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EQUIP1 Educational Quality Improvement Program Classrooms • Schools • Communities

EQUIP1 Leader Award Quarterly Technical Report October – December, 2005

Submitted by:

American Institutes for Research

With:

CARE, EDC, AED

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I. Objectives of EQUIP1

EQUIP1 is a multi-faceted program designed to raise the quality of classroom teaching and the level of student learning by effecting school- and community-level changes. EQUIP1 serves all levels of education, from early childhood development for school readiness, to primary and secondary education, adult basic education, pre-vocational training, and the provision of life skills. Activities may range from teacher support in course content and instructional practices, to principal support for teacher performance, and community involvement for improving school management and infrastructure. EQUIP1 works with food-assisted education issues and contributes to the provision of education and training in crisis and post-crisis environments.

EQUIP1 is a combination of programs, processes, and activities that contribute to the Office of Education of USAID's Pillar Bureau for Economic Growth, Agriculture and Trade (EGAT) by

- Responding to a variety of capacity building and technical assistance needs;
- Developing innovative and effective approaches and analytic tools; and
- Establishing and sharing research, communication, and networking capacity.

As a Leader with Associates mechanism, EQUIP1 accommodates Associate Awards from USAID Bureaus and Missions to support the overall goal of building educational quality in the classroom, school, and local community. In addition, EQUIP1 is uniquely responsible for the EQUIP Information Communication Center (EICC), the communication and dissemination hub for all three EQUIP awards.

II. Overall Progress of EQUIP1 Leader Award (October – December, 2005)

Summary of Year Three, Quarter Four

The EQUIP1 Leader Award completed a successful forth quarter. The EICC supported EQUIP2 in both a videoconference ("Decentralization in Africa") and a seminar ("Education in Fragile States"), released an edition of the *EQ Review* focused on literacy, responded to a CTO request for a *Just in Time* publication on school construction, and took steps to redesign the *www.equip123.net* website in accordance with USAID's branding and 508 compliance rules. The EICC also delivered the report based on the 2005 EGAT/ED conference. The report is presented as an operational guide to best practices, lessons learned and opportunities for further research. The MESA, ERP, and MKEZA sections of *www.equip123.net* were updated with new materials and the EQUIP1/Zambia and EQUIP3/Ruwwad project pages were added to the website. Substantial additions to the EQUIP3 section of the website include the "About," "At a Glance," "How to Obtain Services," "Core Team," "Project Description," and "Topics" pages. An EQUIP1 Leader Team meeting was hosted by AED on November 2nd, in which partners were introduced to AED's international projects. EQUIP1 CTOs and Program Directors met throughout the quarter as needed. The Leader Award pilot studies working in India, Namibia, Ethiopia and Nigeria concluded the first round of data collection activities and began data analysis. Annual reports that include data analysis results are expected in February. Partners concluded work on the analytical framework for the Cross-National Synthesis study on educational quality. EQUIP1 has assisted the Inter-Agency for Education in Emergencies with

the development of a collection of training materials to be used in upcoming field trainings. A new Associate Award in Nicaragua will be led by AIR, with field offices and technical work being administered by AED and Save the Children.

Specific Activities accomplished in the Fourth Quarter & Year Three
The following summary of activities details the fourth quarter activities (October - December, 2005) and also gives and overall summary of year three activities. Activities are also listed in the chart of EQUIP1's Year Three Performance Monitoring Plan (see Annex I).

1. EQUIP website. Major additions/modifications to the site include

A. Addition of the EQUIP1/Zambia page at http://www.equip123.net/webarticles/anmviewer.asp?a=367&z=28
B. Addition of the EQUIP3/Ruwwad project page at http://www.equip123.net/webarticles/anmviewer.asp?a=424&z=37
C. Updates to the MESA, MKEZA, and ERP micro-sites.
D. Substantial additions to the EQUIP3 section of the website, including the "About," "At a Glance," "How to Obtain Services," "Core Team," "Project Description," and "Topics" pages.
E. Review of and changes to the website to meet 508 compliance regulations.

General Statistics
This table provides an overview of visitor activity for the website during the specified time frame. Monthly statistics for these categories are generated by Web Trends software. This quarter shows a strong and progressive increase in visitors to the site and usage of the site as evidenced by the highest number of page views and visits in December and the highest number of hits in October.

Month		October	November	December
Hits	Entire Site	*200,614	164,640	185,148
Page Views	Entire Site	47,726	34,796	*56,905
Visits	Visits	14,538	19,535	*19,869
Visitors	Unique Visitors	8,257	8,154	6,813
Files	Total Number of Files Downloaded	28,570	25,793	19,371

* Highest monthly total to date.
"Visits" refers to the number of times a person (people) initially visit(s) the site.
"Hits" refers to the total number of times a visitor clicks onto any and every Web page.

The EQUIP website substantially expanded during year three New micro-sites were created for EQUIP1 MKEZA, EQUIP3 Youth Advisory Committee, and EQUIP1 EMACK. Existing micro-sites and award pages were updated, including EQUIP2 Mali, EQUIP2 Ghana, EQUIP2 Honduras, EQUIP2 Leader Award, EQUIP1 MESA, EQUIP1 ERP, and EQUIP1 Zambia. Many new documents were posted on the website. Additionally, substantial additions to the EQUIP3 section of the website have occurred. Finally, the website has been upgraded to comply with 508 accessibility and branding requirements.

This table provides an overview of visitor activity for the website over the course of Year 3. Quarterly statistics for these categories are generated by Web Trends software. As illustrated in the chart below, the EQUIP123 website has received substantially more hits, page views, and visits over the course of the year. Additionally, the number of files downloaded has also increased markedly.

Quarter	**Q1**	**Q2**	**Q3**	**Q4**
Hits for Entire Site	446,784	479,441	484,375	550,402
Page Views for Entire Site	89,567	78,137	107,904	139,427
Visits	28,736	45,883	35,609	53,942
Unique Visitors	17,552	28,377	23,555	23,224
Total # of Files Downloaded	37,336	77,754	80,990	73,734

"Visits" refers to the number of times a person (people) initially visit(s) the site.
"Hits" refers to the total number of times a visitor clicks onto any and every Web page.

2. EQ Review.

In October, the EICC posted and distributed the newsletter's fifth issue of 2005, on "Literacy." The issue was introduced by EDC's Literacy Specialist, Brenda Bell, who shares knowledge about literacy and its fundamental link to improving educational quality. EQUIP1 is also able to communicate the successes, challenges, and lessons learned by USAID Missions in Afghanistan, Egypt, Pakistan, Peru, and Malawi. T. The issue can be found on the EQUIP website, at http://www.equip123.net/EQ_Review/3_5.pdf (see Annex II). Over the course of the year, the following issues of the *EQ Review* were also released.

- Decentralization in Education Vol. 3, No. 4. September 2005
- School Readiness Vol. 3, No. 3. June 2005
- Education in Crisis and Transitional Settings Vol. 3, No. 2. April 2005
- Public-Private Partnerships for Educational Quality Vol. 3, No. 1. January 2005

3. Journal of Education for International Development (JEID).

Approximately 30 submissions have been reviewed by the JEID editor and returned to authors with extensive commentary, for which many authors have expressed their appreciation. Approximately 5 papers have been solicited from the keynote and other speakers of the EGAT conference, in preparation. Approximately ten papers have been reviewed by outside reviewers and are being revised by authors. Providing extensive comments to authors before invited outside reviewers should help authors and keep the bar high for JEID. The breadth of contributions is striking: papers on early childhood development from Africa and China; training tours in the Kharkov Republic, statistical analyses of under-served communities in Africa. For 2006, three issues are planned: one issue on human capacity building, one issue done in collaboration with the Consultative Group on Early Childhood Development, and one special issue from the August EGAT meeting that was held in Washington, DC. Requests for subscriptions continue to increase: over 220 requests have been logged to date. To date, one issue of the *JEID* has been released on the topic of governance.

4. Consistent Network for Educational Quality. An *EQ Dispatch* was distributed in the first week of December and covered the additions to the website in October and November. (see Annex III)

Overall in Year Three, the EQUIP1 Leader Award has published and disseminated five EQ Dispatches. These emails outline the updates to the website and distributes the information to subscribed members so they can stay up to date on what EQUIP is doing.

6. Facilitation of EGAT/ED Workshop. The USAID EGAT/ED workshop entitled, "Moving from Access to Relevance: Improving the Quality of Education," was held at George Washington University from August 8-11th. At the conference the team distributed and collected evaluations from the participants and compiled the results into an evaluation report, which was delivered to USAID. The overall workshop report highlights best practices/lessons learned, opportunities for further research, useful resources and tools. It was delivered to USAID in November. (see Annex IV)

8. Product Analysis and Dissemination and Activity (PADA). The year three PADA activity made substantial progress this quarter. EICC staff developed the conceptual framework for the off-line knowledge-management database and implemented the design. This database records EQUIP products and prepares them for submission to the Development Experience Clearinghouse and uploading to the program website. Second, staff keyed entries for 60 EQUIP1 products from the El Salvador/EXCELL and El Salvador/EDIFAM Associate Awards. These entries will be used as examples to guide project managers in keying products from other Associate Awards. Third, staff began to develop a database user guide to further support data entry from multiple users. The next steps will be to complete the guide and complete a systems analysis for determining how to convert the off-line database for product searches on the EQUIP website.

7. Leader Team Meeting. EQUIP1 conducted a leader-team meeting on November 2nd at the Academy for Educational Development (AED). AED was the spotlight partner and the Deputy Director of the AED Global Education Center coordinated a presentation on the organization's corporate structure and highlighted activities being carried out by different departments. The EQUIP1 Project Director reviewed her work with an EQUIP1 Advisory Committee, consisting of educational development professionals outside of EQUIP, to develop new ideas for EQUIP1 Leader Award studies. Ideas generated by the Advisory Committee include cost-effective methods to teach literacy (by producing minimum standards for teachers), cost-effective and sustainable methods to provide secondary education, a study on possible methods to provide quality education in areas where the elimination of school fees has caused overcrowding. The next meeting is scheduled for January 26. Juárez and Associates will be presenting. Leader Team meetings took place on the following dates in Year Three:

- Thursday, January 6, 2005 – Focus on Year Three Implementation Plan
- Thursday, September 1st, 2005 - Spotlight on EQUIP1 Partner – CARE
- Wednesday, June 29, 2005 – Spotlight on EQUIP1 Partner – World Education
- Wednesday, November 2 – Spotlight on EQUIP1 Partner – AED
- Monday, September 19, 2005 – EQUIP1 University Partners Meeting

8. Facilitation of EQUIP Coordination Meetings. CTOs and Project Directors continued to meet for coordination meetings on an as needed basis.

Leader Award Activities

9. Cross-national Synthesis of Educational Quality. The pilot studies which form the basis of the Cross-National Synthesis continued throughout 2005 with some delays in individual studies. As a result of the delays in data collection and analysis, the first Synthesis report that was scheduled to be completed in July 2005 will not be available until 30 March 2006. The second report, scheduled for January 2006, will therefore be delayed until 30 May 2006. EQUIP1 partners from EDC, World Education, AED, and AIR, along with the CTO for EQUIP1, formed a panel at CIES in 2005 to present and discuss the Synthesis design and goals. Two other EQUIP1 partners have had involvement in the design of the Synthesis. The Joseph P. Kennedy Foundation participated in earlier discussions in order to strengthen the dimension of special needs education in the comparative study. Michigan State University also engaged in early discussions and will be brought into further discussions of the design in 2006. The EQUIP1 partners have developed preliminary comparative frameworks. The first round of research reports will be based on these frameworks. (see Annex VII for Annual Report and Annex X for frameworks)

10. School-based Teacher In-service Programs and Clustering of Schools in Namibia.
All data for the study have been collected and the basic data analysis has been completed. The study report is in draft form. A workshop is presently being organized at National Institute for Educational Development (NIED) in Namibia to discuss the preliminary results of the study. The final report will be submitted by the 28th of February, 2006. Subsequent additional research reports will follow the publication of the final report. One further report proposed would consist of case studies of two particularly successful teachers who participated in the study, using existing and further data (being collected by NIED) to describe the conditions that have supported their success. The other report would concentrate on extended use of the data from parents describing what quality of education means to them and discussing the value of their participation in education, and from grade 4 students discussing in focus groups what the best teaching and learning is from their point of view.

The overall study, therefore, is about three months behind the schedule contained in the EQUIP1 Year Three Work Plan. According to that plan, the final report was expected to be completed in November. The teacher reflection period which was included in the 2005 plan has not yet started. NIED is discussing the mechanism for initiating this with the two regions in which the study was carried out and a decision has not yet been made about supervision of the reflection period. Delay has been the result of scheduling problems encountered by NIED. The results of the study are presently being integrated into the Cross-National Synthesis. It was anticipated that the first round of integration would take place in September and this is now scheduled to be completed at the end of January, about four months late. (See Annex V for Annual Report and Annex XI for data collection annexes)

11. Ethiopia Pilot Study of Teacher Professional Development. USAID/Ethiopia and the Ministry of Education played a strong role in supporting the study and expressing modification of the design that would best suit the country's education reform policies and the MOE and USAID/Ethiopia programs supporting the reforms in the country. At the request of the Ministry the study is being carried out in four regions in the country, including three focus schools in each of the four regions. Information is being gathered, therefore, in 12 schools, with two teachers being interviewed and observed extensively in these schools.

The study results are intended to complement and add an explanatory dimension to the findings of the recent national student assessments that revealed a correlation between teacher professional development and student learning. Several aspects of the study planning and preparation process, including the pilot testing of the instruments, were slowed down by civil unrest in the country and the closing of the university and the public schools. The data collection in the field, scheduled in the work plan for September and October, could finally be initiated in late December and will be complete by mid January 2006, putting this activity and the overall research schedule behind by about three months.

The data will be collected by 20 January 2006. Data analysis will take place in February and March and a draft report produced on 30 April 2006. The final report will be available on 30 June 2006. USAID has insisted that the results of the data be integrated into the ongoing USAID-funded BESO II project and we will explore the mechanisms for doing this over the next quarter, including the possibility of a workshop to discuss research results and develop strategies for using the results to strengthen the in-service teacher professional development program of BESO II. Due to the delays caused by the MoE and civil unrest, the date for completion of the draft study report, scheduled for January 2006 in the 2005 plan, is now scheduled for 30 April 2006. (see Annex VI for Annual Report and Annex XII for data collection annexes)

12. Pilot Study on Educational Quality in a Transitional Educational Program for Out-of-School Girls in India. During Year 3 of the Pilot Study, World Education (WE) and its NGO partner, Center for Applied Research and Extension (CARE), conducted several activities at the programmatic level and finalized the first round of data collection and analysis. In line with its Year 3 Work Plan, WE and CARE continued the review of curriculum with teachers and NGO staff. Both organizations developed life skills modules on nutrition, animal husbandry and agriculture and the accompanying teacher training materials for use with cohort two. Teachers were trained on how to best deliver the materials in the classrooms and were encouraged to engage in a reflection process to improve their teaching skills. In addition, the Pilot Study collected and analyzed data on teachers' practices and their understanding of the curriculum, the quality of education, and professional development provided at the Kuchinerla School.

At the community level, WE and CARE continued to develop community outreach activities on girls' education and on topics of interest to the community, such as nutrition, health, hygiene, and the dangers of child labor. School open days were carried out to bring together parents and community members and encourage discussions about the role of parents and communities in raising girls to be educated, productive members of society. Government schools are being engaged in the discussion about improving girls' education and increasing retention rates at the

local level. Data is currently being collected on the number of outreach activities and the level of participation in each event sponsored by the school.

The Pilot Study completed a full cycle of data collection during Year 3. In addition to collecting data on teachers' performance and their understanding of the quality of education and professional development, WE collected post-measures on student learning outcomes for cohort 1, and pre and post data on girls' nutritional and health status. At the beginning of the new academic year (July 2005), baseline data on girls' academic achievement, health and nutritional status was also collected. That data will be later compared to post data to be collected by September 2006. All Year 3 findings are presented in the Pilot Study Annual Report. (see Annex VIII for Fourth Quarter Report and Annex IX for Annual Report)

13. Supporting the development of minimum standards for education in crisis and transitional settings. EQUIP1 played an instrumental role in supporting the development of a series of training materials on the Minimum Standards for Education in Emergencies. In addition to contributing financial resources to hire two consultants that created the materials, the Education in Crisis Specialist actively participated in drafting the scope of work for the project and reviewing the training materials as part of the Working Group on Minimum Standards for Education in Emergencies (WGMSEE). Drafts of the materials were also shared for comment with EQUIP1 staff and the CTO.

The final drafts of three sets of training materials were produced in November 2005. The training package consists of 1) *Understanding and Using the Minimum Standards of Education in Emergencies: Training Guide;* this document is a guide for trainers of a series of MSEE Training of Trainers Workshops to be held in all regions of the world in 2006; 2) *Power Point Presentation Slides* that TOT workshop trainers can use along with the Training Guide during the training sessions; 3) *Understanding and Using the Minimum Standards of Education in Emergencies: Workbook*. This workbook helps participants follow workshop presentations by providing worksheets with relevant activities, readings and reference materials.

The work of INEE on minimum standards for education in crisis settings is increasingly becoming relevant to USAID's interest in education in fragile states. This body of work has the potential to add value to USAID's educational strategies and interventions that address through education the root causes of fragility. It is important that EQUIP1 continues participation in this collaborative initiative and support INEE-MSEE activities in 2006. Some potential activities may include co-sponsoring and co-facilitating, through the Education in Crisis Specialist, a regional ToT on MSEE workshop to be held between April and May 2006 in Amman, Jordan, for participants in the Middle East and North Africa. These will be developed as part of the Year Four Work Plan under education in emergencies activities.(see Annex XIII for Quarterly Report)

14. Study of the Role of Community Schools in Afghanistan. This activity was designed as a case study but the focus has been modified to look at the role of NGOs providing basic education to Afghans during the Taliban Rule. A desk study and field research in Afghanistan was designed to find answers for the following questions:

- What role and scope have NGOs played in providing educational services to Afghan children before September 11, 2001?
- What role and scope have NGOs played in providing educational services to Afghan children in post-Taliban reconstruction?
- What innovative programmatic approaches have NGOs used to reach communities and the most marginalized groups?
- What is the nature and scope of the relationship between NGOs and governmental authorities both during and after the Taliban reign?
- What lessons learned in Afghanistan is applicable to general fragile state contexts?

The Education in Crisis Specialist traveled to Afghanistan in July 2005 for two weeks of field research after completing a literature review on relevant material. Data gathering methods in the field included in-depth open-ended interviews with the main NGO (international and national) players in the education sector in Afghanistan. The focus of the interviews was the role and scope of their education programs during Taliban rule and in post-Taliban reconstruction. Additionally, open-ended interviews were conducted with key MoE staff responsible for educational planning, coordination and oversight of NGO partnerships. Field visits to selected schools and classrooms run by both NGOs and MoE were taken and observations, interviews with teachers, students and community education committees took place on those trips.

Preliminary findings were presented at the EGAT conference in Washington DC in August. The presentation was well-received. Some of the lessons that can be drawn from the study include:

- NGOs can take on quasi-governmental roles in provision of educational services in fragile states. In states with complex emergencies, such as Afghanistan, NGOs have the infrastructure and technical capacities to deliver educational services for populations that would otherwise not be served.
- The presence of NGOs on the ground during acute crises presents opportunities for the effective adaptation of programmatic strategies that can change political contexts and lay the foundation of the transition to post-conflict reconstruction.
- Education should be part of humanitarian emergency preparedness plans.

A synthesis paper elaborating the study findings and implications for USAID education strategy in fragile states was expected to be shared by the end of January 2006 but would most likely be completed by the end of February. (see Annex XIII for Quarterly Report)

15. Data for EQUIP2 case study. In collaboration with EQUIP2, a study on the cost effectiveness of Complementary Education Models was carried out by the Education in Crisis Specialist. He was responsible for collecting the primary data for the EQUIP2 case study of CARE Afghanistan's COPE project. Data was collected in Afghanistan in July 2005, then was complied and submitted to EQUIP2 at the end of August. Further clarification, supplementary information and additional analysis of school statistics were submitted as a follow-up in early October and again in a second round in December. A final draft is expected in the first quarter of 2006. (see Annex XIII for Quarterly Report)

Financial Summary
Following is a summary of expenditures for the quarter and project to date as well as obligated balance remaining.

Type of Expenditure	Current Quarter Expenditures	Total Expended	Obligated Balance Remaining
Labor	$108,138	$1,635,068	$2,712,262
ODCs /Indirect Costs	$238,282	$1,507,260	$1,418,143
Cost Share			
Management	$59,798	$340,597	N/A
Total Cost Share %	17%	11%	N/A

III. Associate Awards (by Country/Bureau)

Associate Award Applications in Progress
Nicaragua. The award was granted November 30th to AIR with AED and Save the Children as sub recipients. Project startup began in December.

Additional Indications of Interest
N/A

Active Associate Awards

Country/Bureau	Award Focus	Project Life	EQUIP1 Partners	Total Amount
1. Djibouti	Access to basic education; teaching and learning; opportunities for girls; rehabilitation of schools	Three years	AED, Juárez and Associates, Save the Children	$10,000,000
3. Malawi	School enhancement leading to pupil achievement through teacher training and community involvement, with a special emphasis on HIV/AIDS mitigation strategies	Three years	AIR, Save the Children	$ 7,815,000
4. Macedonia	Professional development for teachers and school principals as well as career-preparation interventions to increase secondary school enrollment and retention	Five years	AIR, IRA	$10,000,000
6. India	Educational opportunities for vulnerable children by providing support to the NGO community in selected parts of the country to attract and retain out-of-school children into formal, alternative, and bridge schools	Four years	AIR, Juárez and Associates, Michigan State University, World Education	$20,000,000
7. Africa Bureau	The only activity remaining in this portfolio is the Malawi component of the	TBA	AIR and CRECCOM. Previous partners: AIR,	$ 3,400,000

Country/Bureau	Award Focus	Project Life	EQUIP1 Partners	Total Amount
	Zambia Community Radio Program. Previously this portfolio included five activities: a community radio program in Zambia/Malawi; improving educational opportunities for herd boys in Lesotho and OVCs in Swaziland; a feasibility study for a Sesame Street model in West Africa, and the creation of a West African HIV/AIDS mobile task team		EDC, Sesame Workshop, Juárez and Associates	
8. Haiti	Increase the role of local communities in improving the quality and quantity of educational services, particularly in rural areas	Two years	AIR, CARE	$ 3,004,008
9. Kenya	Increase access to and quality of education for Kenya's most marginalized primary school-age population, targeting particular schools and communities in the North Eastern and Coastal Provinces of this country	Two years	AIR, Aga Khan Foundation	$ 3,000,000
10. Tanzania (Zanzibar)	Improve student learning, especially at the secondary school level by improving student scores on Primary and Secondary School examinations, especially in math, English, and the sciences	Two years	Aga Khan Foundation, Joseph P. Kennedy, Jr. Foundation	$ 3,749,596
11. Africa Bureau Conference	Provide technical support for the EGAT/Africa Bureau, Education Division joint workshop, "Developing Leaders for A Global Society," in Antananarivo, Madagascar	One year	AIR	$ 335,520
12. Egypt	Work with families of schools in seven governorates to enable children in those schools to benefit from a quality education	Five years	AIR, EDC, World Education	$77,000,000
13. Yemen	Help the Government of Yemen increase access to higher quality primary education	Three years	AED, AIR, EDC	$10,000,000
14. Cambodia	Improve educational access and quality to marginalized groups in Cambodia including ethnic minorities (Muslims groups-such as Cham-and highland peoples), children with special needs, the very poor, girls, and children infected or affected by HIV/AIDS.	Two years	World Ed, AIR	$2,500,000
15. Zambia	Improve the ability of schools to serve as community resources for improved education and health, HIV prevention, mitigation, and services for (OVCs).	Four years, and four months	AIR	$17,500,000
16. Nicaragua	Expand proven educational methodologies throughout Nicaragua with emphasis upon the educational needs of indigenous people and ethnic	Four years	AIR, AED, Save the Children	$11,500,00

Country/Bureau	Award Focus	Project Life	EQUIP1 Partners	Total Amount
	communities. Activities will include active teaching, community participation, student government, and curriculum reform.			

Annex I: Performance Indicators for EQUIP1 Leader Award Activities

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
EQUIP1 Work Plan (Communication Activity)						
S3. Leader Award activities effectively managed	Processes and systems in place for planning and implementing Leader Award activities	EQUIP1 annual work plan approved by USAID	CTO approval communicated to EQUIP1	0	1 (Year 1) 1 (Year 2) 1 (Year 3)	1 (Year 1) 1 (Year 2) 1 (Year 3)
EQUIP1 M&E Plan (Communication)						
S3. Leader Award activities effectively managed	Processes and systems in place for monitoring and evaluation	EQUIP1 annual M&E plan approved by USAID	CTO approval communicated to EQUIP1	0	1 (Year 1)	1 (Year 1)
	Systems updated for monitoring and evaluation	EQUIP1 annual performance monitoring chart approved by USAID	CTO approval communicated to EQUIP1	0	1 (Year 2) 1 (Year 3)	1 (Year 2) 0 (Year 3)
Project Director-CTO Meetings (Communication)						
S3. Leader Award activities effectively managed	Regular communication among EQUIP project directors and USAID maintained	Monthly meetings coordinated through agenda distribution	EICC records	0	12 (Year 1) 12 (Year 2) 12 (Year 3)	9 (Year 1) 10 (Year 2) 10 (Year 3)
Quarterly Reports (Communication)						
S3. Leader Award activities effectively managed	USAID and EQUIP1 partners updated about EQUIP1 progress	Reports describing previous quarter's activities completed and submitted to USAID	EQUIP1 records	0	4 (Year 1) 4 (Year 2) 4 (Year 3)	4 (Year 1) 4 (Year 2) 4 (Year 3)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
EQUIP1 Leader Team Meetings (Communication)						
S3. Leader Award activities effectively managed	Regular communication among EQUIP1 partners and USAID maintained	Meeting minutes distributed	EQUIP1 records	0	6 (Year 1) 6 (Year 2) 10 (Year 3)	6 (Year 1) 5 (Year 2) 6 (Year 3)
Development of Leader Award Activities						
S3. Leader Award activities effectively managed	Identification and development of activities and topics relevant to USAID interests	Development of action plans for activities	EQUIP1 records	0	1 (Year 3)	1 (Year 3)
		Development of steering committee	EQUIP1 records	0	1 (Year 3)	1 (Year 3)
		Identification of topics for pilot studies	EQUIP1 records	0	2 (Year 3)	2 (Year 3)
EICC Strategic Plan (Communication)						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality information	Strategic plan prepared	EQUIP1 records	0	1 (Year 1)	1 (Year 1)
EQUIP Website (Communication)						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality information	Website designed	EICC records	0	1 (Year 1)	1 (Year 1)
		Website made live	EICC records	0	1 (Year 1)	1 (Year 1)
		Website content regularly updated	EICC records	0	Ongoing	Work continuing
		Website maintained	EICC records	0	Ongoing	Work continuing

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
		Website viewership expanded	Web Trends report	6,448/month (January 2004)	12,000/month (Year 2)	17,981/month (quarterly average)
		Average monthly downloads for year	Web Trends report	5,000/month (Year 2)	15,000/month (Year 3)	24,578/month (quarterly average)
Resource Library (Communication)						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality information	EICC infrastructure in place	EICC records	0	1 (Year 1)	1 (Year 1)
		Materials and documents from former USAID programs in library	EICC records	0	Ongoing	Work continuing
		Materials and documents from EQUIP1, 2, & 3 in library	EICC records	0	Ongoing	Work continuing
		Library maintained	EICC records	0	Ongoing	Work continuing
EQUIP Brand (Communication)						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality information	EQUIP logo designed	EICC records	0	1 (Year 1)	1 (Year 1)
		EQUIP brochures produced	EICC records	0	1 (Year 1)	1 (Year 1)
		EQUIP1 folders produced	EICC records	0	1 (Year 1)	1 (Year 1)
		EQUIP1 folders and brochures updated as needed	EICC records	0	1 (Year 3)	0 (Year 3)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
EQUIP Guidelines (Communication)						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality information	Style templates and guidelines established	EICC records	0	1 (Year 1)	1 (Year 1)
		Duplication & distribution guidelines established	EICC records	0	1 (Year 1)	1 (Year 1)
		EICC service guidelines established	EICC records	0	1 (Year 2)	1 (Year 2)
		EICC service guidelines updated and distributed	EICC records	0	1 (Year 3)	0 (Year 3)
Consistent Network for Quality Education (Communication)						
S1. EICC established, supported, and working efficiently	Awareness of EQUIP1 activities increased	Listserv (*EQ Dispatch*) established	EICC records	0	1 (Year 2)	1 (Year 2)
		Listserv expanded	EICC records	0	210 (Year 2) 210 (Year 3)	164 (Year 2) 252 (Year 3)
Educational Quality Programs in International Development Organizations (Communication)						
S1. EICC established, supported, and working efficiently	EQUIP1 activities benefit from professional and technical expertise in educational development	Database with identified organizations and information about their programs established	EICC records	0	1 (Year 1)	1 (Year 1)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
	Knowledge about educational quality programs generated and shared	Information posted on website	EICC records	0	1 (Year 1)	1 (Year 1)
		Information updated monthly	EICC records	0	12 (Year 3)	12 (Year 3)
EQUIP1 Exchanges (Communication)						
S1. EICC established, supported, and working efficiently	Knowledge about educational quality programs generated and shared	Videoconferences hosted	EICC records	0	0 (Year 1) 2 (Year 2) 2 (Year 3)	1 (Year 1) 2 (Year 2) 1 (Year 3)
		Videoconference proceedings documented and distributed	EICC records	0	0 (Year 1) 2 (Year 2) 2 (Year 3)	1 (Year 1) 2 (Year 2) 1 (Year 3)
EQ Review (Communication)						
S1. EICC established, supported, and working efficiently	Knowledge about educational quality programs generated and shared	Issues published and disseminated	EICC records	0	0 (Year 1) 5 (Year 2) 5 (Year 3)	1 (Year 1) 4 (Year 2) 5 (Year 3)
Electronic Journal (Communication)						
S1. EICC established, supported, and working efficiently	Information about the market niche for the journal is collected and analyzed	Survey of potential readers and contributors conducted	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
	Knowledge about educational quality programs generated and shared	Issues published and disseminated	EICC records	0	1 (Year 2) 4 (Year 3)	0 (Year 2) 1 (Year 3)
Associate Award Audiovisual Clips (Communication)						
S1. EICC established, supported, and working efficiently	Knowledge about educational quality programs generated and shared	Clips produced and posted on website	EICC records	0	9 (Year 2)	9 (Year 2)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
Communications Working Group						
S1. EICC established, supported, and working efficiently	Knowledge about educational quality programs generated and shared	Meetings coordinated and held with all EQUIP Communication Specialists	EICC records	0	5 (Year 3)	9 (Year 3)
Product Analysis and Dissemination Activity						
S1. EICC established, supported, and working efficiently	Knowledge about educational quality programs generated and shared	Initial product audit conducted	EQUIP1 records	0	1 (Year 3)	1 (Year 3)
		Typologies developed and incorporated in website	EQUIP1 records	0	1(Year 3)	0 (Year 3)
Cross-national Synthesis on Teaching and Learning (Research & Assessment; Field-Based Innovation)						
C1. Classroom resources maximized	Meaningful measures of educational quality developed and refined	Study design completed	EQUIP1 records	0	1 (Year 1)	1 (Year 1)
C2. School environments enhanced	The conditions and educational interventions affecting educational quality investigated and shared	Study piloted, and report prepared and disseminated	EQUIP1 records	0	1 (Year 1)	1 (Year 1)
C3. Community involvement in education increased		Study design revised	EQUIP1 records	0	1 (Year 1) 1 (Year 2)	1 (Year 1) 1 (Year 2)
		Synthesis report produced	EQUIP1 records	0	1 (Year 2) 1 (Year 3)	0 (Year 2) 0 (Year 3)
School-Based Teacher In-Service Programs & Clustering of Schools (Research & Assessment; Communication)						
C1. Classroom resources maximized	Understanding of effective school-based and cluster in-service teacher development programs increased	Preliminary report and framework developed	EQUIP1 records	0	1 (Year 1)	1 (Year 1)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
C2. School environments enhanced	Information about school-based and cluster in-service teacher development programs disseminated	Workshop to share information and get feedback convened	EQUIP1 records	0	1 (Year 2)	0 (Year 2)
C3. Community involvement in education increased		Detailed review document prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
		Issues briefs and papers prepared	EQUIP1 records	0	3 (Year 2) 3 (Year 3)	4 (Year 2) 1 (Year 3)
Pilot Study of School-Based Teacher In-Service Programs & Clustering of Schools in Namibia (Research & Assessment; Communication)						
C1. Classroom resources maximized	Understanding of effective school-based and cluster in-service teacher development programs increased	Quarterly reports prepared and disseminated	EQUIP1 records	0	2 (Year 2) 4 (Year 3)	2 (Year 2) 4 (Year 3)
C2. School environments enhanced	Information about effective educational practices disseminated	Annual report prepared and disseminated	EQUIP1 records	0	1 (Year 2) 1 (Year 3)	0 (Year 2) 0 (Year 3)
C3. Community involvement in education increased		Draft report on findings to date and any redesign of study prepared	EQUIP1 records	0	1 (Year 3)	0 (Year 3)
Pilot Study on Quality of Educational Issues in Islamic Schools (Research & Assessment; Communication)						
C1. Classroom resources maximized	Understanding of effective educational practices in Muslim schools increased	Quarterly reports prepared and disseminated	EQUIP1 records	0	2 (Year 2) 4 (Year 3)	2 (Year 2) 2 (Year 3)
C2. School environments enhanced	Information about effective educational practices disseminated	Annual report prepared and disseminated	EQUIP1 records	0	1 (Year 2) 1 (Year 3)	0 (Year 2) 1(Year 3)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
C3. Community involvement in education increased		Draft report on findings to date and any redesign of study prepared	EQUIP1 records	0	1 (Year 3)	0 (Year 3)
Pilot Study on Educational Quality in a Transitional Educational Program for Out-of-School Girls in India (Research & Assessment; Communication)						
C1. Classroom resources maximized	Understanding of ways to improve the quality of girls' education increased	Quarterly reports prepared and disseminated	EQUIP1 records	0	2 (Year 2) 4 (Year 3)	2 (Year 2) 3 (Year 3)
C2. School environments enhanced	Information about effective educational practices disseminated	Annual report prepared and disseminated	EQUIP1 records	0	1 (Year 2) 1 (Year 3)	0 (Year 2) 1 (Year 3)
C3. Community involvement in education increased		Draft report on findings to date and any redesign of study prepared	EQUIP1 records	0	1 (Year 3)	1 (Year 3)
Support the Development of Indicators to Monitor Education in Crisis & Transitional Settings (Research & Assessment; Communication)						
C4. Education in crisis and transitional situations improved	Indicators to monitor education in crisis settings developed	Quarterly updates on WGMSEE progress prepared and submitted	EQUIP1 records	0	4 (Year 1) 4 (Year 2)	1 (Year 1) 4 (Year 2)
	Minimum standards for education in emergency settings developed	GDLN virtual consultation on minimum standards, consultative format, & communication processes for indicator development convened	EQUIP1 records	0	1 (Year 2)	1 (Year 2)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
		Report on workshop and progress on dialogue about minimum standards for education in crisis and transitional situations prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
Development of a Training Manual to Support Implementation of Minimum Standards of Education in Emergencies, Crisis, and Transition						
C4. Education in crisis and transitional situations improved	Training Manual to support minimum standards developed	Consultant hired and outline of training manual developed	EQUIP1 records	0	1 (Year 3)	1 (Year 3)
		Manual completed and available on EQUIP and INEE website	EQUIP1 records	0	1 (Year 3)	1 (Year 3)
Profile Education Programs in Crisis and Transitional Settings (Research & Assessment)						
C4. Education in crisis and transitional situations improved	Knowledge of programs, mechanisms, and processes addressing educational quality in crisis and transitional settings increased	Profiles developed and disseminated	EQUIP1 records	0	8 (Year 1) 6 (Year 2)	10 (Year 1) 6 (Year 2)
	Knowledge about the environmental context for education delivery in crisis and transitional settings increased	Report including profiles, analysis of programs and literature, and key characteristics of quality educational programs in	EQUIP1 records	0	1 (Year 2)	0 (Year 2)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
	Strategies for measuring the impact of education on student outcomes in crisis and transitional settings identified	crisis and transitional settings prepared and disseminated				
Pilot Study on the Role of Community Schools in Afghanistan						
C4. Education in crisis and transitional situations improved	Understanding of how public, private, and NGO sector can work together to improve education quality in crisis settings	Quarterly reports prepared and disseminated	EQUIP1 records	0	3 (Year 3)	3 (Year 3)
		Pilot Study approved and published	EQUIP1 records	0	1 (Year 3)	0 (Year 3)
Overview of Food Assisted Education Programs (Research & Assessment)						
C5. Capacity of food assisted education programs increased	Understanding of the impact of food for education programs on educational quality and student learning improved	Documents related to food assisted education programs identified and posted on the website	EQUIP1 records	0	10 (Year 2)	54 (Year 2)
		Preliminary discussion paper on lessons learned prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
		Final discussion paper prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
Profiling Food Assisted Education Programs (Research & Assessment)						
C5. Capacity of food assisted education programs increased	Understanding of the impact of food for education programs on educational quality and student learning improved	Profiles developed and posted on the website	EQUIP1 records	0	4 (Year 2)	1 (Year 2)
		Report including profiles, analysis of programs and literature, and key characteristics of quality food-assisted education prepared and disseminated	EQUIP1 records	0	1 (Year 2)	0 (Year 2)
Videoconference on Food Assisted Education (Communication)						
C5. Capacity of food assisted education programs increased	Knowledge about how food resources can be used best to address the quality of education and student outcomes increased	Issues brief prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
		GDLN videoconference workshop and consultation convened	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
		Workshop report prepared with next steps outlined	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
Associate Awards (Field Based Innovations)						
S2. Associate Awards effectively initiated and managed	Collaborative work relationship between USAID operating units and EQUIP1 established and maintained	Number of formal requests for assistance from USAID to which EQUIP1 responded	EQUIP1 records	0	As needed	11 (Year 1) 4 (Year 2) 3 (Year 3)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
	Associate Award requirements of USAID missions and bureaus being met by EQUIP1	Number of Associate Awards signed by USAID	EQUIP1 records	0	As needed	8 (Year 1) 5 (Year 2) 3 (Year 3)

Annex II: *EQ Review* on Literacy

[Attached.]

EQ Review

Educational Quality in the Developing World

EQ Review is a newsletter published by USAID's EQUIP1 to share knowledge about issues fundamental to improving educational quality and to communicate the successes, challenges, and lessons learned by USAID Missions.

October 2005 **Vol. 3, No. 5**

Literacy

The definition of literacy is changing; shifting from the traditional notion of basic reading and writing to context-specific communication and critical thinking skills. More specifically, literacy is increasingly defined as the set of skills, knowledge and social practices that young people and adults use to understand the world around them and to accomplish personal and social goals.

The UN Literacy Decade focuses on literacy as a plural concept that includes a "full range of purposes, contexts, languages, and modes of acquisition which communities of learners identify for themselves," which not only recognizes the broader definition of literacy, but engages learners as an active entity (http://portal.unesco.org/education/en/ev.php-URL_ID=27158&URL_DO=DO_TOPIC& URL_SECTION=201.html). This broader definition is accompanied by a fuller understanding of how people of all ages learn and those environments in which they learn best, based in part on the considerable body of educational and cognitive science research produced during the last decades of the 20th century. Current approaches to teaching, learning and assessing are learner-centered and measure performance in real-world contexts with a broad range of assessment tools, including observations, journals, projects, and demonstrations.

Monitoring and evaluation tools are also being adjusted to corroborate literacy's expanded definition. UNESCO, which has defined literacy as "the ability to read and write, with understanding, a short simple statement related to one's daily life," is in the process of moving away from a self-reported literate/non-literate designation, to an assessment that will document "a continuum of literacy skills and practices." UNESCO's LAMP (Literacy Assessment and Monitoring Programme), which is currently in development with other agencies, will drive the content of teaching and learning by assessing the current status of literacy in developing countries and collecting data to design targeted literacy interventions (http://www.uis.unesco.org/ev.php?URL_ID=5243& URL_DO=DO_TOPIC&URL_SECTION=201).

Programmatic Examples

Putting these principles into practice is often difficult, however, especially in countries where teachers are under-educated or are trained in a rote, teacher-centered approach to learning. One approach to addressing this challenge is focused on helping teachers internalize new approaches and techniques and put them into practice by scaffolding the teaching experience. Structured teaching combines a learner-centered, participatory methodology with direct, guided instruction, especially for language learning. For example, in EQUIP3's Afghanistan Literacy for Community Empowerment Program, lesson plans guide new teachers through each two-hour session. Each session begins and ends with full group discussion and reflection; includes a variety of learning activities in pairs or small groups; and draws the content from the real-life governance and community development needs facing rural Afghan villages. As teachers gain experience and confidence, they develop their own activities and lesson plans.

ActionAid's Reflect program (www.reflect-action.org/), which creates a democratic space where learners can develop and express their views, analyze power relationships, and develop the skills needed to improve their communities, approaches literacy as a tool for social change and development. It is based on the problem-posing approach to literacy education designed by Brazilian educator Paulo Friere, which views literacy education as a political tool- it engages learners in analyzing their personal environments as a means for personal and social empowerment.

For more information, contact Brenda Bell, Nonformal/Adult Literacy Specialist, Education Development Center at bbell@edc.org.

Literacy

Family Literacy Program - Pakistan

Parenting lessons in progress in Karachi

The two year history of the Family Literacy Program in Pakistan - implemented by Children's Resources International (CRI) – can list many examples in which a meaningful change has been brought about in the lives of those who have attended classes. CRI targets children in marginalized societies. Since most parents of the children studying in the partner schools are illiterate and poor, a comprehensive program on family literacy was initiated in January 2003. The Family Literacy Program has tied the learning of parents with that of their children, which has resulted in the sustained interest of parents and siblings even after completion of literacy sessions. A two generational initiative, the Family Literacy Program aims to increase the literacy levels of parents and older siblings of children in the partner schools, so that they learn together. Teachers who taught young children were trained in adult literacy skills to carry out after-school classes for parents, especially mothers. 100 lessons developed by experts in adult literacy have been translated into Urdu to provide basic instruction to families.

As a result of the program, there have been number of successes: mothers have learned to read utility bills, read route numbers on buses, tell time, and read and write simple things. In the ethnically diverse society of Karachi, the female counselors - who did not complete primary schooling - attend the family literacy sessions and motivate mothers to attend school. Baloch, Sindhi, Punjabi and Pathan women sit together and share and learn skills despite the fact that provincial biases are strong in Karachi.

Some of the mothers and siblings have received jobs on the basis of family literacy certificates, which they receive upon completion of the family literacy sessions. These sessions have given them the confidence to pursue jobs and other economic activities. Additionally, the family literacy sessions provide a forum for mothers to share their concerns and issues and interact with each other. They share their cooking recipes and local remedies for various illnesses. They also teach skills to each other, helping to strengthen community bonds.

In support of one of the six goals of Education for All related to adult literacy, the Family Literacy Program has reached approximately 2921 parents, and is working with 80 schools in Islamabad Capital Territory, Rawalpindi District and Karachi City.

There is a famous saying "a thousand mile journey begins with a single step." With interventions such as the Family Literacy Program, that first step has been taken towards a literate, and consequently prosperous, Pakistan.

For further information, please contact the Family Literacy Program's CTO Tom Crehan at tcrehan@usaid.gov.

Integrated Literacy Focus: Egypt's Education Reform Program

ERP Integrated literacy materials teacher training workshop

The Education Reform Program (ERP) is a five-year effort that began in 2004 to assist the Egyptian Ministry of Education's (MoE) new system-wide institutional reform program, which encompasses both the formal and non-formal education sectors.

As part of Egypt's education reform effort, ERP is working with the Adult Education Authority (AEA), Egypt's national literacy program, to raise adult literacy rates, especially among adolescent girls and women. In rural Upper Egypt approximately 70 percent of the married adult women cannot read or write, which often discourages them from participating in their children's education.

ERP is enabling local Community Development Associations (CDAs) to deliver decentralized literacy instruction services. AEA is committed to linking civil society bodies such as CDAs with government efforts because it is these organizations that best know local realities and can most effectively advocate for local needs with government resource providers.

ERP is training CDA literacy facilitators, many of whom receive their salary from AEA, on the use of community driven integrated literacy materials, which supplement

AEA's basic curriculum. Additionally, the content used in the materials - developed in partnership with sector specialists, partner institutions, literacy facilitators and learners - integrates subject matter from other sectors such as maternal/child health, parental involvement with school governance organizations and women's income enhancement activities. ERP is also training AEA literacy supervisors and trainers to train 'lead' literacy facilitators to teach the integrated health and literacy lessons and effectively use the facilitator training guide. This guide, *The Lighthouse*, introduces senior literacy officials and teachers to learner-centered and active-learning methodologies.

In addition to current training and materials support, ERP has recently been requested to assist with the restructuring of AED from being simply a literacy provider organization to an adult education and life-long learning organization, which considers literacy a vehicle for building human capacity and community development. With this shift towards a community development approach, AEA recognizes the need for a cadre of Community Outreach Facilitators hired and trained to assist communities and local institutions.

Integral to AEA's new reform vision is the importance of addressing issues of scale and sustainability from the beginning. For instance, instead of implementing projects in just a few communities, the new reform initiative would test projects throughout an entire governorate using AEA staff, local government, NGOs, and community members to transfer and adapt the projects to other governorates.

For more information, contact ERP CTO, Hala El Serafy at helserafy@usaid.gov.

Malawi Education Support Activity (MESA)

In February 2004, a baseline survey conducted in Malawi by the Malawi Education Support Activity (MESA) revealed that 98% of the Standard 3 girls and boys were not able to read from their class-level books and only 40% of the Standard 6 were able to read a passage of their textbooks. Further investigation revealed several reasons including pupils lack of exposure to supplementary reading materials at home or school, and an overall lack of encouragement by parents or the community.

To counter this unfortunate reality MESA launched a reading campaign in its target districts of Kasungu, Phalombe, Mzimba and Machinga. The goal of the reading campaign was to create an environment that helps primary school pupils improve their reading skills by developing supplementary reading materials and promoting reading as a habit.

For the reading campaign to succeed, MESA realized entire communities would need to take an active role. Teachers, School Managment Committee (SMC) and PTA members, chiefs and village headmen were all trained in material production and how to monitor the use of these materials. Community members were then guided by local teachers on what materials would be most appropriate for educational purposes. Subsequently, school-based workshops were held with parents and upper-level primary pupils, reinforcing that everyone in the community can make a valuable contribution to the reading campaign. Regardless of literacy skill, all members of the community are able to collect supplies used to create reading materials. They were instructed to make pens from roasted groundnuts, paper from reeds, ink from crushed flowers mixed with a sugar solution or weave baskets to store materials.

The success of this campaign, however, does not rely solely on the creation of materials. MESA included members of the community in a checks-and-balances system to ensure proper utilization of the materials. School committees ensure teachers have adequate reading materials, community members participate in follow-up workshops to create additional materials as necessary, and headteachers implement open days at which pupils can display their improved reading abilities. Teachers develop reading calendars to track pupils' reading assignments so parents can monitor what their child is reading. Having mobilized entire communities in supportive and accountable roles ensures that results from the reading campaign are substantial and sustainable.

To date, 6,300 teachers and headteachers have been trained together with key members of school committees and PTA

A teacher in Phalombe demonstrates how to make ink from locally available materials.

and influential chiefs. Surveys that have been conducted to assess the achievement and impact of the reading campaign indicate that about 60% of the schools in the four target districts are involved in reading campaign activities. Reading skills are improving. For example, in Khongoloni zone in Phalombe, 25% of the pupils who could not read in Standard 1 during baseline are able to read works from supplementary materials that parents help create by the end of the school year. Perhaps one of the most important outcomes, beyond improved reading skills, is parents' recognition that they too have a crucial role in the education of their child.

For more information, please contact Ramsey Sosola, USAID Malawi at rsosola@usaid.gov.

Testing of Literacy for Comprehension

At a recent USAID Education Sector Council Technical Meeting, Luis Crouch, of the *Ed Data II* Project, and Helen Abadzi, of the Operations Evaluation Department of the World Bank, gave a presentation on early literacy acquisition. A child at the end of Grade 2 should be reading 60 words per minute on a grade-appropriate passage. The reason for the importance of fluency (speed) is that the human short-term memory has a working span of only about 12 seconds if it is trying to hold many objects. Slow readers thus forget what they read at the beginning of a sentence by the time they get to the end, and therefore, cannot comprehend what they read. Recent discoveries point out the importance of fluency for comprehension. It is also known that early reading acquisition has a few simple determinants, such as time on task, interactive teaching, timely arrival of books, etc. The presentation made the point that testing for early literacy acquisition can be made fairly simple. One very simple test to see whether children are becoming literate is to assess reading speed on an appropriate passage.

In Perú, a pilot study was done with 22 schools and 245 children to assess this method for testing the timely acquisition of literacy and its determinants. It was found that only about half of children could read even one word by the end of Grade 2. Thus, reading comprehension was essentially nil. The method also tested the fact that using an inexpensive survey of 22 schools and 245 children it is possible to develop a fairly thorough and objective snapshot of a basic education system's functioning that includes some simple results data, and some input data such as textbook arrival, time on task, teacher support, and other factors. Such a survey can be done for $20,000 or less, and would be a good preparation for projects or sector-wide activity support. For further information contact John Hatch, CTO for *Ed Data II* at jhatch@usaid.gov.

Haitian Out-of-School Livelihood Initiative (IDEJEN)

The Haitian Out-of-School Youth Livelihood Initiative (IDEJEN) identifies and addresses the needs for education and livelihood preparation of out-of-school youth between the ages of 15 and 20. In support of this effort, it also strengthens the most effective organizations and programs already working with young people and implements a participatory strategy that directly involves Haitian youth and Haiti and US-based project advisory groups.

Developing the literacy skills of adolescents through non-formal basic education is a major task of IDEJEN. Because IDEJEN targets out-of-school youth, many of the beneficiaries have little to no schooling. Therefore, IDEJEN employs a learner-centered approach. However, the project has identified that applying this approach with youth in a hierarchal culture requires building facilitators' capacity to not only further understand and develop key teaching strategies, but also to enhance their capacity to establish meaningful relationships with the project participants. This means that facilitators need to take the risk of learning, adapting, and creating a rather new, but promising, model of expertise. Developing *building bridges* skills, as referred to in Street Kids International (www.streetkids.org) work, is instrumental to the success of those front line practitioners within an initiative such as IDEJEN.

IDEJEN is funded by USAID and implemented by EQUIP3/ Youth Trust. For more information, please contact IDEJEN CTO Grace Lang at glang@usaid.gov.

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To contribute to *EQ Review* please contact;
Adela Mizrachi, amizrachi@air.org, or John Hatch, jhatch@usaid.gov.

Annex III: *EQ Dispatch* December 2005

[Attached.]

EQ Dispatch

Education Quality in the Developing World

December 2005

NEW Publications & Activities from EQUIP (EQUIP123.net)

Publication

EQ Review: Literacy

This issue of EQR highlights the Family Literacy Program in Pakistan, Egypt's Education Reform Program (ERP), The Malawi Education Support Activity (MESA), the Haitian Out-of-School Livelihood Initiative (IDEJEN), and a Pilot Study on testing literacy in Peru.

Associate Award Headlines

EQUIP1:

U.S. Ambassador to Tanzania visits MKEZA

EQUIP2:

The The EQUIP2 Leader Award Activity added documents to the following pages:

Complementary Education Models and Strategies for Achieving EFA

The new documents include an issues brief and a working paper about the cost-effectiveness of complementary approaches in meeting EFA.

Education Data, Information, and Learning Outcomes Series

A new resource has been added that discusses the results of an exploratory survey on measuring learning outcomes in developing countries.

EQUIP3:

Content has been added to the following pages:

About EQUIP3 / Youth Trust
EQUIP3 / Youth Trust at a Glance
How to Obtain EQUIP3 / Youth Trust Services
EQUIP3 / Youth Trust Core Team
EQUIP3 / Youth Trust Project Description
EQUIP3 Topics

Additionally, the following new documents have been added:

EQUIP 3 / Youth Trust Project Profile
What Works in Youth Employment in the Balkans?
What Works in Youth Engagement? (PowerPoint)

Leader Award Highlight

EQUIP2: *EQUIP2 Education in Fragile States Seminar: Policy Implications of Education in Emergencies*
This second seminar in the EQUIP seminar series addressed the policy implications associated with dealing with education in emergencies. The seminar was in a panel format. Mr. Ken Rhodes (AED) moderated and Ms. Rebecca Winthrop (IRC), Mr. Mitch Kirby (USAID), and Mr. Carl Tripplehorn (SAVE) sat on the panel.

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Annex IV: *EGAT/ED 2005 Workshop Report*

[Attached.]

2005 USAID EGAT/ED Workshop Report

Knowledge and Skills for Development: MOVING FROM ACCESS TO RELEVANCE: IMPROVING THE QUALITY OF EDUCATION

Prepared by:
EQUIP1

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Introduction

The theme of this year's USAID EGAT/Education Workshop was **MOVING FROM ACCESS TO RELEVANCE: IMPROVING THE QUALITY OF EDUCATION."** Each day focused on a critical emerging challenge within the international education field: Policy Guiding Education, Education and Emergencies, Educating Special Populations, and Beyond Primary School. The daily themes were identified by past and prospective workshop participants as topics of interest.

In order to have a comprehensive report of the conference and its proceedings, reporters attended each session during the four thematic days and were asked to report on three areas: best practices and lessons learned, opportunities for further research, and additional resources presented. The information was gathered from the presentations themselves, as well as from the conversations that followed each presentation.

The function of this report is to compile the ideas of participants and presenters for further reflection by practitioners and donors alike. This report is designed to serve as an operational guide and is organized in three sections; each of the first two sections is additionally organized around a set of themes that emerged from those presentations and participant interactions. It is important to note that each of the ideas or suggestions represents the opinion of a presenter or conference participant rather than being an assertion based on research or consensus. The three main sections are:

1. Best Practices and Lessons Learned. What are some successful practices used in the field that should be shared with other practitioners in order to provide better service?

2. Opportunities for Further Research. What are the issues and practices that we need further information about in order to provide more relevant and better quality education?

3. Additional Resources. What are some resources presented or that participants have come across that have helped in their work and could perhaps help others?

Best Practices and Lessons Learned

What are some successful practices used in the field that should be shared with other practitioners in order to provide better service?

In this section, best practices and lessons learned serve as the means of information sharing. The practices and lessons that practitioners have encountered in the field help other practitioners be more successful in their work and can help donors understand the complex issues that surround the work they fund. It is in this spirit of information- and knowledge-sharing that the following best practices and lessons learned are presented.

The reports from each of the conference presentations were analyzed to identify cross-cutting themes. Those themes are: training, partnerships, addressing youth, monitoring & evaluation, quality, gender/girls, content/curriculum, design and education infrastructure, health & HIV/AIDS, special environments & populations, and prioritizing levels of education.

The common themes appear as headings in this guide and the relevant practical applications follow. After each bullet point, the title of the presentation in which the idea was presented is given in italics and parentheses. Additionally, key phrases and topics have been underlined throughout this section for ease of reference.

A. Training

- In Indonesia, there was an effort made to improve the reputation/image of the IKIPs (Institut Kegurauan dan Ilmu Pendidikan - Institutes of Teacher Training and Education Sciences). One of the changes made was that students were required to have a subject matter specialization sot that the program was no longer focused solely on pedagogy. However, an unintended consequence arose from this change. Due to this curriculum shift, professors that were specialists in various subject matters were hired and were often not committed to <u>teacher training</u>. Rather, they wanted jobs at regular research institutions. Thus, pedagogy was dramatically reduced from the IKIP curricula. (*Investment in Higher Education to Improve Secondary Education*)
- One program aimed to improve performance in IKIPs Teacher Training Institutions in Indonesia is <u>matching fund grant competitions</u>. The 11 schools have been lumped into two categories. The four highest performing are in the first category/tier. The others comprise the second tier. The schools will compete within their tier for grants with matching funds. The ranking of the institutions has influenced enrollment because parents and students have begun to respond to the ranking and the higher ranked schools are more selective. (*Investment in Higher Education to Improve Secondary Education*)
- Attention should be given to whether removing international teachers from home countries and bringing them to the U.S. for training will be productive. It is possible that training in-country will be more effective. ALO sponsors the bulk of <u>international partnerships</u> between <u>higher education</u> organizations. For example, ALO obtained a grant from USAID to secure training for 30 Malawi educators.

Significantly, Virginia Tech decided not to pull the Malawian educators out of Malawi and bring them to the US. This would have been disruptive in many ways. The educators would have been pulled from their teaching environments and programs. This may have made the situation on the ground worse for a time as those selected were considered the best and the brightest. Second, because the training occurred in Malawi – it remained culturally centered, site specific, and the teachers were able to take what they were learning back into their schools and/or work environments. (*Teacher Training Partnerships*)

- Giving technical assistance to technical training schools in-country builds local capacity and allows indigenous organizations to provide the training themselves – a cost-effective alternative to sending people out of the country for the training. (*The Future of USAID Long-Term Training*)
- An ideal program would be one that invites private companies working within an economic Strategic Objective (SO) to request long-term training. These companies submit a request for training including a profile that shows how their organization contributes to the economic SO. Once the request has been approved, the organization receives three types of training:
  1. Organizational training
  2. Personal training
  3. Short-term training

  (*Future of USAID Long-Term Training*)
- A successful support mechanism to assist participants/trainees in avoiding isolation after long-term training is to form alumnae associations. (*Future of USAID Long-Term Training*)
- General practice of empowering teachers over monitoring teachers leads to improved classroom learning. Using the same active learning and critical thinking methods advocated for students in teacher training helps bring these techniques into classrooms and provides motivation. (*Teacher Development and Decentralization*)
- Creating local space for teachers to interact and discuss is important to education quality using teachers as engines of decentralization. (*Teacher Development and Decentralization*)
- Having local cascading training programs supported by teams composed of a trainer, resource teacher, and an inspector, improved learner-centered education and assessment and provided a better educational environment. It is also important to follow up with coaching and monitoring of teacher implementation. (*Teacher Development and Decentralization*)
- The central authority does not have mechanisms/levers in the classroom to implement policy changes and therefore decentralization through teacher development is important in making transition from policy to classroom. (*Teacher Development and Decentralization*)
- USAID in the Caribbean, through the Center for Excellence in Teacher Training, has recently implemented education standards for reading in grades 1 – 3. (*Goals of Education*)
- Emerging educational systems and educational reform projects are connected to social, economic, and political forces at the local, domestic, and international levels. The mentality of educators is the most important factor when implementing

educational reform. It is also the most difficult to transform. It is extremely important to deal with the changing of attitudes of educators in reforming education. Many teachers from the Soviet system had an extremely difficult time transitioning to a decentralized education system. They were used to walking into class and teaching from a lesson plan dictated by the state. After reform occurred, they were expected to be creative, conduct their class based on interaction with students such as discussion. Many had a difficult time with this transition. The lesson here is that money spent on reforming the curriculum may be wasted if educators themselves do not reform. Some teacher re-education occurred but in some cases was ineffective. Presenter response: The private sector has played a huge role, particularly in higher education and more specifically in subjects like business. Because the private sector was emerging in Poland anew, it was and continues to be very dynamic and innovative. Democratic attitudes led people to challenge educational system that was completely government funded. Private schools sprung up between 1990 and 1999. Their success led the Ministry of Education to acknowledge contributions of the private sector and many tactics used; policies implemented were then incorporated into the formal Education reform of 1999. (*Polish Educators Guiding Country Policy*).

- Train-the-trainer method for teacher development builds capacity and is learner-centered. It is also helpful because the trainers end up being host-country nationals. The trainers must also follow-up with teachers to make sure that the teachers are not reverting back to their old methods. Additionally, it is important that parents understand the methodology. (*Opening Plenary*)
- Teachers in conflict situations play an important role. However, it is important to understand that they typically are not equipped to deal with the psycho-social needs of the children who are returning from conflict. In order to facilitate reintegration, teachers need: training in psycho-social reintegration, training in peace education, classroom management/pedagogy skills, knowledge about HIV/AIDS, sensitization on reasons why children were with the fighting forces, training in creating an environment of acceptance, training in managing disruptive behavior, and training in children's' rights. They also need continued support while they are teaching. (*Displaced Children and Orphans Fund of USAID*)
- Teachers should be taught to cater to and be sensitive to gender and the needs of OVCs. (*Gender, HIV/AIDS and the Promotion of Quality Education*)
- In Iraq, the technical assistance that was recruited for help in the education sector did not speak Arabic; it is important to recruit technical assistance with the appropriate language abilities. (*Can the 3 D's Help Developing Countries with the 3 R's*)
- Lesson Learned from the USAID response to education in Iraq: USAID strengthened the ministries before improving the capabilities of the people running the ministries. It is important to first target the people and then target the institution. (*Can the 3 D's Help Developing Countries with the 3 R's*)
- Lesson Learned from the USAID response to education in Iraq: it is important not to underestimate the cost and scope of teacher training. (*Can the 3 D's Help Developing Countries with the 3 R's*)
- One of the most important elements of education in emergencies is the training of teachers. (*Opening Plenary*)

- Including a member of a minority group as a teacher trainer has worked well to include minorities in education. (*Opening Plenary*)

B. Partnerships

- Community Youth Mapping is a unique way to engage youth in a skill-building activity while also helping to gain knowledge about community and private sector interest in support of youth training. The success of the ALEF/Morocco (Advancing Learning and Employability for a Better Future) employability education program is attributed to the understanding that enhancing employability was not something education and training systems could accomplish independently, but required the collaboration of civil society and industry. Additionally, it would have to have significant levels of community participation in the form of PTA participation, mothers' functional literacy trainings, etc. Bringing these various parties into the process of making vocational education relevant not only required the participation of these parties, but changing the way they currently sustain education. While industry is very willing to financially help education initiatives, they had little experience with the sort of support ALEF/Morocco was asking for: helping to improve the completeness, accuracy and timeliness of employment needs, reporting in their particular industry along with conveying the industry skills, sharing the knowledge and attitude standards that applicants are required to possess. (*Bridging Education, Vocational Training and the Workforce: The Vantage from Morocco*)
- Lessons learned from ALO grant program:
  - Community colleges have improved capacity for managing and improving basic and secondary education.
  - Expands number of qualified professionals.
  - Impact on community colleges, developing country partner institutions, workforce development has ripple effects on individuals, institutions, communities, policies, and sustainability.
- Key findings from ALO synergy conference:
  - Define workforce development- it is not entirely synonymous with education.
  - Challenges exist across cultures in areas of finance, location, technology, willingness to change.
  - Education/workforce training is not age specific.
  - Challenges in collaboration between Ministries of Education and Labor.

  (*Community College Partnerships for Employment and Economic Growth*)
- Examples of workforce-education private sector partnerships in other countries: Ford Motor Company in Madras, India developed a very successful model; USAID-funded training in Chiapas, Mexico linked to organic coffee production and partnership/sponsorship with Starbucks.
  (*Community College Partnerships for Employment and Economic Growth*)
- We need to move toward a multi-sectoral approach – how does education impact other sectors (i.e. economic and health sectors).
- There is a need for institutional flexibility to work with multiple partners and accompany country-led, or Ministry-led processes. (*Research on Donor Effectiveness*)

- Donations of money and supplies are less effective than active engagement in education; it is important for the private sector to engage the entire community. Motives of sponsors seem to be linked to participation. More systematic assessment of sponsor effectiveness is needed. Strong facilitation must exist to foster good partnership between schools and private sector. Example of cooperation with the private sector: Active Schools approach called "Model Schools" in Nicaragua. Previously, the private would simply donate books or money. Now, the private sector is learning that simple donations do not produce results and a higher degree of involvement is needed. (*GDA and Education: Nicaragua & Model School Expansion Project*)
- Military Civil Affairs Unit and USAID have overlapping goals in working with emergency aid, distributing resources, basic development and Department of Defense has already worked with USAID in some countries. Increasing collaborative efforts would avoid duplication of activities and find ways to coordinate and combine resources, or use increased resources available for activities. The goal is to have a continuous dialogue, collecting examples of collaboration and a compiling of this experience at a higher regional level; taking country-level understandings into inter-agency agreements. (*Building Bridges with the Military*)
- Take the time to include stakeholders from all levels of government in the policy change process. This ensures buy-in and continued communication/dissemination of information throughout. Involve private sector participants in the policy dialogue, but deliberately limit their influence to ensure Ministry leadership. Provide exposure to implementation models (i.e. post-policy development) on regional basis or from countries with similar contexts to broaden thinking and build regional linkages.
  - Focus on moving beyond ICT literacy to ICT integration
  - Build capacity for implementation in parallel to strategy development
  - Focus on financial sustainability and educational impact
  - Create external checks to support/ensure policy implementation
  - Changing policy is the best way to sustain ICT interventions (i.e. labs in PTCs) (*ICT for Education Policy Changes*)
- The MOE has an essential implementing role, if MOE is not leading the efforts there can be great resistance. There is a critical role of information and standards in accountability. Active role of parents and teachers is crucial. (*Implementing Decentralization*)
- The Global Workforce in Transition Initiative (GWTI) focuses on mechanisms to facilitate labor market transitions to upgrade skills and to improve productivity and competitiveness in formal and informal sectors. An example of this mechanism was exhibited in the school-to-work and out of school youth employment program to prepare a more skilled workforce. The project found that what needed to be taught were relevant skills and fostering public/ private partnerships. (*Workforce Development in the Competitive Global Economy*)
- The focus must shift to demand-driven workforce programs which serve the participants and employers, and which are flexible and responsive to the changing economic requirements, diverse participant needs as well as the local culture and priorities. (*Workforce Development in the Competitive Global Economy*)

- The key to offsetting the potential unintended consequences of feeding programs is the active engagement of partners. For example, where the introduction of feeding programs drastically increases enrollment, cooperation with the government and communities is needed. (*WFP's Food for Education Programmes to Reach Special Populations*)
- Creating community-level committees helps to build system accountability. Where communities are informed about what is due to them and their schools, they are better able to identify discrepancies and losses—and to devise solutions. (*WFP's Food for Education Programmes to Reach Special Populations*)
- GRANDMOTHERS' PROJECT- Nicaragua
  - Grandmothers play an influential role in children's development across cultures
  - Grandmothers contribute to cultural continuity
  - Prevalent assessment methodologies fail to examine household roles and relationships
  - Grandmother leaders and networks should be viewed as "social capital"
  - Grandmothers are receptive to the use of nonformal education approaches that build on their existing knowledge.
    (Innovative Approaches to Health and Education)
- Both Uganda and Nigeria have commissions within the government staffed by pastoral population to give a voice to resources and relevancy towards pastoral population. Kenya does not have this currently. *(A Regional Approach to Bringing EFA to Pastoralist Populations)*
- It may be useful to consider an internship as employment - this can speed up the process of job insertion. *(Innovations in Vocational Education)*
- "Key building blocks to be applied in Jordan include: nurturing cross-sector collaboration; delivering professional development for educators and private sector volunteers; initiating work-based and experiential learning opportunities within business and industry; and integrating career information and guidance within academic courses." *(School to Career Transitions)*
- Lessons Learned in Afghanistan APEP program: Community buy-in is critical on sensitive issues like girls education. Communities do not rally behind a project with the same intensity or with the same speed. Donors must be flexible and understand that community buy-in must precede major project activities in order for projects to be fully realized. *("Developing a Focus on Educational Quality")*
- Lessons Learned in Afghanistan APEP program: Communities are critical in assuring the safety of project implementers. Communities must be asked how they can contribute to a safe program environment. *("Developing a Focus on Educational Quality")*
- Best Practice/Lesson Learned: In Iraq – USAID fostered partnership with universities. ("Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons")
- Lessons learned in implementing education programs in Afghanistan: involve community-based organizations in the planning of the programs. *("Building Quality Education in Afghanistan")*
- Lessons Learned from the USAID response to education in Iraq: Education related information operations are crucial in conflict zones and student leaders should be supported. *("Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons")*

- Lesson Learned from the USAID response to education in Iraq: Need to articulate linkages between education projects and civil-military operations; and assess the contribution of such projects to the success of civil-military operations. *("Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons")*
- Lesson Learned from the USAID response to education in Iraq: USAID underestimated strong coordination between the various people doing school rehabilitation. *("Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons")*
- Lesson Learned from the USAID response to education in Iraq: it proved to be an oversight not involving the MOE earlier in the school rehabilitation process. In some cases the government thought USAID overpaid. *("Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons")*
- Best Practice/Lesson Learned: In Iraq - Developed program with 5 components; teacher training, supplies, testing (with UNICEF) accelerated learning programs. Got the teachers paid (in cooperation with the military); involved the minister of education. *("Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons")*
- Best Practice/Lesson Learned: As the USG prepared for war with Iraq, education planners started preparations and collected information from the expatriate community, which assisted in program design and implementation. *("Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons")*
- Community integration and support for education and the local school can be a powerful ingredient to making schools safe places for children. An example in Kosovo: the community took responsibility and ownership of the school. Community members surrounded the school to protect kids and prevent them from being taken to combat. *("Displaced Children and Orphans Fund of USAID")*
- It is important to use local materials, when available, to build and improve education. *(Opening plenary)*
- In complex emergencies such as Afghanistan, NGOs have the infrastructure and technical capacities to deliver quality educational services to populations that would otherwise not be served. *("Education in Afghanistan Under the Taliban: The Role of NGOs")*
- It is important to plan from the beginning how to make emergency interventions sustainable once the short-term relief organizations pull out of an area. For humanitarian organization, having a dialogue with the host country governments and NGOs early is essential, as is making links with development organizations that will take over the work when the relief organizations leave. Linking up with local development NGOs is ideal. *(Opening Plenary)*
- Linkages with the health sector and youth outreach groups can help in HIV/AIDS education initiatives. *("Improving Relevance of Education through Gender Integration of HIV/AIDS and OVC Programming")*
- One way to support local communities is to make use of local abilities (i.e. in Sierra Leone, the school materials were made locally, instead of being brought in from overseas). *("Improving Relevance of Education through Gender Integration of HIV/AIDS and OVC Programming")*

C. Addressing Youth

- A critical exercise in youth programming is to have a community orientation to engage the community to present what the program is interested in doing and solicit community feedback. *(Applied Learning Model to Provide Entrepreneurship Training to Youth: YESNigeria)*
- Lessons JobsEd: Post Primary School Education and Training Programs –
  - listen and respond to employers and community leaders
  - establish skill standards (to drive curriculum, assessment and certification)
  - embed training in economic development efforts, incl. Entrepreneurship and SMME support
  - decentralize decision making (ed &government)
  - use competition and performance contracting
  - engage local volunteers as teachers and mentors
  - make programs flexible and learner centered
  - attending to needs holistically (psychologically/sociologically included) *(JobsEd: Post Primary School Education and Training Programs)*
- Programa para o Futuro (PPF): The program selected 50 disadvantaged youth, 25 young men and 25 young women, ages 16 to 21 years of age to participate in the pilot phase of PPF. When they were selected none of them were working. All came from families with an average income of half the minimum wage per person. At the end of the pilot, (PPF) Resulted in 71% of the youth securing quality jobs with strong career potential. A total of 88% of the youth who completed PPF either have jobs and/or have progressed to post secondary education programs and have positive new futures. The program's success is largely due the innovative curriculum and the project-based instructional method that simulated the workplace and provided youth with daily opportunities for practical, hands-on and experiential learning. PPF organized youth into teams to carry out hands-on learning projects that simulated the work place. Project-based learning also built problem- solving abilities, created practical skills and enabled youth to learn to work effectively in project teams. Learning projects focused on topics including network configuration, Linux, troubleshooting computer problems, installing WiFi, or wireless systems, applying for jobs and handling difficult questions during job interviews. In addition, Portuguese and English instruction was integrated into the technical and work-place training to build strong communication skills. PPF piloted the first e-Mentoring program in Brazil. This pioneering effort linked each youth with an adult professional from companies in Recife (Brazil). The e-mentoring program helped youth learn what it means to be a working professional, to model professional behavior and develop self-confidence. A dynamic network of public-private partnerships contributed to the success of PPF. (IBM, Bank of Brazil, Brazil-America Association, IBRATEC and Microsoft. *(Programa para o Futuro)*
- PPF lessons & Success Factors
  - Investing in teachers, include workshops for continued professional development with an online learning environment.
  - Involvement of private sector
  - Social Needs and Uniforms, the disadvantaged youth require support on different areas such as Social workers, Gender Specialist, e-Mentoring coordinators, youth

meetings, Nutritious diverse meals, Transportation (bus tickets), parent meetings, attractive professional uniforms and building communications skills.
  - On-line learning skills.
    (Programa para o Futuro)
- Entrepreneurship training can be a way to develop skills and empower youth. *(Closing session)*
- It is not enough to "open doors" - access is not adequate. There is a need to provide a new way of expanding secondary education and addressing the issues of young people and the labor market. *("Secondary Education: Policies, Challenges Opportunities")*
- Lesson Learned: In conflict, all normal roles disappear. Armed sides understand how to use youth to manipulate them. We need to reach out and match the influence of armed or political parties. It's about harnessing youth to obtain peace. It's not about pacifying youth but creating space for positive activity for transforming conflict. *("Empowering Youth to Avoid Violence and Recover From Conflict")*
- Cleansing ceremonies for children and communities help the forgiveness, healing and reintegration processes. This helps children get the message that there are now different expectations of them. Helping communities to recognize youth as a positive force is important. Working with youth to provide positive input to community, through service learning can be effective. *("Displaced Children and Orphans Fund of USAID")*
- Principles of Youth Programming *("Empowering Youth to Avoid Violence and Recover From Conflict")*
  - Trust in young people abilities – hardest thing in working with youth is working with adults: talk with young people who know best their situation
  - Equip youth to manage the conflict imposed on them: understand what is going on around them and make choices in their lives
  - Engage youth where they are at – recognize their cultural needs and pressures and address them directly.
  - Create youth friendly spaces – where they are comfortable with other youth, not spaces where adults want to bring them or think they are comfortable
  - Create platforms for youth voices – e.g. youth radio.
  - Create the power of the gun: The gun provides livelihood and identity to youth in war. Youth programming needs to provide alternatives that create this same power of livelihood and identity. One youth realized after a number of years that the gun had no power but his voice did. We do it with radio
  - Create "5degree shifts" - Seek to harness the desires that are pulling youth into violence and guide them toward constructive ends. For example a gang leader is a salesman, CEO, a marketer, etc. To change him your solution needs to appeal to his desires.
  - Work with "multiplier youth" - those who are already leading or influencing youth.
  - Work directly with youth organizations
  - Foster adult-youth partnerships
- It is important to have funding in order to reintegrate combatants. It is also important to give youth alternatives in countries where there is conflict. If people have

alternatives, they will not inherently resort to violence. *("Empowering Youth to Avoid Violence and Recover From Conflict")*

- Lesson Learned from the USAID response to education in Iraq: it is important to create vocational and employment centers that are closely linked to industry in order to target young adults. *("Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons")*
- In emergency/conflict situations, teaching construction skills to youth has been successful as it is often a field that is in demand during and following an emergency. *(Opening plenary)*
- For youth, skills and vocational training have been widely popular, even more so than literacy training. *(Opening Plenary)*
- In order to get youth more interested in education so that they attend school, a dialogue with parents as well as showing youth the benefits of education is key. One way to do the latter is to tie education to job or vocational training for youth. *(Opening Plenary)*
- Teaching skills to out-of-school youth is an important aspect of HIV/AIDS programming *("Improving Relevance of Education through Gender Integration of HIV/AIDS and OVC Programming")*
- Teaching orphans how to survive/thrive is an important aspect of HIV/AIDS programming *("Improving Relevance of Education through Gender Integration of HIV/AIDS and OVC Programming")*
- The costs of not investing in youth can be high. *(Should USAID have a Youth Policy?)*
- Jovem (Brazil) & SEA (Macedonia) – Programs are focused on inserting youth into the job market through market analysis, particularly in urban areas and then connecting education to the local market. *(Innovations in Vocational Education)*
- A program in The Ukraine presents theater using an approach to educate youth about key factors that they face daily. The Interactive Gender Theater is supported by various international organizations, including USAID, AED and the UN, among others. Some of the issues confronted by this youth-focused organization involve the discussion of HIV/AIDS awareness, the prevention of the trafficking of humans, sexual health and drug/ alcohol prevention. *(Youth Engagement: Benefits and Effective Practices).*
- The project Out of school youth in Haiti is very successful due to its reliance on youth to assist and run various aspects of the program. *(Youth Engagement: Benefits and Effective Practices)*
- Romania has created an "outward bound" type program designed to overcome the negative social legacy of communism. After experiencing a great deal of frustration with the bureaucracy and corruption in-country and the problems with the tendency of youth to have a great deal of suspicion, the project has engineered a year round service learning model as a tool for grassroots development via "social capital development". *(Youth Engagement: Benefits and Effective Practices)*
- News idea include school companies, which tend to be very good at developing plans (part of central planning culture) – but it takes leadership to implement plans.*(Innovations in Vocational Education)*

D. Monitoring & Evaluation

- Lessons Learned in Afghanistan APEP program: In monitoring and evaluation it was important to give a snapshot of the situation on the ground through basic reporting mechanisms to inform program design while understanding that monitoring based solely on self-reporting may be inaccurate and aggregate data left unanalyzed are not very useful. Consequently, more thorough evaluation and disaggregated and longitudinal studies needed to be carried out. Furthermore, this evaluation capacity must be transferred to local organizations and also systematized within the MOE itself. *("Developing a Focus on Educational Quality")*
- A quality test must be valid, fair, reliable, secure, practical, and must have psychometrically sound TD process as well as routine evaluations of test processes against industry standards. *(Standards and Audit Processes for Educational Testing)*
- The steps in test development should include: Analysis of knowledge areas or curriculum, establishment of a test plan, item writing workshops, review of new items, committee review of items, test assembly, administration of the test, review of statistically problematic items, standard setting and release of reports and results. Standard setting sessions should be conducted using committees of stakeholders and content experts from the ministry, province, state, program or organization which will approve the standard. *(Standards and Audit Processes for Educational Testing)*
- Different tools that can be used to conduct an audit include: a set of standards to measure quality, individuals to review the testing program against the standards, a structured process for the review, assurance of the integrity and thoroughness of the review and follow-up to the audit results. *(Standards and Audit Processes for Educational Testing)*
- While it is important to monitor ECD programs, M&E programs must be not result in the stigmatization of children through poorly conceived testing tools. Group testing may be critical to this end. *(A Focus on Early Childhood Learning)*
- Challenges for Improving Donor Coordination and Alignment - Need for data: USAID thought that if the assessment was done under FTI it would not be seen as USAID initiative. The assessment was essential because the USAID, the country and donors had no data and were operating rudderless. The government said that the people teaching children shouldn't be those assessing it, but rather wanted to do assessment at a higher level. USAID knew the results of the initial assessment would not be good. Donors were afraid that people would see the results and say that despite all the expenditure of funds there hadn't been much progress and this would affect donor capitals. So the assessment needs a way to say that although this news is bad, we need it to make progress. *(Improving Donor Coordination and Alignment)*
- Understanding that tests are not necessarily the answer – example: AIDS orphans in Africa need relevant education and work skills. *(Goals of Education)*
- Report cards:
  - Monitor progress- document measure, analyze, interpret and publicize what is going on in education.
  - Promote debate—convene actors to discuss education issues; shape debate by identifying education issues.

