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Sesame Workshop

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World Education, Inc.

Quarterly Technical Report

April 1 – June 3o, 2006

Submitted by:

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Table of Contents

Annexes

I. Introduction

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 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.

Following is a progress report on EQUIP1 Leader and Associate Awards activities for the months of April, May, and June 2006.

II. Overall Progress of EQUIP1 Leader Award (April 1 – June 30, 2006)

Summary

EQUIP1 continued to work and disseminate the results of Leader Award studies. The main accomplishment in this quarter being the completion of Namibia pilot study of teacher learning and professional development under the school based Teacher *In-Service Program and Clustering of Schools*. Results of the study were reported at the COP meeting. Findings of this study will lead into the development of case studies of exceptional teachers. A new pilot Study on *Use and Impact of Donated Books* was developed during this quarter. The research design was approved by the CTO. After completing the research protocol, efforts are being made to arrange and identify field based institution responsible for carrying out data collection.

The EICC successfully conducted and facilitated the EQUIP1 Chief of Party Summit held between May 1st and 2nd. EICC further conceptualized, planned and carried out logistical tasks for the Associate Award field training workshop in Johannesburg, South Africa to provide an in-depth communications workshop for staff from all three EQUIPs.

EQUIP1 website had eleven updates over the past three months**.** In addition, EQUIP1 staff published one issue of the *EQ Review*, on *"Youth and Assessment"*. During this quarter, EICC set dates for 2006 EQUIP Seminar Series, all of which are going to take place in the next quarter: EQUIP3 hosted *"Youth and Conflict"* on July 12, on August 3rd EQUIP2 will host a seminar on

"Education Reform Support". EQUIP1 will host "Using Assessment to Improve Teaching and Learning" on September 7th.

Specific Activities for April-June 2006 Quarter

Leader Award Activities

1. EQUIP website.

Major additions/modifications to the site include:
A. Added EQUIP2 HIV/AIDS-related Teacher Absenteeism page with associated information and links: http://www.equip123.net/webarticles/anmviewer.asp?a=436
B. Updated the EQUIP2 Education Data, Information, and Learning Outcomes page with links to new products: http://www.equip123.net/webarticles//anmviewer.asp?a=362&z=20
C. Updated the EQUIP2 New Voices page with links to new products: http://www.equip123.net/webarticles/anmviewer.asp?a=361&z=92
D. Updated the EQUIP2 Complementary Models page with links to new products: http://www.equip123.net/webarticles//anmviewer.asp?a=360&z=20
E. Updated the EQUIP1 MESA micro-site with links to new products: http://www.equip123.net/equip1/mesa/default.htm
F. Updated the EQUIP3 Leader Award Activities page with information and additional links: http://www.equip123.net/webarticles/anmviewer.asp?a=27&z=38
G. Added links to the EQUIP2 Decentralization Series page: http://www.equip123.net/webarticles//anmviewer.asp?a=285&z=20
H. Added the EQUIP2 Guatemala Social Sector Investment Policy Dialogue Spanish-version: http://www.equip123.net/webarticles/anmviewer.asp?a=472&z=28
I. Updated the EQUIP1 Education in Emergencies page to include links to new INEE products: http://www.equip123.net/webarticles/anmviewer.asp?a=272&z=82
J. Updated the EQUIP3 Newsletters page: http://www.equip123.net/webarticles/anmviewer.asp?a=352&z=39
K. Continued to update the document downloads available on the website for 508 compliance.

General Statistics
This table provides an overview of visitor activity for the website during the specified timeframe. Monthly statistics for these categories are generated by *Web Trends* software. The EQUIP123 site achieved record numbers in hits, visits, visitors, and downloaded files in May, which indicates a strong and progressive growth in website usage.

Month		April	May	June
Hits	Entire Site	229,303	*268,818	244,659
Page Views	Entire Site	42,498	45,924	36,847
Visits	Visits	22,218	*27,142	25,434
Visitors	Unique Visitors	10,804	*14,958	12,655
Files	Total Number of Files Downloaded	44,118	*81,609	71,583

* 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.

2. EQ Review.
In June, the EICC posted and distributed an issue titled, *"Youth Assessments."* The issue was introduced by EDC's Associate Project Director for Applied Research, David James-Wilson. The issue is available on the EQUIP website, at http://www.equip123.net/EQ_Review/4_3.pdf

3. Journal of Education for International Development (JEID).
JEID Issue 2:2, a general issue, is currently being prepared for publication at the end of July 2006, as planned. Over 20 articles were submitted and reviewed by the JEID Editor. Approximately 10 articles are sufficiently strong, after considerable editing and discussion with the authors. These articles have been sent out to peer reviewers.

JEID Issue 2:3 on ECD is being planned in collaboration with the Consultative Group for Early Childhood Education (CG/ECD). The planned publication date is early December, to coincide with the publication of the EFA Monitoring Report which addresses ECD. Two papers have already been submitted and reviewed by the JEID Editor and outside reviewers. The call for papers for Issue 2:3 was translated into Spanish and submitted to Alejandro Acosta in preparation for the CG/ECD June regional meeting in Panama. The agreed upon Spanish call for paper was distributed to CG/ECD members at the Panama meeting and distributed electronically so that all members are informed. CINDE will oversee the review process of papers submitted in Spanish. Those papers deemed publication worthy will be published online in Spanish and will include an English abstract.

As follow up to the editorial advisory board meeting on March 23 at which 2007 issue topics were discussed, Greg Loos has secured the interest of authors and content for a fragile states issue and a complementary delivery systems issue. At the next JEID Editorial Board meeting, scheduled for July 27, 2006, board members will determine the 2007 issue topics.

4. Consistent Network for Educational Quality.
An *EQ Dispatch* was distributed in the first week of April and the first week of June and covered the additions to the website in February, April, May, and June. (See Annexes III and IV.)

5. Coordination of the EQUIP1 Chief of Party Summit.
The EICC provided logistical and administrative support to the EQUIP1 Chief of Party Summit that was held May 1st and 2nd in Washington, DC at the American Institutes for Research offices. The theme of this year's Summit was sustainability. Forty-five individuals attended the Summit, of which twelve were EQUIP Chiefs of Party. Attendees were challenged through exercises that demonstrated the difficulty of designing projects and at the same time determining what elements of the project could be sustainable, and how those elements could be sustained. A Summit report will be completed during the next quarter.

6. Education in Afghanistan: The Role of NGOs.
This study looked at the approach used by a variety of NGOs and UN agencies to provide education services that reached children in both rural and urban areas during the Taliban rule. The final report from this study can be found in Annex VI.

7. Perceptions of Namibian Teachers and Other Stake Holders of the Quality Education.
This study was also referred to as *School-based Teacher In-service Programs and Clustering of School* in previous reports. EQUIP1 partners completed a comparative qualitative study aimed at

generating in-depth information on factors that influence quality in education at school, classroom and community level in cross national contexts. The pilot studies were drawn from Namibia, Nigeria, and India projects. The results of the study were presented at the COP Summit in May 2006. The synthesis report has been compiled; the final draft is now available. See Appendix VII for the report on quality of education as perceived by Namibian teachers.

III. Associate Awards

Existing Associate Awards continue to operate and be managed effectively. Below is an update of activities conducted by a selected projects operating under Associate Awards:

Djibouti (AIDE)

Project AIDE produced an in-service teacher's guide for primary school teachers during this reporting period. Other activities conducted include: renovation of the MOE's national recording studio and community mobilization efforts.

Macedonia (SEA)

School Training Companies or Virtual Firms are expanding therefore more teachers were trained in order to initiate more classes and thus increase the number of learners being served by the schools through SEA.

Africa Bureau -Malawi Radio Activity

After the modification for this award was approved in the previous quarter, this activity has changed to focusing on transmission of radio program to 5 communities in Malawi.

Africa Bureau Conference

The Project Director facilitated the initial arrangements of the Africa Bureau Conference to be held in Zanzibar tentatively in August 19-29 2006. The workshop will concentrate on training in pedagogical skills, methodologies and practices of educators, building critically needed capacity in teaching, teacher training and curriculum development in Mathematics and Science.

India REACH

More training sessions were conducted by the project staff particularly on effective financial management aimed at grantees. The M&E team visited several grant recipients to review the information on the total number of children reached by the grantees, and to revisit how grantees secure information in the field.

Egypt ERP

The project trained 25 staff members in assessment design, measurements and data analysis. These are skills needed to enable the field staff to monitor, evaluate, and assess literacy initiatives under ERP.

Zambia CHANGES2

The project continued to improve pedagogy methods through teacher education support initiative. CHANGES2 worked with the MoE staff to train Zonal Education Support Teams. Another significant activity under the project is the de-worming initiative bringing the total number of children to have received the service to reach 47,298.

A Summary of Active Associate Awards by Country/Bureau

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
2. 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
3. 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
4. Africa Bureau-Malawi Community Radio	Produce a community radio program *"In My Village"* in Malawi, to help mitigate and prevent the impact of HIV/AIDS and setup community radio station.	Four years	AIR, CRECCOM	$ 3,382,972
5. 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
6. 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.	Two years	AIR, Aga Khan Foundation	$ 3,000,000
7. Africa Bureau Conference	Provide technical support for the USAID Africa Bureau Education Division funded, *"Teacher Training Workshop in Science and Mathematics,"* in Zanzibar. And supplying science and math equipment to secondary schools.	One year	AIR	$ 335,520
8. 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	$76,796,000
9. Yemen	Help the Government of Yemen increase access to higher quality primary education	Three years	AED, AIR, EDC	$10,000,000
10. 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
11. Zambia	Improve the ability of schools to serve as community resources for improved	Four years,	AIR	$17,920,000

Country/Bureau	Award Focus	Project Life	EQUIP1 Partners	Total Amount
	education and health, HIV prevention, mitigation, and services for (OVCs).	and four months		
12. Nicaragua	Expand proven educational methodologies throughout Nicaragua with emphasis upon the educational needs of indigenous people and ethnic communities. Activities will include active teaching, community participation, student government, and curriculum reform.	Four years	AIR, AED, Save the Children	$11,500,00

IV. Financial Summary

Following is a summary of expenditures for the April-June 2006 quarter; total amount expended to date as well as obligated balance remaining.

