



USAID-AED/BESO II PROJECT

ANNUAL REPORT

(September 2004–June 2005)

Academy for Educational Development
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I. Acronyms

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

II. General Introduction

The Academy for Educational Development, Basic Education Strategic Objective II (AED/BESO II) was contracted in September 2002 for a 2-year period (also known as Phase I, Option Years 1-2). In Phase I, the project supported the Ministry of Education (MoE) to enhance the quality and equity in primary education through supportive activities in pre-service and in-service teacher training, supplementary media development and training, socially relevant curriculum materials development and training, women teacher support systems, personnel and materials management, and monitoring and evaluation systems. In Phase II (know as Option Years 3-5, from September 2004-August 2007)), the project's work will continue along the same objective areas and adds the United States Agency for International Development's (USAID's) new Strategic Objective (SO) 14 that focuses on "*Human Capacity and Social Resiliency*" (expanded under the Detailed Component Report in this document).

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

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

1. Pre-service Teacher Training to contribute to SO14 IR 3.3, providing short-term and long-term TA, training limited commodities and related materials for participating TEIs, including the strengthening of Staff Development Units (SDU), Cluster Coordinating Units (CCU) when relevant and management capacity building.;
2. In-service Teacher Training to contribute to SO14 IR3.3, providing short-term and long-term TA, training for school cluster centers and satellite schools, development and production, distribution and training on effective use of self-instructional "kits" in cluster centers and satellite schools. (The provision of kits could also include schools outside the cluster and satellite schools.);
3. School Leadership Training (including school principals, woreda and regional education officers)_to contribute to SO14 IR3.3, providing short- and long-term training, TA and other inputs as appropriate;
4. Supplementary Media Development and Training to contribute to SO14 IR3.3, providing short-term TA, training, commodities (as determined by USAID/Ethiopia) for initial equipping of approximately 300 cluster centers and 1200 satellite schools in priority woredas;
5. Socially Relevant Materials to contribute to SO14 IR 3.3, providing short-term TA, training, development, printing and distribution of supplementary materials on different issues such as HIV/AIDS and civics;
6. Capacity Building of the MOE and RSEBs to manage direct financial support;

7. Capacity Building of Staff and Development of the Personnel Management, Planning and Monitoring, Evaluation and Information Systems; providing short-term and long-term TA, training, and commodities (as directed by USAID/Ethiopia),;
8. BESO II Monitoring, Evaluating, Reporting, Analysis (MERA), providing short-term TA, training, and capacity building.

Presentation of Accomplishments

Accomplishments for the period of September 2004-June 2005 are presented by components under in the following headings:

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

III. Highlights, September 2004-June 2005

The overall accomplishment is between 52 and 60% through June 2005 of the planned activities for option year one with two more months, July and August 2005, to completion. This status is due to the acceleration of activities in this quarter. It will be recalled that the first and second quarters were slow due to settling-in problems. The overall spending remains lower than expected because of procurement delays but was resolved mid-way through this quarter. Thus, we expect increases in implementation and spending rates in the coming fourth quarter. The project and beneficiaries have completed mid-way review of progress and that has resulted in realigning activities to address the need to improve spending and implementation. To monitor progress and improve reporting, the project held a retreat in early-March for all staff, technical and administrative. Staff came out of the retreat with renewed energy and vigor to address the key issues of timely planning, implementation and reporting.

1. Pre-service

a) Planned Activities

Key activities include providing training to support the new TEI curriculum and related teaching and learning materials; support for the use of active learning, introduction of a new approach to continuous assessment; establishing/strengthening the school linkage program; support for female students and continuous support for the three Centers of Excellence (CoEx). Sustainability was addressed to assure that facilities such as computer laboratories,

libraries and pedagogical centers are properly maintained with adequate budget and personnel by each TEI.

b) Summary of Accomplishments

Most of the planned activities up to June 2005 were accomplished with supportive documents, except for Harar and Gambella TEIs. Of the 20 TEIs only three (3) are behind schedule by two to three activities each. Following the June performance, pre-service technical officers intensified monitoring supervision to ensure that all activities will be completed as planned by August 2005, marking the end of the project year. Some of the highlights include the national workshop on continuous assessment that was facilitated by Professor Anthony Nitko, a world renown authority on student assessment; national workshop on experience-sharing among TEIs to promote development; exemplary work of the Centers of Excellence, now highly recognized by the Ministry of Education and regional governments; and support for female students and the promotion of Information Technology through the facilities established during the AED/BESO I period.

2. In-service:

a) Planned Activities

In-service activities were aimed at improving teacher in-service training by establishing/improving the “cluster” model, enhancing active learning methodology in primary schools, strengthening school management and school clusters, and improving the teaching-learning process. Student learning was addressed through the teachers use of appropriate learner-centered/active learning methods. In-service trainings were based on the self-professional handbook, instructional kits and supplementary materials that AED developed in the Base Period. Other materials such as those developed for the Continuous Professional Development (CPD) program of the MoE were used as well.

b) Summary of Accomplishments

There are many categories of activities under the In-service Component: technical support in the form of training workshops for primary school teachers, principals and education officers, development of teaching support materials and pedagogical processes and strengthening of in-service support systems; furnishing of cluster centers, school pedagogical centers, and Woreda cluster resource centers, and provision of teaching and learning resources. By the end of June, 2005, most of the deliverables for the year had been met, except for the furnishing of five Woreda Cluster Resource Centers still in progress. The targets of 12,000 teachers, 1200 school heads and 600 education officers have been attained; most of the school cluster resources (289) have been procured and the process of distribution has almost been completed. There was an average of two to three rounds of support workshops conducted at central venues in the eleven regions, and all were completed except for Tigray and Gambella. Apart from meeting deliverables, the In-service Component has facilitated collaboration with BESO II Partners (SAVE-USA, World Learning, TDA and PACT) and other NGOs working in the education sector. A significant achievement with BESOI Partners was the selection of common schools reaching about 65% of the AED/BESO II 289 cluster school centers and their respective 1030 satellite schools (1319 total).

3. Women Teachers Support

a) Planned Activities

The key activities for the year were to deliver the short courses and training materials developed in Phase I through workshops and radio broadcasts, organize female teachers around self-study materials in Cluster Resource Centers, provide leadership training to female teachers, and promote academic success of female teachers.

b) Summary of Accomplishments

The Women Teachers Support Component achieved most of the planned activities. However, the two key deliverables-- the number of female teachers promoted to leadership positions and increasing the number of female graduates from pre-service--are yet to be established since the schools were still in session at the time of this report. (The figures will be provided at the end of the project year, August 2005.) Specific accomplishments include delivering training courses and modules addressing gender issues in the teaching profession; delivering 15 radio programs to 12 regional radio stations and 300 CRCs; developing and distributing study-group guidelines to CRCs; conducting a national workshop on gender sensitization for education officers to increase the number of female teachers in school leadership, and conducting leadership training workshops reaching a total of 1833 female teachers.

4. Materials Development and Interactive Radio Instruction

a) Planned Activities

Both Materials Development and Interactive Radio Instruction are intended to strengthen teacher-learner support systems through the development of relevant supplementary materials and self-instructional kits for teachers, producing and broadcasting radio programs of grade 3 and 4 English syllabus.

b) Summary of Accomplishments

Following are the accomplishments for Materials Development: printed 25,000 regionally adapted kits for grade 5-6 and 7-8 and distributed in the Cohort 1 and Cohort 2 regions; printed 10,000 modules on socially relevant topics for grades 5-8 and distributed to AED/BESO II cluster schools; developed a monitoring guide for the formative evaluation of the grade 1-4 kits and trained 46 school and Woreda representatives from 20 schools in eight (8) regions; collected feedback from 270 teachers from 20 schools in eight (8) regions and revision of grade 1-4 self-instructional teacher's kits is in progress.

The Interactive Radio Instructional accomplishments include the production of grade 3 IRI programs; distributing 3 IRI programs to the regional radio stations; conducting a national workshop in which grade 4-radio syllabus was developed; conducting regional IRI methodology workshops for all regions except Gambella.

5. Planning and Management

a) Planned Activities

The planning and management component activities were designed to improve educational management tools through the completion of the Education Management Information System (EMIS); Materials Management Information System (MMIS), Personal Management

Information System (MMIS) and Woreda Capacity Building (WCB). The WCB aims to make management information systems and planning tools available to woredas throughout the country. Central to this program is the development of training materials to build the capacity of education officers, school heads and Kebele Education and Training Board (KETB) members.

b) Summary of Accomplishments

In the area of EMIS accomplishments included: refined the School Census Questionnaires and updated the projection model; assisted the regions to complete their Perspective Plans in Afar, Somali, SNNP, Harar, Dire Dawa, Addis Ababa, Benshangul-Gumuz; installed Local Area Network (LAN) system in Harar, Addis Ababa and Oromia. In the area of MMIS: completed implementation at the national level; completed implementation in Oromia, SNNP, Addis Ababa and Somali Regions, others are still in progress. For the PMIS accomplishments: completed modification of the database of central institutions- MoE, EMA, ICDR, NOE; completed most of the implementation in all regions. At the woreda level, extension of PMIS has begun and should be completed by the end of August 2005. WCB accomplishments include: completed training for 244 employees in Oromia, SNNPR and Amhara; KETB needs assessment completed and course materials developed; Training of Trainers (TOT) was successfully conducted, and conducted training in two rounds in Oromia, Amhara, SNNP, Benshangul-Gumuz for a total of 465 KETB members.

6. Monitoring, Evaluation, Research and Analysis (MERA)

c) Planned Activities

Planned activities consisted of those carried-over from Phase I and new activities in Phase II. Carried-over activities include the completion of the analysis and report writing of Grade 2 IRI impact evaluation; completion of the analysis, report writing, dissemination, and publication of base year studies; completion of the analysis, report writing, publication and dissemination activities of the Second National Learning Assessment, and completion of the assessment of differed performance indicators in some components. New activities include the development of M&E plan with refined indicators and targets for the strategic objectives of the education system and the *Intermediate Results 1, 2 and 4* and *Sub IRs* for the reporting period 2005 - 2006; development of PMP indicators for the third year of implementation; conducting a minimum of two case studies, surveys or other studies that document lessons from new and innovative approaches in primary education quality and equity, and conducting preparatory activities for the third National Learning Assessment.

d) Summary of Accomplishments

The component has accomplished most of the planned activities as follows: completion of Grade 2 IRI evaluation; completion of two studies on educational innovations; completion of the Ethiopian Second National Learning Assessment; completion of the assessment of differed performance indicators in instructional materials and women support components; completion of the development of monitoring and evaluation plan with refined indicators; development of PMP indicators report for the third year of implementation; completion of a case study for the option year and completion of the Status of Action Research in Ethiopian Primary schools.

IV. Detailed Component Reports

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

USAID has introduced a new “Results Framework” embodying health and education activities. The shaded boxes (See Part C – Results Framework) concern AED/BESO II and form the basis for the Option Years activities.

“Human Capacity and Social Resiliency increased”

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

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

A. Strategic Objective

SO 14: Human Capacity and Social Resiliency Strengthened

IR 14.3: Use of Quality Primary Education Services Enhanced

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

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

Sub-IR 14.3. 3: Quality of primary education improved

Sub-Sub IR 14.3.3.1 Quality of teaching force improved

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

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

B. Intermediate Results

IR1. Quality of professional education personnel enhanced

IR2. Teacher-learner support systems strengthened

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

IR4. Educational planning and management strengthened

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

IR1. Quality of professional education personnel enhanced

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

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

1.3 Personal and professional support systems for women teachers enhanced

IR 2: Teacher-learner support systems strengthened

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

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

IR 4: Educational Planning and Management Strengthened

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

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

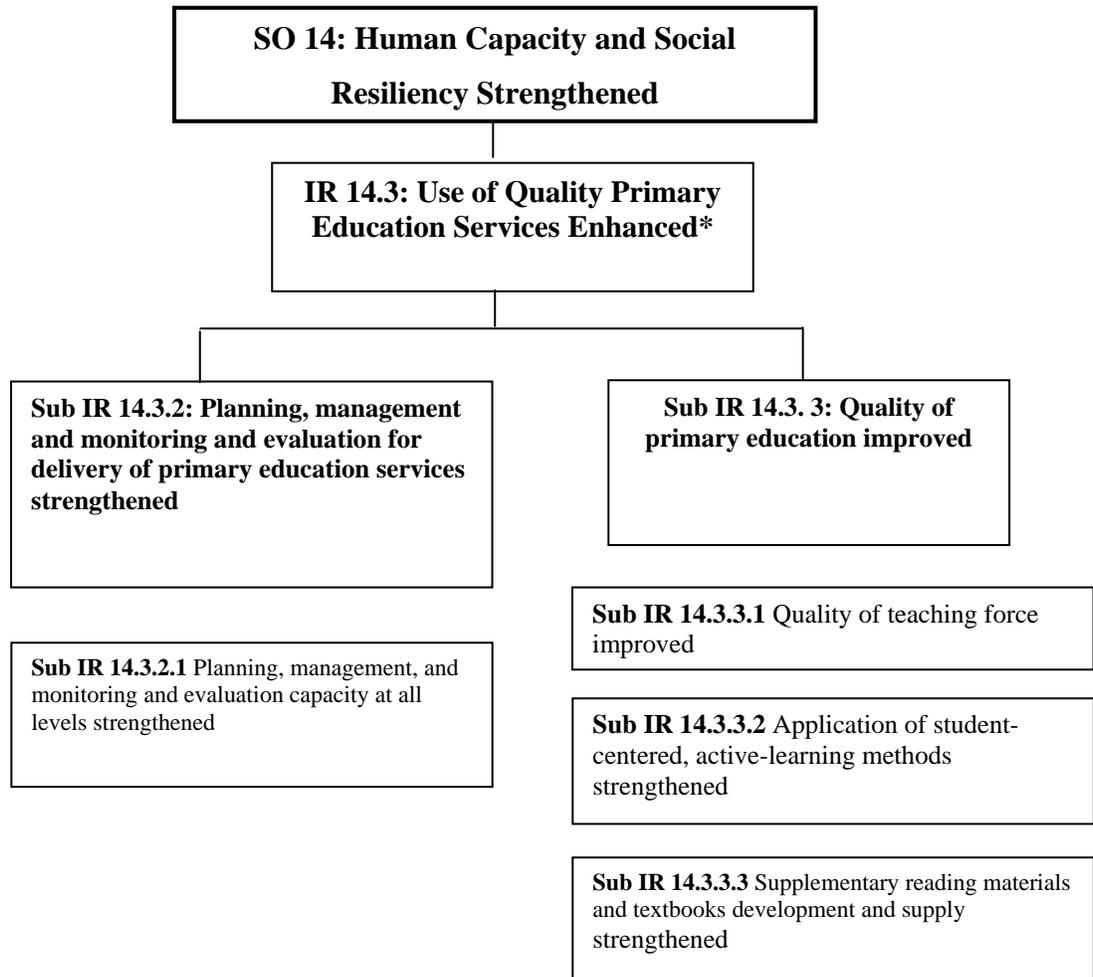
4.3 Improved planning, monitoring and evaluation and student assessment capacity at all levels

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

C. Results Framework

RESULTS FRAMEWORK

Strategic Objective (SO) 14



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

Pre-service Teacher Education Component

IR 14. 3: Use of Quality Primary Education Services Enhanced

Sub-IR 14. 3.3: Quality of Primary Education Improved

Sub-sub IR 14.3. 3:1 Quality of teaching force improved

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

Component 1: Pre-service Teacher Education

IR 14. 3: Use of Quality Primary Education Services Enhanced

Sub IR 14.3. 3: Quality of primary education improved

Sub-sub IR 14.3.3.1 Quality of teaching force improved

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

Description

The pre-service component supported 20 out of the 22 Teacher Education Institutions (TEIs). Two of the TEIs were added after the contract and could not be accommodated because of limited budget. In the Base Period (June 2002-August 2004) most of the activities were on facility support, materials development and, to some extent, training. In the Option Year One (September 2004-August 2005), the pre-service component shifted emphasis to training and sustainability to assure that facilities such as computer laboratories, libraries and pedagogical centers are properly maintained with adequate budget and personnel by each TEI. Management bodies were formalized and given responsibilities for care and proper use of the facilities. The three Centers of Excellence in Jigjiga, Assella and Debre Birhan were further developed so that they serve as models for other TEIs to emulate. Pedagogically, student-centered, active learning were supported through collaborative work with the MoE Teacher Education System Overhaul (TESO) team comprising of the British Volunteer Service Overseas (VSO) and teacher education experts of the Ministry.

Objectives

There are seven (7) major component objectives based on project deliverable outputs and the priorities of the Ministry of Education and the regions. These are to:

- Strengthen learner-centered/active learning in teacher training.
- Strengthen Pedagogical/Instructional or Educational Media Resource Centers
- Strengthen library collection of teaching and learning materials
- Increase the number of female students and instructors in TEIs and provide support
- Establish Centers for Excellence in TEIs
- Establish and strengthen functioning Cluster Coordinating Units (CCUs) or Taskforces, Committees and linkage
- Strengthen Continuous Assessment

Major activity areas

A. National/Central Activities

- Collecting baseline data on GPAs at graduation for cohort groups for 2005 graduated students disaggregated by sex for measuring student performance change in years.
- Getting approved and printed 50 copies and implement IRC minimum standards and distribute
- Training to TEIs to increase the use of IRC resources to promote active learning
- Getting approval and print 50 copies and implement library minimum standard and distribute
- Provide support to female gender clubs (20 X 500)
- Train instructors from Jijiga, Arba Minch, Gambella, Benishangul, Oromia and Afar at Jijiga CoEx with international TA support.
- Organize in-country educational study tour for selected staff from respective TEIs to the Jijiga CoEx.
- Follow-up 3rd phase in-country TALULAR Training
- Provide technical assistance to the CoEx for Production of Teaching Aids
- Organize in country educational study tour for selected staff from respective TEIs on Asella CoEx
- Organize in-country educational study tour for selected staff from respective TEIs on Debre Birhan CoEx
- Provide continuous technical support to two (2) TEIs on pre-service/in-service linkages
- Developing a standard document for use in the pre-service/in-service linkages
- Conduct a National Conference on CA for five (5) days: purpose and impact, and its implementation and follow-up in collaboration with ICDR (60 participants, including educational programs and supervision officials from MoE, RSEBs and TEIs) with support from international TA.
- Develop standard CA formats for use in TEIs and linkage cluster schools

B. Regional Activities

- Establishing effective pedagogically driven CA program in the training program and extending support to local cluster schools
- Establishing Cluster Coordinating Units or Committees and strengthen linkages; developing and implementing strategies to involve TEI instructors to participate in school cluster programs
- Production of video episodes and/or other effective means of documenting student mastery of teaching methods
- Establishing academic support programs for female students--remedial teaching and academic counseling, female study groups, and conduct training on gender topics, support gender-related activities in linkage cluster schools
- Strengthening the CDS-WINISIS Automation System installed, training to librarians on Internet surfing and accessing websites with relevant teacher

- education resources and making use of resources for enhancing quality of education, improving library management through adequate budget support
- Strengthening IRCs/PCs related to production of TALULAR, training teachers in local cluster schools on TALULAR with adequate budget
 - Internet training, production of teaching and learning materials using electronic media; SPSS basic training
 - Jijiga Center of Excellence in Alternative Teacher Education for Pastoralist Population: curriculum development and approval; initiation of training of student batch 1; broadcast of 24 radio programs regarding pastoral alternative education, supporting CoEx to develop the skills of TEI instructors on the effective use of CoEx; organize in-country educational study tour for selected staff from respective TEIs on CoEx; support the establishment of strong linkage with other TEIs and cluster schools of their respective vicinities
 - Debre Birhan Center of Excellence in Teaching Materials Production: producing TEI curriculum supplementary materials, supplementary materials of school area cluster schools, develop the skills of TEI instructors on the effective use of CoEx
 - Assela Center of Excellence in Production of Teaching Aids Using Local Materials: establish linkages with five (5) school area clusters to produce teaching aids, develop the skills of TEI instructors on the effective use of CoEx
 - Support the Multi-media Laboratory for maximum usage of educational CDs for all subject areas of training in the Awassa College of Teacher Education
 - Installation of the Internet LAN system in the Kotebe CTE
 - Procurement of Risograph machine for Debre Markos CTE

Implementation strategies

- Need assessment and initial consultative workshop on the option year draft plan.
- Arrangement of fixed price sub-contract agreement with TEIs and preparation of detailed plan.
- Consultation and collaboration with MoE on the implementation of Jijiga CoEx, CCU and CA.
- Consultation and collaboration with ICDR on the implementation of CA.
- Consultation and collaboration with partner organization on the implementation of Alternative Teacher Education for Pastoral Population.
- Giving technical support to establish a system in TEIs: establishing cluster coordinating units, gender offices, gender clubs, and Continuous Assessment Units in TEIs.
- Provision of limited capacity building equipment and materials to participating Teacher Education Institutions.
- Provision of basic materials, equipment and supplies to cluster center schools.
- Development and dissemination of information on teacher development and child-centered/active learning best practices.
- Data collection, harmonization where necessary, analysis, and reporting, as part of an overall BESO-II monitoring support function.
- Provision of necessary equipment to complement assistance to intermediaries as appropriate.