  - Promote reform—take initiative to discuss important reforms; develop reform proposals; build coalitions, develop national scene and purposeBe an ally—support reformers politically, symbolically, and monetarily. *(Civil Society Guiding Education Policy)*
- Groups use colors and graphics and symbols appropriate to the local context in order to share data and information. Some presentations include role playing, posters, and oral reporting. By doing this, parents realize they can participate in the analysis process even if they are not literate *(New Forms of Data Presentation)*
- The new trend in M&E has moved from providing descriptive information to looking at the impacts of a project which involves a new focus on outcomes.*(The Evaluation Part of M&E)*
- Evaluations should be planned in the proposal-writing or very early stages of the project. *(The Evaluation Part of M&E)*
- Having a pilot is helpful when designing an effective randomized field trial. *(The Evaluation Part of M&E)*
- Looking at a project long term in an RFT assessment is helpful. *(The Evaluation Part of M&E)*
- RFT strategy (continuous assessment) should have workshops to train people in the methodology of the intervention as well as the assessment. *(The Evaluation Part of M&E)*
- Most education information systems do not collect attendance data. Many decisions are based on enrollment, rather than attendance. *(New Forms of Data Presentation)*
- Another type of data that could be useful is time-on-task in the classroom. Many Education information systems do not include this type of data which could be very useful. *(New Forms of Data Presentation)*
- By looking geographically at education data, people can plan strategically. For example, by identifying areas lacking schools, a ministry can plan for school construction or identify areas needing roving teachers. Putting information in map format can also help get people excited about the data. *(New Forms of Data Presentation)*
- By looking at the distinction between urban and rural schools rather than just national averages, we are able to identify dramatically different experiences. *(New Forms of Data Presentation)*
- Today there is an importance of sub-national data to illustrate variation between regions and individual schools within each country. Regional variation by gender and urban/rural differentiation is necessary to inform national policy; with wide variation, need to consider if data is correct and if so, what accounts for the differences; identify education gaps, determine causes, and develop solutions to address them. *(Education Data Guiding Policy).*
- Having information doesn't necessarily mean it will do anything. It must be communicated to parents correctly and be able to make improvements. *(Implementing Decentralization)*
- Recommendations for Future Evaluation Design Processes:
  - Comparison schools are essential and should be identified at the outset of a project,

- Data collection should include indicators to assess main program objectives: achievement, attendance and school management,
- Indicators should be collected for all project schools and matched comparison schools,
- If subsets of schools are included for special evaluations, they should remain the same.

  (Capacity Building for Low Performing Schools)

- To build the quality of learning, there need a self-assessment process
  Example: Evaluation- Assessment Plan- EDUCATODOS
  - Established evaluation plan from the onset
  - Users: Staff, policy makers, alliances, USAID, facilitators, students
  - Assessment goals:
  - Program – to enhance curriculum design and training through evaluation that finds out what is right for curriculum design- accept feedback from each other, create learning environment, identify impact for policy decisions
  - To enhance learning: do a <u>baseline study imbedded in learning materials</u>: in lessons, end of units, with feedback instructions for facilitators, pre-test to write remedial lessons
  - To certify learning- <u>multiple testing</u> to confirm learning for learners and system
  - Post-test to confirm quality- formative and summative evaluation- program design to improve quality

    (Capacity Building for Low Performing Schools)
- Participator process- engage mission, stakeholders, developing additional indicators, building capacity, use rigorous methodology, data validity- information as a tool for empowerment. *(Capacity Building for Low Performing Schools)*
- Using the <u>national standards as an evaluation tool</u> - by the schools themselves, by external evaluators, and by the government. Structure of National Standards [7 elements]
  1. Schools should have resources
  2. Curriculum in place in schools, that will make learners learn
  3. The process of teaching and learning in the school system
  4. The school should be a social unit
  5. Every school should have <u>capable leadership and management</u>
  6. The link between the school and the parents, community
  7. Evidences of schools with other schools

  (Addressing Quality through Inequality)
- Very important to assure that the data/research is relevant and understandable to the policy makers. Difficult balance in terms of introducing new concepts and information yet assuring relevance to policy makers. *(Influencing Education Policy through Participatory Research and Dialogue)*
- Must be sensitive to the context and situation to determine approach.
- Need to balance USAID reporting needs with overall observed program effects. *(School to Career Transitions)*
- Best Practice: Distributing the <u>INEE Minimum Standards in Education in Emergency</u> handbook to those people involved in managing emergency response programs. Feedback from use in Indonesia in the context of the Tsunami relief are:

- Access to booklet, get lots of copies in local language, although the handbook was translated into several languages, translation might be needed
- Standards are global and will need to be adapted to local context as well as integrated into the agencies current tools
- Training and orientation of staff in the standards should be planned
- Standards used as a link between Education and Emergency response teams
- Standards can be used as tools in non emergency context too
- Standards are to be aspired to, not really a minimum bar and are based on the idea that human rights are global though there are not really global education standards *("Education and Emergencies")*

- We need to focus on post-education results (i.e. employment), as well. *(Opening Plenary)*

E. Quality

- Lessons Learned in Afghanistan APEP program: In general, quality considerations relevant to the field in designing the accelerated learning program included:
  - Smaller class sizes to facilitate rapid learning
  - Provision of learning materials to address equity
  - Training teachers through hands on practices
  - Supporting student-centered instruction
  - Recognizing that older students are faster learners *("Developing a Focus on Educational Quality")*
- Lessons Learned in Afghanistan APEP program: Remembering that innovation is relative: for instance, the fact that the program asked teachers and students for their opinions about education was radical and in some cases, contentious. *("Developing a Focus on Educational Quality")*
- Lessons Learned in Afghanistan APEP program: Many challenges arose when developing quality in programs: setting benchmarks when there is no baseline data, working with donors that have unrealistic expectations stemming from inadequate information, and fulfilling emergency situation needs while still looking at the project from a long-term perspective. Speakers pointed out that in the process of providing emergency educational services many students suddenly had aspirations to continue with their schooling in the hopes of becoming doctors, layers and other highly educated professionals. The challenge arises because the accelerated learning program does not extend through higher grade levels, and 47% of students who participated in the program live in communities without secondary schooling options. There is a consequent need to focus on immediate requirements while simultaneously thinking about long term prospects for students. If further schooling is unavailable to students, programs should be designed to make the terminal grade have a vocational focus. *("Developing a Focus on Educational Quality")*
- When education is relevant, there is a quick pay-off and can be important in helping prevent children from joining combat. In Kenya, refugee camps with Sudanese refugees, trucks would cross the border to the refugee camps, load up the children and take them across the boarder into conflict. Through education, the children realized that they had the right to say no, and began refusing to get onto the trucks. After a

while, the trucks stopped coming to get the children. Children also learn about their rights at school, then go home and teach their parents and family members. Parents then are better equipped to protect their children and stand up for children's rights. *("Displaced Children and Orphans Fund of USAID")*

- AID had funded HDIs (Historically Disadvantaged Universities) in South Africa until the apartheid ended and in 1994 higher education opened up and became accessible to blacks and all schools opened up – at that point quality of all universities became an issue. Pace and process of change prevents the creation of a vision. Merger of universities had no rhyme or reason for the most part - scale and pace were large and very rapid. The MOE closed 100 teacher colleges and merged them into colleges of education. The big issue became teacher quality. Skills and job training schools merged with research institutions. This has also been a challenge because there is a need to build capacity to do research. Team work is important, however faculty is stuck in a hierarchical system and the concept isn't there for them. *(Interplay of Mergers and Quality Assurance in the South African Higher Education System)*
- What kind of education is needed for the 21st Century?
  - Demand for job-skills is changing rapidly. IT is being introduced in the workplace, so some skills are becoming more in demand and others are declining. "expert thinking" and "complex communication" (capacity to convince and present new ideas) are in high demand. "routine manual" and "routine cognitive" (i.e. packaging or accounting) skills are decreasing in demand. "Non-routine manual" (janitorial) has decreased, but is leveling out.
  - PISA results for middle-income countries (Peru, Indonesia, Brazil, Mexico, Thailand): Majority of students have do not cross over into the "expert thinking" and "complex communication" skills
  - Inequality is high – countries are not providing access, and the access that they are providing is not of high quality.
- In order to gain a better understanding of the issues affecting educational quality, it is important to analyze things such as:
  - Student repetition rate vs. pupil/teacher ratio
  - Student survival rate vs. pupil/teacher ratio
  - Drop out rate vs. text book ratio
  - Training level of teachers vs. drop out rates
  - Availability of school feeding vs. attendance*(New Forms of Data Presentation)*

F. Gender/Girls

- Lessons learned in implementing education programs in Afghanistan: obtain the trust of the community in order to reach girls *("Building Quality Education in Afghanistan")*
- Male-female relations must be addressed within education in order to address HIV/AIDS issues. Female safety issues must be also be addressed. *("Improving*

Relevance of Education through Gender Integration of HIV/AIDS and OVC Programming")

- Flexible school timetables are a way to make changes so that girls can access education. *("Improving Relevance of Education through Gender Integration of HIV/AIDS and OVC Programming")*
- Thinking of gender as girls' education is far too narrow a concept. *("Gender, HIV/AIDS and the Promotion of Quality Education")*
  - Community involvement in education is crucial to supporting girls' education. This community involvement includes:
  - Dimensions of trust and how to build it
  - Proactive involvement of mobilization teams
  - Training for Community Councils
  - Training for teachers
  - Ongoing Monitoring and Evaluation
  - Outgoing counseling: outreach to and discussion with children and families. *(Fostering Education for Female Out of School Youth)*
- A 'the magic recipe' program will integrate literacy, life skills, sports and awareness-raising into one program.
- It is important to focus on building positive attitudes and potential of rural girls and create safe and supportive spaces for learning and peer to peer education. Government investment commitment to the needs of adolescent girls is also important. *(SCF's Innovative Programs for a more Relevant and Youth-Friendly Education: Ishraq and Injaz)*

G. Content/ Curriculum

- Leadership development in students can help in teaching democracy, governance, and civics. ("The meeting Point Between Education and Democracy and Governance")
- Programs must address cognitive, emotional, and behavioral aspects *("The meeting Point Between Education and Democracy and Governance")*
- Education is not the answer to eradicating terrorism. Terrorists are often educated. What is important is the type of education and the content provided. It is also important to make it so that going to school is not a chore and is something children want to do *(Opening Plenary).*
- Civic education as a means of preventing political instability and crises and conflicts *(Closing plenary)*
- Best Practices/Lessons Learned for Study Tours: Study Tours got a bad name for being more like shopping tours in the past. Prepare the participants for hard work, intensive, 7 days a week, traveling. *("Productivity Study Tours")*
- Key elements of good practices for education in the reintegration of former child soldiers:
  - Minimum standards of education/ Standards for education in conflict situations.
  - Inter-sectoral approach (incorporate education, psycho-social welfare, and income generating activities)

- Education should not just focus on former child soldiers, but on other vulnerable children as well. Whole schools should receive benefits rather than select students in the school.
- Former child soldiers should not be separated and labeled rather integrated with other children.
- Remedial and accelerated learning opportunities.
- Some in-school activities, some out-of school activities.
- Education is not limited to schooling.
- Formal school, informal school, accelerated programs.
- Skills training should be based on market analysis, and should be adequately supported to generate marketable skills. Provide start-up kits for children.
- Education should be relevant
- Education programs should actively involve the community.
- Incorporate numeracy and literacy in all education programs.
- Apprenticeships.

  ("Displaced Children and Orphans Fund of USAID")

- Lessons Learned in Afghanistan APEP program: Non-formal education will continue to be important in the Afghanistan's foreseeable future. *("Developing a Focus on Educational Quality")*
- Best Practices/Lessons Learned for Study Tours: Three weeks is the ideal time. Follow up 6 to 12 months after the study sour. A grant can be for 12 months because that includes planning, the actual tour, implementation and follow up. In Egypt, gender balanced study tours are see as most effective. However, some suggested that they should last longer than 3 weeks. They come back and they are open minded, ready to apply learning, send messages to seniors, more proactive, etc. Overall the study tour is a successful tool. There is no magic number of persons or time length for a study tour. The Marshall Plan productivity study tour was 4 weeks in length. The study tour is effective because it's the uses the universal method of training through observation. Marshall Plan- 3 days traveling, 2 days compiling notes, which was later made into a report. Commitment from companies that they would not return sooner than 3 weeks and would disseminate info to other orgs in their industry. *("Productivity Study Tours")*
- Best Practices/Lessons Learned for Study Tours: Study Tour does not have to occur in US. For example, individuals from Macedonia can learn from industries in Bulgaria. The principles can be taken anywhere, can be applied anywhere. Approach is systematic yet flexible. *("Productivity Study Tours")*
- Lesson Learned from the USAID response to education in Iraq: USAID should have included resources for trauma counseling. *("Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons")*
- Life skills should be taught in relevant contexts – not merely in the classroom context. A truly effective life skills education will reach beyond the school. There is a great potential for community involvement. *("Gender, HIV/AIDS and the Promotion of Quality Education")*
- To inspire a sense of leadership and provide skills to students, several students were brought to US to participate in Future Farmers of America leadership conference.

Many students were enthusiastic about returning to their own community with new ideas. *(Innovations in Vocational Education)*

- One training method is the use of virtual firms – virtual companies were formed at each school, these companies then interact with each other (i.e. trade, buy goods) as if within a solid economy - Types of businesses included anything a bakery to a recording studio. *(Innovations in Vocational Education)*
- One aspect which has proved to be important is the concept of "incubator" – during the 'incubator' period of a students' business development, they would be heavily supported/guided/mentored until everyone was confident that the student could manage business on their own. *(Innovations in Vocational Education)*
- The program has been careful not to compete with students/graduates from the formal system – which caused some tension for the program – instead students are guided to find a niche they are able to utilize. *(Innovations in Vocational Education)*
- The challenges facing communities are:
  - No business development
  - Ministries don't have experience with the private sector
  - Inadequate places to work
  - Classroom environment is not conducive to creativity and entrepreneurship
  - Models should incorporate:
  - Soft Skills – social interactions and experiences
  - Workplace programming, on the job training
  - Programs should be demand driven by local/national participants – e.g. Tourist association might work with schools to better understand the needs of the market *(Improving the Transition from School to Work – Tools for Building Stronger Systems, Programs and Polices)*
- When implementing an apprenticeship/internship program that links schools with firms, it is important to prepare both the student for the workplace environment as well as prepare the workplace employees for the student. It is important to plan for receiving student apprentices and interns in order to maximize their learning experience. There needs to be definite plans and goals in place identified in the planning process.*(Helping Middle School Students to Prepare for Careers)*
- Decentralization curriculum development: do at the national level but a percentage should be developed locally. *(Implementing Decentralization)*
- Best Practices/Lessons Learned from *("Civic Education: The meeting Point Between Education and Democracy and Governance")*
  - We need to carefully build rationale for civic education, which includes, the need to end conflict (and leads to security)
  - Globalization requires an integrated and compatible society
  - Avoid apathy and anger in youth populations
  - For civic education, it is important to use an integrated and interactive/participatory curriculum (using spiral curriculum model), train the facilitators, coordinate among international agencies and local government, use various civic models, work within the nation-wide school reform, and plan for an evaluation that includes all aspects (structure, materials, personnel).
  - We should focus on leadership development of students.

  - Civics requires a level of ethical development to be effective in order to link education and democracy/conflict resolution.
  - Programs must address cognitive, emotional and behavioral aspects of learning. *("Civic Education: The meeting Point Between Education and Democracy and Governance")*
- The shifting and fading frontier between general and vocational curricula: the issue is not so much how to provide vocational skills but how to add basic vocational content to the general curriculum. *("Secondary Education: Policies, Challenges Opportunities")*
- Management education is a crucial to a country's civic and economic development. When developing higher education programs in management, as the University of Minnesota's did in Central Europe, the following key steps are best practices: Crucial features in design process:
  - Get major stakeholders involved
  - Careful faculty selection
  - Intensive training and advising services
  - Jointly developing teacher materials, preparing comfortable venue for program delivery
  - Carefully planning logistics of program delivery
  - Introducing clear assessment of students and faculty performance
  - Jointly evaluate projects
  - Build future of the program on partnership and co-ownership
  - Encourage partnership in matching resources as an indication of local universities commitment to the program
  - Designing growing local financial contributions and thus securing self-financing of join programs after the end of grants
  - Encouraging institutional partnership between American and CE universities
  - Initiation academic – business partnership in co-financing development of new programs
  - Encouraging partnerships with America
  - Secure special funds to support faculty development
  - Encouraging academic business partnership in designing and delivering executive management programs
  - Promoting working partnerships in the process of course delivery
  - Providing advising for faculty career development associated with the program
  - Maintaining partnerships-like relationship with USAID.
    (Management Education: Why investing in Higher Education is Essential to Assisting Successful Country Development and Transformation to Civic Society and Market Economy).

H. Design/ Education Infrastructure

- When going through a national decentralization it is important to remember that; relationships matter (as does politics both national and local), the need for a

champion/local leader; work from the inside-out (work within district) more effective than out-side in (not a service provider approach), that capacity is necessary, but that more will be needed (ongoing support, participatory monitoring and evaluation, etc.); change is slow, flexibility is key, context adaptability of decentralization. *(Education and Decentralization in Ghana, Uganda and South Africa)*

- Lesson Learned from the USAID response to education in Iraq: it is important not to underestimate the cost of security. *("Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons")*
- The MTT model is flexible, uses a virtual team of experts representing a variety of social science disciplines, and can be adapted to countries facing different HIV/AIDS problems (high prevalence, low prevalence settings) and operating in different cultural, political and economic environments. *("A Mobile Task Team for Systemic Response to HIV/AIDS in Education Systems")*
- The 3 phases of the MTT approach work well: 1) sector assessment, 2) education sector response and 3) monitoring and review. *("A Mobile Task Team for Systemic Response to HIV/AIDS in Education Systems")*
- Keynote Speaker Dr. Maureen Lewis introduced the day's theme, Policy Guiding Education, by posing the question "Does policy matter in improving lives and learning?" Dr. Lewis stated that programs should focus on educational quality and relevance as a priority because enrollment and attendance cannot always be correlated with learning. Current international policy does matter because it has established an authorizing environment that puts education on the development agenda. Policy needs to be further shaped by focusing on evaluation and assessment that demonstrates impact and results. *(Opening Plenary)*
- Devolution in Pakistan has gone down to the school level. USAID is helping schools improve development plans and giving small grants to support the process. Sometimes decentralization activities become an unfunded mandate. *(Implementing Decentralization)*
- Two types of decentralization
  1. School autonomy: delegate responsibilities to schools
  2. Devolution: devolve responsibilities to sub national government

  There are hybrid forms: a combination of both. Devolution does not work as well as school autonomy works. *(Implementing Decentralization)*
- FTI is making use of donor representatives in country. FTI has a range of financing instruments. FTI is how it makes countries look at their own systems – efficiency or lack of it. Some things to be addressed to make FTI more of a real partnership. FTI is not just about money. Countries need more than money to succeed. Need to provide countries with a total package of assistance including "accompanying" the countries with technical assistance and daily help. Break down donor barriers. Still some turf issues. Danger of spending all of our money on processes, strike a balance with the everyday issues (e.g. famine in Africa right now). Ultimate goal: Education that is truly accessible and efficient. We are creating very powerful systems and instruments but we need special measures for special situations. *(Improving Donor Coordination and Alignment)*
- Constant communication with representative's office, promote self as an information source and follow up with contacts and discussions, keep in touch with advocates.

Think of long-term deadlines of policy process, appropriations timelines in order to get programs fully funded. Ask for press conference or hearing on issue – this brings the issues to the forefront of policymaker's attention, at least for a while. *(Perspectives from Capitol Hill).*

- Be a "mercenary" in targeting financial resources – know what programming exists in your area and argue for the relevance to education those seemingly different sector allocations. Try to answer the question – how does this solve/address the problem? – need evidence of local budget contribution and community buy-in *(Perspectives from Capitol Hill).*
- If complementary education program are going to become regular components of sector-wide government-led government strategies, then critical areas of policy need to be addressed:
  - Resources Flows – how can sector assistance flow to complementary models without undermining the structures that make them effective in the first place?
  - Legitimacy – how can complementary models establish the legitimacy needed to become officially recognized features of a government-led sector strategy?
  - Decentralization – what decentralized capacities and relationships are needed for complementary models to work within the context of a government-led sector strategy?
  - USAID Programming – how can USAID take on these issues given its current mix of program modalities and operations?
    (The Cost Effectiveness of Community Based Models of Education)
- Human and Institutional Capacity Development model (HICD) developed by USAID is used in Europe and Eurasia. Through the use of this model, an organization "learns how to link its goals and objectives to the performance of individual workers, and helps the organization identify performance solutions to ongoing performance problems or plan for new challenges and opportunities. It was reiterated that this program differs from training in that it is continuous, is based on organizational needs, and is systematic. *(Training Design & Management)*
- CHANGES Project/Zambia – Intervention to train Zambian primary school teachers to administer School Health and Nutrition medications to in the areas of: deworming, schistosomiasis, iron fortification and vitamin A supplementation. Started small in 2000 in Eastern Province, gradually expanded to 5 provinces. Initially MOE was skeptical about role of SHN. Project design emphasized strong research component, pilot activities that showed demonstrable results.*(Innovations in Health and Education)*
- Start up steps included stakeholder analysis, ethics committee approval, MOUs between different ministries (Health, Education, Community Services), strategy and policy development, tools such as forms and questionnaires *(Innovations in Health and Education)*
  - Issue of integrating HIV/AIDS was also addressed (e.g. 1,200 teachers in Zambia die each year due to AIDS)
  - Process Model:
    - Training
    - Capacity building
    - Linkages with communities, schools, health care sector

    - Information, education and communication
    - Coordination
    - Biomedical Interventions
    - Nutrition
  - Impact:
    - Biomedical – immediate first treatment most dramatic
    - Girls' cognitive ability increased more than boys'
    - Pupils' health and learning – model now expanded, scaled up
    - Capacity and systems
    - Community demand and awareness, attitude shifts
- The new follow-on project covers all enrolled pupils through secondary school, includes radio programming to reach out-of-school youth and OVCs. New partners have joined the effort such as The Gates Foundation and UNICEF. Additional health issues related to Malaria, eye health, oral health and schistosomiasis control are being addressed. *(Innovations in Health and Education)*
- Key lessons include: Train the health workers and teachers together to maximize synergy and support; girls benefit more than boys from these interventions in terms of cognitive ability; a good monitoring system requires adequate funding and decentralized mechanisms to allow the monitoring to happen at the local level. *(Innovative Approaches to Education and Health)*
- For policy to change, paradigms must also change. This takes time. Paradigms can limit the type of research and dialogue, yet the research and dialogue can also help change the paradigms. *(Influencing Education Policy through Participatory Research and Dialogue)*
- Keys to Success of STC in Jordanian context include public-private partnerships, extensive training of teachers in new instructional practice, more decentralization to allow for space for innovations and general capacity building of MOE, awareness of school calendar in planning, clearly and accurately describes program and differentiates from vocational programs, STC embedded within larger educational reform.*(School to Career Transitions)*

I. Health/ HIV/ AIDS

- One day workshops with on-site VCT can serve as a conduit to rapidly reenroll patients in HIV care and treatment services including ART through referrals. Utilizing existing workplace structures are a rapid way to reach large numbers of sensitization and counseling and testing activities. *(Mobilizing the Education Sector through Workplace Programming)*
- The education sector response to HIV/AIDS must be systemic, involving strong political will, engagement of all relevant stakeholders, and sufficient budget resources for implementation. *("A Mobile Task Team for Systemic Response to HIV/AIDS in Education Systems")*
- One day workshops with on-site VCT can serve as a conduit to rapidly re-enroll patients in HIV care and treatment services including ART through referrals. Utilizing existing workplace structures are a rapid way to reach large numbers of

sensitization and counseling and testing activities. *("Mobilizing the Education Sector for Care and Treatment through Workplace Programming")*

- Support for guardians can help in HIV/AIDS programming *("Improving Relevance of Education through Gender Integration of HIV/AIDS and OVC Programming")*
- It is important to take characteristics of the learners and educators into consideration. Are they sick? Are they stressed? How do these conditions shape their ability to learn, the way they learn? *("Gender, HIV/AIDS and the Promotion of Quality Education")*
- Food for education programs are capable of:
  - Boosting primary education participation
  - Helping communities improve school facilities
  - Promoting community involvement
  - Offsetting the opportunity costs of attendance
  - Promoting friendly learning environments
  - Building links between school and home
  - Overcoming short term hunger
    (WFP's Food for Education Programmes to Reach Special Populations)
- To succeed, food for education programs need to include more than just food. For this reason, WFP now implements its Essential Learning Package, which includes not only food but also a host of other support mechanisms aimed at addressing the many factors impeding learning capacity. These include:
  - Drinking water improvements, school gardens, creation of separate latrines for boys and girls, school canteens, de-worming, improved stoves, security for students, HIV/AIDS prevention education, hygiene education, teacher training*(WFP's Food for Education Programmes to Reach Special Populations)*
  - Stigmas change with an increase in the number of services available
  - If services are limited, people are less likely to come forward
    (Mobilizing the Education Sector through Workplace Programming)

J. Special Environments/Populations

- Rural populations of disabled youth in South Africa suffer from overcrowding and lack of transportation, employment of teachers who had no special training for special children with special needs, little community and parental involvement, little post graduate options for those with intellectual disabilities. Policy issues are at the forefront of why schools for disabled do not receive the resources they need *(Developing Countries and Special Education: A Closer Look at children with Intellectual Disabilities in South Africa)*
- Access to education can be an important leverage point to prevent children from being recruited by armed forces. However, education can be a double edged sword in conflict. Often schools are used to polarize society, demonize the "other" group. Schools are also sometimes used to recruit child soldiers. Southern Sudan is an example where the military commanders agreed to not recruit children who were in school. On the flip side, Uganda and Ethiopia, schools act as places to recruit children to be soldiers. *("Displaced Children and Orphans Fund of USAID")*
- Be aware of social and family values given to certain careers and lifestyles.

Establish monitor and evaluation technical training. *(School to Career Transitions)*

- Mobile Schools with traveling teachers from the pastoral population has worked better then trying to sedentary approaches such as boarding schools or teaching when group stays in one place. *(A Regional Approach to Bringing EFA to Pastoralist Populations)*
- Conduct school in the evenings, after life sustaining work is complete; need to distribute resources to provide light to teach by. *(A Regional Approach to Bringing EFA to Pastoralist Populations)*
- Targeting parents to teach them how to enroll children in school, register as legal residents, and other important processes needed to reduce Roma marginalization in Macedonian society. *(Minority Education – Support to Roma)*
- After completing a research study, it was found that the obstacles to providing education to disabled children in Bangladesh include: stigma, poverty, negative government schools, parent superstitions, untrained teachers, lack of financing, transportation problems, lack of books/materials, inadequate assistive technology, and non-enforced protective laws.
  Recommendations:
  - Mainstream special education, free education, more schools especially for severely disabled children, awareness & attitude change, free medical, comprehensive education including arts and sports, transportation, assistive devices, education/medical counseling, enforce laws, accessibility in buildings, disability advocacy,

  Opportunities for change:
  - Public education through SISIMPUR (Sesame Street), other programs
  - Healthcare interests
  - Consultants for planning
  - International organization of sports and fine arts
    (Educating Special Populations in Bangladesh)
- Even when minorities are not an explicit part of the target group, it is still important to include them for integration purposes. *(Opening Plenary)*
- Policy Implications: Reaching underserved populations:
  - Sector plans need to explicitly include complementary strategies that can effectively reach underserved populations
  - Underserved areas need to be identified and the means for targeting resources and programming to those regions need to be put in place
  - Different government capabilities need to be developed – managing vs. administering programs.
    (The Cost Effectiveness of Community Based Models of Education)
- Students have a sense of what it takes to be successful, but they are often not asked about their current knowledge or skills – there is a need to assess current level of students' livelihood skills, attitudes & knowledge; Expand the program engagement from only young people to include adults from the community in program planning. *(Skill-Building for Youth Livelihoods and Entrepreneurship)*

K. Prioritizing Levels of Education

- A paradigm shift is occurring. In the past, education has been looked at in a piecemeal fashion. (i.e. higher ed. was considered separate and distinct from primary ed.) Currently, a shift to a more holistic approach is being undertaken. *(Teacher Training Partnerships)*
- More linkages between all levels of education are being explored and utilized. Again, there is growing support on the Hill for domestic/international education partnerships. It is important for partnerships to meet the needs of both domestic and international institutions. *(Teacher Training Partnerships)*
- Benefits of primary education are becoming questionable:
  - Difficulty of finding employment after primary education
  - Relatively low rate of return to lower secondary, but high rate of return of higher secondary
  - Other quantitative research point to importance of higher secondary education
  - Research is now showing that there is a higher rate of return on secondary education than primary education.
    ("Secondary Education: Policies, Challenges Opportunities")
- Donor agencies should start supporting more secondary/tertiary education (post-compulsory ed), aim at including the excluded, strengthen research capacities, access new pedagogical resources (i.e. distance education) *(Opening session)*
- There is a need to move away from the narrow focus on basic education and look at the entire process from pre-primary to tertiary as a whole; we need to balance our activities: example is South Korea who in the 60s had much of the same situation as some of today's developing countries. Additionally, we should focus on life-long learning including formal, nonformal and informal options. We should allow multiple paths and entries into the education system; i.e. giving people a 2nd/3rd chance to change their skills. *(Opening session)*
- ECD programs, at their core, involve an integrated approach that provides for children's cognitive, social and emotional needs along with supporting children's health, nutritional and sanitation requirements. ECD programs should also educate parents on their children's development needs and involve the judicial system to check abuse. While few missions currently have ECD programs, recent results demonstrate ECD programs can be a cost effective investment in both the short and long-term. Rates of return range from 3 to 1 to 16 to 1 but beyond this, given recent neurobiological findings, failing to adequately support children between the ages of 0 to 3 can result in irreparable failure to thrive. Research has also demonstrated that poor children's development can be greatly enhanced through ECD without necessarily improving a family's living standard, an important point in an often resource constrained environment.
- Given these positive aspects of ECD, establishing a policy framework to support ECD might involve:
  - Supporting annual work plan development, legislation and guidelines
  - Clarifying basic concepts required for ECD planning
  - Fostering participatory approaches (especially involving parents as parental involvement in ECD can ease children's critical transition into school)
  - Aligning policy to support a holistic endeavor
  - Training for planning and advisory needs

  - Structural requirements for participatory planning
    (A Focus on Early Childhood Learning)
- ECD programs can also effectively target children through TV programs (although it is not possible to fulfill all of the components of ECD through TV). Sesame Workshop brings together producers, researchers and educators to improve literacy, numeracy and social relations skills such as respect and understanding. Sesame Workshop's flagship program, Sesame Street, conducts formative research by having children watch and respond to the program before it is aired. Challenges of TV based ECD programs include reaching poor children who do not have access to TVs and finding private sponsors who have a stake in the program beyond financial gain. *(A Focus on Early Childhood Learning)*
- ECD is not, however, without its difficulties. Key challenges exist for ECD programs such as:
  - Linking ECD and primary education from the planning stage onwards
  - Establishing national financing schemes for ECD (currently only Columbia has such a scheme)
  - Understanding ECD's role in conflict situations and how the long term harms of conflict on children can be mitigated through ECD
  - Sustaining ECD programs and building effective partnerships between NGOs, government and community
  - Increasing financial resources for ECD
  - Bolstering basic research on the subject
    (A Focus on Early Childhood Learning)
- Education is expected to pay for itself with enhanced family viability. However, we need to focus on and resolve the following:
  - Constraints on University-level education
  - Strengthen a desire for a broad spectrum of occupational options
  - Accelerated Learning through High School
  - Work with families so they see the value of education and how they can make use of this education
  - How to integrate accelerated learning (non-formal education) into formal schools
  - Community based schools can play a needed role for a stressed out national education system
    (Fostering Education for Female Out of School Youth)
- Well-educated people have to be produced from within a particular country; they cannot be imported from outside. *(Education Associations Guiding Policy)*
- Higher education generally has a very important role in the whole education system. Universities and colleges are where the training of teachers, development of curricula, and creation of materials for basic education takes place. *(Education Associations Guiding Policy)*
- More is required than JUST investment in basic education for the entire education system to function effectively. *(Education Associations Guiding Policy)*
- Higher education is critically important for technological development and adaptation. *(Education Associations Guiding Policy)*
- Association Liaison Office for University Cooperation in Development (ALO)

- ALO programs respond to the agency's strategic objective to increase the capacity of higher education institutions in developing countries to provide the human and institutional support needed for economic growth, good governance and social prosperity.
  (Education Associations Guiding Policy)

Opportunities for Future Exploration

What are the issues and practices that we need further information about in order to provide more relevant and better quality education?

In addition to providing participants with information about current field practices and research, presenters also challenged audiences to identify areas where further research and pressing questions should be pursued Reporters noted these recommendations. As with the best practices and lessons learned, the topics for future exploration also have recurring themes. Those themes are: partnerships, training, monitoring & evaluation, decentralization and education infrastructure, levels of education, education context & content & quality, special populations, and gender. Each theme appears as a heading followed by the challenges for future research put forth by the presenters and participants.

Each of these suggestions that follow were either communicated by a workshop presenter or put forward by a workshop participant and can therefore be seen as opinions rather than widely recognized areas with the need for further research. The common themes appear as headings in this guide and the relevant suggestions for further research follow. After each bullet point, the title of the presentation in which the idea was presented is given in italics and parentheses. Additionally, key phrases and topics have been underlined throughout this guide in order to ease in its use.

L. Partnerships

- What have we done together and what could be done through higher education and professional associations in the U.S. and overseas? *(Education Associations Guiding Policy)*
- ALO international development activities will be considered, alongside research, as contributing to tenure at some institutions. This is a major breakthrough for U.S. faculty. *(Education Associations Guiding Policy)*
- Associations are an under-utilized resource. One reason is the way USAID funds programs – it promotes competition rather than collaboration. USAID should look at the way it funds programs. *(Future of USAID Long-term Training)*
- Bridge the gap between resources written for heath professionals versus those written for education professionals. *(Mobilizing the Education Sector through Workplace Programming)*
- Appropriate methods for engaging parents in the education debate and reform effort need to be developed. *(Civil Society's Role in Guiding Education Policy)*
- The goal is to have liaisons and representatives at regional military special operations offices in all the regions as well as having representation at USAID so everyone can be informed at the beginning of activities. The goal is coordination of the appropriate regional operational offices of the military and USAID. Each organization has different areas carved as operational units making coordination more difficult. Education of military and USAID of each other is needed to minimize culture clash. Use of terms in different ways. Have training modules for staff. Military is already beginning this.*(Building Bridges with the Military)*

- Private Sector Sponsorship of Schools:
  - Provide more help to sponsors in developing motives and work to deepen interest.
  - Sponsors are placing more focus on teacher training.
  - More growth in understanding that the program is about partnership not mere donation of supplier.
  - More engagement of different kinds/levels of corporate employees (what special skills/experience does each employee have to offer?)
  - Having an outside sponsor has created new found ownership and accountability on the part of the schools. Facilitators: more institutional support needs to be provided to sponsors. More explicit evaluation, more systematic rewards.
  - Develop indicators, clarify roles. More explicit assessment of sponsor impact. Tension between companies: Acknowledge that this sponsorship program can lead to a sense of common good will among companies. But important to acknowledge that these companies are sometimes in competition for markets with one another.

    (GDA & Nicaragua)
- Kurt Moses, AED/EPDC, described the context of the Ministry of Education in Zambia, underscoring the fact that 70 percent of MOE funding comes from donors. Donors therefore can strongly affect the direction of the MOE. There is a level of complexity within the SWAp environment however, since there are four distinct funding sources: the Government of Zambia, unrestricted SWAp, restricted or "ring-fenced" SWAp, and project funds. Because of the political context and the funding complexity, there are some inherent tensions in this arrangement. The challenges to donors are that the MOE is reliant on outside support, and donors have little leverage if MOE outcomes aren't achieved. The EQUIP2 project bridges some of the gaps by providing technical assistance and funds to enhance MOE systems, thereby building capacity through Institutional Management, Integrated Information Management, and Policy and Research components. In Guatemala: the context and the implementation process of the EQUIP2 project was that USAID was adopting new strategic objectives, both for the country and the region, and this project became a bridge from the old framework to the new, with a clear emphasis on education finance. The project addressed sustainability, ownership, macro- and micro-level policy reform for an education system that was in crisis. The newly-elected Minister of Education chose to lead the Policy Dialogue, thus shifting the nature and timeline of the deliverables initially outlined for the project, and requiring a new arrangement with USAID and the implementing organization. This case underscores the challenge and importance of accompanying a country-led process, and supporting the MOE, even though the process became very different from the originally identified goals. It also highlights the need for implementing organizations and donors to show flexibility in their institutional arrangements and anticipated outcomes. *(Research on Donor Effectiveness)*
- Explore the idea of using in-country militaries to implement education programs and training them in literacy/education. It is also worth exploring the idea of educating the military itself. *(Opening Plenary)*
- Investigate challenges such as: Identifying good local partner institutions; Human capacity – lack of manpower, training; Policy gaps – e.g. in Uganda – there is a need

for a policy covering substitute teachers; communication obstacles, including stigma and discrimination. *("A Mobile Task Team for Systemic Response to HIV/AIDS in Education Systems")*

- How interested are businesses and students in working together?
- What do community-based partnerships look like?
- How are programs being considered in relation to social values and cultural traditions? *(School-to Career Transitions)*
- Create a compilation of pastoral education models worldwide because issues are global.
- NGOs should be lobbying at EFA meetings to address marginalized populations in order to pressure governments to include appropriate resources for these populations. See MOE website in Kenya for information on their plan.
- Meeting education for pastoral populations will require partnerships, coordination & alliances in order to reach across borders *(A Regional Approach to Bringing EFA to Pastoralist Populations).*
- How do bilateral assistance programs anticipate and address labor transition challenges?
- Assessment prior to FTA with a country should:
  - Start with a labor market assessment. What is the likely impact of FTA on industries? Urban and rural communities? People with different skills and education levels?
    - What are the skill gaps that workforce programs can fill?
    - What is the institutional capacity to address needs?
    - What are enterprises and communities willing to do? *(Workforce Development in the Competitive Global Economy)*
- Missions could work through ALO to identify possible contacts for further support of developing initiatives of workforce development and private sector linkages. *(Community College Partnerships for Employment and Economic Growth)*
- JOBS ED is a program that uses a holistic approach to prioritize who is the most important group of learners to target for education in a jobs program.
- Linkages with other sectors are important to ensure their success, the new approach puts the hones of responsibility on the individual.
- Education for employment needs to look at demographics. *(JobsEd: Post Primary School Education and Training Programs)*
- Need to identify other organizations that are willing to partner in youth programming. Set up a pipeline of organizations that can engage a child through growth, college, and into adulthood. *(Applied Learning Model to Provide Entrepreneurship Training to Youth: YESNigeria)*
- What are best practice examples of industry/vocational education collaborations? *(Le Projet ALEF/Morocco "Advancing Learning and Employability for a Better Future")*
- How have other programs facilitated communication between educators, industry and the civil sector? *(Le Projet ALEF/Morocco "Advancing Learning and Employability for a Better Future")*
- Links between education and training outcomes to employment and the needs of employers. *(Closing session)*

- Coordinating with the many partners, solidifying the initial vision, not having enough support, and the dropout rate of participants due to economic reasons or getting married are all aspects of education projects that can be improved. *(SCF's Innovative Programs for a more Relevant and Youth-Friendly Education: Ishraq and Injaz)*

M. Training

- Crunching Historically Disadvantaged Institutions (HDIs) and white universities together puts all the staff at odds with each other – need to improve the overall capacity of teaching for the newly merged universities – boost it across the board. *(Interplay of Mergers and Quality Assurance in the South African Higher Education System)*
- Emphasize research methods, teacher trainings (same as capacity building). *(Interplay of Mergers and Quality Assurance in the South African Higher Education System)*
- Further research – how to provide 'ethical' behavior training considering the realities of life – poverty, culture of corruption (i.e. some activities not seen as corrupt), decision making process between bending certain laws. *(Skill-Building for Youth Livelihoods and Entrepreneurship)*
- What additional support do formal teachers need to support reflective, student-centered instruction? *(Fostering Education for Female Out-of-School Youth)*
- Can the effectiveness of NGOs in the provision of education in Afghanistan under the Taliban be applied to a range of fragile state contexts? *("Education in Afghanistan Under the Taliban: The Role of NGOs")*
- To the extent that the experience in Afghanistan is applicable to other contexts – what are the implications for USAID's education strategy in fragile states? *("Education in Afghanistan Under the Taliban: The Role of NGOs")*
- In what ways, if any, might it be effective to use NGO's in emergency preparedness planning for education? How might this be done? *("Education in Afghanistan Under the Taliban: The Role of NGOs")*
- What are opportunity costs of education in context of HIV/AIDS and other illnesses? *("Gender, HIV/AIDS and the Promotion of Quality Education")*
- What are alternative delivery systems of education for when teachers or students are ill? *("Gender, HIV/AIDS and the Promotion of Quality Education")*
- Document lessons from country experiences such as Senegal. Senegal's success in preventing the HIV/AIDS pandemic from taking hold in a major way can be instructive for other countries. *("A Mobile Task Team for Systemic Response to HIV/AIDS in Education Systems")*
- How can child labor be made a crosscutting issue in agricultural and economic development programming? *(Using Education to Combat Abusive Child Labor among Rural, Out-of-School, Minority and Conflict-affected Youth)*

N. Monitoring & Evaluation

- Issues surrounding the instruments and processes used for school feeding program evaluations:
  - Are traditional indicators of learning the most appropriate? (for example, reading and math achievement)
  - Are there other more appropriate indicators that are being ignored, such as gains in socialization and community involvement?
  - Stronger need for community input on the effectiveness and value of programs
  - Research possibilities with universities for designing qualitative indicators for program evaluation.
  - There is a need for better cross communication between staff in food programs and education staff
  - There is a need to advise people on the education side of the resources and information that is available for them to make informed decisions about feeding program. There is a need for a good handbook or study to provide this information, and for more teacher training
  - Similarly, there is a need to integrate stronger educational aspects into WFP programs.
    (WFP's Food for Education Programmes to Reach Special Populations)
- Examples of data presented in a useful fashion for individuals to determine policy or take action:
  - Sample Decision Memo, i.e. report to Minister of Education identifying:
    - National Education Goals
    - Problems identified based on data analysis
    - Three possible options with cost analysis
    - Report to provincial director of education; mapping out student population in the region
  - Goals
    - Data analysis
    - Identified problems: i.e. inadequate text books, teacher training
  - Options
    - Report to Teachers: results of class assessments with suggestions
      (Education Data Guiding Policy)
- We need to design ways to effectively present to politicians what is going on in the schools. *(Implementing Decentralization)*
- We need to study whether information is getting back to the people. And in the cases where information is getting back to the people, does this help encourage them to continue participating in data collection in the future? *(Implementing Decentralization)*
- Ministries don't have access to find out about prevalence rates in their country.
- The Ministry needs to know what prevalence rates mean. Do studies that are accessible to MoE employees. Access to existing information helps people understand it. *(Mobilizing the Education Sector through Workplace Programming)*
- Obtain regional level data and school variation, emphasizing positive deviance, effectively package this data, and develop a means of assessing the quality of data collected. *(Education Data Guiding Policy)*

- Is it true that the faster ministries and projects can get information back to groups, the more likely the groups will participate in future data collection activities? *(Implementing Decentralization)*
- How to define quality? *(Goals of Education)*
- Testing systems; how do we know if we have succeeded in gaining quality? *(Goals of Education)*
- How does creating education emergency standards feed into creating an education base that can be built upon after emergency situation has improved? *("Education and Emergencies")*
- Use standards and indicators for sector analysis, donor coordination, and staff development. *("Education and Emergencies")*
- How do you include special populations in M&E activities if instruments are inappropriate?
- How do we include stakeholders in the data disseminations? *(Capacity Building for Results in Low Performing Schools)*
- How to train those who are involved in the national standards, elements, and performance indicators?
- How to make those who will use this understand?
- How to use quality standards to address inequality?
- How to relate improvements to certain actions and analyze relative differences? *(Addressing Inequality through Quality)*
- Exploring applications of raw maps to localize it within the community. *(Educating Special Populations)*
- The need to distinguish between formal market (business plan) and non-formal market (street) *(Innovations in Vocational Education)*
- Need to track capacity of students (and adults) throughout the program and beyond. *(Skill-Building for Youth Livelihoods and Entrepreneurship)*
- Investigate the age of youth readiness and the debate surrounding child labor versus child work. *(Skill-Building for Youth Livelihoods and Entrepreneurship)*

O. Decentralization and Education Infrastructure

- What do ownership and sustainability at the central government/bureaucracy level look like and how can a project/implementing partner/donor promote or support it? *(Research on Donor Effectiveness)*
- International influence on domestic educational reform.
- Balancing international funding with local/domestic needs.
- Changing mentalities: mentalities of policy makers/educators often most difficult component to shift. What are strategies for accomplishing this? *(Polish Educators Guiding Country Policy)*
- Possibility of putting quality in FTI (fast track initiative)? *(Goals of Education)*
- Investigate the application of the MTT model to new countries and regions, such as the recent MTT/East in Kenya and MTT/Jamaica. *("A Mobile Task Team for Systemic Response to HIV/AIDS in Education Systems")*
- How to facilitate MOE/MOH collaboration and joint budgeting?

- How to ensure that sufficient resources are available at the local level for monitoring?
- How to demonstrate the financial impact at the country level of reduced health and education costs?
- How to integrate a wide variety of health issues into SHN programming? *(Innovative Approaches to Health and Education)*
- Since primary education is the focus of most decentralization, there is a need to examine transferring decentralization programs to secondary education situations/types of schools. *(Education and Decentralization in Ghana, Uganda and South Africa)*

P. Levels of Education

- Promote conversation among vice chancellor and leaders of higher education, have well known leaders brought in to help them think things through *(Interplay of Mergers and Quality Assurance in the South African Higher Education System)*
- Rethink the emphasis currently placed on tertiary education. *("Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons")*
- How do we draw out the [countries'] priorities, and do we link education to these priorities so that education projects get funded? *("Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons")*
- Further research on ECE/child wellness issues (linking health and ed. initiatives in basic and ECE efforts). *("Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons")*
- More and better numbers are needed on the economic benefits of investing in youth.
- Qualitative data as well as quantitative data are needed.
- Looking at where things are working without USAID or other donor money could be instructive – studying the ways youth are doing well on their own could show donors ways to do effective programs. *(Should USAID have a Youth Policy?)*
- Two recent evaluations of ECD programs in Nepal and Myanmar have just demonstrated how effective ECD programs can be at achieving a host of different outcomes. The results of these studies need to be read and understood. *(A focus on Early Childhood Learning)*
- Best practices within ECD programs need to be identified for involving parents, especially illiterate parents in the programs. Drop out rates at the beginning of primary school could be reduced through parents' segueing children through this difficult transition. *(A focus on Early Childhood Learning)*
- There is an open research question as to what extent ECD programs, by empowering children and exposing children to different modes of learning, actually have the potential to impact the primary school system. Work in Bangladesh has suggested that children coming from ECD programs force teachers in primary school to use a more interactive teaching methodology. *(A focus on Early Childhood Learning)*
- Because ECD programs are designed to be holistic and integrated, they face the challenge of being properly supported by more vertically orientated NGOs and donor agencies.*(A focus on Early Childhood Learning)*

Q. Education Content & Context & Quality

- How do we address quality? How do we affect quality and how do we sustain quality? *(Future of USAID Long-term Training)*
- Define literacy. *(Future of USAID Long-term Training)*
- Do research that demonstrates quality – not enrolment figures, but how many are learning. *(Future of USAID Long-term Training)*
- Cambodia- research integration of new farming life skills curriculum fits into traditional- in terms of meeting 10% flexibility and spill over into other areas of science and math.
- Develop a curriculum that works in material-poor environments.
- How can you work on sustainability of local programs? They are less costly, but challenged by the need to constantly monitor quality. *(Teacher Development and Decentralization)*
- How does traditional curriculum fit with new learning- how is this reflected in evaluation, school leadership, and a generally overloaded curriculum? *(Teacher Development and Decentralization)*
- Study cultural barriers to quality improvement.*(Goals of Education)*
- How linked are school/teacher factors to success for students? *("Building Quality Education in Afghanistan")*
- How to reach young adults with relevant education programs. *("Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons").*
- As long as subsistence farming is primitive, results will be primitive and living standards will not improve. One idea is to bring subsistence farmers from developing countries to learn from subsistence farmers in the US. *("Productivity Study Tours")*
- Need to look one step beyond the study tour. Apply six principles to activities other than study tours. The study tour is the preferred method but new technologies can provide other ways to get similar results. Multimedia (video conferencing, email, etc) can facilitate a study tour projects. Pilot projects using technology and the six principles are often able to provide training to more people than is possible with a study tour. *("Productivity Study Tours")*
- What are the ways to bring EFA to disabled children? *(Developing Countries and Special Education: A Closer Look at children with Intellectual Disabilities in South Africa)*
- Many subjects deal with the philosophy of science. Is science (and hence science education) culturally neutral? Can teaching scientific subjects like natural selection, be any less controversial with strict interpreters of Islam than with strict interpreters of Christianity in the US? *(Basic Science Education in Predominantly Muslim Countries)*
- If science in predominantly Muslim countries is not 'individualistic', how does one convey the ideas of great scientists without the biographies of those scientists? Can the ideas of Einstein be conveyed in a way that will inspire young scientists without also presenting the historical Einstein? *(Basic Science Education in Predominantly Muslim Countries)*

- What are some of the differences among predominantly Muslim countries that would be relevant in informing science education? *(Basic Science Education in Predominantly Muslim Countries)*
- How to engage children to stay in school- YESNigeria has seen this program have an effect- improved self-esteem, self-respect, community recognition, establishing credit history, solid understanding of small business management, students are often seen as role models among peers. *(Applied Learning Model to Provide Entrepreneurship Training to Youth: YESNigeria)*

R. Special Populations & Gender

- Can education systems be made more sensitive, flexible, and responsive to the needs of working and other vulnerable children?
- Can reduction in child labor be used as a measure of the success of poverty alleviation activities?
- Comprehensive advocacy and awareness campaign to reduce stigma and promote positive role models in people with disabilities.
- Advocacy with USAID and other donors to make the educational needs of disabled children a higher priority for policies, programming and funding
- Encourage cooperation between Ministry of Education and Ministry of Social Welfare.
- Explore the role of parent advocacy and apply lessons learned from the US to developing countries such as Bangladesh. *(Educating Special Populations in Bangladesh)*
- Research into whether integration or segregation methods work best for improving educational skills of minority populations such as the Roma.
- Investigation into the possible involvement of religious institutions in the "Decade of the Roma" in Macedonia.
- Research on the gender differences in tertiary education attendance and achievement among Roma.
- Study problems of child exploitation for begging, as well as trafficking issues. *(Minority Education – Support to Roma)*
- We must ask ourselves how the education helps women empower themselves as well as their community and economy. *(Moving from Access to Relevance)*
- Much of the information about these programs is still anecdotal. More in-depth studies, evaluations and assessments are needed in order to better understand the issues with providing education opportunities for former child soldiers. *("Displaced Children and Orphans Fund of USAID")*
- How can psycho-social needs of both boys and girls be met? *("Gender, HIV/AIDS and the Promotion of Quality Education")*
- What is the best way to involve parents in their children's education? This is especially challenging for mothers in the Afghanistan context. It is also difficult in the case of illiterate parents.
- What could be the role of a community college in Afghanistan? How relevant is a traditional college education for many people in rural Afghanistan?

- How is it possible to incorporate accelerated learning into the formal school system especially when research shows that students will not go to schools if they are further than 5 km away?
- Ministries don't have access to find out about the prevalence of HIV/AIDS in their country. The Ministry needs to know what the prevalence rates mean.
- Setting up a global forum/network to address child domestic work through education. *("Mobilizing the Education Sector for Care and Treatment through Workplace Programming")*

References for EGAT/ED Workshop Sessions

What are some resources presented or that participants have come across that have helped in their work and could perhaps help others?

Relevant topical resources used by leading professionals in the field were distributed or referenced during workshop sessions. Reporters collected all handouts and recorded all other resources discussed by presenters or participants. Relevant website addresses were also recorded and cited.

The suggested resources are organized by the session in which they were given.

Monday, August 8, 2005

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Tuesday, August 9, 2005

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Annex V: Annual Report on the Namibia Pilot Study of Teacher Professional Development

[Attached.]

American Institutes for Research

Academy for Educational Development

Aga Khan Foundation

CARE

Discovery Channel Global Education Fund

Education Development Center

Howard University

International Reading Association

The Joseph P. Kennedy, Jr. Foundation

Juárez and Associates, Inc.

Michigan State University

Sesame Workshop

Save the Children Federation, USA

University of Pittsburgh

World Education

USAID FROM THE AMERICAN PEOPLE

EQUIP1 Educational Quality Improvement Program Classrooms • Schools • Communities

EQUIP1/AED Namibia Pilot Study of Teacher Professional Development Annual Report January 2006

Submitted by:

Academy for Educational Development

With:

Elizabeth Leu

January 31, 2006

U.S. Agency for International Development
Cooperative Agreement No. GDG-A-00-03-00006-00

EQUIP1/AED
Namibia Pilot Study of Teacher Professional Development
Annual Report January 2006

Summary and Status of the Study

The Namibia Pilot Study of Teacher Professional Development has goals that are similar to the Ethiopia pilot study. Both studies are designed to describe and analyze a range of approaches to teacher professional development and gain understanding of the factors that encourage teachers to learn, change, and improve their practice. The study has a special focus on the role of ongoing localized inservice professional development programs in the overall continuum of teacher learning. The study is being carried out in partnership between EQUIP1/AED and the National Institute for Educational Development (NIED) in Namibia, including involvement of staff from the University of Namibia (UNAM) in aspects of the data analysis. The study includes in-depth information collected from 40 teachers at the grade 4 level in 20 schools in northern Namibia (interviews and classroom observations), 20 primary school principals (interviews), and groups of parents and students at each of the 20 schools (focus group discussions).

All data for the study have been collected and the basic data analysis has been completed. The study report is in draft form. A workshop is presently being organized at NIED and at Ongwediva College of Education (funded by MOE) to discuss the preliminary results of the study. The final research report will be completed by the end of February 2006. Two additional papers are proposed to follow in 2006 based on the data collected in the main study. One paper would consist of two case studies of particularly successful teachers who were part of the original study. NIED wants to collect additional data to learn more about why these teachers are so outstanding. They will fund the additional data collection. This paper should deepen our understanding of quality of teachers and what creates excellence in teaching. The other paper will draw on the data from the focus-group discussions with parents and learners and expand the information available on their perspectives on quality of teaching and learning.

The overall study, therefore, is about three months behind the schedule contained in the EQUIP1 Year Three Work Plan. According to that plan, the final report was expected to be completed in November. Delay has been the result of scheduling problems encountered by NIED. Results of the Namibia study are presently being integrated into the framework for the Cross-national Synthesis of Education Quality along with the other EQUIP1 pilot studies.

Rationale and Focus of the Study

The most fundamental characteristic of high quality basic education is that it leads to good student learning as defined within an education system. As simple as this equation sounds, it is made up of several elusive and highly complex constructs – for example,

quality of education, quality of learning, and quality of teaching. Quality of basic education which leads to good student learning is widely thought to be made up of a variety of interlocking factors of which the most important is good quality of teachers and teaching. Teacher quality itself is the result of a complex process, with inservice professional development shown to have a strong impact on teacher quality (ADEA 2004; ADEA forthcoming; Boyle et al. 2003; Craig et al. 1998; UNESCO 2004). The Pilot Study of Teacher Professional Development in Namibia is guided by this vision and addresses the overall issue of teacher learning and how teacher learning, as a central element of education quality, can best be supported.

Guiding Questions

The pilot study is intended to analyze and describe the ways in which teachers learn and change, with an emphasis on learning more about the impact of teacher inservice professional development programs. The following questions will guide the study:

- How do teachers construct their concepts of the quality of education?
- How do these concepts of quality change over time?
- What influences changing constructions of quality?
- What relationship is there between teachers' constructions of quality and their practice?
- What factors of pre-service teacher education and in-service professional development, or other influences, have the greatest impact on teacher learning and practice?
- What is the specific role of in-service teacher professional development programs, especially centralized cascade models and ongoing school-based professional development, in supporting teacher learning and encouraging the improvement of practice?
- How does effective teacher learning lead to good teaching practices and what inferences can we make about how good teaching practices lead to the quality of student learning within the context of a variety of mediating variables?

Relevance of the Study

USAID and other international development partners should find the pilot study questions and study results compelling for the following reasons:

- The concept of education quality in Namibia is strongly influenced by education policies based on social constructivism and critical theory. These policies emphasize learner-centered education, democratic classroom practice, continuous assessment, and active learning. In Namibia, as in many other countries, the policies are generally understood but not successfully practiced in the classroom. This makes the present study of how teachers learn, change, and improve their practice in line with policies of much wider interest than just Namibia.
- The study will present an analysis of the process of teacher learning within a particular policy context (constructivism, active learning, and learner-centered

education) and support context (a continuum of teacher development programs, with a focus on ongoing school-based in-service) thus providing guidance on particularly effective points of program intervention.
- The conceptual framework for the study may help planners and implementers deepen their understanding of the dynamic processes that lead from teacher learning to good practice to successful student learning, thus providing further guidance for program planning and implementation.

The Namibian Educational Context

An important contextual issue is the way in which Namibian education policy defines quality of education, quality of teaching, and quality of student learning. Namibian education policies are strongly based on social constructivism, critical theory, and democratic education (Dahlstrom (ed.) 2000; Government of Republic of Namibia 1993; Government of Republic of Namibia 2004; Zeichner and Dahlstrom 1999). Learner-centered education and various forms of active learning in which teachers and students are expected to go well beyond the memorization of facts and information through the use of critical thinking and higher-order thinking skills are central to the concept of quality in Namibia. Within this policy context, the study will incorporate the issue of how both the Namibian education system in general, individual teachers, students, and other stakeholders construct notions of quality of education, quality of teaching, and quality of student learning.

Namibia is particularly proud of its history of introducing ideas of democratic education and constructivism into its education system. These ideas which strongly under-gird the educational philosophy of the country, grew out of the education system structured in exile, particularly in refugee camps in Angola, during the long war for independence against South Africa. Wishing to address the vestiges of apartheid in the country as quickly as possible, education was used after independence in 1990 as one of the main tools of developing a democratic and equitable society. This is a reason why Namibia has perhaps the most explicitly theory-based education system on the continent (Zeichner and Dahlstrom 1999).

Despite strong and explicit theory-based policies in Namibia, and a strong three-year preservice teacher education diploma program, the Basic Education Teacher Diploma (BETD), classroom practice on the whole does not reflect the policies and vision of education quality outlined above. Teacher-centered memorization-based classroom approaches continue to be the norm. The definition of good quality of student learning within the Namibian education system is likewise complex and contradictory. National policies define good student learning according to constructivist principles, involving students in construction of meaning as well as analytical and critical thinking. The examination system, however, tends to test memory rather than the students' abilities to think creatively and critically.

The dissonance between education theory and practice which is found in Namibia is not unusual. The same phenomenon occurs in many countries presently implementing

various forms of active learning and learner-centered education, making this study of how teacher come to understand and practice active learning effectively of wider interest than just Namibia (ADEA 2004; ADEA forthcoming; UNESCO 2004).

In addition to gathering in-depth information on teachers' perspectives on quality, its relationship to shaping practice, and the factors that have influenced constructions of quality and practice, the study also probes, as an important contextual issue, the complex role of a variety of mediating factors in helping or hindering the process by which teacher learning translates into good practice, and, further, how good teacher practice leads to student learning. The conceptual framework below outlines this.

Conceptual Framework

The conceptual framework for the study rests on the assumption that the following relationships influence teaching practice and student learning.

- Teachers' opportunities to learn are critical but they do not translate directly into good practice. Translating opportunity to learn into good practice depends on a variety of mediating factors - personal characteristics of the teacher and a wide variety of conditions at the school level. A teacher's opportunities to learn, therefore, combine with mediating factors to determine his or her practice.

- Practice itself is not static; ideally it will change and improve as teachers gain new knowledge and skills, deeper understanding of their students, and increasing confidence and status throughout the years of their practice.

- A teacher's practice, although key to good teaching and learning, does not translate directly into student learning. Even the best practice is filtered through a range of mediating school and student factors to determine student learning.

Despite the range of mediating factors that stand as help or hindrance between teacher learning and student learning, teachers' opportunities to learn and change are critical, the element in the process that has the strongest impact on quality of student learning. This conceptual framework outlined above can be visualized in the following way:

Teachers' opportunities to learn
(a continuum of teacher learning)

- Combine with *mediating factors* at the school level associated with teacher effectiveness:

  teachers' understanding of new idea
  teachers' commitment to change

relevance of curriculum
enabling policies
cultural factors
community support
school leadership, school climate
teacher motivation, status
level of support at the school level
resources available to teachers
etc.

- To create:

Teaching practices (dynamic, always changing and maturing)

- Combine with *mediating factors* at the school level associated with student learning:

  students' abilities, motivation, and prior school experience
  students' and teachers' time on task
  student' and communities' attitudes to education
  socio-economic status, health status
  culture, child labor requirements
  etc.

- To create:

Student learning (learning as defined within an education system)

The study will focus on the first part of this conceptual framework, primarily attempting to draw relationships between teacher learning and teaching practices. Further inferences will be drawn, if possible, between teacher practices and student learning.

Study Design and Methodology

Overview

In order to create the understandings of teacher learning and its relationship to teacher practice, a qualitative study has been carried out, gathering information and perspectives on practice from a group of 40 experienced grade 4 teachers in 20 schools. Through the use of open-ended questionnaires, teachers were asked to reflect in depth upon their

opportunities to learn, from preservice teacher education through inservice professional development, as their practice has been shaped over the years. Teachers were also observed while teaching in order to establish a sense of their practice. School principals in the 20 schools were also interviewed and focus-group discussions were conducted with parents and students. Quantitative demographic information has been collected from the 20 schools on general indicators of student success, and school, student and community characteristics.

Sample size and school/teacher selection

The sample of 20 schools and 40 teachers is small. The results are not, therefore, representative or statistically significant, as is the case in most qualitative studies. However, the results are expected to be valid since they are proving to have a high degree of internal consistency from a variety of data sources. The study should, therefore, have the power to indicate significant trends.

The samples of schools and teachers were selected purposively, which is common practice in qualitative research, meant to capture, in particular, the influence of ongoing school- or cluster-based teacher professional development programs on teacher learning and teacher practice. Of the 20 schools in the sample, 10 schools have participated in ongoing school-based teacher professional development programs for three to four years (under the USAID-funded BESII and BES3 programs); the other 10 schools have participated in the more episodic and centralized professional development organized by a variety of donors and the Ministry of Education. Two teachers were interviewed and observed at each school, one male and one female.

All of the schools in the sample were in two close-by regions in northern Namibia in the Ondangwa area, Oshikoto Region and Oshana Region. The schools selected were all grade 1-7 schools of comparable size, mainly in rural geographic locations, or near rural towns, with similar demographics. Likewise, teachers selected had relatively similar characteristics.

The focus teachers are all grade 4 teachers with between 5 and 7 years of teaching experience primarily in language, science, or mathematics. All teachers in the sample completed the three-year BETD program either at a college of education or through distance learning.

The rationale for the design, in which school and teacher characteristics are relatively similar, is to make participation in an ongoing school-based professional development program the main difference between the two groups of schools and teachers.

Data sources

The study data sources are as follows:

- Through the use of open-ended interview instruments, the 40 grade 4 teachers were asked to reflect in depth upon how they construct their concepts of quality, the influence of their opportunities to learn on concepts of quality and on practice from preservice teacher education through inservice professional development, and how both concepts of quality and practice have changed over the years.

- Classroom observations has established a sense of the 40 teachers' practice in order to compare the way they describe their practice with how they teach.

- Interviews with the 20 school principals were conducted to gather further information about issues of quality at the school level, school leadership, the principals' role in instructional leadership, the creation of communities of practice and positive school climate. Information on the professional development programs carried out at the school presently and in the past were gathered from various sources including the principals.

- Focus-group discussions were carried out with students from the teachers' classes to gain students' perspectives on quality through how they describe what and how they learn and what kinds of teaching practice they like and learn from.

- Focus-group discussions were carried out with parents at each school to gain an understanding of their vision of quality and how they have been included in the life of the school, particularly as part of the process of drawing up school plans which is facilitated through school-based inservice programs.

- Quantitative data were collected at each school to obtain student, school, and community demographics.

- Information on mediating factors were collected from all sources including the teachers, school principals, community members, education officials, and from the quantitative data to be collected at each school.

- Information on student achievement intended to be gathered by proxy from the 20 schools on general school success rates on the SAQMEC examinations and the grade 7 primarily leaving examinations has proved difficult to obtain. We are presently looking at the results of the first ever formal assessment done in Namibia (conducted after the study information had been collected) and will try to use these data as proxies for school quality for the schools in the pilot study sample that also took part in the national assessment.

Development of instruments

Instruments were developed cooperatively between EQUIP1/AED and NIED staff and were field tested and modified several times.

Collection of data

Interviews were conducted by two Teacher Educators from Ongwediva College of Education and two Advisory Teachers (regional supervisors) from Oshikoto and Oshana Regions of north central Namibia. It was necessary to use interviewers from the region so that they could use the regional language in the interviews. The interviewers had some background in both the theory and practice of qualitative data collection and were further trained by NIED. However, there were several cases of thin data because of interviewers who were not sufficiently confident or experienced to probe, ask follow-up questions, ask for concrete examples, etc., all of the things that cannot be scripted in qualitative data collection. Classroom observations were conducted by two observers, the NIED research head working along with an independent consultant.

Analysis of data

In the analysis of information collected, qualitative information have been analyzed to determine teachers' concepts of quality, teachers' concepts of their practice and how it changes over time, the influence of different learning opportunities on constructs of quality and practice, and the professional development that has the greatest impact on teacher change and improvement of practice. Quantitative information on school and community demographics and the results of school assessments are being combined with the qualitative information. Approaches used are those suggested by Creswell (2005; 2003).

Concepts of importance have been identified and coded (an outline of some of the concepts concerning teachers perceptions of quality of education, quality of teaching and quality of student learning are contained in an annex). Codes were derived from significant categories of information that emerged from the data because of frequency and because of their relevance to the research questions. The basic approach used is the constant comparative and analytical induction methods, both related to grounded theory – or theory building through inductive research. Information from interviews with school heads, students, community members, and education officials have been handled in a similar way. Issues of importance that emerge across the different interview categories (teachers, school heads, students, community members, education officials) were cross-coded for synthesis and comparison. The researchers at NIED decided to use mechanical means of data coding and categorizing rather than using electronic software which, in general, is used for larger data sets than this study represents.

Collection of background information on education quality as envisioned in Namibia's policies and practices

Document analysis and interviews with various education officers are being conducted to gather background information on the history and the present education policy context in Namibia. This includes an examination of policies concerning teacher quality and teacher learning, and the present goals, structures, and implementation strategies for teacher education and professional development. As a part of this activity, we are analyzing the vision of quality of education, teaching, and learning that is explicit or implicit in the

professional development program(s) and develop an understanding of what teachers are meant to do, or do differently, as a result of their participation in different learning opportunities.

Literature review

The study will be placed in the context of current international literature, theoretical and practical, on effective teacher learning and influences on practice. The literature on modes and stages of effective teacher learning will be included as will the literature on localized/ongoing vs. centralized/episodic teacher professional development. The literature on the development of practice, an internalized individual and communal form of professional identity, will also be reviewed. The whole study will be situated in the context of a dynamic form of constructivism and learner-centered education which is the overarching policy for education in Namibia. Further literature may be suggested by the results of the interviews and observations.

Study results and report

The study report is in an early first-draft form and will be available in final form in February 2006. Further reports will be generated by the rich data set throughout the first two quarters of 2006.

Information dissemination on the study findings

It is important to assure that the study findings are used within the Namibian education system as the basis for discussion and reflection on the effectiveness of different approaches to teacher learning. NIED is starting this process by organizing a workshop in mid-January at which the study findings will be discussed with stakeholders. It is also important that the results of the study be reported back to those who participated in the study and provided information on their teaching practices and their schools through interviews. Ongwediva College of Education will assure that the study report and results are disseminated to the participating schools.

Timetable for study activities

The following matrix outlines the timetable for study activities. Comments concern primarily activities that took place on time or were delayed because of NIED scheduling difficulties.

Activity	**Scheduled Timing**	**Comment**
Collect background and context information	Throughout study	Collection of information has taken place throughout
Initiate design process with NIED	October 2004/January 2005	Design process initiated on time
Finalize design of the	January/February	Design process extended

study with NIED	2005	into March and April because of scheduling difficulties in NIED
Finalize contract with NIED	February 2005	Contract with NIED finalized in April
Develop data collection instruments	January/February 2005	Instruments developed between March and May 2005, delayed because of other activities scheduled by NIED
Identify districts and schools for data collection	January/February 2005	Activity delayed and schools were identified between March and May 2005
Identify and train data collectors	February 2005	Delayed. Took place in April and May 2005
Pilot study procedures and instruments	February 2005	Took place in May 2005
Collect information from teachers and other in schools	March – May 2005	Data collection took place in August-September 2005, delayed because of NIED scheduling
Analyze data and write draft study report	July 2005	Analysis started in September but was slow because of scheduling at NIED
First draft completed	July 2005	December 2004
Final study report completed	October/November 2005	Expected to be finished in February 2006
Information dissemination activities	November 2005	Planned to start in January 2006

Relationship to Cross-national Synthesis of Education Quality

The Namibia pilot study is part of a series of pilot studies of education quality factors being carried out under the USAID-funded EQUIP1 Program. The studies presently are focusing on teacher quality (Namibia – EQUIP1/AED), community participation (India – EQUIP1/World Education), and curriculum relevance (Nigeria – EQUIP1/EDC). These pilot studies will be incorporated into the planned EQUIP1 Cross-national Synthesis of Education Quality, a three-year comparative study of key education quality factors, drawing on the results of the pilot studies.

The individual pilot studies and the Cross-national Synthesis are intended to generate in-depth information for policy makers, planners, program implementers, and evaluators on *process* factors at the school, classroom, and community levels that relate to education

quality. The pilot study of teacher professional development in Namibia will make an important contribution to the Cross-national Synthesis.

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Annex VI: Annual Report on the Ethiopia Pilot Study of Teacher Professional Development

[Attached.]

American Institutes for Research

Academy for Educational Development

Aga Khan Foundation

CARE

Discovery Channel Global Education Fund

Education Development Center

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EQUIP1 Educational Quality Improvement Program Classrooms • Schools • Communities

EQUIP1/AED
Ethiopia Pilot Study of Teacher Professional Development
Annual Report January 2006

Submitted by:

Academy for Educational Development

With:

Elizabeth Leu

January 31, 2006

U.S. Agency for International Development
Cooperative Agreement No. GDG-A-00-03-00006-00

EQUIP1/AED
Ethiopia Pilot Study of Teacher Professional Development
Annual Report January 2006

Summary and Status of the Study

The Ethiopia Pilot Study of Teacher Professional Development has goals that are similar to those of the Namibia study, to describe and analyze the ways in which teachers learn and change, with an emphasis on learning more about the impact of teacher inservice professional development. USAID/Ethiopia and the Ministry of Education played a strong role in supporting the study and requesting modification in procedures and design. This intense involvement both strengthened the study and, at the same time, slowed initial implementation. Both USAID and the Ministry are keenly interested in the results of the study and intend to integrate the results into further program planning.

Both USAID and the Ministry insisted on a very formal process of research approval within the Ministry of Education and within the four Regional Education Bureaus, a public bidding process to identify an organization to carry out the research, and the establishment of an Advisory Committee in the MOE to keep lines of communication open among the study implementers, USAID and the MOE. Several aspects of this planning and preparation process, including the pilot testing of the instruments and the ability of the researchers to go to the field, were slowed down by episodes of civil unrest in the country and the closing of the university and the public schools. The data collection in the field, scheduled in the EQUIP1 Work Plan for Year 3 to take place in September and October 2005, could finally be initiated in late December and will be complete by mid January 2006, putting this activity and therefore the overall research schedule behind by about three months.

Rationale and Focus of the Study

Improving the quality of education has become an imperative for most education systems, as rapidly expanding enrolments threaten to overwhelm quality gains and progress made in the introduction of reforms in curriculum and teaching. Education quality depends on a complex combination of factors that come together at the school and classroom levels. The most important of these factors is widely understood to be quality of teachers and teaching. Teacher quality itself is the result of a complex process, with inservice professional development shown to have a strong impact on teacher quality (ADEA 2004; ADEA forthcoming; Boyle et al. 2003; Craig et al. 1998; UNESCO 2004). This vision guides the Pilot Study of Teacher Professional Development in Ethiopia which will identify key factors in professional development that lead to improved teacher quality.

The goals of the pilot study are to describe and analyze a range of approaches to teacher professional development and gain understanding of the factors that encourage teachers

to learn, change and improve their practice. The study focuses primarily on the role of in-service teacher professional development programs in overall teacher learning.

The recently conducted grade 4 and grade 8 national student assessments in Ethiopia indicate that teacher inservice professional development is correlated with improved student learning at both grade levels.[1] Although the student assessments indicate a correlation, they do not explain the complex process through which teachers learn and improve through professional development, nor do they help us understand what kinds of professional development are most effective in improving teacher practice or how good teacher practice translates into student learning.

The Pilot Study of Teacher Professional Development is designed to add explanatory power and depth of understanding to the critically important finding of the student assessments by examining how teachers learn and change, with a particular focus on the impact of inservice professional development.

Study Goals and Guiding Questions

The goal of this pilot study is to analyze and describe the ways in which teachers learn and change, with an emphasis on learning more about the impact of teacher inservice professional development programs. The following questions will guide the study:

- How do teachers construct their concepts of quality of education?
- How do these constructions of quality change over time?
- What influences changing constructions of quality?
- What is the relationship between teachers' constructions of quality and their practice?
- What factors of teacher development and teacher learning have the greatest impact on change and improvement of practice?
- What is the influence of teacher professional development programs, especially ongoing cluster- and school-based professional development, in promoting teacher learning, change and improvement of practice?
- How does effective teacher learning lead to good teaching practices and what inferences can we make about how good teaching practices lead to the quality of student learning within the context of a variety of mediating variables?

Relevance of the Study

The study is designed to be of interest to policy makers, planners and program developers who design and implement programs to improve teacher quality both in Ethiopia and in similar countries worldwide. As is outlined below, both USAID/Ethiopia and the Ministry of Education played a strong role in shaping the pilot study in Ethiopia and have shown a keen interest in making sure that the results be widely disseminated and taken

[1] *Ethiopian Second National Assessment of Grade Four Students* (2004); *Ethiopian Second National Learning Assessment of Grade Eight Students* (2004).

into consideration in future program planning. Ministries in other countries, USAID and other international development partners should find the pilot study questions and the study results compelling for the following reasons:

- The concept of education quality in Ethiopia is strongly influenced by education policies based on social constructivism and critical theory which emphasize learner-centered education, democratic classroom practice, continuous assessment, and active learning. In Ethiopia, as in Namibia (where another EQUIP1 pilot study with a similar focus is being conducted) and many other countries, the policies are generally understood on a theoretical level, but not successfully practiced in the classroom. This makes the present study of how teachers learn, change, and improve their practice according to national policy an interesting comparison with Namibia. The results should be of wider interest than just Ethiopia and Namibia because of the prevalence of active learning reforms.
- The study will present an analysis of the process of teacher learning within a particular policy context (constructivism, active learning, and learner-centered education) and support context (a continuum of teacher development programs, with a focus on ongoing school-based in-service which is significantly different from that of Namibia) thus providing guidance on particularly effective points of program intervention.
- The conceptual framework for the study may help planners and implementers deepen their understanding of the dynamic processes that lead from teacher learning to good practice to successful student learning, thus providing further guidance for program planning.

The Ethiopian Educational Context

The most important contextual issue for this study is the way in which Ethiopian education policy defines quality of education, quality of teaching, and quality of student learning. As outlined in a variety of policy documents, starting with the New Education and Training Policy (NETP) of 1994 and more recently in documents relating to the Ministry of Education's Teacher Education System Overhaul (TESO) Program, Ethiopian education policies in curriculum and instruction are explicitly based on active-learning, student-centered, and problem-solving approaches associated with constructivism (Government of Ethiopia 1994; Government of Ethiopia 2002). Within this policy context, teachers are now faced with the complex task of ensuring that their students engage in meaningful learning, learn through various forms of active learning, and learn to use higher-order thinking skills. This requires understanding and skills that go far beyond the traditional teacher-centered approaches of the past based on memorization of facts and information.

The present education system in Ethiopia is the culmination of reforms initiated in 1994 through the New Education and Training Policy (NETP). Although the policy has been expanded through a series of subsequent policy initiatives, the NETP is still the guiding philosophy of a more active-learning based approach to curriculum and instruction. The government's policies of decentralization also provide an important context for

understanding education in Ethiopia. Although the country's 11 regions (8 regions and 3 city administrations) agree to broad national frameworks, there is a high degree of autonomy at the regional level in making decisions about the structure and financing of education systems. As a result, there are varying degrees of difference among the regions in both policy and practice.

The Ministry of Education (MOE) has created TESO as the main national framework for promoting improved quality of teaching at the preservice and inservice levels. TESO works to improve teachers' understanding of and ability to implement the active-learning approaches which form the policy base for curriculum and instruction in Ethiopia.

Several partners work together with the Ministry of Education to implement programs related to TESO. For example, the USAID-funded AED/BESO II Program works with the MOE and the Regional Education Bureaus (REBs) to achieve TESO objectives through the support of teacher inservice professional development in 300 clusters of schools (approximately 1,200 schools) throughout the country. The study proposed here is intended to provide valuable information that may be used to suggest promising future directions for these programs.

Conceptual Framework

The conceptual framework for the study is derived from the literature and research on teacher learning as well as from program experience in Ethiopia and elsewhere. It is based on the hypothesis that the dynamic relationships and mediating factors described below influence teacher learning, teacher practice and student learning (Adger et al. 2004; Craig et al. 1998; Darling-Hammond 1998; Darling-Hammond and McLaughlin 1995; Fenstermacher and Richardson 2000; Garet et al. 2001; Leu 2004; Lieberman 1995; Tatto 2000). This complex process is outlined below:

- Teachers' opportunities to learn are critical but they do not translate directly into good practice. Translating the opportunity to learn into good practice depends on a variety of mediating factors - personal characteristics of the teacher, factors of policy, and conditions at the local level. A teacher's opportunities to learn, therefore, combine with mediating factors to determine his or her practice.

- Practice itself is not static; ideally it will change and improve as teachers gain new knowledge and skills, deeper understanding of their students, and increasing confidence and professionalism throughout the years of their practice. Conversely, if teachers become demoralized or complaisant, practice can deteriorate throughout the career of a teacher.

- A teacher's practice, although critical, does not translate directly into student learning. Even the best teacher practice is filtered through a range of mediating school and student factors to determine student learning.

The complex process at the school, classroom and community levels outlined above can be visualized in the following way:

Teachers' opportunities to learn
(a continuum of teacher learning)

- Combine with *mediating factors* at the school level associated with teacher effectiveness:

  teachers' understanding of new idea
  teachers' commitment to change
  relevance of curriculum
  enabling policies
  cultural factors
  community support
  school leadership, school climate
  teacher motivation, status, teacher evaluation systems
  level of supervision and support at the school level
  nature of examinations
  resources available to teachers
  gender status and relationships
  power relationships at the school and community level
  etc.

