
4. Improvement in the belief of one's ability to lead effectively
5. Improved interpersonal communication skills
6. Increased involvement in professional development activities
7. Increased participation in the competition for leadership positions.

A scale for assessing improved professional competence will comprise five points ranging from 1 to 5. (Very high=5, high=4, average=3, low=2, very little =1). The minimum points in this scale will be 7 and the maximum will be 35. A score of 1-11 will mean very little professional improvement, a score from 12-23 will mean average improvement, and score of 24-35 will mean high improvement.). For a teacher to be considered as improved in his professional competence, s/he must receive a minimum of 24 points.

Data Source(s): Sample of primary teachers in the focus regions receiving courses and modules; TEIs receiving courses and modules

Frequency/Timing of Data Acquisition: Annual

Estimated Cost of Data Acquisition: 60,000 birr

Responsible Individuals: AED M&E Officer & Women Support Officer

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: August 2004.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: Quantitative methods will be used for certain items after applying data reduction techniques, for example, percentages and frequency counts used to report frequency data.

Presentation of Data: AED will present the report.

Review of Data: USAID and BESO Technical Working Group

Reporting of Data: Data will be reported to USAID/Ethiopia, BESO Technical Working Group, , MoE, REBs, and other stakeholders.

OTHER NOTES

Baselines: There is no existing data. Therefore, programs reaching female teachers will progress systematically over the life of the project. Baseline data will be collected in May-2005.

THIS SHEET LAST UPDATED ON: May 27, 2005

Sub-IR3, Sub-sub-Indicator 4: *Percentage of female teachers who completed at least one course or module developed to enhance the professional competence of female teachers, and provide adequate evidence of improved professional competence.*

YEAR	PLANNED	ACTUAL
FY 2003/2004 – 1995/96 E.C (baseline year)		0
FY 2004/2005 – 1996/97 E.C Baseline	25	
FY 2005/2006 – 1997/98 E.C	35	
FY 2006/07	45	

Performance Indicator Reference Sheet – IR3, Sub-IR3.3, sub-sub- indicator 5

Strategic Objective: 663-C-00-02-00349-00 Human capacity and social resiliency strengthened

Intermediate Result 3: Use and provision of quality primary education services enhanced.

Sub-IR3.3: Quality of Primary Education Improved

Sub-IR 3.3, Sub-Sub-Indicator 5: Percentage of TEI female students who completed at least one course or one module developed to enhance the professional competence of female students, and provide adequate evidence of improved competence for teaching.

DESCRIPTION

Precise Definition(s): The percent of TEI female students in the TEIs who completed at least one course or module as part of the TEI gender support program, and can provide adequate evidence of improved competence for teaching divided by the total number of female students in TEIs.

Unit of Measure: Percentage

Disaggregated by: Regions and TEIs

Justification: There are few programs for supporting TEI female students their training programs. The AED/BESO II materials are intended to address the professional and personal problems of TEI female students identified in the NA. It is believed that these materials will increase professional competency and inspirations of TEI female students for leadership positions and further professional development.

PLAN FOR DATA ACQUISITION

Method of Data Acquisition: Survey questionnaire

Survey questionnaire: A questionnaire will be developed to collect data on whether or not modules or courses for supporting TEI female students have been received by female students, the number of courses or modules completed by female students, the number of topics covered, the titles of modules/ courses covered, and the contents of materials covered, and activities undertaken to stabilize the acquired knowledge, skill or attitude.

Assessment of improved competence of female TEI students for teaching: Female TEI students are only on being prepared for the teaching profession. Therefore, a rating scale which indicates their improved preparation for the teaching profession as the result of AED/BESO II intervention will be developed and used. Seven expected areas of improvement will be included as basic items:

1. Commitment to high academic achievement in their training.
2. Awareness for welfare and equity of female students.
3. Capacity of interpersonal communication with peers and teachers.
4. Belief in one's ability to academically achieve as well as males.
5. Participation in extra curricular activities.
6. Awareness of gender issues.
7. Inspiration for further studies.

A rating scale for assessing improved competence for teaching will comprise five points ranging from 1 to 5. (Very high=5, high=4, average=3, low=2, very little =1). The minimum points in this scale will be 7 and the maximum will be 35. A score of 1-11 will mean very little improvement of competence for teaching, a score from 12-23 will mean average contribution, and score 24-35 will mean high improvement.). For a TEI female student to be considered as improved in her competence for teaching, she must receive a minimum of 24 points.