Type of Expenditure	Current Quarter Expenditures	Total Expended	Obligated Balance Remaining
Labor	$154,696	$2,021,912	$1,126,602
ODCs/Indirect Costs	$161,611	$1,780,941	$2,070,513
Cost Share			
Management			N/A
Total Cost Share %			N/A

List of Annexes

Annex I: Performance Indicators for EQUIP1 Leader Award Activities
Annex II: *EQ Review* on Youth Assessments
Annex III: *EQ Dispatch* April 2006
Annex IV: *EQ Dispatch* June 2006
Annex V: Pilot Study on Educational Quality in a Transitional Educational Program for Out-of-School Girls in India Quarterly Report
Annex VI: Education in Afghanistan: The Role of NGOs
Annex VII: Perceptions of Namibian Teachers and Other Stake Holders of the Quality of Education

ANNEX I: PERFORMANCE INDICATORS FOR EQUIP1 LEADER AWARD ACTIVITIES

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 4)	1 (Year 1) 1 (Year 2) 1 (Year 3) 1 (Year 4)
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 4)	1 (Year 2) 0 (Year 3) 0 (Year 4)
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) 12 (Year 4)	9 (Year 1) 10 (Year 2) 10 (Year 3) 2 (Year 4)
Quarterly Reports (Communication)						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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 4)	4 (Year 1) 4 (Year 2) 4 (Year 3) 2 (Year 4)
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 4)	6 (Year 1) 5 (Year 2) 6 (Year 3) 1 (Year 4)
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 4)	2 (Year 3) 2 (Year 4)
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)						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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
		Website viewership expanded	Web Trends report	6,448/month (January 2004)	12,000/month (Year 2)	24,155/month (quarterly average for visits)
		Average monthly downloads for year	Web Trends report	5,000/month (Year 2)	20,000/month 15,000/month (Year 3)	20,519/month (quarterly average for downloads)
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)						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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 4)	1 (Year 1) 1 (Year 4)
		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) 1 (Year 4)	0 (Year 3) 1 (Year 4)
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)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
		Listserv expanded	EICC records	0	210 (Year 2) 210 (Year 3) 210 (Year 4)	164 (Year 2) 252 (Year 3) 194 (Year 4)
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)
	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 4)	12 (Year 3) 6 (Year 4)
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) 5 (Year 4)	1 (Year 1) 4 (Year 2) 5 (Year 3) 3 (Year 4)
Electronic Journal (Communication)						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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) 4 (Year 4)	0 (Year 2) 1 (Year 3) 1 (Year 4)
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)
Communications Working Group						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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) 20 (Year 4)	9 (Year 3) 6 (Year 4)
		Topics for *EQ Review*, seminar series and videoconferences identified	EICC records	0	1 (Year 4)	1 (Year 4)
		Providing technical assistance to Associate Awards on their communications-related work.	Hold international workshop	0	2 (Year 4)	0 (Year 4)
Accelerating Early Childhood Literacy Acquisition in High Priority EFA Countries: Desk Review & Forum Planning						
C1. Provide research on effective teaching practices in overcrowded classrooms	Knowledge about teaching methods to increase literacy acquisition in large classrooms improved and shared amongst practitioners and stakeholders	Literature review produced	EICC records	0	1 (Year 4)	0 (Year 4)
		Invitational conference held	EICC records	0	1 (Year 4)	0 (Year 4)
		Final report on findings	EICC records	0	1 (Year 4)	0 (Year 4)
Educational Quality Research Dissemination Activities						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
C1. Share research activity results and findings with appropriate audiences to elicit feedback and involvement from a range of stakeholders	Knowledge about educational quality programs shared	Findings shared at the EQUIP1 Summit and Leader Team meetings	EQUIP1 Records	0	4 (Year 4)	1 (Year 4)
		Studies published	EQUIP1 Records	0	5 (Year 4)	2 (Year 4)
		Issue Briefs generated	EQUIP1 Records	0	12 (Year 4)	1 (Year 4)
		Presentations given at the Ed Sector Council	EQUIP1 Records	0	2 (Year 4)	0 (Year 4)
		Presentations given to Special Forums	EQUIP1 Records	0	3 (Year 4)	0 (Year 4)
EQUIP1 Pilot Study on Use and Impact of Donated Books						
C1. Provide research on the use and impact of general collections of books (donated books) placed in school or community libraries in terms of fostering literacy and enriching the classroom environment	Knowledge about the value-added to USAID programs book donations have, and if so, what considerations are most important to ensure impact	Desk study	EQUIP1 Records	0	1 (Year 4)	1 (Year 4)
		Shipment of books	EQUIP1 Records	0	1 (Year 4)	0 (Year 4)
		Complete data collection	EQUIP1 Records	0	1 (Year 4) 1 (Year 5)	0 (Year 4) 0 (Year 4)
		Final report	EQUIP1 Records	0	1 (Year 5)	0 (Year 4)
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	Study piloted, and report prepared and disseminated	EQUIP1 records	0	1 (Year 1)	1 (Year 1)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
C3. Community involvement in education increased	shared	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) 1 (Year 4)	0 (Year 2) 0 (Year 3) 1 (Year 4)
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)
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) 4 (Year 4)	2 (Year 2) 4 (Year 3) 2 (Year 4)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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)	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) 4 (Year 4)	2 (Year 2) 2 (Year 3) 1 (Year 4)
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 4)	0 (Year 3) 1 (Year 4)
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) 4 (Year 4)	2 (Year 2) 4 (Year 3) 4 (Year 4)
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 4)	1 (Year 3) 1 (Year 4)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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)
		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)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
Support INEE's TOT Workshop on MSEE in the Middle East and North Africa						
C4. Education in crisis and transitional situations improved	Support provided at international training of trainers events	Trainings held with EQUIP1 Education in Crisis Specialist participation	EQUIP1 Records	0	1	0 (Year 4)
		A report of workshop proceedings will be submitted to the EICC for use in publications	EQUIP1 Records	0	1	0 (Year 4)
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 Strategies for measuring the impact of education on student outcomes in crisis and transitional settings identified	Report including profiles, analysis of programs and literature, and key characteristics of quality educational programs in crisis and transitional settings prepared and disseminated	Year 4- 2 Issue briefs submitted and released through the EICC	0	1 (Year 2) 2 (Year 4)	0 (Year 2) 0 (Year 4)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
	Knowledge of best practices when educating children in child-headed households increased	Report submitted to EICC	EQUIP1 Records	0	1	0 (Year 4)
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)	1 (Year 3)
		Pilot Study approved and published	EQUIP1 records	0	1 (Year 3) 1 (Year 4)	0 (Year 3) 1 (Year 4)
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)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
		Final discussion paper prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
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	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)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
	increased	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)
	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 YOUTH ASSESSMENTS

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 successes, challenges, and lessons learned by USAID Missions.

June 2006 **Vol. 4, No. 3**

Inside This Issue:

Youth Assessments

In recent years there has been a growing awareness among USAID Missions and Bureaus of the need to more effectively address the role of young people in the strategic direction of USAID's work. Youth are increasingly seen as key actors in strengthening fragile states, ensuring the stability of strategic states, and promoting transformational development in other countries.

Youth as Assets or Threats

Youth can positively affect community development when appropriately engaged and adequately prepared for roles in the worlds of work, family life, and civil society. Conversely, youth may be a profound destabilizing force when governments and communities make no allowances for meeting young people's development needs through mainstream institutions and programs in areas of health, education, recreation, livelihood support and/or civil society participation. The presence of positive youth development opportunities is a strategic necessity, versus a development nicety, for youth so they do not become a major destabilizing force when co-opted by groups with violent agendas, such as insurgent groups or organized gangs.

Three Key Contributions of Youth Assessments to Strategic Planning Efforts

Youth, as a cohort, are occasionally the stand-alone entry point for programming; however, more often they are viewed as cross-cutting actors in traditional areas of development, such as health, education, democracy and governance, and economic development. The success of cross-sectoral programming involving young people is dependent on three inter-related factors, all of which are often best addressed initially through a joint youth assessment activity. These three factors are:

(i) A clear and overarching strategic direction identified at the USAID Country Mission level for work involving youth – one that links youth to existing or emerging country strategies and strategic objective (SO) priorities; one that identifies key areas where USAID can play the role of catalyst in the development of youth-driven programming that host-country government and other donors can sustain; and, one that draws on youth, both as beneficiaries and protagonists, in program implementation. Recent work by USAID/Jamaica to develop cross SO programming for unattached youth in Jamaica is an excellent example of such efforts.

(ii) The essential knowledge base and key recommendations to inform the USAID Mission's strategic planning and program design functions. This should come from the availability of clear and concise qualitative and quantitative data about youth that has been analyzed and synthesized. The data should capture the core developmental challenges facing young people in SO-specific or cross-cutting terms – while at the same time identifying the practical resources, underlying assets, and overarching aspirations youth bring to the table in a given programming area. There is a need to analyze and catalog examples of effective youth programming already on the ground and ready to go to scale; to identify key gaps in capacity or program design that block innovative solutions; and, to understand ways that youth could better contribute both to their own development and that of their community. Youth appraisal activities supported by USAID in both the West Bank & Gaza, and Iraq underscore the importance of this factor – as does recent appraisal work by the ANE Bureau to understand the school-to-work transitions of youth in a diverse range of countries such as the Philippines, Sri Lanka, Armenia and Bahrain.

(iii) The capacity of Mission teams and program developers to segment the youth population into specific cohorts of potential actors and beneficiaries (by gender, place of living, economic status, social grouping etc); to appreciate both the particular strengths and needs for support of these sub-groups; and to articulate strategies and design programs that will effectively engage target populations of youth with interventions that foster significant results in terms of immediate outcomes and longer term developmental impacts. This work is linked, in turn, to the Mission's ability to identify the ways that particular cohorts of young men and young women can be engaged as a positive force for community development – not simply a beneficiary of development spending. The programming areas of service learning and youth contributions to household level economic strengthening, are examples of this approach, all of which reflects what the Ford and Kellogg foundation call a Community Youth Development approach.

"…young men and young women can be engaged as a positive force for community development – not simply a beneficiary of development spending."

These three factors must be taken into consideration in the design, planning, staffing and field research activities of youth assessments, which can in turn lead to the design and development of effective youth-inclusive, or youth focused, strategic objectives and programs.

Eight Key Principles of Effective Youth Assessments

Through both an external and internal review of effective practices in youth assessments, the EGAT/ED funded Educational Quality Improvement 3 (EQUIP3) has identified the following eight guiding principles for youth assessments:

1. Responsive: Youth assessments are only successful when they respond in an intentional way to the immediate and practical needs and aspirations of the mission and SO or IR teams involved.

2. Rapid: Youth assessments need to work within tight timelines, both in terms of the LOE of team members, and in terms of timely delivery of knowledge generated and recommendations made.

3. Cross-Cutting: Youth assessments almost always need to integrate the cross-cutting theme of youth with one or more SO- or IR-level priorities.

4. Appreciative: Youth are almost always already active agents in their own development and look for supportive programming that builds on their existing strengths.

5. Analytical: To be useful to missions, qualitative and quantitative data gathered during youth assessments must be quickly and concisely analyzed.

6. Pragmatic: Youth assessments need to generate knowledge that is directly applicable to the strategic planning and/or program design work mission staff are undertaking.

7. Efficient: Youth assessments should seek to coordinate/integrate their work with other ongoing/planned assessment activities.

8. Youth Participation Driven: Successful youth assessment activities maximize meaningful youth participation at every level of work.

For more information contact David James-Wilson, Associate Project Director for Applied Research, Education Development Center, Djames-wilson@edc.org.