- To create:

Teaching practices
(dynamic, always changing and maturing)

- Combine with *mediating factors* at the school level associated with student learning:
  students' abilities, motivation, and prior school experience
  students' and teachers' time on task
  students' and communities' attitudes to education
  socio-economic status of students
  power relationships within the classroom and community
  gender attitudes
  students' health status, cultural factors
  demands for children's labor in the family
  etc.

- To create:

Student learning
(learning as defined within an education system)

Despite the range of mediating factors that stand as help or hindrance between teacher learning and student learning, teachers' opportunities to learn and change are critical and constitute the element in the process that has the strongest impact on quality of student learning. The pilot study described here will focus primarily on the first part of this conceptual framework, attempting to draw relationships between teacher learning and

teaching practices. Further inferences will be drawn between teacher practices and successful student learning.

Study Design and Methodology

Overview

The purposes and design of the study were discussed extensively with the Ministry of Education and four regional state education bureaus and was approved as described below. An Advisory Group has been established at the MOE to advise on the progress of the study and suggest how the results can be used to inform existing professional development programs for teachers. At the insistence of both USAID/Ethiopia and the MOE, the study was put out to bid on a limited tender basis to eleven specialized education research organizations in order to identify the best research organization to carry out the study. The Institute for Educational Research (IER) at Addis Ababa University (AAU), a highly experienced research organization, was selected by a Selection Committee comprised of EQUIP1, BESO II, USAID/Ethiopia, and the Ministry of Education as the organization to carry out the study.

The study is qualitative, consisting of case studies of 24 grade 4 teachers. USAID/Ethiopia was particularly interested in having the study focus in-depth on a limited number of teachers, comprising a mini-case study. The study is being carried out in three focus schools in each of four regional states. The Ministry of Education insisted on the study being carried out in Amhara, Oromia, Tigrai, and SNNPR, the four largest regions in the country in order to strengthen the possibility of widespread influence of the study results. A male and a female teacher are being interviewed in depth in each school. In addition to the core in-depth study of 24 grade 4 teachers, an interview is being carried out with the principals of the schools in which they teach and focus-group discussions are being carried out with 6 to 8 grade 4 teachers in each of the 12 focus schools (approximately 84 additional teachers). A quantitative survey will be carried out with approximately 400 grade 4 teachers, 100 in each of the regions. The study, therefore, has both depth and breadth from the qualitative (case studies, interviews and focus-group discussions) and quantitative (survey) dimensions.

This study is designed to focus on the critically important area of educational *process* at the school level, providing "*thick description*" of the perspectives of a small group of 24 individual teachers on how they learn and think and how they put their learning and thinking into practice. This information from these 24 case studies will be compared and triangulated with information from the focus-group discussions with approximately 84 additional grade 4 teachers and the quantitative survey of 400 grade 4 teachers. The study results overall are intended to complement and add an explanatory dimension to the findings of the national student assessments that revealed a correlation between teacher professional development and student learning.

The proposed sample of 24 grade 4 teachers in 12 different primary schools is small, although it is a very large number for case study research. The 24 teachers and schools

have been selected purposively (see below), which is a usual sample-selection approach in qualitative research. The results are expected to be valid since they will demonstrate internal consistency, particularly as a result of the triangulation of data. The results will not be representative or statistically significant, as is the case in most qualitative studies, because of the small sample involved. Because of the depth of information to be provided through the teacher case studies, augmented through information from the focus-group discussions and the quantitative survey, the results of the study should have the power to indicate significant trends in teacher learning and influences on their practice, thus giving information not previously available on how teachers learn and improve the quality of their practice.

Sample size and school/teacher selection

Schools:

- The study is being conducted in groups of three schools in each of four regions, Oromia, Amhara, SNNPR and Tigrai which include a significant percentage of the Ethiopian population.
- Within each regional group of three schools, one school is in an urban area and two are in rural areas that are not far from the regional capital.
- The study includes, in each region, two schools that are deemed to be more successful, and one that is less successful, using as a proxy for success the recent results on the grade 8 primary leaving examinations. The REBs will select the schools in cooperation with the researchers.
- In each region, two of the schools selected are participating in the USAID/BESO cluster program and the other school is participating only in the more episodic programs, allowing the influence of the cluster inservice program to emerge through the study.

Teachers:

- Twenty-four grade 4 teachers have been selected for the case studies, two (a male and a female) in each of the 12 schools.
- They all hold certificates or diplomas from a Teacher Education Institution (TEI) and have at least five years of teaching experience in their present school.
- In the analysis of the data, similarities and differences in the professional learning experiences of female and male teachers will be identified.

Data sources

The core of the study is the 24 case studies constructed from in-depth information gathered from the 24 grade 4 teachers working in 12 school environments, using information from other sources to augment and add depth and context to information gathered directly from the 24 teachers. Data sources for the study are as follows:

- *Twenty-four core (case study) teachers:* Through the use of open-ended interview instruments, the 24 case study grade 4 teachers in 12 focus schools (a male and a female in each school) are being asked to reflect in depth upon how they have

learned and the factors that influence changing and improving practice, the impact of inservice professional development on their practice, and how their concepts of quality relate to their practice.

- *Classroom observations*: Classroom observations of the 24 core teachers will establish a description of each teacher's practice in order to compare the way they describe their practice with how they actually teach.

- *School directors/principals*: Short interviews with the directors of the 12 focus schools are being conducted to gather further information about issues of quality at the school level, school leadership, the principals' role in instructional leadership, inservice programs available to teachers in the school, the creation of communities of practice, and positive school climate.

- *School demographics:* Quantitative information is being collected at each of the 12 focus schools on student, school and community demographics. This includes information on student achievement, using the grade 4 and grade 8 national student assessment information as proxies for overall school quality. It also includes information on demographic and socio-economic factors of the school population.

- *Other teachers in focus schools:* A focus-group discussion is being carried out in each of the schools with a group of 6 to 8 grade 4 teachers, including a total of approximately 84 teachers overall. This is intended to expand the information provided by the case study teachers and be indicative of similarities and differences between the data collected from the case study teachers and other teachers in the school.

- *Accompanying survey instrument:* An accompanying quantitative survey instrument was developed to collect data from a wider group of teachers in additional schools on similar issues - how the teachers think about their practice and what influences improvement of practice. This instrument has been distributed to 100 grade 4 teachers in each of the four regions, equaling a total of approximately 400 teachers surveyed.

The information on trends in teachers' thinking and practice obtained from three of the above sources will be compared and triangulated:

- In-depth interviews with the 24 core grade 4 teachers
- Focus-group discussions with approximately 84 other grade 4 teachers in the 12 schools and interviews with the 12 school principals
- Survey of 400 grade 4 teachers, 100 in each of the four regions

In addition to the above data sources, interviews will be conducted with relevant education officials at the national and regional levels to provide contextual information about education policies in general and teacher professional development programs in particular.

Development of instruments

Instruments for interviews, protocols for classroom observation, guidelines for focus-group discussions, and instruments for quantitative data collection were developed in accordance with the objectives of the study. EQUIP1/AED worked together with four experienced researchers at IER to develop, refine, and pilot the instruments.

Collection of data

Four experienced qualitative researchers from IER are spending a minimum of two weeks in each of the four regions collecting data in the three focus schools. IER has selected four highly experienced researchers, senior staff members, who can interview in the four different languages of the four regions. Each of these researchers is responsible for the collection of all data in the region. He (the four are male) is interviewing the core teachers, carrying out classroom observations, interviewing principals, conducting focus-group discussions, managing the distribution and collection of the survey instrument, and collect school demographic data. In each region, the researcher is working closely with the Regional Education Bureau, a member of which will assist in the data collection.

Analysis of data

An analysis framework is being developed jointly by EQUIP1/AED and IER using approaches suggested by Bogdan and Biklen (2003) and Creswell (2005; 2003). Qualitative information from interviews and focus-group discussions will be analyzed to identify teachers' concepts of quality, teachers' concepts of their practice and how it changes over time, the influence of different learning opportunities on constructs of quality and practice, and the professional development that has had the greatest impact on teacher change and improvement of practice.

Codes will be derived from significant categories of information that emerge from the qualitative data. Issues of importance that emerge across the different interview categories (teachers, school heads, education officials) will be cross-coded for synthesis and comparison. Discussion is under way about whether it will be better to use EC-2 electronic coding software or use mechanical methods of data coding and cross-checking. Quantitative information from the survey of 400 teachers will be analyzed and combined with the qualitative interview data. The information collected on school and community demographics will be analyzed and used as context information.

Collection of background information on education quality as envisioned in Ethiopia's policies and practices

Document analysis and interviews with various education officers are being conducted to gather background information on the history and the present education policy context in Ethiopia. This includes an examination of policies concerning teacher quality and teacher learning, and the present goals, structures, and implementation strategies for teacher

education and professional development. As a part of this activity, we are analyzing the vision of quality of education, teaching, and learning that is explicit or implicit in the professional development program(s) and develop an understanding of what teachers are meant to do, or do differently, as a result of their participation in different learning opportunities.

Literature review

The study will be placed in the context of current international literature, theoretical and practical, on effective teacher learning and influences on practice. The literature on modes and stages of effective teacher learning will be included as will the literature on localized/ongoing vs. centralized/episodic teacher professional development. The literature on the development of practice, an internalized individual and communal form of professional identity, will also be reviewed. The whole study will be situated in the context of a dynamic form of constructivism and learner-centered education which is the overarching policy for education in Ethiopia. Further literature may be suggested by the results of the interviews and observations.

Study results and study report

The result of the data collection and analysis will be one main research report which presents the study results and an overall analysis of which the 24 case studies will be the anchor or central part. IER is committed to working closely with the Ministry of Education Advisory Committee as the research progresses so that, when the final report is produced, it will be well known to the MOE and its results integrated into discussion of future programs.

Information dissemination on the study findings

It will be important to assure that the study findings are used within the Ethiopian education system as the basis for discussion and reflection on the effectiveness of different approaches to teacher learning. The close cooperation and agreements made between EQUIP1/AED and the MOE as well as USAID/Ethiopia will ensure that this will happen. It is also important that the results of the study be reported back to those who participated in the study and provided information on their teaching practices and their schools through interviews. One of the Regional Education Bureau heads, when approving the study in his region, said that he liked the study and agreed to have it carried out, but only on the condition that the region could be given 25 copies of the final report so that the participating schools and others would know the study results.

Timetable for the study activities

The following matrix outlines the timetable for study activities, adjusted to accommodate the approval and bidding processes introduced by USAID/Ethiopia and the Ministry of Education. The comments notes points at which further delay took place.

Activity	**Scheduled Timing**	**Comments**

Initiate design approval process with the MOE, USAID, and Regions	June-August 2005	Discussions with MOE and USAID started in May/June; MOE approval process took place in July/August
Select research institution to carry out study through public bidding process	September 2005	Bidding process initiated in September and selection of IER made in October
Develop/modify data collection instruments	September 2005	Took place in October and November, disrupted by civil strife
Identify schools for data collection with REBs	September/October 2005	Took place in December, delayed by civil strife
Identify and train data collectors; conduct pilot	September/October 2005	IER data collectors are well experienced although training took place in November and pilot was conducted in December
Collect information in schools	October – November 2005	Information is being collected in December 2005 and January 2006
Collect information from other sources	October – November 2005	Information from other sources (survey instrument, demographic data) being collected in December/January
Collect background and context information	Throughout	This is ongoing
Analyze data	December 2005 – January 2006	This will take place in February/March 2006
Finish draft of study report	February - March 2006	April 2006
Circulate report to Advisory Committee for comment	March 2006	May 2006
Final study report completed	April 2006	June 2006
Initiate discussions on use of study results with MOE and USAID/Ethiopia	April-May 2006	June 2006 onward

Relationship to the Cross-national Synthesis of Education Quality

The Ethiopia pilot study is part of a series of pilot studies of education quality factors being carried out under the USAID-funded EQUIP1 Program. The studies presently are focusing on teacher quality (Namibia – EQUIP1/AED), community participation (India – EQUIP1/World Education), and curriculum relevance (Nigeria – EQUIP1/EDC). These pilot studies will be incorporated into the planned EQUIP1 Cross-national Synthesis of Education Quality, a three-year comparative study of key education quality factors, drawing on the results of the pilot studies.

The individual pilot studies and the Cross-national Synthesis are intended to generate in-depth information for policy makers, planners, program implementers, and evaluators on *process* factors at the school, classroom, and community levels that relate to education quality. The pilot study of teacher professional development in Ethiopia will make an important contribution to the Cross-national Synthesis.

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EQUIP1 Educational Quality Improvement Program Classrooms • Schools • Communities

EQUIP1/AED
Cross-national Synthesis of Education Quality
Annual Report January 2006

Submitted by:

Academy for Educational Development

With:

Elizabeth Leu

January 31, 2006

U.S. Agency for International Development
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EQUIP1/AED
Cross-national Synthesis of Education Quality
Annual Report January 2006

Summary and Status of the Study

The Cross-national Synthesis of Education Quality is a comparative qualitative study that is designed to generate in-depth information on process factors across a variety of national and local contexts that lead to quality improvement at the school, classroom and community levels. This study goes beyond the analysis of input and output factors to provide information on the dynamic and complex processes at the school level that create change and improved quality of teaching and learning. The Cross-national Synthesis draws on data generated in the five ongoing pilot studies being carried out by EQUIP1 partners in India (World Education), Nigeria (EDC), Ethiopia (AED and EDC), and Namibia (AED).

The pilot studies which form the basis of the Cross-national Synthesis continued throughout 2005 with some delays in individual studies. EQUIP1 partners from EDC, World Education, AED, and AIR, along with the USAID/Washington CTO for EQUIP1, formed a panel at CIES in 2005 to present and discuss the Synthesis design and goals. Two other EQUIP1 partners have had involvement in the design of the Synthesis. The Joseph P. Kennedy Foundation participated in earlier discussions in order to strengthen the dimension of special needs education in the comparative study. Michigan State University also engaged in early discussions and will be brought into further discussions of the design in 2006. The EQUIP1 partners have developed preliminary comparative frameworks that will form the basis for the first round or reports. The first Synthesis report, scheduled to be completed in July 2005, will now appear in February 2006. The second report, scheduled for January 2006, will appear in April/May 2006.

In year 4 we expect to complete the two reports scheduled for year 3 and develop a further report. We also expect to present the ideas and results of the Synthesis at two seminars or round-table discussions at USAID. The analysis will be extended from the first round of comparisons as further data are available from the studies and as we explore further issues generated by the study's guiding questions.

Rationale and Focus of the Study

The Cross-national Synthesis of Education Quality is a comparative cross-national study that is generating in-depth qualitative information on process factors across a variety of national and local contexts that lead to education quality at the school, classroom, and community levels. Whereas many studies focus on input and output factors to describe or explain how quality of education is created, this study will provide information on the dynamic and complex processes through which input factors combine at the school level to create change and good quality of teaching and student learning. The Synthesis will provide qualitative "thick descriptions" of cases of process at the school, classroom, and

community levels. This holistic approach focuses on the intense human processes that lead to the desired results of education.

The specific factors of education quality that are being tracked in the first round of the Synthesis are: (i) community participation; (ii) teacher quality; and (iii) curriculum relevance. Although these initial factors are important in each of the studies, community participation is the centerpiece of the India study, curriculum relevance is the focus of the Muslim education studies, and teacher quality is at the center of the Namibia and Ethiopia studies. In addition the Synthesis will investigate concepts of quality in general, whether quality is: (i) relatively uniform across countries or across different contexts; (ii) significantly context specific; or (iii) shifting along a continuum from one to the other between countries and over time.

The Cross-national Synthesis draws on data generated in the five pilot studies being carried out by EQUIP1 partners in India, Nigeria, Ethiopia (two separate studies), and Namibia:

- Pilot Study on Educational Quality in a Transitional Educational Program for Out-of-School Girls in India (World Education)
- Pilot Study on Education in Islamic Schools in Ethiopia (EDC)
- Pilot Study on Education in Islamic Schools in Nigeria (EDC)
- Pilot Study on Teacher Professional Development in Namibia (AED)
- Pilot Study on Teacher Professional Development in Ethiopia (AED)

Study Goals and Guiding Questions

The following overall questions guide the Cross-national Synthesis research:

- Are definitions and constructions of quality of education similar or different across a variety of local and national contexts?
- How are ideas about quality of education constructed?
- What factors lead to change in perspectives on education quality?
- What effects do specific programs have on evolving perspectives of education quality?
- What factors and processes at the local level are related to improving quality of education, focusing on both predetermined and emerging factors/indicators of quality?
- How do these processes change over time?

Relevance of the Study

The Synthesis is a research program meant to generate information that will assist USAID and education program planners in their approaches to developing the most effective ways of improving education quality in a variety of contexts. The Synthesis will identify, track, and compare a range of key quality factors or indicators over time and analyze how processes influence the impact of quality inputs. The quality factors being

tracked in the first round of analysis are: (i) teacher quality; (ii) community participation; and (iii) curriculum relevance (see conceptual framework below). The Synthesis is tracking quality factors in the context of program or project inputs in order to include evidence on the impact of these inputs.

One outcome of the Synthesis will be an analytical framework that will assist USAID education program planners to ask the right questions to deepen their understanding of what leads to education quality in different contexts and thus include these understandings in their program design. The Synthesis is generating information that will assist USAID and other education program planners and implementers in their approaches to developing the most effective ways of improving education quality in a variety of contexts. The Synthesis is relevant for the following reasons:

- The Synthesis draws results out of five "thick descriptions" of cases, using a holistic approach to complex processes at the school, classroom, and community levels often missed in studies that focus more narrowly in input/output factors.
- Both the specifics of the thick descriptions as well as the "way of looking" should be of interest to education planners and program implementers.
- The Synthesis will provide a new kind of information - information usually not included in studies that find correlation between factors but do not reveal the nature of what happens in the process to produce the correlation.[1]
- Investigation of similarities and differences in concepts of quality of education across countries may help planners avoid "cookie-cutter approaches" to program design, implementation, and evaluation.
- The Analytical Framework that will be developed through the Synthesis should assist USAID education program planners to ask the right questions to deepen their understanding of what leads to education quality in different contexts and thus include these understandings in their program design.
- The Synthesis is more holistic than many studies and will make better use of information from students, families, and communities than many studies do.
- The design of the Synthesis allows for modifications and refinements over time as we learn more about what is happening in the field.

Conceptual Framework

The matrix below outlines the conceptual framework for the first round of analysis. As outlined above, each of three pilot studies involved in the first round of analysis has a different focal point (underlined in the matrix), although all studies contain information on community participation, curriculum relevance, and teacher quality as important factors of overall education quality. The first round of analysis focuses on these factors

[1] For example, the Ethiopia Pilot Study of Teacher Professional Development is of particular interest to the Ministry of Education and USAID/Ethiopia because national student assessments indicate a correlation between teacher professional development and student achievement at the grade 4 and grade 8 levels, although the assessment process does not give any information on why and how this correlation works or the kind of teacher professional development that promotes better student learning.

and also focuses on the concepts of quality as expressed by informants in the three studies.

Cross-national Synthesis of Education Quality		
India	***Nigeria***	***Namibia***
Community	Curriculum	Teachers
Curriculum	Teachers	Community
Teachers	Community	Curriculum
----------Concepts of quality over time---------- ----------Practice related to quality over time---------- ----------Change in concepts and practice over time----------		

Study Design and Methodology

The five individual pilot studies were initially planned to be carried out over a period of three years, tracking groups of quality of education factors or indicators over that time. Although many aspects of each study will be unique, there will also be common elements among them, which include: (i) an emerging set of *consistent variables* related to education quality; (ii) three years of data collection capturing evolution and change within quality factors; (iii) similar qualitative data collection procedures within the pilot studies; and (iv) similar reporting strategies.

The three-year study is ongoing but has a shifting focus. The factors being tracked in the first round of the Synthesis are: (i) community participation; (ii) curriculum relevance; and (iii) teacher quality. In subsequent rounds the focus will shift to other factors generated by the data.

The Synthesis uses a comparative case study approach, each of the pilot studies constituting a case study, intensive "thick descriptions" and analyses of single units or "bounded systems" under study (Merriam 1998; Yin 2003). A constant comparative method is used to group and compare similar segments of data across countries – identifying segments of data over time and comparing across studies to determine similarities, differences and change (Bogdan and Biklen 2003; Creswell 2003).

Although the first round of the study has deductive elements since the selection of pilot study topics and focal points are built initially on pre-existing notions of education quality (the assumption that teacher quality, curriculum relevance, and community

participation are key elements), the overall study uses an inductive approach. The study uses an inductive method of building theory, grounded theory, to understand aspects of practice that are grounded in the real world. One purpose of the study is, therefore, to build theory about the dynamic and context-related dimensions of quality of education factors.

Starting in late 2005 EQUIP1 partners started pooling and synthesizing data from the first round of individual studies according to a set of initial frameworks developed by the group. The first two analytical frameworks are contained in the annex. Using these frameworks, the first round of analysis concentrates on a comparison across countries (India, Nigeria, Namibia) of data falling into five categories: (i) perceptions of quality (data from teachers, principals, parents); (ii) perceptions of quality related to teacher professional development (data from teachers and principals); (iii) quality of teacher practice (data from classroom observations); (iv) relevance of curriculum (data from teachers); and (v) community/parental involvement (data from teachers, parents, learners).

The data from this first set of analyses will be available in February 2006 and the first report will be available in March/April 2006.

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Yin, Robert K. 2003. *Case Study Research: Design and Methods* (Third Edition). London: Sage.

Annex VIII: Quarterly Report on the Pilot Study on Educational Quality in a Transitional Educational Program for Out-of-School Girls in India

[Attached.]

American Institutes for Research

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EQUIP1 Educational Quality Improvement Program Classrooms • Schools • Communities

World Education Quarterly Report October—December, 2005 Pilot Study on Educational Quality in a Transitional Educational Program for Out-of-School Girls in India

Submitted by:
World Education

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David Kahler and
Valeria Rocha

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World Education
Quarterly Report October—December, 2005
Pilot Study on Educational Quality in a Transitional Educational Program for Out-of-School Girls in India

Submitted to the American Institutes for Research
January 11, 2005

Summary of Year 3 Activities

During Year 3 of the Pilot Study, World Education (WE) and its NGO partner, Center for Applied Research and Extension (Care), conducted several activities at the programmatic level and finalized the first round of data collection and analysis. In line with its Year 3 workplan, WE and Care continued the review of curriculum with teachers and NGO staff. Both organizations developed life skills modules on nutrition, animal husbandry and agriculture and the accompanying teacher training materials for use with cohort 2. Teachers were trained on how to best deliver the materials in the classrooms and were encouraged to engage in a reflection process to improve their teaching skills. In addition, the Pilot Study collected and analyzed data on teachers' practices and their understanding of the curriculum, the quality of education, and professional development provided at the Kuchinerla School.

At the community level, WE and Care continued to develop community outreach activities on girls' education and on topics of interest to the community, such as nutrition, health, hygiene, and the dangers of child labor. School open days were carried out to bring together parents and community members and encourage discussions about the role of parents and communities in raising girls to be educated, productive members of society. Government schools are being engaged in the discussion about improving girls' education and increasing retention rates at the local level. Data is currently being collected on the number of outreach activities and the level of participation in each event sponsored by the school.

The Pilot Study completed a full cycle of data collection during Year 3. In addition to collecting data on teachers' performance and their understanding of the quality of education and professional development, WE collected post-measures on student learning outcomes for cohort 1, and pre and post data on girls' nutritional and health status. At the beginning of the new academic year (July 2005), baseline data on girls' academic achievement, health and nutritional status was also collected. That data will be later compared to post data to be collected by September 2006. All Year 3 findings are presented in the Pilot Study Annual Report.

Last Quarter Activities (October—December 2005)

During the months of October, November, and December 2005, the Pilot Study activities focused on data management and data collection issues and changes in implementation of program activities central to the institutionalization of the research within in the implementation plan. During those months, World Education and the Center for Applied Research and Extension (Care) staff accomplished the following:

Pilot Study

Health and Nutrition

Follow-up mechanism (checklist) was developed by school personnel and World Education to ensure the implementation of the National Institute of Nutrition's recommendations for the school. In addition, NIN baseline data for cohort 2 was collected and is being processed for analysis. Regular doctor's visits have taken place and diagnosis data is being entered into database.

Girls' Background Information

Data collected through the Basic Information of Girls (BIG) Survey are being collected and entered into a database continuously, based on school enrollment .

Classroom performance checklist

World Education staff and Kuchinerla teachers have revised the Classroom Observation Checklist and teachers are using it as a way to reflect upon classroom practices and improve their classroom methodologies.

Follow-up study

School staff is tracking down girls who studied at Kuchinerla last year to find out whether they stayed in the formal schools into which they were mainstreamed. Staff is trying to assess the number of girls who stay in formal schools, their performance in comparison to girls who attended other schools, drop out rates and main reasons for drop out.

Teacher Interviews

Teacher interview protocols are being developed to assess the incorporation of new curricular activities into classroom practices. In addition, teachers are engaging in self-reflection exercises. Teachers' perceptions on the use of new methodologies and their experiences will be captured through this process.

Program Implementation

Classroom practices

Teachers are carrying out regular discussions about the value of proper nutrition with children and incorporating topics such as the maintenance of kitchen garden and creation of vermicompost, into the classroom lessons.

Teachers have also introduced sports, cultural activities and new methodologies (poem recitation, essay writing, riddles, story telling) into school curriculum. Special guests were invited to the school to demonstrate some activities and train children and the teachers, ways to integrate music and dance as a methodology to be used in the classroom. They concluded that lessons can be taught more effectively if role play is introduced. If a child enacts one of the characters of a lesson, she can understand the lesson better and make the lesson more interesting for all students. For example, a story can be narrated to/by the children by using gestures and the story can be easily understood without the use of words.

Materials Development

Teachers and World Education staff have finalized the materials development strategy. The strategy addresses issues, such as illustration, adequate lesson length, adequate use of vocabulary and proper sentence structure. It also determines the teaching methodology used for specific lessons and the continuous incorporation of feedback from children and educators. In addition, teachers and World Education staff elaborated and adapted handouts on vermicomposting, organic composting and kitchen gardening.

Additional Teacher Training

Teachers are being trained on the use of computers. They have been posting students' grades, maintaining book records in the library, keeping expenditure records, and attendance list on a computer provided to the school.

Social Mobilization/Community Involvement

A person has been hired as a Social Mobilizer to identify child laborers in the community and invite them to attend the school. The Social Mobilizer is also in charge of developing a professional relationship with the formal school authorities; identifying drop outs and convincing them to return to school. The main purpose of the continuous visits to the formal schools by the Mobilizer is to ensure the continuity of the education process among children who have attended the Kuchinerla School.

Annex IX: Annual Report on the Pilot Study on Educational Quality in a Transitional Educational Program for Out-of-School Girls in India

[Attached.]

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EQUIP1 Educational Quality Improvement Program Classrooms • Schools • Communities

EQUIP1/ World Education Pilot Study Annual Report

January 31, 2006

Submitted by:
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David Kahler and Valeria Rocha

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Introduction

The Girl-child laborers school in Kuchinerla, a small village located in the Mahbubnagar district of Andhra Pradesh, India, was founded by the Center for Applied Research and Extension (Care) in May 2000 with support from the National Child Labor Policy (NCLP). The school provides a one-year basic education program for 100 girls aged 7-14 from Kuchinerla and surrounding villages, some of whom have been working in the cotton seed industry and other forms of child labor prior to being admitted to the program. The main objectives of the program at present are to provide girls with a healthy living environment and an accelerated educational program with the aim of transitioning them into the formal educational system.

In November 2003, the Center for Applied Research and Extension (Care) and World Education (WE) signed a memorandum of understanding for a three-year collaboration that focuses on five elements related to improving the quality of education for out-of-school girls. These elements are:

- providing immediate attention to personal safety, health and nutrition issues;
- enhancing parental and community involvement in decision making about girls' education;
- linking what is learned in school to life skills that girls will be able to use throughout their lives;
- improving teacher training on the integration of life skills into the general education curriculum and improved pedagogy; and
- enabling girls, parents, teachers and communities to participate in policy development.

Over the past year, World Education has been working with the management and staff of Care, communities and other stakeholders in developing strategies for improving the quality of education in the Kuchinerla School. As per the mandate of the USAID's EQUIP-1 grant, the pilot study engages teachers, communities and other stakeholders in the design and implementation of a training and reflection process to improve the quality of education offered to girls studying in the Kuchinerla twelve-month transitional education program. The process includes working with teachers as researchers to ascertain how improvements in nutrition and personal health, increased curriculum relevance, use of more child-centered and child-friendly teaching/learning methods, and parents /community engagement in education can result in positive educational outcomes. The process is designed to provide frequent and timely information that documents the processes for developing quality education in the microcosm while tracking outcomes over three cohorts of girls while they are at the school and after their graduation from the program.

Research Design and Methodology

A pre-post design was used to focus on learning outcomes within three cohorts of girls- each cohort participating in the twelve-month educational program. Girls' nutritional status and health status will be documented at least twice in each cohort. The study will also document teacher engagement and performance in all aspects of the development, and implementation of the quality of education process. This will include interactions between the school (teachers and students) and communities, and will also assess the school's success in mainstreaming girls from the program into government schooling options. Application of life skills will be documented for girls continuing with their education as well as with girls who opt not to continue their schooling, after completing the transition program. In addition, the study will document the evolution of the relationships between the school and outside catalysts over the course of the three-year study.

Based on the activities proposed by World Education and Care the implementation schedule, and the resources available, the Pilot Study Coordinator and members of the World Education team decided that the evaluation in Kuchinerla will utilize a before and after one-group design, with follow-up interviews over a four-year period. As Figure 1, in Appendix A, indicates, all cohorts will be evaluated before exposure to the intervention (in the beginning of the academic year) and 11 months later, after the completion of the one-year program at the school. WE will also compare cohorts' performance over time and evaluate the impact of different levels of interventions (as specified in the boxes below and in Appendix A). It is expected that girls' academic performance, overall health status and advocacy/parental involvement in education will improve as activities that focus on those topics become the central aspects of WE and Care's intervention.

The plan to implement all World Education proposed activities is under way and full implementation is anticipated to take place gradually, over a three-year period. The activities proposed for Cohort 1 have been partially implemented during the 2004-2005 academic year. It is expected that during the 2005-2006 and 2006-2007 academic years, the proposed activities for Cohort 1 will be fully implemented. In addition, all activities proposed for the current (2005-2006) and next year's cohort should be implemented in a timely fashion.

Cohort 1 (2004-2005) – Implementation of Nutritional/health Activities and Preparation for Future Activities

Revision/implementation of new school menu to address the nutritional needs of girls and teachers Doctor's visits and appropriate medical treatments Planning/initial training of teachers Initiation of curriculum development activities Planning and initial execution of more efficient mobilization activities Planning and initiation of more effective ways to engage parents in their children's education

Cohort 2 (2005-2006) – Consolidation of Teacher Training in Primers 1 & 2 and Life Skills

Full implementation of nutrition/health related activities Teacher training implemented in the classroom (Primers 1 & 2 and new nutrition/health modules) Utilization of new modules Mobilization activities are implemented Activities to engage parents in their children's education implemented Additional Life Skills Curriculum

Cohort 3 (2006-2007) – Consolidation of All Program Components

Full implementation of nutrition/health related activities Teacher training implemented in the classroom (Primers 1 & 2 and new nutrition/health modules) Utilization of new modules Mobilization activities are implemented Activities to engage parents in their children's education implemented Utilization new life skills modules

Description of the Project--School Characteristics and Activities

Nutrition

Children come into the school with several nutritional deficiencies and in poor general health. The limited NCLP budget of Rs.5.50/per child per day is not enough to provide anything beyond rice and grains on a daily basis. World Education and Care are prioritizing the provision of nutritious foods and routine hygienic practices that would help improve children's health condition.

As a first step, assistance of nutrition experts from the National Institute of Nutrition (NIN) was sought to:

- assess the nutritional status of the children in the school;
- assess the diet and nutrient intakes of the children at the school; and
- identify locally-available food items that could be useful to improve the health and nutritional deficiencies of the children.

Based on the pre-nutritional and dietary analysis conducted, NIN recommended several changes to children's dietary intake and school practices. Many of those changes were adopted by the school in October 2004 and then discontinued because of budgetary cuts

from NCLP. One of the recommendations from NIN was to initiate a kitchen garden with vegetables that could supplement the existing diets of the children. A school kitchen garden was initiated and currently has around 200 drumstick plants, among several other vegetables. Other green leafy vegetables, rich in vitamins, minerals and fibers will soon be grown and provided to the children along with milk, eggs, pulses and meat to increase the iron content of their diets. In addition, World Education is working with Care staff in integrating critical information on nutrition and hygiene into the existing curriculum.

Community meetings were also held during the 2004-2005 academic year to help parents understand the impact of poor nutrition on their child's overall well-being, as well as that of the family, in the long run. By engaging parents in understanding the importance of nutrition, the school hopes to create an enabling environment for children to follow better diets throughout life.

Health

Initially, due to limited resources, the school was unable to attend to various medical needs of the children on a regular basis. Many girls were suffering from skin infections, mainly scabies, folliculitis and other diseases associated with poor hygiene practices. A local doctor was hired to conduct an annual medical check-up of the children in the school in 2004-2005. Medicines were prescribed although there were insufficient financial and human resources to properly administer these medicines on a regular basis. In addition, until September 2004 the camp only had access to water from a nearby well, which was not sufficient to meet the needs of 100 children and school personnel. Since then, a bore well has been dug and a water storage tank has been built and the school does not face any water shortage. Additional bathing facilities and toilets will be built to improve health and hygiene in 2005/2006.

World Education proposed to identify and take necessary steps to include information on hygiene in the curriculum and during teacher training. This would increase children's and teacher's awareness of health and hygiene and improve hygiene practices on a regular basis. During the 2004-2005 academic year, the school and WE staff concluded that a doctor should visit the school and examine the girls and teachers once a month to ensure that they are maintaining good health and having access adequate treatment for common diseases. In case of emergencies, the school has adequate transportation to take the child to the nearest government hospital or Public Health Center (PHC).

Academic Structure and Curriculum

Once the girls enroll in the program, a standard placement test is administered by school teachers to place girls in the appropriate grade level. The school grade structure and competencies expected at each grade level are presented in Table 1. During the year, the girls are given weekly tests to assess their performance within the grade they are in. After girls master at least 60% of the curriculum for the grade they are attending, they are promoted to the next grade. It is not uncommon for a girl to pass through several grades in a one-year period. At the end of the school year (June), all girls take a standardized internal test in the school to find out how many of them are prepared to take the government school entrance exam that will place them in the formal school.

Table 1--School Grade Structure and Level of Competencies at the Kuchinerla School

GRADE IN KUCHINERLA SCHOOL	***FORMAL SCHOOL EQUIVALENT***	COMPETENCIES
Grade 'A'	1st Grade	no knowledge of alphabets
Grade 'B'	2nd Grade	some knowledge of alphabets
Grade 'C'	3rd Grade	Ability to read words, sentences and have knowledge of numerals up to 1,000
Grade 'D'	4th Grade	Ability to read and write, do additions, subtractions, multiplications and divisions

Girls are expected to master the NCLP prescribed bridge school curriculum (Abhyasa Deepika 1 & 2), which has been developed by the State Council for Educational Research and Training (SCERT). The Deepika program is divided into two sections – a starter kit focusing on basic literacy skills (Telugu, English and numeracy), and a second unit focusing on general and social sciences. Upon completion of the Abhyasa Deepika 1 & 2, the children are introduced to formal school textbooks. As per the NCLP and District Primary Education Project (DPEP) norms, children are supposed to be mainstreamed at the end of one year. This means that in a span of one year children are expected to learn the contents of the Deepika 1 & 2 and to develop the ability/capabilities to join formal schools.

World Education conducted an initial needs assessment among the children and the teachers to gauge the curriculum capacity to meet its learning objectives and its relevance to local conditions and needs. The needs assessment was conducted through interviews and discussions with students (both current and graduates) and staff, and by examination of recorded levels of achievements. Based on the findings, a specific work plan was designed, which identified gaps and areas in need of strengthening. Several activities were proposed: revision and adaptation of existing curriculum, identification of additional training materials (both locally-available as well as materials developed for WE projects elsewhere), and development of training materials catering to local needs and conditions.

In addition, an important aspect of the curriculum development and enhancement process that was discussed was the inclusion of content relating to life skills. Everyday life skills include knowledge about health and hygiene, verbal ability, math, critical thinking, decision-making, social skills, and the ability to work effectively in a team. The inclusion of references and activities aimed at enhancing these skills often makes taught curriculum not only more relevant and enjoyable to students, but also leads to higher levels of academic achievement.

The specific curricular issues and activities addressed by World Education during the 2004-2005 academic year have been as follows:

- *Sensitization* of *Care staff on the materials development process:* At the outset discussions were held on the lessons currently being taught from the Abhyasa Deepika. The content of the lessons in the text books and the teaching methods were discussed. The teachers expressed their concern about the insufficient information contained in the lessons and lack of proper orientation on how to teach the lesson content.
- *Review and enhancement of existing curriculum:* Various materials on child education developed by different organizations have been collected from different sources. The materials collected include:
    - MV Foundation – Bridge course materials (Telika Telugu Vachakam, workbook on General Science, Malli badiki podam)
    - Bhavith Child Labor School UNDP-Kurnool – Bridge course materials
    - District Primary Education Program Mahbubnagar (Residential Bridge Course Material) – Bridge course materials and teacher's guide
    - National Institute of Nutrition (NIN) – books on recommended dietary allowance, Indian Foods, and related handouts
    - Andhra Pradesh Mahila Samata Society – posters on health and nutrition awareness
    - Hyderabad Book Trust – Orient Longman, NCERT, CBSE and SCERT texts of classes 1 to 7.
    - Animal Husbandry Department – management of milk producing animals

These materials have been analyzed for relevant content and appropriate methods for teaching children.

<u>Development of Materials</u>*:* Supplementary materials have been developed keeping in mind the topic, content, layout, and presentation and facilitation methods. First draft of materials for primers and teacher's guide are complete.

- Twelve supplementary lessons with teacher's guide have been developed.
- Initial discussions on second draft of materials have started.
- The supplementary lessons developed so far have been tested in the school. The lessons have been tested with children in Grades **'B'** and **'C'** and **'D'.** The feedback from the teachers is being taken and incorporated. Use will start in 2005-2006 academic year.
- Each lesson has been designed to incorporate activity based learning which involves small group activities, discussions, learning by doing, recap, and ways of sharing the learning with their peers and community.
- The facilitator guide includes lesson objectives, rationale, indicators, and teaching process.
- We have started to establish contact and share the processes in materials development with other organizations working in the field of child education. This we believe will be mutually rewarding in learning innovative ideas and methodologies. Recently, World Education staff have attended a workshop at Nizamabad conducted by MORE (Movement for Rural Emancipation), an NGO

based in Madanapalle. We found the workshop very useful as it helped us to learn many new ideas relevant for our work.

Library**:** A library has been set up at the school. World Education staff assisted the school staff in purchasing books and in organizing the library. One of the teachers has taken the responsibility for the upkeep of the library and all teachers were encouraged to make use of the library as a way to supplement the lessons taught. Children borrow books on Saturday evening and read them on Saturday and Sunday. The library has some compact discs (CDs) on rhymes and riddles. These are shown on Sunday evenings. There are books for children in all grades. Even a child who knows only few letters of the alphabet can find illustrated books to develop her literacy skills.

Forty posters on various topics have also been purchased and several interior and exterior murals have been created on subjects chosen by the children with the assistance of a poster designer. Teachers were trained on how to use posters when teaching specific lessons. The posters are mainly on:

- environmental science – Anatomy, planets, various systems in a human body;
- maps – India, Andhra Pradesh, Mahbubnagar district;
- road safety,
- good manners,
- balanced diet,
- animals (wild animals, domestic animals).

Square Foot Gardening: World Education staff attended a training session on square foot gardening and an organic vegetable garden module will be developed to take forward the nutritional component of the current curriculum. By learning how to start a vegetable garden, girls will learn about science, the nutritional value of the foods available in the region and will gain the necessary skills to grow vegetables necessary to maintain good nutrition/health.

Teacher Training and Classroom Performance

The government sponsors teacher training workshops once a year. Only two teachers from every bridge school in the region are selected to attend the workshops and to disseminate what they learned to the other teachers in the school. The NCLP training focuses on teaching the lessons in the Abhyasa Deepika and life skills[1]. Care staff who have participated in these training programs express dissatisfaction with the way the training is carried out and claim they are unable to understand and apply the content of the two day training in the classroom.

In 2004-2005, World Education proposed to provide ongoing assistance and support to teachers to build their awareness on:

- concepts and practice of nonformal education approaches and techniques;
- preparation of teaching units and activities;
- inclusion of everyday life skills in taught curriculum;

[1] The NCLP definition of life skills is limited to vocational skills such as embroidery, tailoring, candle making, etc.

- Specific life skills (agricultural and non-agricultural) training teaching methodology and use of peer education;
- interpersonal communication; and
- social mobilization, health care, administration, and other areas identified as the project progresses.

The first official WE training with teachers happened in June 2005. Teachers' level of involvement in the curriculum development and training, and the rapport with WE field staff has grown considerably over the last year and teachers are now being engaged in a process of self-reflection to understand the use of supplementary materials in the classroom and the transference of knowledge to different classes/subjects they teach.

Student Performance and Mainstreaming

Students' performance is currently measured through a series of tests administered by the school and the government of Andhra Pradesh. Children take weekly tests to determine whether they understand the material taught each week. Once a girl masters 60% of the curriculum for her grade, she is promoted to the following grade. In addition, at the end of the year, girls take a standardized internal test to determine how many of them are prepared to take the government school entrance exam that will place them in 5th grade of the formal school. Children are mainstreamed into the formal school in one of the following ways:

1. Children who master Grades C or D curriculum seek admission into grade 5 in the formal school system. Children are granted seats according to their performance in the government exam and their caste. Caste is an important criterion to ensure admission into a school with hostel facilities. Girls who belong to lower castes, such as Scheduled Castes (SCs) and Scheduled Tribes (STs) are given preference in the admissions process even if they perform worse in the exam than their counterparts from other castes (OC) and backward castes (BC). Once girls are mainstreamed, they take another test a month and a half after they entered the government school. That test determines whether they can move up to grades 6 or 7.

2. Children seeking admission below grade 5 in the formal school are not required to take an entrance examination. They can apply for a seat in any government school (generally without hostel facilities) and admission can be procured.

Most girls want to enroll in the World Bank funded Velugu school or at other Andhra Pradesh Social Welfare Residential Schools, which provide free education, room and board. Those schools generally have very good infrastructure and residential facilities. However, the limited number of seats available forces children to: 1) enroll at local government school without residential facilities; 2) stay at the Kuchinerla School; or 3) drop out of school altogether. At this point, parents play a key role in deciding whether the child continues her education or drops out.

Student performance during and at the end of the year primarily determines whether the child is successfully mainstreamed into the formal school. However, even after the child is mainstreamed into the formal school, the challenge remains to ensure school retention. Previously, Care staff was unable to keep track of girls mainstreamed into the formal school and retention rates. As part of the new activities implemented in the school, WE staff and teachers will be monitoring the number of girls who are mainstreamed and their retention in government schools every six months until the end of the Pilot Study. Follow-up interviews will also be conducted with girls over a period of time after they leave the school to gain a better understanding of how the Kuchinerla School has impacted them.

The school staff is currently being trained on how to maintain a record of the mainstreamed girls and to keep track of the girls after they are mainstreamed to find out how many stay in school and for how long. For girls who drop out, the staff will attempt to obtain information on the reasons why the child left school. During the past year, staff have visited various schools in the district and discussed with the school authorities how to address the high dropout rate among girls in the district. In most of the government schools there is 60% drop out rate. The main reasons are inadequate hostel facilities, distance between the school and girls' homes, and poor quality of education.

Social Mobilization and Parental Involvement

Initially, the primary focus of the social mobilization activities conducted by the Care staff was to increase school enrollment. On a periodic basis, older children would join teachers in visiting the neighboring villages and raise awareness among the parents on the hazards of child labor and the need to send their child to school. Initially, the most common approach was the door-to-door mobilization activities, where teachers would engage parents individually. Kalajatas (street plays), processions/rallies, role play, dramas and songs, traditional story telling, and house visits by staff and students were also strategies used to raise awareness on child labor and education within the community.

Over the past year, World Education has worked with school staff in further expanding their social mobilization drives and strengthening linkages between parents, children and the local communities, and by channeling local support among authorities and policy makers, such as Gran Panchayats (mayor) and village heads, local government teachers, youth groups, and women's groups. The children also become active in the social mobilization activities through their participation in raising awareness among community members and especially parents on the importance of education.

Currently, the school uses different forms of mobilization to involve parents in their children's education. Their involvement is being monitored through their participation in community/parent meetings (only one has taken place so far) and through school open

days[2] (three have been carried out last year). Parents have been visiting the school to learn more about the activities that have been carried out, such as composting, maintaining nursery, poultry, etc. NIN has also conducted community meetings to discuss issues of health and nutrition with parents in two villages. Those parents agreed to share that information with other parents who were not able to attend the general meeting. In addition, we know through anecdotal accounts that parents have also been participating in parent-to-parent mobilization to recruit girls to school. Approximately, 20 children have been enrolled in the school as a result of parental involvement in social mobilization.

World Education and Care staff have proposed the use of a social mobilization chart which will be used by the teachers in monitoring the frequency of social mobilization activities and the reasons for parents not to allow their children to attend school. Data on social mobilization will be collected every time a social mobilization activity is carried out.

Some of the future activities proposed for the social mobilization strategy include:

- Collect data of the child laborers in various villages in the Gattu Mandal from the NCLP Project Director;
- Identify villages with high incidence of child laborers;
- Identify villages where child laborers are more exposed to hazardous conditions of employment
- Visit villages often;
- Involve local school teachers and village education volunteers in identifying the child laborers and mobilizing them to the Kuchinerla School.
- Request parents of mainstreamed Kuchinerla School children in convincing parents of child laborers to send their children to the Kuchinerla School
- Meet the stakeholders in the village. Conduct meetings with the village heads, teachers, youth, and women's groups to discuss with them issues such as:
    - ✓ Effects of hazardous working conditions on health
    - ✓ Significance of education to lives of girls
    - ✓ Activities taking place in the school
    - ✓ Significance of the life skills that are taught in the school
- Implementation strategy
    - ✓ Kalajatha - Girls in the school are trained to sing songs or perform plays to build awareness in the community on the evils of child labor

[2] Open Days were are periodic meetings between teachers, children, parents and local community representatives to review school programs and progress and to create a public space for discussing issues of child labor and education.

- ✓ Distribution of pamphlets, write slogans on the walls
- ✓ Visit village and conduct meetings with stake holders at a common place
- ✓ Share with the village communities the child-friendly activities being undertaken in Kuchinerla School.

Role and responsibilities of the Social Mobilizer:

The Social Mobilizer will take lead in:

- Building awareness in the community about Kuchinerla School activities;
- Mobilizing child laborers from different villages;
- Spreading the message of the school in the villages across the mandal;
- Following up with the parents of drop-out girls and trying to persuade them to send their girls back to school;
- Keeping track of the children mainstreamed from the Kuchinerla School;
- Keeping in touch with parents of mainstreamed children to encourage them to maintain their children in the formal school;
- Conducting school day activities and mobilizing parents and other village persons to attend the event;
- Collecting data on the school environment of formal schools in the area;
- Interacting and maintaining friendly relations between Kuchinerla School and other mainstream schools in the area;
- Maintaining a record of the mobilization activities and outcomes
- Maintaining a good rapport with the government officials in the departments of education, revenue and police;
- Building children's awareness of kitchen garden, vermi-compost, compost preparation, and poultry; and
- Bringing the groceries and the vegetables from the market regularly.

Infrastructure

Initially, the school consisted of a one-room residential facility which served as classrooms during the day and sleeping facility at night. Some classes were conducted in the open, under a tree. A separate, yet smaller room was used by the teachers as a residential and food storage facility. A cooking facility, where the food is prepared daily, is located on the opposite end of the classrooms. The school has one bathroom with bathing facilities for 10-12 children at a time. The initial lack of toilet facilities has prompted the school to construct those facilities to encourage better hygiene practices and to reduce the possibility of illness among children.

Classrooms were equipped with the basic essentials, like blackboard and chalk. Every child used slate and chalk (including younger children), notebooks and textbooks in the class. Although a few posters and pictures had been posted on the walls for some time, they were rarely used by teachers in teaching their lessons. Children also have been using tin trunks to keep their books and personal belongings.

Since July 2004, several infrastructure improvements have taken place. An additional room was built for better accommodations. A nursery has been set up at the school where various kinds of plant saplings are being raised to educate children on the process of sowing and growing seedlings. Some of the plants grown in the nursery are being distributed to parents and community members to better educate families on growing plants and using them appropriately in their food.

A hen house has been constructed to breed hens. The animals are fed everyday and given vaccines periodically. The children have been showing active interest in the development of poultry in the school. They have observed all the processes of preparation of the hen house and the vaccination process.

On the recommendations of NIN, the Care staff initiated a kitchen garden within the school premises, where vegetables such as okra, green chillies, cabbage, eggplant, tomato, beans, green leafy vegetables etc are being grown, and used in the daily diets of the children. In order to engage children, the school has initiated square-foot gardens which will be maintained by the children and will grow essential vegetables to be consumed in the school. That activity is being carried out on a plot of land immediately adjacent to the school.

Summary of School Characteristics and Activities in 2004—2005

Several activities proposed for Year 1 of the Pilot Study have taken place in 2004—2005. However, a decrease in funding from NCLP and increase in infrastructure investment within the school delayed the implementation of important aspects of the project. For example, although there was a revision/implementation of the new school menu to address the nutritional needs of girls and teachers, several important food items were eliminated from governmental budget in 2005, which forced World Education and Care to draft a new strategy to supplement children's diet in 2005—2006 . To address sustainability, the two organizations are investing more on a kitchen garden that will provide many of the vegetables that should be consumed by the girls.

Doctor's visits have taken place and appropriate medical treatments were prescribed. However, school staff was not fully prepared to follow doctors' instructions, and for great part of the year (until May 2005), did not engage in all health practices necessary to ensure girls' health. Only toward the end of the 2004—2005 academic year girls were engaged in activities to improve sanitation activities, such as properly disposing of garbage and maintaining overall cleanliness in the school. With the implementation of new modules on health, nutrition and hygiene, as well as with better infrastructure and access to clean water, the percentage of girls falling ill seem to be decreasing. Data to be

collected in the next academic year will determine whether teachers and girls are engaging in healthy practices within the school.

Planning/initial training of teachers and initiation of curriculum development activities have been carried out and new teaching techniques and curriculum will start to be used next year. Teachers are very engaged in the process and enthusiastic about using what they have learned and the materials they have developed in the classroom.

Finally, the planning and initial execution of more efficient mobilization activities and more effective ways to engage parents in their children's education have started to be implemented. A system to document those efforts is being developed and major changes/findings should be reported by the end of 2005-2006 academic year.

Girls' Characteristics in 2004—2005

Basic information about girls' characteristics was obtained through a basic information survey. The survey was used during an individual structured interview with girls upon their enrollment. Although most girls could not report their age accurately and there were no birthday records for most of them, the National Institute of Nutrition (NIN) estimates suggest that girls' mean age was 9.2 (SD=1.6), and ranged from 7-14. Girls' family information suggests that most girls came from underprivileged backgrounds. Approximately 52% belonged to backward castes (BC), which are comprised of socially and economically marginalized sections of society. 19.4% belonged to scheduled castes (SC) and 13% belonged to scheduled tribes (SC). Both groups have a history of extreme social exclusion and poverty in India and are comprised of individuals who were categorized as *untouchables* in the past. Currently, the constitution of India prescribes safeguards for scheduled castes (SC), scheduled tribes (ST), and other socio-economically weaker groups,[3] such as backward castes. Girls who belong to those groups are given priority in admission into residential schools. Only 15.7% of girls in the school belonged to other castes (OC), which include the "higher" castes in Indian society.

Table 2 reveals that the most common occupation among girls' parents is agriculture. In Andhra Pradesh, due to extended periods of drought, agriculture is not a reliable form of income, and families are forced to migrate during the dry season to seek employment in other regions. Family migration influences how long a girl will stay in school.

Table 2 --Parents' Occupation

Parental Occupation		
Occupation	**% Mothers (n=87)**	**% Fathers (n=97)**
Agriculture/Laborer	**83.9**	**82.5**
Bangle Business	1.1	1.0
Business (unspecified)	3.4	2.0
Deceased	2.3	2.1
Housewife	8.0	--
Tailor	1.1	--
Shepherd	--	2.1
Weaver	--	1.0
Carpenter	--	3.1
Mechanic	--	2.1
Dobhi	--	1.0
Hotel	--	1.0

Girls also reported that 70.1% of their brothers had not attended school at all. An even higher percentage of girls in the family had received no education. The difference in level of school attainment between boys and girls and mothers and fathers among

[3] Rasheeduddin Khan (1995). Democracy in India: A textbook in political science for class XII. New Delhi: National Council of Educational Research and Training

Kuchinerla School students' families can be further evidenced by the mean number of years of school attended by each group, displayed in table 3.

Table 3 -- Family size and Number of Years of Education by family member

Family Characteristics

Characteristics	**N**	**Minimum**	**Maximum**	**Mean**	**Standard Deviation**
Family Size	107	2	10	5.97	1.7
Mother's Education	106	0	10*	.60	1.8
Father's Education	94	0	10*	1.67	3.1
Sisters' education	94	0	10*	.87	2.1
Brothers' education	82	0	10*	2.9	3.2

*** years**

Parents were largely responsible for the decision to send their daughters to school (87.4%). Only a small percentage of girls said their grandmother/grandfather, sibling or uncle made the decision about their education (12.7%). The main reason to enroll girls at the Kuchinerla School was school quality (44%). The other main reason was the social mobilization campaign carried out by the school, having friends and/or sisters in school, and realizing the importance of education (8%). Seven percent of girls mentioned that they joined the school because they did not have anything to do at home.

The overall characteristics of girls and their families suggest that the population attending Kuchinerla comes from large families with very underprivileged backgrounds. However, for a variety of reasons, parents and other girls' relatives decided to allow girls to pursue an education. The challenge for teachers, the school director and World Education is to keep those girls in school so they can surpass their sisters' and mothers' level of education, and hopefully attain a better social and economic standing than their families in the future. Family migration poses a strong threat to girls' educational achievement. However, providing high quality and relevant education is the first step in decreasing drop out and improving attainment. If parents believe that their girls will be safe and are learning something useful at Kuchinerla, they are more likely to leave girls in school, even if they are forced to migrate. An important factor associated with staying in school, according to girls' responses, is convincing parents that providing girls with an education is a better investment than sending them work. Many of the activities proposed and carried out by Care and World Education have that goal in mind.

Nutritional Status of Kuchinerla School Children

The main objectives of addressing the nutrition component at the Kuchinerla School in the 2004-2005 academic year were as follows:

- To assess children's diet and nutrient intake;
- To assess the nutritional status of children in the camp through anthropometry, prevalence of clinical signs of malnutrition, and haemoglobin estimation;
- To identify locally available foods to improve children's health and nutritional status;
- To measure the change in children's nutritional status over the year; and
- To develop an adequate menu for children attending the school.

Results

The diet assessment conducted by NIN in pre—and post test has shown that the food and nutrients intake has decreased considerably at the Kuchinerla School during the 2004-2005 academic year. Table 4 shows that girls' current overall calorie intake is comparable to the mean calorie intake of rural Andhra Pradesh households in 2002, which is below the recommended (RDA) calorie intake. Similarly, the intake of micronutrients is below RDA recommendations for all age groups. The main cause for the deficiency in nutritional intake is the change in menu that took place in January 2005, due to NCLP budgetary restrictions. Prior to January, girls' nutritional intake was higher than the amounts specified below.

Table 4 – Girls' Nutritional Intake at the Kuchinerla School in Comparison with Andhra Pradesh (AP) Rural Households in 2002 and RDA amounts by age group.

Nutrients	***7 – 9 yrs Children***				***10 – 12 yrs Children***				13 – 15 yrs Children			
	Pre test	Post test	AP Rural 2002	*RDA*	Pre test	Post test	AP Rural 2002	*RDA*	Pre test	Post test	AP Rural 2002	*RDA*
Energy (Kcal)	1639	1434	1418	**1950**	1992	1549	1713	**1970**	2219	1976	1951	**2060**
Protein (g)	42.1	34.9	32.7	**41**	49.3	37.1	40.4	**57**	52.0	46.9	42.6	**65**
Fat (g)	19.5	10.4	15.2	**25**	21.5	10.8	16.4	**22**	23.1	12.9	19.1	**22**
Calcium (mg)	297.3	140.5	237	**400**	320.5	145.1	263	**600**	344.2	174.3	379	**600**
Iron (mg)	7.6	7.3	6.8	**26**	8.7	7.5	7.9	**19**	9.7	9.4	9.1	**28**
Vitamin A (μg)	219.2	126.3	105	**600**	226.7	130	102	**600**	284.0	178.7	96	**600**
Thiamin (mg)	0.7	0.6	0.5	**1.0**	0.8	0.6	0.6	**1.0**	0.8	0.7	0.6	**1.0**
Riboflavin (mg)	0.6	0.4	0.4	**1.2**	0.6	0.5	0.5	**1.2**	0.7	0.5	0.5	**1.2**
Niacin (mg)	9.6	9.5	7.9	**13**	11.7	10.1	9.9	**13**	13.1	13	10.8	**14**
Vitamin C (mg)	25.2	23	24	**40**	29.0	24.7	27	**40**	35.0	31.3	24	**40**
Folic Acid (μg)	44.9	35.6	27.6	**60**	50.8	37.1	32.1	**70**	59.3	46.2	35.1	**100**

Although NIN observed a decline in the intake of all micronutrients, the intake of macronutrients such as carbohydrates, proteins and fats are 70% above the RDA level. This might have contributed to the decrease in malnutrition symptoms, such as anemia and stunting among girls in the school during the 2004-2005 academic year. Factors such as clean and regular meals, better personnel hygiene, participation in physical activities, better housing conditions, safe drinking water, better health care, and social interaction with other children might also have played a role in the positive changes observed during the year. According to teachers, children were developing physically, mentally and socially.

Anthropometry revealed that 18.2% of girls showed stunting (inadequate height for their age), although that percentage represents a decrease from the first data collection carried out in September 2004 (20.2%). Girls were also tested for hemoglobin levels. The overall percentage of girls with anemia declined from 90% to 80%. Severe anemia showed decline from 8.7% to 4.5%.

In September 2004, out of 94 children examined, 11.7% showed signs of Vitamin A deficiency (Bitot spots), 5.3% had goiter, and 12% had B-complex deficiency signs. In June 2005, during post-test, out of the 77 children examined for nutritional deficiency signs, 10% had Vitamin A deficiency (Bitot spots), 8% had Goitre (Iodine deficiency) and 5% had B-Complex deficiency signs.

Given the results obtained during pre-test and post-test, NIN made a series of recommendations to be followed during the 2005—2006 academic year, which include:

- Deworming should be done at the beginning of the academic year and 6 months after girls' enrolment in the school.
- Intake of rice is almost at the recommended level. Ragi should be added to children's diet to supply Calcium, Iron, B-complex vitamins and fiber.
- The intake of Green Leafy Vegetables (GLV) is very low in the camp. GLV is inexpensive, easily cultivable in the kitchen garden and available all through the year. It is advised to include at least 50g of GLV daily in one's diet.
- Well-planned and spacious kitchen garden should be developed to supply vegetables to children on a daily basis.
- It is strongly recommended to include at least 200ml of milk in children's diet.
- Earlier, the children were given a banana every alternate day. But due to the financial constrains of NCLP, fruits are not being provided. It is recommended to include fruits in the diet.
- It is advisable to include jaggery in children's diet, as a good source of Iron.
- It is suggested that the use of oil be increased. Palm oil, which is cheaper and a good source of vitamin A, may be used.
- During pre-test, children were eating one egg every other day. Inclusion of egg in the diet will supply amino acids, which are very important for children's health.
- Iodized salt should be used to decrease the incidence of goiter.

NIN's pre- and post-nutritional and symptoms analysis generated a series of recommendations associated with dietary changes and other school practices, such as

deworing. Although many of NIN's suggestions are being incorporated by Kuchinerla staff into their daily practices, full implementation is susceptible to budgetary issues and scarcity of other resources available to the school. The decline in funds from NCLP, for example, has had major impact on girls' nutritional intake since January 2005. The challenge for Care and World Education staff is to find creative and sustainable ways to follow NIN recommendations without putting additional financial strain on the school.

Children's Health Status

Children at the Care-NCLP school have undergone two medical examinations in 2005—the first in January and the second in April. Both were conducted by government doctors who examined, identified and recorded children's signs of illness. A detailed presentation of girls' symptoms can be found in Appendix B. The doctors also prescribed medicines to treat health problems that children were facing. Health records with the data presented in this report is kept by the teachers in the school.

During the medical examinations conducted in January and April 2005, 82 and 75 children were examined, respectively, by two different doctors. A summary of the findings made during these medical examinations and possible preventive measures that could be undertaken in the future are presented below.

Hygiene and General Cleanliness
Health records analysis reveals that the most common illnesses among children are scabies and other skin infections, abdominal pain, indigestion and diarrhea.

Scabies is caused by small ticks and is easily spread by casual contact. Its occurrence is mostly related to poor hygiene habits. Once a child has been diagnosed with scabies, one needs to take immediate precautions to ensure that treatment is provided and that it does not spread to other children. Based on the examinations that were conducted, the following observations were made:

- Five out of ten children who were diagnosed with scabies in January still had scabies in April. Four of the remaining five children were not examined again in April, which means that they could still have the disease.

- Sixteen girls were diagnosed with scabies in April. Fourteen of them had exhibited no symptoms in January, which indicates that there were 14 new cases of scabies in the school. Of the remaining 2 cases, one girl had scabies in January and continued to exhibit symptoms in April. The other was diagnosed with scabies in April, but had not been examined in January, which means that she either became ill in the school or she had already been sick when she joined the school sometime after January, when the examination took place. According to medical records, there was a substantial overall increase in the number of children with scabies in the school, from 12.2% to 21.1% over a three-month period.

Abdominal pain was common during pre and post examinations (20.7% and 17.1%, respectively). The prescriptions for abdominal pain issued by the doctor (deworming or

anti-parasitmic medicines) indicate the presence of worms or parasites within the stomach or intestine – which is also related to the issue of hygiene. Effective and economic deworming medicines should be given to the children periodically, although maintaining hygienic routines, like cutting nails, washing hands; etc. may better ensure a healthier lifestyle.

- The number of cases of abdominal pain decreased from 17, in January, to 13, in April. However, a closer look at the health records will reveal that about 38% of the children who complained of stomach ache in the initial round of examinations, had recurring complaints in April.
- Although the number of specific cases of indigestion and diarrhea are low, they may be related to gastrointestinal health issues.

Deworming practices have been implemented with all children who have entered the school in August 2005. It is expected that the systematic use of deworming medication will decrease the overall number of children with abdominal pain, indigestion, and diarrhea. In addition, hygiene lessons, facilitated by World Education, have been introduced through the curriculum to girls and teachers in March 2005. It is expected that learning about hygiene practices will contribute to a decrease in new cases of gastrointestinal diseases.

Some children seem to have folliculitis, which is the inflammation of hair follicles most commonly caused by dirt that clogs pores of the hair follicle. This can be best treated by washing and brushing the hair on a regular basis. Other skin infections, such as pyodermia, white patches are mostly fungal infections and require immediate attention and care to control its spread to other parts of the body and to other children.

- In January, there were 7 cases of Pyodermia reported during the examination.
- In April, although there were no cases of Pyodermia reported, there were 4 cases of Folliculitis and other fungal infections.

Urinary Tract Infections (UTI)

- In January, there were no cases of Urinary Tract Infection reported.
- Whereas in April, five children have been diagnosed with UTI.

This again is related to children maintaining good hygiene routines, like bathing regularly, wearing clean clothes, etc.

1. Caries

- There were no reports of dental caries during the first round of medical examinations. There is a possibility that children were not examined for dental problems, but from the NIN data, collected in September 2004, there were around 4 children who had caries.
- In April, the doctor reported 6 cases of caries.

Given the results obtained during pre-test and post-test, a series of health-related recommendations should be followed during the 2005—2006 academic year, which include:

- Accessibility to reliable and adequate information on health and health services must be provided to children and teachers in the school. Based on medical examinations carried out during the 2004-2005 academic year, teachers have not had enough information and/or resources to meet the health needs in the school. Training workshops (which have already been initiated) for all teachers to provide information on diagnosis, treatments, and prevention of some common illnesses are needed. This would address the immediate concerns of the children and prepare teachers to play an important role in overcoming health problems.
- Child-to- child participation in maintaining overall health in the school should be encouraged. Information on health should be made easily available to the children, through the existing curriculum so illnesses can be identified at an early stage. In addition, awareness campaigns should reinforce the messages contained in the curriculum. Children can become active agents in monitoring each other's health and ensuring that certain hygiene routines are followed among themselves.
- Additional toilets should be built to ensure proper hygiene.
- Reproductive health discussions should be carried out with older girls to prepare them for puberty.

Teachers at the Kuchinerla School – Experiences and Reflections

The teachers' baseline data collected for the Pilot Study intended to answer two research questions:
1) How do Kuchinerla teachers describe and understand the curriculum, quality of education, and professional development provided at the Kuchinerla School?

2) What are the ways in which Kuchinerla teachers describe and make sense of their own feelings and demonstrations of self-efficacy?

To answer those research questions, a team of three interviewers, already known by the teachers, went to the school and conducted in-depth open interviews with them (interview protocols can be found in Appendix C). Each interview was tape-recorded, transcribed and translated for analysis. Because of the small number of teachers in the school (eight) and the length of the interviews (45 minutes, on average), all data was coded and analyzed manually.

Although all teachers participated in the interview process, not all teachers answered all questions. When questions required a more elaborate explanation of their perceptions and opinions, many teachers could not (or would not) fully articulate their views. As a result, not all questions listed in the interview protocol (see attached) were answered to our satisfaction. The information obtained through teachers' interviews is being used to guide World Education Program Staff in selecting the most appropriate interventions and promoting the desired changes in the school.

This chapter presents the data collected through teachers' interviews. It reports on teachers' description and understanding of the curriculum, the quality of education, and professional development provided at the Kuchinerla School. It also reports on how teachers describe and make sense of their own feelings and demonstrations of self-efficacy.

In addition to the in-depth interviews, a team of World Education Program Staff also conducted one formal classroom observation during which they used a Classroom Observation Checklist. The Classroom Observation Checklist tool (Appendix D) was developed and tested in another teacher training project in Thailand and then adapted and tested in India. Two Program Staff members observed each class and filled out the checklist. After class, they met to verify the rate of agreement in their responses (over 90%). Throughout the year other informal classroom observation sessions took place to determine what needed to be addressed during World Education teacher training.

Teachers' Views and Experiences at Kuchinerla

Teachers' Characteristics

The Kuchinerla School has a total of eight full-time teachers (five females and three males) who reside at the school. In addition to teaching, they play a variety of roles in

the daily school program. To maximize the scarce resources available, teachers work as cooks[4],counselors, general caretakers, school administrators and leaders in the community outreach programs. Although they accumulate several functions within the school they all described their experience in the school as being very positive. One female teacher commented: "I feel enthusiastic about being close to the girls and teaching them. I feel good when they respond actively. Because they are innocent, we have to take more time and teach them well and stay close to them in class." A male teacher reported that he felt that working in the school was an opportunity to impart knowledge onto others and also to learn from them. These were common views shared by all teachers in the school.

Although the majority of teachers reached a 12th Standard grade level, (the equivalent to 12th grade in the American educational system), two of the eight teachers interviewed only completed 10th Standard (the equivalent to 10th grade). The School Director, who in addition to his administrative tasks also shares the responsibility for teaching higher grades, has a post-secondary degree (B.Sc. and B.Ed.). In addition to the overall low-educational levels of teachers, five out of the eight teachers interviewed had very limited professional experience as teachers (12 months or less). In fact, for seven teachers, Kuchinerla was their first teaching experience. According to the World Education professionals involved in teacher training and curriculum development, teachers' profile at Kuchinerla is representative of the overall population of teachers at other NCLP schools in Andhra Pradesh. A summary of teachers' educational level and professional experience is presented in Table 5.

In addition, all teachers at the Kuchinerla School live in the school premises, which makes their contact with children continuous. Female teachers sleep in the same room as the students. Male teachers sleep in a separate room attached to the main building. Although all salaries are paid by NCLP, Care supplements their salaries by 100 Rupees.

When talking about their relationship with other teachers in the school, all teachers agreed that getting along is an essential aspect of running the school well. However, a couple of teachers admitted that teachers argue among themselves. Teachers' responses suggest that they all recognize an ideal way in which teachers should behave, but that ideal is not always met. A teacher commented that "a teacher over here should be friendly with everyone and should not [be angry?] with others. She should understand her responsibilities and in this way be an ideal to others." There was also at least one teacher who was seen as a mentor to others: "There is one [teacher] who doesn't talk much and works calmly. I'm trying to be like that. She works well [she] doesn't talk unnecessarily to anyone. She always keeps reading or writing something. She tells the children stories. So I want to be like her." The identification of at least one clear role model within the small school boundaries suggest that it might be possible to improve teachers' relationships and teaching practices by fostering the leadership skills of the teacher(s) considered to impart good behavior upon other teachers. Furthermore, it is

[4] Although the school normally hires a professional cook, it is not uncommon for the teachers to be asked to assist the cooks in their daily chores.

encouraging that teachers recognize the need to keep a harmonious environment within the school.

Table 5 -- Educational Level and Professional Experience of Teachers at the Kuchinerla School

Gender	**Educational Level**	**Experience as a Teacher**	**Time at the Kuchinerla School**
Female	12th Grade (Inter)	12 months	12 months
Female	12th Grade (inter)	5 months	5 months
Female	12th Grade (Inter)	4 months	4 months
Female	10th Grade (Standard)	10 months	10 months
Female	12th Grade (Standard)	11 months	11 months
Male	12th Grade (Standard)	3 years	3years
Male	10th Grade	5 years	5 years
Male	B.Sc. and B.Ed.	2 years and 10 months	10 months

Teachers' Views on the Curriculum and Teaching Methodology

Children classified under Grades – A, B, & C (1st, 2nd and 3rd grades) are taught the bridge school course material (Abhyasa Deepika 1& 2) developed by the State Council for Educational Research and Training (SCERT). On completion of Abhyasa Deepika 1& 2 (six months duration), they are introduced to formal school text books. The subjects covered in the bridge school material are Abhyasa Deepika 1 (Telugu, and Math), Abhyasa Deepika 2 (Telugu, General Science, and Social Studies), Abhyasa Deepika 2 (Math, and English). As per the National Child Labor Project (NCLP) and District Primary Education Project (DPEP) norms, children are supposed to be mainstreamed at the end of one year. This means that in a span of one year the children will have to learn contents of the Deepika 1&2 and develop the ability/capabilities to join mainstream schools in class 4 or 5 or 7. However, children need to be mainstreamed into age appropriate classes. So at times they are retained for longer stay, .i.e. more than a year.

Teachers were able to describe their teaching practices with different levels of detail and depth. Most teachers' narrative tended to focus on one aspect of the curriculum. When asked if they could briefly describe the curriculum, they emphasized specific techniques they have been using to make students understand the topics being taught in the books. One teacher summarized her role by saying that "We teach what's in the book." Based on teachers' specific description of the curriculum, lessons on Telugu consist mostly of identifying the alphabet and pronunciation—using key word system to identify objects around them while practicing reading, writing, and speaking simultaneously. Repetition

is seen as a method to better learn both Telugu and English, which is also taught through sentence formation. One teacher reported making use of poems and songs to teach Telugu. Story reading is also used to increase the understanding of word meaning and sentence construction.

Teachers' approach to teaching the math curriculum apparently relied on more interactive forms than the methodology used to teach literacy skills. Those who teach math, which, according to the teachers, encompasses addition, subtraction, multiplication and ascending/descending order, use flash cards, draw pictures, and play games to "improve competitiveness among children." The science curriculum, according to the teachers, was comprised of lessons on the human body, plants, health, and hygiene. None of the teachers mentioned the existence of lessons on civic education, which is also part of the curriculum used in the school.

Although not all teachers wanted to share their personal opinions about the curriculum being used, two teachers praised specific parts of the curriculum, such as the stories used to teach Telugu (Ramachiluka, Konte Krishna, Malupu and Kavitrayam). On the other hand, four teachers mentioned that the curriculum should be made easier for children to learn. According to one of them:

> "the lessons…there are pictures, but they are not clear for the children. Some lessons have complete details. Some don't have them…Since the children are from remote villages, they don't understand [the pictures]. If pictures were clearer and in greater number, if there were charts—more detail, [the curriculum] will be at a level they [the children] can study."

Two teachers, including the school Director, mentioned that each chapter should contain more information. When asked about what should change in the curriculum, five out of six teachers mentioned that more models and charts should be introduced to help students learn faster. The idea that students should be able to learn faster is a recurrent theme among teachers, probably because of the limited time children have at their transitional school. Most teachers requested teaching aids to teach languages (Telugu and English) and math (especially the concepts of ascending/descending order). Such resources, some of them believe, will speed up the learning process. When asked if there were ways in which *they* [teachers] could change the way the curriculum is being delivered, only one teacher, suggested that by "cross-questioning them [the students], [she] can understand whether they have been able to understand whatever was taught." She also mentioned that "sometimes [she] adopts the procedure of dividing students into two groups and in turn they will pose questions to each other. [She] writes on the blackboard and explains to them once again with the help of a diagram." However, most teachers mentioned that repetition is the most common way to deliver the curriculum.

Classroom observations were used to triangulate some of the data obtained through in-depth interviews. Teachers' practices during observations revealed that all teachers demonstrated an understanding of the material being taught. They communicated accurate relevant information to the students and were clear on what the lesson objectives

were. Similarly, they were able to address the topic of the day and stay focused throughout the lesson. All teachers initiated class with an introduction and a clear objective to the day's lesson and asked relevant questions. Only one teacher initiated class by recapping the previous lesson. Seven out of eight teachers ended the class by summarizing the day's lesson.

All classes made use of and had access to blackboard/chalk, writing slates, notebooks, and textbooks. However, according to the School Director, those resources are not always readily available to children and the school does face shortages from time to time. Teaching aids such as posters, flash-cards, sticks, were not always used in the classes observed. In fact, reports from World Education program staff revealed that although many of the teachers make regular use of teaching aids, they do not always understand why and when to use supplementary materials in the classroom. Teachers have difficulty in transferring knowledge from one situation to another and tend to rely mostly on the mechanical use of the materials available.

Classroom observations also revealed that all teachers attempted to create a learning environment where children actively participated in classroom discussions. This child-centered environment encouraged children to volunteer to help other children to learn and to volunteer in class activities. Teachers also asked questions to develop student thinking by asking students to explain their responses, motivated students to think using timely hints and prompts, and provided feedback that encouraged most children to think further. In all classrooms, some children asked questions about the lesson being taught. However, at times, the classroom environment caused children to be distracted by their friends and surroundings.

Two of the teachers used games during class to reinforce the lesson taught. However, the majority (six out of eight) relied exclusively on written assignments. To assess students' understanding, teachers asked students to explain their responses, reformulating the questions when students did not understand him (her). Children answered questions through choral responses or volunteered individually (to respond orally or to write the response on the board). In addition, three out of eight teachers assigned homework to the entire classroom.

Teacher Training

Most teachers in the school only received teacher training from the Government of India's National Child Labor Project (NCLP), before and during their short careers as teachers. NCLP conducts teacher training once a year with a limited number of teachers from each school. It is the responsibility of the trained teachers to then disseminate what they learned to their colleagues in the schools. The NCLP training covers the contents of Abhyasadepika, but does not include techniques on the use of teaching aids in the classroom. In general, during the interview, teachers expressed their dissatisfaction with the quality of the training provided by the NCLP:

"The lessons were read; they did not demonstrate anything."

"Proper training was never provided. Whatever I know, I read and with [that help] I am imparting education onto my students. Still, sometimes I'm in a dilemma on how to teach properly."

"There was only one training. Very few things were taught. The remaining had to be assumed."

Teachers expressed a strong desire to receive better training on teaching techniques, focusing more on application of knowledge than theory, using play as a teaching method, learning how to use charts, models, blocks, etc. They also expressed the need to receive guidance and to "learn from others": "I would like to gather some more information and seek some guidance from learned people like you [the interviewer]. If I learn some more, I think they [the children] can understand better."

In addition to requesting more training and resources for teaching, most teachers also expressed a desire to acquire new skills in the future. One teacher shared that "in the near future, teachers should be taught about gardening, poultry, stitching, embroidery." Although gardening and poultry are topics addressed by World Education and Care, stitching and embroidery are topics being addressed by NCLP to make learning more practice oriented and to supplement the lessons being covered by the NCLP curriculum. Another teacher expressed a desire to receive training on how to counsel children who miss their parents and want to leave school: "I want training to make the children "forget" their parents and stay here. They should feel that the teacher will treat them well and without favoritism." School evasion is one of the many challenges faced by the school. Teachers expressed interest in learning how to make children feel "at home" and learn. Another teacher expressed his concern about children's adaptation to the school and the way the school copes with that challenge: "Once we bring them here, we are taking care of them in all ways. They have come here to learn…after seeing the [other] children, the teachers, the TV, the games, they feel good."

In sum, the teachers' interviews and classroom checklist analysis suggests that there is a prescriptive way in which teachers are expected to teach the current curriculum and very little teacher training to support them. Nevertheless, most teachers demonstrate an understanding that what is available to them in terms of the curriculum and professional development is not enough for them to perform their job well. Teachers have expressed need and willingness to receive more training involving new teaching methodologies and an openness to possible solutions to the daily problems faced by the school, such as providing emotional support for girls who miss their parents. In addition to learning how to better teach the official curriculum, teachers are eager to learn about extra-curricular activities that are relevant to the lives of girls and teachers in the region.

Quality and Relevance of Education

Teachers recognize the limitations of a one-year program. However, they all emphasized the importance of teaching children skills that will help them earn a livelihood. They also emphasized the importance of learning about health and hygiene and nutrition in addition

to learning to literacy and numeracy skills. As one of the teachers pointed out: "The students stay here for one year. Besides their studies, they should be taught about cleanliness, caring about health, as it plays an important role in one's life." Another teacher added that children should learn skills to help them earn a living later on: "Most children are involved in child labor. …They might be able to study up to 10th standard and later discontinue [their studies]. So if they learn how to earn a living, it will be good for them.

Currently, the curriculum addresses issues of health, hygiene and nutrition superficially. In addition there are also lessons on life skills—vermicompost, and gardening. Although teachers recognize they need assistance in learning how to teach those topics better, one of the teachers pointed out that the Kuchinerla School is different from other schools:

> "We are not teaching just this [reading, writing, and math]. We are teaching life skills, which will be useful in their daily life. Now we have the nursery and we are teaching them how to grow plants, how to graft in plants. We are teaching them vermicompost, which they can sell in the market. We teach how vermicompost is useful—as these are sandy fields. We tell them that adding vermicompost helps to retain moisture for a longer period."