Data Source(s): Sample of primary teachers in the focus regions receiving courses and modules; TEIs receiving courses and modules

Frequency/Timing of Data Acquisition: Annual

Estimated Cost of Data Acquisition: 60,000 birr

Responsible Individuals: AED M&E Officer & Women Support Officer

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: August 2005.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: Quantitative methods will be used for certain items after applying data reduction techniques, for example, percentages and frequency counts used to report frequency data. Qualitative descriptions will be used on items that require comments and suggestions. All data will be disaggregated by level of training (TTI & TTC). Tables will be used to present data for each category of questions.

Presentation of Data: AED will present the report.

Review of Data: BESO Technical Working Group and USAID

Reporting of Data: Data will be reported to USAID/Ethiopia, BESO Technical Working Group, MoE, TEIs, REBs, and other stakeholders.

OTHER NOTES

Baselines: **There is no existing data. Therefore, programs reaching female teachers and female student teachers in TEIs will progress systematically over the life of the project.**

THIS SHEET LAST UPDATED ON: May 27, 2005

Sub-IR 3.3, Sub-Sub-Indicator 5: *The Percentage of TEI female students who completed at least one course or one module developed to enhance the professional competence of female students.*

YEAR	PLANNED	ACTUAL
	TEI Female Students	TEI Female Students
FY 2004/2005 – 1997 E.C Baseline	10	
FY 2005/2006 – 1998 E.C	20	
FY 2006/07	30	

Performance Indicator Reference Sheet – IR3, Sub IR 3.3, Sub-sub - Indicator 6

Strategic Objective: 663-C-00-02-00349-00 Human Capacity and Social Resiliency Strengthened
Intermediate Result 3: Use and Provision of Quality Primary Education Services Enhanced.
Sub Intermediate Result 3.3: Quality of Primary Education Improved.

Sub IR 3.3, sub-sub-Indicator6 : Improved achievement in English in schools using interactive radio instruction (IRI), relative to schools that do not utilize IRI.

DESCRIPTION

Precise Definition(s): Mean test scores of pupils in English in each new grade where IRI is piloted as compared to mean test scores in English in the same grade in schools that do not use IRI.

Unit of Measure: Mean test scores of students, by exam and grade

Disaggregated by: Gender and region for each subject and grade level evaluated

Justification/Management Utility: Measures level of contribution made by Interactive Radio Instruction in increasing student achievement by enhancing the teaching learning processes. The assumption is that use of IRI enhances learning.

PLAN FOR DATA ACQUISITION BY USAID

Data Collection Method: Experimental design with control (non-radio classes) and experimental classes (with radio programs) using a sample of schools. A stratified sampling process is used with two-four schools from 9 regions depending on the size of the regions including a selection of urban and rural schools. This procedure is following the baseline study conducted in the base year.

A time-series experimental design is used in which the control classes (beginning with grade 3 English without IRI) are tested at the end of one year, and the same schools are again tested at the end of the next year after IRI lessons have been used for the year. These classes in the second year become the experimental group.

This design is necessary because the grade 3 lessons will be broadcast nationally without pilot testing for a year, as was the case for the grades 1 and 2 lessons. With national broadcasting, all schools have the potential of using the IRI lessons and, thus, there can be no control classes in the same year.

The previous summative evaluations for IRI English grades 1 and 2 used a more classical experimental design with pre- and posttests for parallel experimental and control groups.

Method of Acquisition: AED with EMA to design and administer achievement tests

Data Source(s): AED student exam sheets

Frequency/Timing of Data Acquisition: Annually for each new grade/subject being piloted.

Estimated Cost of Data Acquisition: Birr 50,000 per year for consultant and test administration costs, incorporated into AED budget.

Responsible Individual(s): AED M&E Team

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: The first test will be for grade 3 IRI English lessons during 2004-2005 based on the assumption that the grade 3 lessons will be developed in 2003-2004. The quality of the test and data will be assessed following a pilot of the test.

Known Data Limitations and Significance (if any): The control and experimental classes and, thus, the tests will be given one year apart. Sometimes questions are raised about the comparability of the two different groups of children in this type of experimental design. It would take something quite unusual during the year to significantly affect the comparability of the two the groups. In general, one can expect that the two groups of students would be similar because they come from the same community and schools and, in many cases, would have the same teachers.

Another issue is to what extent the test for the IRI classes would likely be comparable to the test items on the NOE National Learning Assessment for grade 4.