Haiti Out of School Youth Livelihood Initiative

The Haiti Out-of-School Youth Livelihood Initiative (IDEJEN), an Associate Award under the EQUIP3-Youth Trust project, is developing an approach to address the educational needs of 15- to 24-year olds. Half of Haiti's population is below the age of 24; its weak school system and high level of primary school dropouts leave large numbers of illiterate youth unprepared for adult life. Those youth living in urban slum areas are especially vulnerable to violence and political manipulation.

Haitian students compare CYM results.

At the outset, IDEJEN conducted a participatory youth assessment, adapting the Community YouthMapping (CYM) approach. In the first phase, CYM collects data that traditional research approaches cannot access. Youth Mappers (both in- and out-of-school youth) went into their communities and identified youth-oriented educational, training, health, and other services. The mappers then conducted focus groups with community leaders to collect data on their attitudes and perceptions of out-of-school youth. Finally, interviews that captured youth perceptions of their living situation and life opportunities were conducted.

The second phase of the CYM approach identified youth livelihood pathways. During this phase, the mappers collected information regarding economic realities of, and opportunities for, young people.

Results of the CYM assessment informed the design of an education and livelihood preparation program for illiterate youth. The approach considers the extreme poverty in which these youth live and addresses their health, nutritional and psycho-social needs. For example, the youth from high-crime urban slums expressed the need to be engaged in the program on weekends. In response to this need, the project implemented a cultural and sports program takes place on Saturdays to provide a safe environment for these youth.

Building on the youth involvement philosophy, the Youth Mappers wished to continue their participation in this innovative project. In response, USAID is providing small startup grants for youth-led projects. The Youth Mappers in Jeremie, a peri-urban community in the southwest of Haiti, recently inaugurated a community cybercenter, which is a venue for the youth to learn more about information technology and a place for the community to make international calls and use internet facilities. Proceeds from the center will fund youth activities in the area.

The CYM approach has enabled IDEJEN to be responsive to the needs of this marginalized youth population, and has provided valuable insights as USAID/Haiti prepares for its new strategy. In the words of the youth themselves "IDEJEN is leading an education revolution. It's giving us back our future."

For more information contact Grace Lang, Education Officer - USAID Haiti, glang@usaid.gov or visit www.equip123.net.

Iraqi Youth and Community Stabilization

Multiple patterns of fragility threaten the development of a stable, prosperous democracy in Iraq. These patterns include organized ethnic and religious violence, a lack of government capacity, and high unemployment. Approximately half of unemployed Iraqis are youth aged 15-24, and more than 3.5 million of those youth are not in school. It is important to reach this target group of 5.8 million 15 to 24-year-olds because they will play a role in either mitigating or exacerbating the sources of Iraq's fragility. Meeting the needs of youth is a critical part of USAID/Iraq's Community Stabilization in Strategic Cities Initiative (CSSCI). The initiative, which is scheduled to begin in June 2006, is designed to reduce popular support for the insurgency and remove existing incentives that promote participation in violent conflict in approximately 10 cities.

Implementation of CSSCI will be informed by the results of USAID's Iraq Youth Assessment, which was conducted in five Iraqi cities during the six weeks preceding Iraq's October 15, 2005 constitutional referendum. It included 2,625 individual youth surveys, 30 youth focus groups and more than 20 structured interviews with stakeholder organizations. Field research was complemented by a review of relevant youth programs in countries such as Sierra Leone, Liberia

and West Bank / Gaza. The assessment concludes with recommendations on how USAID/Iraq programming can actively create positive alternatives for youth, deter youth from joining extremist groups, and support youth in their development of values aligned with both Iraq's Muslim identity and its emerging free-market democracy.

Youth programming through CSSCI will complement both the previous and ongoing work with youth that has been implemented through USAID, other USG efforts, and other donors. USAID's accelerated learning program is currently targeting 14,000 out-of-school youth for the 2005-2006 school year. Other nonformal support to youth has come through democracy and governance projects and the Office of Transition Initiatives (OTI). These programs support youth by providing vocational skills training, building the capacity of youth organizations, and renovating and equipping youth centers throughout the country with furniture, computers, internet service, sports equipment, musical instruments, and other items. Depending on Congressional funding levels, CSSCI youth activities will most likely include accelerated learning and vocational training, among others.

CSSCI is being implemented through a USAID cooperative agreement and will provide a bridge between U.S. military stabilization programs under the Commander's Emergency Response Program (CERP), a program that provides both small infrastructure rehabilitation projects to reinitiate government and social services to affected areas, and longer-term development initiatives under the USG's Provincial Reconstruction Teams (PRTs), elected Iraqi Provincial Councils (PCs) and the National Government of Iraq.

For more information, contact Chris Shephard, Iraq Education and Health Advisor, cshephard@usaid.gov.

Youth Assessment in Angola

USAID/Angola initiated a multi-sectoral assessment of the conditions youth face in Angola with the goal of informing future programming that would improve employment, education, civic participation, and health-related opportunities for youth. Demographically, young people make up a large percentage of the Angolan population (60% under age 20). Yet, due to 27 years of conflict, Angola's social services infrastructure is weak and unevenly distributed across the country. In spite of a substantial oil industry, the private sector is not currently strong enough to absorb the large number of youth entering the workforce. Successful socio-economic integration of youth ex-combatants is critical to Angola's future stability and prosperity.

The USAID-funded Angola youth assessment team included USAID staff, international consultants, and Angolan youth assessors. Working in close collaboration with the Angolan Ministry of Youth and Sports, the team conducted 12 focus groups with young people in Luanda, Huambo, Benguela, and Cunene. The team also visited youth programs and consulted with numerous stakeholders and partners, including vocational training providers, NGOs, potential employers, and youth activists. Overwhelmingly, Angolan youth reported that fair access to education and employment was their key concern; other concerns included healthcare and access to information about the wider world.

Programming recommendations suggested by the team were expansion of holistic services in youth centers; youth engagement in democratization for upcoming elections; and coordination of employment and entrepreneurship services to help youth create sustainable livelihoods and find jobs. The Mission in Angola, in partnership with the Government of Angola, is using the youth assessment to encourage the creation of public-private alliances to support youth development. While many recognize that the future of Angola lies in its youth, many stakeholders must come together to create strategies to improve prospects for youth employment, education, civic engagement, and well-being. The USAID youth assessment was designed to contribute to this effort.

For more information, contact Clare A. Ignatowski, Ph.D., Workforce Development and Youth Specialist, EGAT/ Office of Education, USAID, cignatowski@usaid.gov, The Mission Director that launched the assessment, Diana Swain (dswain@usaid.gov), or Specialist Cathy Hamlin (chamlin@usaid.gov).

ANNEX III: EQ DISPATCH APRIL, 2006

EQ Dispatch

Education Quality in the Developing World

April 2006

NEW Publications & Activities from EQUIP (EQUIP123.net)

Publications

EQ Review: Complementary Education

This issue of EQR highlights the Northern Ghana School for Life Program, Honduras Educatodos project, and the Cambodia Educational Support for Children in Underserved Populations (ESCUP) project.

Associate Award Headlines

EQUIP1:

Nicaragua Excelencia Associate Award page

EQUIP2:

Georgia General Education Decentralization and Accreditation (GEDA) Associate Award page

Guatemala Social Sector Investment Policy Dialogue Associate Award page

EQUIP3:

Afghanistan project featured in *Boston Globe, International Herald Tribune*

Leader Award Highlight

EQUIP1: A Special Issue of the *Journal of Education for International Development* (JEID) has been posted online.

This issue comprising some of the papers and keynote presentations made at the **USAID Education Workshop, Moving from Access to Relevance: Improving the Quality of Education**, held in Washington, D.C. in August, 2005. The articles that appear in this issue describe projects in Afghanistan, Ghana, Jamaica and study tours of Ukrainian businessmen to the United States. Two keynote presentations address education in emergencies and the modernization of education.

EQ Dispatch is a free, e-publication that is emailed to subscribers on a bimonthly schedule.The Educational Quality Improvement Program (EQUIP) is funded by the U. S. Agency for International Development under the Cooperative Agreement number GDG-A-00-03-0006-00.

USAID FROM THE AMERICAN PEOPLE

EQUIP1 Educational Quality Improvement Program Classrooms • Schools • Communities

ANNEX IV: EQ DISPATCH JUNE, 2006

EQ Dispatch

Education Quality in the Developing World

June 2006

News from EQUIP (EQUIP123.net)

Associate Award Headlines

EQUIP1:

The Impact of MESA on Improving the Quality of Education in Malawi: Stories from the Field
A final collection of success stories has been posted on the Malawi Education Support Activity (MESA) microsite. MESA completed its activities in January.

The Malawi Community Radio Program has recorded and broadcast nine radio programs highlighting a village-level activity that helps mitigate and prevent the impact of HIV/AIDS.

The MKEZA project in Zanzibar closed out on May 31. This two-year project provided a wide range of support from pre-primary to secondary levels, as well as teacher training, improving girls' access to school and education for children with special needs.

EQUIP2:

Spanish versionof the Guatemala Social Sector Investment Dialogue page

EQUIP3:

Afghanistan Literacy and Community Empowerment Program (LCEP): The program has been expanded to three additional districts in the existing provinces of operation (Bamyan, Parwan, and Heart) and added one district to two new provinces (Farah and Kandahar).

Haitian Out-of-School Livelihood Initiative (IDEJEN): In March 2006, 12 Youth Centers participated in a 10 day entrepreneurship training, facilitated by Street Kids International.

Leader Award Highlights

SAVE THE DATE: EQUIP 2006 Seminar Series
All seminars are held in the USAID Reference Center's Conference Room on the Mezzanine of the Ronald Reagan Building from 1:00 - 2:30 PM.
July 12th: EQUIP3 hosts "Youth and Conflict"
August 3rd: EQUIP2 hosts "Education Reform Support"
September 7th: EQUIP1 hosts "Using Assessment to Improve Teaching and Learning"

EQUIP1 Leader Award:

- New Training Guide: Minimum Standards for Education in Emergencies (MSEE) Training Guide (Large file: 12 MB)
- New Workbook: Understanding and Using the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction

EQUIP2 Leader Award:

- New webpage: HIV/AIDS-related Teacher Absenteeism and Attrition
- New Issues Brief: Are Report Cards Effective?
- New Working Paper: Are Report Cards Effective?
- New Policy Brief: Does Stakeholder Collaboration Improve Educational Quality?