Although most teachers saw at least some relevance of girls' education and their life after they leave school, one teacher expressed concern about reaching all girls equally: "The students who are here belong to two groups. The ones who have already gone to school and some who are totally new. For the ones who have already been taught to, the teaching is repetitive and boring. The other ones pick up slowly." When asked if they believed all children are capable of learning, six out of the eight teachers revealed that some students have learning difficulties or, as one teacher stated, "don't have fast minds." Only half of the teachers mentioned that by using different methods "slow" children would be able to learn. Teachers were able to cite the "methodology" that they believe would make it possible for children to learn: using charts, pictures and models, spending time with children individually to explain new concepts, using the key-word system of learning languages/words, reading lessons and understanding word-meaning, repetition, using stories, songs and recapping lessons. Most teachers emphasized the importance of working closely with students who cannot follow a lesson: "After the school hours, in the evening when we meet, they are taught the lesson once again or take the help of students who understood the lesson." " I will make them sit close to me and ask what they didn't understand. After they tell me, I explain it again so that they understand. [I use] a story or an example from their house and try to get out of them what they are learning.…I have been successful. By showing persistence in teaching girls who do not understand a lesson, teachers try to overcome the learning difficulties of students' underprivileged backgrounds. Nevertheless, it was not clear through their answers whether they thought they could influence all girls' learning, irrespective of their backgrounds. That ambivalence suggests that teachers' sense of self-efficacy could be reinforced by the training provided by Care and World Education.

Teachers saw Care, World Education and NIN's interventions as positive and as a necessary supplement to their regular teaching activities. Teachers all agreed that learning more about nutrition would improve children's overall health and the health of their parents, as children pass on the information they gain in the school to their families. Teachers also agreed that they could influence children's learning about nutrition by including more information on nutrition in the textbooks already in use, using charts and diagrams, teaching children how to prepare nutritious foods, growing a vegetable garden in the school to address nutritional deficiencies in children's diets, and by using examples from children's own experiences in eating nutritious foods and explaining how changes in eating habits can dramatically affect one's health. As a result of teachers' needs, several of teachers' suggestions have been implemented during the first year of the program. "Charts are shown to them. We have a small garden where vegetables are grown and shown to them [the children]. The World Education team has provided books [to the school library] which deal with food, health, nutrition and cleanliness. It's a good book." Simultaneously, teachers are facing difficulties in translating the teaching of nutrition into practice: "Students don't eat all kinds of vegetables. The children show interest while the subject is being taught, but if they are served the vegetables, they won't eat at all."

Similarly to nutrition, all teachers recognized the importance of implementing a series of changes related to health and hygiene in the school. Although all teachers seem to be personally involved in ensuring children's hygiene in the school (trimming nails, teaching children to wash clothes, providing them with coconut oil, etc.) only one teacher seemed to incorporate health and hygiene into the lessons: "…[in the lesson] I show the example of a clean girl and an unclean girl. I tell what diseases come because they are unclean and how one can be healthy by being clean. […they understand.]. A couple of teachers suggested that to have information on health and hygiene, children first need information on basic literacy. They also suggested that the first lesson needs to be on the human body and its parts and that information on personal health should be included with the lessons on food, nutrition and health.

Parental Involvement

Teachers' discourse suggested that parents should be involved in their children's education, but the depth of their involvement was not always fully articulated. All teachers agreed that parents' involvement is vital in ensuring children's persistence in school as parents can create an enabling environment to sustain learning and to change attitude and behavior in the household. As ways to involve parents in the school life, teachers suggested fairs, parent-teacher meetings and other occasions for parents to visit their children and to understand what they have learned while in the school. As one teacher put it, "involvement is necessary. If parents cooperate and help, it's good. Otherwise, it's quite difficult." Another teacher suggested: "authorities, parents and staff should hold a meeting once every two or three months. Children cannot do anything without encouragement from the parents. Recently, parents took away a girl for a marriage in the family. At such times, what can we do?" Although there seems to be consensus around the importance of involving parents and suggestions to do so, teachers

did not elaborate on the depth of such involvement. One teacher, however, qualified that "[parents] should be told how much of their presence and involvement is necessary."

Convincing parents that girls should be in school is probably one of the biggest challenges faced by teachers. When asked how teachers convince parents, a teacher explained that they use several arguments with parents:

> "If the child goes to work, your poverty will not go away. The 20 Rupees she brings will be spent on her. Here [at the school] we give her food three times a day, give her clothes and books. She is bearing her expenses and not causing you any burden…we tell that it will be useful for the girls' future, if she gets educated. We teach them life skills. Moreover, if you send her to cotton fields she will get diseases, particularly during delivery…Some of them [parents] agree, but some are just stubborn."

Another teacher described children themselves as major players in influencing parents to allow them to go to school. "Children see other children and convince their parents by saying 'see how that girl has changed, they give clothes in the school, they will teach tailoring…we can get educated'."

Although parental involvement in children's education and school life is part of teachers' discourse, it is unclear how much parental input and participation would be acceptable to teachers. Their statements about parental (and community) involvement related mostly to convincing parents to allow a child to attend school. There is also a consensus that parents should see what is being done in the school. "Open Days" open the school to the community, but that is not, at the moment a continuous/regular process. The school is in the process of developing a concrete strategy that would engage parents on a continuous basis.

School Leadership

The school leadership at Kuchinerla is actively involved in girls' daily activities, teaching, and school management. According to the school founder, Dr. T. N. Reddy, the idea of the school started ten years back, when he observed a number of young girls working in the cotton seed production extensively. Farmers were spraying the cotton fields with pesticides that came in direct contact with girls' bodies. Those observations stimulated him to work with that population. When talking about his primary role in the school, Dr. Reddy states that building children's and parents' awareness about the dangers of working in the cotton fields, providing education and livelihood training are his main goals. Based on his own observations, he concluded that education/literacy, by itself, does not necessarily improve girls lives, as many of them return to their homes a few years after they join the educational system in their villages. To Dr. Reddy, an essential component of the Kuchinerla School is the incorporation of life skills, such as nutrition, agricultural practices and health into the curriculum. He also envisions the school "as a resource centre not only to the children, but also to the parents and then to

the community at large." When talking about the teachers at the school, Dr. Reddy stated that the Kuchinerla teachers share his ideas and are supportive of his
Mission: "the teachers who are working in the school …are from neighboring villages They strongly believe the mission & the ideas expressed by the directors…not because they are 'higher' persons…they do realize the importance of the various ideas that need to be translated to the ground. Once a common decision is taken in consultancy with them, they are the people who are following the process."

Similarly to the teachers at Kuchinerla, the school Director (Camp-in-Charge) carries out several administrative and teaching activities simultaneously. When asked about his role in the school, the Director listed an impressive list of activities that ranged from school and teacher administration to caring for sick children and managing a nursery. At the time of the interview, he had held the Director position for ten months, although he had a two-year experience as a teacher in a regular school prior to joining Kuchinerla. He also has the highest educational qualifications (a B.Sc. and B.Ed.) in the school. Those qualifications allow him to teach math and science to higher grades and to be an important resource for other teachers. He summarized his experience at the school in the following way: "I feel happier than I felt at the place I worked before [because] being a Director carries responsibilities. I do my best and the things I don't know, I ask the teachers who have been working here for about 4 years. I feel happy."

Although the Director felt that "teaching poor children is much better than working in a formal school", he stated that "not all the children are able to perform well because some children are weak and some are fast and [the teachers] teach with the average child in mind. They [the children] are not able to learn efficiently but even if they learn 60% I feel that we should be happy." For those children who do not understand a lesson, he mentioned that evening classes are held and girls are encouraged to ask questions and to participate. Furthermore, the Director recognized that it is difficult to bring the children into the school: "Even if we [the teachers] motivate the parents, they are not changing into our way. They only wish that their child works and earns 2000/- a month. So they don't send the child and the child's studies are affected by this." His statement resonates with teachers' concerns over convincing parents about the importance of education and keeping girls in schools. Similarly to the other teachers in the school, the Director emphasized the importance of using different resources to teach children basic skills and life skills that will help them after they leave the school.

Girls' School History, Achievement and Transition into Formal Schools

The Kuchinerla school has the capacity to enroll 100 new children each year. However, it is not uncommon for the school to exceed that limit. During the 2004-2005 academic year, there were 127 girls enrolled in school at different times throughout the year.

Sixty three percent of the girls reported having attended formal school in the past. The main reason associated with dropping out of government schools was having to work (41.4%). The most common jobs undertaken by girls were caring for siblings (15.4%), working in cotton fields (13.8%), tending cattle (9.2%) and other unspecified work (3%). The second most common reason for dropping out was related to the poor quality of education in government schools (35.3%), including poor teaching quality and having irregular teachers. The third most common cause for dropping out was family migration (15.4%).

The low-quality of formal government schools can be evidenced through the placement test results obtained upon girls' enrollment. Among the 69 girls who had previously attended formal schools, 89% reported having attended grade 2 or higher. However, the great majority of them (93.4%) had to enter first or second grade at Kuchinerla. There was no correlation between the number of years in the public school system and performance in the NCLP Standard Placement Test at the beginning of the school year.

Girls' academic progress over a one-year period is being measured in three different ways: 1) through weekly and monthly tests (after a girl masters at least 60% of the material covered in the grade she is attending, she is promoted to the next grade); 2) through the percentage of girls who pass the internal standardized NCLP test that will determine who is qualified to take the final external government to enter grade 5; and 3) through the percentage of girls who were mainstreamed into a higher grade than the grade they were admitted into after taking the initial Kuchinerla placement test at the beginning of the academic year. Table 6 shows girls' academic progress by displaying the grades in which girls' were placed upon admission at Kuchinerla and grades into which they were mainstreamed one year later. Academic performance improvement was also observed among girls who were not mainstreamed during the 2004-2005 academic year. All 13 girls who were not mainstreamed were admitted into grade 1 upon entrance at Kuchinerla. After one year in the program, only one of those girls remained in grade 1. Six girls moved to grade 2 and five moved to grade 3.[5]

[5] For the remaining two girls, no data on the grade in which they were placed upon admission were collected. At the end of the academic year, both girls were in grade 2.

Table 6—Grades in which girls' were placed upon admission at Kuchinerla and grades in which they were mainstreamed one year later

Mainstreaming Grade	Kuchinerla Admission Grade 1 (n=56) (%)	Kuchinerla Admission Grade 2 (n=7) (%)	Kuchinerla Admission Grade 3 (n=3) (%)	Kuchinerla Admission Grade 4 (n=1) (%)
3	22.4	--	--	--
4	25.4	4.5	1.5	--
5	23.9	6.0	1.5	--
6	10.4	--	1.5	1.5
7	1.5	--	--	--

All the children take a common pre-qualifying test before they take the final government test. The test consists of questions on the following subjects:
Telugu (alphabet, write two or three letter words, write combination of words), Math (write the numbers, do additions, subtractions, multiplications, write tables), English (write the alphabet in 4 forms, write two or three letters words). Out of 94 girls who were enrolled at the school, 60 qualified to take the exam. Among those, 31 were admitted into residential schools.

Among all 127 girls enrolled in the school, 26.8% dropped out before the end of the academic year. In contrast, 10.2% stayed at Kuchinerla after spending one year at the transition program. The mains causes for staying at Kuchinerla were lack of academic readiness to be mainstreamed, joining the school late in the year, or not being able to enroll in the residential government schools because they did not fulfill the caste requirement imposed by the government. Only 8% of the girls left the school without being mainstreamed after one-year. It is unknown whether those girls will go back to their homes to work, will get married, or decide to join other schools later on.

Overall, 56.7% of girls were mainstreamed into the formal school system in 2004-2005. Among those, 43.1% was admitted into a residential school, thus increasing their chances of staying in school longer. The remaining girls entered non-residential programs that are perceived to provide lower quality education.

It is evident through girls' progression across grades that the Kuchinerla School is contributing to increase girls' learning. However, the extent to which their academic performance influences retention is unknown. Data reveal that the Kuchinerla School staff and WE need to improve girls' retention. Although the drop out rate at Kuchinerla is low, in comparison to government schools, it is necessary to address the causes of drop out among students. There is also indication that girls who are not mainstreamed into residential schools have a higher chance of dropping out. It is important to provide adequate incentives for girls to stay in school, especially when their school does not offer room and board.

Conclusion

The first year of the Care-World Education partnership to improve the quality of education in the Kuchinerla School has focused on establishing a positive relationship between school staff and World Education trainers and to establish the needs of teachers and students. Many of the activities proposed for the pilot study were carried out adequately, but some had to be postponed or revised because of a decrease in budget from the NCLP and lack of adequate initial staff engagement in the implementation process. Although school staff demonstrated a lot of interest in the activities being carried out, their work load and lack of previous adequate training proved to be a major obstacle in carrying out all activities. For example, one of the first activities proposed for year 1 of the Pilot Study was the revision/implementation of new school menu to address the nutritional needs of girls and teachers. In January 2005, due to budgetary cuts, the menu recommended by NIN was changed to adjust to the new financial realities of the project. It took more time than expected for Care and World Education to develop sustainable mechanisms to ensure that girls' diets meet NIN requirements even in the face of budgetary constraints.

Similarly, doctor's visits and appropriate medical treatments were scheduled to take place during the 2004—2005 academic year. Although doctors were hired and visited the school twice, medical treatments and preventive measures were not fully adopted until May/June 2005. During most of the year, World Education staff focused on training teachers on issues such as proper hygiene, which were not properly carried out and caused most of the diseases found among children in the camp.

In contrast, the planning/initial training of teachers and the initiation of curriculum development activities happened on a timely fashion and were carried out, for the most part, without any major problems. The activities carried out with teachers during the year and the level of engagement they demonstrated indicate that the program is progressing adequately and that activities scheduled for Year 2 are likely to be fully implemented and consolidated.

Planning and initial execution of more efficient mobilization activities and more effective ways to engage parents in their children's education are under way. Mobilization activities are being properly monitored and parental involvement has increased from previous years. The school has started a series of activities that open the school to parents and communities as a way to promote girls' education and the relevance of what is learned in the school to the everyday life of people living in those communities.

Finally, the first year of the Pilot Study engaged management and staff of the program, as well as the communities and other stakeholders in the design and implementation of a training and reflection process to develop the school's strategy for improving the quality of education offered to girls in the twelve-month long transition program. The process included working with teachers as researchers to ascertain how improvements in nutrition and personal health, increased curriculum relevance, use of more child-centered and child-friendly teaching/learning methods, and community engagement in education and

the school's program can result in positive changes in educational outcomes. The process has provided frequent and timely information that documents the processes for developing quality education in the microcosm while tracking outcomes over three cohorts of girls while they are at the school and after their graduation from the program. In year 1, the study presented monitoring and evaluation findings as they relate to educational outcomes, and the potential applicability of the system for other educational development projects. In years 2 and 3, WE will also compare cohorts' performance over time and evaluate the impact of different levels of interventions. It is expected that girls' academic performance, overall health status and advocacy/parental involvement in education will improve as activities that focus on those topics become the central aspects of WE and Care's intervention.

APPENDIX A

IMPLEMENTATION & EVALUATION PLAN

PRE → POST

LEVEL 1 IMPLEMENTATION

What are we measuring?

COHORT 1 (2004—2005)

Follow-up with Cohort 1

- Address the nutritional needs of girls and teachers
- Provide medical treatments
- Planning/initial teacher training (Primers I & II)
- Initiation of curriculum development activities
- Planning and initial execution of advocacy activities
- Planning parental engagement in school activities
- Carry out mainstreaming activities by end of Yr 1

LEVEL 2 IMPLEMENTATION

COHORT 2 (2005-2006)

Follow-up with Cohort 1 & 2

- Full implementation of nutrition/health activities
- **Utilization of new methodologies in the classroom**
- Utilization of new curriculum
- Implementation of advocacy activities
- Implementation of activities to engage parents
- Carry out mainstreaming activities by end of Yr 1
-

LEVEL 3 IMPLEMENTATION

COHORT 3 (2006—2007)

Follow-up with Cohort 1 & 2 & 3

- Full implementation of nutrition/health activities
- **Utilization of new methodologies in the classroom**
- Utilization of new curriculum
- Implementation of advocacy activities
- Implementation of activities to engage parents
- Utilization of new life skills curriculum
- Carry out mainstreaming activities by end of Yr 1
-

- Clinical signs
- Teachers' performance
- Students' performance
- Parental involvement
- Knowledge of life skills activities
- Success in mainstreaming

APPENDIX B

DOCTOR'S DIAGNOSIS DURING PRE-AND POST- SURVEYS FOR COHORT 1

Symptoms	Pre (no. of cases) N=82	Pre (%)	Post (no. of cases) N=75	Post (%)
Well	14	17.1		
Scabies	10	12.2	16	21.1
Abdominal pain	17	20.7	13	17.1
Headache	18	22.0	14	18.4
Cough	8	9.8		
Breathlessness	4	4.9		
Pyodermia	7	8.5		
Cold	4	4.9		
Anemic	3	3.7		
Loss of Appetite	2	2.4		
Stomatitis	4	4.9		
Fever	2	2.4		
Lower leg pain	1	1.2	4	5.3
Pterygium	1	1.2		
Diarrhea	2	2.4		
Vomiting	1	1.2		
Tongue infection	1	1.2		
Tonsilitis	1	1.2	2	2.6
Body pain	1	1.2		
Conjunctivitis	2	2.4		
Facial Edema	1	1.2		
Giddiness	1	1.2		
Indigestion	1	1.2		
General Weakness	1	1.2	6	7.6
White patches			2	2.6
Eye strain			2	2.6
Ear pain			2	2.6
Leg pain			4	5.3
Abcess			1	1.3
Caries			6	7.6
Urinary Tract Infection			4	5.3
Cheolitis			2	2.6
Aphtous			1	1.3
Vit.B Deficiency			2	2.6
Sore throat			1	1.3
T-formi fungal infection			1	1.3
Nose erosion			1	1.3
Ear Wax			1	1.3
Foliculitis			4	5.3
Migraine			1	1.3

APPENDIX C

TEACHER INTERVIEW

Date: ___Month ____Year_____ Interviewer's Name: _____
Interviewee #:_____ Time Started : _____ Time Ended: _____

I. Opening Questions:

1. How long have you been a teacher?
2. How long have you been teaching at the Kuchinerla School?
3. What's your level of education?
4. What classes do you teach (A, B, C, and D)?
5. What's it like to be a teacher at your school?

II. Curriculum Development

1. Can you please briefly describe the curriculum you are using?
2. What are your views on the curriculum being used now?
3. Which parts work well, which parts need to be revised? Please give examples.
4. What do you think should change? WHY? What should stay the same? WHY?
5. What changes would you suggest to improve the current curriculum? WHY?
6. Are there ways in which you can change the way the curriculum is delivered? Examples?

III. Quality and Relevance of Education

1. What do you think a child should learn during the one-year program at Kuchinerla? WHY?
2. How relevant do you think the curriculum is to the needs of the girls?
3. Do you believe all children are capable of learning?
4. In what ways do you think you can impact a child's level of learning? How? Examples of successes? Examples of challenges?
5. If you were to enroll your child into a school, what qualities of education would you look for in a school to instill in your child?

6. As you may know, Care, WE and NIN, are trying to implement several nutritional changes in the food provided by the school. These organizations are trying to incorporate more information about nutrition into their curriculum. How do you think children will benefit from that knowledge?
7. How can you influence children's learning about nutrition? Can you provide a few examples?
8. What barriers do you face in doing this? OR What is hard about doing this?
9. Similarly, Care and WE are trying to implement a series of changes related to health and hygiene in the school. Are you familiar with those changes?

- How do you feel about those changes?
- Do you think those changes are important? Why?

10. In what ways, if any, do you think you can, personally, impact children's knowledge about health and hygiene?
11. Where do you think this information should go in the sequencing of the curriculum?
12. What do you understand as "life skills"? What is it useful for?
13. In your opinion, how can girls use those life skills after they leave the school?
14. Are there places in the taught curriculum where life skills could be added?

IV. Teacher's Professional Development (Teacher Training)

1. What kind of training do you currently receive as a teacher? How do you feel about these? What's helpful? What do you feel could be more helpful, if anything?
2. What kind of training did you receive in the past?
3. How do you think teachers can become role models for their students? Why? Examples?
4. How do you think teachers can become better teachers? Why?
5. What skills/training do you wish to acquire in the future? What do you think would be helpful to other teacher?
6. How do you think teachers become an inspiration for other teachers? Why? How do you think that would work?
7. How do you think teachers meet the psychological needs of the child who is staying away from home?

VI. Teacher's Involvement with Families and Community (Social Mobilization/Advocacy)

1. How do you think teachers can involve the community in working with the school?
2. Do you think it is important for parents to participate in (support) their children's education? Why? How can you help parents get more involved in their children's education?
3. Most children in Kuchinerla come from underprivileged backgrounds. Many suffer from malnutrition and some have had very traumatic experiences in life. Given their background, do you think you can influence their learning?

- Do you think all children can learn irrespective of their background? How?

VII. Closing Questions:

1. What suggestions/changes would you recommend for the Kuchinerla School to make education more relevant for the children and their families in the future?
2. Is there anything else you would like to say about the school/ the students/ your role in the school?

APPENDIX D

Checklist for Teaching and Classroom Observation

Date _____Month _____Year_____ Observer's Name_____ Time_____
Duration of the class_____ Name of Teacher _____Grade _____
School _____Subject _____ No. of students in the classroom_____

CLASSROOM TEACHING OBSERVATIONS:		**YES**	**NO**	**SOMETIMES**
1.	**Teacher's understanding of Subject material**			
1.a	Teacher communicates accurate information to the students			
1.b	Teacher is very clear on what the objective of the lesson is and stays focused			
1.c	Teacher integrates the life-skill component effectively within the lesson (Clarify: Need to specify the life-skills components that needs to be included in the teacher training and the curriculum development process)			
2.	**Lesson Preparation:**			
2.a	Addresses the topic for the day			
2.b	Demonstrates a logical flow while teaching the lesson, which may include: *(Circle all that apply)*			
	1. Recap of the previous lesson 2. Introduction to the day's lesson 3. Presentation			
	4. States a clear objective(written/oral) for the day's lesson 5. Asking relevant questions			
	6. Summarizes the day's lesson			
	7. Any other comments on teacher's understanding and lesson preparation? ➔Please specify			
3.	**Learning Environment (Resources)**			
3.a	Does the class (teachers-students) have access to resources, like: *(Circle all that apply)*			
	1.Blackboard/Chalk 2.Writing Slate 3.Notebooks			
	4. Text-Books 5. Teaching aids like posters, videos etc			
	6. Other- Are there alternative/additional resources besides those mentioned above? ➔Please specify			
4.	**Learning Environment (Children-centered)**	**YES**	**NO**	**SOMETIMES**
4.a	Does the teacher create a learning environment in the class, where children:			
	1. Actively participate in classroom discussions?			
	2. Volunteer to help other students understand better?			
	3. Volunteer in class activities?			
	4. Are distracted by their friends or their surroundings?			
	5. Other ➔Please specify			
5.	**Class Management:**			
5.a	Do the students seem attentive to the teacher?			
5.b	Please Comment ➔			
6.	**Lesson Presentation:**	**YES**	**NO**	**SOMETIMES**
6.a	Has an introduction or warm-up session for the students			
6.b	Connects the previous lesson to present lesson			

6.c	Explains the objective of the lesson			
6.d	Teacher asks questions to develop student thinking			
6.e	Motivates students to think using timely hints and prompts			
6.f	Provides feedback that encourages children to think further			
6.g	Children ask questions for further clarification			
6.h	Teacher responds to students' questions			
6.i	Students talk among themselves in class (Is that part of new methodology/ teacher training?)			
6.j	Teacher has applied more than one technique or method			
6.k	Writes down notes on the board (anything that explains the content of the lesson)			
6.l	Teacher summarizes lesson			
6.m	Teacher helps students summarize lessons			
6.n	Teacher transitions smoothly from one activity to another			
6.o	Uses time efficiently			
6. p	Other → Please Specify			
7.	**Reinforcement of the lesson**			
7.a	What kinds of activities/resources are used by the teacher to reinforce the lesson taught in class? *(Circle all that apply)*			
	1. Games 2.Written assignment 3. Oral assignment- Individual 4.Oral Assignment- Small Group discussion			
	5. Oral Assignment- Large Group discussion 6.Use of visual aid (Posters, Videos etc)			
	7. Activities that provide experiential learning (visiting the nursery to study plant life, etc)			
	8. Other →Please specify			
8	**Teacher-Student Interaction:**	**YES**	**NO**	**SOMETIMES**
8.a	Teacher addresses the students by name			
8.b	Teacher moves around the class to look at students' work			
8.c	Teacher treats students with respect			
8.d	Students ask questions			
9.	**Teacher's Assessment of Student's Understanding**			
9.a	Does the teacher ask questions to assess the students' understanding? (Does she ask the student to explain their responses- For e.g.; "how", "why"?)			
9.b	Does the teacher ask the same question in a different manner, if necessary?			
9.c	Do the children answer questions by: *(Circle all that apply)*			
	1. Choral Responses 2. Raising hands 3. Volunteering individually(orally)			
	4. Volunteering individually (write on the board) 5. Asked by teacher to answer questions(oral/written)			
	6. Any other forms of assessment used by the teacher? Please Specify→			

ADDITIONAL COMMENTS:

Annex X: Cross-National Synthesis Frameworks

[Attached.]

EQUIP1
Cross-national Synthesis of Education Quality
Structure of Analytical Framework

Comparisons across pilot studies according to guiding questions
Break each guiding question into sub-questions

Guiding questions and comparison items (first round of the synthesis)	**Namibia**	**Nigeria**	**India**	**Etc.**[1]
Are definitions of quality of education similar or different across a variety of local and national contexts? • X • X • X				
How are conceptions of education quality constructed (what factors influence how teachers, communities, etc. understand education quality)? • X • X • X				
What factors lead to change in conceptions of education quality? • X • X • X				
What effects do specific programs have on evolving perspectives of education quality? • X • X • X				
What factors and processes at the local level are related to improving quality of education (community participation, curriculum relevance, teacher quality)? • X • X • X				
How do these factors and processes change over time? • X • X • X				

[1] The two pilot studies taking place in Ethiopia (teacher professional development and Islamic education/curriculum relevance) will be added when data are available in mid 2006.

EQUIP1 Cross-national Synthesis of Education Quality
Comparative Framework

Question topics by pilot study	AED Namibia		EDC Nigeria		World Education India	
General (teacher backgrd, school conditions, etc.)						
Gender	IwT	1.1	TQ	notes	TI*	
Years experience	IwT	1.3	TQ	1a	TI	I.1
Years in this school	IwT	1.4	TQ	1b	TI	I.2
Professional development	IwT	1.2	TQ	5a-5c, 4a, 4d	TI	I.3
Grades Taught	IwT	2.1	TQ	2	TI	I.4 (?)
Subjects Taught	IwT	2.1	TQ	2	TI*	
Resources present	TCO		Chk	all	TCO	3a
			LIS2.cpq	5		
Perceptions of Quality						
Teachers' perceptions -def of Q Ed	IwT	3.1-5.3	TI	10,17	TI	III.5 IV.4. IV.6
Tchr percptns: how Q learng is rcgnzd	IwT	5.3	TI	14		
Parents' perceptions - def of Q Ed	FGD,IwP	1.2	LIS1.Q	35-50	**	
Principal perceptions: def of Q Ed	IwPcpl	1.1,1.2	PHTQ	9a, 9b	IwPcpl	8, 11
Principl percptns: def of Q Teaching	IwPcpl	1.3 - 1.5	PHTQ	2c	IwPcpl	7, 9
Princpl percptns: def of Q std. learng	IwPcpl	1.6-1.8			IwPcpl	10, 11, 13, 14
Princpl's role in creating Q Ed, Tchg	IwPcpl	1.9	PHTQ	8.a	IwPcpl	5, 6
How prncpl encourages Q Ed	IwPcpl	1.1	PHTQ	4.f	IwPcpl	5, 6
Students perceptions	FGD					
Teacher Development						
How inservice PD has influenced	IwT	7.1	TI	18	*	
perceptions of quality						
What inservice PD is available	IwT	8.1	TQ	5b, 5c, 4d	TI	IV.1
Past PD received	IwT	1.2, 1.7, 6	TQ	5a	TI	IV.2
How learning is assessed	GIwL	2.1, 2.2				
Intrvntn impct: princpl percptn of impct	IwPcpl	2.1	PHTQ	5a, 5b, 4d	*	
Intrvntn impct: impct on mgmt	IwPcpl	2.2	PHTQ	5b	*	
Intrvntn impct: impct on teaching	IwPcpl	2.4	PHTQ	4a-c, 5a, 5b	*	
Intrvntn impct: why teachr PD is imptnt	IwPcpl	2.5 +	PHTQ	4a-c, 5a, 5b		
Intrvntn impct: sustainability	IwPcpl	3.1	PHTQ	4b-e		
Policy on teacher PD	IwPcpl	4.1	PHTQ	4.f		
Implementation of teacher PD	IwPcpl	4.3	PHTQ	4.f		

Instruction / teacher practice	TCO					
Tchr practice: Class activities	IwL	1.3	COF	all	TCO	all
Tchr practice: Topic/objective	TCO		COF	I.1	TCO	2a, 2b4, 6c
Tchr practice: Interactive tchng/learng	TCO		COF	III.12	TCO	4a1
Tchr practice: Thinking questions	TCO		COF	III.15	TCO	6d
Tchr practice: Helpful feedback	TCO		COF	VI.24	TCO	6f
Tchr practice: Stdt to stdt interactivity	TCO		COF	III.13	TCO	6i
Tchr practice: Writes on board	TCO		COF	V.22	TCO	6k
Tchr practice: Apprpriate beh./respect	TCO		COF	II.5	TCO	8.c
Tchr practice: In-cls assessmt of learng	TCO		COF	VI.23	TCO	9a
Tchr practice: Opps for stdt response	TCO		Map	all	TCO	9c
Curriculum Relevance						
Curriculum used	IwT		TQ	6	TI	II.1
			PHTQ	11a		
Tchr percptns: Relvce to learners' lives	IsT		TI	6	TI	III.1, III.2, III.13
Par percptns: Relvce to learners' lives	IsP					
Community/parents						
Parent/family homework support	GIwL	3.1	LIS2.cpq	20	n/a	
Parent/family prgress monitoring	GIwL	3.5	LIS2.cpq	19		
Learner's future aspirations	GIwL	3.7			**	
Parent satisfaction: child recvg Q Ed	IwP	1.4	LIS1.i	8	**	
Parent satisfaction: Q of teachers	IwP	1.5	LIS1.i	7, 20		
			LIS2.cpq	15, 16		
Parent perception: child learning	IwP	1.7	LIS2.cpq	13	**	
Parent assessmt of child learning	IwP	1.8	LIS2.cpq	14	**	
Prnt prcptn: prnt involvmt in dec. mkg	IwP	2.1	LIS2.cpq	18		
Prnt prcptn: prnt involvmt in lrng. proc.	IwP	2.4	LIS2.cpq	19	???	
Prnt awarenss: teacher PD program	IwP	3.1	LIS1.i	22		
			LIS2.cpq	26		
Prnt future aspirations for child	IwP	3.5	LIS1.i	9, 11		
Tchr percptns:Importnce of c/p involvmt	IwT		TI	21	TI	VI.2

IwT (interview with teacher); TQ (teacher questionnaire); TI (teacher interview); TCO (teacher classroom GFD (focus group discussion)/GI (group interview); IwP (interview with parents)

Annex XI: Namibia Pilot Study Data Collection Annexes

[Attached.]

Annex
Namibia Pilot Study of Teacher Professional Development
Classroom Observation Guidelines

Criteria

Physical Classroom Environment

The use of physical space in the classroom, cleanliness, organization, and the display of materials around the room.

+ The room is well-organized and visually rich and appealing. Displays include current, meaningful student work (not just un-labeled drawings) in addition to teacher-made or manufactured materials. The room is generally clean and tidy.

+/- The room is well-organized. Displays are neat, current, and meaningful but may not include student work. The room is generally clean and tidy.

- The room is lacking one or more of the main criteria. This may be the absence of displays or dated or torn displays, desk arrangements that limit movement (when this can be overcome), or lack of cleanliness that could easily be taken care of.

Affective Atmosphere

The social interaction between teachers and students.

+ The teacher builds a positive classroom environment: trusting, caring, friendly, and encouraging to ALL. Teacher seems to know the students including their names and interests. The teacher and students smile and show enthusiasm.

+/- The relationships between learners and the teacher are neither positive or negative—this may be because teacher-talk dominates the classroom or it may be that the teacher is firm (but not threatening) and the students seem to feel comfortable.

- Teacher is critical of students, yells, hits or threatens to hit. Laughing at students is tolerated without comment. Teacher does not know students' names.

Resource Use

The use of materials and resources to support the lesson.

+ Rresources beyond chalkboard/ text book used generally effectively.

+/- The chalkboard and text books are used well. There may be ineffective use of other resources.
- No evidence of resources used or poor use of text book/ chalkboards.

Learner Involvement

The teacher's ability to manage the class and involve students in the lesson
+ The majority of students are engaged in the lesson for all or most of the period. Students are actively involved in some way, either answering questions, doing assignments, or participating in cooperative learning activities.
+/- Students are attentive and listening, but may not be actively engaged, OR students are involved positively for most of the lesson, but a few students are off-task at the end.
- Learners spend significant time off task (behavior, lack of teacher preparation or lack of meaningful work to do.) Students seem bored/ unengaged for a large part of the lesson.

Cooperative learning

Students working with students in pairs or small groups in order to make meaning of the lesson.
+ Activity supports learning. Learners need to talk with one another and problem solve together. All learners involved
+/- Meaningful acitivity. All learners may not be involved throughout.
- Activity with only one right answer based on a recall question. Group size or materials make it impossible for all students to participate.

HOTS (Higher Order Thinking Skills)

The teacher's ability to design activities/ ask questions that access HOTS. This does not imply that the learners are able to successfully complete the activities or answer the questions.
+ The teacher designs activities or asks questions that require higher order thinking skills including application, analysis, synthesis or evaluation.
+/- The teacher designs activities or asks at least a few questions that require higher order thinking skills such as comprehension or those listed above.
- The activities and questions are based on recall than any higher order thinking skills.

Elicitation and Questioning

The teacher's skill in eliciting information, asking questions, and following up questions to support learning

+ Teacher asks a variety of questions, especially open-ended questions. Questions may be higher-order. Multiple answers are often appropriate and accepted. Teacher asks follow-up questions to support content. Teacher is able to rephrase questions when learners are not able to answer.

+/- The teacher may ask one or two effective questions but tends to rely on more simplistic questions. Teacher attempts to engage learners and rephrase questions, even though this may no always be effective.

- Teacher only asks closed questions. Learners give one word answers. No follow up questions are asked. Teacher has students guess when they are not able to answer a question rather than supporting attempts with meaningful questions, examples, or elicitation skills.

Reinforcement and Feedback

The teacher uses multiple examples or practice work to reinforce the concept being taught and provides students with feedback on their answers.

+ The teacher gives a variety of meaningful examples and assignment(s) to reinforce concept. The teacher monitors the learners' understanding of the concept and gives concrete, timely feedback.

+/- The teacher gives limited examples/ assignments to reinforce the concept. Assignments may be on topic, but not particularly meaningful. Teacher monitors learners but may gove little or no concrete feedback to individual students (e.g. teacher just calls on the next learner).

- There is no assignment given and few questions asked or the assignment does not reinforce the concept taught in the lesson. The teacher does not check for understanding through meaningful questions or monitoring of work. Teacher may ask question like, "Do you understand?"

Contextualizing Knowledge

The teacher's ability to make lesson relevant through accessing prior knowledge or connecting material to the real world.

+ Teacher meaningfully/ consistently connects lesson to prior learning or the learners' lives or the teacher meaningfully connects the content to the real world.

+/- Teacher connects lesson to students' prior knowledge (perhaps as the hook) but does not extend/ continue to use this connection. Assignment is not contextualized to real world situations.

- Teacher links lesson to prior knowledge or real world situations that are not relevant for this lesson.

Written Work

Work produced by the learners both in this lesson and in the past. This does not take into account the teacher's markings or the learners' corrections.

+ also includes multiple examples of free writing of some sort (multiple sentences)

+/- also includes a few original sentences

- only fill in the blank, single word, copying, etc.

Homework

Homework given for this lesson or the previous day's lesson.

+ The teacher gives meaningful homework that is connected to the lesson.

+/- Teacher gives homework that is connected to the lesson, although it may not be particularly in-depth or meaningful

- Homework is given, but is not connected to the lesson.

3.1 Teachers Definition/Description Quality

Quality consists of well selected materials like textbooks. Content must reflect the real world (101)	Up to date education. When textbooks reflect syllabi content.(102)	Good education is when there is enough resources and when parents help their children to do homework. (201)	It is Education It is education which provides knowledge that can be applied and can be put to practice. (301)	It is education which responds to the needsof the learners. (302)
Education that encourage / support life long learning. Education that is able to change and influence a person's behaviour and characteristics. Education that enable people to get jobs. That ensure that a person who went through it is enable to use the skills that she / he has acquired. (401)	Education that encourage / support life long learning. A kind of education where there is good learning and teaching materials. Where there are well-qualified teachers. Teachers who are able to work by themselves without waiting for someone to push them. (402)	Is when working together with other teachers within the school - Work together with parents as well as to be in contact with other schools in order to exchange ideas - Read different books/sources to find information and to teach very hard - well prepared and deliver quality education (501)	Look learners outside whether they play safely. How they communicate with each other. (502)	Learning by doing, see and touch, experiments lifelong knowledge. Being responsible and interaction, social interaction and skills in life. (601)
Learner centred education Parental involvement Teacher interaction especially for planning Literacy knowledge and writing learners taking responsibilities of their own learning (602)	It is the education that teaches the child to respect the elderly, good manners and teach them to behave well in the community. It is also when the child is able to do his school work and to make choice in life. (701)	It is the education in which the child is playing a big role, where there is enough teaching and learning materials created by the teacher themselves and where parents, learners and teachers are working together. (702)	When teachers are well prepared Every time find resources and produce teaching aids Good co-operation between parents and teachers, to put the child in the middle. (801)	In quality education the whole child is educated. Ll the aspects are evenly important-the physical, the emotional and the intellectual (802)
Through preparation of lessons, involvement of parents in learners' education, using teaching aids, expecially the concrete objects. Good performance of learners especially the outcomes of examination. (902)	Education that cove and aims to achieve the goals of education. Access to equipments that teach children their rights and that is of good quality. That is relevant to all people rich or poor, with disabilities or without. Education that is benefiting the community, that enables people to get jpbs, be responsible, became good leaders where learners pass. (1001)	Enough materials e.g. books, pens, pencils, TV, computer in shor where you have good teaching aids. Education that will help them be good citizens of their country be responsible and have good manners.That will help to develop the country. That gives learners hope and vision. (1002)	The teacher can prescribe it because education cannot be of quality if the teacher who is teaching is not a qauality teacher. E.g. scarce of resources a quality teacher can be initiative and find ways of get information and resources that are needed. (1101)	Quality education is a kind of education, which benefits not only the learners but also the community in which they live. Education, which offers subject content with necessary importance, education that is the same in both government and private schools. Education that involves parents and expected teachers to deliver quality education. (1102)

Parental involvement, teaches - learners (all stakeholders are involvements. Understanding and knowledge (academic). Good behavious. (1201)	Learners' eagerness to learners, and teaching resources, teaching aids book, giving learners activities to do - Active learning. Respect between learners teachers and parents, appreciations of others interaction with others. (1202)	Quality education is education that is relevant. By relevant education I mean education where learners can participate freely, where all needed materials are available (syllabi, text book). Education, which foster good morals, good behaviours, respects and other values and attitudes. Education that equip parents with the necessary knowledge, e.g. how to take care of their children. (1301)	Quality education as a concept refers to the kind of education that responds to the needs of the nation. An education that teach learners to be good citizens, education that allow and encourage the involvement of all stakeholders in school affairs. Education that value the provision of conducive learning atmosphere, i.e. provision of books and shelter. (1302)	In general quality education is when all stakeholders involved and each one know his/her role. Again is when the syllabus and textbooks are relevant and aimed to meet the needs of people. Again good quality education is when learners are given opportunity to express their ideas in their own prespective. (1401)
Educaion where lrns learn more than book knowledge. Where they become responsible people, caring for their fellow- human beings. It is education where the whole child is developed. (1402)	Good quality of education can be defined as a process of valuing the quality of education. This means that the children and parents should see the education as a very important aspect in front of other aspects, as it will help the children in their lives. For example, one cannot be a doctor or a lawyer without being educated (1501)	Good quality education is when there is a strong relationship between learners, teachers and parents Quality education can be transparent in terms of learners' results and performances (1502)	It is when learners are able to do things on their own and well prepared for future life in order to be able to do something in the community or nation. Parents should also be involve by making sure that their children are fed , look after their children school work and work together with teachers, assist and support the school financially where it is possible. (1601)	Is the education that instils the love and love to be educated, for example to know how to read, write and to speak. To be able to do something on your own. (1602)
Daily preparation of teachers. Parental involvement in the learning of their children. Qualified teacher who have enough understanding (1701)	Learner-centred education Through preparation of lessons Designing of relevant teaching aids and resources Parental involvement in education for example helping learners with home work. (1702)	Quality education is when both teachers, parents and learners are working are working together as a team to improve the school When learners are actively participating in learning activities and producing good results (1801)	When teachers, learners, parents do co-operate and work together Come together and discuss how they should assist the children (1802)	Education which include four goals of education. Consider learner's immediate environment. Provide enough materials. Parental involvement. (1901)
Type of education whereby all stakeholders work together for the sake of national upliftment. Quality of education is also when the curriculum reflects the needs of the environment (1902)	Is the education that covered the four basic goals, access, democracy and quality through learner centred education. Education which includes the culture of the communities, allow the parents to participate in their children's education, allow children to succeed and complete their schooling. (2001)	It is where the parents and teachers work together. Is the education that makes the learners to survive in the world of work or world outside the classroom. (2002)		

3.2 Teachers ideas of quality affecting practice

Share ideas with colleagues. Good lessons by using teaching aids. Set good examples. (101)	I used to research in oder to present relevant lessons. Encourage parents to be involved in their children's ed. (102)	Enough materials can facilitate learning. Community can contribute to school and reach its goals. (201)	It helps me to do my lesson plan, to reflect about my responsibilities as a teacher. I always want the best out of my learners. (301)	I try to teach my learners to understand. (302)
I try to make sure that learners understand what is being taught. I use teaching aids and use different strategies. (401)	• I prepare materials that can be understandable by learners to ensure that learners understand the material well. • I share ideas with others and ask for help from my colleagues. (402)	I use the language that is accessible to learners / simple English. (501)	Is when working together with other teachers within the school. Work together with parents as well as to be in contact with other schools in order to exchange ideas. Read different books/sources to find information and to teach very hard. Well prepared and deliver quality education. (502)	Learners are free to learn because one start with prior knowledge and interactions (601)
I use teaching aids which are relevant to the content Give tasks - for learners to do by learning. Respect all human being. (602)	It helps me because my learners are always putting more effort in their work and I also make sure that they learn many things. (701)	It helps because I am able to come up with my own teaching and learning materials and where I have problem I always invite parents to my class in order to solve the problems together. (702)	It helped me because if I'm thoroughly prepared teaching aids, I teach well and learners follow and do well The co-operation with parents has also helped me because when children find out that parents can come to school to teach and talk to the teacher, they do study and behave properly. (801)	Good teaching is learner centred. The learner's existing knowledge is important to start with. Knowledge is constructed in a cooperative way. (802)
I do plan lessons in advance, prepare lesson presentation aided with visual aids. Assessing and monitoring learners especially those with difficulties. I normally do remedial teacing. (902)	I use plan lessons and use to scheme my work. I create relevant teaching and learning aids. I assess my learner's understanding, give them the results of the assessment, make corrections for learners to find out where they were wrong and find the correct answers. I help them understand well what they are learning. (1001)	The way I use materials, I always use teaching aids that are accessible to all learners, cultural friendly. I also ask learners to make materials. I also help to enforce school rules, this will help them be able to respect rules in every day life and to be able to value what is right. (1002)	How do theses ideas about quality of education affect) your practice – help to guide what you do as a teacher in your classroom, within the school, or within the community? I try by all means not to be depended on the materials or resources that are made available by the government only but to innovative and create or research for other needed information. I make children share one book and ask parents to buy some materials. (1101)	I have a little problem with that because learners do not speak English that much and I do not speak their language. But I use to build on what they already know and try to enrich their vocabulary especially in English. (1102)

Thorough preparation of good lesson I give them activities and therefore becomes responsible for their own learning. (1201)	Teaching using various teaching aids, learners like learning Interaction with others. (1202)	I let and encourage learners to participate freely in my class. My teaching strategies are based on learners-centred, and are planned in such a way that learner play a major role. Together with my principal we address parents about matters of concern e.g. giving their children food before and after school. (1301)	As a teacher I have realised that quality education is more than mere schooling. It requires learners to be able to respect others, to co-operate with others; hence I try to foster good values and attitudes in my learners. I also invite parents to come and teach some of the topic in the syllabus, e.g. last year a parent taught my learners about work in the mines. To make learners understand i code switch between English and Oshikwanyama (1302)	As a teacher I use to promote healthy relationship between teachers and parents. I also understand that our community members do not like to participate fully in educational affairs due to ignorance and poverty. (1401)
This is where I teach in such a way as to develop all the aspects of a child-to be a whole human being. (1402)	The ideas about quality of education can help me as a teacher in my classroom, to see that the learners being in school, are considering the education as the key to their future. So, as a teacher, I have to try by all means to make sure that these learners I teach would reach their goals at the end of the day (1501)	It helps me to work very hard, requires me as a teacher to give activities that make learners to actively participate in the class, to think critically, etc. (1502)	It helps me to have good communication with parents and colleagues. (1601)	I try to make my learners underst. (1602)
The methods I used and teaching aids I design is influenced by the attempt to give quality education, e.g. group work, sharing information with others Involving parent in meaning by encouraging them to help learners. (1701)	I prepare well for teaching this includes lesson preparation and preparation for presentation with teaching aids. (1702)	It has really affected my practice because it made my work easier, for example I send learners to go and ask parents about certain information and bring it to class (1801)	This is guiding my practice because in that I always consult with parents if I have a problem with their child's learning. (1802)	These ideas serve as guidelines to enable me to implement quality education, co-operative teachiing and learning and consider parental involvement mostly in terms of decision making. (1901)
I use to involve parents by means of helping their children with their homework. I encourage my learners to do a research and learn in groups] (1902)	It helps me to follow my learners to be bale to express their ideas freely. It also helps me to develop self confidence among my learners. Parental involvement helps me to ensure that learners do their schoolwork at home. It helps with regards to cultural aspects which concerns education for example behaviours, morals and storytelling. (2001)	t helps me to always have clear objectives about what I want my learners to understand and be able to do and know in order o be able to find job after they finish school. (2002)		

4.1 Teachers definitions/description of quality teaching

The kind of teaching which reflects the content of the curriculum (101)	Having enough learning support materials in classroom. Encouraging learners' participation. (102)	When a teacher prepares lesson and teaching aids.A good introduction is also a sign of quality teaching.(201)	It is when a person is teaching to make learners understand and acquire knowledge and not just to preach all the time without having learners learn anything. (301)	It is when a teacher is well prepared. Use suitable methods. Use suitable teaching aids. (302)
When a teacher is well prepared. When she / he is able to reach her / his lesson objectives. When she / he use a range of learning materials. When she / he is aware of the learning behaviour of the learners. A teacher who is able to cultivate willingness through her / his introduction of the lesson / a teacher who can motivate learners. (401)	Having the entire necessary textbook. Preparing lessons well. Knowing which activities to give to learners. Knowing what season to teach a certain topic, winter and so on. (402)	Is well prepared Consult different sources for more information When a teacher is well motivated (501)	Before you get in touch with people you don't know much but when you discuss with people about a certain topic, your knowledge broaden and shape your understanding. I learn every day and every time from my colleagues and from my learners in the classroom. (502)	Give enough information that makes learners to Good use of examples that are helpful in life Learners learn through discussions. (601)
Learners have interests in learning, participation Learners' taking their own responsibilities Teacher as facilitator and explaining to learners and people To be responsible to his/her duties daily accordingly. (602)	It is when the teacher prepares his/her lessons well, teach it well o the learners by using teaching aids and different materials and o involve learners in the lesson. And also to provide opportunity for learners o ask questions where hey don't understand. (701)	It is when the teacher use teaching aids, well prepared with the daily preparation and the teachers give activities. (702)	Good teaching is when it is not teacher-talk, when learners are actively participating in class discussions, class tasks and decision making Teach with a clear voice In English as a second language you don't use big words, use simple words. What is to be taught is to be related to learners' experiences. (801)	It shows when I assess the learners, formatively and summatively. (802)
Learner-centred education were active participation of learners is central to learning. Through lesson preparation added with appropriate teaching aids. (901)	Teaching which requires the teacher to plan and prepare the lesson presentation. It involves teachers' attitudes and love of school. (902)	Quality of teaching is determined by the use of meaningful teaching aids. Accepting that learners can make mistakes. Quality of teaching includes assessing continuously and should allow learners to pass. (1001)	When learners understand what they are taught to the teacher understanding is having facts and drawing skills. (1002)	Can be described by a quality teacher in the same way as good quality of education. Preparing lessons and plan lesson accordingly. In order to know what you need to use in the class in order to teach perfectly. (1101)

Quality of teaching is knowing what a learners is, understanding him / her and help him / her develop and grow in totality. Understanding that learners have different needs (educational), tat rural learners and urban learners are different. E.g. with rural learners, they do not know under, above, between so you might have that knowledge by the time they start school. (1102)	When teaching things you've preparation Teaching aids - concrete objects, living realities to the classroom, touching, feeling and testing e.g. apple. Giving activities - bring things from culture/ environment in away involving parents. (1201)	Preparation of lesson and presentation. Teaching materials/ aids. Order in the classroom. (1202)	Teaching that start with lesson planning based on learning and basic competencies. The availability of schemes of work and where teachers are well prepared always. Well prepared I mean teachers to have the better content knowledge of what is to be taught. (1301)	Quality teaching to me is teaching that come about as a result of presenting lessons which are well prepared (well = lessons prepared having in mind the basic competencies, as well as learning competencies. Lessons in which appropriate teaching aids are used. Where learners are learning through demonstration. (1302)
Quality of teaching is when learning activities and teaching methods enhance learning by encouraging learners involvement (1401)	It is well prepared teaching, where I know exactly what the basic competencies are and how to assess them. (1402)	Quality of teaching can be described as a process of accepting the teaching profession as a major career above all. It can also be that a teacher prepares learners to become future responsible people (1501)	Is well prepared Gives enough learner activities at appropriate levels Prepares enough teaching aids based on the content delivered Gives remedial and enrichment exercises to learners Gives opportunity to learners to help one another Encourages the relationship with parents (1502)	It is when a person is teaching following the policy guidelines like teaching in a learner centred, following the prescribed curriculum and prepares what is to be taught. (1601)
It is when a I teach the learners and understand very well what I taught them, have desire to listen what I am doing. (1602)	Learners learn by doing and assessed accordingly (CASS) Remedial teaching for learners with difficulties. (1701)	Through preparation, the use of teaching aids. Looking for information and use various teaching strategies.(1702)	Quality teaching comes when my teaching is thorough, i.e. what is to be taught, activities children should do, including assessment (1801)	Quality of teaching is when the teacher does thorough preparation, see which activities are suitable to the levels of the children Give work every day Children working together, e.g. in pairs, groups and individually (1802)
Well planned, subject knowledge in order to be able to solve learners learning problems.(1901)	Quality of teaching is when the focus of teaching is based on the basic competencies. When teaching and learning support materials are intergrated with the purpose of achieving the learning objectives (1902)	It is when there are enough materials and other references where a teacher has a wide knowledge on what is to be taught. It is the education that allows learners to apply their knowledge gained. (2001)	It is when the teacher is having enough teaching materials in order to make learners understand and prepare teaching aids all the time so that learners can see for themselves which help learners to understand better. (2002)	

4.2 Teachers examples of good quality teaching

Give lrns a chance to express their ideas. Use teaching aids. (101)	Learning activities. Basic competencies. Assessment criteria. (102)	LCE. Enough teaching aids. Good lesson plans. (201)	It is when a person is using the natural resources and to explain everything to the learners to help them learn with understanding. (301)	The lrns must be able to apply what they have learnt in real life situations. (302)
Use of teaching and learning aids. Use of simple and ordinary language. Teaching and assessing progress. (401)	• Know and not about what you are going to teach (lesson plan). • Ask learners to say both good and bad things that the teacher does. (402)	When teachers are using Learner Centred whereby learners are given opportunity to communicate to one another Free to ask question and make contributions Teacher also learn from the learners When using effective teaching aids (501)	When teacher is revising the work. Find out what lrns know and build on previous experience. Lrns discuss in groups and share ideas. Lrns are actively participating in the learning activities. (502)	Lesson preparation, teacher is using concrete teaching aids if possible and discussion, learners give examples, and discuss, treating conducive improvement. (601)
Preparation of lesson (thoroughly) Learners to meet objectives and performing quite good. (602)	It is when a teacher plan his lessons based on the syllabus with the aim and purpose for his learner to learn and o achieve the competencies.(701)	Is when the teacher is using teaching aids or visual aids (702)	LCE, where learners take a big part in giving their opinion, asking questions, make decisions. (801)	The lessons that we have seen presented in the SIPprogramme are good examplesof quality continuous assessment. (802)
Preparation of suitable teaching aids including concrete objects for learners to see and touch. Preparation of lessons in advance. (Ass. Individual attention is very important. (901)	making use of appropriate teaching aids Considering learners' needs Giving activities to learners (902)	Planning according learning objectives. Use of Blooms taxonomy on the levels of knowledge and assessing accordingly. (1001)	Us of syllabi and schemes of work. Use of teaching aids e.g. the teachers used a radio to record learners singing, these way learners come to the understanding that they too can sing and be recorded. They learn that recording is not as complicated as it sound to be. They also were proud of themselves and were encouraged to attend school every day.(1002)	Use of teaching aids. Creativeness. Enhancement of conceptual understanding e.g. Maths: Addition – use of concrete materials use of sticks and stones as counters. (1101)
The use of teaching and learning aids to enhance understanding. Involvement of learners in the teaching and learning process. (1102)	Calculation. Prepartion and looking for information/ neighbouring schools. Follow the policy. (1201)	Learners' understanding Using the variety of teaching methods. (1202)	Teaching that develop understanding of what the learners needs to learn. (1301)	Lesson introduction are related to what is to be taught. Quality teaching should use assessment on a continuous basis to see whether true learning is taking place. (1302)

Relevant teaching and learning materials When learners acquire knowledge and apply it When learners explore ideas and search information (1401)	It is when I teach reading and I know learners understand what theyread and are able to answer questions beyond the text. (1402)	Teachers to be punctual Behave properly Have subject knowledge (1501)	For children who have problems with writing, I prepare extra books for them to take home where I have written exercises for them to practice and be helped at home I always instruct learners to read in pairs – those who can read and those who cannot, to help one another (1502)	It is when a person is teaching following the policy guidelines like teaching in a learner centred, following the prescribed curriculum and prepares what is to be taught. (1601)
It is when a I teach the learners and understand very well what I taught them, have desire to listen what I am doing. (1602)	Learners learn by doing and assessed accordingly (CASS) Remedial teaching for learners with difficulties. (1701)	Through preparation, the use of teaching aids. Looking for information and use various teaching strategies. (1702)	Quality teaching comes when my teaching is thorough, i.e. what is to be taught, activities children should do, including assessment (1801)	Quality of teaching is when the teacher does thorough preparation, see which activities are suitable to the levels of the children Give work every day Children working together, e.g. in pairs, groups and individually (1802)
Well planned, subject knowledge in order to be able to solve learners learning problems. (1901)	Quality of teaching is when the focus of teaching is based on the basic competencies. When teaching and learning support materials are intergrated with the purpose of achieving the learning objectives (1902)	It is when there are enough materials and other references where a teacher has a wide knowledge on what is to be taught. It is the education that allows learners to apply their knowledge gained. (2001)	It is when the teacher is having enough teaching materials in order to make learners understand and prepare teaching aids all the time so that learners can see for themselves which help learners to understand better. (2002)	

4.3 How teachers ensure successful teaching in the classroom

Using relevant teaching aids. Maintain discipline. Praise lrns. For good work. (101)	As a teacher I should have a vision. I prepare activities based on the basic competencies in the syllabi. (102)	To use LCE. Involve learners in learning. Ask questions to determine good lessons. (201)	I do it by using the teaching and learning materials. I also do remedial teaching and assist my learners with learning difficulties.(301)	I do it by using teaching aids. (302)
By looking at the learners' activities. By giving them activities either individual or groups. By assessing / asking questions during the lesson to inform my practice and do remedial teaching when necessary. (401)	• Ensuring that there is discipline in the classroom. • Assess whether learners are able to show the knowledge of what you have given to them. • Ensuring the use of appropriate teaching materials. • Giving learners a chance to practice what they are learning. • Knowing whether you reach your objectives. (402)	I can ensure successful teaching when I ask learners questions and they respond correctly. When I give tasks and learners do it. When I observe learners doing the task and I assess them. (501)	When I plan thoroughly. Ask lrns to work in groups and pairs. I got to do a lot of practice. (502)	Know the level of learners and think about the theme to be taught if it is in their environments Creating teaching aids which encourage natural curiosity. (601)
Activities and motivate there, who achieve, by giving pencil etc. Managing the class - seating arrangement and recording. (602)	I do that by giving my learners' activities, exercises and I assess them by asking them to present what they have learned orally in the classroom. I also give them opportunity to ask questions. (701)	I do it through assessesment and by involving my learners in the lesson. (702)	When I assess either through questioning or written tasks When children give correct answers, then I will say my teaching was successful. (801)	It is when the learners are developed mentally, but also physically and emotionally. (802)
Through monitoring learning and giving individual attention and knowledge of abilities of learners. Reflect on teaching and self-evaluation (901)	Through preparation of lesson plans and designing appropriate teaching aids knowing the learners. Giving activities such as games Assess individuals orally and written work. (902)	Knowing my llearners' prior knowledge. Ensuring that learners share ideas. Letting learners asking questions and give them chance to practice. (1001)	Through assessing what my learners know and able to do. (1002)	I use mixed ability group work. Peer teaching. I use learner – centred approach. (1101)
I plan my lesson and think about activities to use to enhance learners understanding. I use songs and games. I use practical examples and give learners practical work, e.g. draw a map indicating different regions. (1102)	Revision through remedial teaching considering activities of learners. Games and drama, songs = active learning and making learning fun. Motivation (1201)	use of teaching aids thorough preparation lesson planning and presentation giving activities - group work monitoring learning to identify learning difficult in order to do remedial teaching. (1202)	I plan my lessons daily, based on the learning and basic competencies for my grade (grades 3) and make sure that I have a good understand of what is to be covered by reading and researching the topics well. I also use a variety of teaching strategies to ensure understand for my learners (group, pair and individuals). (1301)	I ensure that learners pay attention to what I or other learners are saying. I motivate learners to take part in what is to be done. To motivate them I make my lesson relevant to them by starting with what they know and by ensuring that what they are learning is within their reach / understanding. (1302)

I must covered the syllabi. Record CASS marks Judge learner's performance Do remedial teaching Do self evaluation (1401)	It is when learners develop at different levels. Not only academically bt also physically and mrall.(1402)	I ensure successful teaching in my classroom by preparing my teaching Being motivated and exemplary (1501)	I ensure it when I give activities to children to do. I observe them, assess them. This is where I ensure that the teaching has been successful (1502)	I assess my learners; evaluate to find out if I have achieved m objectives in order to find out how I should help them further. I also use group work so that learners could assist one another (1601)
I give activities to my learners in small groups and provide feedback after every activity. The group that did well their work is displayed on the wall and we do evaluation. (1602)	Evaluating through asking questions on writing activities Reflection on practices (1701)	Assess through tests and tasks, this include class work (group work, pair and individual) Brainstorming through asking orally Giving learners to give their views (prior knowledge) (1702)	Successful teaching is to be ensured when the results/outcomes/responses of the children are good (1801)	Successful teaching will occur when I plan thoroughly Allow learners to actively participate, make discoveries Interaction between teachers and parents and teachers themselves (1802)
Assess learners continously to get their real picture. Vacate a floor to learners to ask questions or to express their ideas. (1901)	Observe learners “ performance Identify learners “ strengths and weaknesess Assign learning activities and assess them (1902)	I try to teach and make sure learners understand. I use additional materials and give individual tasks/activities. I also ask information from my colleagues regarding the teaching and learning especially those that are teaching the same grade. (2001)	I put my learners in groups and give them activity to do and while they are doing their activities I walk around the classroom to assist where they have difficulties. (2002)	

4.4 Teachers- how do you know when one approach/teaching strategy works better than another?

Through lrns' responses on assigned activities (101)	I check learners' level of participation. (102)	Through learners' responses I can change and approach to allow learners to understand. (201	When learners can cope with the method that I'm using. (301)	I know it through assessment. I get good results. (302)
I look at the learners' achievement e.g. asking questions and see whether they are responding correctly or not, whether learners can do the activities or not. (401)	• When using a strategy but was not able to reach your objectives. • Through giving activities t learn for assessment. (402)	I came to know it when I implement the plan I prepared, I have to detect it quickly that the approach I am using is good or I have to change it to another approach. When I implement the plan and learners are not responding positively, I have to change quickly. (501)	When I introduce my lesson and lrns do not nderstand or respond well.I change my teaching strategy to another method. (502)	Learners interest, as they are eager to learn Learners performance (601)
through performances of learners, as assess them Participation. (602)	It is when learners are able to do things on heir own. (701)	I know it when all learners are involved in the lesson or doing the activities (702)	I know it when I present something and learners are not responding. If I give a quiz and learners fail I have to change my strategy I am using for the learners to understand. When I change and learners respond positively/well I will then know that this strategy is better than the other. (801)	Success is measured by the learners' responses and enjoyment of the lessons. (802)
Participation of learners and they are willing to contribute. The performances of learners indicate whether the learners learnt better. (901)	Performance of learners The outcomes of the lesson when objectives are met, and when learners are participating. (902)	Through reflection on what I do. When learners do not show the desired behaviour. (1001)	When learners benefit more through the use of one strategy than another. I use to change strategies (teaching strategies). (1002)	When something has worked. E.g. through assessment I could see that the learners has understood this or that topic unlike yesterday. Therefore the approach I used today is better than the one for yesterday. (1101)
When learners do not show the required understanding, when you ask them questions. When learners are not able to do a given activity that they were suppose to do after a given intervention. (1102)	The performance and being friendly to learners evaluation.(1201)	Learners' understanding through assessing throughout the lesson and at the end of the sm. (1202)	After or through out my lesson I sue to asses the understanding of learners. Through assessment I know whether learners are able to answer or to practice the skills learned. I also see this through observing learners' behaviour whether there are some behavioural changes. (1301)	I assess mainly through questions whether learners have understood what we learnt, I ask them to demonstrate or tell and that way I will know whether the approach I have used worked or not. (1302)

Through testing of prior knowledge Through learners reaction Through self evaluation. (1401)	I assess it on a continuous basis. (1402)	I would only know if the learners' performance is better than in another strategy (1501)	I realise it when I attend workshops, when we are assisted with different approaches and methods, and when I come to my class, I implement what I have learned. This is when I come to know that what I have been doing is not better than this. (1502)	It is when I gave them something to do and they do it well that way I will know. (1601)
It is when the learners are able to understand what I am teaching. (1602)	Through assessing learners' understanding, and observing learners as they do activities. Learners performance will indicate that it was be good strategy. (1701)	Through assessment i.e. testing, asking them orally for example reading with comprehension. (1702)	When I give learners activities to do, I observe whether learners understand or achieve the objectives. Then, if they are responding/do not understand, I change to another strategy to see whether it works better than another (1801)	I know it when I plan an activity, I implement it. When learners do not perform well, I have to find information from colleagues, then change my method/strategy. If learners perform well I will say that approach worked better than the other. (1802)
Through learner's responses I can easily realise that approach (x) works. (1901)	Through reflection on teaching and learning process (1902)	It is when the learner understands and they are involved in the lesson. I also see it through assessment records and the exercises that I give to learners and the end of the of the year results. (2001)	I see it when I change one method and use another method. I also see it through observation when my learners are doing better than before. I also know it through evaluation or for example by asking questions and when learners are giving correct answers. (2002)	

4.5 Main things that support teachers efforts to become quality teacher

Compliments from parents. Classroom observation feedback. Enough stationery. (101)	During staff meetings we discuss circulars and how to teach reading. (102)	Parental involvement.Phase heads that are knowledgeable in LP. (201)	Workshops are helpful. I also consult colleagues where I do not understand. (301)
At school Subject meetings School based workshops which are have twice / once a term. BES II or English workshop (VSO). The school itself is also supportive because it use to buy materials needed. (401)	• At school – my colleagues help me a lot through discussions. (402)	Teaching aids/resources which include concrete and experts (sic) Attending workshops Sharing ideas with other teachers (501)	Phase meeting in the school with LP teachers. Circuit workshops. Regional workshops. My interaction wih colleagues on a daily basis. (502)
BETD, workshop on teaching. BES is the most significant. (602)	It is the interaction with my colleagues and seeking advises from the subject heads and through workshops. (701)	To have the teaching and learning materials, consult my colleagues or with the neighbouring schools. (702)	To have resources. To prepare thoroughly and every day. Display learners' work because children will be motivated to learn because they revise what they see every day. Workshops because I am specialised in Upper Primary? But for the fact that I attend a lot of workshops, interact with others, has really helped me to teach Lower Primary. (801)
Training through workshop at school, interaction with colleagues. We need and discuss, the principal do class visits. (901)	BES Project, BETD, and other mini workshop on reform. Some of which are prepared by teachers themselves at school. (902)	SIP – Resource teachers observe lessons and give feedback. The school benefited from the small grant and use the money to buy teaching and learning aids. HODs / principal – Visit classes and give advises to teachers. (1001)	Attending workshops: SIP – how to develop a school. Curriculum review: integration of subject's co-operation wit colleagues. Through meetings we are able to ask others on things we do not understand. HODs and principals also give constructive feedback after observing our lessons. However it is very rare. (1002)

Mathematics workshops That is mainly the support that I currently have. We learn how to design teaching aids. Some are however revisions of what we did at the college. (1102)	Workshop at cluster level e.g. achieve of work help to evaluates, understanding how to teach. Interaction with teachers. Relevant and enough teaching aids makes teaching and learning easier. (1201)	Workshop are very helpful but scarce, sharing with others. Cluster. Teaching aids - audio visual aids Principal - give informational motivate and to do profession development.(1202)	School based workshops; our principal is very helpful, she use to give use some workshops related to our duties (assessment, LCE). Interaction with colleagues. Myself is not good at Maths but with the help of my colleagues I am able to teach Maths with little help. (1301)
At school there is no programme that can support my effort to become a good teacher, however through staff meetings the management use to encourage us to do our work. I also use to attend workshop at circuit and school level and it is really helpful . (1401)	Workshops, both circuit or cluster based support that we get from our AT at cluster meetings. (1402)	Things that support me to become a good quality teacher are: Inservice training (workshops), interaction with my colleagues in my school, parental involvement and teaching aids I produced (1501)	Workshops Lower Primary meetings Also finding information from other teachers and other resources. (1502)
It is my interaction with my colleagues. The availability of teaching and learning materials also helped me to become a good teacher. (1602)	Workshops, cluster workshops Sharing ideas with other teachers at school Creating teaching materials. (1701)	Extensive reading and collecting more information about the subjects taught. Attending workshops Discussing and sharing with other teachers at school Ask to help by telling him the problems. (1702)	We do have a system in our school of meeting. We do meet according to phase level. Lower Primary teachers do meet to discuss problems encountered and try and find solutions to those problems I do attend workshops at the Circuit Office conducted by the Advisory Teacher or facilitators (1801)
Research Share information with my colleagues Workshops (1901)	Team plnning Classroom observation Enough and suitable teaching and learning materials (1902)	It is to further my education, to get information from my colleague at our school or the neighbouring schools, through workshops, to get additional materials which are relevant to my subjects, to use different aids that would help my learners learn. (2001)	The workshops, staff meeting, parents meeting and use of the syllabus helps me to become a good teacher. (2002)

Teamwork and team planning support my efforts. Workshops and subject meetings (school and cluster) (302)
Workshops, as teachers sharing ideas Teaching aids as learners Interactions with colleagues (at school) (601)
More textbooks and other resources. More workshops. (802)
Collaboration with colleagues. The fact that education is open to influences because to this teacher, education is like fashion, methods and strategies are coming and going as a teacher you should follow the fashion for today and try it in your class but every day you are inventing what is working for you and try it again and again. The practice of teaching is not static it changes all the time. She is also studying and that support her also because she is learning all the time. (1101)

Workshops, both circuit or cluster based support that we get from our principal. She helped us with assessment and gave us some hints on how to use LCE. Help from colleagues also helps a lot, at our schools we use to talk to each other about topics that gives us problems discuss about them and that way we learn and improve. (1302)
The workshop helps me a lot and the subject meeting that we do at cluster and school level. (1601)
Lower Primary Phase meetings Discussion with other teachers Workshops (1802)

5.1 Teachers- examples of good student learning

Responsibility Participation Punctuality (101)	Active participation Responsibility i.e to do their school work on time (102)	Participation Concentration Performing well in all subjects (201)	When learners are able to read, write and to speak and able to participate in many activities. (301)	Is when a learner is able to apply what they have learned. And when learners are able o solve problems on their own. (302)
Parental involvement to enforce social behaviour and traditional values. When materials are enough e.g. enough textbooks for each child. (401)	When learners are able to show a kind of progression in their knowledge. (402)	Is when learners learn in groups When learners are given tasks to go and find information from their parents Search for information in the libraries and other resources Complete their assignments (501)	When lrns are disciplined working hard to finish the given tasks. Asking questions, responding and contributing to class discussions. Search for information. (502)	Application of knowledge e.g. giving example not used by a teacher, but relevant to what is taught. (601)
Performance is good, they relating and responsible - They are eager to come to school Discussion in groups and volunteering to lead. (602)	1. I is when a student is free to speak. 2. Able to give advices about certain things and to help people with in whatever he could (701)	1. it is when a person have acquired a lot degrees/diplomas 2. Is about a person who is able to provide information about education. (702)	Listen attentively Work very hard and finish the assignments Disciplined, etc. (801)	It is when students develop as a whole> When all aspects of their lives are developed. When they can apply knowledge (802)
Good marks in class activities and assessment Learners are interested in learning the indicative is their participation and giving correct answers. (901)	Learners are asking questions in the classroom and parents at home activities. Learners are creative in doing their work. Learners are responsible for their own learning. (902)	• Leaning that enables learners to pass. Learning that help learners to know and to understand. • That enables learners to get jobs / work. (1001)	• Learners share ideas with other learners. • When learners participate in class. • When they do their activities and homework. (1002)	When learners are able to demonstrate what they have learn, when they learn in class is need also in the community. (1101)
When learners respond to the teaching, when they take not of what they have learned and use it later when it is necessary. When they ask questions When they behave responsibly and when they show that they are dedicated towards their learning e.g. find time to sit under trees and reflect on what they have learnt. (1102)	Through asking question, they can remember apply. Responsible for their own learning and study own. Parental involvement if they are helped at how. (1201)	Writing skills, drawing and reading. Learning all main skills. Listening skills in order to apply. (1202)	Learners who listen attentively to what other learners or me are saying and learning which results in learners having good behaviours and respecting others. (1301)	When learners are able to be social, when they have and know about life skills, e.g. we offer our learners the Window of Hope programme and through this When they are able to protect themselves from contracting HIV / AIDS, they know about other facts about HIV / AIDS and they learn not to discriminate others on whatever basis. • When learners show the potential of becoming intellectuals. (1302)

Participation Communication (1401)	It is when students participate fully and develop as a whole being on all levels. (1402)	Examples of student learning can be: Attendance of the learners, full participation in different activities, giving their own experience on everyday life situations (1501)	Work very hard, finish the work on time Come to school on time Socialise with others, help and learn from others (1502)	When learners are bale to do things on their own. Create or come up with something new when a learner is able to provide further information on the task (1601)
Is when a learner is able to further his/her study. Able to look for job and get it. (1602)	Learners are able to read and write, e.g. writing sentences. Learners are able to do calculations. (1701)	Learners showing knowledge and understanding through application Learners are showing that they have enough reading and writing skills. (1702)	Good student learning is who come on time to school Listen attentively and understand what is to be done Complete the given tasks When learners are disciplined Learners help and learn from others (1801)	Good student learning is students who come to school on time and every day Complete all the school tasks Have good interaction with other fellow learners and teachers (1802)
Participation Learning with understanding (1901)	Participation Responsibility (1902)	Give two or three concrete examples of good student learning. Is when student behaviour is contributing to the good image of the nation. And when students understand the development and can create job opportunity for himself or the communities. (2001)	1. It is when children are able to help people in the communities. 2. A child that behaves well and have good manners. (2002)	

5.2 Teachers examples of different kinds of student learning

His focus is to promote desired skills, knowledge and competencies that are listed in all subjects syllabi (101)	She only to focus on academic and cultural values to promote good values (102)	Academic – learners should acquire skills in reading and writing I also like to tell learners to respect their own culture (201)	Yes, I want them to know many things, how to be with adult and others. How to respect themselves and respect other people. I also want them to take part in sport and other cultural activities. (301)	Yes, I want my learners to become useful citizen, to keep their environment clean and no to destroy what is there and also to have broad knowledge. (302)
I make sure that learners know and respect their culture. That they are being nurtured to be whole human beings. That at the end of the day they are to be use to their communities and to themselves. (That they get something valuable from education). (401)	Yes, I help my learners to be able to socialise with other learners and teachers so that they can get ideas they did not have before. (402)	I do care, love and respect my learners I do encourage learners to help and respect others' view and value them I help and assist where they have difficulties Interact with them in order to bring them closer so that I can be able to help them accordingly (501)	I help lrns according to their ability. Give remedial activities to those with learning difficlties. Also enrichment to fast learners. I repeat when lrns don't understand. (502)	Taking care of others (parents, all people) e.g. Handling sick people because of HIV. Invited them or ask members of community to make learners know. (601)
Give them responsible to get information from TV news papers. - To be responsible by working in community activities - Physical Education, tradition dances, they are also involves in cultural festivals. (602)	Yes, I want all my learners o be able to succeed and something eiher at school or in the communities. For example, to have a broad knowledge. (701)	Yes, because I want my learners to have wide range of knowledge that will help them to survive later in life. (702)	Those who understand, I give them work to do sometimes on their own While the middle ones and the ones who need help I am always closer to assist them I encourage respect for others and as a teacher treat all learners equally Create a conducive atmosphere for learning (801)	It is intellectual and mral learning. (802)
Respect of self and others. Learners must have discipline and be responsible for him/her to be a good citizen. They should excel in both academic and social and have good interaction with others. (901)	I want learners to perform good, to be responsible and respect others and the culture. I am very much concern about HIV/AIDS. (902)	• Yes, as a teacher I am the 2nd mother to my learners, so I have to help them to be good citizens by learning how to behave, by giving them time to socialise and through enforcing class and school rules. (1001)	• Yes, even with help, the teacher was unable to answer this question. (1002)	Yes, as I said at the beginning being a mother to my learners I would be concerned hence when I teach them a subject content I also help them reflect on how that can be of help to them in real life e.g. you did counting and tell them that they count other things at home it can be goats or chickens or their books. (1101)

Yes, children are tomorrow's leaders; therefore we must bring them up in a good way to ensure that they will be good leaders. As a teacher I see myself as both a parent and an uncle to those learners because uncles are friends also so that it will not be difficult for me to tell them when they are doing something wrong. (1102)	Civic - responsibility - teaching good behavior e.g. alcohol abuse. Academic - teachers can read and relate to stories, to look from information (library books) to ready. (1201)	Respect of human rights, elderly and information about hygiene (civic responsible) life skills e.g. good touching of girls respect of culture. (1202)	Yes, through out my teaching I ensure that learners are given not only knowledge that will help them to became good academicians but also knowledge that will help them to be good citizens of this country (good values, attitudes and morals), or skills that they will use latter in life e.g. communication, thinking, and so on. (1301)	Yes I am, my concern is the 'whole' development of learners, I mainly use group work to help learners to learn to be social, to work in group, to be responsible e.g. when you give them homework help them to learn to be individual and not always relay; on other people, it also help them to realise their potential. (1302)
Academic: Some learning content not reflect social content Social : Friendship not so strong especially between teachers and parents Culture: Culture is no longer respected by both school and community. Values: No idea (1401)	I use to promote different kinds of learning depends on different subjects. (1402)	Yes, I believe and understand that learners can bring their own experiences from their environment into the classroom, therefore I care for every child, for what she or he brings to school (1501)	Yes, I have one child who can't speak properly. I tried to get him to speak freely, not to be shy. Also to stop others not to laugh at him and to encourage parents and others to speak a lot. The first year we couldn't make it, but this year there is an improvement because he is now reading (1502)	Yes, because some learners do not understand what is being taught, I used o ask them to seek further assistance form their parents. Some kids come to school hungry so I used o ask parents to provide their children with food before they come to school and those hat do not behave well I used to talk o their parents. (1601)
Yes, I want my learners to become useful citizen in order too be able to determine the future of their country, to understand the economy of their country and to know their right as citizens. (1602)	Through activities such as writing and reading. Assess them in environmental, physical education as they interact with others (1701)	Academic knowledge Values e.g. how learners behave and interact in the classroom and outside, they must show respect. Communication skills Computer literacy and environmental awareness. (1702)	Yes, I am concerned with my students' learning because many a time I encourage learners to study very hard, work together in groups and help one another Check whether they are hungry, sick or having a problem if I find one is not active To respect one's view (1801)	In the class, children are having different abilities. Some are talented in some things, some are not. Some don't know how to handle books, some are dirty, some are tidy. What I usually do is assist them where they find difficulties/to do good things, talk to them alone, be patient with them. With class activities, I do give remedial, I told them to take care of their books, behave properly and respect others. (1802)
I use to promote different kinds of learning depends on different subjects for example Rel. Education respect, English language skills to be able to learn through English medium (1901)	Yes, when I plan my lesson, I normally include skills, knowledge, values and cultural aspects (1902)	Yes, because I want my student to become responsible, to be independent, able to make their own choice and to develop the whole of Namibia, to ensure that they fulfil their civic responsibility. I want them to be able to do their own things. (2001)	Yes, because I want my learners to have broad knowledge, knowledge of many things. (2002)	

5.3 Teachers- how to determine or access that successful learning has taken place

Through learners work eg. oral responses, written work or practical work (101)	Through oral and written assessment (102)	Through learner"s performance and participation (201)	I do it through assessment. (301)	I do it through assessment and results I get from my learners. (302)
By looking at learners' activities, e.g. work and by observing their behaviours and attitudes. Through asking questions. When I mark their activities. (401)	When learners proceed to the next grade. Showing understanding of what they learnt in the previous grade. (402)	I see it through outcomes through Continuous Assessment where I observe children on daily basis, in any they are doing in the classroom (501)	Through good learning outcomes of learners. Also if their particiating abilities improve. (502)	CASS - Activities and check their level of understand - Quiz - structured activities. (601)
Different assessment strategies - CASS - Giving activities and home work - Observing behavior change. (602)	I do it by asking questions and when they answer I would know they have learned. (701)	I know when my learners are able to answer questions from the previous lesson. (702)	When I present the lesson, and when I do class observation, through learners' performances When all learners are actively participating and giving their contributions (801)	I observe them closely, like attitude changes. I also assess certain things with CA, like skills and knowledge that they have acquired. (802)
Through observation as learners do their activities and how they interact with others e.g. in group work. Through Assessment (CASS) and asking questions orally. (901)	Assessment (CASS) the activities and asking learners to explain what has been taught. (902)	• Through assessment, when learners achieved your competencies. (1001)	• By assessing their understanding through giving the tasks either in the class during the lesson or at the end of the term or end of the year. (1002)	Through assessment of tasks undertaken e.g. if we did something in class I could either give them a quiz or an oral assessment to see whether they have learned something or if it is something that could affect their behaviour. Then I will see whether their behaviour has changed because of the intervention. (1101)
When learners are meeting the criteria / requirements. When they do their assignments. When they are progressing from one grade to the next grade. (1102)	Writing test, group work - they are responsible for reporting who is not cooperating. Observation. (1201)	Reading & writing Taking care of others - responsible (civic) (1202)	When learners' behaviour change in one way or another, especially when the behaviour is the desired one. (1301)	Through assessment. Giving them a chance to work in pairs. Through observation e.g. can they co-operate. (1302)
Through continues assessment whereby I use to set up both less and structured continuous assessments. I use to set up criteria as tool for judging learners' work. (1401)	Mostly through assessing the learners on a continuous basis. (1402)	The performances and the outcomes of the learners in different activities can show that learning has taken place (1501)	Through evaluation of my presentation and learners' performance Through continuous assessment (1502)	I do it through assessment, e.g. tests, quizzes, homework to do at home. (1601)

I do it through assessment, e.g. tests, through speaking and reading and homework. (1602)	Academic – learning to read and write and to calculate. Learners should have HIV/AIDS awareness and respect of all human being. (1701)	Through CASS (assessment) and observation of change in behaviour and giving responsibility e.g leadership etc. (1702)	I determine this at the end of the school year when learners need to be promoted to another grade See how many learners are promoted What symbols have they obtained (1801)	I will determine it when I involve parents in my activities/have a good relationship with parents because some children are not performing well because they do not have time to study at home When I present my lesson using teaching aids When I allow learners to be involved and ask questions When I co-operate with others and ask where I don't understand (1802)
Through oral or written assessment I can realise that successful learning has taken place or not. (1900)	Through observation Through assigning tasks such as tests, classwork projects (1902)	It is when my learners are able to apply what I have taught them, if they are bale to help themselves and to come up with new ideas. (2001)	I do it through asking questions and by giving activities like tests and when they are able to give answers to those questions.(2002)	

EQUIP1 STUDY DATA ANALYSIS / LEARNERS (Non-SIP)					
MALE			FEMALE		
THEME 1: PERCEPTIONS OF GOOD TEACHING/TEACHER					
Tr No	**1.1**	**1.2**	**1.3**	**1.4**	**1.5**
1101	Their teacher	She does not beat them. She corrects their mistakes. She uses Oshiwambo sometimes. She tells them other things that they will only learn in higher grades. Learners are not afraid of her, but they are afraid of other teachers.	She gives them homework. She gives them summaries to learn at home. She does not beat them; hence they are not afraid of her. If they make a noise she just tells them to keep quiet.	Yes	Because coming to school will benefit me later in life. To get knowledge, especially talking English. To learn. We sometimes play with friends.
1102	Mr Muhari (A grade 5 teacher)	Because he talks loudly. He beats us to make us learn better.	He gives homework and explains to learners.	Yes	All enjoy coming to school because they want to be taught. To get knowledge and to learn English.
1201	Class teacher	Prepare and teach well. Always kind. Gives activities. Is friendly and always kind and encourage learners to learn. Do not beat learners.	Group work, pair work and individual activities. Helps learners who have problems in a friendly way. Encourage them to learn. Want learners to work harder. Ask where they do not understand.	Yes	Learning, reading stories, computer, English, singing, drawing, physical education.
1202	No interview available				
1301	Grade 1 teacher-Principal	The teacher mentioned is not the learners' teacher, but for some learners she is a good teacher, because she is the principal and the one who makes rules for the school, but for some she has taught them to read, write and count and be able to listen well, while in class.	She teaches you on the one hand and helps you to count. She writes things on small papers, puts them on the wall and asks you to read. We also do group work or read as individuals. Sometimes she asks those who know to teach others in their groups. She does not beat people, if someone does something wrong she will be asked to apologise and will be told not to do it again, because it is not good. However, one learner indicated that this teacher could sometimes beat them a little.	Yes	Most learners enjoy coming to school, because they want to learn what the school is offering. However, one thinks that coming to school will at a later stage help her find a job. Another comes to school to learn English and Oshikwanyama (both are languages)

1302	Grade 1 teacher-Principal	She asks if we do not understand and if we do not she explains once more. She really shows us what to do.	There we learnt the alphabet; sometimes we do fill in activities. She did not beat us, but sent us to clean the schoolyard. She also paired us with those who know so that they can help us.	Yes	The majority of the learners enjoy coming to school, because they know that in the future they will be able to help their parents if they work hard on their school activities. One enjoys English and Oshikwanyama, because to her these are very important subjects, which will help her become a responsible person in society.
1401 (Gr4a)	Ms. Olivia Shiweda	Ms Shiweda is our class teacher, she helps us ask questions if we don't understand the lessons. She teaches very well and helps us to have good behaviour.	Ms. Shiweda is very kind to us. She provides summary for homework. If a learner does not understand the lesson she can help him/her or ask other learners to assist, especially in reading and mathematics.	Yes	To be with our teacher. To be with our friends. To play during break time and at the Physical Education lesson
1402 (Gr4b)	Mrs Hambuda (their previous teacher)	She teaches very well. She is not cruel. She does not apply corporal punishment. She helps us to do better.	She helps learners to read and write by helping them one by one.. She tells funny stories. Used to give gifts to learners who tried their level best. Showed interesting pictures during the lesson.	Yes	We like to learn. We enjoy playing with our friends. We enjoy seeing pictures on the wall of our classroom.
1501 (Gr2)	Grade 1 teacher	She liked us. She taught us how to read and write. She spoke English with us.	She showed us how to write properly. She gave us many things to read. We played reading games. Our teacher moved around to see whether we are doing things properly	Yes, we do	Playing with others. We come to school to learn. We sing.