Actions Taken or Planned to Address Data Limitations: When EMA is ready to broadcast the grade 4 IRI English programs, probably in 2005-2006, an effort will be made to include relevant items in the test for the IRI series from the NOE grade 4 English national assessment. To the extent that similar test items are included in both tests, it will be possible to assume that the results of the IRI test from pilot schools can be extrapolated to the whole country.

Date of Future Data Quality Assessments: There will be a future assessment of the data for each new test every year when it is developed and piloted. However, since the test for each grade in the subject (English) is different, there is no usefulness to assess the data quality once the test has been administered, at least in terms of improving the test, since the test won't be administered again. However, it will be useful to assess the results from each test item in order to better interpret the overall results of the test.

Procedures for Future Data Quality Assessments: AED will pilot each new test every year and assess the quality of the data. In addition, AED will assess the quality of the test items following the administration of each test as part of the analysis and interpretation of the results.

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: AED will analyze the test scores and prepare appropriate tables and description in the report for each grade and subject. For each test, the results will be disaggregated by gender and region. In addition, the analyses will consider other factors based on data collected through questionnaires such as self-contained classrooms, qualifications of teachers, and class size. When the grade 4 IRI English test is analyzed, the results of this test will be related to the NOE grade 4 National Learning Assessment test.

Presentation of Data: AED with EMA

Review of Data: USAID SO9 Team with BESO Technical Working Group annually.

Reporting of Data: USAID/Ethiopia, BESO Technical Working Group, EMA, ICDR, NOE, and REBs

OTHER NOTES – IR2, Indicator2

Notes on Baselines/Targets: This indicator is unique for BESO in that the data are derived from an experimental design with learning achievement being assessed, and with the expected learning gains being a direct result of the AED/BESO intervention.

It would be desirable to measure the cumulative effects of the IRI series over several years. For example, if one were to measure the learning gains at the end of grade 4, it would be helpful to know if students who had IRI lessons for 2, 3 or 4 years learned more English than students who had the IRI lessons for grade 4 only. Although this type of study is often done within IRI projects, the fact that EMA has not been able to keep up with producing a new series of lessons for each grade year after year may make it impossible to conduct a comprehensive study on cumulative achievement. Also, since EMA plans to broadcast the new series for each year rather than conducting a pilot program using cassettes, which would allow for parallel control classes, it will be virtually impossible to assess the cumulative effects of the IRI programs.

In each grade level and in each of the two subjects, the target set for the average pupil scores in the IRI classes is at least 15 percent higher than in classes without IRI lessons. For example, if the control classes scored 40 and the experimental classes scored 50, the experimental classes will have scored 25% higher than the control classes.

Location of Data Storage: AED and EMA

Other Notes: The proposed evaluation schedule in the table below can not be met unless there is a substantial increase in staffing by EMA for IRI program development. Because of delays in developing the IRI English programs, mostly as a result of recently revised English curricula from ICDR, it is unlikely that the English series can go beyond grade 6 during BESO II.

Also, given the difficulty that EMA has had in minimally staffing the English panel, it may not be possible for EMA to support a new IRI mathematics series as originally anticipated.

Key to Table: M = Male, F = Female and T = Total

THIS SHEET LAST UPDATED ON: May 27, 2005

IR3, Sub-IR 3.3, Sub-Sub-Indicator 6: *Improved achievement in mathematics and English in schools using interactive radio instruction (IRI), relative to schools that do not utilize IRI.*

(In percentage points)

YEAR	PLANNED	ACTUAL
FY 2003/04 Baseline		51.79%
FY 2004/2005 – 1997 E.C	Mean score of radio classes is at least 10% higher than non-IRI schools in English grade 3	
FY 2005/2006 – 1998 E.C	Mean score of radio classes is at least 15% higher than non-IRI schools in English in grade 4	
FY 2006/2007 – 1998 E.C	Mean score of radio classes is at least 20% higher than non-IRI schools in English grades 5-6	

Performance Indicator Reference Sheet – IR3, Sub-IR3.3, Sub-Sub-IR Indicator 7

Strategic Objective 663-C-00-02-00349-00 Human Capacity and Social Resiliency Strengthened

Intermediate Result 3: Use and provision of quality primary education services enhanced.

Sub-IR 3.3, Sub-Sub-Indicator 7. Percentage of primary teachers who integrated active learning methods into their classroom teaching as the result of using self-instructional teacher’s kits.