- New Working Paper: Stakeholder Collaboration: An Imperative for Educational Quality

EQUIP3 Leader Award:

- New webpage: Youth Assessment

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ANNEX V: PILOT STUDY ON EDUCATION QUALITY IN A TRANSITIONAL EDUCATION PROGRAM FOR OUT-OF-SCHOOL GIRLS IN INDIA

Annex V: Pilot Study on Education Quality in a Transitional Education Program for Out-of-School Girls in India
Quarterly Report April—June, 2006
By World Education

Summary of Second Quarter Activities

During the months of April, May and June, 2006, Pilot Study activities focused on project implementation, management and collection of data to fulfill original Pilot Study design requirements, and inclusion of a new study component to evaluate girls' retention in school and parental interest in education. During those months, World Education and the Center for Applied Research and Extension (Care) staff accomplished the following:

Project Implementation and Data Collection

Food and nutrition

World Education and Care staff have focused on reinforcing the messages about nutrition from the National Institute of Nutrition (NIN) in the classroom and the full implementation of the nutritional program suggested by NIN's nutritionists. Main obstacles encountered during this period include budget constraints and nutritional restrictions imposed by fear of contamination from poultry/eggs due to misinformation about avian flu. During the months of May and June, teachers and other school staff followed NIN's recommendations fully. All food items suggested by the Nutritionist have been incorporated into the daily menu and teachers conduct regular reviews about nutrition in the classroom. NIN visited the school and collected data on girls' nutritional status to measure changes that have occurred during the 2005-2006 academic year.

Health and hygiene

World Education and Care staff have purchased and distributed basic toiletries, such as soap, detergent, and combs to children in the school. Teachers continue to monitor children regularly and instruct them on how to bathe and wash their clothes properly. A plan has been in place to maintain school cleanliness and to dispose off stagnant water properly.

In addition, an exercise routine was incorporated into girls' daily activities. A doctor has visited the school for general check-ups and new guidelines for doctor's visits and maintenance of health records were established. Although health and hygiene has improved in the school, during the month of May there were a few cases (4) of sunstroke and measles among the students. All girls were taken to a Registered Medical Practitioner in the local village.

Materials development and teacher training

1. New posters about safe drinking water, personal hygiene, diarrhea and home sanitation were drawn with teachers' and students' input.

2. A revised version of the Classroom Observation Checklist (COC) was utilized during the month of May. The main purpose of COC is for teachers to better

understand and improve their own teaching process. All teachers were involved in that process. The utilization of COC has helped them to incorporate some of the feedback they have received into their teaching practices and to improve their classroom performance. The COC was administered by World Education AP staff, because the teachers felt more comfortable with outsiders administering it, and also it was felt that the results would be less biased and more helpful. It is expected that the teachers will be willing and able to self-administer the COC amongst themselves in the future, so it can serve as a self-monitoring tool.

3. An additional training workshop for teachers was planned and carried out during the last quarter. The participants were the teachers from the NCLP Kuchinerla School, 3 members from GVS, World Education team from Andhra Pradesh office. Teachers at the school were oriented on the usage of the Experiential Learning Cycle. With their participation, supplementary materials were developed for the existing text books. Teachers expressed the need to develop materials for children who have no knowledge of letters and are at different learning levels. All teachers emphasized the importance of using new materials to teach languages and Math. They were also interested in developing low cost teaching materials using local resources.

   World Education and Care staff approached staff from the Movement for Rural Emancipation (MORE), a non-governmental organization committed to rural development and poverty issues, and they agreed to conduct a training program on Quality Education at its field base Mandaram Resource Centre (MRC).

   The training was scheduled with 4 learning sessions a day. Accordingly, 20 sessions were planned for the training. Classroom observations were arranged at well-known schools (Sumavanam, Satsang, Neel Bagh, Rishi Valley, MORE etc). By the end of the training the participants had developed the following:

   - Skills to involve the children in the participatory learning process
   - Methods to teach slow learners
   - Skills to teach children with disabilities
   - Teaching Learning Materials in languages, arithmetic, General Science and Social Studies.
   - Techniques to identify the minimum levels of learning
   - Abilities to prepare the question papers
   - Evaluation skills

   Staff also created an action plan and a timeframe to develop new teaching materials. That plan is outlined below:

ACTION PLAN FOR THE MATERIALS DEVELOPMENT
TELUGU-ABHYASADEEPIKA I

BHARATHI	SIVA	LALITA
1.Lessons 1-5	1. Lessons 6-10	1. Lessons 11-15
2. Lessons 16-20	2. Lessons 21-25	2. Lessons 26-30

S.No	Subject	To be accomplished by
1.	Telugu- Introduction to alphabets	July
2.	English- Introduction to alphabets, words	October
3.	Mathematics-Introduction to numbers	September
4.	Science-	July
5.	Social studies-	October
6	Life skills	August, September and October
7.	Development of information text on the posters to the teachers.	August, September and October
8.	Development of facilitators guide on the dissemination of this information to the children by the teachers	do

MATHS- ABHYASADEEPIKA I

BHARATHI	SIVA	LALITA
1.Numbers 0 to 9	1Additions	1. Subtractions
2. Tables 1-5		2. Place value
		3. Zero concept

TELUGU- ABHYASADEEPIKA II (GROUP B)

BHARATHI	SIVA	LALITA
1.Lessons7,8,9&10	1. Lessons 2,3,4&5	1. Lessons 11,12&13

MATHS - ABHYASADEEPIKA II (GROUP B & C)

BHARATHI	SIVA	LALITA
1.Numbers till 5000	1. Ascending and descending order	1. Tables 6-10
2. Arithmetic functions		2. Place value

MATHS - ABHYASADEEPIKA II (GROUP C)

BHARATHI	SIVA	LALITA
1.L.C.M.& H.C.F.	1. Roman Numbers	1. Fractions
2. Tables 12-20	2. Time	2. Arithmetic functions including word problems
	3.Distance	
	4. Weight	

MATHS - ABHYASADEEPIKA II (GROUP D)

BHARATHI	SIVA	LALITA
1.Line Geometry	1. Maths in every day life	1. Geometry

SOCIAL STUDIES - ABHYASADEEPIKA II (GROUP D)

BHARATHI	SIVA	LALITA
1.Sky	1. Our Earth	1. Our Forests
2. Lands- types	2. India and its geography	2. Our Universe
3. Our School	3. Television	3.Modes of transport
4. Post office	4. Newspapers	4. Road Safety
5. Library	5. Cinema	5. Ration shops
6. Radio	6. Hospitals	6. Banks
7. Local administration	7. Our Festivals	7. National Monuments
8. Independence struggle	8. Our National symbols	

Mainstreaming process

1. The mainstream monitoring chart was developed and shared with the Mobilizer. The chart has been used since May during the mobilization process.

2. During the months of April and May children took the entrance exam for the residential schools in nearby villages. The results were published in June. Sixteen girls were mainstreamed into the APSWRS School at Gattu (residential school). Twenty girls joined another residential school in Gadwal and 36 girls joined schools in their respective villages. Kuchinerla School personnel are currently filing requests at several school hostels for girls who were not accepted into the residential schools.

Social Mobilization

Parents of mainstreamed girls are helping teachers to mobilize child laborers' parents. According to the ILO survey, there are 21 Social Mobilizers who can assist school staff to identify child laborers in each village. The school is currently working with those Mobilizers.

Supplementary Study

The Care team assessed the number of mainstreamed girls from previous cohorts who remained in the formal school, the number of drop outs and the reasons for school evasion. Some of the schedules for the supplementary study were also revised. Some of the questions included in the questionnaire include: family's economic status/constraints, reasons for sending child to Care or other school in the area, girls' willingness to attend school, and girls' health history. This supplementary study aims to collect detailed data on the families of Kuchinerla school students, as well as eligible families who do not send their girls to Kuchinerla school. These data will provide more controls for future analyses of outcomes of the Kuchinerla school students, as well as shed light on why some families choose to come to the school and others do not.

ANNEX VI: EDUCATION IN AFGHANISTAN: THE ROLE OF NGOs

Education in Afghanistan: Role of NGOs

Introduction

Non governmental organizations (NGOs) play critical role in provision of humanitarian assistance. In crisis and fragile states, the role of NGOs as frontline service providers is even more critical as crisis may render the capacity of public services providers ineffective or virtually non-existent. In such situations assistance is channeled through NGOs that often take on quasi-governmental role in delivering social services like education.

Today, Afghanistan is recovering from the impact of twenty-five years of war and instability that destroyed the meager educational infrastructure existed before the start of the war in 1979. The end of the Soviet occupation in 1989 and the victory of the Mujaheddin did not bring tangible improvement to the status of the education system. Factional fighting between Mujaheddin parties over the power destroyed the remaining infrastructure and further delayed the reconstruction of the country. From 1994-2001, the Taliban's ban of female participation in the education system has further reduced educational opportunities and international support available to Afghans.

Through out this period a variety of NGOs and UN organizations provided formal and non-formal education programs reaching children in isolated rural communities, including girls. By the fall of Taliban in December 2001, an estimated 500,000 boys and girls were in schools receiving educational assistance through NGOs. Besides increasing access, NGOs carried out quality improvement programs such as training of teachers on basic competencies, developing joint education management information system, providing information on life-skill and peace building through variety of means including radiobroadcasts[1]. NGOs were also able to keep alive the concept of civic responsibility and participation. With the return of a legitimate government in 2002, NGOs and donors have continued to provide educational services and to collaborate with the government to meet the countries educational needs. This report looks at the role of NGOs played in the provision of education services to Afghans during the war and with particular focus on Taliban period and the initial years of the post-Taliban reconstructions.

Background of education in Afghanistan

Historically, Afghanistan's educational indicators were always low and the long armed conflict of the past two decades has practically destroyed the education infrastructure. The Taliban's restrictions on girls' education and female employment further exacerbated the situation, especially in urban areas.

In Afghanistan, traditionally the role of the state role in provision of education was limited. The mosque has been the main provider of

[1] United Nations General Assembly. (2001) Emergency Assistance for Peace, normalcy and reconstruction of war-stricken Afghanistan: report of the Secretary-General. December 2001.

education to the children. The majority of the Afghan people are conservative and view western secular education a threat to their culture and values rooted in Islam. However, the state support for modern education slowly increased since 1900s though it was concentrated in the cities and major towns. The first formal boys school (Habibia?) was established in 1904 in Kabul. It took almost two decades to establish the first formal school (Asmat) for girls in Kabul in 1921[2]. Approximately 2000 girls were enrolled in 1928. Graduates were sent to turkey for higher studies. King Amanullah's liberalization and expansion of education polices that included elimination of the veil and participation of women in the Loya Jirga (Grand Assembly) met strong resistance in 1929 that resulted in the closure of some girls' schools and the reintroduction of the veil.

Though the constitution of 1964 made basic education compulsory the country never succeeded to achieve significant expansion. External assistance always played a key role. Agencies such as UNESCO, UNICEF, UNDP and other bilateral and multilateral agencies provided support in various areas that included educational planning, primary education, teacher training, and adult education[3]. Turkey, France, Egypt, Germany, the USA, Japan, and the USSR provided significant assistance in secondary and technical education, and higher education. Major challenges included lack of adequate finance, ambiguous objectives, and shortage of trained manpower.