- Collecting, developing and distributing sample guide documents, plans, reports, supplementary materials and other relevant documents with regard to cluster support program.
- Follow-up on the implementation of regional work plans.
- Provision of technical assistance to the Centers of excellence

Performance

The following summary represents completed key activities reported by national/central and by individual institutions.

A. National/Central Activities

- IRC Minimum Standard Guideline was developed, edited and further reviewed by the international consultant from Malawi.
- A 3-day national workshop conducted, training offered to TEIs on the use of IRC resources in promoting active learning; 44 participants (MoE and USAID representatives, Deans, Vice Deans, IRC coordinators, from 15 TEIs) attended.
- A 3-day National Workshop and educational experience sharing visit conducted at Debre Birhan College on Pre-Service/In-Service Linkages; 96 participants from the MoE, Woreda Education Supervisors, TEI Deans, TEI Cluster Coordinators and Gender Focal Persons, and Principals of primary schools attended the workshop.
- A National Workshop on CA conducted for five (5) days in collaboration with MoE and ICDR; 112 participants from educational programs and supervision, officials from MoE, NOE, universities, RSEBs and TEIs attended the workshop with support from international TA.
- Educational experience sharing visit conducted at Debre Birhan Center of Excellence in Material Production for TEI Deans and selected staff. MoE representative and Woreda Education Offices Supervisors also attended the visit.
- Educational study tour conducted for 44 participants on Asella CoEx; 15 TEIs Deans and IRC coordinators and MoE and USAID representatives attended.
- Continuous technical support provided to all TEIs on pre-service/in-service linkages; 18 Cluster Coordinating Units/Committees established in 18 TEIs and linkages strengthened with school clusters.
- Twenty copies of gender project book developed by Debre Birhan TEI, produced, compiled and ready for distribution to TEIs and cluster schools.
- Library minimum standard prepared, printed and distributed.
- Continuous technical assistance provided to Asella Center of Excellence on Production of Teaching Aids.

B. Regional Activities

Addis Ababa Kotebe CTE

- Cluster coordinating unit established
- The library expanded to accommodate more users.

- Automation of library has started using CDs-WINSIS for students to browse the websites.
- Additional books and reference materials procured
- Training for library staff conducted on documentation.
- Selection directive in place, which favors the enrolment of more than 50% female students
- Guidance and counseling service in place
- Female teachers awareness workshop conducted on gender and to develop commitment for participation in supporting empowering female
- Gender office organized and headed by female teacher and female committee members, who also assist in counseling girls.
- Workshops conducted to empower female students in assertiveness, study skills, skills to overcome problems and the like.
- Some staff members participated in the CA National Workshop.
- Tentative policy set for CA and grading system at the College.

Amhara Gondar CTE

- A two-day workshop on TALULAR conducted for 45 supervisors, directors and PC coordinators with adequate materials.
- Cluster Coordination Unit /task force committee established and linkage established with five (5) cluster schools.
- 500 titles recorded on data sheet for CDS-WINISIS automation.
- Female Academic Counseling Services established and provided academic tutorial support for female trainees
- Two instructional resource centers organized where TALULAR is widely used by all instructors and trainees.
- Instructional Media Club was established and members of the club were trained about TALULAR. The training enabled them to be school pedagogical center coordinators.
- A two-day workshop on TALULAR conducted for 38 primary school pedagogical center coordinator and seven (7) supervisors.
- Almost 75% of the instructors trained in computer and SPSS (Statistical Package for Social Sciences) as the result the expand use of instructional technology.
- Instruction on concept and different techniques of CA provided 55 instructors. As a result, all instructors are in a position to apply CA.

Debre Birhan CTE

- Cluster Coordinating Unit strengthened and cluster guideline prepared.
- Two woredas, 12 cluster centers linked with the college school cluster support program. 58 schools, 484 teachers, 26590 students have been continuously supported by the College school support program. .
- A 5- day workshop for new cluster teachers delivered.
- Varieties of teaching resources have been produced for school clusters use.
- Five (5) children books were developed and ready for production.

- Supervision has been carried out; more than 200 teachers were observed.
- Educational experience sharing visit conducted in four (4) colleges on school clustering.
- A one-day workshop conducted for 36 pedagogical leaders on effective use of centers.
- Established 36 stimulated classrooms in two woredas school clusters.
- A 3-day workshop on action research and active learning methodology conducted to 60 cluster teachers.
- A 3-day TALULAR training for cluster supervisors was conducted
- A one-day workshop on TALULAR for 16 model teachers conducted.
- A two-day workshop on TALULAR for 29 cluster teachers and 9 supervisors conducted and teaching aids were made for the schools.
- A two-day workshop on TALULAR for 30 model teachers conducted and instructional media were made for the schools
- Librarians and library workers trained to improve their managerial skill.
- Some books and reference materials purchased.
- A one-day workshop conducted for 10 cluster gender coordinators on how to approach gender issues.
- A one-day workshop for 160 cluster gender club teachers conducted on Gender Club formation in cluster schools.
- A one-day workshop for 98 female trainees conducted on establishment of study groups
- A one-day workshop for 200 trainees conducted on HIV/AIDS and women, gender and culture, assertiveness and family planning.
- Female academic and life skill counseling and Gender Club established.
- Tutorial programs conducted for female students.
- Role model project books developed for use in the College and cluster schools.
- Low-cost teaching and 13,000 learning curriculum supplementary materials were produced and distributed to other TEIs and linkage schools
- Computers and other equipment purchased
- Seventy two hours basic computer training and use of Internet on advanced level conducted for the new college instructors.
- Seventy two hours advanced training conducted for existing instructors.
- Six (6) training materials produced and distributed during trainings.
- A copy of Microsoft Encarta 2004 was installed.
- Six (6) kinds of supplementary materials developed, printed and ready for distribution to school clusters.
- ICT modules developed and used for computer and Internet training.
- CA taskforce established
- A 2-day workshop on continuous assessment conducted for 48 college instructors.
- Video episodes on active learning produced

Dessie CTE

- Cluster coordination unit established and strengthened. Two outreach tutors are assigned with support of one VSO volunteer.
- Eleven (11) additional cluster schools are identified from two zones and three woredas.
- Ten (10) round workshops have been conducted for about 2164 school cluster teachers and other education bodies on different topics.

- Supervision conducted and organized for 19 primary schools in Acosta Woreda and another 21 cluster schools have been visited and observed. A total number of 810 primary school teachers have been supervised and professionally supported.
- Twenty-one (21) Model classroom teachers and woreda officials have trained on methods and model class organization.
- Different materials purchased and distributed to schools to strengthen school cluster model classrooms: all model classrooms organized with locally available materials.
- Strengthened the college model classroom with locally available resources and libraries
- Gender workshop on methodology and CA conducted for 16 female school teachers.
- A 2-day gender topics workshop conducted for 321 female trainees and 181 teachers.
- Gender Club organized and Gender Office established.
- Academic tutorial support conducted for low achieving female trainees.
- Gender related workshop conducted on various topics for Girls Club members, 18 schools female teachers and for 18 women female teacher association representatives.
- Forty-one (41) linkage schools PC technicians received TALULAR training.
- Three hundred thirty seven (337) reference books, computer, AIP drive and cabinets purchased for the library use.
- Twenty-one (21) school supervisors and directors trained in area of computer skills.
- About 300 training manuals and primary school textbooks and lesson guides produced in the resource center
- Ten (10) computers with accessories purchased to extend the use of the resource center.
- A 6-days training on SPSS and Website design given for 67 instructors
- Three (3) round workshops for cluster school and two (2) rounds for teacher educators on continuous assessment conducted
- CA guidelines produced and distributed to cluster schools.
- Video episodes on active learning with five subjects produced and training activities documented.

Debre Markos CTE

- Gender Office established; counseling given for female trainees
- Workshop conducted for female trainees on gender concept and approaches, including gender sexuality and HIV/AIDS in socio cultural context.
- Tutorial programs conducted for female trainees.
- Academic question and answer program arranged for female trainees.
- Award was given to female trainees who had performed best among females themselves separately and as a whole from among the candidates.
- As a result of Action Research conducted by a group of college instructors, females have been given extra support when participating in group work activities.
- Gender workshops were given at the college for the encouragement of females through cluster activities.
- Training on TALULAR given for 50 college instructors for one and half days.
- Training on acquisition, cataloging, classification, book binding and library management given for librarians for 3 days to improve the library management.
- Six hundred ninety two (692) books have been purchased.

- Seventy-two (72) hours training on basic computer, Internet surfing and accessing website conducted for two (2) librarians.
- A two-day workshop conducted for 37 college instructors on continuous assessment.
- A two-day workshop conducted for 44 cluster teachers on continuous assessment.
- Each department produced a video on active learning implementation in the classroom.
- A Risograph machine purchased.

Oromia

Adama CTE

- CCU is established, office organized, and personnel assigned.
- Eleven (11) cluster schools identified and supported
- A two-day workshop for 54 Teachers, Directors, and Woreda education experts conducted.
- A two-day workshop for staff conducted on the current use and relevance of CA.
- A two-day workshop for 444 first year female trainees on gender topics conducted.
- A two-day workshop for 583 second year female trainees on gender topics conducted.
- Guidance and counseling and gender focal point offices established.
- Academic tutorial and gender-related training provided to female trainees.
- A 15-days training conducted for 3 librarian on Internet browsing the web, web-page design and development, network design and maintenance and trouble shooting.
- Software for library use purchased.
- Two (2) additional rooms have been organized to improve the capacity of the library
- A one-day TALULAR workshop for 34 School Clusters PC Coordinators conducted, teaching aids produced for school use.
- A one-day TALULAR workshop for 18 college instructors conducted.
- Fifty (50) computers and 5 laptops purchased.
- Video episode was produced on active learning.
- Training was provided on basic computer skills for the staffs.
- Workshops were organized on CA procedures for the teacher educators and for cluster school teachers.
- CA formats developed and used by teacher educators.

Asella CTE

- A cluster school coordinating committee established and linkage established with five cluster centers.
- A two-day workshop conducted on school clustering for 54 teachers, directors, and woreda education experts.
- A one-day workshop conducted on clustering for 34 college instructors.
- A one-day workshop conducted on practicum for 33 directors, vice directors and woreda education officers.
- Purchased materials for the college cluster activities.
- A two-day workshop conducted for 38 school directors on school management and school planning.

- A 3-day educational experience sharing visit and workshop conducted at Debre Birhan College by 3 instructors.
- Model classroom in one school cluster established and accommodated with the necessary materials.
- Seminars have been delivered on gender and education
- Tutorial classes conducted for all female trainees.
- Gender Club formed
- 16 High achiever female students were awarded
- A two-day workshop for 26 School Clusters PC Coordinators conducted, teaching aids produced for schools use.
- A one-day workshop conducted for 37 cluster teachers on production of teaching aids.
- Production tools for teaching aids provided to cluster schools.
- Teaching aids produced at the COEX dispatched to surrounding schools.
- A two-day workshop conducted for the college instructors on TALULAR
- Workshop conducted for 22 PC coordinators and directors on CA and TALULAR.
- A one-day workshop for 30 instructors conducted on CA and its implementation.
- A one-day workshop conducted for 37 Cluster School Teachers on Continuous Assessment; cluster schools were given workshops on CA at different times
- Five (5) college instructors participated in the National CA Workshop.

Jimma CTE.

- Cluster Coordinating Committee established and linkage established with 3 cluster centers and 9 schools.
- Three (3) selected staff participated in the educational experience sharing visit and workshop conducted at Debre Birhan College.
- Training given to 38 teachers from Jimma town cluster schools.
- A one-day workshop conducted for cluster school teachers on continuous assessment and active learning.
- Basic computer and Internet training offered for the staff.
- Training on SPSS and Internet offered to staff.
- Workshop for 900 female trainees conducted on gender assertiveness and HIV/AIDS; panel discussion on gender issues organized and conducted; different dramas and literature presented.
- Academic support tutorial programs conducted for female trainees.
- Three (3) selected staff participated in the educational experience sharing visit and workshop conducted at Debre Birhan College.
- TALULAR training for 4 CRC PC Coordinators conducted.
- A one-day workshop on TALULAR conducted for 3CRC directors.
- A one-day workshop on TALULAR conducted for all first cycle teachers in the 3 CRCs.
- Basic library training for 14 library staff conducted on basic library services.
- Workshop conducted on CA for 4 CRC teachers.

Mettu TTI

- A one-day workshop for 68 clusters teachers conducted on producing and using simple teaching aids.

- A one-day workshop for 65 clusters teachers conducted on the use of continuous assessment.
- Stationery materials distributed to 10 school clusters.
- Participated in the educational experience sharing visit and workshop at Debre Birhan by 3 staff members.
- A one-day workshop for all female trainees on assertiveness.
- Academic tutorial classes conducted for female trainees.
- Supporting female trainees in educational fee and stationary
- Girls Club organized
- A two-day TALULAR workshop for 60 clusters teachers conducted, teaching aids produced for school use.
- Purchased additional books and reference book for the library use.
- Training offered to librarians on basic library skills.
- Basic computer and Internet training delivered for 23 trainers.
- IT training given to the TTI staff.
- A two-day workshop conducted on CA as well as experience sharing based on CA among cluster school.
- Professional support given to cluster schools on CA.

Nekemte CTE

- Cluster Coordinating Committee established and linkage established with 9 schools.
- Workshop conducted on active learning and TALULAR for the 9 schools teachers.
- Tutorial classes conducted for low achievers to increase retention.
- Gender focal office established and Girls Club organized.
- Outstanding female students received awards.
- Academic counseling services provided to female trainees.
- Internet Club and Library Club were organized
- Reference books computer, printer, and scanner purchased for the library use.
- Internet browsing training given to 42 academic as well as supportive staff.
- A one-day training given for academic staff and for 9 satellite primary school on TALULAR; instructional materials produced and distribute to schools.
- Computer, digital camera and hand tools purchased for the college PC.
- Audiovisual and mini-media clubs were organize under PC
- Video episode developed on active learning.
- A one-day workshop conducted on CA for the college instructors.

Robe CTE

- Cluster Coordinating Committee established and linkage strengthened with 10 nearby primary schools.
- Professional and material support provided to 10 school clusters.
- Tutorial classes given for female trainees.
- The basic concept of TALULAR taught to for all trainees and they produced TALULAR materials.
- A workshop on TALULAR was given to school clusters teachers.
- Workshop conducted on active learning for the college staff.

- Compute training was given to staff.
- 75% of the trainees' performance was assessed through CA approaches.
- A one-day workshop for 57 College instructors on effective pedagogical driven continuous assessment was conducted.
- A one-day workshop for 39 school cluster teachers conducted on use of CA.
- Ten video episodes produced per stream level for documentation of active learning.
- Four round tutorial classes conducted for 1851 female and male students for 38 hours at different times.
- Academic counseling service given for male and female students.
- Female students' club established.
- A two-day TALULAR workshop for 26 cluster school teachers conducted; teaching aids produced for school use.
- Materials procured for teaching aids preparation during the workshop for schools use.
- Four-days Basic SPSS training delivered for 52 instructors.
- Training material on SPSS produced and distributed.

SNNPR

Arba Minch CTE

- CCU established and TEI instructor assigned to linkage schools to provide professional support.
- A two-day workshop conducted for 113 school cluster teachers on active learning.
- A workshop conducted for school clusters on the use of science kits.
- Resource materials (photocopy machines, duplicating machines, typewriters and books) were distributed for cluster centers.
- Workshop on gender-related topics conducted for 11 school clusters focal persons.
- An award given to all female trainees who scored a GPA of 3.00 and above in the first semester.
- Academic tutorial support program conducted for all female students whose GPA is below 2.00.
- Counseling services provided for female trainees.
- A two-day workshop conducted for 36 IRC club members trainees.
- Training on videography and photographing delivered for IRC coordinator.
- The library is organized with equipment and reference materials.
- Two workshops conducted on TALULAR for school cluster teachers.

Awassa CTE

- Professional development and Cluster Coordinating Unit established, head person assigned and casements areas of cluster schools identified.
- Training was given to linkage school teachers on active learning.
- Research work conducted on how active learning is perceived and practiced by primary school teachers and the findings were disseminated.
- Workshop conducted on different topics like active learning, CA, action research and instructional media preparation and utilization for eight linkage schools in Awassa.
- Workshop conducted on CA for the college instructors.

- Gender unit established and female academic counseling committee established.
- Tutorial support given for all female trainees.
- The college provided one block consisting of four rooms, which are used for production, display and reference, stack, office and storage for IRC use.
- The employment of a full-time IRC technician in process.
- Preparation of display and storage facilities for IRC completed.
- One training session was given for linkage school teachers on TALULAR.
- Ad Hoc study group was formed by the academic commission of the college to study feasible ways to utilize the Multi-Media laboratory efficiently.
- Different software was introduced in the Multi-Media Laboratory.

Bonga CTE

- Workshop for 500 female trainees on gender topics conducted.
- CCU established and TEI instructors assigned to linkage schools.
- Resource materials distributed for model classes.
- Cluster school directors conducted educational experience sharing visit at Debre Birhan Teacher Education College.
- Reference books purchased.
- Tutorial classes conducted and counseling services given for female trainees.
- Panel discussion on gender issues organized and conducted.
- Material support for two model classes provided.
- Workshop conducted for TEI instructors on active learning.
- Workshops for 4 CRC teachers conducted.
- Academic support tutorial programs conducted for female trainees.
- Basic library training for library staffs conducted.
- TALULAR training conducted to school cluster PC coordinators.
- Basic computer training given for the college instructors.
- Training on SPSS and Internet delivered to staff.

Hosanna CTE

- Gender topics workshop for female trainees conducted.
- Tutorial program on gender topics conducted for female trainees.
- A two-day workshop on TALULAR conducted for 33 instructors.
- A two-day workshop on TALULAR conducted for 42 primary school teachers.
- Training on advanced level of computer delivered for 22 instructors and 7 admin staff conducted over 26 days.
- Basic computer training delivered for the new college staffs.
- Cluster Coordination Committee established under SDU and 2 cluster centers are linked with the College.
- Training on basic library services conducted for the college library workers.
- Gender committee formed and focal person assigned.
- Gender Club organized.
- Awards given to female students.
- Training given on TALULAR and science kits.

- IRC materials given to linkage schools.
- CA Format developed.
- A video cassette was developed on active learning.

Somali

Jijiga TTI

- Cluster Coordinating Unit established.
- Cluster schools identified and supported.
- Librarians trained on basic library skills.
- Additional books purchased.
- International training given for the college librarian.
- Counseling service given for female trainees.
- Academic support given for female students group.
- Workshop conducted for female trainees on gender-related topics.
- TALLULAR training conducted for female trainees and college instructors.
- TALULAR materials produced for school clusters use.
- CA task force established.
- CA workshop given to staff members.
- Training on Alternative Teacher Education for Pastoral Population given to the college instructors.
- Training Curricular materials on Alternative Teacher Education for Pastoral Population produced.
- Center finished, equipped and almost ready for use.
- Training given to 1st and 2nd batch facilitators.