DESCRIPTION

Precise Definition(s): The percentage of primary teachers who, having received a teacher’s kit, provide evidence that they have used active learning methods after working through at least one or two modules prepared for classroom use. Each kit will consist of a number of modules that teachers can work through with one or more teaching colleagues in a study group at school level or cluster level.

Unit of Measure: percentage

Disaggregated by: grade level, gender and region

Justification/Management Utility: The assumption is that use of the teacher’s kits will enable teachers to better understand and use active learning methodologies in their classroom teaching. It is assumed that use of active learning methodologies will enhance the teaching/learning process and, thus, improve the quality of education.

PLAN FOR DATA ACQUISITION

Data Collection Method: All AED cluster impact schools will be included in the sample. Teachers’ questionnaires will be developed to collect appropriate data from the sample teachers based on regions and AED/cluster schools. Two types of information will be collected using the teachers’ questionnaires. The first set will check whether or not teachers have gone through some of the self-instructional kits. If teachers reply “yes”, they will be further asked how many of the materials they have read, their titles and contents. The second type of questions will constitute items that ask the extent to which some specific active learning activities including experiential methods, student self-learning methods, field observations, attachments, projects, dramas, role plays, simulations, brainstorming, debating, peer work, plays, narratives, exercises, problem solving activities, etc. were used in the classroom as the results of using AED/self-instructional kits. The extent to which specific active learning methods have been integrated will be measured by a Specific Active Learning Integration Scale comprising five points and 15 items. (Always=5, often=4, sometimes=3, rarely=2, not at all=1.). Minimum points on this scale will be 15 and the maximum will be 75. A score of 1-25 will mean no integration of active learning activities into classroom teaching. A score of 26-50 will mean some use of active learning methods in the classroom, while a score of 51-75 will mean active learning methods were integrated into classroom learning. The minimum points for the integration of active learning into the classroom will be 51 points.

Method of Acquisition: AED will work with appropriate REBs and BESO partners to distribute and collect questionnaires.

Data Source(s): Teacher questionnaire

Frequency/Timing of Data Acquisition: Begin data collection between three and six months after the distribution of the kits and then annually.

Estimated Cost of Data Acquisition: 10,000 ETB from AED budget.

Responsible Individual(s): AED M&E Specialist and the AED Instructional Material Advisor

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: In 2004, three months after initial data collection

Known Data Limitations and Significance (if any): We have to accept that teacher report truthfully and that “working through a module” will enable teachers to develop professionally by understanding and internalizing teaching concepts and active learning methodology.

Actions Taken or Planned to Address Data Limitations: The questionnaire will ask for more than a statement of use of materials; it will ask teachers to describe how the materials were used with examples of successes and problems encountered. A sub-sample of teachers will be interviewed to assess the validity of the responses to the questionnaire and to estimate the accuracy of the data. Focus groups will also be conducted as a part of the field testing to assess the level of understanding of the concepts covered in the kits and the degree to which they benefit the teachers and will form part of the formative evaluation process.

Date of Future Data Quality Assessments: In 2005 and annually after initial assessment

Procedures for Future Data Quality Assessments: AED staff

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING
<p>Data Analysis: The data will be analyzed using percentage of teachers using the kits as the key variable and disaggregated by gender, grade level, region, etc.</p> <p>Presentation of Data: AED will present the data through an annual report</p> <p>Review of Data: USAID and BESO Technical Working Group annually.</p> <p>Reporting of Data: USAID, BESO TWG and appropriate REBs.</p>
OTHER NOTES – Sub-IR2.1, Indicator 1.
<p>Notes on Baselines/Targets: There is no baseline as the kits are new. Targets are taken from the contract.</p> <p>Location of Data Storage: AED database</p> <p>Other Notes: n/a</p> <p>Key to Table: n/a</p>
THIS SHEET LAST UPDATED ON: June 22, 2005

IR3, Sub-IR3.3, Sub-Sub-IR Indicator 7: *Percentage of primary teachers who integrated active learning methods into their classroom teaching as a result of using self-instructional teacher’s kits.*

Year	Planned (Cumulative percent)		Actual	
	Grade 1-4 teachers	Grade 5-8 teachers	Grade 1-4 Teachers	Grade 5-8 Teachers
FY 2002/2003 – 1995 E.C (materials in development and production)				
FY 2004/2005 – 1997 E.C	30			
FY 2005/2006 – 1998 E.C	50	30		
FY 2006/2007 – 1999 E.C	70	50		

Performance Indicator Reference Sheet – Sub-IR 3.3, sub-sub-Indicator 8

Strategic Objective: 663-C-00-02-00349-00 Human Capacity and Social Resiliency Strengthened

Intermediate Result 3: Use and provision of quality primary education services enhanced.