Pre-soviet Invasion (1978)

From historical perspective, the education sector was making a modest progress before the Soviet invasion. By 1978, when the Soviets invaded Afghanistan to prop up the communist regime, the overall literacy rate was estimated at 18% for males, 5% for females and the gross enrollment rates at the primary level were approximately 54% for boys and 12% for girls. The completion rate was at approximately 0.3%. Approximately 1.2 Million students (18% girls) were enrolled in all levels of the education system[4]. The indicators for higher levels were more dismal, the GER at the secondary level for boys was approximately 16% and 4% for Girls[5].

[2] Karlsson, Pai, Mansory, Amir (2002) Islamic and Modern Education in Afghanistan- Conflictual or Complementary? Institute of International education, Stockholm University.
[3] Samadi, Saif R. (2001). Education and Afghanistan Society in the twentieth century. UNESCO. Paris 2001,
[4] Samadi, Saif R. (2001). Education and Afghanistan Society in the twentieth century. UNESCO. Paris 2001
[5] UNESCO. EFA 2000 Afghanistan

Education during the Soviet Occupation

The Soviet invasion of Afghanistan in 1978 set the stage for three decades of continuous conflict and destruction. An estimated 80% of school buildings at all levels have been damaged or destroyed. A large number of qualified teachers were killed or left the country.

During the war, 1978—1992, there were two types of education providers. The communist regime backed by the Soviets and the Mujaheddin groups with western support. The former saw education as the bases for building pro-soviet Marxist Afghan society and embarked on aggressive literacy and education campaigns covering both urban and rural areas. Soviet advisors were placed in all departments of the ministry of education, teachers who were members of communist party were sent to rural areas to spread the Marxist ideology. Thousands of Afghans were sent to Russia and its satellite countries for higher studies and indoctrination with the aim to create a significant future ruling cadre of pro-soviet Afghans. The traditional village governance structures and authority were replaced with communist style centralized and state structures staffed with party loyalists.

The rural Afghans strongly resisted this drastic change that contradicted their religious and social values. Resistance activities targeted schools and teachers as the messengers of this alien ideology. As a result, in 1990 there was a drastic reduction in the number of schools and student enrollment in rural areas. Some sources estimated that more than 80% of primary schools were destroyed or closed; teaching staff decreased 50% and student enrollment fell by 30%. Class sizes increased on average from 31-40 students to 60-90 students per class.6 About 6 million Afghans sought refuge in abroad mainly Pakistan and Iran. Millions more were living in Mujaheddin controlled areas inside Afghanistan.

The Mujaheddin resistance groups realized the importance of education in order to counter the Marxist influence and to preserve their belief, culture and traditions. An alliance of seven main political parties set up the Education Council of Afghanistan (ECA) to coordinate the provision of education in refugee camps and inside the country. NGOs took on quasi-governmental roles in provision of educational services; more than 28 NGOs and three UN agencies supported educational activities. By 1990, seventy percent of the 2,633 schools inside Afghanistan with 628,893 children (34% girls) were support by NGOs with teacher salaries, training, student supplies and textbooks.

The major cross-border education programs in terms of scale and reach included: the USAID-Funded University of Nebraska at Omaha's Education Center of Afghanistan (ECA/UNO) that supported about 636 schools. The Swedish Committee for Afghanistan (SCA) which was specifically set up for Afghanistan in 1984 supported more than 562 schools; the Afghanistan Education Committee (ECA) assisted 375 schools with funding from Sweden;

[6] Samadi, Saif R. (2001). Education and Afghanistan Society in the twentieth century. UNESCO. Paris 2001

Muslim Aid supported 271schools; and other agencies with significant school operations included Afghan Development Agency (ADA), Franco-Afghan Friendship Association (AFRANE), Médecins Sans Frontières (54 schools), the Norwegian Committee for Afghanistan (42 schools), the Islamic Relief Agency (18 schools).[7]

In addition to supporting schools inside Afghanistan, many NGO-run programs also contributed to the qualitative development of the education system. The University of Nebraska at Omaha's Education Sector Support Project (UNO-ESSP) funded by USAID made a significant contribution to the education of Afghan children both inside and in refugee camps in Pakistan. UNO/ESSP developed a curriculum for primary level (1-12), and trained 3,500 teachers (17% females). Though the curriculum was initially Jihad oriented--full of war messages, a revised version without the war messages became the standard curriculum to this day. Another NGO, Solidarité Afghanistan-Belgium (SAB) specialized on teacher training in both the refugee camps and inside Afghanistan for NGO-supported and government schools. UNESCO and GTZ/BEFARE collaborated to develop a manual for school administrators.

The defeat of the Soviet occupation in 1989 and the victory of the Mujaheddin to assume power did not bring tangible improvement of the status of the education system. As the demand for education increased with the return of refugees and people's aspirations for brighter future, the education system faced a new set of challenges: Factional fighting between Mujaheddin parties over the power destroyed the remaining infrastructure and further delayed the reconstruction of the country; international support started to dwindle in part due to the insecurity in the country.

Education under Taliban

The factional fighting between the Mujaheddin groups has disappointed many Afghans who supported them in the past and paved the way for the emergence of new political force called Taliban (students in Arabic) in 1994. The status of Afghanistan as a failed or fragile state continued through the Taliban rule from 1996 to 2001.

Before the advent of Taliban, about 1,000 of the 2,200 schools that existed in the country in 1993 were supported with international assistance channeled through NGOs. This represented about 25% of the estimated one million children enrolled in primary schools in Afghanistan. In Pakistan NGOs supported the primary education of 90,000 children in refugee camps[8].

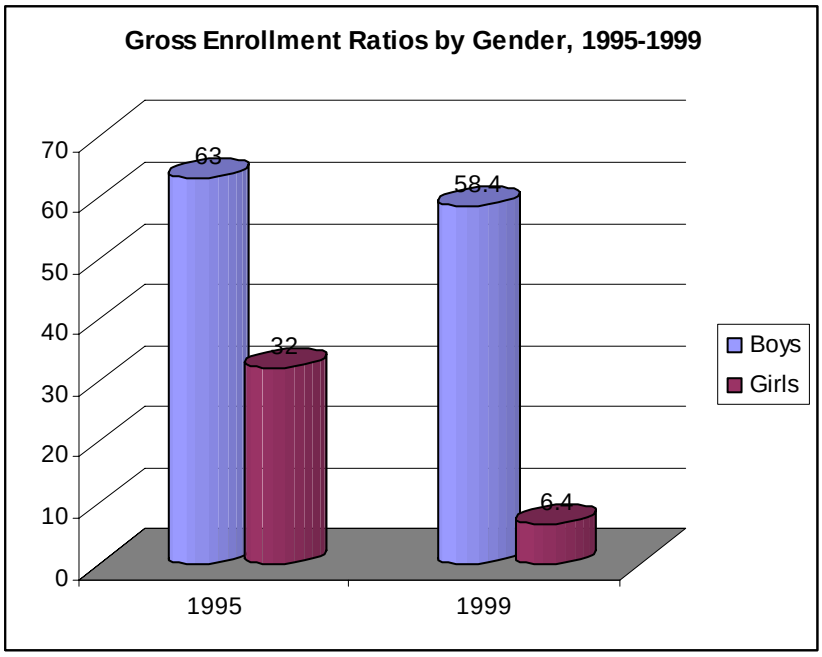
During the Taliban rule, the education system further deteriorated and there was an active attempt to dismantle the concept of civic participation. Limited educational services were provided by Ministry of Education, Ministry of

[7] Samadi, Saif R. (2001). Education and Afghanistan Society in the twentieth century. UNESCO. Paris 2001
[8] Save the Children and UNESCO (1998) Education for Afghans: Strategy Paper.

Religious Affairs, NGOs/Agencies (national and international); and local communities. The Ministry of Education and its provincial directorates lacked the capacity--financial, trained staff, and leadership—to provide education to Afghan children. Moreover, the Taliban's restrictive education polices and the on-going war with Northern Alliance (remnants of Mujahiddin factions) has further limited the government support to formal education system.

The Taliban closed formal girls' schools and banned female employment; strictly enforced the 'Purda' and the segregation of women; introduced new curriculum heavy on religious subjects; and converted many formal and non-formal schools into Madrasas under the direction of Ministry of Religious Affairs. In 1998 the Taliban closed about 100 NGO-supported girls' schools and home-based vocational training programs for women in Kabul. According to EFA 2000 estimates girls Gross enrollment ratio fell from 32 just before Taliban take over Kabul in 1995 to 6.4 in 1999.

External funding for education reached lowest levels. The international assistance community in protest to the provocative policies and practices of the Taliban on gender and human rights adopted a "principled engagement" approach whose terms include discouragement of capacity building assistance for the Taliban authorities. This meant a conditional engagement with Taliban authority on all matters other than the provision of life-saving assistance. Some donors withdraw funding to an education system that is officially open only to boys. As a result, education funding fell to just 0.3 percent in 1997 from 22 percent in 1993, while funding for emergency programs rose to 75 percent of all ODA for Afghanistan, up from just 25 percent in 1993. The meager funding available was mostly on a short-term basis—six to one year-- and funded as emergency response with no log-term commitment. This situation severely limited the scale of the NGOs programs and served only a small percentage of the primary school age children in need of education. Support for secondary or tertiary education was negligible or non-existent.



Role of NGOs and Delivery Models

Despite the odds, a variety of NGOs and UN agencies were able to provide education services that reached children in both rural and urban areas. They were also able to keep alive the concept of civic responsibility and participation. In the absence of effectively functioning public service delivery, NGOs filled the void taking on quasi-governmental roles by providing services including primary education (especially for girls in rural areas).

NGOs implemented variety of innovative education programs and diverse flexible delivery models appropriate for different contexts to reach diverse target groups. The range of the NGOs service delivery models can be broadly classified into 1) Quasi-Public schools in both rural and urban areas. The program of the Swedish Committee for Afghanistan (SCA) exemplifies these model; 2) Community-based schools in rural areas. CARE and IRC among others mainly used these model; 3) Home-based schools in urban cities like Kabul and Herat. This model emerged, in part as a defiant response, after Taliban officially closed girls schools and banned employment of female teachers; 4) Complementary and Special programs

1. Quasi-Public Schools

The main feature of this model is support to formal schools. The scale and reach of the Swedish Committee for Afghanistan's (SCA) education program fit the quasi-governmental role. Since 1994, the SCA has been providing education inside Afghanistan by building and rehabilitating schools in central locations for cluster of villages or in major towns. In 1999, SCA was supported 650 schools with 160, 000 students (19% girls). The main features of this model include:

- Construction of schools
- Salary contributions for school staff
- Provision of materials and supplies
- Teacher training.

2. Support to Community based schools (Rural).

In Afghanistan context, the terms community-based schools, and home schools are often interchangeable. For our purpose here, the former is distinguishable from the latter in the sense that it is initiated and controlled by an organic community mostly in rural areas and is in response to local initiatives to meet the demand for education especially for girls. Over 70% of Afghans live in rural areas where populations are scattered in small villages distant from schools at district centers. Communities realize that education is the key to better future of their families. Unfavorable cultural norms and distance to schools prevented are among the barriers to girls schooling. The Community-schools model responds to the high demand for accessible education in rural areas where public services cannot reach and where Taliban's enforcement capacity is weak.