Tigray

Abiy Adi CTE

- Cluster Coordinating Committee established and personnel assigned.
- Workshop conducted once for the 30 cluster schools teachers and twice to two nearby schools on AL, CA, TALULAR, Practicum, cluster organization and management.
- Additional books and reference materials are purchased for library use.
- Computer training delivered to the college staff.
- Counseling service established and gender clubs organized
- Regular tutorial sessions conducted on Amharic, English, Geography, History, Basic Science, Civics, Chemistry and Physics lessons on every Saturday and Sunday.
- Tutorial classes conducted for female trainees.
- Female study group organized.
- TALULAR training workshop given for the college teachers and students.
- A one-day workshop on TALULAR conducted for 25 college instructors.
- A one-day workshop on TALULAR conducted for 64 primary teachers.
- Computers purchased.
- Teaching materials were produced.
- Workshops conducted on CA for instructors.

- A two-day workshop conducted on the use of CA for school cluster teachers.
- Video episodes developed on active learning.

Adwa CTE

- Linkage formed with 25 cluster centers having 77 schools.
- A one-day workshop conducted on Methods and Evaluation for 53 cluster school teachers.
- A one-day workshop conducted on Classroom Management for 15 cluster school teachers.
- 4 round workshops on Science Kits and Classroom Management conducted for a total number of 84 cluster school teachers.
- Educational visit to Model schools conducted by 26 cluster school teachers.
- A day workshop conducted on TALULAR for 15 cluster school teachers.
- A day workshop conducted on TALULAR for 25 cluster school teachers.
- A one- day workshop conducted on TALULAR for 19 cluster school teachers.
- A one- day workshop conducted on TALULAR for 19 cluster school teachers.
- A one- day workshop conducted on TALULAR for 50 cluster school teachers.
- The librarians given short-term training to update their skills.
- The chief librarian is given basic computer training.
- Tutorials were given to all females to increase the number of female graduates.
- Video episodes developed on active learning.

In-service Teacher Education Component

IR 14. 3: Use of Quality Primary Education Services Enhanced

Sub-IR 14. 3.3: Quality of Primary Education Improved

Sub-sub IR 14.3. 3:1 Quality of teaching force improved

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

Component 2: In-service Teacher Education

IR 14. 3: Use of Quality Primary Education Services Enhanced

Sub IR 14.3.3: Quality of primary education improved:

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

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

Description

The focus of the in-service teacher education program is to strengthen the use of active student-centered learning methods in primary schools. As a result, activities were aimed at improving teacher in-service training through the “cluster” model; enhancing active learning methodology in primary schools--strengthening school management, school clusters and improving the teaching learning process. Student learning was improved through the teachers use of appropriate learner-centered/active learning methods. In-service trainings were based on the self-professional handbook, instructional kits and supplementary materials that AED developed in the Base Period. Other materials such as those developed for the Continuous Professional Development program (MoE) were used as well.

The in-service component program activities cover all of the eleven regional states and city administrations/councils of the country. Program activities were coordinated by two central technical advisors and eleven regional field officers, working in each of the seven regions. In the remaining four regions and administrations, the State Regional Education Bureaus selected focal persons from among their staff to work with the two AED/BESO II Project central technical advisors to coordinate implementation of activities.

Objectives

A. National/Central Activities

There were six major component objectives based on project deliverable outputs and the priorities of the regions:

- Improve teacher in-service training through the ‘cluster’ model;
- Enhance active student-centered learning methodology in cluster schools;
- Strengthen cluster schools and their pedagogical centers;
- Develop/revise training modules/reference materials to improve leadership in schools, and teaching and student learning in classrooms;
- Establish and strengthen cluster schools (Staff Development Coordinating Committees, Girls’ Advisory Committees, Action Research Committees, Teachers’ Study Groups, Head-teachers’ Network, and the like);
- Establish and equip Cluster Resource Centers in selected five woredas with adequate resources to support school cluster activities.

Major Activities

In-service support from the Central Office:

- Print and disseminate posters that convey pedagogical messages and other reference materials addressing gender issues, leadership skills and active learning methods for use in school in-service professional development programs.
- Assess to what extent WEOs and cluster coordinating committee achieved in organizing cluster level training/meeting on self-identified contents. (See Activity Matrix)
- Conduct two annual meetings with AED/BESO II regional officers on the implementation process in order to identify and discuss success stories, identify challenges and design strategies regarding the in-service teacher-learner support system.
- Collect baseline data from selected cluster schools (development and printing of instruments). (See Activity Matrix)
- Establish, equip and support Cluster Resource Centers in five (5) selected woredas with adequate training resources to support school cluster activities.
- Provide technical assistance to regional officers and RSEBs to develop capacity of teachers, school directors and education officers.
- Provide support to the MoE-CPD in translation and printing of sample copies of CPD training courses and conducting field supervision and formative evaluation of CPD materials.
- Conduct workshop for MoE, RSEBs, and other concerned parties on system reform elements, and sustaining strategies, introduce the cluster management guide manual with emphasis on the management of the cluster/school-based staff development coordinating committee, head teachers' network and teachers' study groups, providing technical assistance in the monitoring and field supervision of the CPD materials.

Implementation strategies

- ***The Cluster Model:*** In-service teacher education supports teachers, school directors, and officers concerned with primary schools. The emphasis is on strengthening teaching skills using the school cluster system. The program also builds capacity of education officers and school heads (directors) to improve management and supervision at the school level and, provides technical and materials support to cluster school centers, school pedagogical centers and woreda cluster resource centers to help improve the quality of instruction. Clustering schools allows for multiplier effect by training a representative group from center and satellite schools who, in turn, train at their schools.
- ***Rationale:*** The cluster model provided opportunities for experience sharing; resource sharing; channel for transmission of knowledge and skills; low cost training of a small number of representative teachers who became resources in their school. The formation of school cluster centers and development of study groups at the school level were necessary component of the cluster training program. The school cluster sub-system, e.g., center school, school study groups and staff development units should have well-defined responsibilities within the activities of each sub-system feeding into the next sub-system in a sequential and timely manner.

- **Approach:** The *integrated in-service and school leadership training* was the preferred mode. The principal reason for this was that teachers, school directors and education officers should be trained together to minimize loss of transmission of knowledge and skills. The combination is necessary to offset the weaknesses of *cluster training* – loss or distortion of information.
- **Themes:** Active learning and instructional supervision were the driving themes for selecting activities and planning interventions. Teachers were expected to master and use active learning methods in their teaching as defined in government policy guidelines. Teachers should be supervised to ensure that active learning methods are being used. Integrated training of teachers, school heads and education officers *as a team* provided a greater assurance of success.

Implementation strategy:

- AED/BESO II worked with the regional and woreda education officers to form training zones consisting of a number of woredas. This was for the purpose of easy travel and management;
- Cluster Resource Centers and school pedagogical centers were provided minimum resources such as training materials, supplies and limited equipment. School representatives trained in central venues were staff development fellows and teachers nominated by each school with specific terms of reference;
- AED/BESO II Project helped to form and support teacher study groups.
- School directors and woreda education officers were trained to supervise school-based training and monitor the activities of the study groups through reviews of portfolios prepared by the teachers.
- Assignments were given at each training stage with implementation and reporting dates.
- AED provided motivation incentives such as certificates signed by the RSEBs, including prizes for best practices and improved student achievement. Such prizes would be in the form of stationery and certificates for the school.
- Where possible, TTCs/TTIs in the regions were involved.
- AED/BESO II worked in collaboration with BESO II Partners in sharing of materials produced by partners; distributing material resources to school clusters; collecting performance data and other linkage activities. This also included conducting needs assessment and supervision/follow-up visits to monitor learning transfer from central venue workshops to schools; conducting school-based training where similar topics apply, sharing transportation to sites, where possible; teaming up to plan and conduct workshops of common interest.

Performance

Major component accomplishments at the national/central level include the following:

- Conducted consultations with beneficiaries (RSEBs) and AED regional officers through visits and personal communications to discuss and finalize the

implementation plan of option year one; follow-up discussions were also conducted in re-aligning budget and activities.

- Carried out field visits to D/Dawa, Harar, Jigjiga and Mekelle to review work plan, discuss new strategies for the coming years including resource allocation and how to implement project activities - defining responsibilities of the project and RSEB; introducing the new CoP and other activities.
- Conducted semi-annual meetings (twice) with regional in-service officers. The purpose was to review the status of activities and devise strategies to further improve implementation- application of active learning and continuous assessment in classrooms- to meet deliverable outputs and results; assessing the needs of regions with regard to establishing and equipping Cluster Resource Centers in selected woredas with adequate training resources; designing strategies on conducting regular visits to cluster schools to monitor implementation and provide the necessary support; discuss on communications, reporting and collecting accurate and timely data and statistics.
- Reviewed and finalized the list of schools including those overlapping with BESO II partners and distributed copies to concerned bodies such as USAID, BESO II Partners, and AED/BESO II Project components. The average overlap of schools with CGPP partners in eight (8) regional states is 64.97%.
- Facilitated budget requisitions for training workshops, materials procurement and monitoring/follow-up support visits to schools from regional AED field officers, the central MoE and Education Bureaus and Offices in all regional states/administrations.
- Participated in the Performance Indicators Review workshop held at Adama; prepared a revised list of performance indicators for In-service Teacher Education Component and submitted to MERA for further discussion.
- Worked with
 - Afar regional in-service officer in planning and coordinating leadership skills training for female teachers;
 - Addis Ababa City Administration Education Bureau in training school teachers and directors; and
 - Somali regional in-service officer in training school teachers and directors who in turn will train teachers in their respective cluster schools.
- Provided technical support to
 - Harari Education and Capacity Building Bureau in the training of Aesthetics (Art and Music) cluster school teachers and
 - Harari and Dire Dawa in reviewing implementation plans; on preparation of proposals and report writing; also discussed and resolved issues of per diem/lunch pay and honoraria payments; and designed strategies for including resource allocation and implementation of project activities.
- Provided Benshangul Gumuz and Somali regional in-service officers with additional training materials in areas such as active student-centered methodologies, supportive supervision, instructional leadership roles, and organization and management of school clusters.
- Worked with
 - Oromia and Benshangul Gumuz inservice officers in training teachers, school directors and, regional, zonal and woreda education officials on developing training module and

- Amhara and Somali in-service officers on planning and facilitating integrated in-service and leadership training workshops;
- Facilitated in-service officers (central, Amhara and SNNP) who would participate in the orientation on training needs assessment for training Kebele Education and Training Boards (KETBs).
- Prepared contractual agreement formats for resource book development and in-service training module writers for Harari and Benshangul Gumuz Regional State Education Bureaus respectively.
- In collaboration with the Deputy Chief of Party for Technical, developed performance objectives and the corresponding criteria for regional in-service field officers as part of the Employee Appraisal Report (EAR).
- In collaboration with regional in-service officers and education bureau heads, established cluster resource centers in 5 selected woredas in Somali, Oromia, SNNP and Benshangul Gumuz regional states based on selection criteria set and, confirmations and commitments of RSEBs to fulfill the criteria. Training resources for equipping the CRCs are identified and the purchasing process is in progress- to be completed in July and August 2005.
- Developed different formats for collecting data on activities accomplishments and statistical data on trained education personnel aggregated by region, position and sex; developed/compiled monthly as well as quarterly plans and reports.
- Facilitated the printing and distribution of training materials (professional handbooks, posters, instructional kits, women teachers' support materials) and cluster management guide manuals for some school clusters and the newly established five woreda cluster resource centers.
- Facilitated resource persons to help in training Harari and SNNP education personnel (teachers, school directors and regional, zonal and woreda education officials) in in-service training module development;
- In collaboration with the Admin staff, facilitated materials procurement and distribution to CRCs, school pedagogical centers and Woreda Cluster Resource Centers; facilitated the printing and distribution of the seven training modules for school principals and supervisors of Amhara RSEB.
- Actively participated in the monthly EMT meetings to review/discuss implementation of activities and the financial status and devise strategies for the months that follow. Also worked out the budget realignment of in-service activities for central and some regions.
- Participated in the discussion meetings with BESO II Partners on common activities and principles.
- Participated in the quarterly TWG meetings and school visitations held in Addis Ababa (twice); Awassa, and Adama.
- Worked with the Deputy Chief of Party for Technical and the Human Resource Officer and Executive Secretary in short listing candidates for in-service officers' positions for Amhara, Gambella, Oromia, SNNP, Tigray and at central level; conducted interviews to select those first past the post.
- Participated in the Formative Evaluation Monitoring Workshop on Self-Instructional Teachers' Kits held in Addis Ababa; presented highlights regarding the in-service teacher education component. Also participated in the training workshop on facilitation skills held in Addis Ababa.

- Attended the National Continuous Assessment Workshop (assessment and training) held in June 2005 in Addis Ababa.

Regional Activities

Objectives

There were three major component objectives based on project deliverable outputs and the priorities of the regions.

- Strengthen the use of active learning methods in classroom
- Establish teacher learner support system at school level
- Strengthen school cluster collaboration and networking through leadership training

Planned Activities

The planned activities were to:

- Conduct training sessions to reinforce active learning using self-study professional handbook, instructional kits, supplementary materials and CPD courses. This is one of the key activities.
- Conduct integrated instructional leadership training for head teachers, woreda and RSEB education officers to enable them to provide ongoing support to schools and teachers in order to reinforce the use of active learning methods
- Carry out follow-up and support visits to strengthen cluster schools management and use of kits to enhance active learning
- Provide support to promote leadership skills of female teachers
- Develop and improve training modules for head teachers, teachers and education officers
- Establish/strengthen linkage between TEIs and cluster schools to integrate pre-service and in-service programs
- Strengthen school pedagogical centers to support cluster activities
- Identify woreda-level CRCs that would serve as centers of professional development for school cluster teachers, principals and education officers to support school cluster activities.

Performance

Addis Ababa

- Identified 11 school clusters with 49 satellite schools (60 altogether); restructured some of the cluster centers because of the new *Kebele* and *Kifle Ketema* (Sub-city) restructuring in progress; also updated school cluster data.
- Developed four in-service training modules in different titles. The education bureau considers that these materials will be of significant importance to the capacity building activities of the bureau in the coming academic year.
- Assessed needs of school pedagogical centers for material supplies; identified the necessary items, purchased and distributed to the respective schools.
- Established staff development coordinating committees at all cluster centers.

- Conducted a forum among TEI staff, the concerned education officers and cluster schools coordinating committees to strengthen the linkage between pre- and in-service programs. The focus of the forum was to strengthen cluster coordinating committees and raising awareness of education officers and school directors on cluster/school-based professional development activities. Major contents covered were the concept of clustering schools and its objectives; on collaborative use of resources supplied by AED/BESO II; organization and management of school clusters, cluster coordinating committees; the functions and roles of study groups; the roles and responsibilities of education officers, schools, teachers and school directors. The guideline for cluster formation and management was introduced to the participants. Forty six participants (39 males and 7 females) attended the workshop. *Statistics:* 23 school directors (20 male, 3 female), 9 education officers (8 male, 1 female) and 14 teacher, coordinator of school pedagogical center (11 male, 3 female).
- In collaboration with the central AED/BESO advisors, realigned budget/activities; revised and set a new time frame in order to implement the delayed activities.
- Conducted ToTs workshop sessions in five topic areas on Active Learning Methods from January 28-31, '05. Ninety two participants (59 males and 33 females): 47 key teachers (29 male, 18 female), 31 school principals (21 male, 10 female) and 14 education officers (9 male, 5 female) drawn from cluster schools, *Kifle Ketema* and the Education Bureau attended the training.
- Collected data on cluster/school-level training for 18 school heads (12 male, 6 female) and 218 teachers (124 male, 94 female) from three school clusters in three sub cities in the city.
- Conducted training sessions in two rounds for 219 participants (172 male, 47 female): 61 school principals and assistants (47 male, 14 female) and 158 *Kebele* education team leaders and supervisors from the sub-cities (125 male, 33 female). The topics presented were communication, continuous assessment, scheduling/making school time table and managing meeting, and facilitating group learning.
- Conducted training sessions in leadership skills development for 88 participants (57 male, 31 female): 11 primary school principals (7 male, 4 female), 60 school cluster key teachers (39 male, 21 female) and 17 education officers (11 male, 6 female) from sub-city education departments and city education bureau.
- Conducted training to 42 female teachers in leadership skills to help them assume leadership positions in schools and education offices.

Afar

- Worked with the RSEB and SC/US-BESOII to identify 7 school clusters encompassing 28 individual schools; 20 of the schools (71.4%) are common for both BESO Partners. Number of directors and teachers working at the school clusters were also identified.
- Conducted workshop for 23 female teachers from the cluster schools at Awash 7 kilo. The purpose of the workshop was to enable female teachers assume leadership roles in schools and bring to light women's capabilities. The training also addressed leadership skills, change and conflict management and how to develop positive attitude.
- Identified material needs of school pedagogical centers, collected the materials from Addis Ababa office and distributed them to the respective cluster schools.

- Distributed women support materials, radio program cassettes and, instructional kits to the cluster schools;
- Conducted a 5-day ToTs workshop at Awash 7 kilo for 55 participants: 28 school directors (26 males and 2 females), 26 teachers/SDFs (3 females and 23 males) and one educational officer from the RSEB. The training focused on practical implementation of active learning methods, continuous assessment and action research in the schools. It also focused on the preparation and selection of teaching/learning aid materials from locally available resources;
- Held meetings with
 - AED/BESO Project Afar staffs (twice) to enhance team work; develop strategies to help each other meet their duty responsibilities;
 - UNICEF representative in the region and exchanged ideas and resources (e.g. posters and CDs that have different experiences from other African countries on active learning practice and clustering);
 - RSEB head and other department heads to further enhance collaboration and design strategies for sustainability;
 - Public relation officer of the RSEB so as to incorporate the work done by AED/BESO II Project (Afar) in their publications;
- Attended the educational experience sharing workshop at the Debre Birhan Center of Excellence College.
- Conducted a workshop for regional and woreda education officers, teachers and primary school principals on in-service training modules development skills. The workshop was attended by 23 participants (22 males and 1 female): 1 female teacher, 1 male director and 21 male education officers.
- Collected data on the formative evaluation monitoring of instructional kits with the central staff from two schools;
- Conducted a 5-hour training workshop for 29 woreda education officers i.e. Education Program Officers and Supervisors (which includes all the woredas that AED/BESO II Project operates) in collaboration with the Italian Contribution to the Educational Sector (ISP). The workshop focused on the application of supervision in line with the concept of active learning;
- Attended the workshop organized on data collection techniques for the impact assessment data collection process held at Adama. Also coordinated and carried out data collection activities (for impact assessment) from the cluster schools in two woredas;
- Carried out follow up visits together with the RSEB focal person and woreda education supervisors at the clusters. The findings of the visits showed that almost all clusters have each carried out three rounds of training on different themes of active learning. *Statistics:* 73 female teachers/SDFs and 300 male teachers and head teachers attended the cluster/school-level training.
- Conducted training workshop for 16 regional and woreda education officers leadership and management skills to help them give support to schools and teachers to enhance active learning.
- Attended the National Continuous assessment Conference- assessment and training- held in June 2005 in Addis Ababa.