Sub Intermediate Result 3.3: Quality of primary education improved.

Sub-IR 3.3, sub-sub-Indicator 8: Percentage of AED cluster school primary teachers who used supplementary materials developed to assist teachers to integrate (a) HIV/AIDS education, (b) civic education, and (c) environmental education into their classroom teaching based on active learning methodologies.

DESCRIPTION

Precise Definition(s): Percentage of AED cluster school primary teachers who, having received prototype materials developed to assist grade 1 to 8 teachers to integrate socially relevant topics (HIV/AIDS, civic education and environmental education), provide evidence that they have integrated these topics into their classroom teaching based on active learning methodologies.

The exact form of the materials will be determined by several factors; how the materials can complement the curriculum both in terms of content and time allotment, the results of regional school-based feedback on current coverage of these topics, an appropriate way to introduce topics such as HIV/AIDS education or civic education to lower primary grades, etc.

Unit of Measure: Percentage

Disaggregated by: Region, topic and grade level.

Justification/Management Utility: Measures the competence developed by teachers to integrate socially relevant topics as a result of using materials/modules developed to assist teachers to meet the given purpose. The assumption is that teachers provided with the supplementary materials will be better able to teach the socially relevant topics using active learning methodologies.

PLAN FOR DATA ACQUISITION

Data Collection Method: A random sampling strategy to provide adequate representation of teachers who have received the modules/materials developed to assist teachers to integrate socially relevant topics to classroom instruction in focus regions. A questionnaire will be used to collect appropriate data from sample teachers based on regions and AED/cluster schools.

Assessment of Use of Modules: Use of the above modules exceeds the integration of socially relevant topics to which they refer. In order to determine their utilization, items including the reception of materials, time of reception, the type of materials received, coverage of materials, the titles of covered, the contents covered, the exercises given, etc will be asked.

Assessment of the integration of socially relevant topics into classroom instruction: For each of the modules included, the degree of integration can be determined by asking the number of topics presented to students, the titles/ topics materials presented, the number of times these topics were presented in the classroom, the specific methods used for presentation, challenges they faced in presentations, activities undertaken to overcome challenges, ideas for the improvement of materials etc.

Method of Acquisition: Survey questionnaires

Data Source(s): AED

Frequency/Timing of Data Acquisition: annually

Estimated Cost of Data Acquisition: none

Responsible Individual(s): AED M&E Specialist and the Instructional Materials team

DATA QUALITY ISSUES

Date of Initial Data Quality Assessment: n/a

Known Data Limitations and Significance (if any): n/a

Actions Taken or Planned to Address Data Limitations: n/a

Date of Future Data Quality Assessments: n/a

Procedures for Future Data Quality Assessments: n/a

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING

Data Analysis: AED will count the number of components developed and translated.

Presentation of Data: AED

Review of Data: AED will present data for review to USAID and the BESO Technical Working Group annually.

Reporting of Data: USAID, BESO Technical Working Group, REBs, ICDR, and other stakeholders as appropriate.

OTHER NOTES – Sub-IR 3.3, sub-sub-Indicator 8

Notes on Baselines/Targets: There is no baseline as materials are new. It is assumed that there is no or very limited HIV/AIDS education or civic education in the current primary curriculum. However, the MOE has established a Department of Civic and Ethical Education and Training to develop civic education curriculum and it is assumed that the AED materials will complement their curriculum, teacher’s manual and textbooks.

Location of Data Storage: AED database

THIS SHEET LAST UPDATED ON: June 22, 2005

Sub-IR 3.3, sub-sub-Indicator 8: *Percentage of AED cluster school primary teachers who used supplementary materials developed to assist teachers to integrate (a) HIV/AIDS, (b) civic education, and (c) environmental education into their classroom teaching based on active learning methodologies.*

Year	HIV/AIDS		CIVIC EDUCATION		ENVIRONMENTAL EDUCATION	
	Grade 4	Grades 5-8	Grades 1-4	Grades 5-8	Grades 1-4	Grades5-8
2004/05 Baseline	20%		20%		20%	
2005/06	50%	20%	50%	20%	50%	20%
2006/07	80%	50%	80%	50%	80%	50%