1502 (Gr4B)	Grade 2 teacher	She speaks good English. Makes jokes with us. Doesn't beat learners	When she teaches something in class, she asks whether we understand. She allows us to ask questions. Tells us to study very hard. Tells us school and class rules	Yes	We like the teachers in our school. We enjoy learning in our school. We enjoy learning English. When there is an event like African Child Day, we sing, dance, play games. In school we pray for many things. We are told to pray for our elders, parents and teachers. We like computers because there are many interesting things.
1601	It is our maths teacher.	She explains where we don't understand. (class teacher)	She gives us papers to write our answers. She also gives rewards to learners when they do well. She also gives examples on how to do things.	Yes	To learn. We like sport and to go to the next grades in order for us to be able to get jobs.
1602	It is teacher who teaches us all the subjects.	The teacher rewards learners when they do well. (class teacher)	The teacher gives us reading activities and assists those that are struggling.	Yes	We enjoy Maths, social studies and Oshindonga.
1701	A teacher who teaches interesting and meaningful things and who is always punctual.	A class teacher, who is friendly and kind to learners. Do not beat learners.	Group work, pair work and sometimes individual work and drawing, cutting, writing and reading. The teacher is helping learner who have difficulties to read and write, do not understand the meaning of some words. The teaching want learners to be punctual, to work hard, but do not beat learners.	Yes	Art and Craft. English, Social Studies, reading and writing stories and sport – cricket and netball.
1702	No interview				
1801 (Gr4)	One group said the Grade 1 teacher. The other group said their present teacher.	Teach them well. Likes children.	Gives children books to read and write. She is different because she sings and plays with the children. She helps us when we are stuck.	She helps us when we are stuck.	We like learning things in English. Reading and writing. Playing games, singing. We do things in groups

1802 (Gr3)	Our present teacher Alina	She teaches us good things. Stories. Games	She gives us work to do in class and also homework. She likes us. She doesn't beat us.	Yes we enjoy coming to school	We learn things. We play with others. Some say they like English and want to learn so that they know how to speak English very well.
1901 (Gr4A)	Singled out Mr. Tangeni Uushona	Mr. Uushona is teaching other subjects in their class. They said: He doesn't beat us. He teaches well. He is kind	He treats us well. He listens to our problems eg. To allow us to go to the toilet. He likes to help those who did not well in their exercise.	Yes, we do.	Enjoy learning English and Maths. Play with friends.
1902 (Gr4B)	They singled out Mr. Tangeni Uushona their class teacher	Teaches well. Making jokes. Assist us when we stuck with our lesson. Is kind and motivate us to listen	Teaches well. Making jokes. Assist us when we stuck with our lesson. Is kind and motivate us to listen	Yes, we do.	We enjoy learning (NSHE). Songs. Reading. Play with our friend
2001	It our maths teache	She write words in English and explained in Oshiwambo. (class teacher)	The teacher gave us written (work) activities, makes us to read and to write in correct straight lines.	Yes	We enjoy reading and writing and learn how to tell story and how to speak while standing straight. We learn how to write sentence in Oshiwambo and put them in English.
2002	No interview available				

THEME 2: ASSESSMENT			
Tr No	**2.1**	**2.2**	**2.3**
1101	Through writing tests – and if you get all you get 5 and that means A, she told us A is very good is 100%. If you get E or D you might get beaten because you have not studied. Last week we were given grades, when we did an individual task in Natural Science.	The teacher will read some of our answers. We will ask for the correct answers ands she will write them on the chalkboard. She will ask us to write them in our books, but we do not make corrections when we had a test only when we had exercises.	Yes, in Maths you learn the method of how to do it. You learn the correct answers. You learn that you should study every time. Learners know about the grades A and B.
1102	If you raise your hand and give the correct answer. Through test and exercise. The last grade we received was in the April test when we did an individual task in English.	Record marks. No correction was done.	Yes, we learn about writing when we were asked to write. The last task given was a long time ago, so learners are not able to remember the grades they got. But in general they know that A or B is better than D.
1201	We are writing activities in the class and write lists. Last week we wrote a natural science test. It was not group work, but an individual test.	The teacher goes over the tasks/tests and learners will write corrections in their books.	When you study hard and listen attentively, you pass with good marks, and if you do not study hard, you will not do well and feel bad.
1202	No interview available		
1301	She use to asks us, 'What did we learn yesterday?' Sometimes she gave with pictures and sentences .us exercises to do in class, e.g. reading small books with pictures and sentences. The last time we received a grade for a task was yesterday, when we did individual tasks in Maths and Oshikwanyama.	She wrote the problems on the board without giving us answers and asked us to do the problems together in order to do the correction. She explained to us how to do the calculation. She asked us 'What must we put there?' Then we raised our hands and she pointed to one of us to give the answer.	Yes, the children learn reading, writing and they also learn to remember things. The teacher does not give them symbols for exercises, but numbers. To them the following grades mean the following: 5/5 - excellent, meaning You did well in the task given to you. You got everything correct. 4/5 - very good, meaning You work well, but you missed one. 1/5 – change!, meaning this is not good work.

1302	She sometimes gives books so that learners can read and afterwards asks them questions. Alternatively she gives them exercises with problems to do. Yesterday we did an individual activity on Maths.	He asked us to do the correction; we did the correction together with him.	Yes, I learnt how to use money, e.g. when you go to buy something you should know how much it costs and how much money you will get as change. 5/5 - You got them all correct. 4/5 - You did well, but you did not get them all. 1/5 – You did not do well.
1401 (Gr4a)	We write exercises or tests. Last week we wrote oshikwanyama in pairs.	Teacher writes corrections on the board for us to copy and that is all.	We learnt proverbs Marks received 25/25- felt that they did well 15/25- felt that they are better 10/25- felt that they need to work hard
1402 (Gr4b)	Our teacher used to ask us oral questions and gave us written work. This week (07/06/2005) we wrote a mathematics test. We did this on an individual basis.	Our teacher gave us our exercise books, wrote the correction o the chalkboard and told us to copy the necessary answers.	They cannot recall. Revealed that they receive grades A, B, C, D, E in the report card. However they understand that 1/5 means they need to work hard.
1501 (Gr2)	She asks questions. We draw and write things in our books. Most of the time we work alone. We don't know what is a test	Yes, our teacher corrects us. She re-writes what we write wrong in our books. She asks us to re-write. She shows us how to re-write the letters	*They didn't understand this question although I asked many follow-up questions
1502 (Gr4B)	When our teacher gives us something and we get A-C, that means we understand. She asks questions, gives us tests. We wrote a test today in Social Studies about how early people lived. Sometimes we work in groups and sometimes individually	We get happy if we pass. We get annoyed if we fail. Our teacher corrects and asks us to re-write or make corrections in our workbooks	Yes! We learn and gain knowledge and skills. We sometimes get As, Bs, Cs and Ds
1601	We are given tasks and tests.	We do corrections. The teacher writes the correction answer on the chalkboard and we copy in our books.	Yes, we learn addition and subtraction. We are not given grades.
1602	The teacher gave us test. Two days we wrote a social studies test. It was an individual test.	The one who got all the correct answers their papers are put in the cupboard and those who did not get all the answers their papers are displayed on the wall and do corrections afterwards.	Yes, we learn how to use water wisely. We know the grades we received.

1701	We had a Social and Natural Science test today (29/06/05) and we did it alone.	Yes, the teacher goes over the mistakes, learners do corrections.	If we study hard your performance is good, and you feel happy. And if you did not pass you feel bad and it is not good for our future.
1702	No interview available		
1801 (Gr4)	We have written our test for Social Studies but we did not receive our results. We do our activities, sometimes alone, group and individual. We do this in all the subjects	When we receive our results or books, we look at it. If we have done well, we get happy. If we did not do well, we get angry. When we write a test we do it alone. When we do class work, sometimes we do it in groups. Our teacher corrects our mistakes and asks us to copy the corrected answers in our books.	Yes, we do learn a lot because when we pass, we do study hard not to fail. When we fail we also study very hard to pass next time. The grade we receive means e.g. E means Fail, A – B means we have done well.
1802 (Gr3)	She gave us tasks/tests. Classwork to do in class. We receive grades when we go on holiday. We read in groups	When we receive our results, sometimes we get happy, sometimes we get annoyed. Annoyed if we failed, happy if we have passed. Our teacher corrects our mistakes. She writes the answers on the chalkboard and asks us to do the correction by re-writing the mistakes into our books	Yes, we learn how things are to be done. We learn that we have to study very hard.
1901 (Gr4A)	Gives us chance to read and write. They wrote an individual test on 20/06/2005 (NSHE)	They don't do corrections in test. The teachers use to mention their marks only.	They responded as follow: We learnt herbivores, things made out of plants, food from plants and carnivores: Their grades are as follow: 10/10 - I did a good job 10/10 - I did a good work 6/10 - I pass 5/10 - Pass but need to work 10/10 - I did well 7/10 - I did well

1902 (Gr4B)	Ask oral questions. Write tests and exercises yesterday 20-06-05 we wrote NSHE test.	Teacher use to tell us our marks. We do not do correction in tests	Test was about animals and plants. Their sore and responses: 6/10 did well 8/10 did well 3/10 fail I need to learn 10/10 good 7/10 did well
2001	She gave us mark when we write test. The test was done individually. The subject Social Studies.	The teacher does correction on the chalkboard and we correct our mistakes.	Yes. Can't remember but they know what the grade they received mean because you either passed or failed.
2002	No interview available		

THEME 3: PARENTAL INVOLVEMENT IN LEARNING						
	3.1	**3.2**	**3.3**	**3.4**	**3.5**	**3.6**
1101	Most parents ask about homework, but they give little help because they do not want to do the work for their children. Only one child indicated that nobody really cared about his homework.	All of them are able to make time for their homework. Four do their homework at home during the day, while the other two do theirs under a tree while looking after the animals/cattle.	Mostly mothers are able to help the learners, but one learner indicated that her mother is very clear one the issue of helping that she use to say that when you let other people do you homework for you, you let them spoil you and in the end you are useless. One of the children said that nobody helps him except an aunt who comes to visit.	Yes, mostly parents look at the learners' grades, but it is the mothers or elder sisters who sign the reports. When no good grades are obtained two children will not be allowed to eat, others indicated that their parents will be angry and might not buy them something new.	Only two children eat every morning when they come to school. Three eat at least twice to three times a week depending on whether there is some left over from the previous night. One child does not eat before coming to school. They eat mostly porridge or tea and bread. All of them eat after school (lunch).	Three learners want to become teachers after they finish their school, but only one knows that they need to go to college. One indicated that he would do any kind of work which is available. One wants to be a Minister (any ministry) and another wants to be a councilor of a town ('Okapya').
1102	Yes, because we tell them (all six).	Yes, during the day either while they are at home or when looking after the cattle.	Five learners have someone at home to help them, either a brother, sister or a cousin, but one needs to go to a neighbour in order to get help.	Mainly parents or caretakers look at the report cards, but learners said that they do not remember whether anybody signs their report card. But if they do not perform well, they will be told to study hard next time. Most of them have never failed a grade so they themselves have not experienced that, but one was told once that he will only get shoes once he performs better.	Three learners eat everyday before they come to school; one eats sometimes while three do not eat at all. Three eat bread and tea. One eats porridge with something. All eat again after school.	Two would like to become a teacher at a town close by while the rest would like to become police officers in various towns. But all think that they will ask their parents to seek jobs for them. They do not know how to become what they want to be.

1201	Parents (especially mothers). Grandparents. Siblings (sisters)	In the afternoon, in the house (sitting room area) and under the tree sometimes.	Older siblings. Sometimes parents.	Parents are looking at grades and sign report cards. Learners are not beaten, but nothing will be bought for them.	They eat porridge, some tea and bread. They will at again at lunch and supper.	Engineers, pilots, teachers, Minister. They can only achieve this if they study hard and pass with good marks.
1202	No interview available					
1301	Yes, we tell them about our homework.	Yes, two of the children do their homework while they are herding or looking after cattle. One doe her homework in the evening while others are already in bed.	Three children are helped by sisters. One by mother. One by father. One by grandfather.	Yes, either parents or grandparents look t the learners' grades, but it is either a sister or a brother, cousin, niece who signs the report card. If we do not have good grades, they say 'You have failed' or 'You will not eat today, because you did not work hard.'	All of them do eat in the morning before they go to school and again in the afternoon after school. Either a mother or sister prepares something for them. (NB. A sister can also be a niece, etc).	Two want to become teachers at their school, and they know that they need to finish grade 12 and then go to college before they become teachers. One wants to be a nurse at a nearby clinic, but does not know how to do that. One wants to be a police officer – go t the police and tell them that "I want to be a police officer.' One wants to be a doctor at Oshakati State Hospital. One wants to be an engineer in Walvis Bay.

1302	Yes, three learners tell them about their homework. The other three are asked by their parents/ older siblings.	Yes, three do their homework in a sitting room (oshitala) during the afternoon. The other three do their in the bedroom during the evening.	For all of them, it is either a brother or a sister.	Five learners have parent who look at their grades, while nobody looks at one learner's grades. However, it is mainly cousins or parents who signs report cards. If they do not have good grades, for some they will not get new things, for e.g. at Christmas, no new dress and suit. For some they will not eat supper that day.	One learner does not eat every morning, but only if there is food left over from the previous evening. Five of them eat every morning, with the majority of them having sisters to cook for them, while for one; it is the mother who cooks. For the other one, he cooks for himself. They mainly eat hard porridge with meat or spinach, porridge, tea and bread.	Two of the learners want to become teachers at a school in Ongwediva. Another one wants to be a nurse at Oshakati State Hospital. One wants to be a pastor at a nearby congregation. One wants to study at UNAM in order to become a pastor. One wants to be an officer who deals with the support of orphans and vulnerable children because she wants to know the names of those parents who do not take good care of the children. One wants to be a village headman in a village very far from where he is currently lives.

1401 (Gr4a)	Some said yes, some said no. Some learners revealed that they tell their parents that they have homework as the teacher instructs them**.**	Partly yes, especially after completion of domestic work (girls) and after looking after the cattle (boys). Normally we do our homework under the tree or at night in our sleeping huts using paraffin lamps or candles.	Our parents and big brothers and sisters or school leavers in our neighbourhood. In the case of the learners who stay with their grand parents, they seek assistance from neighbours if possible	Parents and siblings if I show them my school work. Our parents and siblings sign our report cards. Parents get angry and can even tell you that they will never pay your school fees.	We eat pumpkins, porridge, wild spinach and local fruits and sometimes meat and fish. After school and during the evening however we bring some oshikundu (traditional soft drink)	They prefer to become: teacher (2), Nurse (1), Officer (1), Minister (1), Priest (1). They felt that they need to learn very well. All of them preferred to work in town.
1402 (Gr4b)	They revealed that they did not get any homework this year. However, they were only given a simple task to make a wagon with mahangu stalks.	We don't know. Because we do not get homework from school.	Some revealed that their parents only helped them to read or to tell them stories of their own, but not instructed from school.	Parents, grannies and siblings look at their grades and are responsible for signing their report cards. Parents and grannies usually get angry when we fail.	All revealed that they do not eat breakfast, but some bring along traditional soft drink (oshikundu) and mahangu bread. They usually eat lunch after school and dinner.	They revealed that they want to become teachers (3), nurse (1) and soldiers (2). They understand that they need to learn in order to reach what they want. They all prefer to work in towns.

1501 (Gr2)	Yes they do	Our parents make sure that we complete and understand the homework, but we don't often get homework, only sometimes. We do our homework after school, at home. During the night in the sitting room. After doing household activities, they give us time to complete our school activities/homework	Our parents teach us.	My parents only. My parents and the whole family look at my grades for tests/tasks. My parents sign my report card. Sometimes they agree with us, sometimes not. They say they won't give or buy anything for us	My mother prepares for me bread and rice. I also eat immediately after school hours. My mother prepares soft porridge to eat before coming to school. At school I eat bread and oshikundu. My sister prepares jungle oats for me. My housekeeper prepares soft porridge for me and I bring home made bread to school	One child would like to become a teacher at Ondangwa. One child would like to become a nurse at Onandjokwe. One boy wants to become a pastor at Oniipa Congregation. Two children want to become doctors in Windhoek. One child would like to become a policeman in Oneputa village
1502 (Gr4B)	Yes! We tell them when we come from school. Sometimes they ask us what we did in school and whether we are having homework. Some parents say go and study but you are not even having homework	Yes they do. We do our homework in the afternoon. We do it in the houses.	The majority of children are helped by their parents. One is helped by the housekeeper. One is helped by children in the neighbourhood.	No-one looks at their books except the teacher. One child said the father asks to see his books to see whether there are correct or wrong answers. The parents, aunts, sisters, neighbours sign the report cards. Parents say they are wasting money if they did not perform well.	My mother, my sister, myself. We eat porridge that we left last supper. We eat breakfast (tea and bread). We come to school with oshikundu to drink at break time. We eat again when we go home after school and in the evening.	Three children would like to become doctors in Namibia. Two children would like to become President – one in Namibia, one in the USA One child would like to become a teacher. We have to study hard to pass Grade 10 and 12 in order to have a future.

1601	Yes, when we told them.	Yes, but they make us do the housework first before we do our homework. We do our homework in the evening; some in the sitting room and some in the bedroom.	Our brothers and sisters in the upper grades.	We do not take books home, but parents are allowed to come to school and check our work/books. Our parents sign our reports. When we do not get good results, parents shout at us.	Our parents prepare food for us. We eat "oshipombo' porridge and we only eat after school.	They would like to become nurses. They know where to do it, but not how to become nurses.
1602	Yes	Yes, we do it after school either in the hut or shades.	Our brothers and sisters in the upper grades.	Yes, our mothers or fathers look at our grades. Mother signs our report. If we don't get good we are reprimanded for not working hard.	Mother or grandma prepare food for us. We ate porridge, 'iikwiila' kind of bread cake made from omahangu, and drink 'ontaku' non-alcoholic home brew.	Only one knows and wants to become a pastor. He knows where to do the job but not how to become a pastor.
1701	Yes, the parents ask us. Sometimes the older siblings (sister)	Homework is done in the afternoon. Some do it in diningroom, library, sleeping room and outside the house	Mother, father and siblings (older)	Mothers, grand parents, look at the grades, fathers do it occasionally. Mothers sign the report card. If learners did not perform good, parents will not give them anything.	Cornflakes, tea and bread, porridge, rice etc. They will eat again lunch and suppers	Motor mechanic, medical doctors, and teachers to build the nation. Only if we study hard.
1702	No interview available					

1801 (Gr4)	The majority of the children say yes they know. A few children say no, they don't know. They know because they always ask us what we did in school, then we tell them that we are having homework.	Some learners say they are given time, some say they do the homework when they come to school the next morning. Those who do homework say they do their homework in the afternoon. They do their homework in the houses.	Some are helped by their parents. Some are helped by their brothers and sisters when they get stuck.	The majority of learners said their parents look at their results/tests. One child said she is staying with her granny; only the teacher looks at her result/test and signs her report card. If we fail, our parents get annoyed	Our parents prepare food for us before we come to school (my granny prepares food for me). We eat again when we come back from school	Most of the girls want to become teachers. One child wants to be a nurse. One child did not say anything.
1802 (Gr3)	Yes, when our parents say we must go and do something, we tell them that we are having home work. Some say our parents ask us what we did in school and we tell them what we did and the homework we have to do.	Our parents give us time to do our homework. We do our homework in our house after school. One child said my father always says I must go and look after the cattle	One child said I do the homework myself. If I get stuck I just wait to come to school to ask others how it is done. The majority are helped by their parents, brothers and sisters	No, only when we take our report cards home. Our report cards are signed by our own parents. When we fail, our parents get annoyed and they say we are not going to eat and they say that they are not going to buy anything for us	The majority's food is prepared by the parents. One child's food is prepared by the caretaker. All of them eat breakfast. They eat lunch and dinner.	Some learners want to become teachers. Some want to be Police. Some want to be nurses. For as to be what we want, we have to study very hard and pass very well.
1901 (Gr4A)	Parents use to ask us sometimes we use to tell them.	Yes we do. Do their homework during the late afternoon, during the evening. In the house or under the tree	Parents (2), Cousins (1), Sibling (brother and sisters) (3)	Parents use to check their grades and sign their report cards. Failure to get good marks, parents warn us, get angry, and tell us that they will longer pay our school fees	Parents, sister use to prepare their breakfast We eat during break time, lunch and dinner	Doctor- Windhoek Champion in cricket - South Africa Teacher - Missouri P.S (Ongwediva) Teacher - Windhoek Nurse - Oshakati Nurse - Windhoek. All learners said that they need to learn hard

1902 (Gr4B)	We use to tell them. Sometimes they asked us whether we are having a homework	After school (4 learners). During the night (2) places: sleeping rooms, sitting room	Parents - 4 learners Brother -1 learner Cousins -1 learner	Parents, uncle and grandparents use to look at our grades. Tell us to improve if we got a D. If you fail sometimes you wont eat one learner revealed	They eat breakfast, lunch and dinner	Lecturer-Unam (1) Nurse - Windhoek (1) Doctor – Swakopmund (1) Pilot – Windhoek (1) Mechanic – Walvisbay (1) Officer– Windhoek (1)
2001	Yes. All of them.	Yes. We do our homework after school, in the house courtyard.	Our brothers and sisters in the higher grades.	Our parents do. They also sign our reports. When we don't get good grades we are punished by told that we are going to eat anything if we continue get bad marks.	We prepared our own food. We ate soft porridge, drink tea and ontaku. We only eat after school when we get back home.	We would like to become teachers. For a person to become a teacher he/she needs to go to the college and pass the exams.
2002	No interview available					

EQUIP1 DATA ANALYSIS / LEARNERS (SIP)				
MALE			FEMALE	
THEME 1: PERCEPTIONS OF GOOD TEACHING/TEACHER				
1.1	**1.2**	**1.3**	**1.4**	**1.5**
1A) former grade 3 teacher	Kind and teaches well	No corporal punishment, help learners when they are stuck, likes jokes	Yes	Learning English, math and socializing, enjoy athletics
1B) former grade 1 teacher (principal)	Kind, praises them	Knows how to teach reading and writing; allow learners to write answers on chalkboard	yes	Physical education, math, athletics, NSHE
2A) former grade 3 teacher	Speaks English well	Kind, teaches well	Yes	Play with friends, learn English and social studies
2B) their subject teacher	Teaches well, help learners to read and write	Kind, likes jokes, speaks English	yes	Learn to speak English and play with friends
3A) math teacher (not class teacher)	Kind, teaches with love	Gives examples and explains while teaching	Yes	To be taught to pass and become a teacher
3B) math teacher	Explains in oshiwambo when they do not understand well	Works with us, explains everything, encourages them to study hard, kind	yes	Learn and study hard in order to choose what to become one day
4A) grade 4a teacher with no BETD (not class teacher)	No beating children, talks nicely, study hard, play drama	Makes jokes, calls us her children, she is happy because we are so good, speaks loudly, explains clearly, switches to oshiwambo when necessary	Yes	To learn and be taught, listen to teacher when she is teaching, to play
4B) Ms. Aune Ndadi (not class teacher)	Explains well, talks loud, very kind to children	Does calculation, draw on chalkboard, write summaries, explains rules, gives answers to difficult questions, praises them, encourages, helps, she is happy, does not shout	yes	Learning to read and write, school will help me to get a job and help parents, become a teacher or a nurse, to be educated, participate in sport, athletics

5A) teacher otlie 5B) Ms. Mbombo (class teacher) and someone else for some other kids	Teach good things, teach us to read and write, we sing and play games, she laughs and plays with us Present teacher teaches nicely, other teacher works hard and never beats them	Correct mistakes, helps with English, gives books to read, asks questions based on books, works nicely, helps to get answers, different activities in different subjects, tells us to study hard Present teacher allows them to read in groups and alone, tells them who is the group leader, many activities such as English, math, corrects our mistakes	Yes Yes, to learn hard, finish school, help parents	It is important to go to school, people come to see our projects, visitors bring us many things like toys Our school is beautiful, there are trees and teachers are nice, enjoy coming to school to learn
6A) no answer given but says learner understands, enjoy subjects/lessons, love children. (This is not their class teacher but it does not say who it is) 6B) no interview available	Love children, no beatings, correct mistakes without becoming angry, friendly	Write summaries for learners, correct mistakes, help if do not understand, groupwork and pairwork done in class encourages them to work hard and be punctual	yes	Arts and crafts, English, religious education, oshindonga, physical education
7A) the English teacher (class teacher) 7B) our class teacher	Explains words in oshikwanyama Gives us activities to write in our books	Assists those who do not understand, very kind Gives opportunities to ask questions, gives activities, is kind	Yes yes	Being taught to move to next grade and finish all grades To learn so we can finish school and get a job

8A) grade 6 teacher. (No comment on whether it is the class teacher) 8B) grade 6 teacher (all responses exactly the same as above)	Teaches well, doesn't beat us, comes to school on time, likes children, behaves properly, gives advice Same as above	Corrects us, asks us to read and write, tells us stories, while we are busy working she sits at her table working, she does not check how we are doing our work? Same as above	Yes Same as above	To study, play sing Same as above
9A) teacher who is well prepared, teaching good lessons, giving more activities (not a class teacher) 9B) no interview available	Does not get angry easily, friendly and loves children	Gives group activities, individual and in pairs, explains clearly, help learners who do not understand, want learners to do their work, motivates us, writes tests regularly	yes	Reading stories, writing activities and tests, learning to speak English, singing and drawing
10A) grade 3 teacher (not class teacher) 10B) Ester (not their teacher)	Speaks loudly, speaks English fluently, teaches well, explains well Does not beat learners, teaches well, does not often become angry	Gives summaries, gives homework, do physical education with learners, does not beat them, uses both Oshiwambo and English in teaching Gives compensatory teaching to learners who need it, teaches well, does not beat learners, tells them to study harder	Yes Yes	Reading, writing, want to be come a nurse or a teacher, to learn English, to do sport and physical exercises, to play with other learners, to learn Reading and writing, listening to the teacher, to be come a nurse
THEME 2: ASSESSMENT				
2.1	**2.2**		**2.3**	

1A) Assigns homework, gives tests and exercises, (only wrote social studies individual test during the first term) 1B) wrote an English test 3 weeks ago	Teacher gives back test books without saying anything, they do not do corrections in tests Learner could not provide a response on this question	Learners can't recall what they have learnt, does not know how to interpret the marks she received Have not received their test books back, forgot what they have learned
2A) teacher asks questions, tell them to read and write, they wrote a test on 14/06/05 2B) teacher asked oral questions, assign exercises, wrote social studies on 14/06/05 but have not received their test books back yet	They didn't receive their books back yet, in other tests teacher used to write corrections on the board, allow them to copy from the board Didn't receive their books back yet, teachers use to only give them right answers when they did exercises, not in tests	Only two learners recalled what they have learned, revealed that low marks mean fail and high marks mean pass No one can remember the content of the test, low marks mean fail and high marks mean pass
3A) teacher gives tasks and tests, wrote a test today, individual test in math 3B) gives us tests, wrote a math test today, it was an individual test	We first check how much we got, if we pass we praise ourselves. Teacher gives us the correct answer on the chalkboard and we do corrections Thank God for helping us to pass, teacher asks us to make corrections if we did not get all the questions correct	Yes, we learn how to do subtractions. We understand the grades we receive. Yes, we learn how to measure in litres. We do not understand what the grades we received mean.
4A) through writing or doing some activities/exercises. Do not write examinations but write few tests. Last week we did an individual activity in Oshindonga 4B) gives us activities to test whether we've learnt, most activities done individual in maths	We do the corrections of the work, teacher will ask those learners who got everything correct to give answers, teacher will write the correct answers on the writing board, will ask us to copy them in our books Teacher will read through the questions/problems, ask the answers from the learners and write them on the board, and those who fail them can do the corrections	Yes, we learned about our family, all learners have an idea of what the grades mean, e.g four out of five means missed one but good work. Yes, if I fail something I will learn the correct answer from the correction after the test, I also learn to do the activities, learners know what the grade means

5A) gives us summaries, we copy them into our books, tells us to go and study. She asks us questions to see if we understand, she checks us doing our tasks, she gave us tests, sometimes we do it alone, sometimes in groups or pairs, we wrote a social studies test 5B) gives us work and walks around to check if we are doing it correctly, yes we receive marks, she gave us work which we sometimes do alone or in groups, we last had a test on environmental studies	Check if we have passed the test, become happy, become annoyed, teacher corrects us by going over the questions, write correct answers, correct mistakes together on the chalkboard write the corrections in our books We clap hands for those who did well, teacher corrects us, asks us to rewrite and correct our mistakes	Yes, learn that we have to study very hard to pass and do well. Yes, if we pass we are happy and work harder, if we fail we are annoyed and study hard to pass next time
6A) writing tests alone, do class activities, tests written on Wednesday were for craft and social studies 6B)	Teacher goes over the mistakes and learners write corrections	Some did well, some did not, when you fail you feel bad because it means you did not study hard, When we pass we are happy because we know something
7A) teacher asks us questions about what we have learnt, teacher gives us tests, today wrote an individual test in social studies 7B) teacher gave us a test in social studies. It was an individual test7B)	We check if we have passed or failed the test and the teacher thank those who did well, after that the teacher does corrections and we correct in our books The teacher makes corrections and asks us to copy them in our books	Yes, we learn about the planets, and we also understand the grades we received Yes we learned about nature and we understand the grades we are given
8A) she gave us results, we receive grades for a test when we went for the last holiday, sometimes we work in groups, but most of the time alone 8B) She gave us results, we received grades for a test when we went for the last holiday, sometimes we work in groups and sometimes we work alone (answers all the same as above person)	We look at our results, those who passed are happy while those who fail become angry. Our teacher corrects our mistakes. She writes the correct answers on the chalkboard and asks us to write the answers in our books We look at our results, those who pass are happy while those who fail become angry, our teacher corrects our mistakes, she writes the correct answers on the chalkboard and asks us to copy the right answers into our books	We learn how to do the tasks, the grades we are given show that we pass or fail, e.g. E means fail, A means excellent. When you fail you have to study very hard not to fail next time We learn how to do the tasks. The grades given show that we pass or fail (answers all the same as above person)

9A) through writing tests and classroom activities, we receive feedback regularly and soon 9B	We do corrections with the teacher, the teacher monitors	Yes, if you pass you are happy and know that you study hard. If we fail it means we have to work hard and we are not happy. We need to study more and listen during lessons
10A) gives exercises and looks at our marks, last task was an individual activity in English 10B) gave us activities and problems to solve, did activities sometime this month, activities are mostly in math, Ndonga, and English	We do corrections of the work done, we study where we did things wrong, teacher will give correct answers, write them on the board and we do corrections in our books Look at what we did so we can see how much we got, teacher will talk about the exercises and together we will do the corrections, she will ask the right answers and write them on the board and we will do the corrections in our books	Yes, we learn numbers, we also know what the grades mean because it is not written A,B,C but rather 8/10 or 5/10 Yes, we learn things in the exercises e.g. in environment we learn things in our environments. We do know what the grades mean

THEME 3: PARENTAL INVOLVEMENT IN LEARNING					
3.1	**3.2**	**3.3**	**3.4**	**3.5**	**3.6**
1A) tell them/3, check their work/1, parents ask them/2 1B) they would tell their parents or parents would ask them what homework they had	In the evening or after school, around the fire, under the tree, in the sleeping huts Do homework late afternoon or early morning when they look after the cattle, they also do it in the evening under the tree or around the fire	Siblings, school leavers in neighborhood, parents 3 learners indicated that their siblings do their homework, 3 others guided by their parents or write it on their own	Parents use to sign reports, failing resulted in quarrelling and corporal punishment Parents look at their grades, 5 indicated their parents sign their report cards, I signed his own as his uncle cannot read or write	Mothers, grandmothers and big sisters prepare oshikundu, they all eat lunch and dinner Parents prepare food and sometimes they brought money to buy cakes, all eat lunch and dinner	Teaching/3 Nursing/2 Army/1 All preferred to work in Windhoek Nursing/2 Army/1 Teaching/2 Police/1

2A) we use to tell them	not enough time due to domestic work like pounding, looking after cattle, collecting firewood. Do homework in the evening	Brothers, sisters and neighbors help them when stuck with homework	Parents look at grades and sign report cards, bad grades result in corporal punishment	Only two ate breakfast, all ate lunch and dinner	Nurse/3 Teacher/2 Police/1
2B) not exposed to homework	not really because this year no homework was assigned to them	Generally parents, grannies and siblings use to check their books	Parents, grannies and uncles, failure result in serious warnings	3 ate breakfast, 3 are not use to eating breakfast, all eat lunch and dinner	Nurse/1 Teacher/2 Police/2 Pilot/1 They would like to stay in Ondangwa, Windhoek, Oshakati
3A) parents do not know what homework they have to do every day	Yes, we do it in the afternoon at home or in the shade	Our brothers and sisters in the upper grades	Yes, sometimes. Mother, grandma, father sign the reports	Mother prepared food, soft porridge, drink tea and only eat after school	Teachers
3B) no	Yes, do it at home after school, before going to bed in the sitting room or the bedroom	Mother, elder brothers and sisters who already left school	Yes, mothers or fathers and sign reports. Bad grades we are reprimanded and sometimes they will refuse to buy school uniforms	Mother or sisters prepare food. We eat oshikwiila, bread made from mahangu and drink ontaku, non-alcoholic homebrew. Eat during break or lunchtime	Teachers but don’t know how to become teachers. We can do the job

4A) yes, we always tell them. Sometimes the parents or the older siblings will ask	They give us time to do our homework, we do it at home during the day, others do it at night because they have electricity	All are helped by their siblings	For some mother and father look at their grades, for others it is either the mother or the father. If grades not good, they will be asked why or might even be beaten	Older siblings cook, or their mother or sometimes themselves. Eat mainly light porridge with meat or milk. They bring lunch to school and eat at home after school	Teachers/3 Nurse/1 Minister/1 Police/1
4B) yes	Yes, some do it soon after school, others at night using a lamp, some after completing chores	3 learners said mothers and other siblings	Yes, parents look at it and also sign report cards, parents are angry at bad grades, they will talk to them and tell them to study hard. Sometimes they do not get Xmas presents	Mothers mostly but for one it was the nanny, eat mainly light porridge or tea/coffee and bread, they bring lunch boxes to school and eat again at home after school	Nurse in hometown of okahao, dentist in whk, minister in whk, pilot, teacher, NDF.

5A) yes, we show them our homework, sometimes they ask, sometimes when my mother says I should do something I will tell her I have homework	Yes, we do it in the afternoon, we find a quiet place, or do it under the tree	Parents, brothers, sisters. Sometimes nobody as staying with grandmother who is illiterate	Yes, our parents, sometimes the neighbors. When grades are good they will slaughter a chicken for me, when bad they are annoyed. They won't buy you anything or they will not pay school fees	Our parents prepare food, we bring oshikundu and traditional bread to school, sometimes we bring money to buy fat-cake	Teachers/3 Pilot/1 Soldiers/2 Nurse/1 Work in Onathinge or Onandjokwe or work abroad
5B) yes, they will ask us if we have homework, and sometimes we tell them	Yes, our parents tell us to go and do our homework, we do it after school, we do it in the sitting room, in the open hut or under the tree	Sister, brother, mother or the person who works in our house	Yes, our parents and they sign our report cards, if happy they will slaughter a chicken, when failing they are annoyed and will scold me	Prepare food for myself, sometimes my parents will cook for us, we bring oshikundu and traditional bread to school sometimes and others will bring money to buy food at school, we eat again when we go home as well as in the evening	Teachers/2 Pilots/2 Pastor/1 Nurse/1
6A) we tell them and sometimes they will ask 6B)	Some do it in the morning before school, but most do it in the afternoon in their sitting rooms at home	Sisters and parents	Yes, parents. When grades are bad they will be angry and complain, they will not slaughter a chicken	We eat lunch and supper, porridge, bread and tea. Only one learner does not bring lunch to school.	Nurses, teachers, doctors, only if they study hard

7A) yes. 7B) yes	Yes, we do it in the afternoon in the hut or under the tree Yes, we do homework at night in our bedrooms	Those who go to school in the upper grades mothers	Yes, our parents sign our report card, parents get angry when we do not get good grades, especially when we fail Yes, mother and father. Mothers sign report cards. Bad grades we get reprimanded	Mother or grandmother. We eat oshifima porridge only after school Mother prepares our food, we eat porridge only after school	Teachers at Ongenga but we also want to go to university to become teachers Teachers and spent time at UNAM to become teachers
8A) yes, we tell them or they ask us 8B) yes, we tell them and sometimes they ask us	Homework is mostly reading, we read in our own time in the house or anytime after school Same as above	Parents help us, brothers or sisters help us Same as above	Parents look at our grades and sign our report cards, parents are annoyed when we fail and say we are wasting their money. If we pass they are happy and encourages us to study harder Same as above	Parents, we eat breakfast (bread, tea, porridge and milk), we eat again lunchtime and supper. Same as above	Teachers/2 girls Policeman/1 boy Driver/ 1 boy Defense force/ 1 boy Doctor/ 1 girl Same as above
9A) yes, especially mothers, grandmothers and sisters will know 9B	Yes, do homework in the kitchen, living room and bedrooms	Yes, parents, sisters, brothers	yes, parents, sisters. When we fail there will be no new clothing, cakes and cannot play with friends	Mothers, maids, myself (one learner). We eat porridge, bread and tea for breakfast, we eat lunch again. Only one learner only ate lunch	Teachers, doctor, bank manager

10A) yes, we tell them	Yes, whenever I get time, if no time at home I will do it during the class time or the next day. One always did it in class just after school, the rest will do homework at home after school, under a tree or while looking after the cattle or the Omahangu	2 are helped by siblings, the rest (94) are not helped at all	Parents or guardians look at their grades and sign their report cards. When they do not do so well the parents will tell them to study harder	Either mother or themselves, eat hard or soft porridge, girls sometimes will bring something to eat like traditional bread, but boys do not bring anything, they will only eat at school when given by the girls. After school they will all eat lunch at home	Nurse Teacher Police Security Minister President
10B) yes, we tell because sometimes parents want to send us to far places and when we tell them we have homework they will not send us. Parents will also ask if we have homework	Yes, four learners do homework after school at home, one at night by candlelight, one in the morning before school, homework is done at home mostly or under the tree	For one there is no one to help her, others are helped by their mothers, grannies or older siblings	Yes, everyone at home except for the smaller children, either mother or grannie signs the report. They will be encouraged to study harder to help their parents in the future. Bad results make their parents angry and they will get beaten and receive nothing	Mother, grannie and older siblings will prepare food, they eat porridge or beans, three will bring something to school to eat but all will eat lunch when they go home	Teachers/3 Nurse/1 Doctor/1 Nanny/1

EQUIP1 DATA ANALYSIS / LEARNERS (SIP)				
MALE			FEMALE	
THEME 1: PERCEPTIONS OF GOOD TEACHING/TEACHER				
1.1	**1.2**	**1.3**	**1.4**	**1.5**
1A) former grade 3 teacher	Kind and teaches well	No corporal punishment, help learners when they are stuck, likes jokes	Yes	Learning English, math and socializing, enjoy athletics
1B) former grade 1 teacher (principal)	Kind, praises them	Knows how to teach reading and writing; allow learners to write answers on chalkboard	yes	Physical education, math, athletics, NSHE
2A) former grade 3 teacher	Speaks English well	Kind, teaches well	Yes	Play with friends, learn English and social studies
2B) their subject teacher	Teaches well, help learners to read and write	Kind, likes jokes, speaks English	yes	Learn to speak English and play with friends
3A) math teacher (not class teacher)	Kind, teaches with love	Gives examples and explains while teaching	Yes	To be taught to pass and become a teacher
3B) math teacher	Explains in oshiwambo when they do not understand well	Works with us, explains everything, encourages them to study hard, kind	yes	Learn and study hard in order to choose what to become one day
4A) grade 4a teacher with no BETD (not class teacher)	No beating children, talks nicely, study hard, play drama	Makes jokes, calls us her children, she is happy because we are so good, speaks loudly, explains clearly, switches to oshiwambo when necessary	Yes	To learn and be taught, listen to teacher when she is teaching, to play
4B) Ms. Aune Ndadi (not class teacher)	Explains well, talks loud, very kind to children	Does calculation, draw on chalkboard, write summaries, explains rules, gives answers to difficult questions, praises them, encourages, helps, she is happy, does not shout	yes	Learning to read and write, school will help me to get a job and help parents, become a teacher or a nurse, to be educated, participate in sport, athletics

5A) teacher otlie 5B) Ms. Mbombo (class teacher) and someone else for some other kids	Teach good things, teach us to read and write, we sing and play games, she laughs and plays with us Present teacher teaches nicely, other teacher works hard and never beats them	Correct mistakes, helps with English, gives books to read, asks questions based on books, works nicely, helps to get answers, different activities in different subjects, tells us to study hard Present teacher allows them to read in groups and alone, tells them who is the group leader, many activities such as English, math, corrects our mistakes	Yes Yes, to learn hard, finish school, help parents	It is important to go to school, people come to see our projects, visitors bring us many things like toys Our school is beautiful, there are trees and teachers are nice, enjoy coming to school to learn
6A) no answer given but says learner understands, enjoy subjects/lessons, love children. (This is not their class teacher but it does not say who it is) 6B) no interview available	Love children, no beatings, correct mistakes without becoming angry, friendly	Write summaries for learners, correct mistakes, help if do not understand, groupwork and pairwork done in class encourages them to work hard and be punctual	yes	Arts and crafts, English, religious education, oshindonga, physical education
7A) the English teacher (class teacher) 7B) our class teacher	Explains words in oshikwanyama Gives us activities to write in our books	Assists those who do not understand, very kind Gives opportunities to ask questions, gives activities, is kind	Yes yes	Being taught to move to next grade and finish all grades To learn so we can finish school and get a job

8A) grade 6 teacher. (No comment on whether it is the class teacher) 8B) grade 6 teacher (all responses exactly the same as above)	Teaches well, doesn't beat us, comes to school on time, likes children, behaves properly, gives advice Same as above	Corrects us, asks us to read and write, tells us stories, while we are busy working she sits at her table working, she does not check how we are doing our work? Same as above	Yes Same as above	To study, play sing Same as above
9A) teacher who is well prepared, teaching good lessons, giving more activities (not a class teacher) 9B) no interview available	Does not get angry easily, friendly and loves children	Gives group activities, individual and in pairs, explains clearly, help learners who do not understand, want learners to do their work, motivates us, writes tests regularly	yes	Reading stories, writing activities and tests, learning to speak English, singing and drawing
10A) grade 3 teacher (not class teacher) 10B) Ester (not their teacher)	Speaks loudly, speaks English fluently, teaches well, explains well Does not beat learners, teaches well, does not often become angry	Gives summaries, gives homework, do physical education with learners, does not beat them, uses both Oshiwambo and English in teaching Gives compensatory teaching to learners who need it, teaches well, does not beat learners, tells them to study harder	Yes Yes	Reading, writing, want to be come a nurse or a teacher, to learn English, to do sport and physical exercises, to play with other learners, to learn Reading and writing, listening to the teacher, to be come a nurse
THEME 2: ASSESSMENT				
2.1	**2.2**		**2.3**	

1A) Assigns homework, gives tests and exercises, (only wrote social studies individual test during the first term) 1B) wrote an English test 3 weeks ago	Teacher gives back test books without saying anything, they do not do corrections in tests Learner could not provide a response on this question	Learners can't recall what they have learnt, does not know how to interpret the marks she received Have not received their test books back, forgot what they have learned
2A) teacher asks questions, tell them to read and write, they wrote a test on 14/06/05 2B) teacher asked oral questions, assign exercises, wrote social studies on 14/06/05 but have not received their test books back yet	They didn't receive their books back yet, in other tests teacher used to write corrections on the board, allow them to copy from the board Didn't receive their books back yet, teachers use to only give them right answers when they did exercises, not in tests	Only two learners recalled what they have learned, revealed that low marks mean fail and high marks mean pass No one can remember the content of the test, low marks mean fail and high marks mean pass
3A) teacher gives tasks and tests, wrote a test today, individual test in math 3B) gives us tests, wrote a math test today, it was an individual test	We first check how much we got, if we pass we praise ourselves. Teacher gives us the correct answer on the chalkboard and we do corrections Thank God for helping us to pass, teacher asks us to make corrections if we did not get all the questions correct	Yes, we learn how to do subtractions. We understand the grades we receive. Yes, we learn how to measure in litres. We do not understand what the grades we received mean.
4A) through writing or doing some activities/exercises. Do not write examinations but write few tests. Last week we did an individual activity in Oshindonga 4B) gives us activities to test whether we've learnt, most activities done individual in maths	We do the corrections of the work, teacher will ask those learners who got everything correct to give answers, teacher will write the correct answers on the writing board, will ask us to copy them in our books Teacher will read through the questions/problems, ask the answers from the learners and write them on the board, and those who fail them can do the corrections	Yes, we learned about our family, all learners have an idea of what the grades mean, e.g four out of five means missed one but good work. Yes, if I fail something I will learn the correct answer from the correction after the test, I also learn to do the activities, learners know what the grade means

5A) gives us summaries, we copy them into our books, tells us to go and study. She asks us questions to see if we understand, she checks us doing our tasks, she gave us tests, sometimes we do it alone, sometimes in groups or pairs, we wrote a social studies test 5B) gives us work and walks around to check if we are doing it correctly, yes we receive marks, she gave us work which we sometimes do alone or in groups, we last had a test on environmental studies	Check if we have passed the test, become happy, become annoyed, teacher corrects us by going over the questions, write correct answers, correct mistakes together on the chalkboard write the corrections in our books We clap hands for those who did well, teacher corrects us, asks us to rewrite and correct our mistakes	Yes, learn that we have to study very hard to pass and do well. Yes, if we pass we are happy and work harder, if we fail we are annoyed and study hard to pass next time
6A) writing tests alone, do class activities, tests written on Wednesday were for craft and social studies 6B)	Teacher goes over the mistakes and learners write corrections	Some did well, some did not, when you fail you feel bad because it means you did not study hard, When we pass we are happy because we know something
7A) teacher asks us questions about what we have learnt, teacher gives us tests, today wrote an individual test in social studies 7B) teacher gave us a test in social studies. It was an individual test7B)	We check if we have passed or failed the test and the teacher thank those who did well, after that the teacher does corrections and we correct in our books The teacher makes corrections and asks us to copy them in our books	Yes, we learn about the planets, and we also understand the grades we received Yes we learned about nature and we understand the grades we are given
8A) she gave us results, we receive grades for a test when we went for the last holiday, sometimes we work in groups, but most of the time alone 8B) She gave us results, we received grades for a test when we went for the last holiday, sometimes we work in groups and sometimes we work alone (answers all the same as above person)	We look at our results, those who passed are happy while those who fail become angry. Our teacher corrects our mistakes. She writes the correct answers on the chalkboard and asks us to write the answers in our books We look at our results, those who pass are happy while those who fail become angry, our teacher corrects our mistakes, she writes the correct answers on the chalkboard and asks us to copy the right answers into our books	We learn how to do the tasks, the grades we are given show that we pass or fail, e.g. E means fail, A means excellent. When you fail you have to study very hard not to fail next time We learn how to do the tasks. The grades given show that we pass or fail (answers all the same as above person)

9A) through writing tests and classroom activities, we receive feedback regularly and soon 9B	We do corrections with the teacher, the teacher monitors	Yes, if you pass you are happy and know that you study hard. If we fail it means we have to work hard and we are not happy. We need to study more and listen during lessons
10A) gives exercises and looks at our marks, last task was an individual activity in English 10B) gave us activities and problems to solve, did activities sometime this month, activities are mostly in math, Ndonga, and English	We do corrections of the work done, we study where we did things wrong, teacher will give correct answers, write them on the board and we do corrections in our books Look at what we did so we can see how much we got, teacher will talk about the exercises and together we will do the corrections, she will ask the right answers and write them on the board and we will do the corrections in our books	Yes, we learn numbers, we also know what the grades mean because it is not written A,B,C but rather 8/10 or 5/10 Yes, we learn things in the exercises e.g. in environment we learn things in our environments. We do know what the grades mean

THEME 3: PARENTAL INVOLVEMENT IN LEARNING					
3.1	**3.2**	**3.3**	**3.4**	**3.5**	**3.6**
1A) tell them/3, check their work/1, parents ask them/2 1B) they would tell their parents or parents would ask them what homework they had	In the evening or after school, around the fire, under the tree, in the sleeping huts Do homework late afternoon or early morning when they look after the cattle, they also do it in the evening under the tree or around the fire	Siblings, school leavers in neighborhood, parents 3 learners indicated that their siblings do their homework, 3 others guided by their parents or write it on their own	Parents use to sign reports, failing resulted in quarrelling and corporal punishment Parents look at their grades, 5 indicated their parents sign their report cards, I signed his own as his uncle cannot read or write	Mothers, grandmothers and big sisters prepare oshikundu, they all eat lunch and dinner Parents prepare food and sometimes they brought money to buy cakes, all eat lunch and dinner	Teaching/3 Nursing/2 Army/1 All preferred to work in Windhoek Nursing/2 Army/1 Teaching/2 Police/1

2A) we use to tell them	not enough time due to domestic work like pounding, looking after cattle, collecting firewood. Do homework in the evening	Brothers, sisters and neighbors help them when stuck with homework	Parents look at grades and sign report cards, bad grades result in corporal punishment	Only two ate breakfast, all ate lunch and dinner	Nurse/3 Teacher/2 Police/1
2B) not exposed to homework	not really because this year no homework was assigned to them	Generally parents, grannies and siblings use to check their books	Parents, grannies and uncles, failure result in serious warnings	3 ate breakfast, 3 are not use to eating breakfast, all eat lunch and dinner	Nurse/1 Teacher/2 Police/2 Pilot/1 They would like to stay in Ondangwa, Windhoek, Oshakati
3A) parents do not know what homework they have to do every day	Yes, we do it in the afternoon at home or in the shade	Our brothers and sisters in the upper grades	Yes, sometimes. Mother, grandma, father sign the reports	Mother prepared food, soft porridge, drink tea and only eat after school	Teachers
3B) no	Yes, do it at home after school, before going to bed in the sitting room or the bedroom	Mother, elder brothers and sisters who already left school	Yes, mothers or fathers and sign reports. Bad grades we are reprimanded and sometimes they will refuse to buy school uniforms	Mother or sisters prepare food. We eat oshikwiila, bread made from mahangu and drink ontaku, non-alcoholic homebrew. Eat during break or lunchtime	Teachers but don’t know how to become teachers. We can do the job

4A) yes, we always tell them. Sometimes the parents or the older siblings will ask	They give us time to do our homework, we do it at home during the day, others do it at night because they have electricity	All are helped by their siblings	For some mother and father look at their grades, for others it is either the mother or the father. If grades not good, they will be asked why or might even be beaten	Older siblings cook, or their mother or sometimes themselves. Eat mainly light porridge with meat or milk. They bring lunch to school and eat at home after school	Teachers/3 Nurse/1 Minister/1 Police/1
4B) yes	Yes, some do it soon after school, others at night using a lamp, some after completing chores	3 learners said mothers and other siblings	Yes, parents look at it and also sign report cards, parents are angry at bad grades, they will talk to them and tell them to study hard. Sometimes they do not get Xmas presents	Mothers mostly but for one it was the nanny, eat mainly light porridge or tea/coffee and bread, they bring lunch boxes to school and eat again at home after school	Nurse in hometown of okahao, dentist in whk, minister in whk, pilot, teacher, NDF.

5A) yes, we show them our homework, sometimes they ask, sometimes when my mother says I should do something I will tell her I have homework	Yes, we do it in the afternoon, we find a quiet place, or do it under the tree	Parents, brothers, sisters. Sometimes nobody as staying with grandmother who is illiterate	Yes, our parents, sometimes the neighbors. When grades are good they will slaughter a chicken for me, when bad they are annoyed. They won't buy you anything or they will not pay school fees	Our parents prepare food, we bring oshikundu and traditional bread to school, sometimes we bring money to buy fat-cake	Teachers/3 Pilot/1 Soldiers/2 Nurse/1 Work in Onathinge or Onandjokwe or work abroad
5B) yes, they will ask us if we have homework, and sometimes we tell them	Yes, our parents tell us to go and do our homework, we do it after school, we do it in the sitting room, in the open hut or under the tree	Sister, brother, mother or the person who works in our house	Yes, our parents and they sign our report cards, if happy they will slaughter a chicken, when failing they are annoyed and will scold me	Prepare food for myself, sometimes my parents will cook for us, we bring oshikundu and traditional bread to school sometimes and others will bring money to buy food at school, we eat again when we go home as well as in the evening	Teachers/2 Pilots/2 Pastor/1 Nurse/1
6A) we tell them and sometimes they will ask 6B)	Some do it in the morning before school, but most do it in the afternoon in their sitting rooms at home	Sisters and parents	Yes, parents. When grades are bad they will be angry and complain, they will not slaughter a chicken	We eat lunch and supper, porridge, bread and tea. Only one learner does not bring lunch to school.	Nurses, teachers, doctors, only if they study hard

7A) yes. 7B) yes	Yes, we do it in the afternoon in the hut or under the tree Yes, we do homework at night in our bedrooms	Those who go to school in the upper grades mothers	Yes, our parents sign our report card, parents get angry when we do not get good grades, especially when we fail Yes, mother and father. Mothers sign report cards. Bad grades we get reprimanded	Mother or grandmother. We eat oshifima porridge only after school Mother prepares our food, we eat porridge only after school	Teachers at Ongenga but we also want to go to university to become teachers Teachers and spent time at UNAM to become teachers
8A) yes, we tell them or they ask us 8B) yes, we tell them and sometimes they ask us	Homework is mostly reading, we read in our own time in the house or anytime after school Same as above	Parents help us, brothers or sisters help us Same as above	Parents look at our grades and sign our report cards, parents are annoyed when we fail and say we are wasting their money. If we pass they are happy and encourages us to study harder Same as above	Parents, we eat breakfast (bread, tea, porridge and milk), we eat again lunchtime and supper. Same as above	Teachers/2 girls Policeman/1 boy Driver/ 1 boy Defense force/ 1 boy Doctor/ 1 girl Same as above
9A) yes, especially mothers, grandmothers and sisters will know 9B	Yes, do homework in the kitchen, living room and bedrooms	Yes, parents, sisters, brothers	yes, parents, sisters. When we fail there will be no new clothing, cakes and cannot play with friends	Mothers, maids, myself (one learner). We eat porridge, bread and tea for breakfast, we eat lunch again. Only one learner only ate lunch	Teachers, doctor, bank manager

10A) yes, we tell them	Yes, whenever I get time, if no time at home I will do it during the class time or the next day. One always did it in class just after school, the rest will do homework at home after school, under a tree or while looking after the cattle or the Omahangu	2 are helped by siblings, the rest (94) are not helped at all	Parents or guardians look at their grades and sign their report cards. When they do not do so well the parents will tell them to study harder	Either mother or themselves, eat hard or soft porridge, girls sometimes will bring something to eat like traditional bread, but boys do not bring anything, they will only eat at school when given by the girls. After school they will all eat lunch at home	Nurse Teacher Police Security Minister President
10B) yes, we tell because sometimes parents want to send us to far places and when we tell them we have homework they will not send us. Parents will also ask if we have homework	Yes, four learners do homework after school at home, one at night by candlelight, one in the morning before school, homework is done at home mostly or under the tree	For one there is no one to help her, others are helped by their mothers, grannies or older siblings	Yes, everyone at home except for the smaller children, either mother or grannie signs the report. They will be encouraged to study harder to help their parents in the future. Bad results make their parents angry and they will get beaten and receive nothing	Mother, grannie and older siblings will prepare food, they eat porridge or beans, three will bring something to school to eat but all will eat lunch when they go home	Teachers/3 Nurse/1 Doctor/1 Nanny/1

EQUIP1 STUDY DATA ANALYSIS/ PARENTS (NON-SIP)					
MALE (2,0,3,?,2,0,?, 3,3,2)			FEMALE (2,4,3,?,2,4,?,3,3,3)		
THEME 1: PARENTS PERCEPTIONS ON QUALITY OF EDUCATION (Part 1)					
	1.1	**1.2**	**1.3**	**1.4**	**1.5**
11	Yes	When children pass. When we as parents can see that children has improved in one way or another. When they use English. When we see the difference between different schools. When you have good teachers. Good education also allows parents to come to school and visit teachers in their classes.	Use of posters and other teaching aids. When teachers use English only during English periods to equip Learners. When teachers are preparing what they will teach	Yes, teachers should just continue what they are doing. E.g. one of my children now studying at Unam but she did her primary school here. Parents want their school to be upgraded to grade 10 because most neighbouring schools are not that good.	(same comment) Yes, teachers should just continue what they are doing. E.g. one of my children now studying at Unam but she did her primary school here. Parents want their school to be upgraded to grade 10 because most neighbouring schools are not that good.
12	Yes	Good performance of learners. Qualified teachers. Enough resources.	Performances of learners are indicators - they are performing well - looking at their activities book and homework.	Yes, of course, because learners are passing and promoted to next grade, even grade 10 learners. There are enough textbooks and exercise book. There are enough teaching aids such as computer, DSTV.	Yes, because learners can read and write and teachers are calling us when the learners are not performing. Teachers are also parents in education.
13	Yes	A kind of education that allow learners to learn and pass their examinations, education that does not discriminate, which build on what was learnt from home e.g. good behaviour. Education that allow for the involvement of stakeholders.	Parents visiting school Teachers teach and help learners. When there is no conflict between what the home want and what the school is trying to foster.	Yes, after looking at the learner's exercise we see how children are performing. We also see how teachers have helped them doing correction. At home we see how learners are behaving and sometimes as young as they are they tell us that; this is not good behaviour, at school we were told to:…???……!	Yes

14	Yes	Good education is when learners pass their examination very well, non discrimination and characterised by good relationship between teachers, learners and parents.	Good morals and values Christian values Good teachers	Partly yes, due to the poor results in grade 10 (especially in 2004), poor management and poor relationship among top management. Some teachers refuse learners to attend their lessons due to poor relationships between them (teacher and learners)	Some teachers try their level best while others do not teach well and their relationship with learners is also not good.
15	All our children are in school.	Good results make parents to be happy even when they are taught under the tree When learners are studying very hard When teachers are also working very hard	When learners are behaving properly and following the school rules Come to school on time Parents to be involved in the education, e.g. giving food, proper care and give time to study, do the homework.	Grade 10 nowadays is not performing well which made parents not to be happy Grades 1-5 is doing better but from Grade 6-10 children are not performing well, e.g. behaviour, and not studying hard (alcohol and drugs)	Children know who teach well and who don't because sometimes they mention them but we know little about how they teach Teachers are teaching well, but it is only that sometimes they absent themselves from school, come to school very late

16	Yes they all go to school, but one does not want to go to school.	Where there are resources that children can use, e.g. Pictures or to take children outside the classroom to investigate and observe for themselves so that when they are going to learn they will remember. Good education means also good classroom because if you have shades children will not concentrate?????. Good education means also to have other resources such as computers and photocopier machines, have teachers that are knowledgeable in the subjects and teachers teach subjects in which they specialise in. parents should also support children with their schoolwork that is good education.	When children are able to explain what is taught at school, children receive good grades and get opportunity to continue with their education through further studies. Good education helps children to get job after they finish with their schooling.	Because we don't have enough knowledge about what is good education we think they are receiving good education because some are getting good grades.	Yes they have good teachers, because some of the learners bring good results home. We also think that teachers are not the same, there are those who teach well because sometimes you find children complaining that some teachers teach without explaining.
17	Yes	Learning with understanding and learning relevant things. Enough teaching aids, including computers. Education, which recognise mother tongue and religious education especially Bible.	It includes teachers' attitudes, that is teachers who have their job.????? Parental involvement and good parents–teacher relationship. Enough resources e.g. textbooks for every learners.	To some extent, because learners are passing, Learners are given a variety of tasks and activities, homework. However, in most cases activities are not marked and no regular tests given and no correction written in the books.	Yes, they are trying their best, but find it difficult to help learners learn. As sometimes activities are not followed up.

18	Yes, they are all in school.	Good education is when both parents are involved in education by sending them to school on time, give children time to do their homework When children are giving good results Teachers are committed to their work	Good education is when the school is working together with the community. Asking children to find information from the parents because children don't know much of the cultural issues anymore.	Yes our school is offering good education because last year the Grade 10 learners produced good results compared to previous years. We believe and are sure that our children are receiving good education in this school because there is a change now when we received a new principal.	Yes, teachers are teaching well.
19	Yes they are all at school, prefer to their own children. They also revealed that some school aged children in community do not go to school.	When learners passed their examination. Acquire knowledge and skills. When school learners get jobs.	Co-operation between teachers and parents. Parental involvement (prepare food for their children). When teachers teach well.	Yes, because learners are able to read and try to speak English	All teachers try their level best but there are also lazy teachers, however good teachers overwhelming the bad teachers.
20	Yes they all go to school	Good education is the educations that develop children, that make children understand, education that is fruitful. Education that discipline and develop the learners' understanding. Is the education that contributes to the nation's development.	It is when the child is educated and become a teacher, a nurse, a doctor, is good education. When the child is able to do other things like Agriculture, minister or president, they do all these things because of good education. The child should also be provided with good food, proper clothing, and parents to pay the school fees.	Yes the children are receiving good quality education, unless the children do not want to learn, for example our Grade in 2004 performed very well they came second I don't know whether is at the circuit or region.	Yes, they have teachers who teach well.

SCHOOL INTERVENTION PROGRAMME DATA ANALYSIS / PARENTS (NON-SIP)				
	MALE		FEMALE	
THEME 1: PERCEPTIONS ON QUALITY OF EDUCATION (Part 2)				
	1.6	**1.7**	**1.8**	**1.9**
11	When teachers are using real life examples in what they are teaching e.g. taking learners outside the class / school so that they can learn about plants in the surrounding. When teachers go that extra mile to make the learners understand. When teacher use pictures in the classroom. When learners are allowed to participate in class.	Yes	Sometimes they come back from school and ask us about things that they did not know before. Learners will tell us what they have learnt e.g. HIV / AIDS – things they learn from the Window of Hope. They change their behaviour as an influence from what they learnt at school	Add a next phase (Junior S S) Learners to respect their teacher more. Teachers to talk to parents more so that parents know where to help. When teacher send learners something from home to it on time, like a day before or so, so that parents have time to buy or make that thing
12	Learners were sent to plant trees and grow seeds in environmental studies. Learners are calculating and doing experiments.	Yes, of course. In arts they are learning to weave hats and baskets. They are telling us things we do not know.	When we check in their books such as homework books and mostly when we come for parent visit, which is done every term.	We do no see the need for change. We are happy with the way the school is running its officers.

13	After examinations only a few fail. Teacher talks to us on how to help our children. Sometimes teachers visit our houses especially when a child does not attend school regularly. Teachers share their finds with other parents. They ask us to teach some activities to learners and we prepare the lessons together. If a child is problematic or has something of concern, teachers talk to the child first before asking us to come to school.	Yes	Sometimes you observe behaviour change e.g. cleanliness a child start noticing that my clothes or myself is dirty and need to have a bath. They start talking English words. We do not use English at home. Sometimes learner start asking questions or talking about something e.g. HIV / AIDS (things they learn from the Window of Hope program.	Nothing should change but the parents feel that the school should be upgraded to grade 7 because now their children attend different schools as from grade 5 and their quality of learning drop.
14	Some teachers (especially at lower Primary) call parents at school to discuss the learner's progress or about social or health problems. Some teachers teach during the holidays (especially grade 10 teachers). Again some children learn how to use computers.	Yes, like how to use computers, how to protect themselves against HIV/AIDS and also how to speak English.	We ask them what they have learnt but in reality not all of us. Some children tell us on their own.	Teachers should teach well and assist all learners to pass examination. They should also serve as role models to work together in a good spirit in order for learners to follow in their footsteps. They proposed a reshuffle in school management even a transfer, to eliminate endless conflicts among top management.
15	Teachers give work to children to do at home.	Yes, they learn new things.	When they come home they tell many new things. This is shown sometimes when they study or read.	We want teachers to teach with commitment. We want the school to progress well, not to go down. Parents should also take a serious part by visiting the school and checking how learners are learning.

16	For example at lower primary phase we saw that learners are grouped into small groups. Sometimes we find teachers with their learners outside the classroom observing things in the environment. In some classroom there also pictures with their names. Sometimes learners are given homework to come and ask us at home. We think that is good teaching practice.	Yes, for example the independence and new leaders in the government.	We know when they ask questions about things that they don't know.	Nothing, but we would like the Religious Instruction to come back.
17	Behaviour of learners have improved. There is a garden at school.	Yes, learners are speaking English and draw things.	Learners are telling us about HIV/AIDS awareness, environment awareness, and learners are given achievement certificate	Class teaching should be changed because some teachers do not have skills in all subjects or invite experts. Projects e.g. teaching sewing, etc. Activities and homework should be marked regularly
18	Teaching is going on well because when children come from school they are telling what they learnt.	Yes, they are learning new things.	We see it from their books They tell what they learn, e.g. Today we learnt about beans, nature, etc.	We want to see many teachers staying after school to supervise the afternoon study. Teachers to control children not go to the Cuca shops because it is disturbing.
19	Remedial teaching, Counselling, Most learners are able to read and write	Drawing, Athletic, Singing, Reading and writing	We normally ask them what they have learnt or check their books	School should bring back the Bible Studies to maintain moral values. English language should be taught properly. Teachers should work hard.

20	In most classes except this one learner are grouped. We don't have overcrowded classroom which make it easier for teachers to give individual attention to all learners. We noticed that children came home with papers marked by the teachers and we are asked to sign those papers. Learners are given homework to do at home. In afternoon there is a study time where learners are given an opportunity to study after the lessons.	Yes, especially in counting in Maths. They ask us questions at home which means they learn new things. For example children ask us when we (parents) came to Uukwiyu.	We have answered that one already. It is when they ask us questions.	There is nothing wrong we would like to change. We only want new things to take place at our school, new development.

	THEME 2: INVOLVEMENT IN DECISIONS AT SCHOOL LEVEL					
	2.1	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**
11	Through meetings, especially parents meeting but some of us are school board members others are part of the school development committee, so we meet with teachers at different levels. So that we can plan and make decisions for the school. Parents who are members of different committee represent other parents, so they share and discuss with other parents before any decision is taken.	Yes, the school is for our children, so we need to make collective discussion. We should be involved with school fund because at the end of the day is us who have to pay / contribute. Teachers appointment: The current situation is good where only school board members are part of that school goals: all parents should be involved for them to support the school and the principal better disciplinary: certain things should be agreed on before they are implemented e.g. corporal punishment.	Yes, to be allowed to visit the class while teaching is in progress, so that I can see how my child is progressing, whether she participate in class. To strengthen the body between the teachers and myself.	Mainly to help with the children's homework. The children tell us when they have homework. We look at their test / exercises book to see their grades. Parents have a slight idea of the meaning of A, B, C, D, E but not exact, they confuse LP grading with high grades e.g. grade 10. They do not understand when a LP child is fail with an E while the older child less with the same symbol.	Make the parent's meeting compulsory, where parents are forced to attend. They should sign at the end of the meeting. Teacher to always talk about the importance of education so that those parents who are not serious with their children's education to be made to start thinking about that.	We want them to get knowledge, the knowledge that will be able to benefit them later in life, which will benefit the country and benefits us so that the children can help us later. We encourage them to study harder every time so that they pass and we will not suffer when we grow old. They will help us.

12	Yes, through parents meetings and parents visits to check the progress of the child.	We are already involved in how school fund is spent and disciplining children. Sometimes we are also in making fence for the school. We are almost involved in every decision making.	Yes, just to continue as we are already involved some of us are involved some of us are involved.	The learners are telling us and sometimes we are asking them. We need the results of tests and tasks, and the teachers explain the symbols to use therefore we understand. Parents are invited for parents evenings Teachers has regulars contact with parents to discuss the progress of learners, as the school have the special afternoon for that.	To consider the learners who are talented in arts (drawing) and develop the career (arts). Inviting more parents to teach learners e.g. Arts meaning hats basket, and making day.	To be able to read and write To be teachers and doctors
13	The school involves parents in decision making concern especially school funds. It also involves them in making decisions concerning school bazaars and how they could share responsibilities. The school also invite parents to parents' meeting.	Yes, we want to be involved in every / most decision that the school take because it is our school too and we are concerned with the development of our children.	Yes, how: By visiting school at least once a mother and learn about the child's problem if any. Share ideas with teachers. By taking good care of children – making sure that they have eaten and have proper clothing. Give children time to study at home. Check homework.	About the homework parents usually ask their children if they have homework to do or the children themselves tell their parents. Parents have got an idea on the interpretation of the symbols but confuse especially the value of D and E because in high grade e.g. grade 10 D is a reasonable pass and E a pass but the lower grade D is not good pass and E a fail. Parents are invited to parent's meetings and teacher use to contact them personally.	Teachers should tell them / parent what the needs of the school are. Parents feel that they need more visitors to visit their school so that they / parents can learn from the visitors on how to improve their school and the education in general. They talked about two visitors who visited their school in the past and told them how they used bazaar as a way of collecting money for their school.	Parents send their children to school so that they can get knowledge and learn good behaviour i.e. respect. They want their children to be of value to the nation as a whole through enriching the country's economy in one way or another. They send their children to school hoping that they will get job one day. Ten years from now on they want their children to be someone that they can be proud of.

14	They felt that they are not really involved in decision making but only told what was already decided.	Yes, we want to be involved in all those aspects but first we need to know how those things work in order for us to be able to control or to propose some desirable changes.	Yes, by providing our children with food, clothes and chance to learn, sometimes we can also teach them how to read and write or tell them stories.	The school use to tell us during parents meetings to have our input in the learning process. Most of the kids use to tell us that they do not have homework or tell us that they already completed their work at school. Some parents can interpret the grades, some are not. Only some teacher's contact us personally about our children's progress, others are not. They discussed further that parents could also go to school voluntarily to talk and ask about their children's progress.	The school should work together with parents to put up the program on how to teach learners good cultural behaviour.	Basically, we want our children to know how to speak English, to get necessary knowledge and skills so that they will be able to get good jobs to assist us in the future.

15	We are called to parents' meetings whereby we discuss many things and make decisions. During the meetings, we say our feelings on issues that are not good.	We are only told how the money is spent. Sometimes we don't know how it is used. When we ask – no clear answers. Even the School Board parents sometimes have no idea how it is used. This is done in a year. We want it to be done termly. Parents on the School Board don't know. Appointment of teachers is done by the School Board We do take part in formulating the goals of the year	Yes, we want to be involved, by advising her/him to go to school, to study very hard, to do their homework (Grade 1-4 are always remaining at home when their parents are having appointments, while the bigger ones …..? Ask teachers at home to look how they are doing by looking into their books, what they are doing in school. Correcting learners to hold the books properly.	Yes we do, sometimes we ask whether they are having homework. Yes, we see the results. We do see them but we don't interpret them. Yes we do but once in a year unless there is an urgent problem, but parents don't come, but the principal has told us to come and see how our learners are doing. Yes, teacher has contacted parents personally	Strong co-operation between teachers and parents.	Without school – no knowledge. It depends on the questions parents ask, e.g. What do you want to be? But sometimes you detect it according to what the child is doing, e.g. sometimes the child is teaching others. God to give them strength and skills to be what God wants them to be.
16	They invite us to parents meeting and every parent is free to give their voices while the teachers are present.	Yes, we want to be involved in all those aspects.	Yes. We are already involved in our children's learning, for example every parent is free to come and check his/her child's work.	We are involved though learner's homework. About the A, B, C not all of us understand but teacher do explain to us when we ask. As we said earlier on we are invited to parents meeting. We are also informed when our children are not doing well and when they are doing well.	To keep on involving parents and create more good relationship between parents and teachers through parents meeting, organise day for parent to check their children's work, to encourage parents to provide food to their children before they come to school.	We want our children to gain knowledge so that they will be able to help their nation, to get job, work hard and be able to help their family members also.

17	Yes, through school board and parents meetings.	We are involved because the school inform us how the school fund is spent, and involving parents involving disciplinary problems. The school board is involved in appointment of teachers and we all decide about the goals at parents meetings.	Yes, to help with home work, and to be invited more	Learners inform us about the homework, sometimes ask for help. We hardly see the results of tests and tasks. The interpretation of A, B, C, is not clear to us. We are invited to parents meetings. Parents meeting are held only once a year, because of the time. Teachers are personally invited parents if the learners are misbehaving.	Regular Parents meeting at least 3 times per year Regular contact with parents to discuss children's progress.	To be knowledgeable, to do calculation so as to become accountant, and doctors in future.
18	We are called to parents' meetings where we discuss and make decisions on different issues	During the parents' meeting, like in the first term, we are informed and shown how the school fund was used and how much was left. They represent us, make decisions on our behalf, in most cases like appointment of teachers, disciplinary problems, etc.	Yes, we do. As parents we want to co-operate with teachers, to help in giving children time to do their studies, tell them traditional things, e.g . stories. Parents should come to school and show children how traditional things are made.	We give time for the children to study We would like to see their work and how they are doing in the classroom We do understand what A – E means: A – good/pass, E – bad/fail We used to be called to parents' meetings, but sometimes we don't come. The principal said everybody is free to come to school at anytime to see the children's work.	The school should see to it that parents who are serving on the school board are from different villages where the learners in this school are coming from, because what is now happening is, parents who are serving on the school board are from the houses around the school.	We are sending our children to school because we want them to study and receive a good education in order to help us when we get old. We want our children to be working as you people.

19	Through school board meeting and parent meetings they use to take decisions on how to use school development fund or on how to handle (OVC)	Yes, we want to buy extra book for learners. We also need the school board to work together with the principal to discipline teachers and learners. No response in formulating the goals of the year.	To encourage children to learn better. Provide enough food. Buy clothes.	Sometimes teachers use to call parents at school when learners encountered learning problems. Only 3 parents know how to interpret grades. Few homework given. They use to attend parents meeting three times per year.	School should motivate parents to send children on time. School should invite outsiders to talk to bad parents in their community particular to address the issue of alcoholism.	All want their children to acquire knowledge and skills. After 10 years they want their children to be in Grade 11, Grade 12 (responded according to current grades), UNAM, College, Study medical
20	Parents are involved through parents meetings, when they call or invite us. Every parent is given an opportunity to visit the school and check her child's progress and to discuss the teacher's progress with teachers.	Yes, we want to be involved in all those aspects. We don't have much say in the how the money is spent.	Yes	We are almost involved in all those aspects mentioned. We understand the meaning of the results. Where we do not understand we ask the teachers and they tell us. We are always invited to check the progress of our children and explained how they are doing at school. Teachers do not just want to give reports to learners alone so they invite us to check the progress before issued reports to learners.	The school board should initiate a good relationship between the teachers and the parents. The school board should also ensure that that kind of relationship continues.	We want our children to learn to get knowledge so that they will not end up like us. We want them to benefit from what one get from good education, because when you get education you will get good things. We want them to become teachers, pilot. We want our grandchildren to become good people in the future.