Amhara

- Identified 68 clusters encompassing 334 schools where 226 schools (67.66%) are common with WLE. Number of directors and teachers working at the school clusters were also identified.
- Participated in WLE's sustainability and school orientation workshops conducted at two sites (Bahir Dar and Debre Markos) in realization of the collaboration with BESO-II Partners. The AED representative introduced and made clear AED/BESO's objectives and also the regional activities to participants of the workshop. Collaboration focus areas were also discussed.
- Established linkage forum between the RSEB and the four TEIs in the region to strengthen pre-service and in-service programs. Implementation of in-service and pre-service training programs in option year one was discussed in detail/thoroughly. Areas of collaboration (recruitment of students, implementation of practicum, etc.) between TEIs and schools in which they serve were discussed and strategies for strengthening linkages were designed. It was agreed that Action Research Committees be established in TEIs to provide support to similar committees at cluster and school level. Eighteen (18) participants drawn from the regional capacity building bureau, the four TEIs and different departments of the RSEB (including the heads) attended the forum. The meeting was led by the RSEB head and the participants have agreed to conduct similar regular forums.
- Conducted leadership training workshop (at D/Markos CTE) for regional, zonal and woreda education officials on system reform elements and sustaining strategies with emphasis on the management of cluster/school-based staff development coordinating committees. The workshop was aimed at creating awareness and sensitizing those supervisors who are assigned to work at cluster center level. Seventy participants (59 male, 11 female): 3 school-heads (2 male, 1 female), 65 school supervisors (55 male, 10 female) and 2 male zonal officials attended the training. Three male college instructors from D/Markos CTE and 2 education experts from the RSEB (1 male, 1 female) - altogether 5 persons - have participated as resource persons for training and facilitation. The East Gojjam Zone WLE coordinator also took part in the workshop to orient participants on objectives and activities in realization of the collaboration with BESO-II Partners. The topics covered included active learning methods and large classroom management; management of cluster schools; school-based staff development; continuous assessment; curriculum integration; qualities of good school-heads and teachers and gender issues. Supplementary and support materials such as the Cluster Management Guide Manual, Follow-up formats, Self-Instructional Kits developed by AED/BESO were the main sources used for training.
- Conducted Training of Trainers (ToTs) workshop at 3 different sites (Dessie, Gonder, D/ Birhan) for six groups in two rounds. Topics included active learning methodology, continuous assessment, management of large class size, quality of good teachers and good directors, action research, management and sustaining activities in cluster schools, and integrated learning sequences. Five hundred and fifty one participants (407 male, 144 female) attended the workshop. Printed materials- Posters, Professional Handbook, Supplementary materials and School Kits were distributed for use by cluster centers and their respective satellites. Developed Teacher's Portfolio which every teacher considered and maintained as personal document and also made accessible to school directors, unit leaders, and wereda/cluster school supervisors for monitoring/follow up support and evaluation

purposes. At the end of the workshop, the participants designed strategies to sustain cluster level trainings and perform professional development practices.

- Conducted training sessions at three venues (D/Markos, Dessie and Gondar) for women teachers in leadership skills to enable them assume leadership positions in schools. A total of 129 participants (all female teachers) attended the workshop. The topics and contents presented were: performance reports on last years' activities; successful stories on promoting girls' education; enhancing female students' enrollment in primary, secondary and tertiary levels; causes for female students' dropout, repetition, absenteeism and poor academic achievement and possible solutions to alleviate them; female participation in educational leadership; factors hindering the participation of females in educational leadership in Amhara region.
- Seven training modules consisting of 32 chapters were revised by 16 RSEB professionals. The modules are to be used for in-service training of school directors and school supervisors in the region.
- A one-day orientation was given to 60 supervisors (49 males and 11 females) to carry out monitoring /follow-up visits to support cluster activities and collect performance data.
- Identified material needs to strengthen school pedagogical centers to support cluster activities; collected the materials from Addis Ababa office and distributed them to the respective cluster schools.
- Collected data on cluster/school-level training for 5,428 school heads and teachers (3,047 male, 2,381 female): 5,148 teachers (2,812 male, 2,336 female) and 280 school-heads (235 male, 45 female) from 11 zones in the region.
- Follow up visits and data collection combined with classroom observation was conducted from 54 cluster schools in 9 zones.
- Attended the National Continuous assessment Conference- assessment and training- held in June 2005 in Addis Ababa.

Benshangul Gumuz

- In collaboration with the RSEB and World Learning Ethiopia, selected 10 school clusters encompassing 56 individual schools of which 48 (85.71%) are common for both partners; planned and worked jointly on these common schools to achieve the intended impacts from one source inputs.
- Conducted leadership training for 30 participants (18 male and 28 female school directors, 9 teachers and 7 education officers on constructive teacher support system. Topics covered were: Leadership and Management; Instructional leadership; The roles of school principals in managing primary schools; Internal and external supervision in schools; The role of the communities and how to collaborate with them in improving the schools; strategies for increasing girls' enrollments and reducing drop out rates.
- Conducted training session for 11 regional and woreda education officers on in-service training modules development skills to reinforce child-centered learning.
- Conducted ToTs workshop for 50 male and 15 female key teachers, 54 male and 8 female directors and deputy directors and, 17 male education officers on different topics selected from the Instructional kit, Professional Handbook, Women Teachers' Support materials and CPD courses. The training will help the trainees to conduct cluster level trainings in their respective schools.

- Conducted leadership training sessions for 23 participants from RSEB, Woredas and other concerned parties on system reform elements and sustaining strategies, introducing the cluster management guide manual and with emphases on management of clustered schools based staff development coordinating committees, head teachers' network and teachers' study groups.
- Conducted workshop for 32 school cluster coordinators and key teachers on the preparation and usage of teaching/learning aid materials from locally available resources. After discussions, the participants identified topics from grades 1-4 textbooks which need be supported with additional teaching/learning media and developed different teaching/learning aid materials for use in their schools.
- Provided material support (worth ETB 30,000) to cluster schools to strengthen pedagogical centers (SPCs) to support cluster activities.
- Distributed women teachers support materials- Self-management guide; Gender & education; Guide to violence prevention; Leadership skills; Gender sensitive classroom management - to cluster schools where there are female teachers.
- Conducted follow up visits to 38 cluster schools in two rounds in collaboration with supervisors from the RSEB. The supervisors made classroom observations and found out that the maximum active learning time in a 40 minutes period was 24 minutes and the minimum was 16 minutes.
- Attended the National Continuous assessment Conference- assessment and training- held in June 2005 in Addis Ababa.

Dire Dawa

- Identified 19 schools in 6 clusters. The number of teachers and directors in each school was also identified.
- Reviewed plans in collaboration with central AED/BESO-II officials; they also observed classroom lessons in some cluster schools.
- Conducted training for 35 female teachers (10 from rural schools) in leadership skills to help them assume leadership positions in schools. The main topics for the training were selected from Women Teachers Support Materials: Interpersonal communication skills, Enhancing female teachers participation in school, Gender sensitive classroom management and leadership skills. The topics were presented and facilitated by 4 resource persons (2 from the General Education Affairs and Education and Training Departments of Dire Dawa Education Office, 1 from Capacity Building Coordination Bureau, and 1 Primary school deputy head). The presentations were supported with questions and answers, small and whole group discussions and reporting in plenary sessions.
- Conducted training of trainers (ToTs) workshop for school directors, key teachers and supervisors on different topics such as Active learning/student-centered methods, Gender issues and self-management, mentoring for female teachers and violence prevention, and induction for newly deployed teachers. A total of 73 participants: 45 school directors (40 male, 5 female) and 8 male education technical support personnel attended the workshop.
- Conducted a workshop on system reform elements and sustaining strategies, and to review the cluster guide manual developed by the region and AED/BESO II Project with the aim of strengthening the cluster activities and sustain the program. A total of 10 teachers and education officers from the administrative education office attended the workshop.

- Conducted ToTs workshop for 71 directors, teachers and education officers on follow-up strategies to ensure that workshop skills are transferred to the classroom.
- Conducted training sessions for 35 female teachers- mostly teaching in self-contained classrooms- on instructional leadership skills to help them assume leadership positions in schools.
- Conducted leadership training and development sessions for 27 school directors, woreda and regional education officers on the management of cluster schools, supportive supervision and in-school supervision and coaching, promoting girls' education that enhance their enrollment rate.
- Conducted a training workshop session from April 15-17, '05 on module development skills. A total of 63 participants attended the workshop. The participants were *Kebele* education coordinators, school principals and key teachers of cluster schools, and experts and supervisors from the education office. The workshop focused on meaning of module, types of modules, procedures of and aspect to be considered in module development. It also focused on assessing needs and identification of topics for module development for in-service training in the city administration.
- Conducted leadership training workshop sessions on system reform elements and sustaining strategies for 10 participants (2 male teachers and 8 male cluster coordinators); revised and developed cluster guide manual.
- Conducted ToTs workshop on continuous professional development, result oriented performance evaluations, continuous assessment, active learning methods and TALULAR, management of clusters and gender issues. A total of 110 participants attended the work shop: 73 teachers/SDFs (66 male, 7 female), 31 female Kebele Education and Training Board (KETB) members and 6 education experts (5 male, 1 female).
- Conducted follow up visits to support cluster activities and collect performance data.

Gambella

- Identified 21 schools - out of the expected 40 in 10 clusters. Of these, 12 schools are common with SCF/USA-SCOPE (57.14% overlap). At present the region is working in 6 school clusters only because of the prevailing problems/local situation.
- Conducted leadership training workshop for 26 female teachers to help them assume leadership positions in schools. Two (2) male teachers also attended the workshop.

Harari

- Identified 20 schools in 5 clusters and the number of teachers and directors in each school.
- Conducted leadership training sessions for 33 participants: 13 teachers (8 male, 5 female), 17 school heads (15 male, 2 female) and 3 education officers (2 male, 1 female) on system reform elements and sustaining strategies.
- Conducted training for Aesthetics (Art and Music) cluster school teachers and education officers on basics and practical activities of drawing and music; Integration of Music and Art subjects; Planning and methods of teaching the integrated subjects of Art and Music. A total of 74 participants (41 male, 33 female): 71 teachers (39 male, 32 female) and 3 education officers (2 male, 1 female) took part in the training. The objective of the workshop was to help teachers improve their teaching skills and education officers to apply better leadership skills to bring a change and provide support in the implementation

of active learning/teaching methods. The resource persons (trainers) were teachers from primary schools in Harar and Dire Dawa who are thought to have better skills and long years of work experiences in teaching the subjects.

- Identified, procured and distributed materials to strengthen cluster school pedagogical centers to enhance active learning.
- Conducted training workshop sessions for 74 teachers and school directors (41 males and 33 female teachers). The objective of the workshop was to improve instructional leadership skills.
- Carried out needs assessment to identify material needs of schools, finalized and approved the list of basic materials that are required to strengthen the school pedagogical centers to enhance active learning; purchased and distributed the materials to the respective pedagogical centers.
- Completed the module development to reinforce child centered learning for identified subject areas or resource material for environmental science
- Conducted on going TOTs workshop at center level for teachers, education officers and directors on continuous assessment and supervision implementation. A total of 59 Participants: 43 teachers (19 male, 24 female), 15 directors (11 male, 4 female) and 1 female woreda education officer attended the workshop.
- Conducted the final round follow -up visit to support cluster activities and collect performance and need assessment data
- Conducted training workshop for female teachers in leadership skills on identified topics: gender and education, women teachers' empowerment, definition and styles of leadership, characters of good leader, leadership performance in schools. A total of 50 female participants attended the training workshop: 47 teachers; 2 directress; 1 unit leader.
- Distributed materials to strengthen school pedagogical centers to support cluster activities.

Oromia

- Identified 95 school clusters encompassing 437 individual schools in 14 Zones and 74 Woredas, in collaboration with Oromia Education and Capacity Building Bureau (OECBB). Of these 354 schools (81%) are common with SAVE/USA. All the 437 schools consisting of 421,890 students (237,248 male, 184,642 female) are currently getting both technical and material support from AED/BESOII Project.
- Conducted workshop for 214 participants (208 male, 6 female) drawn from OECBB, Woredas and other concerned parties on system reform elements and sustaining strategies; introduced the cluster management guide manual and with emphases on the management of cluster/school- based staff development coordinating committee, head teachers network and teachers' study groups.
- In collaboration with OECBB, conducted ongoing training of trainers (ToTs) workshop for 418 directors (403 male, 15 female) and 413 Staff Development Facilitators (325 male, 88 female) on different themes/contents: Student-centered/active learning method and Student Management; Action Research, Continuous Assessment and Curriculum Integration; Development and usage of teaching /learning materials using locally available resources etc. all selected from Instructional Kits, Professional Handbook, Women Teachers' Support Materials and CPD training courses.
- Collected statistical data for 345 directors (334 male, 11 female) and 3791 teachers (2353 male, 1438 female) on cluster/school-based trainings (SBT) conducted more than two

times in each school on topics such as Active learning, Action research, large classroom management and other related issues.

- Conducted six rounds of visits (two rounds for each of 3 teams) to 13 centers and 18 satellites (total 31 schools) in 8 zones and 24 woredas, in collaboration with a team of supervisors from the OECBB. The objective of the visit was to enhance child-centered/active learning methods in AED/BESOI supported schools and help the woreda supervisors to effectively carry out the newly developed schools follow-up visit plans in their respective CRCs of assignment. The main points of the visit were to check:
 - Application of Active Learning Methods, Continuous Assessment and Action Research
 - Usage of Teachers' and School Kits
 - Formation and functions of different committees
 - The activities of Teachers' Study Groups and directors' networking
 - The level and status of School Based Training (SBT)
 - Activities of AED/BESOI trained supervisors in the specified CRCs and satellites
 - Status of Pedagogical Centers and library services.
- Trained and assigned 74 supervisors for all 74 woredas where AED/BESO has intervention. So far 58 woreda supervisors conducted at least one round visit and (80% of them carried three rounds). Reports on the status of activity accomplishments of CRCs and their satellites show that:
 - Most schools visited have conducted two rounds of training using Instructional Kits; thus increasing the percentage of primary teachers using self-instructional teacher's kits.
 - The findings of the follow-up visits have witnessed the increase in percentage of AED cluster primary schools regularly using active learning modules/materials in HIV/AIDS and civic education)
 - The assessment conducted also witnessed that the average percentage of teaching time using active learning methods in primary schools has increased tremendously.
 - All AED/BESOI supported schools have established and strengthened Staff Development Coordinating and Staff Development Coordinating Committees; Teachers' Study Groups and Directors' Networking; Action Research, Girls' Education Enhancing Committees, etc., and are materializing skills and knowledge gained from the workshops.
 - All school cluster centers have instructional resource (pedagogical) centers and libraries and these are functional.
 - Almost in all AED/BESOI supported schools, it is common to see Action research papers produced by teachers and school heads. So far, the Oromia office has collected more than 60 Action Research papers on different topics related to Active Learning Methodologies, Implementation of Continuous Assessment Techniques in Large Classrooms, Problems related with female students' drop outs and the possible solutions, Methods of teaching specific subjects for specific grade levels from school clusters.
 - Different materials worth ETB 277, 117.30 were procured and distributed for 437 schools.
 - Conducted a workshop on leadership skills development and gender issues for 424 female teachers drawn from project supported schools to help them assume leadership roles at schools and education office levels. The project also prepared and handed over special certificates of participation to the participants.
 - Established a forum for the TEIs & the OECBB to strengthen the linkage between in-service and pre-service teacher education programs. A total of 28 participants: 2 male

education officials from OECBB, 6 male College deans, 21 directors of CRCs (20 male, 1 female) attended the linkage forum.

- In collaboration with AED center office in-service technical advisor, conducted workshop on in-service training module development skills for 20 participants: 12 male educational officials, 4 primary school directors and 4 teachers. The main topics were: General introduction to modular instruction; Types, characteristics and steps of training modules development; Statement of general and behavioral objectives and writing skills in modules development.
- Attended the National Continuous assessment Conference- assessment and training- held in June 2005 in Addis Ababa.

In conclusion, the following have been observed as a result of the intervention made by AED/BESOII in the school clusters in Oromia.

- Self-initiation and interest to work in the team spirit to enhance Active learning Methodology is inspiring in the school environments of the visited CRCs and satellites.
- Educational officials, directors, teachers and the public at large are highly encouraging the activities of AED/BESOII in its endeavor in enhancing quality of professional education personnel. (E.g., Wolenchiti Cluster Center)
- School-based training using Instructional Kits is becoming a culture in AED/BESO II supported school clusters.
- Action Research works is dominating the routine activities of the school environments, thus helping teachers solve prevailing classroom and school problems scientifically.
- The application of Active Learning Methodology in classrooms is picking up the pace in AED/BESOII supported school clusters.
- The attention given by zonal and woreda education officials to assign supervisors to work permanently at school clusters has been found encouraging and it is hoped that this action will help in enhancing Active Learning Methodology in the classroom. The inclusion of the woreda capacity building head, who is a decision maker at woreda level, in AED/BESO conducted trainings helped to scale up the implementation of activities at school level.

SNNP

- Identified 48 school clusters encompassing 194 schools of which 99 (51.03%) are common with WLE; collected statistical data on the number of teachers and principals working at the schools.
- Conducted a workshop for 55 education officers (54 male and 1 female) on system reform elements and sustaining strategy. The topics discussed include detailed introduction on the contents of cluster guide manual; educational leadership; supervision and supporting schools in clusters; how to sustain the reform elements introduced by the project and how to transfer the experiences gained to other schools.
- Conducted training of trainers workshop for 449 participants (412 males and 37 females) - teachers, head teachers and education officers, in 3 rounds. The topics covered include: Instructional Leadership; In-built Supervision; Active Learning; Action Research;

Schools as organization; Team Work and Team Management; How to work with the parents and local community to strengthen school relation with the community members.

- Procured some materials (typewriters, some stationary materials) for some CRCs and provided a guide on how to manage common center school resources. The procurement of the remaining materials is now undergoing by the center office and will be distributed in July and August 2005.
- In collaboration with the RSEB's supervisors, conducted follow up visits in two rounds to cluster schools to provide on-going support on cluster activities and collect performance data and statistics on cluster/school-based training.
- Conducted workshop training sessions for cluster school directors, and woreda, zone and regional officers on system reform elements and sustaining strategies. The aim of the workshop was to strengthen the cluster activities and sustain the program. A total of 115 participants (72 males and 43 females) attended the workshop.
- Conducted training session on leadership skills for 229 teachers (225 female and 4 male) in two rounds. Some of the major topics discussed during the workshops were: Concepts of leadership in general and in education in particular; Status of female teachers in leadership in the region; Status of girls' participation in primary education.
- Conducted a linkage forum for 12 RSEB officers (all male) and 12 TEIs staff from the four TEIs, to integrate in-service and pre-service teacher education programs. The major points raised in the discussion were: Assessment of trends of linkage between primary schools and teachers colleges and how to strengthen and maintain them; Roles of teachers colleges in teachers professional development at schools and clusters level; Gaps between the teaching methodology of the old and experienced teachers and the newly deployed ones and what roles TEIs can play to cover the gaps; How to implement the CPD at cluster and school teachers professional development activities; Special support to female students and female teachers; Strengthening relationship among the colleges; Roles of the colleges concerning students well-being who are dwelling outside college campus; Roles of college teachers in preparation of the teaching modules for streams of lessons (department); Practicum course design and uniformity in implementation in colleges; Assessment of problems related to entrance exams for colleges with regards to each college and RSEB and how to avoid it for the future; Problems related to reports and information between colleges and RSEB; unorganized reports from the colleges to the regional education bureau.
- Conducted training on leadership development for 179 participants (176 male and 3 female education officers) working at Woreda, zone and regional level. The major topics/points of discussion of the workshop were based on reports made by zonal and Woreda officers as stated below:
 - Supportive supervision to schools to see how they began schooling during the opening week of the first semester;
 - Facilitating cluster level trainings after TOT at the center and follow ups to make sure that they are multiplied;
 - Follow ups to check if the cluster materials are properly managed and fairly used by the cluster schools (center and satellites);
 - Coordinating the community school relations that community members involve in schools in building classrooms for rooms extension to make schools function full day time and avoid shift system and reduce number of students per section;

- Train and/or coordinate training for PTA and schools board members on their responsibilities and the support they should contribute to schools and thus solve role conflicts between them (Gurage zone).