In the remote areas away from Taliban attention parents organized schools along the traditional ways, in the Mosque, *Hujira* (living room of a house), public building, or in open air under a tree. Despite Taliban policies communities keen to put their children, both boys and girls, in schools provided that they control or have say in what, where, and who teaches their children. A number of NGOs supported a community based education model that builds on traditional Quran school structure but introduced secular quality primary education for boys and girls in rural villages and enabled communities to assume ownership of the schools. The emphasis was on mobilizing and building the capacity of communities to organize and manage schools within their villages. Communities find a place for the school, hire and pay teacher salaries, and form education committees to oversee school affairs. In most cases, the NGO provided inputs that are not available locally such as school and students supplies, trained schoolteachers and education committees and contributed school construction materials where communities organized themselves to build a permanent structure for a schools.

SCHOOL

COMMUNITY CONTRIBUTION

Human Resources
- Village Education Committee Members
- Teachers

Material Resources
- School facilities
- Teachers' salaries

COPE CONTRIBUTION

Human Resources
- Teacher Trainers
- Community Mobilizers

Material Resources
- Instructional materials
- Assistance with school Construction

The model is distinguished from most other community schools in the level of contribution that it requires from the community. This high commitment from the communities seeks to ensure their long-term success when the agency phases out support. One of the well know programs under this model is CARE's Community Organized Primary Education (COPE) project which provided primary education to more than 45,000 children (60% girls) in 2003 before started handover some schools to the minister of education.

3. Home-based (urban):

The Home-based schools, often called under-ground schools, were common in urban areas such as Kabul and Herat during Taliban rule and were mainly a defiant response to Taliban ban on girls' education and employment of female teachers. Female teachers laid off from formal schools were teaching classes in their homes. Parents paid small fee per child to support the teachers. NGOs covertly supported these home-schools with materials and occasional teacher training. In some cases, educated parents schooled their girls in their homes.

In major cities where the Taliban attention and enforcement of polices were stronger, home-based schooling was risky but appropriate option under the circumstance. The speed with which home-schools mushroomed attests to the demand for education, resilience of the Afghan people, and the resistance to the Taliban policies. It was rumors that some local Taliban's even sent their daughters to the home-schools in Kabul. Some sources estimated that over 45,000 girls under age 10 were attending these secret schools up to the fall of the Taliban in November 2001[9].

4. Complementary and Special programs

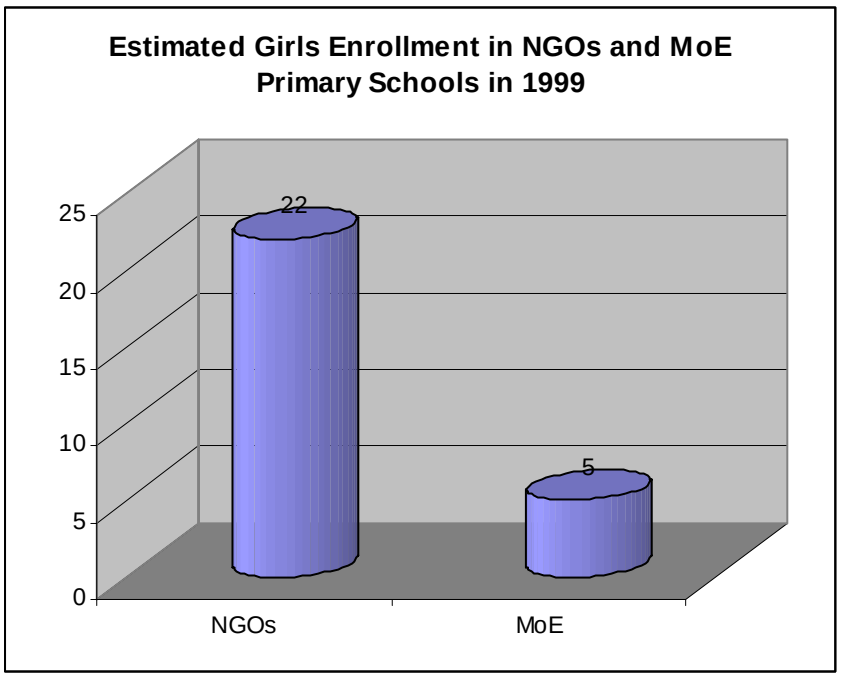
Most NGOs focused on provision of primary education. Only a handful of NGOs provided some form of supplementary, vocational training, literacy or programs for special groups for adolescents, young boys, and men and for women in particularly vulnerable situations. Programs offered included peace building, conflict resolution, psychosocial, landmine awareness, food for education, horticulture, health education, and mother and child care education.

Types of programs

The educational services of NGOs covered many sub-sectors in both formal and non-formal settings. These included teacher training, development and distribution of textbooks, instructional materials development, monitoring and supervision, assessment, construction/rehabilitation, literacy education, distance education, as well as training in computer and English language. The majority of the agencies supported primary education both formal and informal. Teacher training was the second largest service NGOs engaged in followed by literacy, construction and rehabilitation of schools, and complementary and special programs including alternative programs. Secondary and tertiary education received least support. Few agencies supported Quranic schools and madrasas.[10] Target groups included urban and rural children, out-of-school youth, disabled children, orphans, women in distress, and other vulnerable groups. The cost of educating one child for one year varied from US$10-30 and NGOs/ agencies. See appendix X for matrix of programs and agencies.

[9] UNICEF (2001) Lost chances: the changing situation of children in Afghanistan, 1990-2000.
[10] Save the Children and UNESCO (1998) Education for Afghans: Strategy Paper.

Impact of NGO Services:
Roughly, 50 NGOs/agencies were providing educational services teacher training scope during the Taliban rule reaching over 250,000 children mostly in rural areas. This represented about 25% of children in primary schools and less than 10% of the estimated 3.6 million primary school age children in the country[11]. In urban cities such as Kabul, a limited number of mosque schools (grades 1-3) were the only official educational opportunities available to young girls. In 1999, an international NGO, with the approval of Ministry of Religious Affairs, supported the schooling of about 13,632 children (45% girls). An unknown number of underground home-schools were run by female teachers with the support of NGOs and CSOs. In Kabul, some sources estimated that 60,000 children, mostly girls were receiving education through underground home-schools and some mosque schools endorsed by Taliban.



In addition to providing access to education, NGOs made significant contributions in many other sub-sectors:

- The primary school curriculum developed by UNO/ESSP with USAID funding in early 90s is still the bases for the primary education
- NGOs and UN agencies developed minimum learning competencies
- Supplementary reading materials
- Teacher training curriculum
- Human resource development e.g. teachers and program managers.
- Community networks built by NGOs facilitated the success of back to school campaign in the last three years.
- Built capacity of Civil Society organization to provide educational services--Through partnerships, funding and training NGOs helped the emergence of active LNGOs and CBOs.
- Mobilized communities to organize themselves and form committees that manage schools, advocate for their right of education, thus empowering them to resist the Taliban polices on girls education.

[11] UNICEF (2001) Lost chances: the changing situation of children in Afghanistan, 1990-2000.

- NGOs through employment and training built the cadre of skilled Afghans estimated at thousands who run the programs inside Afghanistan when security situation call for pull out of expatriates.

Challenges NGOs faced to increase Access and quality

In the backdrop of more twenty-five years of continues fighting, civil strive, recurring natural calamities such as droughts and earthquakes and constant change of political leadership, the humanitarian community faced many challenges to effectively respond to the ever changing nature of the crises in Afghanistan. Some of the most pertinent challenges for the education sector include:

- The threat of insecurity and political instability forced many NGOs to operate across the border from neighboring countries such as Pakistan with little or no expatriate presence on the ground to effectively direct implementation to monitor. It also increased the cost of program implementation.

- The Taliban restrictions on girls' education and female teachers' employment and other questionable human rights practices led many NGOs/donors to suspend their educational assistance on principal grounds.

- External funding for education reached its lowest levels during the Taliban rule. Some donors withdraw funding to an education system that is officially open only to boys. As a result, education funding fell to just 0.3 percent in 1997 from 22 percent in 1993, while funding for emergency programs rose to 75 percent of all ODA for Afghanistan, up from just 25 percent in 1993. The meager funding available was mostly on a short-term basis—six to one year-- and was earmarked for emergency response with no long-term commitment. This situation severely limited the scale of the NGOs programs and served only a small percentage of the primary school age children in need of education. Support for secondary or tertiary education was negligible or non-existent. The project-oriented short-term approach adopted by most donors with uncertainty of funding from one year to the next was a hindering factor in reaching scale.

- Limited infrastructure, qualified human resources, and general services inside the country have slowed the efficiency and effectiveness of the delivery programs compromised NGOs ability to reach more areas and marginalized groups.

- The paucity of reliable statistics and data on almost all sectors and particularly in the education has often led to inefficient planning of limited resources.

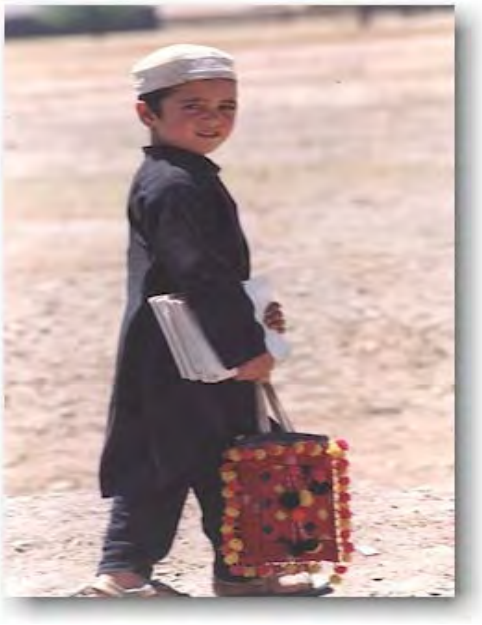
- Lack of coordination and standardization in NGO supported education was a major challenge. In addition, dwindling donor aid flow and donor interest especially during Taliban has adverse effects on the scale of NGO programs.

Coping Strategies

The international assistance community's strategies dealing with Taliban ranged from constructive to combative. Some NGOs discontinued all assistance to the education sector after the Taliban restricted girls' education and banned female employment. UNICEF and some other donors and NGOs withdraw support to Taliban controlled schools and formal education[12]. Others shifted their focus to rural areas where demand is high and is away from the attention of the Taliban as in major cities, or to the northern part of the country not under Taliban control. Most adopted a "principled engagement" approach which meant to isolate the Taliban and not to directly support activities that build the capacity of the Taliban education authorities and institutions. Instead, most supported alternative models for building capacity at the community level where it was needed most.