THEME 3: IMPACT OF TEACHER DEVELOPMENT PROGRAMME				
	3.1	**3.2**	**3.3**	**3.4**
11	BES II	The involvement of parents in the school affairs has now improved. We even have a school development committee at the school.	The cooperation between parents and teachers that we are able to visit their classes without fear that our children will be punished or neglected when we leave.	No info available
12	No info available	No info available	No info available	No info available
13	No	N/A	N/A	N/A
14	Cluster Window of Hope BES (but only attended one meeting in Nov(2004) we don't know how it works	We cannot tell, it is too early to recognise the impact.	We really don't know how this programmes helped teachers on how to teach.	Apart from window of hope which helped learners on how to protect themselves against HIV/AIDS we don't know how those programmes help learners to learn.
15	We only have a programme which donates computers to our school	N/A	N/A	N/A
16	No info available	No info available	No info available	No info available
17	No info available	No info available	No info available	No info available
18	N/A	N/A	N/A	N/A
19	No info available	No info available	No info available	No info available
20	No info available	No info available	No info available	No info available

EQUIP1 STUDY DATA ANALYSIS / PARENTS (SIP)					
MALE (3,1,1,3,3,1,1,2,2,3)			FEMALE (3,3,4,3,3,3,3,3,3,3)		
THEME 1: PERCEPTIONS ON QUALITY OF EDUCATION (Part 1)					
	1.1	**1.2**	**1.3**	**1.4**	**1.5**
01	They all agreed but they raised up their concern on high drops out in the area	Co-operation between parents and teachers, parental involvement and when learners are able to read and write	Regular attendance on both teachers and learners' side. Acquiring knowledge to ensure good future in terms of employment	Yes, because most of the children are able to read and write	Partly yes because, we do not really do class visit. However we use to check our children's exercise books
02	Yes, but other children in the community are still neglected eg. (9 year old disable child never attended a school)	Good education consist of good teachers, learners and parents	Enough textbooks. Small number of learners. Parental support.	Some teachers use to try their level best but most of them are lazy, use to come late and do class cutting	Some teachers at J.S phase (8-10) are likely to do their work very well because they even teach in the afternoon
03	Yes they all go to school.	Good education is when the child asks you to help him with the school work. Education that instil good discipline among learners so that learners are able to behave themselves and able to read and write. It is also when learners are having enough textbooks and other stationeries such as pens, etc.	It is where there is good cooperation between parents and teachers and both are assisting the children with their school work. It is also when parent are feeding their children before they go to school because children will be able to concentrate.	Yes they are receiving good education because they tell us what they have learned at school and their homework. Our children do no repeat grades and they are admitted at other schools and we don't get complains from those schools about our children that are not performing well. At this school teachers and learners speak English during the morning devotion that is why we say they get quality education	Yes, our teachers teach well because if the child is absent they ask us why learners are not coming to school. Teachers at our school know which learners are not doing well. After the assessments parents are asked to view their learners work and progress.

04	Yes, there is a slight problem because some few learners were unable to start school because we (grandparents) do not have their birth certificates. Some children do not have birth certificates; mothers only drop their children and leave them with us. When they are ready to start school, they will not be accepted because they do not have birth certificates and we do not know where their fathers are.	Good education is a kind of education where teachers teach everything and they make sure that what they are doing is right. Learners should like to be at school and there must be a good relationship between learners and teachers. Education that helps children to have good manners.	When marks are good. When learners behave. When teachers are planning their lessons and use teaching and learning aids. When learners are able to read well. When parents are always welcome at school.	Yes, they do, because children proceed to higher grades, children get homework, they tell their parents that they are happy at school. Teachers ask parents to come and teach at school and they encourage parents to help their children with schoolwork.	Yes, children talk about their teachers especially when they are happy about what they learnt. Teachers allow parents to come to school to look at their children's books. A lot of work is given to learners and these activities are marked.
05	Yes, our children are all in school.	When we say good education is when learners, teachers and parents are committed to education. When learners are doing well with their studies (pass) from Grade 1-10. When learners are performing well we can respect our teachers in school. When the school is having enough resources that will give you opportunity for both teachers and learners to practice their culture/knowledge and skills..	(No data provided)	(No data provided)	Yes, teachers in this school do teach well because children in this school are speaking English. Most teachers are teaching reading and writing well. Teachers are sending children to go and search for information from home and the community

06	Yes	Learners are passing and show understanding. The performance of learners at school and have respect for the community.	Learners understand and know many things they also do many activities and homework.	Yes, however it depends on teachers some teachers and committed, giving more activities.	Yes, leamers are taught many things and given more activities to come and ask parents.
07	Yes they all go to school.	It is the education that brings development and that makes the child to pass. Education that makes the children to achieve in life, for example, to have a career, like becoming nurses.	If a person have received good education that person would be able to get married and have a family. A person who never becomes a botsotso (criminal). Good education makes a person to find good job and keep it.	Yes	Yes they have good teachers, because when children come to school they gain something. Some are able to read.
08	Learners who wish to learn are learning and we encourage them a home but those who do no want to listen, they are just doing their own things.	Good education is when there are lots of teaching aids. Good education is when both teachers and parents are working together to educate the child. When the teachers are well qualified and committed. Good resources	A good example is to ask the learners what they have learnt in school. If the child can't tell, come to school and see what is going on and encourage learners to work hard.	The co-operation between parents and the school has really made us to believe that they are receiving good quality education, because we visit classes and we check learners' work. This term teachers are really working hard because we see the results of the first term.	Yes
09	Yes	Enough resources, every learner has a textbook. Qualified staff. Parental involvement	Prepare teachers for lesson. Learners' performance is good. Qualified staff	Yes, it is satisfactory. The school is trying but they are not enough resources, e.g. textbook, computes, no English dictionary for learners.	Yes. Some teaches are teaching good. Giving some homework, are translating Oshindonga (teaching in mother tongue). There is a new way of teaching.

10	Most of them do but there are some especially boys who just go during the months when there are field work (ploughing, cultivating and so on) but when these months are over, they stop going to school. As parents we cannot do anything because children know that the law is saying they should not be beaten. Some children do not go to school because their parents just don't mind.	Good education is education that teaches children to fear and praise the lord. Education that teaches children to behave well, to respect others and to know their cultural values. It should help children to speak English because English is the means of communication but it should not make English its god. Good education should have the best teachers e.g. teachers with BETD. It should have enough materials e.g. textbooks and teaching and learning aids.	Young learners to be few in classes. Use of teaching aids. Enough classrooms and teachers. Immediate appointment of teachers especially in case of prolonged illnesses.	Yes, because teachers attend workshops. They do but the problem is that we are close to the Cuca shops and we cannot control the Cuca shops. Older children spent most of their time at Cuca shops. We also need a person, who will help our slow learners to be appointed currently, teachers and some parents do give compensatory teaching on Tuesday and Thursday.	Yes, they teach well.

SCHOOL INTERVENTION PROGRAMME DATA ANALYSIS / PARENTS (SIP)				
MALE			**FEMALE**	
THEME 1: PERCEPTIONS ON QUALITY OF EDUCATION (Part 2)				
	1.6	**1.7**	**1.8**	**1.9**
01	Consolidation of good behaviour. Teachers use pictures at LP. School use to give awards to good learners in terms of academic and behaviour.	Yes, they do for example sport, use library books and role plays.	They use to tell us or sometimes we ask them.	Some teachers should change their behaviours eg. bad language. Poor parents should be considered when it comes to extra contributions. School management should be strong
02	Sport activities. Good examination results grades (8-9)	Yes, like Accounting and information about AIDS	Parents use to ask them what they have learnt	School should listen to parents concerns. Lazy teachers should change OVC should not pay school fee

03	Yes I can explain because at school our learners are told to speak only the official language. Teachers also use group work, because one day we were invited to school and we find learners working in their groups.	Yes, they learn new things. There is an organisation that educates our children about the dangers of the killer diseases HIV and AIDS.	I know that from what my children are telling me what they have learned from school.	Nothing much because the teachers use to tell us about everything about what is happening at school
04	Including parents in teaching and learning activities. This way, children will see their parents as also having valuable experience and knowledge just as their teachers.	Yes	Parents look at the books of their children and they compare what they learnt in the previous grade to what they are learning now. When learners talk about what they have learnt. Learners also talk English.	English as the official language should be taught seriously to equip learners well so that they will be able to use it in higher grades. Oshiwambo should not take a back seat either, because it is the holder of culture and the learners identify with it so that it should also gets the attention it deserves. More parents meeting to mobilise other parents of the value of education.
05	Teachers in this school do involve parents in many ways; example they do invite parents to classroom to explain/teach a certain topic like traditional wedding. Learners have to compare and relate this to their experiences. Parents come to school to tell story to children.	There is a school project in this school where there is a lot of hand crafting. Created and made by parents, teachers and learners. In this way learners are learning new things because they are learning how to make up things. Grade 1 and 2 are learning new things like speaking in the telephone, operate the cell phone, opening and closing it.	We do ask what they learnt in school; ask the teachers when we come for parents' meeting.	We can't really tell because we do not come to school often but what we see when we move around is, in order for our school to develop, time must be respected because children are moving slowly to school. Some children are in Grade 10. This affect their performances. We are having computer but many children do not know how to operate it; we need an expert to show and teach them.
06	Learners' activities. Parents are informed about the learners' behaviors and performances through parents visits (parents are invited one day to look at their children's progress	Yes, English, sport e.g. dance	They tell us about things they learned e.g. HIV/AIDS awareness and life time sometimes children are just talking as they are discussing issues themselves.	Placement of teaching in their areas of specialization. Principal to monitor teacher effectively (some). Principals also to teach and be a role model not only to be administrator

07	They use all the school environments both inside and outside the school. They also use to take learners to study trips and learners learn by observing. They also use computers; take learners to the computer room and television.	Yes, because they are progressing and every time they change a grade, they learn new things.	We know when they telling us what they learn at school.	We would like to our school to ensure that learners are always on time o school and that they have enough teaching and learning materials. And that teacher put more effort in their work. We also would like to have a good relationship with teachers so that they can tell how our learners are doing at school.
08	Because when we visit we really see that they are working hard. They work up to 4 o' clock. Teachers ask learners who don't understand to remain behind to assist them (remedial). This really helps because children work hard not to remain behind.	Yes, even when the children are discussing at home you can see that they are learning new things.	They show that they are progressing because when we look at their books it really shows that they are going ahead.	The school is going on well, teachers are teaching well but there are no books. When we recently had a parents' meeting, teachers complained about the shortage of books - 5 children per book From Grade 1-4 there are no books and these are the grades that need attention.
09	Classroom activities and homework are given regularly. Learners are asked to research for information about homework.	Yes, Science, Sport e.g. hockey, cricket, rugby. English as a language. HIV/AIDS	They are telling us and sometimes asking for information. Create and collect things for their school projects.	Poultry, garden at school. Organise Debating society for learners once a month to improve English proficiency
10	We use to visit them in classes and we see that most learners can read. Teachers also use parents to teach especially things that are related to culture. Together with teachers some parents help slow learners, they teach them especially, reading and children really improve.	Yes	When they talk English, they did not know English before they attend school. (Sometimes they translate for us). When they are sent home to come and asks something from parents e.g. how something is done. When they tell us what they learnt at school. We also hear them talking among themselves, e.g. talking about condoms, but sex education is not good especially to that children know so much, they know everything and they do not listen to their parents any more.	Teachers to teach Biblical Studies, it is very important. Teachers to encourage learners to keep their environment clean and not to dirty things. The way the school is run – nothing.

	THEME 2: INVOLVEMENT IN DECISIONS AT SCHOOL LEVEL					
	2.1	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**
01	Yes, during parents' meeting we use to discuss issues and decide according to votes	They want to get feedback on how school development is spent. In case of solving disciplinary problems they entrusted school board to do their homework	They felt that they are responsible to provide food, clothes and help their small children with their homework	School invites parents to visit school to check their children's work. Through parents meetings they are encouraged to motivate their children. Only 2 parents who know how to interpret grades (A, B, C, D, E)	They would like the school to continue with parents meetings	For them to get knowledge and skills so that they can help them in the future. After 10 years: 5 parents want their children to be employed. One Parent wants her child to be at UNAM, 10 years from now
02	School should listen to parents concerns. Lazy teachers should change. OVC should not pay school fee	They only want to know how the school fund is spent, teachers are appointed and how lazy teachers are dealt with	To help how to read especially the young ones. To do class visit to check our children's work	To help how to read especially the young ones. To do class visit to check our children's work	Teachers and parents should co-operate. Parents should be encourage to attend parent meetings	They want their children to get knowledge and skills in order for them to be employed in the future. Four Parents want their children to join the teaching profession. 1 Parent wants her child to be at UNAM.

03	They do it through parents meeting. There is really good relationship between parents and teachers.	Yes, we want to be involved in all those aspects. We are in fact already involved in some of those decisions for example how money is spend because parents also volunteer to contribute to the school fund.	Yes, we are always already involved in our children's learning.	We are involved in all those aspects through parent's meetings and through viewing of our children's work.	There is already a good relationship between the school and the parents	We want our children to become teachers, maritime, to become minister. We want our children to gain knowledge so that they will be able to help us.
04	Through parents meetings, we decide collectively on what is to be done.	Yes, we need to represent our children. School fund-Parents are the ones to pay, so they must be included in order to feel ownership and obligation to the decision. Appointment of teachers-The school board should continue that part because they are the ones to work with whoever is appointed. If all the parents are involved it will be difficult to come to a consensus. School goals-Parents need to be involved because they might need to contribute financially. Disciplinary-Concerning a teacher, the principal and the school board is enough.	Yes	Teachers ask for our help (we teach together with the teachers). We also make sure that children do their homework. Sometimes children tell us that they have homework. At other times we ask them if they have. We see their test/task results, sometimes children bring the results, at other times we come to school to see how they are doing. Parents attend parental meetings three times a year. Four parents were contacted by teachers at some point to talk about their children's progress and talk about what is best for the child in case the child is not progressing.	Have more meetings to encourage parents who do not care about schooling and education in general to be more serious. Parents should be forced to attend meetings by asking them to sign after attending the meeting.	We want them to get knowledge, to be educated so that they will be able to help themselves and be of use to us. For them to get jobs and to make our nation a learned nation.

05	The school invites us to parents' meetings or when there are some decisions to be made. Onathinge staff believe that parents should play a vital role in every decision to be made. We do have some parents represent us in the school board. These people represent us in every decision the school has to take.	Yes we want to be involved in any decision making even though not all the parents but school board should fully be involved. Even though parents who are in school are involved, we must be informed of all the decisions taken.	Yes, We want to be informed of what is happening in school.	Really we didn't go to the extent of seeing which homework, but we do ask them whether they are having homework and we do tell them to go and do their homework. Most of the time we are called to come to school to see learners' work; to know where our learners are and how they are doing so as to be able to help them at home. We know that A is the best, E is fail/bad. Most of the parents say they do discuss with the teachers when they meet. Sometimes teachers ask parents to come to school, ask how our children are doing at home especially if they detect any problem in a child.	Referring to the project we are having in this school, it is attracting and bringing every parents to school, even those who were afraid to come to school. When these parents hear from other parents that they were in school making chair for example, most parents are impressed and come to school to join the project. Therefore the school should still involve parents in taking part in the school activities so as to strengthen the involvement of each and every parent.	We would like our learners to actively involve in the teaching and learning activities. To gain knowledge and skills which they will use in everyday life. After 10 years we want our children to be somebody in the nation. All the parents want their children to do something in future, e.g. to be teachers, to be serious with Maths, and be nurses, engineers, etc
06	Yes, through parents meeting and school board.	We are already involved in how the school fund is spend and teachers' appointment and so lung disciplinary problems.	Yes, we want to invited as parents to teach hygiene agriculture and life skills.	Through parents meeting which is held twice a year learners inform the parents about tests and home work given. Some teachers ask parents to sign the tests books.	Informing the parents about the sport calendar/ activities in advance in writing. Informing parents about the policy of tasks and test exist at school. Regular parents meeting based on the parents' requests. Check the daily preparation (teachers' work).	To be able to be employed. Able to read and write mother tongue, English. To be computer literate.

07	The school do it through parent's meeting that is where we take decisions together with teachers. y invite us to parents meeting and every parent is free to give their voices while the teachers are present.	Yes, it is a good thing especially when it comes to how money is spent, we would like to know. We also wished to be involved in solving disciplinary problems that involve teachers because teachers are also our children.	Yes, we are already involved because we use to help our children especially the young ones we teach them how to write and read.	They involve us by calling us to come and view our children's work. When a child is not doing well he teacher use to contact though writing letters to contact us personally. We are also invited to parents meetings; there we learn everything concerning the school activities.	We want teachers to call parents, not only to talk about school funds but to talk about education of our children in general. We want them to tell us how to raise our children because there are some parents who don't value their kids. The teachers who have diploma should also organise a day where they put on their academic attires in order to motivate learners and parents.	We want our children to achieve a lot, for example to become teachers, doctors, ministers, fishermen.

08	It involves us in calling parents' meetings. School Board which represents us on the side of the parents. If there is something urgent that has to do with the school, there is an SDP Committee which makes decisions on our behalf.	Yes, this is done. On the appointment of teachers. If it is urgent, they do call some parents to come and represent others.	Yes	It involves us for example if teachers are teaching and they need assistance, there is a group of parents who are special to come to class and present topics in subjects like Craft and Technology, Art, language and Environmental Studies. Parents come to the classroom to do the presentation. Yes we do. They tell us or we ask them. If they are given homework, they have to do it, and parents have to sign for teachers to make sure that we know what they are doing at school. Yes, because we have parents' day at this school for parents to come and see children's work and have time to talk to the teachers. Yes, we know because the child having A is having 100%, B is 70-80%, D is 4, E is 3.	When we are called to parents' meetings, time is always short because we usually start at 3 o' clock. We talk about many things, we love to be together, we enjoy our discussions, but we hardly finish what we have to discuss. We suggest if it is possible to start earlier, maybe at 12 o' clock so that we can finish what is planned.	To come and be educated, to have good (?), to be leaders of tomorrow.
09	Regular parent meeting and school board meetings.	Yes, but men are already involved through school board. Some parents are informed about the disciplinary problems. Members of disciplinary committee.	Yes, but we used to be involved, through parents evenings.	Parents know what homework their children get and see the results of their tests and tasks. We do understand, but the range of symbols (grades) is not easy because you find learners with different marks with the same grade. Yes, parents are invited to meetings. Teachers are calling us to talk to learners, if they are not performing at school.	Do something to parents who are not attending meetings. Encourage all parents to attend. Regular parents evening to be done on time.	To become scientist for the development of the country. To have knowledge and skills, e.g. Doctors, Lawyers, English Proficiency.

10	Through parent's meeting – the school calls us to meeting for us to discuss matters concerning the school. Disciplinary: If it is a teacher only school board members and school management committee should be involved. If it is a learners – The specific teacher and then the counselling and if needed the school board and then the child's parent.	Yes we do, school fund: we want to hear what is happening to the money we pay. Whether it really benefiting our children, we compare what is happening at the other schools and our own. Teachers appointment: School board members make sure that hey appoint our own children or children of the people we know but we are not happy with the manner sometime used that people in education just bring their people (teachers) to our school. Not all parents should be involved but they should be motivated about the decision and results. Formulating goals: All parents should decide on that because they might need to contribute.	Yes	We know about their homework because sometimes the children tell us, at other times we ask them but there are also times when children bring papers informing us about the activities they need to do. Yes we see the results when we visit the school or looking at the children exercise books at home. The parents have got an idea of what the symbol mean. Yes, parents are being invited to parents' meetings and there as cases that some of them (few) were invited at the school to come and discuss their children's learning problems.	The school keep on calling parents' meeting and invite people from other schools or areas to come to talk about the importance of education.	We want them to learn reading and writing. To learn good behaviour and respect and be good community members. To be prepared for a good future. To be of benefit not only to himself but also to us and to the nation at large e.g. they should get knowledge on how to improve our farming methods so that we can benefit more from our work. If they study well they will be able to become doctors not only nurses, doctors are 'clever' than nurses. They will be able to travel abroad and learn more. Education is a key not only to life but to good life also.

THEME 3: IMPACT OF TEACHER DEVELOPMENT PROGRAMME				
	3.1	**3.2**	**3.3**	**3.4**
01	They know about BES project but they don't know how it works	It is impossible to determined the impact in the sense that teachers failed to involve us	No idea	Apart from BES programme our children use to practice traditional work e.g. built huts and making baskets
02	-SIP/BES 3 BES Project but not respected.	They don't know.	They don't know because, the school failed to invite them to attend the meetings	They don't have an idea
03	Yes, there was BES 2 project.	It helps the school to acquire new things such as photocopier. It is only that we don't have electricity at our school	It helps them a lot because they don't buy photocopies anymore.	It helps learner because teachers are now making copies when they don't have enough teaching and learning materials such as textbooks
04	Yes	The school management started to look at more things than before. It added a project to its activities (a project in which pigs, wheat and wheat are grown). It also has a feeding programme for its learners (only traditional soft drink) are given to learners. The school also mobilises its parent community to pay extra for the project.	Teachers use the project as teaching and learning aids; learners go there and look at the plants and animal. Teachers involve parents in the teaching activities.	Learners use the project to learn better, e.g. they can take care of the animals and plants, which they weed and water. They drink the soft drink, which is very energising, and in the end they follow lessons attentively and so they learn better.
05	Yes, BES ll, this program has really strengthened the teaching and learning in the sense that things parents created are used by teachers inside the classroom as teaching aids to show learners, touch and see. This is really making learners to learn with understanding.	It has the impact on administered the school because it has given us ideas on how to come up with School Development Plan, to come up with the vision and mission statement at the school. Empowered parents to take fully part in the development and education of the children.	It provides teachers with the necessary skills and knowledge e.g. producing teaching aids	Learners do learn successfully because teachers are using teaching aids when presenting their lessons. This can make learners learn with understanding because they are seeing what the teacher is talking about.

06	BES and computer.	Teachers are punctual and busy no more learners looming around. The principal is strict with both teachers and learners. Workshops	Learners are given more activities and home work. The marking of activities and home work given.	Learners who were having difficulties to read admit or to learn have improved. Learners are eager to study and go to school. Learners become responsible for learning they always ask us to help with homework. Teacher are trying their best, but the use few resources e.g. computer.
07	Yes, but we can't remember the name of the programme but we were informed about it.	The administration of the school was good but now we have a new principal we are still monitoring him to see how he is doing. The administration of the school was good but now we have a new principal we are still monitoring him to see how he is doing.	Teachers are now using computers because they were taught how to use them.	Learners who wish to learn are learning and we encourage them a home but those who do no want to listen, they are just doing their own things.
08	Yes we were having BES 2 but it has now come to an end.	It has an impact on the administration of the school because it has given us ideas to come up with a school library. It has impacted on the way the school is run because it introduced the SDP Committee which took a big part in developing the plan on how the school should be run and developed.	It helps teachers because we have received materials which help teachers to teach Craft and Technology. We also have tape recorders which help teachers to teach pronunciation. We have a project in our school about Craft and Technology. It helped teachers in the way they teach.	It is going to help because learners will learn with understanding because they learn through touching, seeing and doing.
09	No	Principal is trying new things, telling us the school budget, (transparency). Learners are in classes. (Parents are not a mission and vision)	We notice about 6% difference in classroom activities. Attitudes of the teachers toward learners have improved – it is reasonable. Teaching method has improved learners are doing activities outside the class.	Learners are becoming responsible for learning. They are serious with their homework. They do better in school activities. Home work are given regularly. Remedial teaching is new, learners are stay at school and taught Grade one learners are reading and writing in the first term of school.

10	Molteno – Is a method that helps teachers to teach reading and writing but is very time consuming especially that we have many learners in classes. SIP / BES II	Parents are more welcome at the SIP / BES II: school than before.	Through the BES II programme we were given money through the small grant project. We used the money to buy teaching and learning materials and teachers are using them now. Teachers also attend some workshop to upgrade (improve) their teaching	Parents teach the children either at school or at home, the encourage children to learn harder. Most children pass well comparing to previous years and they keep on improving when you compare what they did e.g. first term and second term. Teachers use teaching aids and this enhances good learning

Namibia pilot study of Teacher Development

Group interview with Learners

(5 learners will be from each of the classes of the teachers who are being interviewed)

Region:

Circuit:

School:

Date:

Interviewer:

Gender of interviewees: M ( ) F ( )

Time interview started: Time interview was completed:

1. <u>The learners' perceptions of good teaching/a good teacher</u>

1.1 Among yourself/in this group, select the best teacher in the school?

1.2 What does this teacher do, which is different?
-Try and establish if that teacher is the learners' class teacher

1.3 How does this teacher help the learners learn well?

-What kinds of activities are done in class?

-In what way is it different from the other teachers?

What about a question that gets at the "relationship" that the teacher builds with students – the teacher's ability to connect, the teacher's kindness, interest in the students, balance between kindness and strictness/high expectations of students, etc.? This may come out of question 1.3 – or there may need to be probes to get at it.

1.4 Do you enjoy coming to school?

1.5 What do you enjoy most about school?

2 Assessment

2.1 How does your teacher 'test' whether you have learnt well?

-When last did you receive a grade for a test/task?

-Did you do it in a group or alone?

-In which subject was this test/task?

2.2 What do you do in class after you have received the results of tests/tasks?
-Does the teacher go over your mistakes?
-Does he/she give you the right answer?
-Do you do corrections of mistakes?

2.3 Do you learn anything from testing/doing tasks?
-What have you learnt from the last test/task you did?
-What does the grade that you received mean?

3. Parents' involvement in learning

3.1 Do your parents / older siblings know what homework you have to do every day?

3.2 Do they make sure that you have time to complete homework tasks?
-When do you do homework?
-Where do you do it?

3.3 Who helps you when you 'get stuck' with your homework?

3.5 Does somebody at home look at your grades for tests/tasks?
-Who looks at your grades?
-Who signs your report card?
-What would happen if you don't have good grades?

3.6 Who prepares something for you to eat before you come to school?
-What do you eat?
-When do you eat again?

3.7 What would you like to become in the future?
-Where would you like to do this job?
-How do you become this?
(Make notes of only the best examples/The ones who have really thought about this)

Namibia pilot study of Teacher Development

Interview with Parents
(Any 5 parents could be selected from the school. The principal's discretion could be asked to help with the selection and notifying the parents)

Region:

School:

Date:

Interviewer:

Position of interviewee:

Gender of interviewee: M ( ) F ( )

Time interview started: Time interview was completed:

1. <u>The parents' perceptions on quality of education</u>

1.1 Are all your school-aged children at school? If not, what is the reason for that?

1.2 How would you describe good education?

1.3 Can you give examples of good education?

1.4 Do you think that your child is receiving good quality education in his/her school?

1.5 Do you think your child(ren) have teachers who teach well?

1.6 Can you give examples of good teaching practices used at this school?

1.7 Does your child learn many new things in school?

1.8 How do you know when your child has learnt new information?

1.9 What would you like to see changed in the teachers' practices – or in the way the school is run?

2 <u>Involvement in decisions at school level</u>

2.1 How does the school involve you as parents in decision making?

2.2 Do you want to be involved in any decision making?

-in how the school fund is spent?
-in which teachers are appointed?
-in formulating the learning and other goals for the year?
-in solving disciplinary problems (with teachers and learners)?

2.3 Do you want to be involved in your child's learning?

2.4 How does the school involve you in the learning process?

-Do you know what homework your child gets?
-Do you see the results of tests and tasks?
-Do you know how to interpret these results/ What is the meaning of A, B, C, D, etc)?
-Are you invited to parents' meetings?
-Has the teacher ever contacted you personally or talked to you personally about your child's progress?

2.5 What could the school do to improve the involvement of parents in the school?)

3 Impact of any teacher development programmes

3.1 Do you know of a programme that runs at school to strengthen the teaching and learning?

3.2 Describe the impact that this programme has on the way the school is managed and administered?

3.3 Describe the impact that this programme/intervention has on the way teachers teach?

3.4 Describe the impact that the programme/intervention has on learners learning more successfully?

3.5 How would you like your child to benefit from education?

-Why are you sending them to school?

-What would you want your child to be doing 10 years from now?

Namibia Pilot Study of Teacher Development

Interview with Teachers

Region:

School:

Teacher code:

Date:

Interviewer:

Time interview started:_____ Time interview was completed:_____

1. <u>Basic information about the teacher's background/preparation</u>

1.1 Gender M ( ) F ( )

1.2 College of graduation WCE ( ) CCE ( ) RCE ( ) OCE ( )

1.3 Years of total teaching experience _____

1.4 Years in this school _____

1.5 Age _____

1.6 Are you from this area _____

1.7 What was your specialisation in your preservice course (BETD or other)

Lower primary ( )

Upper primary ( )

Junior secondary ( )

<u>2. Basic information on the teacher's present teaching duties</u>

2.1 What are your present teaching duties, grades in which you teach, subjects you teach?

List main teaching duties	List grades in which you teach	List subjects you teach

2.2 What do you consider your main responsibilities as a teacher?

Probes:

-Main responsibilities *in the classroom*?

-Main responsibilities *outside of the classroom*, with students outside of the classroom, with other teachers, with community members?

3. <u>The teacher's construction of concepts of quality of education</u>

3.1How would you define or describe good quality of **education in general?**
Probes: -Give some concrete examples of good quality of education (in the classroom, within the school as a whole, in parents' involvement with their children's education, in the success of children in their lives, in students' academic qualities, in students' civic and human qualities, etc.)?

3.2 How do theses ideas about quality of education affect your practice – help to guide what you do as a teacher in your classroom, within the school, or within the community?

4. The teacher's concepts of quality of teaching

4.1 How would you define or describe quality of teaching?

4.2 Give some concrete examples of good quality of teaching.

4.3 How do you ensure successful teaching in your classroom?

4.4 How do you know when one approach/teaching strategy works better than another?

4.5 What are the main things that support your efforts to become a good quality teacher (programmes in the school, workshops, interaction with your colleagues, support from the principal, good teaching/learning materials, etc.)?

5. The teacher's concepts of quality of student learning

5.1 Give two or three concrete examples of good student learning.

5.2 As a teacher are you concerned with different kinds of student learning (academic, social, values, civic responsibility, skills, knowledge of the environment, respect for culture, etc.). Please explain and give examples.

5.3 How do you determine or assess that successful learning has taken place?

6. Influence of BETD on the teacher's practice

6.1 How has the BETD shaped your practice?

6.2 What were the most useful things you learnt in the BETD?

6.3 Was what you learned in the BETD relevant to your present teaching?

7. Influence of inservice professional development on the teacher's practice

7.1 In what ways has inservice professional development influenced or shaped your ideas about education quality?

7.2 Explain the kind of inservice you have had (at this school/at other schools - such as being called to occasional workshops, the SIP, another program).

7.3 In what ways has inservice professional development influenced or shaped your practice (what you do in the classroom, how you do it)?

7.4 Have you participated in the SIP in your school? **YES ( )** **NO( )**

7.5 How long have you participated in the SIP?

7.6 Reflect on individual workshops (or the SIP, depending on what kind of school it is, SIP or non-SIP) that you have attended, describe them and explain how they have influenced your practice and your attitudes to your work.

8. Inservice professional development available to the teacher at the school or cluster level

8.1 Do you have an inservice program at the school level or at the cluster level (the SIP or another kind of program)?

8.2 Give some specific examples of how these inservice activities have changed your classroom practice

9. Influences on the teacher's changing/improving practice

9.1 Can you remember if there was a period of time when your classroom practice changed?

9.2 When was this? What happened to change your practice?

9.3 Was this change or practice for the best? How do you know that?

9.4 How did your learners react to it?

9.5 Do your learners learn better as a result of your changing practice? How do you know that?

10 Challenges to becoming a better teacher

10.1 What do you consider the biggest challenges in becoming a better teacher?

11 Support needed for improving practice

11.1 What do you think would best support your practice to continue improving?

EQUIP1 STUDY DATA ANALYSIS PRINCIPALS			
PRINCIPAL (1)		**HOD (2)**	
MALE (1.1)	**FEMALE (1.2)**	**MALE (2.1)**	**FEMALE (2.2)**
THEME 1: QUALITY EDUCATION			
1.1 DEFINITION		**1.2 EXAMPLE**	
1. competent teachers; relevant textbooks (1.2)		**1.** creativity, learner participation, allow learners to think on their own	
2. competent teachers and relevant textbooks (2.1)		**2.** creativity, learner participation, allow learners to think on their own	
3. facilities available, well qualified teachers, textbooks and learning materials, learner centred approach, parent involvement, learners' on time at school, contribute to school development fund (1.1)		**3.** learners become good citizens	
4. teachers prepare lessons, use appropriate materials, know subject content, know learners and their problems (2.2)		**4.** write a lesson, collect suitable teaching and learning aids, use group work, tell a story, teach new words	
5. teachers, parents, learners are working together to prepare and develop the school, teamwork (1.2)		**5.** prepare lessons thoroughly, prepare enough resources, involve learners, help learners with problems	
6. enough teachers, knowledge of roles/objectives, enough teaching materials (1.1)		**6.** standard of education, teacher willingness,	
7. qualified teachers in correct phases, enough teaching and learning materials, stationery and textbooks available, syllabus available (2.1)		**7.** well prepared teacher, daily prep based on syllabus, competent, available teaching aids, lesson plan has clear objectives, teacher uses LCE	
8. provide opportunity for learners, prepare learners for real life challenges, enhance learners' social, spiritual, moral and cultural development (1.1)		**8.** suitable goals, challenges and experiences for the learners, responsive to learners' needs, curriculum based	

9. proper planning, enough teaching materials, administering class activities, teachers and learners taking responsibility, parental involvement, adequate resources, LCE (1.1)	**9.** prepare in advance, good use of resources, LCE teaching methods, performance of learners
10. appropriate teaching aids, teachers share work, encourage learning, discourage absenteeism (1.2)	**10.** cooperation among teachers, principal, parents and learners, enough materials, textbooks, stationery and exercise books
11. NON-SIP	
11. teachers plan lessons, use teaching aids, are aware of time (punctual), not absent, cooperate with other teachers and in the community (2.2)	**11.** availability of regular lesson plans with teaching aids, teachers actually teach, teachers are good examples inside and outside the schools
12. teaching that helps learners understand theory and practice, child will cope with future challenges, enables them to learn further, it is a challenge to both teachers and learners (1.1)	**12.** prepares learners to cope with challenges in life, to have opportunities for further education
13. brings happiness to people and community, helps learners to develop skills, values and desired learning outcomes, helps learners to take part in national development, and enables them to get a job to survive (2.1)	**13.** participation of all stakeholders, learners are able to demonstrate what they have learnt, good passing rate
14. all stakeholders are involved in educational affairs (2.1)	**14.** LCE, good parents, learners and teachers, advisory service supports school
15. teacher does thorough preparation before presenting a lesson, use teaching aids to help learners understand subject matter, well trained teachers in their area of specialization (1.1)	**15.** uses teaching aids to help learners grasp the subject content, relevant to learners level of understanding, relates to learners prior knowledge, education done in the language learners' understand most
16. learners are provided with relevant information, involves all stakeholders in education, provides extra curricula activities such as sports and HIV/AIDS clubs (2.1)	**16.** meetings with parents, good examination results, learners that are presentable in the community

17. education that is relevant and helpful in life (1.1)	**17.** vocational training where student learn to work with their hands, where they can become self-employed. Education should give relevant subjects such as home ecology which learners can apply in life.
18. education that conforms to set standards, meet curriculum requirements, observed in terms of the outcomes of the process, relevant inputs that will bring about good outcomes, anticipated outcomes (1.1)	**18.** a well-resourced school that will deliver D-A symbols or have all learners pass to the next grade. It should be measured in terms of grades achieved by learners in light of inputs given in the teaching and learning process
19. provide effective learning and teaching, promote literacy, numeracy and language competencies (2.1)	**19.** learning outcomes that can lead to good citizenship, promote language development, contribute to skilled labour force, supports economic development
20. well qualified teachers, adequate resources and teachers teaching in a friendly manner and environment, education that meets the needs of the society, parents who provide assistance to their children by feeding them, clothing them and assisting them with their homework, gives them time to study (1.1)	**20.** good working relationship between parents and school, know exactly what their children are doing at school, child should be able to support people in the community with the skills s/he learnt at school. The child should be independent to choose between right and wrong

SIP		
THEME 2: GOOD QUALITY TEACHING		
1.3 DESCRIBE QUALITY TEACHING	**1.4** EXAMPLE QUALITY TEACHING	**1.5** SUCCESSFUL TEACHING
1. Teachers teach according to learners level of understanding	Compensatory teaching	A teacher who reached the learning objectives and basic competencies
2. same as above	**Same as above**	**Same as above**
3. using teaching aids, knows the subject matter, plan lesson at the level of the learners	Well prepared lessons and teachers, teachers have knowledge of what to be taught, able to assist learners with special needs and to do remedial teaching	Teacher achieves goals, give learners ideas and knowledge, able to use ideas in real life situations
4. teacher is confident, know learners problems and can assist them, treat learners equally	Prepare lessons, do not discriminate, give learners a chance to participate, ask parents to help with some teaching/learning activities	Teacher achieved what she set out to achieve, e.g. basic competencies and learning objectives

5. teachers prepared thoroughly, use teaching aids, involve learners in all the activities in the classroom, learners do and explore	Teachers come up with topic and find out what learners know about the topic, plan lesson based on what learners know and extend it to new knowledge	When learners ask questions, give tasks for learners to do, learners respond and the results are good, everybody understands, grades can show successful teaching
6. preparation of lessons, adhere to scheme of work and syllabus, time management	Application of LCE, creating conducive environment, democratic participation by learners	Aims and objectives are met, participation and views, evaluation (understand lesson content), remedial work
7. teacher uses LCE, rotate groups and monitor and assist them when they have difficulties	Just the same as in 1.3	Teacher does assessment after teaching (orally or through activities), and find that learners are answering what they are being asked.
8. it should be LCE, well organized, planned, include assessment strategies and criteria	When learners are motivated to participate, where learners hear, see and do things	Achieve the goals which are set in the syllabus, achieve the particular lesson objectives, assess learners' progress objectively, increases learners' interest in the subject
9. a variety of teaching methods and teaching and learning materials	Learners' involvement in learning process through preparation, clear explanations meeting learner's expectations, managing classroom for learning to take place punctually	Involves objectives formulation, classroom activities applying CASS, assess the learners, meet the objectives
10. teachers prepare lessons and use teaching aids, teachers love learners and are patient with them	Use of lesson plan, explaining subject content clearly, use group work, use observation and report back activities	When motivated and teach with understanding, shared activities where teacher need to cooperate and share understanding with others
NON-SIP		
11. learners are free and able to ask questions and answer them, learners' prior knowledge is recognized and used as a base for new learning, learners are made to feel proud of who they are and what they know	When learners get a chance to think for themselves, when learners are happy being together, when teachers are giving exercises and activities to assess whether learning has taken place, when learners are part of the learning process and can ask questions when they do not understand	When learners are able to use what they have learnt and able to use the newly acquired knowledge in their everyday life
12. methods that enhance understanding, learners understand, lesson preparation and use of teaching aids	Role playing, learning by doing, participating, active instrument of learners in learning	Correct implementation of the curriculum and teaching inline with curriculum, reinforced by adding information/expanding, preparation of teachers and use of variety of teaching methods, both visual and audio-visual

13. involvement of learners, good teaching and learning support materials, relevant learning activities, activities designed to meet basic competencies and are geared to measure the desired learning outcomes	Use of relevant teaching methods and strategies (pair, group, individual work, excursion), compensatory teaching	Learners able to demonstrate the desired learning outcomes
14. teachers respect learners ideas, testing of learners' prior knowledge, when learners understand the lessons	Practical work, group and pair work, integration of teaching aids	When learners understand the lesson content
15. teaching done through learners' local language in lower grades (1-3), teacher has done thorough preparation before presentation, use skills, knowledge and strategies to facilitate effective learning	No comments were written here	Using teaching aids, prepare thoroughly
16. when the teacher has a good understanding of the subject s/he teaches, use LCE by involving learners in the lesson, uses teaching aids and do not teach in an abstract way	Well prepared lessons, being resourceful, consult different resources, give learners tasks and provide feedback to learners afterwards	Indicated by the results, e.g. after teaching the teachers should evaluate the learners to assess what they have learnt, or are able to remember things that they are taught. If learners are able to take part in the lesson is another indication of successful teaching
17. LCE, where teaching is the facilitation of knowledge, not the transmission	Teacher uses prior knowledge of learners, use concrete and familiar examples, using indigenous knowledge	Preparation of lesson presentation, lessons present actions aided with teaching aids like pictures and other concrete objects
18. teaching that attains the set learning and lesson objectives, unlocks the subject content to learners in a way that captures their minds, sets them on a path of wanting to discover more	Teaching that is learner centred, it employs a variety of teaching methods such as lecturing, questions, self-discovery	Teaching that attain lesson objectives, lesson content has successfully been delivered to learners, explaining, describing an aspect taught
19. allows learners to participate effectively	Learners given tasks with unlimited ideas	Teaching that achieves its goals and objectives
20. teaching that promotes self-discovery, learners are able to do on their own, teachers uses LCE, teacher provides opportunity for learners to find answers to their questions	Teacher should know the subject matter, teacher is well prepared and ready to teach, have resources at hand and can put everything in order, teacher knows where to start and where to end, able to link new knowledge to learners existing knowledge	When able to achieve objectives, learners are able to understand what is taught

SIP		
THEME 3: QUALITY OF STUDENT LEARNING		
1.6 DEFINE QUALITY LEARNING	**1.7** EXAMPLES OF QL	**1.8** HOW IS QL DETERMINED
1. learners do their schoolwork on time, learners ask questions to understand better,	Language development can enable learners to learn better	Through motivation and sharing ideas about teaching and learning
2. same as above	**Same as above**	**Same as above**
3. learners listen well, committed to what is given by the teacher, willing to do something on his own	Able to get a job, able to assist those around him, develop the area where he came from/lived	By giving tests, assignments, homework
4. learners are listening attentively, share and accept others ideas, do their homework, try to be an example to others, when they are responsible for their own and others' learning, learners ask and learn without fear	Education that prepare a bright future for learners	At the end of the year when learners are able to read, speak, count, work on their own, retell a story and so on
5. when enough time is given to students to do the study, to revise their work, do research either in libraries or in books, interaction among students by working in groups, pairs, share ideas, learners learn best when they interact with one another	Learning with understanding, learning to gain knowledge and skills to use for the whole of your life	Determined by the result or outcome, the way teaching in the classroom is done, learners' understanding of concepts, when learners complete their work
6. achievement of learning goals through explanation and application, do activities orally and in writing	Learners know their responsibilities and aims, do all activities, collaborative learning (pair and group work), relationship, social values	Learners know their roles, respect one another, do their work freely and helping one another, obey rules and are responsible
7. when learners achieved all the competencies and passes the subjects with good grades	Learners learn with understanding and are able to apply what is learned	By putting what is learned into practice
8. involves all the learners' talents, confidence in solving problems, disciplined, try to work independently	The total learning experience which contributes to the achievement of the aims and objectives as set out in the curriculum	Determined by the outcome of the lesson, each lesson is planned, constant monitoring of the learners' work, timely assessment and feedback to learners about tests, quizzes, written exams, and practical projects
9. learners understand their responsibilities, makes use of learning opportunities, learners involve in learning activities by applying skills and knowledge, learners perform well	Learners' involvement in class activities, homework, learners being responsible for their own learning	CASS, summative assessment outcomes, participation and answer correctly

10. learners listen to teachers, get good grades, taking good care of their learning materials, and able to behave according to the values of his/her community	Learners learn hard, when they do their homework, study for a test in order to pass well (with high marks), learners are able to ask questions and contribute in class	The understanding of the learners, answering questions, and assist others to learn well, when the child is able to plan
NON-SIP		
11. teachers use groupwork and pairwork so that learners share information and ideas and therefore can learn from one another, learners are able to ask for clarity from different people (teachers, other learners, parents), learners who participate in class discussions or processes	Learners study what the teacher has asked them to do, learners listen attentively to their teacher, learners do their homework	Observing and assessing the person who went through such learning, how his behaviour has changed, what is he capable of doing, and his value to the nation
12. learners who are consistent and responsible for their own learning, a computer literacy programme with motivation from teachers and parents, parental involvement (responsibility and monitoring), contribution from stakeholders	Performance should be satisfactory, learners become independent, interact with others, communication skills, free to interact, learners are eager to be involved in activities, they are ambitious	Summative examinations will indicate the quality of teaching, the national exams
13. learners understand their responsibilities, they are able to learn in groups or in pairs when they pass the assessment activities	Learners are able to implement/put in practice what they have learnt, e.g after learning personal hygiene, they are able to recognize what is dirty and what is clean	Assessment of values, skills, knowledge and attitudes. Through observation of groupwork and assessment of practical activities
14. learners are creative, able to solve problems, are eager to learn	Enough materials, parental support, teachers are qualified and able to assist learners to develop skills	Assessment activities like tests, oral work, and examinations
15. learners learn with understanding, learning becomes meaningful to learners	Learners are actively involved in all learning activities, they search for information	How well do they understand what they have learned, when they can interpret what they have learned
16. learners are able to provide correct answers, perform well, and apply the knowledge they have learned	Learner is able to consult other references by going to the library and be able to apply and use that knowledge	Giving tests, homework, project and be able to do what is expected
17. learners can explain and do practicals, learners can apply what they have learned with understanding	Learners apply knowledge and understanding what they have learned, learners are responsible for their own learning	Through assessment and class visits, the performance of learners in summative and continuous assessment

18. the degree deemed appropriate or conforms to the requirements set for student learning	Degree or measurement of learning that has taken place in a learner, the quality of learning is measured by how many of the learners have been able to utter vowels over a determined period of time	By meeting the basic competencies as listed in a syllabus
19. participation, critical thinking, productivity	Same as 1.6	Through assessment, planning and organizing
20. learner is able to understand what is being taught and is a critical thinker, learners ask questions and make meaning of what is being taught, learner is able to reason, always asks why?	Able to put what is learned into practice, learners who learn about agriculture should be able to apply it at home	Child is able to relate what is learned at school to real life situations, learner is able to do homework, answers questions correctly
SIP		
THEME 4: QUALITY EDUCATION/TEACHING AND IMPROVEMENT OF PRACTICE		
1.9 ROLE IN QE AND QT	**1.10** ENCOURAGE QE IN SCHOOL	**1.11** SUPPORT IMPROVEMENT OF PRACTICE
1. I set good example by doing lesson plans, stay after class to do my admin work and do class visits	Staff meetings to give feedback, encourage compensatory teaching, encourage parental involvement	Talk to teachers on individual basis, especially to those using bad language and corporal punishment, encourage lazy teachers to change their attitude
2. same as above	**Same as above**	**Same as above**
3. check on teachers in the class, make sure the syllabus is covered, daily lesson prep is done, learners are given enough work to do, do class visits	Encourage daily prep, staff and subject meetings are held, create good cooperation between parents, teachers and learners, encourage parents to contribute to their children's education	Informing them to do their daily prep, ask them what they do not understand and have staff and subject meetings to help each other out
4. make room for implementing new things which are relevant to our situation, keep the rules of the school, remind teachers of their roles and duties, teachers to give feedback whenever they attended a workshop, set up disciplinary committees and encourages staff to find suitable solutions to problems	Encourage teachers to teach with lesson plans and to stick to them, ensure that teachers get to their classes on time, set example on the dress code of teachers	Help teachers with lesson planning, do classroom and lesson observations, give feedback afterwards, together with a volunteer from VSO we conducted an English workshop with LP teachers

5. motivate teachers to prepare for their daily activities, monitoring the teaching and learning in the school, organize activities such as staff and subject meetings	Encourage parental involvement, encourage team work (teachers to plan together and support one another), parents to help in teaching activities, work together with parents, teachers and learners to formulate school rules	We have a staff development programme in our school where teachers come together to discuss problems experienced during teaching
6. professional development, self-assessment, organize their classes, supervise, guide and motivate them, advise one another on learning	Motivation of both teachers and learners, encourage teachers to upgrade their skills for development, do class visits to observe teaching and learning	Have discussions to highlight areas of concern, team building and teamwork
7. place teachers in the correct phases, have qualified teachers, enough teaching and learning materials, have all the syllabuses and ensure teachers use LC approach and are prepared every day	Motivate teachers to do daily prep based on syllabus, motivate learners to arrive on time and put more effort in their school work, motivate parents to be involved with their children's school work and assist them with their homework	Send them to workshops, encourage them to consult extra materials that can help them with their work, encourage them to consult each other, share ideas among themselves
8. encourage teachers and parents to work together, encourage teachers to achieve higher levels of teaching by conducting class room observations, formal and informal, encourage punctuality and self-discipline, and to work out of love for the profession	Check lesson preparations and presentations, encourage parental involvement, insist on punctuality and keeping time	Encourage them to read and study on their own, attend workshops at school, cluster or regional level, hold self-evaluation sessions during staff meetings every term
9. planning, monitoring and controlling the school activities, organizing physical resources, teachers and learners, insist on punctuality, maintain discipline, controlling written work and class teaching	Leadership (discussing problems and needs with teachers), controlling and monitoring the work of both teachers and learners, conducting class visits, motivate teachers to attend workshops, team plan and enroll in professional development	Open communication, open door policy, interaction to initiate programme for school development, being exemplary by being committed to work and school development
10. establish good relationships among my teachers, share what is to be done among teachers, encourage teachers to have lesson plans, give awards to teachers who perform well (most learners pass, prepare every day, design teaching and learning aids, is punctual), enhance good relations between parents and teachers	Encourage teachers to clearly explain the subject content to learners, encourage good relationships between teachers and parents, and teachers and learners, allow teachers to attend workshops so they are able to give good quality education	I allow them to buy books and other necessary resources, encourage them to work harder, let them go to workshops, encourage them to enroll themselves in part time studies so they can upgrade their qualifications and enrich their understanding and practice
NON-SIP		

11. cooperate with other teachers, parents and to help learners with their school work and social values and behaviour, give support and encouragement to teachers and learners, foster a good relationship among teachers and learners, learners and the community at large	Encourage parents to help learners with their learning, ask them to help learners with things to be used like teaching aids and to contribute financially, I spearheaded the building of two extra classrooms at the school	Come together to advise on matters concerning teaching (twice a trimester), teachers teaching the same subject do their weekly preparation together every Wednesday. However, on Wednesday I only saw the maths team planning, no other team was there to plan
12. ensure that resources, syllabuses and prescribed books are available, daily prep is monitored, ensure that learners are given more activities, arrange internal meetings through HOD's to discuss problems and to improve the academics, ensure that they are responsible and grow professionally	Use of relevant materials, consistent testing, class-based, school-based and cluster-based, additional resources beyond the textbooks are available, and that relevant teaching aids are used	Development guide and school development policy is available, sharing information with aim of improving the system, set timeframe to work on teacher development
13. ensure that programs are implemented successfully, visiting and observing lessons, checking learners work, and negotiating with teachers, create an atmosphere in which all stakeholders are able to work together harmoniously	Conduct meetings with school board, parents, teachers association, school management as well as staff, give professional intervention when necessary, when I notice a need I will organize a workshop for the teachers, I invite parents to come and prepare lessons together with teachers usually on issues related to culture or history, I encourage and motivate learners to be serious with their education, I encourage them to work in groups and to help one another	We produce materials together, mostly teaching/learning aids, I assist them with developing schemes of work, lesson preparation and generally discuss topics to share teaching ideas
14. do class visits, conduct subject meetings, help teachers to do their work accordingly, encourage team work	Set up timetable for class visits and subject meetings, design classroom observation forms, encourages team work	Talk to them during class visits and subject meetings, encourage them to do lesson plans
15. to encourage teachers to do their work effectively, parental involvement, use of teaching aids in all phases, use peer teaching	Preparation, understand and interpret the curriculum, stakeholder to work together to improve the school in all aspects of teaching and learning	Do class visits, help teachers to improve their practice through discussing their strengths and weaknesses, ask teachers to give learners lots of work to improve their learning

16. Making sure that teachers prepare their lessons, monitoring their work, doing class visits regularly, making sure that learners are provided with study time, that they are given test and homework, by being exemplary to make sure that I am always on time to school and to my classes	Class visits, by observing what the teachers are doing in their classes, give rewards to the best learners and teachers at the end of the term, provide conducive learning atmosphere by ensuring school rules are there to instill discipline	Ensure that lesson prep is done, encourage teachers to further their studies, to read more, to gain new knowledge, work as a team to help each other, we also do team teaching and team planning
17. creating the vision and the mission of the school together with teachers and to make learners understand it, leading teachers and learners by giving direction and monitoring the daily activities	Evaluating actions to determine success and weaknesses, monitoring the actions, leading by involving teachers and parents	Motivate them to study and read different books in order to enrich themselves and enhance their knowledge and teaching, they should supplement the textbook by searching for more information, encourage them to enroll for professional development and as a result most teachers now have BETD
18. ensuring that teachers plan their lessons in terms of schemes of work, syllabus, and available resources, supervise and control teachers and learners work within the parameters of the curriculum	Encourage new initiatives, encourage co-lesson planning with experienced colleagues, accessibility of the principal to the staff	Development of teaching and learning aids especially when it is done on the computer, continuous guidance of lesson preparation especially of novice teachers
19.ensure that teachers are doing their job by monitoring and observing teaching and learning, ensure that materials are available	Create good relationship between teachers and learners, assist teachers to understand the curriculum, encourage parental involvement	Class visits and feedback on findings, conduct inter-school workshops to support one another and to study policies and documents
20. ensure that all teachers are properly placed, not to give subjects to teachers who are not trained in that area, encourage and motivate teachers by saying thank you and job well done, creating conducive learning and teaching environment, to encourage cooperation among the staff, to have a healthy relationship among one another	Teachers and learners are having enough learning materials, enough classrooms, learning environment is conducive, good relationship between school and parents	Look at the needs of the teachers and respond to them on time, address the challenges they are experiencing in their teaching, give them support, advice and listen to advice from my staff

SIP						
THEME 5: PROGRAMME /INTERVENTION IMPACTED ON QE IN REGION						
2.1 MOST IMPACT	2.2 IMPACT ON MANAGEMENT	2.3 IMPACT ON PARENT INVOLVEMENT	2.4 IMPACT ON TEACHING	2.5 IMPACT ON LEARNING	2.6 DESCRIBE PROF.DEV.SESSION	2.7 AFFECTS ON TEACHERS PRACTICE/MORALE
1. SIP.for fundraising, parent fund introduced to renovate old buildings	Collective decisions are better than individual	Parents visit the school to check on learners progress, introduced parent fund	Teachers prepare lessons and do remedial teaching	Learners sing, recite poems, practice peer teaching	Principal meetings, inspector encourages principals to manage school properly	Change in terms of attitude, more punctual
2. same as above	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
3. bes 2, helps school to improve, create good relationship with parents and teachers	Involve parents in lesson presentations, craft and technology, story telling, creates good relationship between parents and teachers, parents understand their role in education	Parents involved in different activities, parents are willing to come to meetings, parents come to school for problem learners	Helps teachers to use teaching aids, teachers learned how to use LCE and how to assess learners	Learners work in groups and share ideas, parents assist children with their school work	Teachers attending workshops bring feedback. We learn from each other. (No professional development program at school).	Teachers come up with new ideas on how to handle group work, e.g. provide different activities to different groups
4. Molteno – learners able to read and write. SIP – parental involvement enhanced, helped with assessment	Do classroom and lesson observation, helped grade 1 teachers and encouraged them to work together	Parents teach about cultural and traditional issues, parents attend meetings, parents pay school fees, parental come to school for children's problems, bring flour for oshikundu for needy children, pay maintenance for the project	Teachers are more understanding, do not beat/shout at learners, use phonics, do weekly planning	Learners are learning better, teachers are planning lessons better, teachers can pronounce words better, they use drawings to illustrate what they are teaching	Encourage teachers to use songs in lessons as learners enjoy songs and learn better, teachers write songs with empty spaces, learners fill in gaps, learners can match pictures and words, label parts and can retell the song as a story	It opened their minds and they learned

5. molteno – helped with literacy teaching, BES 2 impact upon improving education in the region	BES 2 helped me draw up a school development plan, consult with stakeholders in managing school	Bes 2 helped to involve parents, encouraged parents to come to class and teach cultural issues, as well as in producing learning materials, parents attend meetings, discuss and contribute to the development of the school	Offered professional development for teachers, teacher-principal conference, workshops on different activities pertaining to teaching and learning, i.e. CASS, LCE	SIP helped to strengthen the relationship between teachers, learners and parents, working as a team, promoted trust and unity among them	During teacher-principal conference we learned how to teach, make teaching aids, and different approaches to teaching and learning	Teachers have higher morale, confidence in teaching, skills to make teaching aids and apply LCE more effectively
6. BES 3, BES 2 – promote learning by helping teachers and learners, English skills improved, lesson planning improved, can now follow scheme of work	Can speak English, teachers are taught management procedures, changed teachers' attitudes, collegiality, leadership qualities	Parents are involved, learners participate in learning, parents are invited to classrooms to teach and it was successful	New teaching and communication skills with parents and learners, relationships improved, inspection became easier, active learning has improved	Learners are motivated they understand their responsibilities	Motivate teachers to do their best and to share ideas	Boosting morale as they have information on what to do, consultation is taking place (asking help from colleagues or the principal)
7. Molteno – held teachers workshops BES also helped teachers a lot	BES – the school development programme helped us to work with the school board and to manage our school better	Parents understand the importance of education and their responsibilities to their children' schooling. Improved the relationship between parents and schools	I do not know. I am new.	BES and Molteno helped learners to learn better	No special programme. Only feedback from colleagues who attended workshops	No comment

8. SIP – clustering system, regional and circuit workshops for teachers and principals. It improved the quality of education in the region, more resources available, involving parents in their children' education, equipping teachers with knowledge and skills	Programme brought order to school activities as we now plan our activities, also the SDP which involves all stakeholders	Parents see schools as their responsibility, involve themselves in school projects voluntarily, they manage, decide and visit the schools	Increased teacher's confidence, they plan a complete lesson with all the components, e.g. assessment strategies and criteria, reflection, etc.	Learners feel the link between school and community as parents are coming to school more often, they see the importance of attending school, and they study very hard in order to succeed	We do not have a fixed programme, but we sometimes come together to discuss issues like learners with special needs. At cluster level, we have a math teacher who supports other teachers in the cluster, they set up a programme on how to teach and assess	It boosts the morale of teachers, it helps them to teach with confidence
9. SIP and BES. Work on action plan and subject performance, development plan involving setting the motto and mission	Classroom management, including time and physical appearance of the school, looking for funds for new buildings, teachers attitudes, values and norms changed, the implementation of LCE	Involvement of the community, parents do now understand their roles in schools, they are free to come to school	LCE implementation has improved, especially the facilitation of learning, classroom management, learning corners have been established in the classrooms, classroom atmosphere is conducive for learning	LCE has influenced participatory learning, expression of opinions, using learners' prior knowledge. Learners understand their role in learning, active and collaborative learning. Self esteem and self discipline is enhanced	Developing school year programmes, mini workshops, school based assessment and teacher attitude. School management and learner management	Teachers become open-minded to professional development, they are positive towards professional development, some further their studies and obtain qualifications

10. Molteno – learners are able to read and write, encourages learners to help each other. SIP – parental involvement (principal a bit confused as she does not know how the two projects are related)	SIP – parents are more cooperative and we use their services more than before, parents are helping the children with compensatory teaching, they give money for materials	Parents are teaching learners to read, they come to school often to check the children's books	Teachers are using the materials we bought with project funds, they have the support of parents who are helping them with slow learners	Learners are learning better with support from both teachers and parents, they use the materials we bought and it helps to enhance their understanding of the subjects, teachers are more patient and understanding	Maths is offered by the AGS, they encourage use of teaching aids and help teachers develop their own, teachers are motivated and use teaching aids when they are teaching	They use more teaching aids than before in other subjects, teachers are motivated and their morale is high
NON-SIP						
11. Molteno project and a year with the BES II project. Do not feel that the projects improved the QE at our school.projects were not given enough time to take root in the school, school was not equipped enough, no time was given to reflect on the process	Programmes in a way improved LCE, otherwise they support what was already at the school	BES II speeded up the involvement of parents in the school affairs, parents are now part of us	It improved use of group work, also teaching the sounds of letters/phonics	Learners can work together in groups	Attended 3 sessions with BES II on small grant and how we will use the money if given to us. That was all.	Morale was high, we expected the money and even distributed the work among us but unfortunately no money was given

12. BES II – workshop room and production for parents, discovery channel (a dish, decoder, VCR) enhanced learning and teaching, computer	No more excuses for teachers not to have teaching aids	Parents are free to come to school, to discuss the design, as they see their products displayed at schools	Teachers make teaching aids and are more creative, gradual self-evaluation. Teachers are more attuned to their teaching and the teaching aids project generates money	Motivating learners to learn, broadening their knowledge	No sessions	No sessions
13. BES II – helps school to improve in terms of teaching and learning, encourages parental involvement, empowers stakeholders to successfully take part in educ. Activities, it is inclusive	I use to do class visits in order to monitor the implementation of the Molteno project	No direct parental involvement, but teachers design activities whereby parent can render assistance	Teachers plan their work in line with teachers' guide and syllabi. They can also make use of mixed and ability groups	Early signs of literacy skills have been observed mostly in terms of oral, reading, and writing skills (copying and creative writing in grades 3-4)	How to set up CA activities that are in line with desired learning domains	It is too early to determine the impact
14. Molteno project – helps teachers how to teach language, helps learners to fully involve themselves in lessons	It has no impact on management affairs	No impact on the way parents are involved	Teachers enjoyed molteno because lessons are already prepared and it enabled them to teach according to the given steps and instructions	Activities in Molteno textbooks are well prepared and enables learners to develop language skills	I attended a HOD workshop at cluster level	It is too early to realize the impact

15. SIP – involving community knowledge, teacher's self assessment, school self assessment and teaching/learning practices It would be good to extend this programme to upper primary and all the schools in the region. Shortcoming is that there are no facilitators to carry out the programme, only resource teachers, they can't manage to reach all the schools	Parental involvement, school plan	It made parents feel they also have something to contribute to the development of the school and to the education of their children	LP has a good format of lesson plan which is used properly, and will result in successful teaching	The dimension of community knowledge/input in classroom situations is more helpful to the learners. Learning will be more successful because the source here will not only be the teacher but somebody from an outside setting	These programmes do not happen at all schools	It unites teachers and community that they all have equal contribution to the education of the children
16. no comments	No comments	No comments	No comments	No comments	No comments	No comments
17. no comments	No comments	No comments	No comments	No comments	No comments	No comments
18. no programme, but the twinning of poor performing schools with progressive schools	Twinning schools focuses on teacher observations or class visits, on CASS monitoring and evaluation	Parents are sensitized to their role in the provision of education such as basic needs of their children, giving them time to study, sending learners to school, etc.	Preparedness in terms of teaching, emphasis on teaching and continuous assessment, compensatory and remedial teaching	Reduction in the numbers of learners missing CA activities	Our sessions are mainly focused on exchange of ideas on education legislation (interpretation and application)	Improved teacher's practice and conduct in terms of working within legislative parameters

19. Molteno and Nampep. Impact is unpredictable due to the limited duration of project coordinators	Molteno involves the management in ordering of books	No parental involvement attached to this programme	Teachers use to follow what is prescribed in their teacher's guide, produce and provide learners' learning materials, e.g flashcards	Promote group and pair work where learners can share ideas	Can't remember any so far	No comment
20. no policy on professional development of teachers						

SIP
THEME 6: SUSTAINABILITY OF INTERVENTION
3.1 WILL SCHOOL BE ABLE TO SUSTAIN CHANGES?
1. school can continue areas of concern depending on their continuous school development plan
2. same as above
3.Yes, will continue what they have learned, we have a copier, we raised funds to buy needed materials. Only problem is with electricity, so photocopier is kept at the circuit office
4. Yes, we will be able to sustain the program with the assistance of the community
5. We have been equipped with knowledge and skills which will enable us to continue and sustain the changes even when the program has come to an end
6. still using it by continuing with the plans as we used to do with BES
7. Yes, I think in some way it can but in some the school needs assistance in order to continue, e.g. in teaching LP and LCE
8. Yes and No. some changes have not been taking place like in LP principals were not involved in the new curriculum, they are not informed, each year principals should have a king of organized professional development activities to update themselves with the new changes
9. Yes, by implementing the changes continuously through class management, school development and the involvement of parents, monitoring the changes
10. Yes, parents are well trained and their behaviour and attitude towards the school changed Books will remain the property of the school
NON – SIP
11. the school is able to sustain the use of groupwork, but other things like the proposed project the school will not be able to sustain because there is no money
12. no comments written
13. Yes, to let the programme move we will do monitoring and make an effort to offer suitable materials and continuous interventions
14. Yes, through meetings and classroom observations, the school can encourage teachers to continue with the approaches suggested in MOLTENO
15. There is no doubt the school can sustain the programme, provided that teachers and parents are well trained and there are good facilitators in the cluster to ensure the continuity from time to time. The principal, cluster head, inspectors should spearhead the continuity and sustainability of the programme
16.

17. no comments	
18. Yes, it requires less contact sessions, e.g. once or twice a trimester where teachers exchange ideas on overall teaching methodology	
19. Yes, especially MOLTENO. We will try to maintain the approach and to develop materials as well as monitor it	
20. no comments	
SIP	
THEME 7: POLICY ON TEACHER DEVELOPMENT	
4.1 SCHOOL CONTINUOUS PROFESSIONAL DEVELOPMENT	4.2 YES, WHAT IS POLICY
1. no	N/a
2. same comment	Same comment
3. yes	To conduct subject meetings every month
4. yes	There is a programme for teachers meetings every second week where they discuss the education circular and teachers behaviour. However, they can also arrange meetings when it is needed.
5. we do not have something on paper but	LP teachers come together to plan, share ideas and help one another. Upper Primary teachers also meet according to their subjects to plan and also help each other. Sometimes facilitators attend
6. cluster workshops because the school is a cluster centre for specific grades	Once per term for sharing problems and strengths, parental involvement
7. yes	We conduct workshops among ourselves at subject level, teachers assist each other when they have problems
8. no fixed programme	N/A
9. yes, code of conduct, require punctuality, professional development	Cooperation and team planning, subject discussions
10. no	N/A
NON-SIP	
11. somehow	We meet twice a trimester to discuss things related to the education at our school. Otherwise we do it when necessary. Every Wednesday we do our weekly plans in groups depending on subjects
12. no policy but if there is a need we intervene at school level on how to improve the school, e.g. teachers got a chance through training on how to set up assessment activities and how to use the LCE strategies. We also do compensatory activities once a term	
13. no	N/A
14. no	N/A
15. no comment	
16. no comment	
17. no comment	

18. no, however there is a provision in the small school programme for discussions of the latest development in the implementation of MEC curriculum and an internal workshop may be initiated depending on the identified needs	
19. no written policy	N/A
20. no	N/A

EQUIP1 STUDY DATA ANALYSIS PRINCIPALS			
PRINCIPAL (1)		**HOD (2)**	
MALE (1.1)	**FEMALE (1.2)**	**MALE (2.1)**	**FEMALE (2.2)**
THEME 1: QUALITY EDUCATION			
1.1 DEFINITION		**1.2 EXAMPLE**	
1. competent teachers; relevant textbooks (1.2)		**1.** creativity, learner participation, allow learners to think on their own	
2. competent teachers and relevant textbooks (2.1)		**2.** creativity, learner participation, allow learners to think on their own	
3. facilities available, well qualified teachers, textbooks and learning materials, learner centred approach, parent involvement, learners' on time at school, contribute to school development fund (1.1)		**3.** learners become good citizens	
4. teachers prepare lessons, use appropriate materials, know subject content, know learners and their problems (2.2)		**4.** write a lesson, collect suitable teaching and learning aids, use group work, tell a story, teach new words	
5. teachers, parents, learners are working together to prepare and develop the school, teamwork (1.2)		**5.** prepare lessons thoroughly, prepare enough resources, involve learners, help learners with problems	
6. enough teachers, knowledge of roles/objectives, enough teaching materials (1.1)		**6.** standard of education, teacher willingness,	
7. qualified teachers in correct phases, enough teaching and learning materials, stationery and textbooks available, syllabus available (2.1)		**7.** well prepared teacher, daily prep based on syllabus, competent, available teaching aids, lesson plan has clear objectives, teacher uses LCE	
8. provide opportunity for learners, prepare learners for real life challenges, enhance learners' social, spiritual, moral and cultural development (1.1)		**8.** suitable goals, challenges and experiences for the learners, responsive to learners' needs, curriculum based	

9. proper planning, enough teaching materials, administering class activities, teachers and learners taking responsibility, parental involvement, adequate resources, LCE (1.1)	**9.** prepare in advance, good use of resources, LCE teaching methods, performance of learners
10. appropriate teaching aids, teachers share work, encourage learning, discourage absenteeism (1.2)	**10.** cooperation among teachers, principal, parents and learners, enough materials, textbooks, stationery and exercise books
11. NON-SIP	
11. teachers plan lessons, use teaching aids, are aware of time (punctual), not absent, cooperate with other teachers and in the community (2.2)	**11.** availability of regular lesson plans with teaching aids, teachers actually teach, teachers are good examples inside and outside the schools
12. teaching that helps learners understand theory and practice, child will cope with future challenges, enables them to learn further, it is a challenge to both teachers and learners (1.1)	**12.** prepares learners to cope with challenges in life, to have opportunities for further education
13. brings happiness to people and community, helps learners to develop skills, values and desired learning outcomes, helps learners to take part in national development, and enables them to get a job to survive (2.1)	**13.** participation of all stakeholders, learners are able to demonstrate what they have learnt, good passing rate
14. all stakeholders are involved in educational affairs (2.1)	**14.** LCE, good parents, learners and teachers, advisory service supports school
15. teacher does thorough preparation before presenting a lesson, use teaching aids to help learners understand subject matter, well trained teachers in their area of specialization (1.1)	**15.** uses teaching aids to help learners grasp the subject content, relevant to learners level of understanding, relates to learners prior knowledge, education done in the language learners' understand most
16. learners are provided with relevant information, involves all stakeholders in education, provides extra curricula activities such as sports and HIV/AIDS clubs (2.1)	**16.** meetings with parents, good examination results, learners that are presentable in the community

17. education that is relevant and helpful in life (1.1)	**17.** vocational training where student learn to work with their hands, where they can become self-employed. Education should give relevant subjects such as home ecology which learners can apply in life.
18. education that conforms to set standards, meet curriculum requirements, observed in terms of the outcomes of the process, relevant inputs that will bring about good outcomes, anticipated outcomes (1.1)	**18.** a well-resourced school that will deliver D-A symbols or have all learners pass to the next grade. It should be measured in terms of grades achieved by learners in light of inputs given in the teaching and learning process
19. provide effective learning and teaching, promote literacy, numeracy and language competencies (2.1)	**19.** learning outcomes that can lead to good citizenship, promote language development, contribute to skilled labour force, supports economic development
20. well qualified teachers, adequate resources and teachers teaching in a friendly manner and environment, education that meets the needs of the society, parents who provide assistance to their children by feeding them, clothing them and assisting them with their homework, gives them time to study (1.1)	**20.** good working relationship between parents and school, know exactly what their children are doing at school, child should be able to support people in the community with the skills s/he learnt at school. The child should be independent to choose between right and wrong

SIP		
THEME 2: GOOD QUALITY TEACHING		
1.3 DESCRIBE QUALITY TEACHING	**1.4** EXAMPLE QUALITY TEACHING	**1.5** SUCCESSFUL TEACHING
1. Teachers teach according to learners level of understanding	Compensatory teaching	A teacher who reached the learning objectives and basic competencies
2. same as above	**Same as above**	**Same as above**
3. using teaching aids, knows the subject matter, plan lesson at the level of the learners	Well prepared lessons and teachers, teachers have knowledge of what to be taught, able to assist learners with special needs and to do remedial teaching	Teacher achieves goals, give learners ideas and knowledge, able to use ideas in real life situations
4. teacher is confident, know learners problems and can assist them, treat learners equally	Prepare lessons, do not discriminate, give learners a chance to participate, ask parents to help with some teaching/learning activities	Teacher achieved what she set out to achieve, e.g. basic competencies and learning objectives

5. teachers prepared thoroughly, use teaching aids, involve learners in all the activities in the classroom, learners do and explore	Teachers come up with topic and find out what learners know about the topic, plan lesson based on what learners know and extend it to new knowledge	When learners ask questions, give tasks for learners to do, learners respond and the results are good, everybody understands, grades can show successful teaching
6. preparation of lessons, adhere to scheme of work and syllabus, time management	Application of LCE, creating conducive environment, democratic participation by learners	Aims and objectives are met, participation and views, evaluation (understand lesson content), remedial work
7. teacher uses LCE, rotate groups and monitor and assist them when they have difficulties	Just the same as in 1.3	Teacher does assessment after teaching (orally or through activities), and find that learners are answering what they are being asked.
8. it should be LCE, well organized, planned, include assessment strategies and criteria	When learners are motivated to participate, where learners hear, see and do things	Achieve the goals which are set in the syllabus, achieve the particular lesson objectives, assess learners' progress objectively, increases learners' interest in the subject
9. a variety of teaching methods and teaching and learning materials	Learners' involvement in learning process through preparation, clear explanations meeting learner's expectations, managing classroom for learning to take place punctually	Involves objectives formulation, classroom activities applying CASS, assess the learners, meet the objectives
10. teachers prepare lessons and use teaching aids, teachers love learners and are patient with them	Use of lesson plan, explaining subject content clearly, use group work, use observation and report back activities	When motivated and teach with understanding, shared activities where teacher need to cooperate and share understanding with others
NON-SIP		
11. learners are free and able to ask questions and answer them, learners' prior knowledge is recognized and used as a base for new learning, learners are made to feel proud of who they are and what they know	When learners get a chance to think for themselves, when learners are happy being together, when teachers are giving exercises and activities to assess whether learning has taken place, when learners are part of the learning process and can ask questions when they do not understand	When learners are able to use what they have learnt and able to use the newly acquired knowledge in their everyday life
12. methods that enhance understanding, learners understand, lesson preparation and use of teaching aids	Role playing, learning by doing, participating, active instrument of learners in learning	Correct implementation of the curriculum and teaching inline with curriculum, reinforced by adding information/expanding, preparation of teachers and use of variety of teaching methods, both visual and audio-visual

13. involvement of learners, good teaching and learning support materials, relevant learning activities, activities designed to meet basic competencies and are geared to measure the desired learning outcomes	Use of relevant teaching methods and strategies (pair, group, individual work, excursion), compensatory teaching	Learners able to demonstrate the desired learning outcomes
14. teachers respect learners ideas, testing of learners' prior knowledge, when learners understand the lessons	Practical work, group and pair work, integration of teaching aids	When learners understand the lesson content
15. teaching done through learners' local language in lower grades (1-3), teacher has done thorough preparation before presentation, use skills, knowledge and strategies to facilitate effective learning	No comments were written here	Using teaching aids, prepare thoroughly
16. when the teacher has a good understanding of the subject s/he teaches, use LCE by involving learners in the lesson, uses teaching aids and do not teach in an abstract way	Well prepared lessons, being resourceful, consult different resources, give learners tasks and provide feedback to learners afterwards	Indicated by the results, e.g. after teaching the teachers should evaluate the learners to assess what they have learnt, or are able to remember things that they are taught. If learners are able to take part in the lesson is another indication of successful teaching
17. LCE, where teaching is the facilitation of knowledge, not the transmission	Teacher uses prior knowledge of learners, use concrete and familiar examples, using indigenous knowledge	Preparation of lesson presentation, lessons present actions aided with teaching aids like pictures and other concrete objects
18. teaching that attains the set learning and lesson objectives, unlocks the subject content to learners in a way that captures their minds, sets them on a path of wanting to discover more	Teaching that is learner centred, it employs a variety of teaching methods such as lecturing, questions, self-discovery	Teaching that attain lesson objectives, lesson content has successfully been delivered to learners, explaining, describing an aspect taught
19. allows learners to participate effectively	Learners given tasks with unlimited ideas	Teaching that achieves its goals and objectives
20. teaching that promotes self-discovery, learners are able to do on their own, teachers uses LCE, teacher provides opportunity for learners to find answers to their questions	Teacher should know the subject matter, teacher is well prepared and ready to teach, have resources at hand and can put everything in order, teacher knows where to start and where to end, able to link new knowledge to learners existing knowledge	When able to achieve objectives, learners are able to understand what is taught

SIP		
THEME 3: QUALITY OF STUDENT LEARNING		
1.6 DEFINE QUALITY LEARNING	**1.7** EXAMPLES OF QL	**1.8** HOW IS QL DETERMINED
1. learners do their schoolwork on time, learners ask questions to understand better,	Language development can enable learners to learn better	Through motivation and sharing ideas about teaching and learning
2. same as above	**Same as above**	**Same as above**
3. learners listen well, committed to what is given by the teacher, willing to do something on his own	Able to get a job, able to assist those around him, develop the area where he came from/lived	By giving tests, assignments, homework
4. learners are listening attentively, share and accept others ideas, do their homework, try to be an example to others, when they are responsible for their own and others' learning, learners ask and learn without fear	Education that prepare a bright future for learners	At the end of the year when learners are able to read, speak, count, work on their own, retell a story and so on
5. when enough time is given to students to do the study, to revise their work, do research either in libraries or in books, interaction among students by working in groups, pairs, share ideas, learners learn best when they interact with one another	Learning with understanding, learning to gain knowledge and skills to use for the whole of your life	Determined by the result or outcome, the way teaching in the classroom is done, learners' understanding of concepts, when learners complete their work
6. achievement of learning goals through explanation and application, do activities orally and in writing	Learners know their responsibilities and aims, do all activities, collaborative learning (pair and group work), relationship, social values	Learners know their roles, respect one another, do their work freely and helping one another, obey rules and are responsible
7. when learners achieved all the competencies and passes the subjects with good grades	Learners learn with understanding and are able to apply what is learned	By putting what is learned into practice
8. involves all the learners' talents, confidence in solving problems, disciplined, try to work independently	The total learning experience which contributes to the achievement of the aims and objectives as set out in the curriculum	Determined by the outcome of the lesson, each lesson is planned, constant monitoring of the learners' work, timely assessment and feedback to learners about tests, quizzes, written exams, and practical projects
9. learners understand their responsibilities, makes use of learning opportunities, learners involve in learning activities by applying skills and knowledge, learners perform well	Learners' involvement in class activities, homework, learners being responsible for their own learning	CASS, summative assessment outcomes, participation and answer correctly