Further discussion was also made on the following topics:

- Supervision in general and roles of supervision in the region in particular. What supervisors should do to solve problems and conflicts that hinder smooth functioning of schools?
 - General concepts of leadership and its practical aspects in the weredas and zones;
 - Supporting female teachers to come to leadership positions and challenges with respects to this in the region. Roles of the weredas, zones and RSEB in promoting female teachers to leadership positions and help them to develop their skills after they hold the positions;
 - CPD document and how it can be implemented through the responsible parties in the sector and factors that may affect its implementation.
- Conducted training sessions for 14 participants (12 male and 2 female) on developing training modules for in-service programs. The Main contents of discussion were: Rationale for module development; Types of learning modules; Structure of a module; Basic steps of developing modules; Common mistakes in technical writing; Referencing and plagiarism.
 - Material needs of school pedagogical centers were identified, selected according to priority, procured and distributed to the cluster schools.
 - Worked with the planning team to collect data on training needs assessment for Kebele Education and Training Boards from 4 Woreda and 8 Kebele boards, and 16 schools in the region.
 - Attended the National Continuous assessment Conference- assessment and training- held in June 2005 in Addis Ababa.

Somali

- Identified and organized 10 school clusters encompassing 38 schools altogether. Nineteen (19) of the schools (50%) are common with SCF/USA-SCOPE.
- Conducted a module development skills training workshop for 23 male participants - 12 teachers, 7 school heads and 4 education officers. The workshop focused on themes such as relationship between module and course; concept, participatory nature and advantage of module to learning; needs assessment in identifying topics and module developers and analyzing them for module development; preparation of flow-chart and details of module development criteria for selection and sequencing of contents, methods and material evaluation; field-test and review; activities and exercises on sample module development. Moreover, action plan for field application has been developed and discussed and development of a sample module was exercised.
- Conducted two rounds of training of trainers (ToTs) workshops at different sites for 147 participants: 52 directors, 77 teachers and 18 education officers. The workshop focused on reviewing status of clusters and devise strategies to strengthen the cluster system to enhance active learning methods; implementation of continuous assessment and management of large classrooms in schools/classrooms using the instructional kits and professional handbook developed by the project.

- Identified a model Woreda cluster resource center at Jijiga to support cluster activities based on selection criteria set by AED center office.
- Distributed posters and supplementary materials to school clusters in Shinille and Jijiga zones.
- Conducted training for female teachers on leadership skills to help them assume leadership positions in schools. A total of 37 participants, i.e., 32 female teachers, 2 female head-teachers and 3 education officers (2 male, 1 female) attended the workshop.
- Conducted a second round training for female teachers on instructional leadership skills. The workshop topics were based on first round training impact and need assessment [gender and education, women teachers' empowerment, leadership definition and styles, characters of good leadership]. A total of 28 participants: 25 female teachers, 1 female school director and 2 Woreda education experts drawn from 7 Woreda education offices and 20 schools in 8 clusters took part in the training.
- In collaboration with the RSEB personnel, conducted three rounds of monitoring/follow up visits to school clusters to check that knowledge and skills gained at trainings are transferred to classroom and to provide support and collect performance data.
- Conducted workshop for 6 male regional and Woreda education officers, 5 school directors (4 male and 1 female) and 4 teachers (3 male and 1 female) – total 15- on system reform elements and sustaining strategies.
- Conducted leadership skill training workshop for 48 school directors and 8 education officers covering topics on leadership styles, supervision, and leadership roles.
- Assessed needs, identified list of items, procured and distributed materials to strengthen 38 school pedagogical centers to support cluster activities.
- Developed in-service training module having 45 pages in the Somali language on identified topics related to the applications of action research that would enhance interactive teaching/learning methods in primary schools; printed 200 copies for distribution to cluster schools.
- Conducted ongoing training of trainers at Jijiga pedagogical center for teachers and education officers on action research, continuous assessment and on TALULAR. The participants have developed an action plan to implement in their respective school. Thirty three participants: 14 teachers (13 male, 1 female), 15 directors (14 male, 1 female) and 4 male Woreda education officers attended the workshop.
- Conducted linkage forum for Jijiga TEI and RSEB staff to strengthen pre-service and in-service teacher education programs and help them promote sustained quality education for the region. Participants were assigned small group and individual activities and made to present their reflections in plenary. They also developed action plans to sustain the linkage and conduct a timely meeting/forum on quarter basis. A total of 11 male participants- 6 TTI staff and 5 members from the bureau- attended the forum.
- Procured and distributed materials to strengthen 30 school pedagogical centers to support cluster activities. Distribution to the remaining 8 schools will be carried in July 2005.
- Attended the National Continuous assessment Conference- assessment and training- held in June 2005 in Addis Ababa.

Tigray

- Identified 23 school clusters consisting of 112 schools. Seventy nine of the schools (70.54%) are common with TDA/BESO. Collected statistical data on teachers and school principals working at the school clusters.
- Assessed materials to strengthen school pedagogical centers to support cluster activities.

- Distributed women teachers' support and supplementary materials on civics, HIV/AIDS and Environmental education to cluster school centers and their satellites;
- Conducted leadership training sessions at two sites for 113 Woreda education officers, program experts and supervisors (111 males, 2 females). The topics of training focused on types of supervision and roles of supervisors; techniques of supervision and instruments of data collection; techniques and steps of classroom observation; report writing and role of supervisors in textbook management; techniques of assessing and supporting school improvement programs. Following the presentation, participants discussed in small groups, shared experiences in plenary, identified problems of supervision in attaining quality education and finally developed criteria to select schools for supervision and developed checklist.
- Conducted training for female teachers on leadership skills at two sites (Wukro and Mekelle); participants were drawn from cluster school centers and their satellites. Topics such as the leadership role of female teachers at every level of education, current practices of the region for female teachers' involvement in the education and other sectors to use IRI were explored. A total of 319 female teachers and 16 male directors and education officers attended the workshop. At the end of the workshop, participants expressed that the workshop has created a vital atmosphere for their role at school level.
- Follow up and monitoring visits were carried out at 12 Cluster Centers in 11 Woredas with the following three objectives:
 - To check the distribution of self instructional kits and supplementary materials;
 - To assess the status of school based professional development and training;
 - To assess the status of pedagogical centers' hand tools, facilities (type writers and duplicating machines) and library.

As a result, the following observations were made: Self instructional kits and supplementary materials have not yet been distributed to AED/BESO II benefiting schools; the cluster centers were not oriented about the objectives of AED/BESO II. Besides, appropriate data of the schools, i.e. number of teachers by sex, number of students, distance in kilo meters from Woreda and Mekele, contents of hand tools in the pedagogical centers, facilities (type writers, duplicating machines etc.) were collected.

- Conducted a forum to strengthen the linkage between in-service and pre-service teacher education programs for 29 participants (14 TSEB officials, 3 TEI deans, and 12 TEI dep't. heads). Major topics covered were: Overview of the prevailing practicum; Match between TEI and primary school curricula; Continuous assessment; and Strategies to strengthen the relationship between TEIs and primary schools. The main purpose of the forum was to strengthen the use of active child learning in classrooms; and establish teacher learner support system at the school level.
- Conducted training of trainers (ToTs) workshop sessions at two sites (Mekelle & Shire Endaslasie) for 61 participants: 18 Woreda education officers (17 male, 1 female); 21 male cluster center directors and 22 cluster center teachers/SDFs (21 male, 1 female). The focus of the training was to evaluate the already introduced manual thereby strengthen the cluster centers. Besides, sharing of experiences has been carried out among the Woredas. The participants were given assignments with commonly agreed action plan to train all the teachers at cluster centers and their satellite schools and to setup committees, like staff development coordinating committee, girls' advisory committee, and the like.
- Attended the National Continuous Assessment Conference- assessment and training- held in June 2005 in Addis Ababa.

Teachers/SDFs			School Directors			Education Officers			Grand Total		
M	F	Total	M	F	Total	M	F	Total	M	F	Total
79	84	163	95	31	126	153	45	198	327	1,301	1,628
124	94	218	12	6	18	0	0	0	136	608	744
203	178	381	107	37	144	153	45	198	463	1,909	2,372
26	24	50	34	5	39	39	2	41	99	359	458
300	73	373	0	0	0	0	0	0	300	1,046	1,346
326	97	423	34	5	39	39	2	41	399	1,405	1,804
239	343	582	225	70	295	20	0	20	484	2,278	2,762
2,812	2,336	5,148	235	45	280	0	0	0	3,047	13,903	16,950
3,051	2,679	5,730	460	115	575	20	0	20	3,531	16,181	19,712
82	24	106	76	36	112	57	12	69	215	38,990	39,205
331	261	592	0	0	0	0	0	0	331	77,980	78,311
413	285	698	76	36	112	57	12	69	546	155,960	156,506
71	119	190	23	6	29	0	1	1	94	126	321,798
0	0	0	0	0	0	0	0	0	0	0	0
71	119	190	23	6	29	0	1	1	94	126	220
329	512	841	427	16	443	226	6	232	982	4,014	4,996
2,376	1,461	3,837	341	11	352	0	0	0	2,717	11,095	13,812
2,705	1,973	4,678	768	27	795	226	6	232	3,699	15,109	18,808
103	48	151	82	9	91	37	39	76	222	858	1,080
0	0	0	0	0	0	0	0	0	0	0	0
103	48	151	82	9	91	37	39	76	222	858	1,080
2	26	28	0	0	0	0	0	0	2	58	60
0	0	0	0	0	0	0	0	0	0	0	0
2	26	28	0	0	0	0	0	0	2	58	60
163	253	416	231	8	239	288	7	295	682	2,582	3,264
1,576	729	2,305	175	4	179	0	0	0	1,751	6,719	8,470
1,739	982	2,721	406	12	418	288	7	295	2,433	9,301	11,734
63	28	91	92	3	95	26	1	27	181	607	788
363	171	534	15	2	17	0	0	0	378	1,480	1,858
426	199	625	107	5	112	26	1	27	559	2,087	2,646
21	320	341	21	0	21	141	3	144	183	1,195	1,378
0	0	0	0	0	0	0	0	0	0	0	0
21	320	341	21	0	21	141	3	144	183	1,195	1,378
9,060	6,906	15,966	2,084	252	2,336	987	116	1,103	12,131	7,274	19,405

N.B.: (a) stands for central venue training, and (b) for cluster/school-level training

Women Teachers Support Component

Sub IR 14.3. 3: Quality of primary education improved

Sub IR 14.3.3.1 Quality of teaching force improved

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

Component 3: Women Teachers Support

Sub IR14.3 Quality of Primary Education Improved

Sub Sub IR 14.3.3: Quality of Teaching Force Improved

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

Description

The focus of the Women Teachers Support Component was to enhance the personal and professional development of female teachers and female students in TEIs. Programmatically, female teachers in primary schools will be supported through short courses, workshops addressing different gender related topics, relevant to their professional development with the ultimate goal of preparing them for better teaching and to assume leadership responsibilities. In the TEIs, the aim is to assist female students to be successful in their training.

Objective

There were two key objectives: the first objective was to increase the number of female teachers in school leadership positions. This involved training programs and working with relevant officials to increase their awareness of the important roles those female teachers play in the education of children. Also, the intent is to minimize gender biases that prevent their recognition and promotion. The second objective was to develop and implement programs in the TEIs to ensure that female students have support systems in place to ensure that they receive academic and personal support necessary for success.

Major Activity Areas

Planned Activities:

1. Deliver 10 short training courses and modules in print
2. Deliver 15 radio programs for broadcast
3. Organize female teachers around self-study materials in Cluster Resource Centers
4. Provide leadership training to female teachers
5. Promote academic success of female teachers

Implementation Strategies

In the Base Period, the WTS developed short courses and learning modules addressing different themes relevant to the personal and professional development of female teachers. Some of the materials were converted to radio programs that were broadcasted. In addition, there were supportive central workshops, followed with site visits to work with education officers and support the teachers in their work places. The WTS worked in collaboration with Pre-service and In-service components in planning and implementing activities. Following are some of the key strategies used:

- Workshop training for different target groups
- Study groups formed to enable the use of the self-study materials, including study guidelines
- Network system that enabled female teachers to communicate and share experience
- Regional competition designed to encourage, share and promote achievement
- Experience sharing forums (exposure visits) provided to enable meetings and exchange visits

Performance

The Women Teachers Support achieved most of the planned activities. However, the two key deliverables, the number of female teachers promoted to leadership positions and increasing the number of female graduates from pre-service, are yet to be established since the schools were still in session at the time of this report. The figures will be provided at the end of August 2005. Meanwhile, and programmatically, the materials developed were appreciated by all partners and female teachers. They are being used in study-groups and workshops in CRCs and TEIs according to the guidelines. The accomplishments are reported in two categories as follow:

Female Teachers

- Delivered training courses and modules addressing gender concerns in teaching profession to 300 CRCs, 20 TEIs, 11 RSEBs, government and non-government partners like MOE, ICDR, MOEFED, WAO of Harari and SNNPR, USAID, World Learning Ethiopia.
- Delivered 15 radio programs to 12 regional radio stations and 300 CRCs throughout the nation.
- Developed and distributed study-group formation guideline to CRCs for using the materials in group study.
- National workshop on sensitization on increasing the number of female leaders in education conducted for higher officials in MoE and RSEBs.
- Worked with RSEBs and lower structures to discuss on the increasing the number of female leaders.
- Leadership course developed.
- Training on leadership given to 1833 female teachers throughout the nation except Dire Dawa.
- Baseline data acquired from ten regions.

Female Students

- Created/Strengthened Gender Focal Points in TEIs.
- Ten modules and courses distributed; Study Skills Guide distributed in a greater quantity.
- Awareness raising workshops on assertiveness and other gender issues like violence prevention conducted.
- Technical support given on special needs of female students such as the need for separate latrine and gender sensitive counseling
- Two regional networks established.
- Best performer female students from network member TEIs mobilized to network centers and prizes given.

Materials Development Component

IR 14. 3: Use of Quality Primary Education Services Enhanced

Sub IR 14.3. 3: Quality of primary education improved

Sub IR 14. 3.3.3: Supplementary Materials Development and supply strengthened

Component 4a.: Materials Development Component

Sub IR 14.3.3: Quality of primary education improved

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

Description

The Materials Development component is responsible for producing cycle 2 self-instructional teacher's kits and supplementary materials on socially relevant topics and to distribute them to primary schools to support learner-centered/active learning methods. Additionally, it was expected to develop a monitoring guide, train data collectors and conduct formative evaluation to collect data and revise cycle 1 self-instructional teacher's kits.

Objectives

The objective of the Materials Development Component is to strengthen teacher-learner support systems through the development of relevant supplementary materials and self-instructional kits for teachers.

Major Activities Areas

1. Produce 25,000 regionally adapted kits, grade 5-6 and 7-8 and distribute in Cohort 1 and Cohort 2 regions.
2. Print 10,000 modules on socially relevant topics for grades 5-8 and distribute to AED cluster schools.
3. Develop monitoring guide and train school representatives from selected schools and Woredas in 8 regions to collect feedback to review/revise grade 1-4 self-instructional teacher's kits.
4. Conduct formative evaluations of the self-instructional teacher's kits for grades 1-2, 3-4, and review/revise materials based on the feedback.
5. Provide technical support to regions.

Implementation Strategies

To distribute the regionally adapted cycle 2 self-instructional kits and supplementary materials the project technical staff worked closely with the RSEBs to provide the routes of school locations and share their stores. A package guide was prepared to facilitate the distribution process and additional guides to help Regional State Education Bureaus (RSEBs) and schools easily identify the content of individual modules/materials. To conduct formative evaluation of cycle 1 kits, consultative workshop was held at the center and in one region (Mekele) training was conducted for data collectors from schools. They, in turn, conducted the formative evaluation involving 270 teachers who worked individually and in group. To motivate schools and teachers for their participation and cooperation, they were awarded with stationery and certificates.

Performance

1. Twenty five thousand copies of grade 5-6 and 7-8 self-instructional teacher's kits and 10,000 copies of grade 5-8 supplementary materials were produced and distributed to regions. Formative evaluation of cycle 1 self-instructional teacher's kits was conducted in 8 regions during January- April, 2005. Data have been collected from 20 schools in 8 regions. We have collected individual and group questionnaires from over 270 teachers, and whole school usage matrix from 34 directors and key teachers. Data is being compiled to revise the kits. We consider that schools' capacity in monitoring the formative evaluation process their collection of data as a success.
2. Printed 25,000 regionally adapted kits, grade 5-6 and 7-8 and distributed in Cohort 1 and Cohort 2 regions.
3. Printed 10,000 modules on socially relevant topics for grades 5-8 and distributed to AED cluster schools.
4. Developed monitoring guide and trained 46 school and woreda representatives from 20 schools in 8 regions
5. Collected feedback from 270 teachers from 20schools in 8 regions and revision of grade 1-4 self-instructional teacher's kits is going on,
6. Provided technical support to regions on usage of kits and formative evaluation process.

Component 4b: Interactive Radio Instruction-IRI Component

Sub IR: 14.3.3: Quality of primary education improved

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

Description

The main focus of EMA/AED/ BESO II English IRI Unit was to complete the audio editing activities, delivery and guide printing of the Grade 3 first semester programs; develop 62 Grade three second semester and 60 Grade 4 first semester programs and, to write and print teacher's radio guide notes.

Objectives:

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

Major Activities Areas

The major activity areas of the IRI unit during the year were to:

- Edit 62 Grade 3 first semester Programs on audio computer and deliver them to RSEBs radio stations (on Reel Tapes and CD ROMs).
- Edit and print Grade 3 first semester Teacher's Guides in 45,000 copies and distribute to RSEBs.
- Develop, produce and edit 62 Grade 3 Second Semester IRI programs and deliver to regional radio stations (on reel tapes and CD ROMs).
- Write, edit and print teacher's guide note in 45,000 coppices and distribute to the regional radio stations.
- Conduct national workshop for classroom teachers, RSEBs and central EMA, MOE, and ICDR experts and design the grade 4-radio syllabus.
- Develop, edit and produce 60 grade 4 first semester programs and write draft teachers' guide.
- Follow up regional IRI teacher training and render technical assistance.

Implementation Strategies

The script writing, reviewing the script, editing -both in written and audio forms- and production and guide writing activities were carried out by the scriptwriters, while program items such as stories, script writing, reviewing and editing both audio and written, and production activities, songs narrations were aired by children and elder voice presenters (freelancers). The programs were delivered to RSEBs and broadcasted from the regional radio stations. Teachers' radio audio guides were printed at the central level and sent to the RSEBs (RSEBs assign vehicles and manpower, while AED/BESO II covered the Epicenes), while the RSEBs distributed them to schools. Regional training programs were conduct by the RSEBs using Training of Trainers (ToT) modality involving trained experts in the respective regions. The IRI Unit supervised the trainings and gave technical support as needed.

Accomplishments

- Produced grade 3 IRI programs.
- Distributed 3 IRI programs to the regional radio stations and aired to schools.
- Conducted a national workshop in which grade 4-radio syllabus was developed. The program was completed but the editing the programs on audio computer will continue to the end of the project year ending August 2005.
- Drafted a writing guide for grade 4 first semester programs.
- Conducted regional IRI methodology workshops for all regions, except Gambella. The Gambela RSEB has planned to conduct the training the early part of September 2005.

Planning and Management Component

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

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

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

Component 5: Planning and Management

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

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

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

Description

The planning and management component aims to improve educational management tools through the completion of the Education Management Information System (EMIS); Materials Management Information System (MMIS); Personal Management Information System (PMIS) and Woreda Capacity Building (WCB). In addition, the component continued some activities carried-over from Phase I, including IT support and development of Perspective Plans

The WCB aims to make management information systems and planning tools available to woredas throughout the country. Central to this program is the development of training materials to build the capacity of education officers, school heads and Kebele Education and Training Board (KETB) members.

Objectives

The Planning and Management Component has the following main objectives:

1. Improve the utilization of school data for decision making at various levels by making use of the EMIS software decision support tool to improve the planning and budgeting capacity at various levels-national, regional and woreda.
2. Improve the human resource planning at different levels by making use of the PMIS software
3. Improve the procurement and distribution of educational materials by making use of the MMIS software.
4. To strengthen the planning and budgeting capacity at the Woredas and Kebele levels.