In situations where it was inevitable not to engage Taliban authorities, NGOs adapted a pragmatic approach. In the provinces outside the capital and even in Kabul NGOs engaged Taliban in dialogue on solving practical problems, securing authorization for operating in the country or province, and cooperation for delivering particular services.

The bulk of NGOs programs, however, targeted rural areas. Implementation of Taliban policies on girls education was inconsistence and largely ineffective in rural areas. This gave an opportunity for NGOs to focus on rural areas where the need was greatest. The community-based programs encouraging community support to the education of their children have seen increased demand for education in neighboring unsupported communities. Involvement of religious leaders considerably reduced their sensitivity to formal education. In addition, a growing commitment by communities to sustain education services was observed, with examples of communities facing the Taliban authorities to petition for reopening of schools after many years of silence regarding education for their children.



To adapt to the ban on female employment, except the health sector, some NGOs managed to change the job titles of their female schoolteachers and teacher trainers as health

[12] Johnson, Chris and Leslie, Jolyn (2002) Coordination Structures in Afghanistan. HPG Background Paper. ODI.

trainers to avoid open confrontation with Taliban.

Lessons Learned
Some of the lessons learned include that:

- Despite Taliban restrictions on girls' education, negative attitudes towards girls' education were changing. There was a high unmet demand for education among Afghan people. Many parents and communities were willing to contribute significantly to the education of both their boys and girls. Communities demonstrated this commitment through provision school facilities, hiring and paying teachers, and managing schools through VECs.

- Communities were no longer waiting for a government to provide schools and teachers; they exercised self-reliance by organizing and supporting their own schools.

- The community-based approach is low cost, sustainable, respects local socio-cultural norms, and significantly increases the enrollment and retention of girls making it especially suitable for rural Afghanistan where the central government services cannot reach.

- When communities are given responsibility and control of the education of their children they can find solutions to the challenges that stand in their way. By enabling communities to decide whom, where, and how their children are taught NGOs have ensured that Afghan boys and girls receive secular education, despite the Taliban restrictions in place.

- Schooling throughout the crises in Afghanistan provided children in addition to cognitive development, protection and sense of normalcy in unstable and up normal situation and promoted psychosocial well being.

- Community-based and home-based school models empowered communities to take action to find solutions to their problems, govern their affairs, and become actors beyond in the wider society.

Post-Taliban reconstruction of the education system
The fall of the Taliban in 2001 has unleashed unprecedented demand for education that dramatically exceeded projections and the supply capacity. There is an atmosphere of excitement, expectation, and determination in schools throughout the country. Parents are keen to return their children to school. Within the last three years, the number of children enrolled in schools has increased to almost four million. This commitment to education will be an important force for rebuilding the education system.

Despite such impressive achievements, there is a long way to go; close to 50% of all school age, children are not attending schools because there are

not enough schools or teachers. According to the recent *Report Card*[13] by the Human Rights Research and Advocacy Consortium, there is a huge disparity between girls and boys enrollment, and between urban and rural areas. Only 34% of those enrolled in primary schools are girls. In some rural areas in Zabul and Badghis provinces, for instance, 99 out of 100 girls are not in school. Enrolment in major cities such as Kabul and Herat is estimated at 87% and 85% respectively while in other provinces less than fifty percent of all children receive schooling.

NGOs and aid community face radically different political and legal environment. The Interim Government, as a recognized sovereign, owns and directs aid operations at all levels.
A much larger number of NGOs, both international (for-profit and not-for-profit) and national NGOs are engaged in the provision of education. However, unlike Taliban time, most NGOs entered formal agreement with the ministry of education as implementing partners.

The increased high unmet demand and the limited capacity of the reach of public services make the role of NGOs critical as ever. In cooperation and partnerships with MoE, NGOs expanded their services with particular focus on rural areas where government schools are not available; they target older age children, mainly girls, with accelerated learning programs for those lost opportunities in the past; participate in the construction of schools; and printing and distribution of textbooks. NGOs also help with building the capacity of the formal education system in area of teacher training for MoE school teacher, and assist MoE at all levels including policy formulation and strategic planning.

Implications for design of education programs in fragile states
Through out the last two and half decades and particularly during Taliban rule a variety of NGOs and other international organizations were not only able to provide quality education programs reaching children in isolated rural communities, including girls, but were also able to contribute to the building of foundations for reconstruction in post-conflict situation.

NGOs' continuous presence on the ground during crisis enables them to make effective adaptations to changing political contexts and lays foundations for transition to post-conflict reconstruction. In Afghanistan, through partnerships, funding and training NGOs helped the emergence of active LNGOs and CBOs. They mobilized communities to organize themselves and form committees that manage schools, advocate for their right of education, thus empowering them to resist the Taliban polices on girls education.

NGOs contributed to the building of Afghanistan's human capital. NGOs/agencies have employed and upgraded the competencies of Afghan professionals in all sectors that are now playing critical roles in the

[13] The Human Rights Research and Advocacy Consortium. Report Card: Progress on Compulsory Education Grades 1-9. March 2004.

rebuilding of country. A number of current and former cabinet members and others in high level positions in line ministries come from the NGOs and humanitarian sector. The English speaking techno-savvy Afghans employed by diplomatic missions, donors agencies, international coalition and security forces, private and international agencies as senior and mid-level managers, administrative assistants, communication/IT experts, translators and interpreters are mostly the products of the NGOs services for the last two and half decades.

With the return of a legitimate government, NGOs and donors using their experience have continued to provide educational services and to collaborate with the government to meet the countries educational needs. A variety of delivery channels are necessary to reach children in diverse physical and socio-cultural settings.

Education should be part of the humanitarian emergency preparedness plans. The engagement of NGOs in the provision of education services during crisis has the potential to ensure that a child in conflict situation attains quality education. In complex emergencies such as Afghanistan, NGOs have the infrastructure and technical capacities to deliver educational services for populations that would otherwise not be served.

NGOs provide vital skills development to a labor force that would otherwise be idle and both instill and help to continue civic involvement on the part of communities.

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12. UNICEF (2001) Lost Chances: the changing situation of children in Afghanistan, 1990-2000.

Appendix 1. Agencies working in education in Afghanistan (1999) [14]

	Agency Initials	Agency Name	Program Type
1	AABRAR	Afghan Amputee Bicyclists for Rehabilitation and Recreation	**Literacy programme**
2	ADA	Afghan Development Association	Primary education, Non-Formal education, Repair of schools, Supply of textbooks
3	AGBASEd	Afghan German Basic Education	Primary education, Non-formal education, Teacher training, Out of school children, Mother and child health
4	AIL	Afghan Initiative for Learning	Non-Formal education
5	AMRA	Afghanistan Mobile Reconstruction Association	Primary education, Non-formal education
6	AMRAN	Afghan Mobile Reconstruction Association	Literacy programme
7	AREP	Afghan Refugee Education Project	Primary education
8	ARF	Afghan Relief Foundation	Primary schools Secondary schools
9	ARD	Afghanistan Rehabilitation and Development Centre	Primary education
10	ARR	Afghan Relief and Rehabilitation	Primary education
11	AWRC	Afghan Women's Resource Centre	Vocational training, Literacy
12	ARDA	Agency for Rural Development of Afghanistan	Non-Formal education
13	ACRU	Ariana Construction and Rehabilitation Unit	Non-Formal education
14	ASHIANA	Afghan Street Working Children and New Approach	Primary education, , Vocational Training,
15	BBC	British Broadcasting Corporation	Distant education

[14] Adapted from UNESCO. EFA 2000 Afghanistan. Appendix

16	CARE-I	CARE International	Primary education, Non-Formal education
17	CAWC	Central Afghanistan Welfare Committee	Primary education, Non-Formal education
18	CCA	Cooperation Centre for Afghanistan	Primary education, Non-Formal education, Publication of journal/ newsletter
19	CHA	Coordination of Humanitarian Assistance	Literacy programme, Teacher training, Computer and language courses
20	COFFA		Primary education
21	CRAA	Committee for Rehabilitation Aid to Afghanistan	Primary education, Non-Formal education
22	DCA	Dutch Committee Afghanistan	
23	GTZ-BEFARe	German Agency for Technical Cooperation-Basic Education for Afghan Refugees	Primay Education
24	HCI	Human Concern International	Home-based education of girls
25	IRA	Islamic Relief Agency	Primary Education, Non-Formal education, Orphan schools, Health, Social welfare, Rural development
26	IAM	International Assistance Mission	Primary Education
27	IIRO	International Islamic Relief Organization	Teacher training, Orphan schools
28	IRC	International Rescue Committee	Non-Formal education, Female Education Programme
29	NAC	Norwegian Afghanistan Committee	Primary Education, Teacher training, Construction of schools
30	NPO/RRAA	Norwegian Project Office/Rural Rehabilitation Association for Afghanistan	Education, Skill Training
31	OC	Ockenden International	Primary Education
32	PSD	Partners for Social Development	Primary education, Non-Formal education
33	SAA	Swiss Aid for Afghans	Primary Education
34	SERVE	Surveying Emergency Relief and Vocational Enterprise	Primary education, Non-Formal education
35	SIEAL	Sanayee Institute of Education and Learning	Non-Formal education

36	SC-US	Save the Child-US	Literacy programme
37	SAB	Solidarite Afghanistan Belgium	Basic education, Literacy programme, Teacher training, Vocational training
38	SCA	Swedish Committee for Afghanistan	Primary education, Non-Formal education, Literacy programmes
39	SWC	Social Development Cell	Primary Education
40	UNHABITAT	United Nations Center for Human Settlement	Non-formal Education
41	UNESCO	United Nations education and Scientific organization	Teacher Training, supplementary materials
42	UNHCR	United Nations High Commission for Refugees	Primary Education
43	UNICEF	United Nations International Children's Education Fund	Primary Education
45	UNO	University of Nebraska at Omaha	Publication of textbook, Teacher training, Primary education
46	WRC	Welfare and Relief Committee	

ANNEX VII: PERCEPTIONS OF NAMIBIAN TEACHERS AND OTHER STAKE HOLDERS OF THE QUALITY OF EDUCATION ISSUES PAPER

USAID/EQUIP1
Namibia Pilot Study of Teacher Professional Development

Quality in Education, Teaching, and Learning: Perceptions and Practice

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Table of Contents

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Executive Summary

Namibia is struggling to preserve the quality of education while rapidly increasing student access to primary school. The resulting strains on the education system are coloring the general perceptions of the quality of education. Namibia is also in the process of implementing complicated curricular and teaching reforms, which creates other demands on the education system. The pre-service teacher education program, the BETD, is well established. However, teachers receive relatively little consistent in-service professional development program. The School Improvement Program (SIP), a pilot school-based professional development implemented by the United States Agency for International Development (USAID)-funded BESII and BES3 programs in the northern regions of the country, is an example of in-service teacher training that is working and which could be useful in Namibia and in other countries facing similar challenges and seeking similar solutions.