10. learners listen to teachers, get good grades, taking good care of their learning materials, and able to behave according to the values of his/her community	Learners learn hard, when they do their homework, study for a test in order to pass well (with high marks), learners are able to ask questions and contribute in class	The understanding of the learners, answering questions, and assist others to learn well, when the child is able to plan
NON-SIP		
11. teachers use groupwork and pairwork so that learners share information and ideas and therefore can learn from one another, learners are able to ask for clarity from different people (teachers, other learners, parents), learners who participate in class discussions or processes	Learners study what the teacher has asked them to do, learners listen attentively to their teacher, learners do their homework	Observing and assessing the person who went through such learning, how his behaviour has changed, what is he capable of doing, and his value to the nation
12. learners who are consistent and responsible for their own learning, a computer literacy programme with motivation from teachers and parents, parental involvement (responsibility and monitoring), contribution from stakeholders	Performance should be satisfactory, learners become independent, interact with others, communication skills, free to interact, learners are eager to be involved in activities, they are ambitious	Summative examinations will indicate the quality of teaching, the national exams
13. learners understand their responsibilities, they are able to learn in groups or in pairs when they pass the assessment activities	Learners are able to implement/put in practice what they have learnt, e.g after learning personal hygiene, they are able to recognize what is dirty and what is clean	Assessment of values, skills, knowledge and attitudes. Through observation of groupwork and assessment of practical activities
14. learners are creative, able to solve problems, are eager to learn	Enough materials, parental support, teachers are qualified and able to assist learners to develop skills	Assessment activities like tests, oral work, and examinations
15. learners learn with understanding, learning becomes meaningful to learners	Learners are actively involved in all learning activities, they search for information	How well do they understand what they have learned, when they can interpret what they have learned
16. learners are able to provide correct answers, perform well, and apply the knowledge they have learned	Learner is able to consult other references by going to the library and be able to apply and use that knowledge	Giving tests, homework, project and be able to do what is expected
17. learners can explain and do practicals, learners can apply what they have learned with understanding	Learners apply knowledge and understanding what they have learned, learners are responsible for their own learning	Through assessment and class visits, the performance of learners in summative and continuous assessment

18. the degree deemed appropriate or conforms to the requirements set for student learning	Degree or measurement of learning that has taken place in a learner, the quality of learning is measured by how many of the learners have been able to utter vowels over a determined period of time	By meeting the basic competencies as listed in a syllabus
19. participation, critical thinking, productivity	Same as 1.6	Through assessment, planning and organizing
20. learner is able to understand what is being taught and is a critical thinker, learners ask questions and make meaning of what is being taught, learner is able to reason, always asks why?	Able to put what is learned into practice, learners who learn about agriculture should be able to apply it at home	Child is able to relate what is learned at school to real life situations, learner is able to do homework, answers questions correctly
SIP		
THEME 4: QUALITY EDUCATION/TEACHING AND IMPROVEMENT OF PRACTICE		
1.9 ROLE IN QE AND QT	**1.10** ENCOURAGE QE IN SCHOOL	**1.11** SUPPORT IMPROVEMENT OF PRACTICE
1. I set good example by doing lesson plans, stay after class to do my admin work and do class visits	Staff meetings to give feedback, encourage compensatory teaching, encourage parental involvement	Talk to teachers on individual basis, especially to those using bad language and corporal punishment, encourage lazy teachers to change their attitude
2. same as above	**Same as above**	**Same as above**
3. check on teachers in the class, make sure the syllabus is covered, daily lesson prep is done, learners are given enough work to do, do class visits	Encourage daily prep, staff and subject meetings are held, create good cooperation between parents, teachers and learners, encourage parents to contribute to their children's education	Informing them to do their daily prep, ask them what they do not understand and have staff and subject meetings to help each other out
4. make room for implementing new things which are relevant to our situation, keep the rules of the school, remind teachers of their roles and duties, teachers to give feedback whenever they attended a workshop, set up disciplinary committees and encourages staff to find suitable solutions to problems	Encourage teachers to teach with lesson plans and to stick to them, ensure that teachers get to their classes on time, set example on the dress code of teachers	Help teachers with lesson planning, do classroom and lesson observations, give feedback afterwards, together with a volunteer from VSO we conducted an English workshop with LP teachers

5. motivate teachers to prepare for their daily activities, monitoring the teaching and learning in the school, organize activities such as staff and subject meetings	Encourage parental involvement, encourage team work (teachers to plan together and support one another), parents to help in teaching activities, work together with parents, teachers and learners to formulate school rules	We have a staff development programme in our school where teachers come together to discuss problems experienced during teaching
6. professional development, self-assessment, organize their classes, supervise, guide and motivate them, advise one another on learning	Motivation of both teachers and learners, encourage teachers to upgrade their skills for development, do class visits to observe teaching and learning	Have discussions to highlight areas of concern, team building and teamwork
7. place teachers in the correct phases, have qualified teachers, enough teaching and learning materials, have all the syllabuses and ensure teachers use LC approach and are prepared every day	Motivate teachers to do daily prep based on syllabus, motivate learners to arrive on time and put more effort in their school work, motivate parents to be involved with their children's school work and assist them with their homework	Send them to workshops, encourage them to consult extra materials that can help them with their work, encourage them to consult each other, share ideas among themselves
8. encourage teachers and parents to work together, encourage teachers to achieve higher levels of teaching by conducting class room observations, formal and informal, encourage punctuality and self-discipline, and to work out of love for the profession	Check lesson preparations and presentations, encourage parental involvement, insist on punctuality and keeping time	Encourage them to read and study on their own, attend workshops at school, cluster or regional level, hold self-evaluation sessions during staff meetings every term
9. planning, monitoring and controlling the school activities, organizing physical resources, teachers and learners, insist on punctuality, maintain discipline, controlling written work and class teaching	Leadership (discussing problems and needs with teachers), controlling and monitoring the work of both teachers and learners, conducting class visits, motivate teachers to attend workshops, team plan and enroll in professional development	Open communication, open door policy, interaction to initiate programme for school development, being exemplary by being committed to work and school development
10. establish good relationships among my teachers, share what is to be done among teachers, encourage teachers to have lesson plans, give awards to teachers who perform well (most learners pass, prepare every day, design teaching and learning aids, is punctual), enhance good relations between parents and teachers	Encourage teachers to clearly explain the subject content to learners, encourage good relationships between teachers and parents, and teachers and learners, allow teachers to attend workshops so they are able to give good quality education	I allow them to buy books and other necessary resources, encourage them to work harder, let them go to workshops, encourage them to enroll themselves in part time studies so they can upgrade their qualifications and enrich their understanding and practice
NON-SIP		

11. cooperate with other teachers, parents and to help learners with their school work and social values and behaviour, give support and encouragement to teachers and learners, foster a good relationship among teachers and learners, learners and the community at large	Encourage parents to help learners with their learning, ask them to help learners with things to be used like teaching aids and to contribute financially, I spearheaded the building of two extra classrooms at the school	Come together to advise on matters concerning teaching (twice a trimester), teachers teaching the same subject do their weekly preparation together every Wednesday. However, on Wednesday I only saw the maths team planning, no other team was there to plan
12. ensure that resources, syllabuses and prescribed books are available, daily prep is monitored, ensure that learners are given more activities, arrange internal meetings through HOD's to discuss problems and to improve the academics, ensure that they are responsible and grow professionally	Use of relevant materials, consistent testing, class-based, school-based and cluster-based, additional resources beyond the textbooks are available, and that relevant teaching aids are used	Development guide and school development policy is available, sharing information with aim of improving the system, set timeframe to work on teacher development
13. ensure that programs are implemented successfully, visiting and observing lessons, checking learners work, and negotiating with teachers, create an atmosphere in which all stakeholders are able to work together harmoniously	Conduct meetings with school board, parents, teachers association, school management as well as staff, give professional intervention when necessary, when I notice a need I will organize a workshop for the teachers, I invite parents to come and prepare lessons together with teachers usually on issues related to culture or history, I encourage and motivate learners to be serious with their education, I encourage them to work in groups and to help one another	We produce materials together, mostly teaching/learning aids, I assist them with developing schemes of work, lesson preparation and generally discuss topics to share teaching ideas
14. do class visits, conduct subject meetings, help teachers to do their work accordingly, encourage team work	Set up timetable for class visits and subject meetings, design classroom observation forms, encourages team work	Talk to them during class visits and subject meetings, encourage them to do lesson plans
15. to encourage teachers to do their work effectively, parental involvement, use of teaching aids in all phases, use peer teaching	Preparation, understand and interpret the curriculum, stakeholder to work together to improve the school in all aspects of teaching and learning	Do class visits, help teachers to improve their practice through discussing their strengths and weaknesses, ask teachers to give learners lots of work to improve their learning

16. Making sure that teachers prepare their lessons, monitoring their work, doing class visits regularly, making sure that learners are provided with study time, that they are given test and homework, by being exemplary to make sure that I am always on time to school and to my classes	Class visits, by observing what the teachers are doing in their classes, give rewards to the best learners and teachers at the end of the term, provide conducive learning atmosphere by ensuring school rules are there to instill discipline	Ensure that lesson prep is done, encourage teachers to further their studies, to read more, to gain new knowledge, work as a team to help each other, we also do team teaching and team planning
17. creating the vision and the mission of the school together with teachers and to make learners understand it, leading teachers and learners by giving direction and monitoring the daily activities	Evaluating actions to determine success and weaknesses, monitoring the actions, leading by involving teachers and parents	Motivate them to study and read different books in order to enrich themselves and enhance their knowledge and teaching, they should supplement the textbook by searching for more information, encourage them to enroll for professional development and as a result most teachers now have BETD
18. ensuring that teachers plan their lessons in terms of schemes of work, syllabus, and available resources, supervise and control teachers and learners work within the parameters of the curriculum	Encourage new initiatives, encourage co-lesson planning with experienced colleagues, accessibility of the principal to the staff	Development of teaching and learning aids especially when it is done on the computer, continuous guidance of lesson preparation especially of novice teachers
19.ensure that teachers are doing their job by monitoring and observing teaching and learning, ensure that materials are available	Create good relationship between teachers and learners, assist teachers to understand the curriculum, encourage parental involvement	Class visits and feedback on findings, conduct inter-school workshops to support one another and to study policies and documents
20. ensure that all teachers are properly placed, not to give subjects to teachers who are not trained in that area, encourage and motivate teachers by saying thank you and job well done, creating conducive learning and teaching environment, to encourage cooperation among the staff, to have a healthy relationship among one another	Teachers and learners are having enough learning materials, enough classrooms, learning environment is conducive, good relationship between school and parents	Look at the needs of the teachers and respond to them on time, address the challenges they are experiencing in their teaching, give them support, advice and listen to advice from my staff

SIP						
THEME 5: PROGRAMME /INTERVENTION IMPACTED ON QE IN REGION						
2.1 MOST IMPACT	2.2 IMPACT ON MANAGEMENT	2.3 IMPACT ON PARENT INVOLVEMENT	2.4 IMPACT ON TEACHING	2.5 IMPACT ON LEARNING	2.6 DESCRIBE PROF.DEV.SESSION	2.7 AFFECTS ON TEACHERS PRACTICE/MORALE
1. SIP.for fundraising, parent fund introduced to renovate old buildings	Collective decisions are better than individual	Parents visit the school to check on learners progress, introduced parent fund	Teachers prepare lessons and do remedial teaching	Learners sing, recite poems, practice peer teaching	Principal meetings, inspector encourages principals to manage school properly	Change in terms of attitude, more punctual
2. same as above	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
3. bes 2, helps school to improve, create good relationship with parents and teachers	Involve parents in lesson presentations, craft and technology, story telling, creates good relationship between parents and teachers, parents understand their role in education	Parents involved in different activities, parents are willing to come to meetings, parents come to school for problem learners	Helps teachers to use teaching aids, teachers learned how to use LCE and how to assess learners	Learners work in groups and share ideas, parents assist children with their school work	Teachers attending workshops bring feedback. We learn from each other. (No professional development program at school).	Teachers come up with new ideas on how to handle group work, e.g. provide different activities to different groups
4. Molteno – learners able to read and write. SIP – parental involvement enhanced, helped with assessment	Do classroom and lesson observation, helped grade 1 teachers and encouraged them to work together	Parents teach about cultural and traditional issues, parents attend meetings, parents pay school fees, parental come to school for children's problems, bring flour for oshikundu for needy children, pay maintenance for the project	Teachers are more understanding, do not beat/shout at learners, use phonics, do weekly planning	Learners are learning better, teachers are planning lessons better, teachers can pronounce words better, they use drawings to illustrate what they are teaching	Encourage teachers to use songs in lessons as learners enjoy songs and learn better, teachers write songs with empty spaces, learners fill in gaps, learners can match pictures and words, label parts and can retell the song as a story	It opened their minds and they learned

5. molteno – helped with literacy teaching, BES 2 impact upon improving education in the region	BES 2 helped me draw up a school development plan, consult with stakeholders in managing school	Bes 2 helped to involve parents, encouraged parents to come to class and teach cultural issues, as well as in producing learning materials, parents attend meetings, discuss and contribute to the development of the school	Offered professional development for teachers, teacher-principal conference, workshops on different activities pertaining to teaching and learning, i.e. CASS, LCE	SIP helped to strengthen the relationship between teachers, learners and parents, working as a team, promoted trust and unity among them	During teacher-principal conference we learned how to teach, make teaching aids, and different approaches to teaching and learning	Teachers have higher morale, confidence in teaching, skills to make teaching aids and apply LCE more effectively
6. BES 3, BES 2 – promote learning by helping teachers and learners, English skills improved, lesson planning improved, can now follow scheme of work	Can speak English, teachers are taught management procedures, changed teachers' attitudes, collegiality, leadership qualities	Parents are involved, learners participate in learning, parents are invited to classrooms to teach and it was successful	New teaching and communication skills with parents and learners, relationships improved, inspection became easier, active learning has improved	Learners are motivated they understand their responsibilities	Motivate teachers to do their best and to share ideas	Boosting morale as they have information on what to do, consultation is taking place (asking help from colleagues or the principal)
7. Molteno – held teachers workshops BES also helped teachers a lot	BES – the school development programme helped us to work with the school board and to manage our school better	Parents understand the importance of education and their responsibilities to their children' schooling. Improved the relationship between parents and schools	I do not know. I am new.	BES and Molteno helped learners to learn better	No special programme. Only feedback from colleagues who attended workshops	No comment

8. SIP – clustering system, regional and circuit workshops for teachers and principals. It improved the quality of education in the region, more resources available, involving parents in their children' education, equipping teachers with knowledge and skills	Programme brought order to school activities as we now plan our activities, also the SDP which involves all stakeholders	Parents see schools as their responsibility, involve themselves in school projects voluntarily, they manage, decide and visit the schools	Increased teacher's confidence, they plan a complete lesson with all the components, e.g. assessment strategies and criteria, reflection, etc.	Learners feel the link between school and community as parents are coming to school more often, they see the importance of attending school, and they study very hard in order to succeed	We do not have a fixed programme, but we sometimes come together to discuss issues like learners with special needs. At cluster level, we have a math teacher who supports other teachers in the cluster, they set up a programme on how to teach and assess	It boosts the morale of teachers, it helps them to teach with confidence
9. SIP and BES. Work on action plan and subject performance, development plan involving setting the motto and mission	Classroom management, including time and physical appearance of the school, looking for funds for new buildings, teachers attitudes, values and norms changed, the implementation of LCE	Involvement of the community, parents do now understand their roles in schools, they are free to come to school	LCE implementation has improved, especially the facilitation of learning, classroom management, learning corners have been established in the classrooms, classroom atmosphere is conducive for learning	LCE has influenced participatory learning, expression of opinions, using learners' prior knowledge. Learners understand their role in learning, active and collaborative learning. Self esteem and self discipline is enhanced	Developing school year programmes, mini workshops, school based assessment and teacher attitude. School management and learner management	Teachers become open-minded to professional development, they are positive towards professional development, some further their studies and obtain qualifications

10. Molteno – learners are able to read and write, encourages learners to help each other. SIP – parental involvement (principal a bit confused as she does not know how the two projects are related)	SIP – parents are more cooperative and we use their services more than before, parents are helping the children with compensatory teaching, they give money for materials	Parents are teaching learners to read, they come to school often to check the children's books	Teachers are using the materials we bought with project funds, they have the support of parents who are helping them with slow learners	Learners are learning better with support from both teachers and parents, they use the materials we bought and it helps to enhance their understanding of the subjects, teachers are more patient and understanding	Maths is offered by the AGS, they encourage use of teaching aids and help teachers develop their own, teachers are motivated and use teaching aids when they are teaching	They use more teaching aids than before in other subjects, teachers are motivated and their morale is high
NON-SIP						
11. Molteno project and a year with the BES II project. Do not feel that the projects improved the QE at our school.projects were not given enough time to take root in the school, school was not equipped enough, no time was given to reflect on the process	Programmes in a way improved LCE, otherwise they support what was already at the school	BES II speeded up the involvement of parents in the school affairs, parents are now part of us	It improved use of group work, also teaching the sounds of letters/phonics	Learners can work together in groups	Attended 3 sessions with BES II on small grant and how we will use the money if given to us. That was all.	Morale was high, we expected the money and even distributed the work among us but unfortunately no money was given

12. BES II – workshop room and production for parents, discovery channel (a dish, decoder, VCR) enhanced learning and teaching, computer	No more excuses for teachers not to have teaching aids	Parents are free to come to school, to discuss the design, as they see their products displayed at schools	Teachers make teaching aids and are more creative, gradual self-evaluation. Teachers are more attuned to their teaching and the teaching aids project generates money	Motivating learners to learn, broadening their knowledge	No sessions	No sessions
13. BES II – helps school to improve in terms of teaching and learning, encourages parental involvement, empowers stakeholders to successfully take part in educ. Activities, it is inclusive	I use to do class visits in order to monitor the implementation of the Molteno project	No direct parental involvement, but teachers design activities whereby parent can render assistance	Teachers plan their work in line with teachers' guide and syllabi. They can also make use of mixed and ability groups	Early signs of literacy skills have been observed mostly in terms of oral, reading, and writing skills (copying and creative writing in grades 3-4)	How to set up CA activities that are in line with desired learning domains	It is too early to determine the impact
14. Molteno project – helps teachers how to teach language, helps learners to fully involve themselves in lessons	It has no impact on management affairs	No impact on the way parents are involved	Teachers enjoyed molteno because lessons are already prepared and it enabled them to teach according to the given steps and instructions	Activities in Molteno textbooks are well prepared and enables learners to develop language skills	I attended a HOD workshop at cluster level	It is too early to realize the impact

15. SIP – involving community knowledge, teacher's self assessment, school self assessment and teaching/learning practices It would be good to extend this programme to upper primary and all the schools in the region. Shortcoming is that there are no facilitators to carry out the programme, only resource teachers, they can't manage to reach all the schools	Parental involvement, school plan	It made parents feel they also have something to contribute to the development of the school and to the education of their children	LP has a good format of lesson plan which is used properly, and will result in successful teaching	The dimension of community knowledge/input in classroom situations is more helpful to the learners. Learning will be more successful because the source here will not only be the teacher but somebody from an outside setting	These programmes do not happen at all schools	It unites teachers and community that they all have equal contribution to the education of the children
16. no comments	No comments	No comments	No comments	No comments	No comments	No comments
17. no comments	No comments	No comments	No comments	No comments	No comments	No comments
18. no programme, but the twinning of poor performing schools with progressive schools	Twinning schools focuses on teacher observations or class visits, on CASS monitoring and evaluation	Parents are sensitized to their role in the provision of education such as basic needs of their children, giving them time to study, sending learners to school, etc.	Preparedness in terms of teaching, emphasis on teaching and continuous assessment, compensatory and remedial teaching	Reduction in the numbers of learners missing CA activities	Our sessions are mainly focused on exchange of ideas on education legislation (interpretation and application)	Improved teacher's practice and conduct in terms of working within legislative parameters

19. Molteno and Nampep. Impact is unpredictable due to the limited duration of project coordinators	Molteno involves the management in ordering of books	No parental involvement attached to this programme	Teachers use to follow what is prescribed in their teacher's guide, produce and provide learners' learning materials, e.g flashcards	Promote group and pair work where learners can share ideas	Can't remember any so far	No comment
20. no policy on professional development of teachers						

SIP
THEME 6: SUSTAINABILITY OF INTERVENTION
3.1 WILL SCHOOL BE ABLE TO SUSTAIN CHANGES?
1. school can continue areas of concern depending on their continuous school development plan
2. same as above
3.Yes, will continue what they have learned, we have a copier, we raised funds to buy needed materials. Only problem is with electricity, so photocopier is kept at the circuit office
4. Yes, we will be able to sustain the program with the assistance of the community
5. We have been equipped with knowledge and skills which will enable us to continue and sustain the changes even when the program has come to an end
6. still using it by continuing with the plans as we used to do with BES
7. Yes, I think in some way it can but in some the school needs assistance in order to continue, e.g. in teaching LP and LCE
8. Yes and No. some changes have not been taking place like in LP principals were not involved in the new curriculum, they are not informed, each year principals should have a king of organized professional development activities to update themselves with the new changes
9. Yes, by implementing the changes continuously through class management, school development and the involvement of parents, monitoring the changes
10. Yes, parents are well trained and their behaviour and attitude towards the school changed Books will remain the property of the school
NON – SIP
11. the school is able to sustain the use of groupwork, but other things like the proposed project the school will not be able to sustain because there is no money
12. no comments written
13. Yes, to let the programme move we will do monitoring and make an effort to offer suitable materials and continuous interventions
14. Yes, through meetings and classroom observations, the school can encourage teachers to continue with the approaches suggested in MOLTENO
15. There is no doubt the school can sustain the programme, provided that teachers and parents are well trained and there are good facilitators in the cluster to ensure the continuity from time to time. The principal, cluster head, inspectors should spearhead the continuity and sustainability of the programme
16.

17. no comments	
18. Yes, it requires less contact sessions, e.g. once or twice a trimester where teachers exchange ideas on overall teaching methodology	
19. Yes, especially MOLTENO. We will try to maintain the approach and to develop materials as well as monitor it	
20. no comments	
SIP	
THEME 7: POLICY ON TEACHER DEVELOPMENT	
4.1 SCHOOL CONTINUOUS PROFESSIONAL DEVELOPMENT	4.2 YES, WHAT IS POLICY
1. no	N/a
2. same comment	Same comment
3. yes	To conduct subject meetings every month
4. yes	There is a programme for teachers meetings every second week where they discuss the education circular and teachers behaviour. However, they can also arrange meetings when it is needed.
5. we do not have something on paper but	LP teachers come together to plan, share ideas and help one another. Upper Primary teachers also meet according to their subjects to plan and also help each other. Sometimes facilitators attend
6. cluster workshops because the school is a cluster centre for specific grades	Once per term for sharing problems and strengths, parental involvement
7. yes	We conduct workshops among ourselves at subject level, teachers assist each other when they have problems
8. no fixed programme	N/A
9. yes, code of conduct, require punctuality, professional development	Cooperation and team planning, subject discussions
10. no	N/A
NON-SIP	
11. somehow	We meet twice a trimester to discuss things related to the education at our school. Otherwise we do it when necessary. Every Wednesday we do our weekly plans in groups depending on subjects
12. no policy but if there is a need we intervene at school level on how to improve the school, e.g. teachers got a chance through training on how to set up assessment activities and how to use the LCE strategies. We also do compensatory activities once a term	
13. no	N/A
14. no	N/A
15. no comment	
16. no comment	
17. no comment	

18. no, however there is a provision in the small school programme for discussions of the latest development in the implementation of MEC curriculum and an internal workshop may be initiated depending on the identified needs	
19. no written policy	N/A
20. no	N/A

EQUIP1 STUDY DATA ANALYSIS PRINCIPALS			
PRINCIPAL (1)		**HOD (2)**	
MALE (1.1)	**FEMALE (1.2)**	**MALE (2.1)**	**FEMALE (2.2)**
THEME 1: QUALITY EDUCATION			
1.1 DEFINITION		**1.2 EXAMPLE**	
1. competent teachers; relevant textbooks (1.2)		**1.** creativity, learner participation, allow learners to think on their own	
2. competent teachers and relevant textbooks (2.1)		**2.** creativity, learner participation, allow learners to think on their own	
3. facilities available, well qualified teachers, textbooks and learning materials, learner centred approach, parent involvement, learners' on time at school, contribute to school development fund (1.1)		**3.** learners become good citizens	
4. teachers prepare lessons, use appropriate materials, know subject content, know learners and their problems (2.2)		**4.** write a lesson, collect suitable teaching and learning aids, use group work, tell a story, teach new words	
5. teachers, parents, learners are working together to prepare and develop the school, teamwork (1.2)		**5.** prepare lessons thoroughly, prepare enough resources, involve learners, help learners with problems	
6. enough teachers, knowledge of roles/objectives, enough teaching materials (1.1)		**6.** standard of education, teacher willingness,	
7. qualified teachers in correct phases, enough teaching and learning materials, stationery and textbooks available, syllabus available (2.1)		**7.** well prepared teacher, daily prep based on syllabus, competent, available teaching aids, lesson plan has clear objectives, teacher uses LCE	
8. provide opportunity for learners, prepare learners for real life challenges, enhance learners' social, spiritual, moral and cultural development (1.1)		**8.** suitable goals, challenges and experiences for the learners, responsive to learners' needs, curriculum based	

9. proper planning, enough teaching materials, administering class activities, teachers and learners taking responsibility, parental involvement, adequate resources, LCE (1.1)	**9.** prepare in advance, good use of resources, LCE teaching methods, performance of learners
10. appropriate teaching aids, teachers share work, encourage learning, discourage absenteeism (1.2)	**10.** cooperation among teachers, principal, parents and learners, enough materials, textbooks, stationery and exercise books
11. NON-SIP	
11. teachers plan lessons, use teaching aids, are aware of time (punctual), not absent, cooperate with other teachers and in the community (2.2)	**11.** availability of regular lesson plans with teaching aids, teachers actually teach, teachers are good examples inside and outside the schools
12. teaching that helps learners understand theory and practice, child will cope with future challenges, enables them to learn further, it is a challenge to both teachers and learners (1.1)	**12.** prepares learners to cope with challenges in life, to have opportunities for further education
13. brings happiness to people and community, helps learners to develop skills, values and desired learning outcomes, helps learners to take part in national development, and enables them to get a job to survive (2.1)	**13.** participation of all stakeholders, learners are able to demonstrate what they have learnt, good passing rate
14. all stakeholders are involved in educational affairs (2.1)	**14.** LCE, good parents, learners and teachers, advisory service supports school
15. teacher does thorough preparation before presenting a lesson, use teaching aids to help learners understand subject matter, well trained teachers in their area of specialization (1.1)	**15.** uses teaching aids to help learners grasp the subject content, relevant to learners level of understanding, relates to learners prior knowledge, education done in the language learners' understand most
16. learners are provided with relevant information, involves all stakeholders in education, provides extra curricula activities such as sports and HIV/AIDS clubs (2.1)	**16.** meetings with parents, good examination results, learners that are presentable in the community

17. education that is relevant and helpful in life (1.1)	**17.** vocational training where student learn to work with their hands, where they can become self-employed. Education should give relevant subjects such as home ecology which learners can apply in life.
18. education that conforms to set standards, meet curriculum requirements, observed in terms of the outcomes of the process, relevant inputs that will bring about good outcomes, anticipated outcomes (1.1)	**18.** a well-resourced school that will deliver D-A symbols or have all learners pass to the next grade. It should be measured in terms of grades achieved by learners in light of inputs given in the teaching and learning process
19. provide effective learning and teaching, promote literacy, numeracy and language competencies (2.1)	**19.** learning outcomes that can lead to good citizenship, promote language development, contribute to skilled labour force, supports economic development
20. well qualified teachers, adequate resources and teachers teaching in a friendly manner and environment, education that meets the needs of the society, parents who provide assistance to their children by feeding them, clothing them and assisting them with their homework, gives them time to study (1.1)	**20.** good working relationship between parents and school, know exactly what their children are doing at school, child should be able to support people in the community with the skills s/he learnt at school. The child should be independent to choose between right and wrong

SIP		
THEME 2: GOOD QUALITY TEACHING		
1.3 DESCRIBE QUALITY TEACHING	**1.4** EXAMPLE QUALITY TEACHING	**1.5** SUCCESSFUL TEACHING
1. Teachers teach according to learners level of understanding	Compensatory teaching	A teacher who reached the learning objectives and basic competencies
2. same as above	**Same as above**	**Same as above**
3. using teaching aids, knows the subject matter, plan lesson at the level of the learners	Well prepared lessons and teachers, teachers have knowledge of what to be taught, able to assist learners with special needs and to do remedial teaching	Teacher achieves goals, give learners ideas and knowledge, able to use ideas in real life situations
4. teacher is confident, know learners problems and can assist them, treat learners equally	Prepare lessons, do not discriminate, give learners a chance to participate, ask parents to help with some teaching/learning activities	Teacher achieved what she set out to achieve, e.g. basic competencies and learning objectives

5. teachers prepared thoroughly, use teaching aids, involve learners in all the activities in the classroom, learners do and explore	Teachers come up with topic and find out what learners know about the topic, plan lesson based on what learners know and extend it to new knowledge	When learners ask questions, give tasks for learners to do, learners respond and the results are good, everybody understands, grades can show successful teaching
6. preparation of lessons, adhere to scheme of work and syllabus, time management	Application of LCE, creating conducive environment, democratic participation by learners	Aims and objectives are met, participation and views, evaluation (understand lesson content), remedial work
7. teacher uses LCE, rotate groups and monitor and assist them when they have difficulties	Just the same as in 1.3	Teacher does assessment after teaching (orally or through activities), and find that learners are answering what they are being asked.
8. it should be LCE, well organized, planned, include assessment strategies and criteria	When learners are motivated to participate, where learners hear, see and do things	Achieve the goals which are set in the syllabus, achieve the particular lesson objectives, assess learners' progress objectively, increases learners' interest in the subject
9. a variety of teaching methods and teaching and learning materials	Learners' involvement in learning process through preparation, clear explanations meeting learner's expectations, managing classroom for learning to take place punctually	Involves objectives formulation, classroom activities applying CASS, assess the learners, meet the objectives
10. teachers prepare lessons and use teaching aids, teachers love learners and are patient with them	Use of lesson plan, explaining subject content clearly, use group work, use observation and report back activities	When motivated and teach with understanding, shared activities where teacher need to cooperate and share understanding with others
NON-SIP		
11. learners are free and able to ask questions and answer them, learners' prior knowledge is recognized and used as a base for new learning, learners are made to feel proud of who they are and what they know	When learners get a chance to think for themselves, when learners are happy being together, when teachers are giving exercises and activities to assess whether learning has taken place, when learners are part of the learning process and can ask questions when they do not understand	When learners are able to use what they have learnt and able to use the newly acquired knowledge in their everyday life
12. methods that enhance understanding, learners understand, lesson preparation and use of teaching aids	Role playing, learning by doing, participating, active instrument of learners in learning	Correct implementation of the curriculum and teaching inline with curriculum, reinforced by adding information/expanding, preparation of teachers and use of variety of teaching methods, both visual and audio-visual

13. involvement of learners, good teaching and learning support materials, relevant learning activities, activities designed to meet basic competencies and are geared to measure the desired learning outcomes	Use of relevant teaching methods and strategies (pair, group, individual work, excursion), compensatory teaching	Learners able to demonstrate the desired learning outcomes
14. teachers respect learners ideas, testing of learners' prior knowledge, when learners understand the lessons	Practical work, group and pair work, integration of teaching aids	When learners understand the lesson content
15. teaching done through learners' local language in lower grades (1-3), teacher has done thorough preparation before presentation, use skills, knowledge and strategies to facilitate effective learning	No comments were written here	Using teaching aids, prepare thoroughly
16. when the teacher has a good understanding of the subject s/he teaches, use LCE by involving learners in the lesson, uses teaching aids and do not teach in an abstract way	Well prepared lessons, being resourceful, consult different resources, give learners tasks and provide feedback to learners afterwards	Indicated by the results, e.g. after teaching the teachers should evaluate the learners to assess what they have learnt, or are able to remember things that they are taught. If learners are able to take part in the lesson is another indication of successful teaching
17. LCE, where teaching is the facilitation of knowledge, not the transmission	Teacher uses prior knowledge of learners, use concrete and familiar examples, using indigenous knowledge	Preparation of lesson presentation, lessons present actions aided with teaching aids like pictures and other concrete objects
18. teaching that attains the set learning and lesson objectives, unlocks the subject content to learners in a way that captures their minds, sets them on a path of wanting to discover more	Teaching that is learner centred, it employs a variety of teaching methods such as lecturing, questions, self-discovery	Teaching that attain lesson objectives, lesson content has successfully been delivered to learners, explaining, describing an aspect taught
19. allows learners to participate effectively	Learners given tasks with unlimited ideas	Teaching that achieves its goals and objectives
20. teaching that promotes self-discovery, learners are able to do on their own, teachers uses LCE, teacher provides opportunity for learners to find answers to their questions	Teacher should know the subject matter, teacher is well prepared and ready to teach, have resources at hand and can put everything in order, teacher knows where to start and where to end, able to link new knowledge to learners existing knowledge	When able to achieve objectives, learners are able to understand what is taught

SIP		
THEME 3: QUALITY OF STUDENT LEARNING		
1.6 DEFINE QUALITY LEARNING	**1.7** EXAMPLES OF QL	**1.8** HOW IS QL DETERMINED
1. learners do their schoolwork on time, learners ask questions to understand better,	Language development can enable learners to learn better	Through motivation and sharing ideas about teaching and learning
2. same as above	**Same as above**	**Same as above**
3. learners listen well, committed to what is given by the teacher, willing to do something on his own	Able to get a job, able to assist those around him, develop the area where he came from/lived	By giving tests, assignments, homework
4. learners are listening attentively, share and accept others ideas, do their homework, try to be an example to others, when they are responsible for their own and others' learning, learners ask and learn without fear	Education that prepare a bright future for learners	At the end of the year when learners are able to read, speak, count, work on their own, retell a story and so on
5. when enough time is given to students to do the study, to revise their work, do research either in libraries or in books, interaction among students by working in groups, pairs, share ideas, learners learn best when they interact with one another	Learning with understanding, learning to gain knowledge and skills to use for the whole of your life	Determined by the result or outcome, the way teaching in the classroom is done, learners' understanding of concepts, when learners complete their work
6. achievement of learning goals through explanation and application, do activities orally and in writing	Learners know their responsibilities and aims, do all activities, collaborative learning (pair and group work), relationship, social values	Learners know their roles, respect one another, do their work freely and helping one another, obey rules and are responsible
7. when learners achieved all the competencies and passes the subjects with good grades	Learners learn with understanding and are able to apply what is learned	By putting what is learned into practice
8. involves all the learners' talents, confidence in solving problems, disciplined, try to work independently	The total learning experience which contributes to the achievement of the aims and objectives as set out in the curriculum	Determined by the outcome of the lesson, each lesson is planned, constant monitoring of the learners' work, timely assessment and feedback to learners about tests, quizzes, written exams, and practical projects
9. learners understand their responsibilities, makes use of learning opportunities, learners involve in learning activities by applying skills and knowledge, learners perform well	Learners' involvement in class activities, homework, learners being responsible for their own learning	CASS, summative assessment outcomes, participation and answer correctly

10. learners listen to teachers, get good grades, taking good care of their learning materials, and able to behave according to the values of his/her community	Learners learn hard, when they do their homework, study for a test in order to pass well (with high marks), learners are able to ask questions and contribute in class	The understanding of the learners, answering questions, and assist others to learn well, when the child is able to plan
NON-SIP		
11. teachers use groupwork and pairwork so that learners share information and ideas and therefore can learn from one another, learners are able to ask for clarity from different people (teachers, other learners, parents), learners who participate in class discussions or processes	Learners study what the teacher has asked them to do, learners listen attentively to their teacher, learners do their homework	Observing and assessing the person who went through such learning, how his behaviour has changed, what is he capable of doing, and his value to the nation
12. learners who are consistent and responsible for their own learning, a computer literacy programme with motivation from teachers and parents, parental involvement (responsibility and monitoring), contribution from stakeholders	Performance should be satisfactory, learners become independent, interact with others, communication skills, free to interact, learners are eager to be involved in activities, they are ambitious	Summative examinations will indicate the quality of teaching, the national exams
13. learners understand their responsibilities, they are able to learn in groups or in pairs when they pass the assessment activities	Learners are able to implement/put in practice what they have learnt, e.g after learning personal hygiene, they are able to recognize what is dirty and what is clean	Assessment of values, skills, knowledge and attitudes. Through observation of groupwork and assessment of practical activities
14. learners are creative, able to solve problems, are eager to learn	Enough materials, parental support, teachers are qualified and able to assist learners to develop skills	Assessment activities like tests, oral work, and examinations
15. learners learn with understanding, learning becomes meaningful to learners	Learners are actively involved in all learning activities, they search for information	How well do they understand what they have learned, when they can interpret what they have learned
16. learners are able to provide correct answers, perform well, and apply the knowledge they have learned	Learner is able to consult other references by going to the library and be able to apply and use that knowledge	Giving tests, homework, project and be able to do what is expected
17. learners can explain and do practicals, learners can apply what they have learned with understanding	Learners apply knowledge and understanding what they have learned, learners are responsible for their own learning	Through assessment and class visits, the performance of learners in summative and continuous assessment

18. the degree deemed appropriate or conforms to the requirements set for student learning	Degree or measurement of learning that has taken place in a learner, the quality of learning is measured by how many of the learners have been able to utter vowels over a determined period of time	By meeting the basic competencies as listed in a syllabus
19. participation, critical thinking, productivity	Same as 1.6	Through assessment, planning and organizing
20. learner is able to understand what is being taught and is a critical thinker, learners ask questions and make meaning of what is being taught, learner is able to reason, always asks why?	Able to put what is learned into practice, learners who learn about agriculture should be able to apply it at home	Child is able to relate what is learned at school to real life situations, learner is able to do homework, answers questions correctly
SIP		
THEME 4: QUALITY EDUCATION/TEACHING AND IMPROVEMENT OF PRACTICE		
1.9 ROLE IN QE AND QT	**1.10** ENCOURAGE QE IN SCHOOL	**1.11** SUPPORT IMPROVEMENT OF PRACTICE
1. I set good example by doing lesson plans, stay after class to do my admin work and do class visits	Staff meetings to give feedback, encourage compensatory teaching, encourage parental involvement	Talk to teachers on individual basis, especially to those using bad language and corporal punishment, encourage lazy teachers to change their attitude
2. same as above	**Same as above**	**Same as above**
3. check on teachers in the class, make sure the syllabus is covered, daily lesson prep is done, learners are given enough work to do, do class visits	Encourage daily prep, staff and subject meetings are held, create good cooperation between parents, teachers and learners, encourage parents to contribute to their children's education	Informing them to do their daily prep, ask them what they do not understand and have staff and subject meetings to help each other out
4. make room for implementing new things which are relevant to our situation, keep the rules of the school, remind teachers of their roles and duties, teachers to give feedback whenever they attended a workshop, set up disciplinary committees and encourages staff to find suitable solutions to problems	Encourage teachers to teach with lesson plans and to stick to them, ensure that teachers get to their classes on time, set example on the dress code of teachers	Help teachers with lesson planning, do classroom and lesson observations, give feedback afterwards, together with a volunteer from VSO we conducted an English workshop with LP teachers

5. motivate teachers to prepare for their daily activities, monitoring the teaching and learning in the school, organize activities such as staff and subject meetings	Encourage parental involvement, encourage team work (teachers to plan together and support one another), parents to help in teaching activities, work together with parents, teachers and learners to formulate school rules	We have a staff development programme in our school where teachers come together to discuss problems experienced during teaching
6. professional development, self-assessment, organize their classes, supervise, guide and motivate them, advise one another on learning	Motivation of both teachers and learners, encourage teachers to upgrade their skills for development, do class visits to observe teaching and learning	Have discussions to highlight areas of concern, team building and teamwork
7. place teachers in the correct phases, have qualified teachers, enough teaching and learning materials, have all the syllabuses and ensure teachers use LC approach and are prepared every day	Motivate teachers to do daily prep based on syllabus, motivate learners to arrive on time and put more effort in their school work, motivate parents to be involved with their children's school work and assist them with their homework	Send them to workshops, encourage them to consult extra materials that can help them with their work, encourage them to consult each other, share ideas among themselves
8. encourage teachers and parents to work together, encourage teachers to achieve higher levels of teaching by conducting class room observations, formal and informal, encourage punctuality and self-discipline, and to work out of love for the profession	Check lesson preparations and presentations, encourage parental involvement, insist on punctuality and keeping time	Encourage them to read and study on their own, attend workshops at school, cluster or regional level, hold self-evaluation sessions during staff meetings every term
9. planning, monitoring and controlling the school activities, organizing physical resources, teachers and learners, insist on punctuality, maintain discipline, controlling written work and class teaching	Leadership (discussing problems and needs with teachers), controlling and monitoring the work of both teachers and learners, conducting class visits, motivate teachers to attend workshops, team plan and enroll in professional development	Open communication, open door policy, interaction to initiate programme for school development, being exemplary by being committed to work and school development
10. establish good relationships among my teachers, share what is to be done among teachers, encourage teachers to have lesson plans, give awards to teachers who perform well (most learners pass, prepare every day, design teaching and learning aids, is punctual), enhance good relations between parents and teachers	Encourage teachers to clearly explain the subject content to learners, encourage good relationships between teachers and parents, and teachers and learners, allow teachers to attend workshops so they are able to give good quality education	I allow them to buy books and other necessary resources, encourage them to work harder, let them go to workshops, encourage them to enroll themselves in part time studies so they can upgrade their qualifications and enrich their understanding and practice
NON-SIP		

11. cooperate with other teachers, parents and to help learners with their school work and social values and behaviour, give support and encouragement to teachers and learners, foster a good relationship among teachers and learners, learners and the community at large	Encourage parents to help learners with their learning, ask them to help learners with things to be used like teaching aids and to contribute financially, I spearheaded the building of two extra classrooms at the school	Come together to advise on matters concerning teaching (twice a trimester), teachers teaching the same subject do their weekly preparation together every Wednesday. However, on Wednesday I only saw the maths team planning, no other team was there to plan
12. ensure that resources, syllabuses and prescribed books are available, daily prep is monitored, ensure that learners are given more activities, arrange internal meetings through HOD's to discuss problems and to improve the academics, ensure that they are responsible and grow professionally	Use of relevant materials, consistent testing, class-based, school-based and cluster-based, additional resources beyond the textbooks are available, and that relevant teaching aids are used	Development guide and school development policy is available, sharing information with aim of improving the system, set timeframe to work on teacher development
13. ensure that programs are implemented successfully, visiting and observing lessons, checking learners work, and negotiating with teachers, create an atmosphere in which all stakeholders are able to work together harmoniously	Conduct meetings with school board, parents, teachers association, school management as well as staff, give professional intervention when necessary, when I notice a need I will organize a workshop for the teachers, I invite parents to come and prepare lessons together with teachers usually on issues related to culture or history, I encourage and motivate learners to be serious with their education, I encourage them to work in groups and to help one another	We produce materials together, mostly teaching/learning aids, I assist them with developing schemes of work, lesson preparation and generally discuss topics to share teaching ideas
14. do class visits, conduct subject meetings, help teachers to do their work accordingly, encourage team work	Set up timetable for class visits and subject meetings, design classroom observation forms, encourages team work	Talk to them during class visits and subject meetings, encourage them to do lesson plans
15. to encourage teachers to do their work effectively, parental involvement, use of teaching aids in all phases, use peer teaching	Preparation, understand and interpret the curriculum, stakeholder to work together to improve the school in all aspects of teaching and learning	Do class visits, help teachers to improve their practice through discussing their strengths and weaknesses, ask teachers to give learners lots of work to improve their learning

16. Making sure that teachers prepare their lessons, monitoring their work, doing class visits regularly, making sure that learners are provided with study time, that they are given test and homework, by being exemplary to make sure that I am always on time to school and to my classes	Class visits, by observing what the teachers are doing in their classes, give rewards to the best learners and teachers at the end of the term, provide conducive learning atmosphere by ensuring school rules are there to instill discipline	Ensure that lesson prep is done, encourage teachers to further their studies, to read more, to gain new knowledge, work as a team to help each other, we also do team teaching and team planning
17. creating the vision and the mission of the school together with teachers and to make learners understand it, leading teachers and learners by giving direction and monitoring the daily activities	Evaluating actions to determine success and weaknesses, monitoring the actions, leading by involving teachers and parents	Motivate them to study and read different books in order to enrich themselves and enhance their knowledge and teaching, they should supplement the textbook by searching for more information, encourage them to enroll for professional development and as a result most teachers now have BETD
18. ensuring that teachers plan their lessons in terms of schemes of work, syllabus, and available resources, supervise and control teachers and learners work within the parameters of the curriculum	Encourage new initiatives, encourage co-lesson planning with experienced colleagues, accessibility of the principal to the staff	Development of teaching and learning aids especially when it is done on the computer, continuous guidance of lesson preparation especially of novice teachers
19.ensure that teachers are doing their job by monitoring and observing teaching and learning, ensure that materials are available	Create good relationship between teachers and learners, assist teachers to understand the curriculum, encourage parental involvement	Class visits and feedback on findings, conduct inter-school workshops to support one another and to study policies and documents
20. ensure that all teachers are properly placed, not to give subjects to teachers who are not trained in that area, encourage and motivate teachers by saying thank you and job well done, creating conducive learning and teaching environment, to encourage cooperation among the staff, to have a healthy relationship among one another	Teachers and learners are having enough learning materials, enough classrooms, learning environment is conducive, good relationship between school and parents	Look at the needs of the teachers and respond to them on time, address the challenges they are experiencing in their teaching, give them support, advice and listen to advice from my staff

SIP						
THEME 5: PROGRAMME /INTERVENTION IMPACTED ON QE IN REGION						
2.1 MOST IMPACT	2.2 IMPACT ON MANAGEMENT	2.3 IMPACT ON PARENT INVOLVEMENT	2.4 IMPACT ON TEACHING	2.5 IMPACT ON LEARNING	2.6 DESCRIBE PROF.DEV.SESSION	2.7 AFFECTS ON TEACHERS PRACTICE/MORALE
1. SIP.for fundraising, parent fund introduced to renovate old buildings	Collective decisions are better than individual	Parents visit the school to check on learners progress, introduced parent fund	Teachers prepare lessons and do remedial teaching	Learners sing, recite poems, practice peer teaching	Principal meetings, inspector encourages principals to manage school properly	Change in terms of attitude, more punctual
2. same as above	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
3. bes 2, helps school to improve, create good relationship with parents and teachers	Involve parents in lesson presentations, craft and technology, story telling, creates good relationship between parents and teachers, parents understand their role in education	Parents involved in different activities, parents are willing to come to meetings, parents come to school for problem learners	Helps teachers to use teaching aids, teachers learned how to use LCE and how to assess learners	Learners work in groups and share ideas, parents assist children with their school work	Teachers attending workshops bring feedback. We learn from each other. (No professional development program at school).	Teachers come up with new ideas on how to handle group work, e.g. provide different activities to different groups
4. Molteno – learners able to read and write. SIP – parental involvement enhanced, helped with assessment	Do classroom and lesson observation, helped grade 1 teachers and encouraged them to work together	Parents teach about cultural and traditional issues, parents attend meetings, parents pay school fees, parental come to school for children's problems, bring flour for oshikundu for needy children, pay maintenance for the project	Teachers are more understanding, do not beat/shout at learners, use phonics, do weekly planning	Learners are learning better, teachers are planning lessons better, teachers can pronounce words better, they use drawings to illustrate what they are teaching	Encourage teachers to use songs in lessons as learners enjoy songs and learn better, teachers write songs with empty spaces, learners fill in gaps, learners can match pictures and words, label parts and can retell the song as a story	It opened their minds and they learned

5. molteno – helped with literacy teaching, BES 2 impact upon improving education in the region	BES 2 helped me draw up a school development plan, consult with stakeholders in managing school	Bes 2 helped to involve parents, encouraged parents to come to class and teach cultural issues, as well as in producing learning materials, parents attend meetings, discuss and contribute to the development of the school	Offered professional development for teachers, teacher-principal conference, workshops on different activities pertaining to teaching and learning, i.e. CASS, LCE	SIP helped to strengthen the relationship between teachers, learners and parents, working as a team, promoted trust and unity among them	During teacher-principal conference we learned how to teach, make teaching aids, and different approaches to teaching and learning	Teachers have higher morale, confidence in teaching, skills to make teaching aids and apply LCE more effectively
6. BES 3, BES 2 – promote learning by helping teachers and learners, English skills improved, lesson planning improved, can now follow scheme of work	Can speak English, teachers are taught management procedures, changed teachers' attitudes, collegiality, leadership qualities	Parents are involved, learners participate in learning, parents are invited to classrooms to teach and it was successful	New teaching and communication skills with parents and learners, relationships improved, inspection became easier, active learning has improved	Learners are motivated they understand their responsibilities	Motivate teachers to do their best and to share ideas	Boosting morale as they have information on what to do, consultation is taking place (asking help from colleagues or the principal)
7. Molteno – held teachers workshops BES also helped teachers a lot	BES – the school development programme helped us to work with the school board and to manage our school better	Parents understand the importance of education and their responsibilities to their children' schooling. Improved the relationship between parents and schools	I do not know. I am new.	BES and Molteno helped learners to learn better	No special programme. Only feedback from colleagues who attended workshops	No comment

8. SIP – clustering system, regional and circuit workshops for teachers and principals. It improved the quality of education in the region, more resources available, involving parents in their children' education, equipping teachers with knowledge and skills	Programme brought order to school activities as we now plan our activities, also the SDP which involves all stakeholders	Parents see schools as their responsibility, involve themselves in school projects voluntarily, they manage, decide and visit the schools	Increased teacher's confidence, they plan a complete lesson with all the components, e.g. assessment strategies and criteria, reflection, etc.	Learners feel the link between school and community as parents are coming to school more often, they see the importance of attending school, and they study very hard in order to succeed	We do not have a fixed programme, but we sometimes come together to discuss issues like learners with special needs. At cluster level, we have a math teacher who supports other teachers in the cluster, they set up a programme on how to teach and assess	It boosts the morale of teachers, it helps them to teach with confidence
9. SIP and BES. Work on action plan and subject performance, development plan involving setting the motto and mission	Classroom management, including time and physical appearance of the school, looking for funds for new buildings, teachers attitudes, values and norms changed, the implementation of LCE	Involvement of the community, parents do now understand their roles in schools, they are free to come to school	LCE implementation has improved, especially the facilitation of learning, classroom management, learning corners have been established in the classrooms, classroom atmosphere is conducive for learning	LCE has influenced participatory learning, expression of opinions, using learners' prior knowledge. Learners understand their role in learning, active and collaborative learning. Self esteem and self discipline is enhanced	Developing school year programmes, mini workshops, school based assessment and teacher attitude. School management and learner management	Teachers become open-minded to professional development, they are positive towards professional development, some further their studies and obtain qualifications

10. Molteno – learners are able to read and write, encourages learners to help each other. SIP – parental involvement (principal a bit confused as she does not know how the two projects are related)	SIP – parents are more cooperative and we use their services more than before, parents are helping the children with compensatory teaching, they give money for materials	Parents are teaching learners to read, they come to school often to check the children's books	Teachers are using the materials we bought with project funds, they have the support of parents who are helping them with slow learners	Learners are learning better with support from both teachers and parents, they use the materials we bought and it helps to enhance their understanding of the subjects, teachers are more patient and understanding	Maths is offered by the AGS, they encourage use of teaching aids and help teachers develop their own, teachers are motivated and use teaching aids when they are teaching	They use more teaching aids than before in other subjects, teachers are motivated and their morale is high
NON-SIP						
11. Molteno project and a year with the BES II project. Do not feel that the projects improved the QE at our school.projects were not given enough time to take root in the school, school was not equipped enough, no time was given to reflect on the process	Programmes in a way improved LCE, otherwise they support what was already at the school	BES II speeded up the involvement of parents in the school affairs, parents are now part of us	It improved use of group work, also teaching the sounds of letters/phonics	Learners can work together in groups	Attended 3 sessions with BES II on small grant and how we will use the money if given to us. That was all.	Morale was high, we expected the money and even distributed the work among us but unfortunately no money was given

12. BES II – workshop room and production for parents, discovery channel (a dish, decoder, VCR) enhanced learning and teaching, computer	No more excuses for teachers not to have teaching aids	Parents are free to come to school, to discuss the design, as they see their products displayed at schools	Teachers make teaching aids and are more creative, gradual self-evaluation. Teachers are more attuned to their teaching and the teaching aids project generates money	Motivating learners to learn, broadening their knowledge	No sessions	No sessions
13. BES II – helps school to improve in terms of teaching and learning, encourages parental involvement, empowers stakeholders to successfully take part in educ. Activities, it is inclusive	I use to do class visits in order to monitor the implementation of the Molteno project	No direct parental involvement, but teachers design activities whereby parent can render assistance	Teachers plan their work in line with teachers' guide and syllabi. They can also make use of mixed and ability groups	Early signs of literacy skills have been observed mostly in terms of oral, reading, and writing skills (copying and creative writing in grades 3-4)	How to set up CA activities that are in line with desired learning domains	It is too early to determine the impact
14. Molteno project – helps teachers how to teach language, helps learners to fully involve themselves in lessons	It has no impact on management affairs	No impact on the way parents are involved	Teachers enjoyed molteno because lessons are already prepared and it enabled them to teach according to the given steps and instructions	Activities in Molteno textbooks are well prepared and enables learners to develop language skills	I attended a HOD workshop at cluster level	It is too early to realize the impact

15. SIP – involving community knowledge, teacher's self assessment, school self assessment and teaching/learning practices It would be good to extend this programme to upper primary and all the schools in the region. Shortcoming is that there are no facilitators to carry out the programme, only resource teachers, they can't manage to reach all the schools	Parental involvement, school plan	It made parents feel they also have something to contribute to the development of the school and to the education of their children	LP has a good format of lesson plan which is used properly, and will result in successful teaching	The dimension of community knowledge/input in classroom situations is more helpful to the learners. Learning will be more successful because the source here will not only be the teacher but somebody from an outside setting	These programmes do not happen at all schools	It unites teachers and community that they all have equal contribution to the education of the children
16. no comments	No comments	No comments	No comments	No comments	No comments	No comments
17. no comments	No comments	No comments	No comments	No comments	No comments	No comments
18. no programme, but the twinning of poor performing schools with progressive schools	Twinning schools focuses on teacher observations or class visits, on CASS monitoring and evaluation	Parents are sensitized to their role in the provision of education such as basic needs of their children, giving them time to study, sending learners to school, etc.	Preparedness in terms of teaching, emphasis on teaching and continuous assessment, compensatory and remedial teaching	Reduction in the numbers of learners missing CA activities	Our sessions are mainly focused on exchange of ideas on education legislation (interpretation and application)	Improved teacher's practice and conduct in terms of working within legislative parameters

19. Molteno and Nampep. Impact is unpredictable due to the limited duration of project coordinators	Molteno involves the management in ordering of books	No parental involvement attached to this programme	Teachers use to follow what is prescribed in their teacher's guide, produce and provide learners' learning materials, e.g flashcards	Promote group and pair work where learners can share ideas	Can't remember any so far	No comment
20. no policy on professional development of teachers						

SIP
THEME 6: SUSTAINABILITY OF INTERVENTION
3.1 WILL SCHOOL BE ABLE TO SUSTAIN CHANGES?
1. school can continue areas of concern depending on their continuous school development plan
2. same as above
3.Yes, will continue what they have learned, we have a copier, we raised funds to buy needed materials. Only problem is with electricity, so photocopier is kept at the circuit office
4. Yes, we will be able to sustain the program with the assistance of the community
5. We have been equipped with knowledge and skills which will enable us to continue and sustain the changes even when the program has come to an end
6. still using it by continuing with the plans as we used to do with BES
7. Yes, I think in some way it can but in some the school needs assistance in order to continue, e.g. in teaching LP and LCE
8. Yes and No. some changes have not been taking place like in LP principals were not involved in the new curriculum, they are not informed, each year principals should have a king of organized professional development activities to update themselves with the new changes
9. Yes, by implementing the changes continuously through class management, school development and the involvement of parents, monitoring the changes
10. Yes, parents are well trained and their behaviour and attitude towards the school changed Books will remain the property of the school
NON – SIP
11. the school is able to sustain the use of groupwork, but other things like the proposed project the school will not be able to sustain because there is no money
12. no comments written
13. Yes, to let the programme move we will do monitoring and make an effort to offer suitable materials and continuous interventions
14. Yes, through meetings and classroom observations, the school can encourage teachers to continue with the approaches suggested in MOLTENO
15. There is no doubt the school can sustain the programme, provided that teachers and parents are well trained and there are good facilitators in the cluster to ensure the continuity from time to time. The principal, cluster head, inspectors should spearhead the continuity and sustainability of the programme
16.

17. no comments	
18. Yes, it requires less contact sessions, e.g. once or twice a trimester where teachers exchange ideas on overall teaching methodology	
19. Yes, especially MOLTENO. We will try to maintain the approach and to develop materials as well as monitor it	
20. no comments	
SIP	
THEME 7: POLICY ON TEACHER DEVELOPMENT	
4.1 SCHOOL CONTINUOUS PROFESSIONAL DEVELOPMENT	4.2 YES, WHAT IS POLICY
1. no	N/a
2. same comment	Same comment
3. yes	To conduct subject meetings every month
4. yes	There is a programme for teachers meetings every second week where they discuss the education circular and teachers behaviour. However, they can also arrange meetings when it is needed.
5. we do not have something on paper but	LP teachers come together to plan, share ideas and help one another. Upper Primary teachers also meet according to their subjects to plan and also help each other. Sometimes facilitators attend
6. cluster workshops because the school is a cluster centre for specific grades	Once per term for sharing problems and strengths, parental involvement
7. yes	We conduct workshops among ourselves at subject level, teachers assist each other when they have problems
8. no fixed programme	N/A
9. yes, code of conduct, require punctuality, professional development	Cooperation and team planning, subject discussions
10. no	N/A
NON-SIP	
11. somehow	We meet twice a trimester to discuss things related to the education at our school. Otherwise we do it when necessary. Every Wednesday we do our weekly plans in groups depending on subjects
12. no policy but if there is a need we intervene at school level on how to improve the school, e.g. teachers got a chance through training on how to set up assessment activities and how to use the LCE strategies. We also do compensatory activities once a term	
13. no	N/A
14. no	N/A
15. no comment	
16. no comment	
17. no comment	

18. no, however there is a provision in the small school programme for discussions of the latest development in the implementation of MEC curriculum and an internal workshop may be initiated depending on the identified needs	
19. no written policy	N/A
20. no	N/A

EQUIP1 STUDY DATA ANALYSIS PRINCIPALS			
PRINCIPAL (1)		**HOD (2)**	
MALE (1.1)	**FEMALE (1.2)**	**MALE (2.1)**	**FEMALE (2.2)**
THEME 1: QUALITY EDUCATION			
1.1 DEFINITION		**1.2 EXAMPLE**	
1. competent teachers; relevant textbooks (1.2)		**1.** creativity, learner participation, allow learners to think on their own	
2. competent teachers and relevant textbooks (2.1)		**2.** creativity, learner participation, allow learners to think on their own	
3. facilities available, well qualified teachers, textbooks and learning materials, learner centred approach, parent involvement, learners' on time at school, contribute to school development fund (1.1)		**3.** learners become good citizens	
4. teachers prepare lessons, use appropriate materials, know subject content, know learners and their problems (2.2)		**4.** write a lesson, collect suitable teaching and learning aids, use group work, tell a story, teach new words	
5. teachers, parents, learners are working together to prepare and develop the school, teamwork (1.2)		**5.** prepare lessons thoroughly, prepare enough resources, involve learners, help learners with problems	
6. enough teachers, knowledge of roles/objectives, enough teaching materials (1.1)		**6.** standard of education, teacher willingness,	
7. qualified teachers in correct phases, enough teaching and learning materials, stationery and textbooks available, syllabus available (2.1)		**7.** well prepared teacher, daily prep based on syllabus, competent, available teaching aids, lesson plan has clear objectives, teacher uses LCE	
8. provide opportunity for learners, prepare learners for real life challenges, enhance learners' social, spiritual, moral and cultural development (1.1)		**8.** suitable goals, challenges and experiences for the learners, responsive to learners' needs, curriculum based	

9. proper planning, enough teaching materials, administering class activities, teachers and learners taking responsibility, parental involvement, adequate resources, LCE (1.1)	**9.** prepare in advance, good use of resources, LCE teaching methods, performance of learners
10. appropriate teaching aids, teachers share work, encourage learning, discourage absenteeism (1.2)	**10.** cooperation among teachers, principal, parents and learners, enough materials, textbooks, stationery and exercise books
11. NON-SIP	
11. teachers plan lessons, use teaching aids, are aware of time (punctual), not absent, cooperate with other teachers and in the community (2.2)	**11.** availability of regular lesson plans with teaching aids, teachers actually teach, teachers are good examples inside and outside the schools
12. teaching that helps learners understand theory and practice, child will cope with future challenges, enables them to learn further, it is a challenge to both teachers and learners (1.1)	**12.** prepares learners to cope with challenges in life, to have opportunities for further education
13. brings happiness to people and community, helps learners to develop skills, values and desired learning outcomes, helps learners to take part in national development, and enables them to get a job to survive (2.1)	**13.** participation of all stakeholders, learners are able to demonstrate what they have learnt, good passing rate
14. all stakeholders are involved in educational affairs (2.1)	**14.** LCE, good parents, learners and teachers, advisory service supports school
15. teacher does thorough preparation before presenting a lesson, use teaching aids to help learners understand subject matter, well trained teachers in their area of specialization (1.1)	**15.** uses teaching aids to help learners grasp the subject content, relevant to learners level of understanding, relates to learners prior knowledge, education done in the language learners' understand most
16. learners are provided with relevant information, involves all stakeholders in education, provides extra curricula activities such as sports and HIV/AIDS clubs (2.1)	**16.** meetings with parents, good examination results, learners that are presentable in the community

17. education that is relevant and helpful in life (1.1)	**17.** vocational training where student learn to work with their hands, where they can become self-employed. Education should give relevant subjects such as home ecology which learners can apply in life.
18. education that conforms to set standards, meet curriculum requirements, observed in terms of the outcomes of the process, relevant inputs that will bring about good outcomes, anticipated outcomes (1.1)	**18.** a well-resourced school that will deliver D-A symbols or have all learners pass to the next grade. It should be measured in terms of grades achieved by learners in light of inputs given in the teaching and learning process
19. provide effective learning and teaching, promote literacy, numeracy and language competencies (2.1)	**19.** learning outcomes that can lead to good citizenship, promote language development, contribute to skilled labour force, supports economic development
20. well qualified teachers, adequate resources and teachers teaching in a friendly manner and environment, education that meets the needs of the society, parents who provide assistance to their children by feeding them, clothing them and assisting them with their homework, gives them time to study (1.1)	**20.** good working relationship between parents and school, know exactly what their children are doing at school, child should be able to support people in the community with the skills s/he learnt at school. The child should be independent to choose between right and wrong

SIP		
THEME 2: GOOD QUALITY TEACHING		
1.3 DESCRIBE QUALITY TEACHING	**1.4** EXAMPLE QUALITY TEACHING	**1.5** SUCCESSFUL TEACHING
1. Teachers teach according to learners level of understanding	Compensatory teaching	A teacher who reached the learning objectives and basic competencies
2. same as above	**Same as above**	**Same as above**
3. using teaching aids, knows the subject matter, plan lesson at the level of the learners	Well prepared lessons and teachers, teachers have knowledge of what to be taught, able to assist learners with special needs and to do remedial teaching	Teacher achieves goals, give learners ideas and knowledge, able to use ideas in real life situations
4. teacher is confident, know learners problems and can assist them, treat learners equally	Prepare lessons, do not discriminate, give learners a chance to participate, ask parents to help with some teaching/learning activities	Teacher achieved what she set out to achieve, e.g. basic competencies and learning objectives

5. teachers prepared thoroughly, use teaching aids, involve learners in all the activities in the classroom, learners do and explore	Teachers come up with topic and find out what learners know about the topic, plan lesson based on what learners know and extend it to new knowledge	When learners ask questions, give tasks for learners to do, learners respond and the results are good, everybody understands, grades can show successful teaching
6. preparation of lessons, adhere to scheme of work and syllabus, time management	Application of LCE, creating conducive environment, democratic participation by learners	Aims and objectives are met, participation and views, evaluation (understand lesson content), remedial work
7. teacher uses LCE, rotate groups and monitor and assist them when they have difficulties	Just the same as in 1.3	Teacher does assessment after teaching (orally or through activities), and find that learners are answering what they are being asked.
8. it should be LCE, well organized, planned, include assessment strategies and criteria	When learners are motivated to participate, where learners hear, see and do things	Achieve the goals which are set in the syllabus, achieve the particular lesson objectives, assess learners' progress objectively, increases learners' interest in the subject
9. a variety of teaching methods and teaching and learning materials	Learners' involvement in learning process through preparation, clear explanations meeting learner's expectations, managing classroom for learning to take place punctually	Involves objectives formulation, classroom activities applying CASS, assess the learners, meet the objectives
10. teachers prepare lessons and use teaching aids, teachers love learners and are patient with them	Use of lesson plan, explaining subject content clearly, use group work, use observation and report back activities	When motivated and teach with understanding, shared activities where teacher need to cooperate and share understanding with others
NON-SIP		
11. learners are free and able to ask questions and answer them, learners' prior knowledge is recognized and used as a base for new learning, learners are made to feel proud of who they are and what they know	When learners get a chance to think for themselves, when learners are happy being together, when teachers are giving exercises and activities to assess whether learning has taken place, when learners are part of the learning process and can ask questions when they do not understand	When learners are able to use what they have learnt and able to use the newly acquired knowledge in their everyday life
12. methods that enhance understanding, learners understand, lesson preparation and use of teaching aids	Role playing, learning by doing, participating, active instrument of learners in learning	Correct implementation of the curriculum and teaching inline with curriculum, reinforced by adding information/expanding, preparation of teachers and use of variety of teaching methods, both visual and audio-visual

13. involvement of learners, good teaching and learning support materials, relevant learning activities, activities designed to meet basic competencies and are geared to measure the desired learning outcomes	Use of relevant teaching methods and strategies (pair, group, individual work, excursion), compensatory teaching	Learners able to demonstrate the desired learning outcomes
14. teachers respect learners ideas, testing of learners' prior knowledge, when learners understand the lessons	Practical work, group and pair work, integration of teaching aids	When learners understand the lesson content
15. teaching done through learners' local language in lower grades (1-3), teacher has done thorough preparation before presentation, use skills, knowledge and strategies to facilitate effective learning	No comments were written here	Using teaching aids, prepare thoroughly
16. when the teacher has a good understanding of the subject s/he teaches, use LCE by involving learners in the lesson, uses teaching aids and do not teach in an abstract way	Well prepared lessons, being resourceful, consult different resources, give learners tasks and provide feedback to learners afterwards	Indicated by the results, e.g. after teaching the teachers should evaluate the learners to assess what they have learnt, or are able to remember things that they are taught. If learners are able to take part in the lesson is another indication of successful teaching
17. LCE, where teaching is the facilitation of knowledge, not the transmission	Teacher uses prior knowledge of learners, use concrete and familiar examples, using indigenous knowledge	Preparation of lesson presentation, lessons present actions aided with teaching aids like pictures and other concrete objects
18. teaching that attains the set learning and lesson objectives, unlocks the subject content to learners in a way that captures their minds, sets them on a path of wanting to discover more	Teaching that is learner centred, it employs a variety of teaching methods such as lecturing, questions, self-discovery	Teaching that attain lesson objectives, lesson content has successfully been delivered to learners, explaining, describing an aspect taught
19. allows learners to participate effectively	Learners given tasks with unlimited ideas	Teaching that achieves its goals and objectives
20. teaching that promotes self-discovery, learners are able to do on their own, teachers uses LCE, teacher provides opportunity for learners to find answers to their questions	Teacher should know the subject matter, teacher is well prepared and ready to teach, have resources at hand and can put everything in order, teacher knows where to start and where to end, able to link new knowledge to learners existing knowledge	When able to achieve objectives, learners are able to understand what is taught

SIP		
THEME 3: QUALITY OF STUDENT LEARNING		
1.6 DEFINE QUALITY LEARNING	**1.7** EXAMPLES OF QL	**1.8** HOW IS QL DETERMINED
1. learners do their schoolwork on time, learners ask questions to understand better,	Language development can enable learners to learn better	Through motivation and sharing ideas about teaching and learning
2. same as above	**Same as above**	**Same as above**
3. learners listen well, committed to what is given by the teacher, willing to do something on his own	Able to get a job, able to assist those around him, develop the area where he came from/lived	By giving tests, assignments, homework
4. learners are listening attentively, share and accept others ideas, do their homework, try to be an example to others, when they are responsible for their own and others' learning, learners ask and learn without fear	Education that prepare a bright future for learners	At the end of the year when learners are able to read, speak, count, work on their own, retell a story and so on
5. when enough time is given to students to do the study, to revise their work, do research either in libraries or in books, interaction among students by working in groups, pairs, share ideas, learners learn best when they interact with one another	Learning with understanding, learning to gain knowledge and skills to use for the whole of your life	Determined by the result or outcome, the way teaching in the classroom is done, learners' understanding of concepts, when learners complete their work
6. achievement of learning goals through explanation and application, do activities orally and in writing	Learners know their responsibilities and aims, do all activities, collaborative learning (pair and group work), relationship, social values	Learners know their roles, respect one another, do their work freely and helping one another, obey rules and are responsible
7. when learners achieved all the competencies and passes the subjects with good grades	Learners learn with understanding and are able to apply what is learned	By putting what is learned into practice
8. involves all the learners' talents, confidence in solving problems, disciplined, try to work independently	The total learning experience which contributes to the achievement of the aims and objectives as set out in the curriculum	Determined by the outcome of the lesson, each lesson is planned, constant monitoring of the learners' work, timely assessment and feedback to learners about tests, quizzes, written exams, and practical projects
9. learners understand their responsibilities, makes use of learning opportunities, learners involve in learning activities by applying skills and knowledge, learners perform well	Learners' involvement in class activities, homework, learners being responsible for their own learning	CASS, summative assessment outcomes, participation and answer correctly

10. learners listen to teachers, get good grades, taking good care of their learning materials, and able to behave according to the values of his/her community	Learners learn hard, when they do their homework, study for a test in order to pass well (with high marks), learners are able to ask questions and contribute in class	The understanding of the learners, answering questions, and assist others to learn well, when the child is able to plan
NON-SIP		
11. teachers use groupwork and pairwork so that learners share information and ideas and therefore can learn from one another, learners are able to ask for clarity from different people (teachers, other learners, parents), learners who participate in class discussions or processes	Learners study what the teacher has asked them to do, learners listen attentively to their teacher, learners do their homework	Observing and assessing the person who went through such learning, how his behaviour has changed, what is he capable of doing, and his value to the nation
12. learners who are consistent and responsible for their own learning, a computer literacy programme with motivation from teachers and parents, parental involvement (responsibility and monitoring), contribution from stakeholders	Performance should be satisfactory, learners become independent, interact with others, communication skills, free to interact, learners are eager to be involved in activities, they are ambitious	Summative examinations will indicate the quality of teaching, the national exams
13. learners understand their responsibilities, they are able to learn in groups or in pairs when they pass the assessment activities	Learners are able to implement/put in practice what they have learnt, e.g after learning personal hygiene, they are able to recognize what is dirty and what is clean	Assessment of values, skills, knowledge and attitudes. Through observation of groupwork and assessment of practical activities
14. learners are creative, able to solve problems, are eager to learn	Enough materials, parental support, teachers are qualified and able to assist learners to develop skills	Assessment activities like tests, oral work, and examinations
15. learners learn with understanding, learning becomes meaningful to learners	Learners are actively involved in all learning activities, they search for information	How well do they understand what they have learned, when they can interpret what they have learned
16. learners are able to provide correct answers, perform well, and apply the knowledge they have learned	Learner is able to consult other references by going to the library and be able to apply and use that knowledge	Giving tests, homework, project and be able to do what is expected
17. learners can explain and do practicals, learners can apply what they have learned with understanding	Learners apply knowledge and understanding what they have learned, learners are responsible for their own learning	Through assessment and class visits, the performance of learners in summative and continuous assessment

18. the degree deemed appropriate or conforms to the requirements set for student learning	Degree or measurement of learning that has taken place in a learner, the quality of learning is measured by how many of the learners have been able to utter vowels over a determined period of time	By meeting the basic competencies as listed in a syllabus
19. participation, critical thinking, productivity	Same as 1.6	Through assessment, planning and organizing
20. learner is able to understand what is being taught and is a critical thinker, learners ask questions and make meaning of what is being taught, learner is able to reason, always asks why?	Able to put what is learned into practice, learners who learn about agriculture should be able to apply it at home	Child is able to relate what is learned at school to real life situations, learner is able to do homework, answers questions correctly
SIP		
THEME 4: QUALITY EDUCATION/TEACHING AND IMPROVEMENT OF PRACTICE		
1.9 ROLE IN QE AND QT	**1.10** ENCOURAGE QE IN SCHOOL	**1.11** SUPPORT IMPROVEMENT OF PRACTICE
1. I set good example by doing lesson plans, stay after class to do my admin work and do class visits	Staff meetings to give feedback, encourage compensatory teaching, encourage parental involvement	Talk to teachers on individual basis, especially to those using bad language and corporal punishment, encourage lazy teachers to change their attitude
2. same as above	**Same as above**	**Same as above**
3. check on teachers in the class, make sure the syllabus is covered, daily lesson prep is done, learners are given enough work to do, do class visits	Encourage daily prep, staff and subject meetings are held, create good cooperation between parents, teachers and learners, encourage parents to contribute to their children's education	Informing them to do their daily prep, ask them what they do not understand and have staff and subject meetings to help each other out
4. make room for implementing new things which are relevant to our situation, keep the rules of the school, remind teachers of their roles and duties, teachers to give feedback whenever they attended a workshop, set up disciplinary committees and encourages staff to find suitable solutions to problems	Encourage teachers to teach with lesson plans and to stick to them, ensure that teachers get to their classes on time, set example on the dress code of teachers	Help teachers with lesson planning, do classroom and lesson observations, give feedback afterwards, together with a volunteer from VSO we conducted an English workshop with LP teachers

5. motivate teachers to prepare for their daily activities, monitoring the teaching and learning in the school, organize activities such as staff and subject meetings	Encourage parental involvement, encourage team work (teachers to plan together and support one another), parents to help in teaching activities, work together with parents, teachers and learners to formulate school rules	We have a staff development programme in our school where teachers come together to discuss problems experienced during teaching
6. professional development, self-assessment, organize their classes, supervise, guide and motivate them, advise one another on learning	Motivation of both teachers and learners, encourage teachers to upgrade their skills for development, do class visits to observe teaching and learning	Have discussions to highlight areas of concern, team building and teamwork
7. place teachers in the correct phases, have qualified teachers, enough teaching and learning materials, have all the syllabuses and ensure teachers use LC approach and are prepared every day	Motivate teachers to do daily prep based on syllabus, motivate learners to arrive on time and put more effort in their school work, motivate parents to be involved with their children's school work and assist them with their homework	Send them to workshops, encourage them to consult extra materials that can help them with their work, encourage them to consult each other, share ideas among themselves
8. encourage teachers and parents to work together, encourage teachers to achieve higher levels of teaching by conducting class room observations, formal and informal, encourage punctuality and self-discipline, and to work out of love for the profession	Check lesson preparations and presentations, encourage parental involvement, insist on punctuality and keeping time	Encourage them to read and study on their own, attend workshops at school, cluster or regional level, hold self-evaluation sessions during staff meetings every term
9. planning, monitoring and controlling the school activities, organizing physical resources, teachers and learners, insist on punctuality, maintain discipline, controlling written work and class teaching	Leadership (discussing problems and needs with teachers), controlling and monitoring the work of both teachers and learners, conducting class visits, motivate teachers to attend workshops, team plan and enroll in professional development	Open communication, open door policy, interaction to initiate programme for school development, being exemplary by being committed to work and school development
10. establish good relationships among my teachers, share what is to be done among teachers, encourage teachers to have lesson plans, give awards to teachers who perform well (most learners pass, prepare every day, design teaching and learning aids, is punctual), enhance good relations between parents and teachers	Encourage teachers to clearly explain the subject content to learners, encourage good relationships between teachers and parents, and teachers and learners, allow teachers to attend workshops so they are able to give good quality education	I allow them to buy books and other necessary resources, encourage them to work harder, let them go to workshops, encourage them to enroll themselves in part time studies so they can upgrade their qualifications and enrich their understanding and practice
NON-SIP		

11. cooperate with other teachers, parents and to help learners with their school work and social values and behaviour, give support and encouragement to teachers and learners, foster a good relationship among teachers and learners, learners and the community at large	Encourage parents to help learners with their learning, ask them to help learners with things to be used like teaching aids and to contribute financially, I spearheaded the building of two extra classrooms at the school	Come together to advise on matters concerning teaching (twice a trimester), teachers teaching the same subject do their weekly preparation together every Wednesday. However, on Wednesday I only saw the maths team planning, no other team was there to plan
12. ensure that resources, syllabuses and prescribed books are available, daily prep is monitored, ensure that learners are given more activities, arrange internal meetings through HOD's to discuss problems and to improve the academics, ensure that they are responsible and grow professionally	Use of relevant materials, consistent testing, class-based, school-based and cluster-based, additional resources beyond the textbooks are available, and that relevant teaching aids are used	Development guide and school development policy is available, sharing information with aim of improving the system, set timeframe to work on teacher development
13. ensure that programs are implemented successfully, visiting and observing lessons, checking learners work, and negotiating with teachers, create an atmosphere in which all stakeholders are able to work together harmoniously	Conduct meetings with school board, parents, teachers association, school management as well as staff, give professional intervention when necessary, when I notice a need I will organize a workshop for the teachers, I invite parents to come and prepare lessons together with teachers usually on issues related to culture or history, I encourage and motivate learners to be serious with their education, I encourage them to work in groups and to help one another	We produce materials together, mostly teaching/learning aids, I assist them with developing schemes of work, lesson preparation and generally discuss topics to share teaching ideas
14. do class visits, conduct subject meetings, help teachers to do their work accordingly, encourage team work	Set up timetable for class visits and subject meetings, design classroom observation forms, encourages team work	Talk to them during class visits and subject meetings, encourage them to do lesson plans
15. to encourage teachers to do their work effectively, parental involvement, use of teaching aids in all phases, use peer teaching	Preparation, understand and interpret the curriculum, stakeholder to work together to improve the school in all aspects of teaching and learning	Do class visits, help teachers to improve their practice through discussing their strengths and weaknesses, ask teachers to give learners lots of work to improve their learning

16. Making sure that teachers prepare their lessons, monitoring their work, doing class visits regularly, making sure that learners are provided with study time, that they are given test and homework, by being exemplary to make sure that I am always on time to school and to my classes	Class visits, by observing what the teachers are doing in their classes, give rewards to the best learners and teachers at the end of the term, provide conducive learning atmosphere by ensuring school rules are there to instill discipline	Ensure that lesson prep is done, encourage teachers to further their studies, to read more, to gain new knowledge, work as a team to help each other, we also do team teaching and team planning
17. creating the vision and the mission of the school together with teachers and to make learners understand it, leading teachers and learners by giving direction and monitoring the daily activities	Evaluating actions to determine success and weaknesses, monitoring the actions, leading by involving teachers and parents	Motivate them to study and read different books in order to enrich themselves and enhance their knowledge and teaching, they should supplement the textbook by searching for more information, encourage them to enroll for professional development and as a result most teachers now have BETD
18. ensuring that teachers plan their lessons in terms of schemes of work, syllabus, and available resources, supervise and control teachers and learners work within the parameters of the curriculum	Encourage new initiatives, encourage co-lesson planning with experienced colleagues, accessibility of the principal to the staff	Development of teaching and learning aids especially when it is done on the computer, continuous guidance of lesson preparation especially of novice teachers
19.ensure that teachers are doing their job by monitoring and observing teaching and learning, ensure that materials are available	Create good relationship between teachers and learners, assist teachers to understand the curriculum, encourage parental involvement	Class visits and feedback on findings, conduct inter-school workshops to support one another and to study policies and documents
20. ensure that all teachers are properly placed, not to give subjects to teachers who are not trained in that area, encourage and motivate teachers by saying thank you and job well done, creating conducive learning and teaching environment, to encourage cooperation among the staff, to have a healthy relationship among one another	Teachers and learners are having enough learning materials, enough classrooms, learning environment is conducive, good relationship between school and parents	Look at the needs of the teachers and respond to them on time, address the challenges they are experiencing in their teaching, give them support, advice and listen to advice from my staff

SIP						
THEME 5: PROGRAMME /INTERVENTION IMPACTED ON QE IN REGION						
2.1 MOST IMPACT	2.2 IMPACT ON MANAGEMENT	2.3 IMPACT ON PARENT INVOLVEMENT	2.4 IMPACT ON TEACHING	2.5 IMPACT ON LEARNING	2.6 DESCRIBE PROF.DEV.SESSION	2.7 AFFECTS ON TEACHERS PRACTICE/MORALE
1. SIP.for fundraising, parent fund introduced to renovate old buildings	Collective decisions are better than individual	Parents visit the school to check on learners progress, introduced parent fund	Teachers prepare lessons and do remedial teaching	Learners sing, recite poems, practice peer teaching	Principal meetings, inspector encourages principals to manage school properly	Change in terms of attitude, more punctual
2. same as above	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
3. bes 2, helps school to improve, create good relationship with parents and teachers	Involve parents in lesson presentations, craft and technology, story telling, creates good relationship between parents and teachers, parents understand their role in education	Parents involved in different activities, parents are willing to come to meetings, parents come to school for problem learners	Helps teachers to use teaching aids, teachers learned how to use LCE and how to assess learners	Learners work in groups and share ideas, parents assist children with their school work	Teachers attending workshops bring feedback. We learn from each other. (No professional development program at school).	Teachers come up with new ideas on how to handle group work, e.g. provide different activities to different groups
4. Molteno – learners able to read and write. SIP – parental involvement enhanced, helped with assessment	Do classroom and lesson observation, helped grade 1 teachers and encouraged them to work together	Parents teach about cultural and traditional issues, parents attend meetings, parents pay school fees, parental come to school for children's problems, bring flour for oshikundu for needy children, pay maintenance for the project	Teachers are more understanding, do not beat/shout at learners, use phonics, do weekly planning	Learners are learning better, teachers are planning lessons better, teachers can pronounce words better, they use drawings to illustrate what they are teaching	Encourage teachers to use songs in lessons as learners enjoy songs and learn better, teachers write songs with empty spaces, learners fill in gaps, learners can match pictures and words, label parts and can retell the song as a story	It opened their minds and they learned

5. molteno – helped with literacy teaching, BES 2 impact upon improving education in the region	BES 2 helped me draw up a school development plan, consult with stakeholders in managing school	Bes 2 helped to involve parents, encouraged parents to come to class and teach cultural issues, as well as in producing learning materials, parents attend meetings, discuss and contribute to the development of the school	Offered professional development for teachers, teacher-principal conference, workshops on different activities pertaining to teaching and learning, i.e. CASS, LCE	SIP helped to strengthen the relationship between teachers, learners and parents, working as a team, promoted trust and unity among them	During teacher-principal conference we learned how to teach, make teaching aids, and different approaches to teaching and learning	Teachers have higher morale, confidence in teaching, skills to make teaching aids and apply LCE more effectively
6. BES 3, BES 2 – promote learning by helping teachers and learners, English skills improved, lesson planning improved, can now follow scheme of work	Can speak English, teachers are taught management procedures, changed teachers' attitudes, collegiality, leadership qualities	Parents are involved, learners participate in learning, parents are invited to classrooms to teach and it was successful	New teaching and communication skills with parents and learners, relationships improved, inspection became easier, active learning has improved	Learners are motivated they understand their responsibilities	Motivate teachers to do their best and to share ideas	Boosting morale as they have information on what to do, consultation is taking place (asking help from colleagues or the principal)
7. Molteno – held teachers workshops BES also helped teachers a lot	BES – the school development programme helped us to work with the school board and to manage our school better	Parents understand the importance of education and their responsibilities to their children' schooling. Improved the relationship between parents and schools	I do not know. I am new.	BES and Molteno helped learners to learn better	No special programme. Only feedback from colleagues who attended workshops	No comment

8. SIP – clustering system, regional and circuit workshops for teachers and principals. It improved the quality of education in the region, more resources available, involving parents in their children' education, equipping teachers with knowledge and skills	Programme brought order to school activities as we now plan our activities, also the SDP which involves all stakeholders	Parents see schools as their responsibility, involve themselves in school projects voluntarily, they manage, decide and visit the schools	Increased teacher's confidence, they plan a complete lesson with all the components, e.g. assessment strategies and criteria, reflection, etc.	Learners feel the link between school and community as parents are coming to school more often, they see the importance of attending school, and they study very hard in order to succeed	We do not have a fixed programme, but we sometimes come together to discuss issues like learners with special needs. At cluster level, we have a math teacher who supports other teachers in the cluster, they set up a programme on how to teach and assess	It boosts the morale of teachers, it helps them to teach with confidence
9. SIP and BES. Work on action plan and subject performance, development plan involving setting the motto and mission	Classroom management, including time and physical appearance of the school, looking for funds for new buildings, teachers attitudes, values and norms changed, the implementation of LCE	Involvement of the community, parents do now understand their roles in schools, they are free to come to school	LCE implementation has improved, especially the facilitation of learning, classroom management, learning corners have been established in the classrooms, classroom atmosphere is conducive for learning	LCE has influenced participatory learning, expression of opinions, using learners' prior knowledge. Learners understand their role in learning, active and collaborative learning. Self esteem and self discipline is enhanced	Developing school year programmes, mini workshops, school based assessment and teacher attitude. School management and learner management	Teachers become open-minded to professional development, they are positive towards professional development, some further their studies and obtain qualifications

10. Molteno – learners are able to read and write, encourages learners to help each other. SIP – parental involvement (principal a bit confused as she does not know how the two projects are related)	SIP – parents are more cooperative and we use their services more than before, parents are helping the children with compensatory teaching, they give money for materials	Parents are teaching learners to read, they come to school often to check the children's books	Teachers are using the materials we bought with project funds, they have the support of parents who are helping them with slow learners	Learners are learning better with support from both teachers and parents, they use the materials we bought and it helps to enhance their understanding of the subjects, teachers are more patient and understanding	Maths is offered by the AGS, they encourage use of teaching aids and help teachers develop their own, teachers are motivated and use teaching aids when they are teaching	They use more teaching aids than before in other subjects, teachers are motivated and their morale is high
NON-SIP						
11. Molteno project and a year with the BES II project. Do not feel that the projects improved the QE at our school.projects were not given enough time to take root in the school, school was not equipped enough, no time was given to reflect on the process	Programmes in a way improved LCE, otherwise they support what was already at the school	BES II speeded up the involvement of parents in the school affairs, parents are now part of us	It improved use of group work, also teaching the sounds of letters/phonics	Learners can work together in groups	Attended 3 sessions with BES II on small grant and how we will use the money if given to us. That was all.	Morale was high, we expected the money and even distributed the work among us but unfortunately no money was given

12. BES II – workshop room and production for parents, discovery channel (a dish, decoder, VCR) enhanced learning and teaching, computer	No more excuses for teachers not to have teaching aids	Parents are free to come to school, to discuss the design, as they see their products displayed at schools	Teachers make teaching aids and are more creative, gradual self-evaluation. Teachers are more attuned to their teaching and the teaching aids project generates money	Motivating learners to learn, broadening their knowledge	No sessions	No sessions
13. BES II – helps school to improve in terms of teaching and learning, encourages parental involvement, empowers stakeholders to successfully take part in educ. Activities, it is inclusive	I use to do class visits in order to monitor the implementation of the Molteno project	No direct parental involvement, but teachers design activities whereby parent can render assistance	Teachers plan their work in line with teachers' guide and syllabi. They can also make use of mixed and ability groups	Early signs of literacy skills have been observed mostly in terms of oral, reading, and writing skills (copying and creative writing in grades 3-4)	How to set up CA activities that are in line with desired learning domains	It is too early to determine the impact
14. Molteno project – helps teachers how to teach language, helps learners to fully involve themselves in lessons	It has no impact on management affairs	No impact on the way parents are involved	Teachers enjoyed molteno because lessons are already prepared and it enabled them to teach according to the given steps and instructions	Activities in Molteno textbooks are well prepared and enables learners to develop language skills	I attended a HOD workshop at cluster level	It is too early to realize the impact

15. SIP – involving community knowledge, teacher's self assessment, school self assessment and teaching/learning practices It would be good to extend this programme to upper primary and all the schools in the region. Shortcoming is that there are no facilitators to carry out the programme, only resource teachers, they can't manage to reach all the schools	Parental involvement, school plan	It made parents feel they also have something to contribute to the development of the school and to the education of their children	LP has a good format of lesson plan which is used properly, and will result in successful teaching	The dimension of community knowledge/input in classroom situations is more helpful to the learners. Learning will be more successful because the source here will not only be the teacher but somebody from an outside setting	These programmes do not happen at all schools	It unites teachers and community that they all have equal contribution to the education of the children
16. no comments	No comments	No comments	No comments	No comments	No comments	No comments
17. no comments	No comments	No comments	No comments	No comments	No comments	No comments
18. no programme, but the twinning of poor performing schools with progressive schools	Twinning schools focuses on teacher observations or class visits, on CASS monitoring and evaluation	Parents are sensitized to their role in the provision of education such as basic needs of their children, giving them time to study, sending learners to school, etc.	Preparedness in terms of teaching, emphasis on teaching and continuous assessment, compensatory and remedial teaching	Reduction in the numbers of learners missing CA activities	Our sessions are mainly focused on exchange of ideas on education legislation (interpretation and application)	Improved teacher's practice and conduct in terms of working within legislative parameters

19. Molteno and Nampep. Impact is unpredictable due to the limited duration of project coordinators	Molteno involves the management in ordering of books	No parental involvement attached to this programme	Teachers use to follow what is prescribed in their teacher's guide, produce and provide learners' learning materials, e.g flashcards	Promote group and pair work where learners can share ideas	Can't remember any so far	No comment
20. no policy on professional development of teachers						

SIP
THEME 6: SUSTAINABILITY OF INTERVENTION
3.1 WILL SCHOOL BE ABLE TO SUSTAIN CHANGES?
1. school can continue areas of concern depending on their continuous school development plan
2. same as above
3.Yes, will continue what they have learned, we have a copier, we raised funds to buy needed materials. Only problem is with electricity, so photocopier is kept at the circuit office
4. Yes, we will be able to sustain the program with the assistance of the community
5. We have been equipped with knowledge and skills which will enable us to continue and sustain the changes even when the program has come to an end
6. still using it by continuing with the plans as we used to do with BES
7. Yes, I think in some way it can but in some the school needs assistance in order to continue, e.g. in teaching LP and LCE
8. Yes and No. some changes have not been taking place like in LP principals were not involved in the new curriculum, they are not informed, each year principals should have a king of organized professional development activities to update themselves with the new changes
9. Yes, by implementing the changes continuously through class management, school development and the involvement of parents, monitoring the changes
10. Yes, parents are well trained and their behaviour and attitude towards the school changed Books will remain the property of the school
NON – SIP
11. the school is able to sustain the use of groupwork, but other things like the proposed project the school will not be able to sustain because there is no money
12. no comments written
13. Yes, to let the programme move we will do monitoring and make an effort to offer suitable materials and continuous interventions
14. Yes, through meetings and classroom observations, the school can encourage teachers to continue with the approaches suggested in MOLTENO
15. There is no doubt the school can sustain the programme, provided that teachers and parents are well trained and there are good facilitators in the cluster to ensure the continuity from time to time. The principal, cluster head, inspectors should spearhead the continuity and sustainability of the programme
16.