Major Activity Areas:

1. EMIS

A. National

- Refine and update the School Census Questionnaire (SCQ) under use so that it accommodates the need to collect data on TVET, higher education and elsewhere.
- Expand and upgrade the projection model to enable it store information stated above.
- Provide technical assistance in the preparation of ESDP

B. Regional

- Implement a Local Area Network LAN-System in three regions and strengthen the use of education data processing for decision making.
- Give technical assistance to regional key employees on the preparation of long-range plans by defining the key indicators and methods of estimating the main inputs.

2. MMIS

National/Regional

- Enable regions to make use of the computerized Materials Management Information System software for better and efficient management of procurement and distribution of educational materials both at the national and regional levels.

3. PMIS

National/Regional

- Provide technical support to the PMIS mainline operational users for the already installed areas by
 - Upgrading the application system
 - Provide additional training
 - Updating and reviewing the procedures

Regional

- Complete the implementation of PMIS software in three regions (Oromia, SNNP and Somali).

Woreda

- Develop and implement the database in 5% of the Woredas selected from the regions.

4. Woreda Capacity Building Program

- Organize and conduct WCB training for the remaining Woreda in Adama and Awassa.
- Conduct training needs assessment for KETB members all over the country.
- Prepare the course material, i.e., develop the training modules and organize a TOT.
- Conduct Capacity Building training for KETB members.

Implementation Strategies

The overall implementation strategies for the Information Management Systems (EMIS, MMIS and PMIS) involved initial software development based on needs and data instruments, installation, development of operating and training manuals, data entry and conducting user training. Some of the training workshops were conducted at central venues and others in the regions. There were constant follow-ups to provide technical support. For sustainability, central institutions and the regions were required to set up management teams, employ IT specialists and allocate operating budget. It was found necessary that AED/BESO II Project regional field planning officers should be trained to provide on site technical support. A local consultant was employed to facilitate the implementation of the strategies.

Performance

1. EMIS

National

- The refinement of the School Census Questionnaire (SCQ) was completed.
- The updating and upgrading of the projection model is started.

Regional

- Technical Assistance on the preparation of long-range plans is conducted for seven regions (Afar, Somali, SNNP, Harar, Dire Dawa, Addis Ababa, Benshangul Gumuz).
- Installation of Local Area Network LAN System was completed in three regions (Harar, Addis Ababa and Oromia) with the necessary users training to the employees.

2. MMIS

National (MoE)

- The implementation of the MMIS software was completed.

Regional

- The implementation was completed and the software handed over for Oromia, SNNP, Addis Ababa and Somali Regions.
- The Amhara and Harar Region are ready for the handing over.
- In Tigray, Benshangul Gumuz and Dire Dawa, the data entry was started and will be completed by the end of August 2005.
- In Gambella and Afar, the implementation is not yet started. The project and USAID, in consultation with the region, will decide on the appropriate action.

3. PMIS

National

- The database was modified from MS-Access to Visual Basic program and the upgrading was done for the already installed programs in MoE, EMA, ICDR, and NOE. The necessary training was given to the employees.

Regional

- Finalize the implementation of the software in SNNP, Oromia and Somali.
- The interface of the soft-ware for Oromia and Somali Region was translated to the respective languages.
- The modification of the database from MS-Access to visual Basic was done for all the regions and the necessary training provided.

Woreda Level

- The extension of the PMIS to the Woreda level had been going on for the entire implementation year for the 30 Woredas selected from Oromia (10) Amhara (7) SNNP (7) Tigray (2) Addis Ababa (2) Somali (1) and Benshangul Gumuz (1).
- In the implementation of the program, due to the delay in the procurement of the computers, it was necessary to use the computer laboratories in the region for conducting the trainings.
- Data collection, reconciliation and entry were completed in Addis Ababa, Oromia, and SNNP.
- Data collection and reconciliation is finalized in Amhara, Benshangul Gumuz, and Tigray. In Somali it is still outstanding.

Table 2 The “Status of PMIS Implementation at the Woreda Level” follows:

No	Regions	No of Woredas Selected	No of Employees Orientated	No of Employees trained on basic Computer Skill training	No of Employees trained on how to use and manage the PMIS Software
1	Oromia	10	72	30	30
2	Amhara	7	51	21	Partially conducted
3	SNNP	7	47	21	20
4	Tigray	2	9	6	6
5	Addis Ababa	2	10	6	6
6	Benshangul	1	6	4	Ongoing
7	Somali	1	9	5	4
Total		30	204	93	66

4. WCB

- The remaining, WCB training was conducted in Adama, Awassa and Bahir Dar for the above 244 employees.
- KETB needs assessment was completed and course materials were reviewed and prepared so that they fit the educational level of people at the Kebele level.
- Training of Trainers (TOT) was successfully conducted and the actual training is being conducted in two rounds in Oromia, Amhara, SNNP, and Benshangul Gumuz, reaching a total of 465 KETB members using five different modules.

Monitoring, Evaluation, Research and Analysis (MERA)

IR 14.3: Use of Quality Primary Education Services Enhanced

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

Component 6: Monitoring, Evaluation, Research and

Analyses (MERA)

IR 14.3: Use of Quality Primary Education Services Enhanced

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

Description

The main tasks of the Monitoring, Evaluation, Research and Analysis (MERA) component of AED/BESO II were to identify, generate, analyze report and disseminate information concerning the physical progress of project activities, the impact of those activities over time, and the improvement of the quality and equity of the primary education system at the national level.

Activities leading to the attainment of the above objectives include the technical management of the Performance Management Plan (PMP), conducting performance management assessments using performance indicators, carrying out and/ or reporting system level achievements about the quality and equity of primary education, and conducting national scale research projects contributing to improvements in educational policy and practice.

The technical management of the PMP focused on the development of a comprehensive document for monitoring the physical progress of the project as well as its impact over time. The PMP is an important element in the USAID's managing for results and programming system. This document is comprised of performance indicators that served as the main tools for assessing progress, setbacks or impact of project activities. The PMP, this year, contained four levels of performance indicators: *Strategic, Intermediate (IR level), Sub-Intermediate (Sub-IR) and Sub-Sub-Intermediate (Sub-Sub-IR) indicators*. Measurement techniques for each of these indicators with technical suggestions to overcome all practical limitations are clearly elaborated in this document. Performance indicators were proposed both by AED/BESO II and USAID, but were intensely negotiated and agreed upon before using them to measure performance. The PMP has been published and disseminated to make expectations known to all concerned bodies.

Performance management was assessed using performance indicators in all components of the project. In the option period, comprising 3 years, all components included in AED operations are subsumed into two intermediate results:

- Planning, management, and monitoring and evaluation for the delivery of primary education strengthened.
- Quality of primary education improved.

All in all, these assessments indicated the outcomes or achievements of components over a given period of time, a comparison of results with set targets and trends or developments over some years. Assessments were analyzed, interpreted and reported to USAID and the government. At the system level, performance indicators were not confined to AED activities. Rather, they were indicators of quality and equity to which BESO II contributes as a component part of other actors. Assessments at this level require high level collaboration with the Ministry of Education. Large scale research in survey, case study or other formats were carried out in collaboration with

the Ministry of Education to provide information about how the educational system is performing.

Objectives

The overall objective of this component was to identify, generate, analyze, report and disseminate information concerning the physical progress of project activities, the impact of those activities over time, and the improvement of the quality and equity of the primary education system at the national level in Ethiopia. This effort mainly contributed to a better understanding of the contribution of USAID support in Ethiopian primary education both by the donor and the beneficiaries as well as by AED as an implementing organization. The specific objectives of MERA were the following:

- To ensure that the assessment of AED performance in teacher education, instructional materials production and support, and planning and management of the primary education system in Ethiopia is conducted on the basis mutually approved performance indicators.
- To carry out assessments of the quality and equity of primary education system in Ethiopia and compile reports using available data.
- To develop and refine the Performance Management Plan (PMP), and carry out the assessment of AED impact according to the Performance Management Plan (PMP).
- To conduct surveys, case studies and topic specific research in collaboration with the Ministry of Education and Regional Education Bureaus.
- To analyze, interpret and report findings from various studies to the donor agency, beneficiaries and the public at large.
- To widely disseminate results from large scale studies to policy makers and education practitioners at various levels.
- To support partners in getting relevant information in areas of their joint operations with AED.
- To build the capacity of Regional Education Bureaus and central institutions of the Ministry of Education in the assessment of performance in the improvement of educational quality and equity.

National /Central Activities

MERA activities were national or central in their scope. Regions participate in the monitoring and assessment of activities covered by the PMP, but the coordination of technical issues takes place at AED/BESO II headquarters. The main activities in MERA for the year 2004-2005 were divided into two main categories.

- Carried-over activities from the base year.
- Option Year One activities.

Carried over activities from the base year

Some activities in monitoring and research were not completed in the base year. Very many reasons may be behind the non-completion of these activities, but the nature and scope of some

of the projects was one of the most determining factors. The other was the differing of base year activities to the option year. The main tasks carried over from the base year were the following:

- Completion of the analysis and report writing of Grade 2 IRI impact evaluation.
- Completion of the analysis, report writing, dissemination, and publication of base year studies.
- Completion of the analysis, report writing, publication and dissemination activities of the Second National Learning Assessment.
- Completion of the assessment of differed performance indicators in some components.

Option year one activities

These were activities planned to be carried out in the option year. The following tasks were agreed upon in the implementation plan.

- Develop M&E plan with refined indicators and targets for the strategic objectives of the education system and the intermediate results 1, 2 and 4 and Sub IRs for the reporting period 2005-2006.
- PMP indicators report for the third year of implementation.
- Conduct a minimum of two case studies, surveys or other studies that document lessons from new and innovative approaches in primary education quality and equity.
- Conduct preparatory activities for the third national learning assessment.

Implementation Strategies

Different strategies were pursued to accomplish both the carried over activities and the option year (one) activities. Except for some specific sub-tasks, the implementation strategies for carried over activities were similar mainly due to the similarity of the remaining tasks from the base year. However, implementation strategies for the option year reflected activities to be performed in each component. The following section describes the strategies followed to implement the two types of main activities presented in the above section.

Implementation strategies for carried over activities

1. Completion of data analyses and interpretation.
2. Draft report writing and distribution of draft reports for comments.
3. Organization of workshops for collecting comments on reports.
4. Incorporation of comments into the draft reports.
5. Finalizing reports.
6. Translation of reports if requested by beneficiaries into different local languages.
7. Professional editing of reports.
8. Printing of reports and dissemination of the final copies to relevant institutions.

Implementation strategies for Option Year One activities

Development of M&E Plan with refined indicators

- Organization of MERA planning workshop for the development of M&E plan with refined indicators and plans.
- Organization of MERA workshop for presenting the refined PMP document and performance indicators.
- Publication and distribution of the PMP document to components and relevant institutions.

PMP indicators report for the third year of implementation

- Recruitment of professional assessors, as much as possible, from regional educational bureaus and TEIs for PMP indicators report.
- Training for data collection and assessment using different strategies for PMP indicators report.
- Selection of samples and creating the necessary communication for data collection
- Collection and organization of data.
- Data analysis and interpretation
- Report writing and reporting.

Conduct surveys, topic specific analyses, case studies or other studies

- Meeting of the technical management team (established in the base year at the Planning Department of MOE) to identify areas for research.
- Invitation of all Regional Education Bureaus to forward an area for research.
- Selection of research topics
- Proposal for approval of the selected topics to the Head of Planning Department of MOE.
- Development of a research proposal on the approved topic.
- Approval of the research proposal by the head of the Planning Department /MOE
- Development of instruments of data collection
- Recruitment and training of data collectors
- Data collection and data entry to computer software
- Data analysis, interpretation and report writing
- Reporting, dissemination conference
- Printing and distribution of reports.

Conduct preparatory activities for the third national learning assessment

- Organize conference to establish a national advisory committee, technical working team and a secretariat of the third national learning assessment.
- Conduct the assessment of instruments used in the Second National Learning Assessment.
- Draft TOR for the third national learning assessment
- Conduct assessment of regional curricula for the development of instruments in the third national learning assessment.

Performance Summary

Activities leading to the accomplishment of MERA contractual obligations were both carried-over activities from the base year and planned activities of the option year. Some of the activities of the base year demanded parallel performance together with the activities of the option year since they are large scale and complex activities to complete in a short period of time. Moreover, the completion of some activities like the Second National Learning Assessment brought about other demands like the translation of reports to nation and nationality languages for which the component has not planned.

In general, however, MERA had been able to complete Grade 2 IRI evaluation results, the second national learning assessment, base year studies, refinement of the PMP for the reporting period of 2005/06, PMP indicators report for the base year, one policy study for the option year, preparatory activities for translation of second national learning assessment reports into four local languages, the printing and distribution of study reports as well as the field work for PMP indicators report for the period of 2004/05.

The completion of the Second National Learning Assessment had been a great success for AED/ USAID and the country. This was a national study to provide comprehensive information about the status of learning and the determinants of student achievement in primary education. Educational policy makers and practitioners as well as the government accepted the results very positively. Due to this, it was demanded that the technical reports be translated into nation and nationality languages for wider dissemination.

Another success for MERA was the completion of data collection in regions for presenting PMP indicator reports for the current option year. This task was a success because regions participated in the assessment processes. It was also a success because the training of assessors' as well as the actual assessments took place under conditions of political instability and sometimes violence. Moreover, most performance indicators were covered in the assessment process.

Key Accomplishments:

1. Completion of Grade 2 IRI evaluation

The evaluation of Grade 2 Interactive Radio Instruction was carried out under BESO I. However, it wasn't possible to complete the analysis and interpretation of data as well as the writing of the final report until the current option year. This task was completed at the second quarter and the findings were presented to a conference organized by EMA in the same quarter. The final copy was also distributed to the concerned institutions.

2. Completion of two studies on educational innovations

These studies were initiated in collaboration with the Planning Department of the Ministry of Education. The titles of the two studies are the following.

- Successful schools in Ethiopia: A study of how drop out and repetition rates were reduced in Primary Education

- Dropout and Repetition in the Primary Schools of Ethiopia: The Financial Cost of to the Education System.

The final reports of these studies were presented to a national dissemination conference in Addis Ababa. Representatives from 8 regions and the Ministry of Education participated in the conference. The participants comprised experts of the Ministry of Education, representatives of Curricular and Examination sections of Regional Education Bureaus, and Heads of Woreda Education Offices and school directors. Post-conference assessment results as well as face-to-face expressed opinions by participants showed that there is a need to print and widely disseminate the studies. Particularly, there was an emphasis on the need to disseminate the findings of the “successful schools” study report to schools. Based on this a preparation is underway to print the reports in sufficient numbers for dissemination.

3. Completion of the Ethiopian Second National Learning Assessment

This study which covered a sample population of more than 21,000 Grade 4 and 8 students in 376 primary schools is the largest project completed by MERA. Two technical reports on Grade 4 and 8 students learning results and 2 executive summary reports were produced, multiplied and disseminated to regional education bureaus and central institutions of the Ministry of Education. Two national dissemination conferences targeting policy makers and implementers were held in Addis Ababa. These conferences strongly supported the proposal by the National Advisory Council to translate the findings of the reports into nation and nationality languages for wider dissemination. Preparation is underway to meet these demands from the national advisory council led by the Vice Minister for General Education and the beneficiaries.

4. Completion of the assessment of differed performance indicators in instructional materials and women support components

In the base period, the implementation of activities in the above two AED components was differed due to delays in the completion of the preparatory phase. For this reason MERA also postponed the assessment of their performance using the PMP indicators. In the current option year, however, MERA carried out assessments of the two components using performance indicators in the PMP. Results from these studies will create a baseline data for future assessments and provide status reports on the performance of the two components of AED/BESO II.

Option Year One activities

1. Completion of the development of monitoring and evaluation plan with refined indicators

A planning workshop for the development of M&E plan with refined indicators was organized. Based on the opinions and comments from the workshop the previous PMP was revised. The draft PMP was distributed to all AED components for comments. A workshop for presenting the refined PMP document and performance indicators was also organized. Following this a desk-top publication and distribution of the PMP document to all components was accomplished.

2. PMP indicators report for the third year of implementation

There were 23 performance indicators in the PMP. For the current year MERA was expected to report on 22 performance indicators. Two performance indicators did not require the generation of primary data as the data base or reports of the Ministry of Education provide the required information. Of the remaining 20 indicators, the assessment of 14 indicators was completed using 133 data collectors or professional assessors in 17 TEIs, 105 primary schools, and 62 Woreda Education Offices. Each of the assessment programs was preceded by a training workshop and the pilot testing of instruments whenever necessary. The remaining performance indicators will be assessed in the first week of August, 2005 since it will be the best time to collect data from sources at this time of the year. Entering data to computer software is still in progress but should be completed by the end of the project year ending in August 2005.

3. Completion of a Case Study for the Option Year

Planning for carrying out policy studies began in September, 2004. The Planning Department of the Ministry of Education and Regional Educational Bureaus proposed topics for the study. The Technical Management Team met to assess the proposed topics and selected two relevant areas. Final approval was obtained only for one of the topics, and the study of the approved topic has been completed on the filed. The title of the study is the following: *The Status of Action Research in Ethiopian Primary Education*.

This research was conducted in 22 primary schools in 8 sample regions. The total number of data collectors used was 13 and a one day intensive training workshop was given before data collectors conducted the study.

4. Preparation for the Third Ethiopian National Assessment differed

Since the completion of the Second National Learning Assessment has been extended due to the need to translate the technical reports to nation and nationality languages, the preparation for the third national learning assessment has been postponed for the next option year. This also gives some time to users to digest the findings of the Second Ethiopian National Learning Assessment and make appropriate adjustments in response to the recommendations given.

5. Provision of Technical Assistance to MERA

There has been an acute shortage of manpower in MERA for data analysis and interpretation, report writing, editing as well as financial administration. Taking this into account a technical assistant has been made available since April, 2005.

6. Collaboration and Support for BESO II Partners

MERA has been active in providing information about the performance of AED cluster schools and CGPP schools operated by WLI on the Ethiopian Second National Learning Assessment. It is on preparation to provide a two-day training seminar to Tigray Development Association on research methods. The component has been active in providing internal seminars and publishing articles on the international scene.

Challenges in Performance

Challenges in Performance

Pre-service Teacher Education Component

Challenges

- The three waiver Teacher Education Institutions (Asella, Adama and Debre Birhan) couldn't continue the implementation of the option year one planned activities on the basis of fixed price subcontract agreements during the first quarter.
- Bonga and Gambella TEIs couldn't complete their carryover activities in the agreed upon time, so as to continue implementing the activities for this year.
- Absence of IT personnel at the central office hindered the due support to be given to TEIs regarding software (TRAS, ETEP, CDS-WINISIS) and maximum possible usage and sustainability issues related to educational technology.
- Lack of resource persons to provide trainings on some IT skills required by TEIs staffs (CDS/WINISIS, SPSS) to implement regional activities faced by some TEIs.
- The existing poor record management system in most TEIs with regard to AED-supplied training and equipment is a major cause for lacking of accurate data on the current status of related activities.

Solutions

- An advance payment procedure arranged based on item-by-item request through agreed formats.
- The TEIs are continuously contacted and implementation of activities monitored so as to pursue the timely completion of the plan.
- The presence of the team of the IT personnel including the newly employed Education Technology Officer will fill the void which was visible in the IT support area in the next quarter.
- Center level training has been arranged for all TEIs on CDS/WINISIS and SPSS.

In-service Teacher Education Component

Challenges

- High turnover of education personnel, especially trained teachers, school directors and supervisors.
- Delay in procurement of materials and equipment for cluster centers due to contract modification timing and related follow-up procurement decisions such as in the bidding and customs clearance.
- Restructuring process in progress in some regional states/administrations.
- Delay of hiring central training advisor and regional field officers- SNNP, Tigray and Gambella.
- Security problem/local situation in Gambella.

- Lack of cluster guide manuals in some schools as school directors take documents along with them when transferred to other schools/positions (SNNP).
- Lack of support and initiative by some woreda education officers to conduct cluster level training and strengthen the use of active learning in classroom (Afar).
- Resistance by some teachers to apply active learning/teaching methods (Benshangul Gumuz).
- Problems of submitting timely and accurate information- performance data and statistics by some school heads (Oromia).
- Inefficiency of some woreda supervisors to carry school follow-up visits to support cluster activities and submit reports on time (Oromia).
- Time constraint to implement all activities of the option year one plan (Tigray).
- Distance and the difficult land terrain of some cluster centers and their satellite schools (Tigray).
- Shortage of SPCs hand tools and reference books for teachers and students (Tigray).
- Active learning promoting lesson plan preparation rate is weak (Somali).
- Less attention and participation of education personnel to cluster activities because of limited professional skills and overload with other daily routines (Dire Dawa).

Solutions

The project is addressing the above problems through internal and external measures. Internal problems relate to procurement and working with field officers to plan more effectively and involving the RSEBs, ZEDs and WEOs in organizing/conducting cluster/school level training, materials distribution, follow-up of workshop skills and collecting performance data. Externally, shortage of personnel and reorganizations are problems that will settle in the course of time. The recently hired Central Office In-service Officer will help to address some of the challenges cited as will the projected hiring of a Gambella Regional Officer by the start of the new school year.

Women Teachers Support

Challenges

- Delayed arrival of materials to the intended CRCs and TEIs.
- Lack of gender mainstreaming in TEI and RSEB programs and allocating the required budget.
- Lack of information exchange between RSEBs at different levels and CRCs.

Solutions

- Telephone calls and visits to check the usage.
- Sensitization of TEI community on the relation of girls' successes to the successes of TEIs with emphasis on mainstreaming gender in their programs and supervision and monitoring mechanisms.
- Involvement of all relevant stakeholders.

Materials Development Component

Challenges

Production of grade 5-6 and 7-8 self-instructional teacher's kits and supplementary materials on socially relevant topics has been delayed because of problems in getting professionals readily for translating and verifying the materials in four local languages. Additionally, formatting the materials also took longer time than expected. During visits to schools to assess the usage of cycle 1 self-instructional kits, it was found that materials were not properly distributed and some were left in woreda stores. During visits to schools for data collection, it was observed that some teachers complained about their work load and questioned the degree of their responsibility to respond to these kinds of inquiries. In fewer circumstances, they demanded incentive/per diem.

Solutions

The project technical staff worked closely with AED administration in identifying translators and verifiers. To format the materials, various sub-contractors and AED staff at the center were used and, for Somali language, the secretary in the regional office was used. The project staff also raised this issue in group discussions at school levels and tried to resolve them emphasizing the importance of their involvement in improving the instructional materials and how this contributed to their professional growth.

IRI

Challenges and Solutions

The main challenges were the lack of clarity and absence of broadcasting facilities in some regions like Somali, Oromia, Afar and Benishangul-Gumuz. Deliberations are underway with respective regions to address these challenges.

Planning and Management

Challenges and Solutions

There were a number of challenges throughout the year. In EMIS, the data collection instruments were revised thus leading to the need to modify the database structure (still pending). In addition, the MoE has planned to introduce UNESCO UIS, which may mean delay in completion of the database modification-unless there is an agreement to proceed without waiting for MoE to install the UIS.

Regarding MMIS, there had been a significant delay in completing activities. Some of the reasons are due to the decentralization in progress resulting in transfers of offices, rezoning and creation of new Woredas. Some regions like Afar and Gambella have special problems that need to be settled with those regions before any work can be done. There are delays in Harar, Benishangul-Gumuz and Tigray regional states, but action is being taken to ensure that all works are completed by the end of the project year, August 2005.

PMIS activities have proceeded with some initial difficulties as stated earlier. For example, due to the delay in the procurement of computers for Woreda PMIS program, it was necessary to give priority to the implementation of the software in the three large regions (Amhara, Oromia and SNNP). As a measure, instead of going to many regions for the same kind of training, it was preferred to call the regions to the center for training. Another measure involved training of the AED/BESO II project regional planning and management offices to provide support in their respective regions and the use of computers provided by the regional offices.

Monitoring, Evaluation, Research and Analysis Component

Challenges and Solutions

Lack of understanding of the PMP and performance indicators

Although the PMP document clearly spells out the role of the document and the performance indicators to be used to assess performance, there has been confusion as to the relevance and essence of the PMP. On the other hand, there was an understanding that if AED meets its deliverables, findings from the PMP have no short term effect on the project. It is noted that project staff had a limited knowledge of the instruments to be used for measuring their results. Still there was another tendency to demand the establishment of performance indicators for each piece of activity implemented by AED/BESO II. Some key staff also questioned the appropriateness of some indicators in relation to the output table.

MERA collaborated closely with the Senior Management Team to organize workshops where by staff members were given sufficient knowledge about the significance of the PMP performance indicators and how appropriate the indicators are to the output tables. Components were also given the opportunity to comment on and modify performance indicators during the refinement workshops. Desk-top publications of the PMP document were also distributed.

Delay of activities on the part of partner institutions

MERA works with the National Organization for Examinations (NOE), the Planning Department and the Educational Media Agency (EMA) for large-scale studies. In the case of NOE, the Ethiopian National Learning Assessment is the main project. With the planning department, the two national studies are conducted. MERA requires collaboration with EMA in order to assess the impact Grade 3 IRI programs.

With the Second National Learning Assessment the main challenges were lack of competence on the part of NOE staff, dwindling enthusiasm to complete the NLA activities, busy schedules of members of the Technical Working Group, and lack of a sense of ownership of the task. In order to overcome the lack of competence of staff members, MERA closely worked with the USAID, the World Bank, the Chairman of the National Advisory Council (Vice Minister for General Education) and General Manager of NOE to send the members of the Technical Working Group to three international training workshops in Lesotho, Addis Ababa and Cairo. For the short term, international consultants and a local consultant were employed to help in the accomplishment of tasks. Lack of enthusiasm and a sense of ownership were overcome by spotting a few individuals who could dedicate their time to the task. Moreover, the MERA technical advisor worked full time to help save the project from failure.

With the Planning Department, the problems were staff turnover and lack of a sense of ownership of the studies. In EMA, the assessment of the IRI project was looked upon as an imposed task and there was lack of cooperation from the senior management. In both cases, MERA took the responsibility to complete the activities as collaboratively as possible.

Regions and TEIs fail to provide adequate manpower for assessment of PMP indicators

Although one of the objectives of assessing performance is to transfer the technology of doing sound technical assessments in TEIs and Regional Education Bureaus, it has been difficult to find sufficient manpower from these institutions. The usual answer was that their personnel were engaged in some more critical activities than these assessments. Due to this, MERA has been using personnel recruited from other institutions to make up for the deficits.

Available personnel for data collection usually lack the required competence

It is not only the insufficiency of personnel that made the monitoring, evaluation and research activities of AED difficult. Available personnel lacked the necessary orientation to make assessments as well as to collect data. In order to overcome these limitations of data collectors, therefore, intensive training programs were given before every major step in the data collection process.

Political situation was disruptive

Since most assessments take place in April and May, the assessment and data collection processes this year were affected by the May national election and the violence that followed it. In some cases, recruited data collectors failed to show up in training workshops for fear of the situation. In other cases, those who participated in workshops for data collection were interrupted and had to go home. In some colleges it was virtually impossible to collect data because there weren't classes. Attendance of the dissemination conference on policy studies was also affected by the situation. Irrespective of these challenges, MERA managed to complete its tasks with the personnel available to it.

Additional tasks are challenges

MERA has been assigned new activities which were not previously in its terms of reference. These are the translation of the Second National Learning Assessment reports and the wide-scale printing and distribution of the policy studies. Although these tasks are indicators of the positive acceptance of the studies, they are challenges to implement in terms of time and extra-effort. They are also challenges because they contribute to the postponement of other activities. Preparations are underway to accomplish these tasks since the project is a partner in assisting the Ministry of Education to realize its objectives. The addition of a Monitoring and Evaluation Officer and Senior Secretary further helped to address these and other challenges cited above.

Appendix A

Success Stories & Lessons Learned

Success Stories

Pre-service

1. The National Workshop on Continuous Assessment was “successful”.

A national workshop on CA, which is the first of its kind in Ethiopia , was conducted from June 3-7 in collaboration with MOE , ICDR ,NOE and an International Consultant .The workshop was attended by 180 participants from RSEBs ,TEIs , EMA and universities . The main focus of the workshop was experience sharing. Representatives from RSEBs , TEIs ,and Universities reported the current status of continuous assessment in the teaching –learning process . In addition to this, representatives from MOE, TESO, NOE, and ICDR made presentations on CA during the workshop. Notably, the workshop participants have learnt a very good lesson from the key note address of Professor Anthony J. Nitko from the University of Pittsburgh, USA. The presentations of Professor and training made the concept of formative and summative assessment, which are the components of CA, clear to every workshop participants. At the end of the workshop future direction for improving CA in TEIs and primary schools were identified and presented to the Vice Minister of Education.

2. The National Workshop on Using Instructional Resource Centers To Promote Active Learning was “phenomenal”.

The National Workshop on “Using Instructional Resource Centers To Promote Active Learning” was held at Assela Center of Excellence (CoEx) for the production of Teaching Aids. The workshop, focused mainly at the production of teaching and learning materials from locally available resources (TALULAR), was attended by 67 participants from the MoE, RSEBs, and TEIs (Deans and IRC heads). The occasion was also used to let participants share the experiences of Assela CoEx and deliberate on its significance at the national level. The final evaluation of the workshop showed internalized impact. The follow up assessment done after the workshop showed how the TEIs took the experience seriously that they are currently immersed in implementing TALULAR in their training, curriculum , pre-service in service linkage, and best of all in their classroom instruction. IRCs are showing a tremendous shift towards using TALULAR as teaching/learning aids. The conduction of TALULAR techniques to linkage primary schools is fast and vividly fantastic.

3. A National Workshop on “Educational experience sharing visit to Debre Birhan Center of Excellence (CoEx) in Material Production and Consultative Workshop on Pre-Service In-Service Linkage” held at Debre Birhan College of Teacher Education and Vocational Training

The National Workshop on “Educational experience sharing visit to Debre Birhan Center of Excellence (CoEx) in Material Production and Consultative Workshop on Pre-Service In-Service Linkage” held at the Debre Birhan Center of Excellence for the Production of Educational Materials. 96 participants from the MoE , Woreda Education Supervisors, TEI Deans, TEI Cluster Coordinators and Gender Focal persons, and Principals of Primary schools attended the workshop. The workshop focused on strengthening pre-service in-service linkages to improve the participation of TEI instructors in school clusters activities, strengthen support to female trainees’ academic achievements and Women Teachers through the linkage program, sharing the

experiences of the Debre Birhan CoEx by the other teacher education institutions of the country. The participants were exposed to the Center of Excellence for low cost educational materials production, the Cluster Coordinating Unit, the IRC and the stimulating room of the College, and on the ground realities of effects of pre-service in-service linkages at 2 urban and 1 rural primary school in and around Debre Birhan. At the end of the National Workshop, the TEIs agreed and expressed their commitment to establish functioning Cluster Coordinating Units in TEIs. Ideas and Programs exchanged among institutions as well as lessons learned significant to increase the participation of TEI instructors support to local primary schools and strengthen the multi-faceted pre-service and in-service linkages. From the post workshop evaluation and communications with TEIs, the workshop has switched on a great impulse that TEIs which didn't start real linkage programs, have embarked on action since then. As a result Cluster Coordinating Units established in 18 TEIs and All TEIs established/strengthened linkages with school clusters. A total of **433** cluster schools and **10,569** teachers are supported by pre-service in-service linkage

In-service

4. Yenenat Goshu, Who Rescued Three Lives in Amhara: An Anecdotal Story

Yenenat Goshu is a mother of two children and a teacher at Sholit Primary School, Dembecha Wereda in East Gojjam Zone in Amhara region. W/ro Yenenat teaches first grade self-contained classroom and chairs the 'Girls Advisory Committee'. One day W/ro Yenenat and her professional colleagues noticed that Emebet Anagaw, one of the female students in the school, showed unusual physical changes within a short period of time. The teacher, as an experienced mother, suspected that Emebet Anagaw (a sixteen years old girl) is pregnant.

The teacher called Emebet and told her that she is not as happy as she used to be. She told her that she is ready to help her if she is willing. However, the girl was not in a position to tell her what has happened to her. The teacher tried in many ways to bring the issue forward. However, the teacher could not be successful. She decided to help Emebet and directly said, "I am sure you are pregnant; do not be afraid, you have to tell me the truth.... I can help you how to go out of the situation you are in". Despite the teacher's effort, Emebet denied that she is pregnant. The teacher told her student that she knows that she is pregnant and she also told her that she wanted to help her and continue with her education. The girl shocked and with surprise asked, "Who told you teacher?"

Finally, Emebet told her teacher that one day her parents went to a village to visit a relative of them and stayed over night there. It was something that happens every now and then. She thought every thing was safe as usual. Emebet said to the teacher, "Listen to my story, there was this man who works for us and paid on a yearly basis and dwells in our home. I came back from my school and done my daily routines at home and went asleep. I thought my home was the safest place I ever imagined. Without my expectation our servant raped me. No one was to help me. I was no more a virgin. I was afraid to tell to my parents and my friends what has happened to me by that brutal person. You know our traditions; it will be a shame for my parents and I became pregnant with out being married. The servant run before my parents came back. But now my pregnancy is becoming obvious to you and I am not supposed to deliver the baby. I planned to run away from home, but I realized this does not solve my problems entirely. So I decided to

commit suicide. I prepared a bottle of poison that would help me to die immediately by the time my parents become aware of my pregnancy.”

The teacher was shocked and said, “No, you should not do this. It is so simple and this happens to many people like you. Since you are innocent to this act no one will put the blame on you. The suspect has fled away because he knew the crime he has committed. I, in collaboration with your parents and the school community, will try to help you solve your problems. Shall I take you to my house and take care of you until you give birth?” The student accepted what was proposed to her by W/ro Yenenat.

Yenenat requested her colleagues -the school director; supervisor and other members of the Girls’ Advisory Committee for their assistance. They joined her to convince Emebet’s parents especially her father Ato Anagaw. The group invited her father and told him the case of his daughter being rapped by their servant. First her father thought that his daughter is found to be HIV positive. But the group told him the real condition of his daughter (being pregnant). It was really a sad moment for him. He became faint and unconscious. After he recovered the group told him to accept the reality. They also told him that they wanted to tell him before his daughter commits suicide. Finally, he agreed to tell his wife what has happened to their daughter in the presence of the group.

The group went to Emebet’s house and the father asked his wife about the case of their daughter. However, Emebet’s mother could not be surprised when she was told by her husband. Ato Anagaw wondered for his wife has showed no reaction at all. Then he went on asking his wife whether she knew about Emebet being pregnant. Initially she denied, but she confirmed that she knew about her daughter’s case. The father went on asking, “Why did not you tell this shame to me?”

The mother replied, “I know that my daughter will kill herself as long as the case becomes evident, and also that I knew I will follow her/die immediately. Look at this; I prepared this bottle of poison to follow my daughter”. Ato Anagaw was in tears. The group also felt how very sad thinking at what would have happened to this family if W/ro Yenenat had not shown her concern for her student.

Now, Emebet is back to her school. The Girls’ Advisory Committee of the school and her parents are trying to provide her not only educational materials but also the necessary counseling, treatments and advice. Now, thanks to Yenenat and her colleagues who saved three lives, Emebet is in a good condition. Her family and the school staff are expecting Emebet to have a baby girl or boy so soon.

5. Award of Certificate of Cooperation presented to AED/BESO II Project

A Certificate of Cooperation was awarded to the AED/BESO-II Project by His Excellency, Ato Yosef Reta, the President of the Amhara Regional State Government, at the Inauguration Ceremony of the Debre Markos College of Teacher Education. The award of certificate was handed over to the project in recognition of the support it has made financially, technically and morally to all TEIs including D/Markos CTE, the Debre Berhan CTE, Center of Excellence, and for conducting trainings for pre-service and in-service teachers. Ato Amdemicael Endeshaw, AED In-service regional officer, received the award of certification of cooperation on behalf of

the project. During the inaugural ceremony, Ato Tilaye Gete, the RSEB head confirmed the high performance level of the project in previous years.

6. A Team Who Solved Health Problems Using Active Learning Method

W/ro Woinishet Abebe and Ato Endris Dessie work as director and key teacher respectively at Abay Sheleko Primary School. It seems that the name of the school has been derived from the well-known Blue Nile (Abay) river escarpment or gorge. The school is one of those schools organized under Dejen 02 cluster center in Dejen wereda, East Gojjam zone. There are 900 students (416 males and 484 females) in the school. Seventeen teachers (5 females and 12 males) work at the school. The school director, Woinishet, was one of those who had participated in the training of trainers workshop sessions conducted by AED/BES0II Project during the base year. The key teacher and the director realized that there existed a great hygienic problem in that almost all students of the school do not have latrines in their homes. Due to this, students were suffering from diseases caused by contamination of food, water and the like; they suffered mainly from hookworms and amoebic dysentery.

The director and the teacher discussed the prevalent problem and came up with an important decision to solve it using the skills they have acquired from the workshop. The strategy they devised seemed simple and easy to them. Students were given project works using one of the active learning methods. The teachers gave all grades 5-7 students (grade 8 students were left out as they were preparing for their final exam) the assignment of digging pit hole latrines near their homes and build huts/shelters to protect the latrines from any damage and their efficient use. At last the students were asked to prepare a sketch map for the hole and measure and indicate its depth and build huts on top of it. A sanitarian from the nearby health center was invited to look at the project and asked to give his comments about the appropriateness of the work done by the students. The director and key teacher together with the sanitarian made a visit at the sites. All in all 180 latrine houses were found to be satisfactorily constructed and were in use by all family members of the students. The strategy the school director and key teacher devised and put into action helped the students to solve their hygienic problem.

7. Afar Project Team Successes Recognized

The Afar RSEB head's and focal person's involvements to support implementation of project plan has been found encouraging. In a meeting with partners, the RSEB head stressed that it is wise and also effective to pool resources by partners to similar target so that desirable impact can be achieved. The focal person also witnessed that the AED project is making "big progress" in that active learning has been reflected in classrooms and its implementation took into effect as a result of the project's intervention.

8. The Story of a Third Grade Student in Dubti Awash Sheleko Primary School

A nine year old girl in third grade continuously disturbs her teachers as well as students sitting beside her. The teacher told her not to disturb and yet the girl continued disturbing and was not willing to tell the reasons behind the misbehavior. This continued for quite a long time. The teacher kept following and tried her best to help the girl, but couldn't see any change. Finally the teacher, unable to handle the case, reported to the school director. The school director inquired the little girl, but couldn't get any response. The next day the school director made the little kid sit in his office for a while and treated her nicely. Then the little kid told the director that she

disturbed because her father does not love her and because she has a sick ear, which her father did not worry about to take her to the hospital. Then the director asked her what she wanted to get in order to be a good student.

The girl said if her father treats her as other kids in the family and take her to the hospital for treatment, she would attend her class appropriately and behave as good as other students **do**. Then the director took the case to the PTA members. The PTA members together with the director and her home room teacher went to the girl's home and told the whole story to her father. Her father didn't really know that he **did hurt** his little kid and promised the PTA members that he will do every thing he could to treat and help her to be a good student. The director together with the home room teacher and other volunteer teachers contributed money and took the little kid to the hospital for treatment. Now she is in good health and she is also progressively improving in her school lessons.

9. Reports of Success in Benshangul Gumuz

Among the numerous success stories coming forth from Benshangul Gumuz are summarized the following:

- Cluster schools in Benshangul Gumuz have collaboratively developed and conducted common semester examinations for grade 4 students.
- Heads and key teachers of cluster schools in Benshangul Gumuz have conducted instructional supervision and experience sharing visits among their schools in order to enhance the application of active learning/teaching methods in classrooms.
- Three school cluster centers in Benshangul Gumuz have established clubs to generate income to support female students from poor or low income families. Strategies for generating income have been discussed jointly by PTA members and cluster school teachers to mobilize the school community, teachers and students to contribute money and other commodities that will be put for sale.