17. no comments	
18. Yes, it requires less contact sessions, e.g. once or twice a trimester where teachers exchange ideas on overall teaching methodology	
19. Yes, especially MOLTENO. We will try to maintain the approach and to develop materials as well as monitor it	
20. no comments	
SIP	
THEME 7: POLICY ON TEACHER DEVELOPMENT	
4.1 SCHOOL CONTINUOUS PROFESSIONAL DEVELOPMENT	4.2 YES, WHAT IS POLICY
1. no	N/a
2. same comment	Same comment
3. yes	To conduct subject meetings every month
4. yes	There is a programme for teachers meetings every second week where they discuss the education circular and teachers behaviour. However, they can also arrange meetings when it is needed.
5. we do not have something on paper but	LP teachers come together to plan, share ideas and help one another. Upper Primary teachers also meet according to their subjects to plan and also help each other. Sometimes facilitators attend
6. cluster workshops because the school is a cluster centre for specific grades	Once per term for sharing problems and strengths, parental involvement
7. yes	We conduct workshops among ourselves at subject level, teachers assist each other when they have problems
8. no fixed programme	N/A
9. yes, code of conduct, require punctuality, professional development	Cooperation and team planning, subject discussions
10. no	N/A
NON-SIP	
11. somehow	We meet twice a trimester to discuss things related to the education at our school. Otherwise we do it when necessary. Every Wednesday we do our weekly plans in groups depending on subjects
12. no policy but if there is a need we intervene at school level on how to improve the school, e.g. teachers got a chance through training on how to set up assessment activities and how to use the LCE strategies. We also do compensatory activities once a term	
13. no	N/A
14. no	N/A
15. no comment	
16. no comment	
17. no comment	

18. no, however there is a provision in the small school programme for discussions of the latest development in the implementation of MEC curriculum and an internal workshop may be initiated depending on the identified needs	
19. no written policy	N/A
20. no	N/A

Namibia pilot study of Teacher Development

Interview with Principals

Region:

School:

Date:

Interviewer:

Time interview started: **Time interview was completed:**

Position of interviewee:

Gender of the interviewee: **M ( ) F ( )**

1. <u>The principal's/head of department's perceptions on quality of education</u>

1.1 How would you define or describe good quality of *education*?

1.2 Can you give examples of good quality of education?

1.3 How would you define or describe good quality of *teaching*?

1.4 Can you give examples of good quality of teaching?

1.5 What is successful teaching?

1.6 How would you define or describe good quality of *student learning*?

1.7 What is quality of learning in your opinion? Please give an example.

1.8 How is successful learning determined?

1.9 How do you see your role in creating quality of education and quality of teaching in your school?

1.10 Name the three most important things you do to encourage good quality of education in your school.

1.11 Describe how you work with teachers to support the improvement of their practice.

2 <u>Programme or intervention which made an impact in the region</u>

(How do we specifically get information on the SIP in the SIP schools if another program is named? Need to add some specific questions on the SIP in those schools where it has been implemented.)

2.1 Which programme or intervention in your opinion has had the most impact on improving quality of education in the region? (If SIP is not mentioned, ask what impact the SIP programme has had in the region)

2.2 Describe the impact that this programme**/intervention** has **on the way you manage your school.**

2.3 Describe the impact that this programme**/intervention** has on the way parents are involved in school.

2.4 Describe the impact that this programme/intervention on the way teachers teach.

2.5 Describe the impact that the programme/intervention has on learners learning more successfully?

Also to be asked where the SIP or another school-based program exists:

Why has a program of ongoing professional development been important at your school?

Describe changes in teachers practice and morale as a result of such a program.

3. Sustainability of the programme/intervention

3.1 Will the school be able to sustain the changes brought about by the programme?

4 Policy on professional development for teachers

4.1 Does the school have a policy to promote continuous professional development of teachers **at the school level or within the school**?

4.2 If YES, what is this policy?

4.3 Describe how the professional development activities are implemented? **Is this part of a program like the SIP or another program?**

4.4 When do the professional development activities happen?

-Describe what happens in a professional development session.

-Describe how this affects teachers' practice and morale.

Annex XII: Ethiopia Pilot Study Data Collection Annexes

[Attached.]

USAID/EQUIP1/AED
Ethiopia Pilot Study of Teacher Professional Development
Evaluation of Bids: Criteria

The following evaluation should be carried out for each of the four proposals. The criteria contained in the rating scales below are drawn from the Invitation for Bids and the accompanying documents.

Research Organization (name or number):_____

General

Research organization has fulfilled the following (check yes or no and write a comment with clarifying information if you check no):	**yes**	**no**	**comment**
Submitted the proposal by the due date			
Submitted a proposal of not more than 5 pages of narrative describing how the organization would carry out the study			
Submitted a proposal of not more than 3 pages describing the capabilities of the organization			
Submitted CVs of researchers			
Submitted a budget that does not exceed US$26,000			

Technical and financial proposal

Please check one, using the following rating scale:

1 = excellent
2 = good
3 = weak
4 = very weak
5 = no evidence/no information

Proposal demonstrates that the research organization has the following:	**Rating scale**				
	1	**2**	**3**	**4**	**5**
Good understanding of the study in general					
High-quality and realistic plan for carrying out the study					
Substantial knowledge of present primary education policies, the critical role of teachers, and programs of teacher professional development					
Solid understanding of qualitative research, its purposes and methods, and substantial experience in carrying out qualitative research					
Solid understanding of quantitative research and the ability to administer and analyze a large-scale survey instrument					

Previous work with regional education bureaus as well as teachers, school heads, students, and others at the school level					
Well qualified qualitative researchers who will be able to interview teachers to get in-depth information and observe classes in regional languages					
Ability, personnel, and organizational capacity to carry out the work within the timetable provided					
Well established and reliable administrative and financial structures					
Experience in carrying out similar research successfully under contract					
Good email connections and the ability to work together, consult frequently, and exchange documents with the AED/Washington office					
Organizational capacity to carry out the study					
Creativity in approaches to carrying out the study					
Reasonable, transparent, and realistic budget that ensures good use of resources and timely completion of the study					
An overall capacity to carry out a high-quality study					
TOTAL					

Please write a short comment on the budget presented by the research organization.

Overall, how would you rate this proposal in relation to the other proposals (please circle one):

1 - first - strongest
2 - second
3 - third
4 - fourth - least strong

Please make additional comments on the proposal's strengths and weaknesses.

AED/USAID/EQUIP1
Ethiopia Pilot Study of Teacher Professional Development

Evaluation of Bids: Procedure and Outcome

A limited tender procedure was carried out with an Invitation to Bid sent to 11 educational research organizations and education consultants on 6 September 2005. The organizations to which the Invitation to Bid was sent were:

Jimma University, Education Faculty
Mekelle University, Education Faculty
Alemaya University, Education Faculty
Addis Ababa University, Institute of Educational Research (IER)
Bahir Dar University, Faculty of Education
Dilla College of Teacher Education, SNNPR
Ethio-Education Consultants (ETEC)
Addis Education, Training and Development Consultants PLC (ADET)
Unity University College
Admas College
Alpha University College

Four bids were received by the deadline of 21 September 2005 from the following organizations:

Jimma University, Education Faculty
Addis Ababa University, Institute of Educational Research
Addis Education, Training and Development Consultants PLC (ADET)
Ethio-Education Consultants (ETEC)

The following procedure was employed in the evaluation of the bids:

- A Selection Committee was formed consisting of Ato Yeshitla, Ato Tebabu, Dr. Ernest and Dr. Elizabeth.

- Evaluation criteria were developed and agreed upon (the evaluation form is attached).

- The bids were opened at the BESO office in the Ministry of Education in the presence of Ato Yeshitla, Ato Tebabu, Ato Mulatu, and Dr. Ernest on 21 September 2005.

- The four bids were photocopied and supplied to each member of the Selection Committee along with four copies of the evaluation form (the bids were faxed and sent by DHL to Dr. Elizabeth in Washington).

- A meeting was held of the Selection Committee on 10 October 2005 with Ato Yeshitla, Dr. Ernest, and Dr. Elizabeth present. Ato Tebabu was not able to be present but Ato Mulatu represented him with his completed evaluation form.

- On the basis of overall ranking of the four bids, Jima University was ranked fourth and ADET was ranked third. There was a tie between IER and ETEC with two evaluators putting IER first and two putting ETEC first. A discussion was held on the two bids but the meeting could not be continued because of outside commitments of Ato Yeshitla and Dr. Ernest.

- The Selection Committee gave Dr. Elizabeth two assignments:
    - add up the evaluation criteria item by item and see which organization came first and second numerically according to the 15 criteria
    - call both organizations to clarify gaps in the two proposals (a verbal explanation was accepted from each institution)

- Dr. Elizabeth first added up the scores item by item from the Evaluation of Bids format. IER received 98 marks and ETEC received 105 marks, the lowest score winning according to the way the evaluation criteria were constructed.

- Dr. Elizabeth called Dr. Daniel at IER and ascertained that the four senior researchers named in the proposal would themselves carry out the interviews in the four regions and do the analysis themselves. Dr. Daniel assured Dr. Elizabeth that this was the case and that time had been set aside in each person's schedule to complete the work on time. He emphasized the necessity of having experienced data collectors for qualitative research, able to capture "thick description" and have the data collectors carry through with the analysis of the data and write-up of the study. He emphasized that personal contact with the interviewed teachers was particularly important in case study research.

- Dr. Elizabeth called Ato Kebede at ETEC to clarify questions about the personnel who would work on the research study and how roles and responsibilities would be allocated between the "centrally based professionals" and the "field researchers". Ato Kebede suggested that Ato Gabehyeu, Ato Debebe, and Dr. Abiy come briefly to the BESO office in the afternoon, which they did. This conversation confirmed that the centrally based professionals named in the proposal would not be directly involved in data collection in the field, but would train and supervise four regional teams of three field researchers each who would actually carry out the data collection. The centrally based professionals would analyze the data submitted by these teams and write up the study.

- Ato Yeshitla and Dr. Elizabeth met on 11 October 2005 in the presence of Ato Mulatu and came to the consensus that the winner of the bid was Addis Ababa University, Institute of Educational Research (IER). The rationale for the selection were the following:
    - IER won on the numerical score

- IER design of data collection, analysis, and study report write-up involving the same team of four senior researchers carrying out the interviews in the field, analyzing data, and writing up the study is more appropriate for qualitative case study research than the ETEC design of using Addis-based researchers to train and conduct long-distance supervision of the relatively inexperienced field-based teams carrying out interviews and analyze data from teachers and school settings that they have not experienced themselves

Verification of consensus on selection procedure and outcome:

---------- (signature/date)

---------- (signature/date)

---------- (signature/date)

---------- (signature/date)

USAID/EQUIP1/AED
Ethiopia Pilot Study of Teacher Professional Development

INVITATION FOR BIDS

The Academy for Educational Development (AED/Washington) hereby invites proposals (technical and financial) from qualified education research organizations to undertake the qualitative research study on teacher learning and teacher professional development described in the attached papers. This study is part of a group of pilot studies on different aspects of quality of education that are being undertaken by a Washington-based USAID-funded program EQUIP1(Education Quality Improvement Program).

The two papers attached to this Invitation are the following:

- **Paper #1**
  Ethiopia Pilot Study of Teacher Professional Development: Conceptual Framework and Study Design

  This paper describes the purposes of the study, the research questions that guide the study, the conceptual framework, and the overall study design

- **Paper #2**
  Ethiopia Pilot Study of Teacher Professional Development: Study Activities and Scope of Work

  This paper outlines the characteristics of the research organization that will be selected to carry out the study and the scope of work outlining the activities that the contract research organization will undertake

The proposals submitted should contain the following technical and financial information:

- A narrative description of how your organization would carry out the study demonstrating understanding of the conceptual framework and study design described in Paper #1 and the Scope of Work described in Paper #2. This narrative should also contain assurance that your research organization would be able to carry out the study within the timeline contained in Paper #1. This part of the narrative description should be not longer than 5 pages. (Technical)

- A narrative description of the capabilities of your research organization in conducting the kind of research described in the two papers. This part of the narrative description should be not longer than 3 pages. CVs of proposed researchers should be attached to the proposal but will not be part of the page count. (Technical)

- A budget that corresponds to the accomplishment of all tasks described in the Scope of Work in Paper #2. The budget can be presented in Ethiopian Birr. Proposed budgets that exceed US$26,000 (at an exchange rate of US$1= ETB 8.6 cannot be considered). (Financial)

Selection of the winning proposal will be based 80% on the technical part of the proposal and 20% on the financial part.

The proposals must be received in the AED/BESO II office at the Ministry of Education in Addis Ababa by close of business on 21 September 2005 in order to be considered. The address is as follows:

Dr. Ernest O'Neil
Chief of Party
AED/BESO II Project
P.O. Box 13157
Addis Ababa

The proposals will be evaluated and the selected research organization announced by 28 September 2005.

The proposals should contain complete contact information for the research organization including the name of the lead researcher, address, telephone number, and email address.

The successful research organization will be contracted by AED/Washington to conduct the study. The research organization will work closely with Dr. Elizabeth Leu, Senior Education Advisor, AED/Washington, who has overall responsibility for oversight of the study.

Elizabeth Leu, Ph.D.
Senior Education Advisor
Global Education Center
Academy for Educational Development
1825 Connecticut Avenue
Washington DC 20009
USA

AED/USAID/EQUIP1
Ethiopia Pilot Study of Teacher Professional Development

Evaluation of Bids: Procedure and Outcome

A limited tender procedure was carried out with an Invitation to Bid sent to 11 educational research organizations on 6 September 2005. The organizations to which the Invitation to Bid was sent were:

Jimma University, Education Faculty
Mekelle University, Education Faculty
Alemaya University, Education Faculty
Addis Ababa University, Institute of Educational Research (IER)
Bahir Dar University, Faculty of Education
Dilla University, Faculty of Education
Ethio-Education Consultants (ETEC)
Addis Education, Training and Development Consultants PLC (ADET)
Unity University College
St. Mary's College
Alpha University College

Four bids were received by the deadline of 21 September 2005 from the following organizations:

Jimma University, Education Faculty
Addis Ababa University, Institute of Educational Research
Addis Education, Training and Development Consultants PLC (ADET)
Ethio-Education Consultants (ETEC)

The following procedure was employed in the evaluation of the bids:

- A Selection Committee was formed consisting of Ato Yeshitla, Ato Tebabu, Dr. Ernest and Dr. Elizabeth.

- Evaluation criteria were developed and agreed upon (the evaluation form is attached).

- The bids were opened at the BESO office in the Ministry of Education in the presence of Ato Yeshitla, Ato Tebabu, Ato Mulatu, and Dr. Ernest on 21 September 2005.

- The four bids were photocopied and supplied to each member of the Selection Committee along with four copies of the evaluation form (the bids were faxed and sent by DHL to Dr. Elizabeth in Washington).

- A meeting was held of the Selection Committee on 10 October 2005 with Ato Yeshitla, Dr. Ernest, and Dr. Elizabeth present. Ato Tebabu was not able to be present but Ato Mulatu represented him with his completed evaluation form.

- On the basis of overall ranking of the four bids, Jima University was ranked fourth and ADET was ranked third. There was a tie between IER and ETEC with two evaluators putting IER first and two putting ETEC first. A discussion was held on the two bids but the meeting could not be continued because of outside commitments of Ato Yeshitla and Dr. Ernest.

- The Selection Committee gave Dr. Elizabeth two assignments:
    - add up the evaluation criteria item by item and see which organization came first and second numerically according to the 15 criteria
    - call both organizations to clarify gaps in the two proposals (a verbal explanation was accepted from each institution)

- Dr. Elizabeth first added up the scores item by item from the Evaluation of Bids format. IER received 98 marks and ETEC received 105 marks, the lowest score winning according to the way the evaluation criteria were constructed.

- Dr. Elizabeth called Dr. Daniel at IER and ascertained that the four senior researchers named in the proposal would themselves carry out the interviews in the four regions and do the analysis themselves. Dr. Daniel assured Dr. Elizabeth that this was the case and that time had been set aside in each person's schedule to complete the work on time. He emphasized the necessity of having experienced data collectors for qualitative research, able to capture "thick description" and have the data collectors carry through with the analysis of the data and write-up of the study. He emphasized that personal contact with the interviewed teachers was particularly important in case study research.

- Dr. Elizabeth called Ato Kebede at ETEC to clarify questions about the personnel who would work on the research study and how roles and responsibilities would be allocated between the "centrally based professionals" and the "field researchers". Ato Kebede suggested that Ato Gabehyeu, Ato Debebe, and Dr. Abiy come briefly to the BESO office in the afternoon, which they did. This conversation confirmed that the centrally based professionals named in the proposal would not be directly involved in data collection in the field, but would train and supervise four regional teams of three field researchers each who would actually carry out the data collection. The centrally based professionals would analyze the data submitted by these teams and write up the study.

- Ato Yeshitla and Dr. Elizabeth met on 11 October 2005 in the presence of Ato Mulatu and came to the consensus that the winner of the bid was Addis Ababa University, Institute of Educational Research (IER). The rationale for the selection were the following:
    - IER won on the numerical score

- IER design of data collection, analysis, and study report write-up involving the same team of four senior researchers carrying out the interviews in the field, analyzing data, and writing up the study is more appropriate for qualitative case study research than the ETEC design of using Addis-based researchers to train and conduct long-distance supervision of the relatively inexperienced field-based teams carrying out interviews and analyze data from teachers and school settings that they have not experienced themselves

Verification of consensus on selection procedure and outcome:

---------- (signature/date)

---------- (signature/date)

---------- (signature/date)

---------- (signature/date)

The Institute of Educational Research
Addis Ababa University

ETHIOPIA PILOT STUDY OF TEACHER PROFESSIONAL DEVELOPMENT-AED/USAID/EQUIP1

Classroom Observation Instructions and Guidelines

1. The following classroom observation form measures school and classroom achievement in areas that affect the curriculum within the Namibian Education Reform.

2. Observations will be entered in a database. The following standardised procedures are necessary to maintain data quality:
    - Two lower primary teachers in every sample school will be observed once.
    - Each classroom observation form reflects one complete lesson period.
    - An observation might stretch over two periods if the observer feels they need more time to find evidence of certain behaviour/lesson components.
    - Only classroom observations in the following subjects will be entered into the database: English, home language/mother tongue, mathematics, environmental studies.
    - The school will be informed about the purpose and time of the visit.

3. The observer should try to arrive at school before the classes begin. If possible, the observer should talk to the teachers, in the company of the principal, before the class, and complete Section 1 (Policy and Procedures) prior to the class. If, however, there is not enough time to complete Section 1 before the time, it should be done after the observations or in the afternoon. (Allow about 4 hours for lesson observations).

4. The observation should be for an entire period of the class. For classroom observation entered in the database, the observer should <u>not</u> enter the classroom after the class has started. (In such cases the observer should stay for the next lesson as well).
5. Data from the observations need to be sent to NIED in the pre-paid, marked envelopes. A copy of the completed instrument should stay with the observer, in case something gets lost.

6. Before the lesson, the teacher is informed that the following will be required from her:
    Syllabuses
    Lesson plans
    Assessment record forms
    Learners' written work
    Homework books
7. Monitoring could start by 12 June 2002 and be completed by 07 August 2002. All completed observation forms should be returned to NIED by 16 August 2002.

1. Observer _____ 2. Region _____
3. School ID _____ 4. School code _____
5. Teacher ID _____ 6. Teacher code _____
7. Gender (circle) M F
8. Grade (circle) Gr. 1 Gr. 2 Gr. 3
9. Class size _____ learners
10. Subject observed (circle)
    a) English
    b) Mother tongue/Home Language
    c) Mathematics
    d) Environmental Studies
11. Teacher's *latest, completed* qualification (circle)

    a) TTI Graduate
    b) Grade 12
    c) Grade 10-11
    d) Other (indicate qualification) _____

12. Years of experience, teaching lower primary (circle)
    a. 1 – 3 years
    b. 4 – 6 years
    c. 7 – 10 years
    d. more than 10 years

1. Policies and Procedures

(This section should be checked before the actual classroom observation. Request the principal to call the two teachers who form part of the sample and administer it separately as an interview).

A. The teacher has easy access to all the lower primary syllabi.
    1. Yes
    2. No

B. There is evidence that the teacher uses the syllabus to plan the lesson.
    1. Yes

2. No

C. The teacher has a prepared lesson plan.

1. Yes
2. No

D. The lesson is clearly based on the basic competencies/learning objectives from the syllabus (Indicate in the syllabus).

1. Yes
2. No

E. The lesson plan includes ways to assess the learning

1. Yes
2. No

F. Absenteeism is a problem in this school.

1. Yes
2. No

G. The school has a teacher attendance register?

1. Yes
2. No

H. The school follows a procedure to make provision for absent teachers?

1. Yes
2. No

I. Teachers know what these procedures are.

1. Yes
2. No

J. The school has procedures to deal with learners who are absent regularly or for long periods of time.

1. Yes
2. No

K. Teachers know what these procedures are?

1. Yes
2. No

L. The teachers know which learners in their class come from broken/one parent/parentless homes?

1. Yes
2. No

M. The school has a procedure to handle such learners' needs at the school.

1. Yes
2. No

N. The teachers know what these procedures are?

1. Yes
2. No

2. Classroom Management (roles, environment and discipline)

A. The physical arrangement in the class supports teaching and learning.

1. Yes
2. No

B. The arrangement of the learners/desks supports the different activities.

1. Yes
2. No
3. N/A

C. The teacher assures that all learners have access to resources (textbooks, stationery, writing on board).

1. Yes
2. No

D. The classroom has learning material displayed on the wall (Check all that apply).

1. The classroom has no displays
2. Printed material
3. Teacher-made material
4. Learner-made material
5. Real objects (realia)

E. The teacher directs questions to <u>all</u> learners?

1. Yes
2. No

F. The teacher requests specific learners to answer questions.

1. Yes
2. No

G. Learners shout answers out.

1. Yes
2. No

H. The atmosphere in the class permits <u>all</u> learners to learn.

1. Yes
2. No

I. Teacher attitude (tick which applies).

1. Teacher has a friendly attitude to the learners
2. Teacher shows respect for the learners
3. Teacher models high standard of behaviour
4. Teacher knows the learners' names
5. Teacher appears to care about them personally
6. Teacher seems to be motivated
7. The teacher praises the learners for good attempts
8. The teacher encourages learners' less successful attempts

3. Learner Centred Education

A. Achievable lesson objectives are stated clearly (at the start of the lesson) <u>or</u> are visually available (in the lesson plan).

1. Yes
2. No

B. The teacher manages to adapt the lesson objectives (if necessary)?

1. Yes
2. No
3. N/A

C. LC Teaching Strategies used (check all that apply).

1. Interactive group work
2. Interactive pair work
3. Individual assignments
4. Teacher monitors group/individual/pair work
5. The teacher asks open ended questions
6. Teacher gives frequent and appropriate feedback
7. Relate lesson to learner experience and knowledge
8. Use multiple examples from learners' experience
9. Link information/theme/topic to other subjects

10. Boys and girls get opportunities to participate in learning activities

D. Indications that learners are actively engaged (check all that apply).

1. Learners “talk and act” more than “sit and listen” in class
2. Learners initiate questions and comments
3. Learners are presenting information to others (in group/pair/individually)
4. Questions and activities move around the class (front/back, sides, boys/girls)
5. Learners appear to be animated and interested
6. Learners are playing learning games
7. Learners are manipulating materials
8. Learners are participating in various activities
9. Any other (example in field notes)

E. Teacher uses relevant teaching aids (check all that apply).

1. textbooks
2. chalkboard
3. printed materials
4. drawings
5. teacher-made materials
6. learner-made materials
7. materials from the environment (seeds, pebbles, tins, bottles)
8. realia (bread, butter, colours, flowers, frogs!)

The Institute of Educational Research

Addis Ababa University

ETHIOPIA PILOT STUDY OF TEACHER PROFESSIONAL DEVELOPMENT-AED/USAID/EQUIP1

School Demographics

1. Student Enrolment , dropout and repetition from 2001-2005

Year	Enrolment			Dropout			Repetition		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2001/1993									
2002/1994									
2003/1995									
2004/1996									
2005/1997									

2. Primary School Teachers' Qualification by Level (2001-2005)

Levels	1-4				5-8			
Year	Below TTI		TTI Graduates		Below Diploma (TTI, 12th , 11th complete		Diploma &above	
	No.	%	No.	%	No	%	No	%
2001/1993								
2002/1994								
2003/1995								
2004/1996								
2005/1997								

3. Average Pupil-section, pupil-teacher and pupil textbook ratios in core subjects

Levels	1-4			5-8		
Year	PSR	PTR	Pupil –Textb R	PSR	PTR	Pupil –TextbR
2000/1992						
2001/1993						
2002/1994						
2003/1995						
2004/1996						

4. Check the Availability and/or the sufficiency of some basic infrastructure and facilities in the school by making your own observation

Facilities/infrastructure	Available	Not Available	Sufficient (only if Available)	Not Sufficient (if Available)	Not Functional
Library					
Laboratory					
Pedagogical center					
Recreation services					
Sport fields					
Latrines					
Electricity					
Telecommunication					
Water services					
Furniture					

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ETHIOPIAN PILOT STUDY OF TEACHER PROFESSIONAL

DEVELOPMENT- AED/USAID/EQUIP1

FGD Guide for Teachers

Regional State: ----------
School name: ----------
FGD date: ----------
Chairperson: ----------
Recorder
Time FGD started: ----------
Time FGD was completed: ----------

Profile of the participants

	Teacher's Name	Sex	Subject(s) the teacher teaches	Grade the teacher teachers	Educational Qualification	Years of service	Years you have taught in this school
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							

1. How well do you think that the pre-service professional training prepared teachers for the job? What are the major strengths and weaknesses of the pre-service training program?

2. What is good quality education? How can it be observed? What are its indicators? How do you explain good teaching and good learning?

3. How would you evaluate the quality of teaching and learning in the primary schools in general and your own school in particular?

4. What professional development schemes are available for teachers in this school and for teachers in other schools? What is the extent of teachers' participation in this program?

5. Do you think the teacher professional development program has resulted in better learning and better quality of education in your school and other schools? If yes, in what ways? If not, why?

6. How can a teacher determine or assess that successful learning has taken place?

7. What do you consider the biggest challenges/obstacles in becoming a good teacher in your school and in other schools in the locality?

8. What do you suggest as most critical and top priority measures in connection to the following areas?
   - 8.1. Improving the current teacher professional development programs
   - 8.2. Ensuring teacher's implementation of the knowledge, skills and experiences gained through Teacher professional development

The Institute of educational Research
Addis Ababa University

ETHIOPIA PILOT STUDY OF TEACHER PROFESSIONAL DEVELOPMENT- AED/USAID/EQUIP1

Questionnaire for Primary School Teachers

Dear Teacher:

The Institute of Educational Research of the Addis Ababa University, in collaboration with the Academy for Educational Development (AED) is conducting a study on teacher Professional Development in Ethiopia. You are kindly requested to spare few minutes of your time to fill out this questionnaire. The information you give is valuable and we will keep it confidential. Kindly complete the questionnaire by circling the letter that indicates your responses for questions that have alternative responses and by writing your responses for items that require completion. Thank you in advance.

I. Background Information of the school

1. Geographical location: Region _____zone_____ Woreda _____
2. Name of the School:_____
3. Location of the School: a) Rural _____ b) Urban _____
4. School level: a) 1-4 b) 1-6 c) 1-8 d) 5-8
5. Sex of the respondent: a) male b) Female
6. A) Educational level _____ b) specialization _____
7. Age _____
8. Work Experience: a) below 5 years b) 6-10 years c) 11-15 years d) 16-20 years e) 21 and above years

9. Your age: (a) 20 – 30 (b) 31- 40 (c) over 40.

10. Marital Status (a) single (b) married (c) divorced (d) widowed

11. How long have you been in this school _____

12. Have you ever participated in any teacher professional development program? (a). Yes (b) no
13. How do you define teacher professional development? ----------
    ---
    ---
14. What subjects do you teach now in this school (please list them)

    a----------.
    b.----------
    c----------.

II. Concept on Quality Teaching

15. Quality teaching means;

a. involving students in the class discussion
b. giving assignments to students all the time
c. improving students achievements
d. having good relations with students
e. giving good lectures
f. teachers mastery of subjects
g. any other(specify)----------

16. How do you ensure successful teaching in your classroom?
a. By asking students to repeat what is discussed in the class
b. By giving class assignments
c. By asking questions
d. Any other(specify)----------

17. What kind of teaching method (s) do you use in your classroom?
a. giving good lectures all the time
b. emphasizing student discussions, questions and answers.
c. combination of a & b
d. any other(specify).----------

18. Which of the following support your efforts to become to a good quality teacher?

a. programs in school
b. workshops
c. interaction with your colleagues
d. support from the principal
e. good teaching/learning materials
f. Any other(specify)----------

19. What does good student learning mean to you?
a. Active participation of students in the class
b. High score in class tests
c. High score in final examination
e. Reciting what has been said in the class.
f. Any other (please specify)_____

20. How do you determine or assess that successful learning has taken place in your classroom?

a. By asking questions
b. By the level of student engagement in the class
c. By the type of questions the students ask.
d. I use my own judgment
e. Any other (please specify)_____

21 . What makes one a good teacher?
a. the educational level of an individual
b. the type of training that one gets after graduation
c. support from the school community
d. personal effort
e. any other(specify)----------

22. Indicate how often you participated in the following activities in the last seven years by using X mark. Please also write and rate other teacher professional development activities in which you have been engaged.

	More than five times	Five times	Four times	Three times	Twice	Only once	Never
a. Workshops							
b. Conferences							
c. Action Research / Class research							
d.Material preparation							
e.Participation in cluster activities							
f.Material preparation							
g.							
h.							
i.							
j.							

23. List the kinds of support you like to get from your school to improve your teaching profession.

a.----------

b. ----------

c.----------

d----------

24. What are your visions to improve the teaching profession? (be brief and to the point).

The Institute of Educational Research
Addis Ababa University

ETHIOPIA PILOT STUDY OF TEACHER PROFESSIONAL DEVELOPMENT-

AED/USAID/EQUIP1

Interview guide for Primary School Teachers

Regional State: ----------

School name: ----------

Teacher code: ----------

Interview date: ----------

Interviewer: ----------

Time interview started: ----------
Time interview was completed: ----------

1. Background information about the teacher

1.1 Gender M ( ) F ( )
1.2. Qualification Grade 12 complete ( ) ; 12+1 ( ) ; TTI ( ) ; Certificate ( ) ; Diploma ( ) ; Others (Please specify)_____
1.3 Years of total teaching experience _____
1.4 Years you have taught in this school _____
1.5 Age _____
1.6 Are you from this area (regional state) _____

2. Pre-service professional training

2.1. Why did you decide to become a teacher?

2.2. Would you explain your pre-service professional training? What was your specialization (if any in your pre-serves training? What was the name of the institution? When was it? What did you like most about the training? Why? What did you like least? Why? How well do you think that the pre-service professional training prepared you for the job?

3. Basic information on the teacher's present teaching duties

3.1. How many class periods per week do you teach?_____
3.2. What grades do you teach?_____
3.3. What subjects do you teach?_____
3.4. What do you consider your main responsibilities as a teacher?

Probes:-Main responsibilities in the classroom?-Main responsibilities outside of the classroom, with students outside of the classroom, with other teachers, with community members?

4. The teacher's construction of concepts of quality of education

4.1How would you define or describe good quality of education in general?

Probes: -Give some concrete examples of good quality of education (in the classroom, within the school as a whole, in parents' involvement with their children's education, in the success of children in their lives, in students' academic qualities, in students' civic and human qualities, etc.)?

4.2 How do these ideas about quality of education affect your practice (e.g. help to guide what you do as a teacher in your classroom, within the school, or within the community?)

5. The teacher's concepts of quality of teaching

5.1 How would you define or describe quality of teaching?
5.2 Give some concrete examples of good quality of teaching.
5.3 How do you ensure successful teaching in your classroom?
5.4 How do you know when one approach/teaching strategy works better than another?
5.5 What are the main things that support your efforts to become a good quality teacher (programs in the school, workshops, interaction with your colleagues, support from the principal, good teaching/learning materials, etc.)?

6. The teacher's concepts of quality of student learning

6.1 Give two or three concrete examples of good student learning.

6.2. As a teacher, are you concerned with different kinds of student learning (academic, social, values, civic responsibility, skills, knowledge of the environment, respect for culture, etc.). Please explain and give examples.

6.3 How do you evaluate your own teaching? Is it student cantered or teacher cantered? What are your reasons for choosing the approach you use now?

6.4. How do you determine or assess that successful learning has taken place?

7. Influence of professional development programs on the teacher's practice

7.1. In what ways has the teacher professional development program influenced or shaped your ideas about education quality?

7.2. Explain the kind of the teacher professional development training program you have had (at this school/at other schools - such as being called to occasional workshops, summer programs, etc).

7.3. In what ways has the teacher professional development program influenced or shaped your practice (what you do in the classroom, how you do it)?

7.4. Reflect on individual workshops that you have attended, describe them and explain how they have influenced your practice and your attitudes to your work.

8. Professional development programs available to the teacher at the school or cluster level

8.1. Do you have any professional development programs at the school level or at the cluster level?

8.2 Give some specific examples of how the teacher professional development program activities have changed your classroom practice

9. Influences on the teacher's changing/improving practice

9.1. Can you remember if there was a time when your classroom practice changed?
9.2 When was this? What happened to change your practice?
9.3 Was this change or practice for the best? How do you know that?
9.4 How did your learners react to it?
9.5 Do your students learn better as a result of your changing practice? How do you know that?

10. Challenges to teacher professional practices and suggestions for Improvement

10.1. What do you consider the biggest challenges in becoming a good teacher?
10.2. At what level do you think the major obstacles to improving the quality of teaching and learning lie?
10.2.1. Teacher level Yes ( ) No ( )
What are the obstacles at this level; what do you suggest as a solution?

10.2.2. School level Yes ( ) No ( )
What are the obstacles at this level; what do you suggest as a solution?

10.2.3. Community level Yes ( ) No ( )
What are the obstacles at this level; what do you suggest as a solution?

10.2.4. Woreda level Yes ( ) No ( )
What are the obstacles at this level; what do you suggest as a solution?

10.2.5. Zonal level Yes ( ) No ( )
What are the obstacles at this level; what do you suggest as a solution?

10.2.6. Regional/National level Yes ( ) No ( )
What are the obstacles at this level; what do you suggest as a solution?

10.3. What are your plans/wishes concerning your professional development in the coming five years?

10.4. What do you suggest as most critical and top priority measures in connection to the following areas?

10.4.1. Improving the current teacher professional development programs

10.4.2. Ensuring teacher's implementation of the knowledge, skills and experiences gained through Teacher professional development

The Institute of Educational Research
Addis Ababa University

ETHIOPIA PILOT STUDY OF TEACHER PROFESSIONAL DEVELOPMENT-AED/USAID/EQUIP1

Interview Guide for collecting data from Principals

Date _____
Interviewer:_____
Time Interview started _____
Time Interview ended _____

Instruction
For collecting pertinent information on Teacher Professional Development practices, interview guide is given below. The interview guide begins with major leading questions followed by detailed issues. For both the major and detailed interview questions, the researchers should take their own notes. After asking the major questions (issues), the researchers should proceed by asking the detailed questions to get detailed information from the respondents.

I. Background Information

1. Geographical location: Region _____zone_____ Woreda _____
2. Name of the School:_____
3. Location of the School: a) Rural _____ b) Urban _____
4. School level: a) 1-4 b) 1-6 c) 1-8 d) 5-8
5. Sex of the respondent: a) male b) Female
6. A) Educational level _____ b) specialization _____ c) Age _____
7. Work Experience: a) below 5 years b) 6-10 years c) 11-15 years d) 16-20 years e) 21 and above years

II. <u>The principal's perceptions on quality of education</u>

8. How do you see/judge the quality of education offered in your school?

9. Are you satisfied with the quality of education offered in you school? If Yes or No, why or why not?

10. How would you define or describe good quality of *education*?

11. Can you give examples of good quality of education?

12. How would you define or describe good quality of *teaching*

13. Can you give examples of good quality of teaching?

14. What is successful teaching?

15. How would you define or describe good quality of *student learning*?

16. What is quality of learning in your opinion? Please give an example.

17. How is successful learning determined?

III. Principal's intervention for improving quality of Education by enhancing Teachers' Professional Development

18. How do you describe Teachers' professional Development?
19. I would like to know what procedures you follow in to develop teachers' profession that can lead to quality education.
20. How do you see your role in creating quality of education and quality of teaching in your school?
21. Would you please comment on how you monitor student-learning progress closely in order to improve quality?
22. Please tell me your experience of how you involve parents and community members in supporting the school success to improve quality of education in your school.
23. Name the three most important things you do to encourage good quality of education in your school.

24. Describe how you work with teachers to support the improvement of their practice.

IV. <u>Program intervention for enhancing teachers' professional development which made on quality of education</u>

25. Which programmes or interventionas in your opinion have had the most impact on improving quality of education in your school? (If cluster schooling is mentioned, ask what impact it has in the school)

26. Describe the impact that this programme/intervention has on the way you manage your school.

27. Describe the impact that this programme/intervention on the way teachers teach.
28. Describe the impact that the programme/intervention has on learners learning more successfully?

V. <u>Sustainability of the programme/intervention</u>

29. Will the school be able to sustain the changes brought about by the programme?

VI. <u>Policy on professional development for teachers</u>

30. Does the school have a policy to promote continuous professional development of teachers at the school level or within the school?
31. If YES, what is this policy?

32. Describe how the professional development activities are implemented?

33. When do the professional development activities happen?

34. Describe what happens in a professional development session.

35. Describe how this affects teachers' practice and morale.

AED/USAID/EQUIP1
Ethiopia Pilot Study of Teacher Professional Development

To:

From: Elizabeth Leu, Ph.D.
Senior Education Advisor
Global Education Center
Academy for Educational Development
1825 Connecticut Avenue NW
Washington DC 20009
USA

Attached is an Invitation to Bid on a qualitative research study entitled "Ethiopia Pilot Study of Teacher Professional Development". We would like to encourage your education research organization to submit a bid to carry out this study as outlined in the attached documents.

Paper #1

USAID/EQUIP1/AED
Ethiopia Pilot Study of Teacher Professional Development: Conceptual Framework and Study Design

Introduction

Improving the quality of education has become an imperative for most education systems, as rapidly expanding enrolments threaten to overwhelm quality gains and progress made in the introduction of reforms in curriculum and teaching. Education quality depends on a complex combination of factors that come together at the school and classroom levels. The most important of these factors is widely understood to be quality of teachers and teaching. Teacher quality itself is the result of a complex process, with inservice professional development shown to have a strong impact on teacher quality. (ADEA 2004; ADEA forthcoming; Boyle et al. 2003; Craig et al. 1998; UNESCO 2004) This vision guides the small-scale pilot study in Ethiopia which will identify key factors in professional development that lead to improved teacher quality.

The recently conducted grade 4 and grade 8 national student assessments in Ethiopia indicate that teacher inservice professional development is correlated with improved student learning at both grade levels.[1] Although the student assessments indicate a correlation, they do not explain the complex process through which teachers learn and improve through professional development, nor do they help us understand what kinds of professional development are most effective in improving teacher practice or how good teacher practice translates into student learning.

The proposed study will add explanatory power and depth of understanding to the critically important finding of the student assessments by examining how teachers learn and change, with a particular focus on the impact of professional development. The study therefore should be of interest to policy makers, planners and program developers who design and implement programs to improve teacher quality.

Contextual Issues

The most important contextual issue for this study is the way in which Ethiopian education policy defines quality of education, quality of teaching, and quality of student learning. As outlined in a variety of policy documents, starting with the New Education and Training Policy (NETP) of 1994 and more recently in documents relating to the Ministry of Education's Teacher Education System Overhaul (TESO) Program, Ethiopian education policies in curriculum and instruction are explicitly based on active-learning, student-centered, and problem-solving approaches

[1] *Ethiopian Second National Assessment of Grade Four Students* (2004); *Ethiopian Second National Learning Assessment of Grade Eight Students* (2004).

associated with constructivism. (Government of Ethiopia 1994; Government of Ethiopia 2002) Within this policy context, teachers are now faced with the complex task of ensuring that their students engage in meaningful learning, learn through various forms of active learning, and learn to use higher-order thinking skills. This requires understanding and skills that go far beyond the traditional teacher-centered approaches of the past based on memorization of facts and information

The Ministry of Education (MOE) has created TESO as its main program for addressing this issue through improved teacher education programs at the preservice and inservice levels. TESO works to improve teachers' understanding of and ability to implement the active-learning approaches which form the policy base for curriculum and instruction in Ethiopia.

Several partners work together with the Ministry of Education to implement programs related to TESO. For example, the USAID-funded AED/BESO II Program works with the MOE and the Regional Education Bureaus (REBs) to achieve TESO objectives through the support of teacher inservice professional development in 300 clusters of schools (approximately 1,200 schools) throughout the country. The study proposed here is intended to provide valuable information that may be used to suggest promising future directions for these programs.

Study Goals and Guiding Questions

The goal of this small pilot study is to analyze and describe the ways in which teachers learn and change, with an emphasis on learning more about the impact of teacher inservice professional development programs. The following questions will guide the study:

- What factors of teacher development and teacher learning influence change and improvement of practice?
- What is the influence of teacher professional development programs, especially ongoing cluster- and school-based professional development, in promoting teacher learning, change and improvement of practice?
- How do teachers construct their concepts of quality of education and what is the relationship between teachers' constructions of quality and their practice?

Conceptual Framework

The conceptual framework for the study is derived from the literature and research on teacher learning as well as from program experience. It is based on the hypothesis that the dynamic relationships and mediating factors described below influence teacher learning, teacher practice and student learning. (Adger et al. 2004; Craig et al. 1998; Darling-Hammond 1998; Darling-Hammond and McLaughlin 1995; Fenstermacher and Richardson 2000; Garet et al. 2001; Leu 2004; Lieberman 1995; Tatto 2000) This complex process is outlined below:

- Teachers' opportunities to learn are critical but they do not translate directly into good practice. Translating the opportunity to learn into good practice depends on a variety of mediating factors - personal characteristics of the teacher, factors of policy, and conditions at the local level. A teacher's opportunities to learn, therefore, combine with mediating factors to determine his or her practice.

- Practice itself is not static; ideally it will change and improve as teachers gain new knowledge and skills, deeper understanding of their students, and increasing confidence and professionalism throughout the years of their practice. Conversely, if teachers become demoralized or complaisant, practice can deteriorate throughout the career of a teacher.

- A teacher's practice, although critical, does not translate directly into student learning. Even the best teacher practice is filtered through a range of mediating school and student factors to determine student learning.

The complex process at the school, classroom and community levels outlined above can be visualized in the following way:

Teachers' opportunities to learn
(a continuum of teacher learning)

- Combine with *mediating factors* at the school level associated with teacher effectiveness:
  - teachers' understanding of new idea
  - teachers' commitment to change
  - relevance of curriculum
  - enabling policies
  - cultural factors
  - community support
  - school leadership, school climate
  - teacher motivation, status, teacher evaluation systems
  - level of supervision and support at the school level
  - nature of examinations
  - resources available to teachers
  - gender status and relationships
  - power relationships at the school and community level
  - etc.

- To create:

Teaching practices
(dynamic, always changing and maturing)

- Combine with *mediating factors* at the school level associated with student learning:
  - students' abilities, motivation, and prior school experience
  - students' and teachers' time on task
  - students' and communities' attitudes to education
  - socio-economic status of students
  - power relationships within the classroom and community

gender attitudes
students' health status, cultural factors
demands for children's labor in the family
etc.

- To create:

Student learning (learning as defined within an education system)

Despite the range of mediating factors that stand as help or hindrance between teacher learning and student learning, teachers' opportunities to learn and change are critical and constitute the element in the process that has the strongest impact on quality of student learning. The pilot study described here will focus primarily on the first part of this conceptual framework, attempting to draw relationships between teacher learning and teaching practices. Further inferences will be drawn between teacher practices and successful student learning.

Study Design and Methodology

Overview

The design of the study has been discussed with the Ministry of Education and four regional state education bureaus and has been approved as described below. An Advisory Group will be established at the MOE to advise on the progress of the study and suggest how the results can be used to inform existing professional development programs for teachers. The study will be put to bid by a limited tender to specialized education research organizations in order to identify the best research organization to carry out the study. The following study design is proposed.

The study is qualitative, consisting of case studies of 24 grade 4 teachers. (Yin 2003) The study will be carried out in three focus schools in each of four regional states. A male and a female teacher will be interviewed in depth in each school. In addition to the core in-depth study of 24 teachers, an interview will be carried out with the principals of the schools in which they teach and focus-group discussions will be carried out with 6 to 8 teachers in each of the 12 focus schools (approximately 84 additional teachers). A quantitative survey will be carried out with approximately 400 teachers, 100 in each of the regions. The study, therefore, has both depth and breadth from the qualitative (case studies, interviews and focus-group discussions) and quantitative (survey) dimensions.

This study is designed to focus on the critically important area of educational *process* at the school level, providing "*thick description*" of the perspectives of a small group of 24 individual teachers on how they learn and think and how they put their learning and thinking into practice. This information from these 24 case studies will be compared and triangulated with information from the focus-group discussions with approximately 84 teachers and the quantitative survey of 400 teachers. The study results overall are intended to complement and add an explanatory dimension to the

findings of the national student assessments that revealed a correlation between teacher professional development and student learning.

The proposed sample of 24 teachers in 12 different primary schools is small, although it is a very large number for case study research. The 24 teachers and schools will be selected purposively (see below), which is a usual sample-selection approach in qualitative research. The results are expected to be valid since they will demonstrate internal consistency, particularly as a result of the triangulation of data. The results will not be representative or statistically significant, as is the case in most qualitative studies, because of the small sample involved. Because of the depth of information to be provided through the teacher case studies, augmented through information from the focus-group discussions and the quantitative survey, the results of the study should have the power to indicate significant trends in teacher learning and influences on their practice, thus giving information not previously available on how teachers learn and improve the quality of their practice.

Implementation of the study

The study will be implemented by an experienced research organization in Ethiopia contracted by AED to conduct the study. A bidding process through limited tender will be carried out in order to identify the organization that is most capable of conducting high-quality qualitative research. The research organization identified will be experienced in collecting data on process and "thick description" of practice through the use of in-depth open-ended interviews and classroom observations. The research organization will assist in the construction of interview protocols and draft the final report of the study.

Sample size and school/teacher selection

Schools:

- The study will take place in groups of three schools in each of four regions, Oromia, Amhara, SNNPR and Tigrai which include a significant percentage of the Ethiopian population.
- Within each regional group of three schools, one school will be in an urban area and two in rural areas that are not far from the regional capital.
- The study will include, in each region, two schools that are deemed to be more successful, and one that is less successful, according to the national student assessments and grade 8 leaving examinations. The REBs will select the schools in cooperation with the researchers.
- In each region, two of the schools selected will be participating in the BESO cluster program and the other school will not be participating, allowing the influence of the cluster inservice program to emerge through the study.

Teachers:

- Twenty-four grade 4 teachers will be selected for the case studies, two (a male and a female) in each of the 12 schools.

- They will all hold certificates from a Teacher Education Institution (TEI) and will have at least five years of teaching experience in their present school.
- In the analysis of the data, similarities and differences in the professional learning experiences of female and male teachers will be identified.

Data sources

The core of the study will be 24 case studies constructed from in-depth information gathered from the 24 teachers working in 12 school environments, using information from other sources to augment and add depth and context to information gathered directly from the 24 teachers. Data sources for the study are as follows:

- *Twenty-four core (case study) teachers:* Through the use of open-ended interview instruments, the 24 case study teachers in 12 focus schools (a male and a female in each school) will be asked to reflect in depth upon how they have learned and the factors that influence changing and improving practice, the impact of inservice professional development on their practice, and how their concepts of quality relate to their practice.

- *Classroom observations*: Classroom observations of the 24 core teachers will establish a description of each teacher's practice in order to compare the way they describe their practice with how they actually teach.

- *School directors/principals*: Short interviews with the directors of the 12 focus schools will be conducted to gather further information about issues of quality at the school level, school leadership, the principals' role in instructional leadership, inservice programs available to teachers in the school, the creation of communities of practice, and positive school climate.

- *School demographics:* Quantitative information will be collected at each of the 12 focus schools on student, school and community demographics. This will include information on student achievement, using the grade 4 and grade 8 national student assessment information as proxies for overall school quality. It will also include information on demographic and socio-economic factors of the school population.

- *Other teachers in focus schools:* A focus-group discussion will be carried out in each of the schools with a group of 6 to 8 teachers, including a total of approximately 84 teachers overall. This will expand the information provided by the case study teachers and indicate similarities and differences between the data collected from the case study teachers and other teachers in the school.

- *Accompanying survey instrument:* An accompanying quantitative survey instrument will be developed to collect data from a wider group of teachers in additional schools on similar issues - how the teachers think about their practice and what influences improvement of practice. This instrument will be distributed

to 100 grade 4 teachers in each of the four regions, equaling a total of approximately 400 teachers surveyed.

The information on trends in teachers' thinking and practice obtained from three of the above sources will be compared and triangulated:

- In-depth interviews with the 24 core grade 4 teachers
- Focus-group discussions with approximately 84 other grade 4 teachers in the 12 schools and interviews with school principals
- Survey of 400 grade 4 teachers, 100 in each of the four regions

In addition to the above data sources, interviews will be conducted with relevant education officials at the national and regional levels to provide contextual information about education policies in general and teacher professional development programs in particular.

Development of instruments

Instruments for interviews, protocols for classroom observation, guidelines for focus-group discussions, and instruments for quantitative data collection will be developed in accordance with the objectives of the study. AED will develop the instruments and work together with the selected research organization to refine and complete the instruments.

Collection of data

Experienced qualitative researchers will spend two weeks in each of the four regions collecting data in the three focus schools (see the proposed schedule for each region in the attached Scope of Work). The research organization may want to assign two, three or four researchers for the data collection in different regions. In-depth interviews with the case study teachers will be carried out. Two classroom observations of the case study teachers will be completed. A focus-group discussion with a group of 6-8 teachers will be carried out. Interviews with the school director will be completed and school and community demographic data collected.

The researcher assigned to each region will have to know the regional language in order to guarantee the best information from the teachers and adequate classroom observations. The research institution will use between two to four researchers to collect the data. The researcher working in each region will be responsible for working with the REB to discuss the organization of the study and to distribute the survey instrument to 100 teachers in the region and ensure that the instruments are completed and collected.

According to the design proposed, data collection in the regions will take place in the first semester, ideally between the end of October and the end of November 2005, with data analysis and write-up being completed in the second semester and the final study report submitted by April 2006.

Analysis of data

An analysis framework will be developed jointly by AED and the research organization selected to carry out the study. Qualitative information from interviews and focus-group discussions will be analyzed to identify teachers' concepts of quality, teachers' concepts of their practice and how it changes over time, the influence of different learning opportunities on constructs of quality and practice, and the professional development that has had the greatest impact on teacher change and improvement of practice.

Codes will be derived from significant categories of information that emerge from the qualitative data. Issues of importance that emerge across the different interview categories (teachers, school heads, education officials) will be cross-coded for synthesis and comparison.

Quantitative information from the survey of 400 teachers will be analyzed and combined with the qualitative interview data. The information collected on school and community demographics will be analyzed and used as context information.

Study results and study report

The result of the data collection and analysis will be a report which presents the study results and an overall analysis of which the 24 case studies will be the anchor or central part. The report on study findings will be drafted by the contracted research organization and the team that has collected the data.

Timetable for the study activities

The following matrix outlines the timetable for study activities. It will be important that the timetable be followed and deadlines met so that study results can be available before the end of the upcoming academic year. This will require rapid selection of a research institution to carry out the study.

Activity	**Timing**
Initiate design approval process with the MOE, USAID, and regions	June-August 2005
Select research institution to carry out study	September 2005
Develop/modify data collection instruments	September 2005
Identify schools for data collection with REBs	September/October 2005
Identify and train data collectors	September/October 2005
Collect information in schools	October – November 2005
Collect information from other sources	October – November 2005
Collect background and context information	Throughout
Analyze data	December 2005 – January 2006
Finish draft of study report	February - March 2006
Circulate report to Advisory Committee for comment	March 2006
Final study report completed	April 2006
Initiate discussions on use of study results	April-May 2006

Relevance and Use of the Study Findings

Anticipated results of the study should help to inform policy makers, program designers, implementers and evaluators on programs that are most likely to increase the quality of teaching and learning. The study is expected to provide the following information:

- In-depth information on how a group of teachers constructs concepts of quality, how these constructs change over time, what influences change, and how concepts of quality are related to improving practice.

- In-depth information on how a group of teachers increases their knowledge and improves their practice through different approaches to teacher development, particularly inservice professional development programs.

- In-depth process information on an important variable from the national student assessment, i.e. the kinds of teacher professional development that have an impact on teacher improvement and student learning.

- In-depth information on teacher learning and change that can inform the design and implementation of present programs working with TESO policies, such as AED/BESO II.

The Ethiopia study will be part of a series of pilot studies of education quality factors being carried out under the USAID-funded EQUIP1 Program. The studies presently are focusing on teacher quality (Namibia - AED), community participation (India – World Education), and curriculum relevance (Nigeria - EDC). These pilot studies will be incorporated into the planned EQUIP1 Cross-national Synthesis of Education Quality, a three-year comparative study of key education quality factors, drawing on the results of the pilot studies.

The individual pilot studies and the Cross-national Synthesis are intended to generate in-depth information for policy makers, planners, program implementers, and evaluators on *process* factors at the school, classroom, and community levels that relate to education quality. The pilot study of teacher professional development in Ethiopia will make a major contribution to the Cross-national Synthesis.

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Paper #2

USAID/EQUIP1/AED
Ethiopia Pilot Study of Teacher Professional Development: Study Activities and Scope of Work

An experienced research organization will be selected as a contractor to carry out the Pilot Study of Teacher Professional Development in four regional states of Ethiopia (Oromia, SNNPR, Tigrai, Amhara). The conceptual framework and the design of the study are described in the attached paper entitled "Ethiopia Pilot Study of Teacher Professional Development: Conceptual Framework and Study Design". The scope of work below refers to the design contained in that document. The study is small, but will require very high quality research as described below.

The first section below outlines the required characteristics of the contractor research organization that will be selected. The second section contains the scope of work that will be carried out by the contractor research organization.

The contractor research organization

The selected contractor research organization will have the following characteristics:

- A research organization that focuses on education research, knows the present basic education system well, knows the present education policies for basic education, particularly the new approaches to curriculum and instruction and new programs of teacher professional development at the primary level
- A research organization that has experience working collaboratively with regional education bureaus, as well as with teachers, school principals, and others at the primary school level
- A research organization that has high-quality researchers who have experience in qualitative and case study research – collecting information through in-depth interviews and through structured classroom observations, analyzing qualitative data, and writing draft research reports
- A research organization that will also be able to administer a survey instrument and analyze the quantitative data gathered through the survey
- A research organization that will be able to field experienced qualitative researchers who can interview teachers and observe classes at the grade 4 level in Amharic, Tigrigna, Afan Oromo, and possibly one of the home languages of SNNPR
- A research organization that will be able to work together with an Advisory Committee established by the Ministry of Education to give advice and support to the study
- A research organization that has well established administrative and financial structures and experience in carrying out research on a contract basis with international organizations

- A research organization that can guarantee data gathering, data analysis, and research report drafting according to the timetable in the attached paper
- A research organization that has the capacity to work closely with AED in Washington through very frequent email consultation
- A research organization that has the ability to submit a proposal that demonstrates the above characteristics and the ability to carry out a high-quality study within the specified budget parameters

Scope of work for the pilot study

The following outlines activities to be carried out as part of the study, containing a description of activities that will be the responsibility of the contractor research organization and those that will be the responsibility of AED. This scope of work, as well as the attached paper, should be used by bidding research organizations as a guideline for developing a response and a budget for the bid.

Initiation of the study

Activities to be carried out by the contractor research organization:

- Discuss the study design with AED and the MOE Advisory Committee to ensure thorough understanding of the objectives and implementation of the study
- Work with AED to complete the final drafts of interview, observation, and survey instruments (AED will produce the first draft of the instruments)
- Select the researchers to work in each region based on qualitative research experience and language ability
- Develop a tentative schedule for data collection and travel to the regions
- Contact regions to discuss the study, work with the regions in the selection of schools and teachers
- Discuss and agree on a schedule for data collection with the regions

The following is a summary of the data sources and data collection instruments to be developed (AED will develop drafts the instruments and they will be refined through discussions with the contractor):

Data sources	**Data collection instrument**
Interviews with case study teachers	Interview protocol
Interviews with school heads	Interview protocol
Focus group discussions in schools	Discussion guide
Classroom observations	Classroom observation schedule
Survey of 75 teachers in each region	Survey instrument/questionnaire
Collection of school-level data on student, teacher, and community characteristics	Data collection schedule
Document analysis and interviews concerning the system's history and present policies, visions of education quality and quality of teaching/learning, information on the vision and practice of continuing professional development programs	Guiding framework but no specific instruments
Literature review	Guiding framework but no specific

	instruments

Collection of data in four regional states – according to the design in the attached paper

Activities to be carried out by the contractor research organization:

- Ensure that the researchers who will collect data are understand thoroughly the purposes and design of the study
- Conduct training with the researchers who will collect data using the interview and observation instruments as the basis of the training to ensure good quality in-depth interviews, accurate and complete recording of interview information, transcribing of notes, uniformity of approach and quality of data across researchers
- The research organization will ensure through the training that the researchers who will collect data are able to establish a relationship of trust with those interviewed, and know how to ask questions and probe beyond the questions per se in order to get rich, meaningful, detailed, and powerful information
- The research organization will guarantee confidentiality and anonymity of all information provided in interviews and observations
- The research organization will arrange all logistics for the study (travel to the four regions, per diem for researchers, and transportation of researchers within the regions), provision of materials needed (duplicated copies of interview and observation protocols and survey instruments, sufficient writing materials, etc.)

The data collection process will take approximately two weeks in each regional state including consultation with the REB, conducting all of the interviews and observations, and administration of the survey instrument. A suggested schedule for data collection in each region follows:

Day	**Activity**
1 (Sunday)	Travel to the regional state
2 (Monday)	Discuss organization of study with REB Organize REB assistance to distribute the survey instrument to 100 grade 4 teachers over a ten day period of time
3 (Tuesday)	**School #1 (urban)**: in-depth interview with two focus teachers and with the school head, collect school demographic data
4 (Wednesday)	**School #1 (urban)**: focus group interviews with a group of grade 4 teachers, observation of classes of focus teachers
5 (Thursday)	**School #2 (peri-urban)**: in-depth interview with two focus teacher and with school head, collect school demographic data
6 (Friday)	**School #2 (peri-urban)**: focus group interviews with a group of grade 4 teachers, observation of classes of focus teachers
7 (Saturday)	Organize information and transcribe notes
8 (Sunday)	Day off /further organization of information
9 (Monday)	**School #3 (rural, but not far from the capital)**: in-depth interview with two focus teachers and with the school head, collect school demographic data
10 (Tuesday)	**School #3 (rural, but not far from the capital)**: focus group interviews with a group of grade 4 teachers, observation of classes of focus teachers

11 (Wednesday)	Contingency day – report progress to the REB, complete any interviews or observations not completed at any of the three schools, and ensure that survey instruments will be completed and submitted on time
12 (Thursday)	Contingency day – report progress to the REB, complete any interviews or observations not completed at any of the three schools, and ensure that the survey instruments will be completed and submitted on time
13 (Friday)	Debrief with REB, collect survey instruments
14 (Saturday)	Return to the location of contractor research organization

Analysis of data

Activities to be carried out by the contractor research organization:

- The contractor research organization will be responsible for data analysis, working together with AED to develop the analysis framework and analysis methods (including triangulation of data from the interviews, observations and survey)
- Interviewers will submit their interview and observation material in detail in written or electronic form
- All interview and observation material must be in typed in electronic form
- The research organization and AED will explore the use of both manual and electronic coding systems for the qualitative data, such as NUD*IST/EC2, for coding, sorting and analyzing the qualitative data
- The quantitative data from the survey instrument will be recorded electronically and analyzed using standard statistical data analysis procedures
- School demographic data will be recorded electronically and used in the analysis

Background information on the policy context

Document analysis will be carried out to describe the present education policy context of Ethiopia. This will include an examination of policies concerning teacher quality and teacher learning, and the present goals, structures and implementation strategies for teacher education and professional development. This will be carried out primarily by AED with some input from the research organization.

Literature review

The study will be placed in the context of current international literature, theoretical and practical, on effective teacher learning and influences on practice. The whole study will be situated in the context of a dynamic form of constructivism and learner-centered education which is the general policy that shapes curriculum and instruction in Ethiopia. AED will take the lead on compiling and reviewing the literature with input from the research organization.

Study findings, draft of the study report, final report

Activities to be carried out by the contractor research organization:

- The research organization will write the first draft of the study report

- The research organization and AED will work together to produce the final research report

  The research organization and AED will discuss the research findings and decide jointly how to structure the findings and present them in the final study report. The research organization will write the first draft of the study report. The draft report will be provided to the Advisory Committee for comment and input. The research organization and AED will work together to produce the final research report. AED will undertake the production of the final report.

Information dissemination on the study findings

The final report will be produced by AED and made available in multiple hard copies and in electronic form to the MOE and the REBs. The final study report will also be published on the USAID/EQUIP website. The Advisory Committee will be responsible for developing strategies for information dissemination within Ethiopia. The research organization will be encouraged to participate in information dissemination activities in order to give their perspectives on the study findings and how they may be used to improve quality of education and teacher quality.

Annex XIII: EQUIP1/CARE Education in Emergencies Quarterly Report

[Attached.]

American Institutes for Research

Academy for Educational Development

Aga Khan Foundation

CARE

Discovery Channel Global Education Fund

Education Development Center

Howard University

International Reading Association

The Joseph P. Kennedy, Jr. Foundation

Juárez and Associates, Inc.

Michigan State University

Sesame Workshop

Save the Children Federation, USA

University of Pittsburgh

World Education

USAID FROM THE AMERICAN PEOPLE

EQUIP1 Educational Quality Improvement Program Classrooms • Schools • Communities

EQUIP1/CARE Education in Emergencies Activities Quarterly Report January 2006

Submitted by:

CARE

With:

Hassan Mohamed

January 31, 2006

U.S. Agency for International Development
Cooperative Agreement No. GDG-A-00-03-00006-00

EQUIP1/CARE Fourth Quarterly Report
Education in Emergencies Activities
January, 2006

EQUIP1 year Three Work Plan proposed two main activities under Education in Emergencies:

1. Development of a Training Manual to Support Implementation of Minimum Standards of Education in Emergencies, Crisis and Transition.
2. The Role of Community Schools In Afghanistan

1. Development of a Training Manual to Support Implementation of Minimum Standards of Education in Emergencies (MSEE). The objective was to support the development of a set of training materials on use and implementation of MSEE in order to help education providers improve the design, implementation, development and administration of education programs in fragile states. This has been achieved as planned.

EQUIP1 played an instrumental role in supporting the development of a set of training materials on use and implementation of the MSEE. In addition to contributing financial resources to hire two consultants that created the materials, the EQUIP1 Education in Crisis Specialist actively participated in drafting the scope of work for the consultants, helped recruit the consultants and reviewed the draft training materials. Drafts of the materials produced by the consultants were also shared for comment with EQUIP1 senior staff, and the CTO.

The consultants produced a second draft of three sets of training materials in November 2005. The final drafts of three sets of training materials were produced in November 2005. The training package consists of 1) *Understanding and Using the Minimum Standards of Education in Emergencies: Training Guide;* this document is a guide for trainers of a series of MSEE Training of Trainers Workshops to be held in all regions of the world in 2006; 2) *Power Point Presentation Slides* that TOT workshop trainers can use along with the Training Guide during the training sessions; 3) *Understanding and Using the Minimum Standards of Education in Emergencies: Workbook*. This workbook helps participants follow workshop presentations by providing worksheets with relevant activities, readings and reference materials.

In 2006, the training materials will be field tested in a series of regional Training of Trainers workshops planned for Anglophone Africa, January 23-25 in Nairobi, Kenya; Southeast and East Asia & the Pacific, February 14-16 in Bangkok, Thailand; South Asia, February 21-23 in Lahore, Pakistan; and Europe, March 15-17 in Geneva, Switzerland. Three additional workshops are being planned for Francophone Africa, North America, Latin America and the Caribbean, and the Middle East and North Africa. The main goal of the TOT workshops is to create a pool of education providers trained on the use, implementation of and institutionalization of MSEE in each region, and to contribute to the improvement of the quality and access to education in fragile states.

The materials and the training design will be evaluated during each workshop by both the participants and trainers. Findings and lessons learned will be disseminated through various channels including the *www.equip123.net* website and USAID Missions and Bureaus. The materials were recently posted on INEE website for public comments and will be shortly shared

with EICC for posting after discussions about USAID Branding and Marking regulations are concluded with the Working Group on MSEE.

The work of INEE on minimum standards for education in crisis settings is increasingly becoming relevant to USAID's interest in education in fragile states. This body of work has the potential to add value to USAID's educational strategies and interventions that address through education the root causes of fragility. It is important that EQUIP1 continues participation in this collaborative initiative and support INEE-MSEE activities in 2006. Some potential activities may include co-sponsoring and co-facilitating, through the Education in Crisis Specialist, a regional ToT on MSEE workshop to be held between April and May 2006 in Amman, Jordan, for participants in the Middle East and North Africa. These will be developed as part of the Year Four Work Plan under education in emergencies activities.

2. The Role of Community Schools in Afghanistan. This activity was designed as a case study and the focus has been modified concentrate on the role of NGOs in providing basic education to Afghans during the Taliban rule. Through desk research and field visits to Afghanistan, the study set out answer the following questions:

- What role and scope have NGOs played in providing educational services to Afghan children before September 11, 2001?
- What role and scope have NGOs played in providing educational services to Afghan children in post-Taliban reconstruction?
- What innovative programmatic approaches have NGOs used to reach communities and the most marginalized groups?
- What is the nature and scope of the relationship between NGOs and governmental authorities both during and post-Taliban reign?
- What lessons learned in Afghanistan is applicable to general fragile state contexts?

After completing the desk research of relevant literature, the EQUIP1 Education in Crisis Specialist traveled to Afghanistan in July 2005 for two weeks of field research. Data collection methods in the field included in-depth open-ended interviews with key NGO (international and national) players in the education sector in Afghanistan. Interviews allowed NGO representatives to discuss the role and scope of their education programs during Taliban and in post-Taliban reconstruction. Additionally, open-ended interviews were conducted with key MoE staff responsible for educational planning, coordination and oversight of NGO partnerships. Field visits were taken to selected schools so that the classrooms run by NGO and MOE could be observed. During these visits interviews with teachers, students and community education committees were conducted.

Preliminary findings were presented at the EGAT conference in Washington DC in August. The presentation was well-received. Some of the lessons drawn from the study include:

- NGOs can take on quasi-governmental roles in the provision of educational services in fragile states. In complex emergencies such as Afghanistan, NGOs have the infrastructure and technical capacities to deliver educational services to populations that would otherwise not be served.
- The continued presence of NGOs in the field during the acute crisis phases of conflict presents opportunities for the effective adaptation of programmatic strategies to change

political contexts. Consistent NGO presence also lays the foundation for the transition to post-conflict reconstruction.
- Education should be part of the all humanitarian emergency preparedness plans.

A synthesis paper elaborating the study findings and implications for USAID education strategy in fragile states was expected to be shared by the end of January 2006 but would most likely be completed by the end of February.

3. Data for the EQUIP2 Case Study

The EQUIP1 Education in Crisis Specialist conducted data collection for EQUIP2 case study on the cost-effectiveness of complementary education while he was in Afghanistan and also co-edited the *EQ Review* issue on education in crisis in April 2005. The data was complied and submitted to EQUIP2 at the end of August. Further clarification, supplementary information and additional analysis of school statistics were submitted as a follow-up in early October and again in a second round in December. A final draft is expected in the first quarter of 2006.