10. Somali School Clusters Apply Skills Learned

Hussein Girre and Wilwaal school clusters in Jigjiga town have designed new lesson plans that would help to enhance active learning/teaching methodologies. This has been observed as transfer of skills gained during ToTs workshops and leadership skill training sessions. Moreover, the schools have devised monitoring/follow-up support mechanisms for promoting active learning methods and the proper use of relevant teaching aids/TALULAR in classrooms. The directors, Ato Ahmed Yusuf and Ato Ahmed Yasin, and key teachers, Ato Girma Negash and Ato Mesfin Belete, of the two cluster school centers after they took part in the leadership skill training and ToTs workshop organized and facilitated by AED/BESO-II regional office in collaboration with the RSEB, in turn conducted school-level training for three days for 98 teachers (67 males and 31 females) on identified topics in their respective schools. As a result of the trainings, the teachers started to study the materials in small groups; directors got organized to monitor/follow-up the implementation process. After the strategies have been tried out for 2 months with regular consultations with AED/BESO II Project regional office, progress has been observed in teachers' implementation of active learning methods and on the frequent use of relevant teaching aids in classrooms. The process of applying the strategies is first teachers develop lesson plans; next unit leaders and the head of the pedagogical center evaluate the plans to see that they are adequate enough to promote active learning and whether they are relevant

and appropriate for usage of teaching aids; then the school directors approve them before they are put into practice. Finally the plans are put into practice followed by internal supervision as a result of which feed-back is provided to the teachers for further improvement or to commend the teachers for their good work.

After attending the leadership skill training workshop, the Lafa Iisa Cluster School Director, Ato Khalif Jaama, realizing the importance of involving stakeholders in solving school problems, arranged a meeting with the woreda community for mobilizing resources/income generating activities. He briefed the community on the roles they should play to improve the school. He also made clear to them about the support AED/BESOII Project is making to strengthen the school management to improve teaching skills and student learning through training and material support. The director then appealed to the community that the school is in dire need of an electric power supply for running a duplicating machine and the radio program. Initiated by the contributions made by the project and in support of the idea forwarded by the director, the community made immediate contribution and provided the school with an electric generator worth 50,000 Birr.

11. Oromia Reports Successes in a Variety of Areas

Among the many success coming from project interventions in Oromia are those summarized below:

- In Wolenchieti cluster center, East Shewa Zone, 10 new classrooms were built with the financial and material contribution of the community. The contributions of the community to the school has been initiated by the procurement of materials and equipment by AED/BESO Project;
- Bosete Woreda Education and Capacity Building Office has extended the experience of School Based Training (SBT) in Wolenchieti CRC to other non-cluster schools; similar cases of scaling up of active learning methods has been done in Mana-Yebu CRC, Jima Zone, and Ejere – Ejer Chengere CRC in West Shewa Zone.
- **Adele CRC:** It is remembered that AED/BESOII Project has equipped Adele CRC in East Harerege Zone with material worth ETB 50,000. On the occasion of “Parents’ Day”, the parents visited the materials offered to the school. Encouraged by the offer made by AED/BESOII, the parents automatically contributed ETB 53,000.00 to further strengthen the school.
- The number of female teachers who attained leadership positions after the intervention of AED/BESOII Project in the region is raised to 5.3%.

12. Linkage between Pre-Service and In-Service Programs strengthened in SNNP Region

The linkage established between pre-service and in-service programs is a success in the region. The four TEIs of the region have made it part of their regular duties to assist the primary schools under in-service programs. The colleges and the RSEB have agreed to divide the schools in the region into four sub-regions so that the four colleges will provide assistance to the schools under their catchments areas. Thus as a result of the forum all the colleges are now attempting to reach the schools within their catchments areas. In addition, the TEIs and the RSEB also have set a regular advisory meeting every three months to oversee the supports given to schools by the colleges. Therefore, the linkage is a change in the system introduced and to be maintained. The

quarterly advisory meeting is meant to evaluate the colleges' attachment to schools and to sustain the impacts obtained.

13. SNNP Female Teachers in Leadership Positions Enhanced

The regional state education bureau had made some efforts to bring the female teachers to leadership positions. Affirmative actions taken by the bureau include producing directives that would give opportunities for female teachers to compete for the available leadership positions. But this could not produce the expected result either because of less commitment of the teachers or that the directives/regulations couldn't allow them especially the young female teachers to pass the screening stage (e.g., number of service years). However, after training was given to female teachers and education officers on leadership skills some behavior changes have been observed; many female teachers were committed to compete for leadership positions. The training has also resulted in change of attitude in education officials to adapt the directives to fit into the existing demand. As a result of these changes, the female teachers who took part in the central and cluster level training are now attempting to take the positions. This time, female teachers are assuming such positions as school heads, deputy heads, departments' heads, club heads and working as coordinators of trainings in their respective clusters. Moreover, female students are assigned as classroom monitors and club heads. Now the number of female head teachers in the region has increased and still effort is being made to bring more female teachers to leadership positions.

14. Let Us Have Coffee

Female teachers in Lote cluster, Kucha wereda of Gamo Gofa zone, after attending the central training have established a linkage forum between the community members and their schools. They have a bi-monthly program, entitled "Let Us Have Coffee", in which they invite mothers of their female students and discuss the problems and achievements of their daughters in school activities. Under this program the female teachers also reach all the female members of the kebele to talk about family planning and discuss on the causes of HIV/AIDS and how to prevent themselves from it. The parents, as the result of these linkage forums, have now started to allow their daughters enough time to read and do their assignments at home. The parents, moreover, have started showing willingness to minimize home chores of their daughters. As a result of this linkage, female students' achievements in school activities are improving.

15. Female Students' Union Established

Female students' union is the initiative of female teachers' to create strong relation among female students. Female teachers of cluster schools in Alaba special woreda have established a union of female students under which the female students get together, identify problems and discuss to solve their problems. Under this union they also included mothers of female students. The female teachers, female students and their mothers all discuss what problems the female students face and how to solve them in collaboration. The union, thus, is helpful to these students in that they get close counseling services from their teachers, mothers and peer groups. Since the establishment of the union, female students are reporting their problems to their teachers and their mothers openly. Therefore, the students' enrollment is increasing, achievement improving and dropout rate minimized. Through the linkage forum, the resistance against girls' education that was prevailing in Alaba special woreda has greatly decreased.

16. SNNP Support to Female Students Strengthened

In all school clusters in SNNP, special support to female students has become a common phenomenon. Girls' Advisory Committees have been established to follow up girls' performance and provide assistance to girls. Tutorial classes and counseling services separately prepared for girls are some of the affirmative actions taken by female teachers. As a result of these counseling programs female students feel free to share their problems and feelings to their female teachers. Female students are also encouraged to play leadership roles as class monitors and club heads. Furthermore, in most of the school clusters, academic contest programs are organized and awards are offered to the winners. Awards are also given to well performing female students and mothers who are known to give support to their daughters (Meskan woreda clusters of Gurage zone).

17. Success by Exemplary Deeds:

A. School Girl Rescued from Being Married to a Grand Father's Equal

Geremu Ahmed is a female student at Hantezo primary school in Alaba special Woreda. An old man in the Kebele, who has three wives, proposed marriage to this girl as his fourth wife. He sent elders to negotiate for him to marry the girl but the girl refused. Then the man himself went to her home and tried to convince her. Since the girl's father is deceased, her elder brother is responsible for the family affairs. Her mother and brother both agreed to the request because the old man is rich and they expected some gift from him. In spite of their agreement and the old man's effort, the girl refused to accept the proposal.

The girl came to her female teachers and told what was happening to her. The teachers then went to the girl's home to discuss with her mother and brother. The teachers tried to convince her brother and mother not to let her marry to the old man but her brother refused. He finally tried to intimidate the girl and her teachers. He also warned her not to make any contact with the teachers again. Then the teachers went to the Kebele administration and reported that the girl is to be forced to marry an old man without her consent. The Kebele administration tried to interfere and settle the issue. In the meantime, one night the old man went to the girl's house with his friends to kidnap her. However, the girl somehow escaped and reported to the teachers. This time, the girl is attending her class under the protection of the teachers.

B. Teacher or Guardian?

Mihiret Asfaw is a 19 year old young teacher teaching at Ajaba Borora school of Badawacho Cluster in Badawacho wereda, Hadiya Zone. Once up on a time her 10 years old student Bekelech Gebrie was absent from her tutorial class. After the class while Mihiret was going home for lunch, she found her student Bekelech and her mother sitting in the field desperate. They were both tired, hungry and worried where to go and whom to ask for help. The teacher went close to them, sat and asked what was wrong with them. The mother told the teacher that she quarreled with her husband and he chased them away and she is to flee but worried where to leave her daughter so that she could pursue her education.

The teacher was sympathetic with the mother and her daughter. She bought them food for lunch. The teacher finally promised to take the girl with her and take care of her. Then she took the girl

with her and now the girl is under full protection of the teacher. The teacher is now a guardian and teacher of the girl who was to dropout and flees with her mother. Furthermore, Mihiret promised never to let this girl go back to her parents and never to forsake her. Mihiret did not tell us the current whereabouts of the mother but the girl is properly handled and is performing better in her schooling than before.

18 . Women Teachers Support Success

The materials developed are said to address gender issues in teaching profession. Female teachers and partners admired the content and form.

1. Considerable numbers of female teachers are motivated to aspire for leadership positions.
2. Female teachers have formed stud-groups to study WTS materials in groups.
3. Female students have improved achievements. Dropout rate is reduced
4. The trainings and WTS materials assisted female teachers to build their capacity in addressing female students' issues such as harmful traditional practices, low enrolment of girls, early marriage, violence, etc. Few related stories are attached.

The following success stories were collected in different Leadership Training for women teachers in Amhara Region.

A. Female Teachers Successes in Fighting Harmful Traditional Practices

Female teachers are doing excellent jobs. They are highly committed to change the society. They are waging war with some parents who resist the change. They said they were threatened to death by parents when they assisted the girls to disappear or disagree to the arranged marriages in some cases to old men whose wives died. The girls expressed their fear of HIV/AIDS because of the death of the wives. Female teachers at least force the men to test for HIV. A lot of cases were brought to the floor in sharing experiences. They said their efforts are rarely recognized.

However, a 28 year old female teacher named Tsehay Kegne was *elevated* to the status of a man due to her extra ordinary achievement in Tatch Armacheho Woreda School where she was assigned to teach and lead as a director in her first year of teaching experience.

Tsehay said the school she was assigned to was no better than a shade. The rooms had half-open roofs and no walls. She was determined to build the school. With the assistance of her husband who has carpentry knowledge started building the school. The community recognized her effort and offered her labor and materials. The school was completed and students started learning comfortably. The community appreciated her work. When she was invited to weddings and other feasts, Tsehay was given the privilege of sitting and eating with men on *mesob*, a type of colorful table with a lid made from straw while women culturally sit and eat on the floor. In addition, she was allowed to eat *kiltim*, meat on bones which is allowed only to men. So Tsehay is a heroine who spearheaded to change the deep rooted discrimination and disrespect of women in the area breaking gender based division of labor.

B. Girls Education Enhancing Committee (GEEC) - Cases of Successful Experience Sharing

The following are cases handled by GEEC as brought for experience sharing.

- Rescuing of 21 young girls from marriage from Farta Woreda,
- Bringing rape cases to court,
- Rescuing of a mother and a daughter from committing suicide
- Giving shelter to victims and encouraging the girls to resume school.
- Economic support to 13 destitute girls to enable them continue their education
- Early/forced marriage
- Low income of parents
- Lack of role models
- Distance to schools
- Violence
- Discouraging school environment
- Corporal punishment
- Attitude towards monthly-period of girls
- Others

The participants said though these problems persist, there is an attempt to change the situation. Government and non-government organizations are supporting girls' education. GEEC and its commitments are the results of the attempts for change.

In groups female teachers were told to recall issues which contributed to their success/failure in their academic achievement and impact on their choice for teaching profession. Many said they chose the profession due to lack of alternatives resulted from low GPA in ESLCE. Considerable number said they joined the profession because of role model teachers and their experience of Literacy Campaign.

They also identified the problems female teacher face. They listed them as below.

- Violence
- Workload
- Low attitude towards female teachers
- Lack of role models
- Male dominated environment
- Conspiracy of school management against female teachers' professional development
- Lack of self confidence
- Lack of solidarity among female teachers
- Lack of professional development

After creating awareness on hindrances for professional development of female teachers, particularly for leadership positions in education, they came-up with names of female leaders in their community/school in their woredas, the leadership styles and significant things they did for the community.

The following are examples of prominent women leaders identified by the participants

- Wz. Kasanesh Addis, efficient, fought corruption by diverting supports to appropriate beneficiaries
- Wz. Tsehay Kassa, director from Achefer Woreda

- Proper utilization of resources, fought corruption
- Prudent- her nick-name is Wz. Tenko meaning Ms. Prudent
- Fighting HTP
- Wz. Halima East Gojjam, director
- Wz Ayalnesh Biresaw, who was a director in Bahir Dar Zuria. She constructed a big school by lobbying ESRDF on a plot to be sold to Athlete Haile Gebre-Sillasie. She faced a lot of challenges with government structures from Administration and Education Bureau. She was brought to the training to serve as role model by telling her history to the participants. Currently she is an employee of World Learning Ethiopia. The participants highly appreciated her leadership. Some regretted for giving-up when they faced challenges. They said they learnt a lot from life.

19. Materials Development and IRI Successes

Most of school and woreda representatives trained during consultative workshops have successfully monitored the formative evaluation process and collected school level data in 20 schools from 8 regions.

Regarding IRI, the main success stories were in:

- Increasing number of schools and offices requesting program in cassette form on their own expenses which indicate increasing need to utilize the programs
- Regional Education Bureaus are able to run the IRI methodology training successfully on their own.
- Completion of the development of the grade 3 programs and making them available for school use during the semesters.

20. Reports of Interest and Successes on the Road to Sustainable Management Systems

- The use of the Local Area Network in Addis Ababa, Oromia, and Harar, together with the use of the Internet service, created an excitement and appreciation in each region.
- The implementation of the PMIS at the woreda level created a promising condition for the management of human resource because the trainees of the woredas are highly excited and eager to use the updating formats.

21. Completion of the Second Ethiopian National Learning Assessment

The completion of the Second Ethiopian National Learning Assessment was a great success for the whole nation. This report is currently being translated into four nation and nationality languages upon the request of the Ministry of Education, USAID, the National Advisory Council and Regional Education Bureaus. The national dissemination conference was attended by a variety of audiences and it was given a wide media coverage. Words of appreciation came both from policy makers and international institutions. This assessment revealed not only what school learning look like and its determinants in Ethiopia. But, it also created a strong capacity to carry out similar large scale studies by local staff with a manageable cost.

22. Completion of Fieldwork for PMP Indicators Report

Performance indicators for the third year implementation period are not only numerous but also complex. The assessment of performance using these indicators has been completed without major difficulty. It was possible to do this with the participation of regions. In fact these assessments were carried out under tense political context. The situation has been characterized by lack of safety for both data collectors and those who provide information. This success has been for assessments which were intended to create baseline data and for those that were designed to collect information for the second year impact assessment.

23. Completion of Policy Studies

The beginning of policy studies was one of the problematic and delayed areas in the base year. It was a point of constant criticism for AED/BESO II in the base period. Although the budget was under MERA, it was decided in the base year to divide the budget and the management of the research projects under two technical teams. In the option year, the studies were brought under MERA and the tasks were successfully completed. Particularly, the “Successful Schools Study” was appreciated by the national dissemination conference as a practical guide to school practices to reduce wastage in education. Participants commented for more dissemination of findings through seminars and distribution of copies to schools.

Lessons Learned

Pre-service

- Experience sharing forums among TEIs and use of AED and international expertise in a nationally organized workshops and conferences have been found as the most important strategies used for the proper implementation of planned activities as well as to bring an impact in TEIs and school clusters.

In-service

- Collaboration and team work within the AED/BESO components, with beneficiaries, and among BESOI partners has greatly helped to scale up performance.
- Representation of teachers from the satellite schools at central venue training is a good experience to follow for multiplier effect of skills gained at central training to schools/classrooms.
- School committees working towards their target objectives deserve appreciation for their exemplary deeds (e.g., consider the experience of Yenenat Gashu, Who Rescued Three Lives in Amhara).
- Encouraging students to put into practice the active learning principles, which they gain from their schools into hands-on and problem solving skills: refer to the strategy, which the school director and key teacher in Amhara devised and put into action to help their students solve their hygienic/health problem.
- The initiative taken by Assosa woreda education office to donate Eth. Birr 1000 (one thousand) for each cluster center school, to strengthen the cluster-level training activities is appreciable; Ewuket Fana, Bambasi, Selamber, and Menge cluster school teachers' study groups' visits to their respective satellite schools to share views and work experiences is encouraging.
- Follow up visits combined with classroom observation made by some woreda supervisors to ensure the transfer of skills gained at central venue training to schools and classrooms is encouraging and commendable.
- Initiatives taken by some school clusters and girls' clubs in the schools to mobilize the community to celebrate "Female Students' Day" and collect necessary resources (money, clothes and exercise books) to support poor female students pursue their education is commendable.

Women Teachers Support

- To achieve the objective of increasing the number of female teachers in leadership positions, it is necessary to work with decision-makers in the SRSEBs and education officers to increase their awareness and to get their commitment in recognizing female teachers who are performing as well as their male counterparts. The SRSEBs have made

policy provisions to promote female teachers, but they are not being implemented uniformly, and, as result, they need to be reminded to keep the commitment.

Materials Development and IRI

- Professional translators and verifiers are sometimes busy with their own commitments to meet our deadlines and some are not found in Addis Ababa. It appears that we have to contact them earlier whether in Addis Ababa or in regional capitals. Besides, we should have a flexible schedule and approach for formative evaluation and revision process, varying according to the nature of the materials. To ensure effective distribution and facilitate effective utilization of the kits and supplementary materials, we have to work closely with the RSEBs and their structures to have a mechanism to monitor the process.
 1. Integrating IRI training with the TEI's pre-service teacher training programs is crucial
 2. Training cost will be minimized
 3. The regions will have sustainable training potential as the program will be integrated with RSEBc' education system-teacher training
 4. The instructors can employ the innovative methodology of IRI programs to train other subjects
- RSEBs and the respective Woredas should follow up and monitor the implementation of IRI Programs at the school level and take timely corrective measures.

Planning and Management

- Feedback and requests from the Regional Education Bureaus clearly helped a lot in the improvements made and contribute to ownership and sustainability.
- In the time of delays, it was necessary to change the already followed strategy and think of different outlets; this helped to avoid setbacks.

MERA

- Carried-over activities create specific and general inconveniences for the accomplishment of the following year activities. Thus, it is important to complete activities in the given period of time as much as possible.
- Decisions to add new tasks need extra time, unity of decision making, manpower and financial resources. Thus, any proposal to add new tasks have to be based on unanimous decisions (i.e. some must not contest decisions taken by others), sufficient time, manpower and financial resources.

- The implementation of large scale projects in collaboration with central institutions of the Ministry of Education requires special commitment from these institutions to support the projects to their completion. It is mandatory that MOE institutions establish responsible units for these projects, and see to it that commenced projects are completed as scheduled. Double or triple assignments of staff members delay the completion of the projects and damage the reputation of results.
- Dissemination activities both in terms of seminars and wide circulation of study reports seem as vital as conducting the studies themselves. Since primary education is conducted in nation and nationality languages, it is also obvious that studies have to be translated into these languages. Thus, dissemination conferences have to be organized in considerable numbers, and study reports translated and widely distributed to beneficiaries.
- Consultative workshops which allow AED key staff to understand the significance of the PMP, and the nature and type of performance indicators are vital. Such workshops provide MERA with the opportunity to develop the M&E plan with refined indicators on a participatory basis.
- There is an increasing pressure on MERA to provide technical support to AED partners as well as to components within AED. Some of these activities involve complex statistical work or the preparation of materials. Time and financial resources must be considered whenever such services are sought and they are required in a timely manner, preferably addressed in the annual implementation plan.

Appendix B: Activity Matrices