This study, the Namibia Pilot Study of Teacher Professional Development, was conducted to learn how to support teacher quality and learning. It was funded through the USAID Educational Quality Improvement Program 1 (EQUIP1) Leader Award by the Academy for Educational Development (AED) in cooperation with the Namibian National Institute for Educational Development (NIED). This is a qualitative study based on interviews and classroom observations of 40 experienced grade 4 teachers in 20 schools in the Oshana and Oshikoto Regions of northern Namibia. The study also draws on interviews with principals, parents, and students in the same 20 schools. These 20 schools include 10 of over 410 SIP schools and 20 teachers from the more than 3,000 teachers who had participated in SIP for about three years. The remaining schools did not participate in SIP. The study was designed to do the following: 1) learn how teachers, principals, parents and students perceive the quality of education, teaching, and student learning; 2) determine how perceptions of quality relate to and shape teaching; and 3) assess how in-service training influences the quality of classroom teaching.

The results of the study suggest that teachers, principals, parents, and students have varied ideas about what defines the quality of education ranging from classroom

materials to student achievement. The responses to the questions fell into a narrow range, however, and often paraphrased Namibia's education policies without giving much evidence that quality had been a topic for significant thought despite the fact that it is at the heart of Namibia's policies and programs. Classroom observations confirmed the impression that teachers seem to lack a profound understanding of the Learner Centered Education (LCE) approach although they are good at using certain of its forms (e.g. group work).

Teachers were very strongly in favor of ongoing, continuing, school- or cluster-based professional development which they see as more effective than episodic or cascade models without follow-up programs in the schools. Almost all of the teachers expressed the need for more professional development and emphasized the benefits of working with their peers and community members.

Because of the small size of the sample, the results of this study are neither statistically significant nor a valid basis for generalization, but they do suggest some trends. Even in this small sample, differences between the SIP and non-SIP teachers and schools did emerge. SIP teachers described quality in greater depth than the non-SIP teachers, for example, referring more often to process rather than solely to inputs and outputs. The SIP teachers also spoke with greater depth, breadth, and inclusiveness about professional development. Classroom observations, although slightly favorable towards SIP teachers insofar as they practiced LCE, did not reveal significant differences in teaching methods. These small differences between SIP teachers and other stakeholders may be attributable to the fact that professional development is part of a whole-school improvement program that includes a school team of teachers, a principal, and parents in a reflective cycle of school planning and self-assessment.

CHAPTER 1: INTRODUCTION

Focus of the Study

Developing countries are seeking ways to improve the quality of basic education while schools struggle with rapidly increasing enrolments and limited resources. Defining quality is less obvious than it might appear; in broad terms, quality means good student learning and is defined by education policies. Quality is the product of a complex interaction of factors, the most important of which is the quality of teachers and teaching (ADEA 2004; ADEA 2005; Boyle et al. 2003; Craig et al. 1998; UNESCO 2004; UNESCO 2006). A teacher's quality is also the result of a complex process that researchers, policy makers, and program designers are all trying to discern.

The Namibia Pilot Study of Teacher Professional Development addresses the question of the quality of teaching, learning and education as perceived by a sample group of teachers, students, pupils, parents, and school principals. It is a qualitative study seeking ways to improve teacher quality and teacher learning. The results lead to suggestions for policy and program approaches to improving the quality of teaching in countries with policy and resource constraints similar to those in Namibia.[1]

This study was designed to understand how a group of Namibian teachers and the principals, students and their parents in the schools, think about education quality through an investigation of how perceptions about quality relate to teaching. The results of the study describe and analyze how teachers learn and change their teaching as an outcome of their training, focusing on the impact of in-service professional development on teaching practices. In sum, the following questions frame the study:

- How do teachers, principals, parents, and students define and think about the quality of education, teaching, and learning?
- What is the relationship between teachers' ideas of quality and their teaching?
- What elements in pre-service teacher education and in-service professional development have the greatest impact on teacher learning and teaching?
- How do (or should) in-service teacher professional development programs help teachers to improve the quality of their teaching?

Study Approach

The research for this study was carried out under the USAID-funded Educational Quality Improvement Program 1 (EQUIP1) Leader Award by the Academy for Educational Development (AED) in cooperation with the Namibian National Institute for Educational Development (NIED) which is responsible for curriculum development, teacher pre-service and in-service programs, and research.

The data was gathered from interviews with 40 grade 4 teachers in 20 rural schools in Oshana and Oshikoto Regions of northern Namibia and with the school principals,

[1] A longer version of this study will be available through USAID/EQUIP1.

parents and students in each of the 20 schools. In addition, teachers were observed in their classrooms. The 20 schools include 10 schools that participate in the School Improvement Program (SIP) of the USAID-funded Basic Education Support Programs II and 3 (BESII and BES3) and 10 schools that have participated in the more episodic professional development provided by the regions and other donors. The size of the sample means that the results are neither representative nor statistically significant, but the study does suggest trends and sheds light on potentially promising areas of intervention. For the study methodology, see Appendix 1.

Organization of the Paper

This paper is organized as follows. Chapter 1 introduces the study. Chapter 2 provides the background and policy context of Namibian teacher education and learning opportunities. Chapter 3 summarizes the relevant aspects of the international literature on the quality of education and teacher learning. Chapter 4 presents research findings on perceptions among the teachers, principals, parents, and students at the 20 schools of the quality of education, teaching, and learning. Chapter 5 presents the findings of classroom observations made to determine the relationship between teachers' perceptions of quality and their teaching. Chapter 6 presents research findings on the influence of different learning opportunities for teachers, focusing on in-service school-based professional development. Chapter 7 presents the conclusions and implications of the study.

CHAPTER 2: NAMIBIA'S POLICY AND PROGRAM ENVIRONMENT

Policy Background

The South West Africa People's Organization (SWAPO) that led Namibia to independence sought to change the heavily apartheid education policies and practices, inaugurating a seminal Integrated Teacher Professional Development Programme (ITTP) in 1986, while it was in exile. The ITTP was based on principles of social constructivism, critical and transformative pedagogy, learner-centered and democratic education, conceptual learning; integration of knowledge; and reflective practice (Dahlstrom 1991, p. 7).

After independence, the SWAPO-led government undertook a process of social transformation to change the segregated society of entrenched dramatic inequalities and disparities, including in education. In the new Namibia, education was to serve access, equity, quality, and democratic participation (Swarts inVan Graan *et al.* 2005, p. 19). The social transformation process was guided by a reevaluation and reworking of the positivist, behaviorist, or rote learning education paradigms that had been in place. Since independence, access to basic education has grown rapidly and in the last ten years, very rapidly. Today, for example, previously underserved northern areas of Namibia have almost 90% enrolment rates.

The sweeping changes being sought by the new government required equally sweeping changes in the content and processes of teaching and learning and in teacher education

institutions. The Basic Education Teacher Diploma (BETD) which crowned pre-service teacher education was to be the cornerstone of the new education policies and the engine of systemic change. A new pre-service teacher education program was designed based explicitly on the principles of a dialectical relationship between theory and practice drawn from critical pedagogy; reflective practice; teacher as researcher; and a deep situational understanding (Angula and Lewis 1997; Dahlstrom 1995, p. 281; NIED 2003; Pomuti in Van Graan et al. 2005, p. 65). Teachers who had been trained and received their BETD were to help the government advance its policy changes.

Namibian educators, like educators in many other countries, found it increasingly difficult to understand and apply the new education policies, however. The situation has become even more difficult as classrooms have become overcrowded and under-resourced (NIED 2003). The Namibian education system has come under intense scrutiny for this and several other reasons, and the BETD, as the cornerstone of change, appears to be falling short. The poor learning of Namibian students points to the failures, and is reflected by SAQMEC assessments ranking Namibian students at the bottom of a group of southern African countries. A World Bank sector review has also been critical of achievements (NIED 2003; UNESCO 2004; World Bank 2005 *The Strategic Plan for the Education and Training Sector Improvement (ETSIP) Programme* (GRN 2005) is now in place and is shifting Namibia towards a more pragmatic view of education quality, including more standards-based and behaviorist approaches.

Learning Opportunities for Namibian Teachers

The BETD has been the bedrock of Namibian educational reform. Teachers can earn a BETD by taking a three-year residential program in the four teacher training colleges or by taking a distance in-service upgrading program. The BETD program focuses first on consolidating teachers' knowledge of a discipline and the theoretical and practical aspects of teaching and then on major and minor areas of teaching. Subject areas and pedagogy are, in principal, integrated in the BETD program. Yet, in reality, teachers in training receive virtually no classroom practice before they actually start to teach. While the BETD program also includes extensive school-based studies and action research, critics claim that these have become more form than substance. In sum, the theory and the practice of BETD are not living up to the ideals (NIED 2003).

Only about half of all Namibian lower primary teachers currently teaching have received a BETD, however, which makes in-service training critically important for the quality of teaching. But Namibian teachers receive relatively little in-service professional development beyond the BETD upgrading program. In-service professional development has been decentralized to the regions but no consistent policies, programs or budgets exist to guide them. As a result, most teachers in Namibia receive only episodic support from Advisory Teachers and Circuit Inspectors who visit classrooms and school clusters, or from training workshops. International donors have funded some in-service programs to support the Namibian government, including the USAID-funded School Improvement Program (SIP).

The BESII and BES3 Programs

Since 1995, USAID has supported the Namibian government's policies to improve the quality of primary education in the most disadvantaged schools in the northern regions. The BESI Program (1995-2000) focused on curriculum development and teacher support, providing structured instructional materials (SIMs) on the effective use of active learning and focused on continuous assessment. BESII (2000-2004) used the comprehensive School Improvement Program (SIP) that works in schools and in school clusters on school planning and assessment; strengthening decentralized school management; providing ongoing teacher professional development; and promoting community involvement in the life of schools. Initiated as a pilot, SIP expanded to 410 schools and over 3,000 teachers by 2004. The follow-on program, BES3 (2004-2008) reaches all 770 schools in the six regions of the north: Caprivi, Kavongo, Oshikoto, Oshana, Omusati, and Ohangwena.

The SIP includes a School Self Assessment (SSA) component designed to bring teachers, parents and principals into a dialogue about the purposes of education that serves to create change by asking what can be changed, and to help make better informed decisions about improving education so that children learn more and better at school (LeCzel and Liman, 2003; MacBeath *et al*. 1996; USAID/EQUIP1 2004a; USAID/EQUIP2 2005). School self-assessment leading to very concrete school development plans has been so successful that it has become a national standard for all schools. The SIP therefore has a number of components that support in-service teachers while drawing on all the stakeholders in the community that are connected to the school directly or indirectly.

CHAPTER 3: THE LITERATURE ON QUALITY OF EDUCATION AND TEACHER LEARNING

To set this study into a wider context of trends, two sets of literature were examined: the literature on the quality of education and the literature on teacher learning. Both sets are reviewed briefly below.[2]

Literature on the Quality of Education

A vast literature on the quality of education has been written during the last few decades examining the factors that help improve education and proposing ways to promote better teaching and learning in school. As developing countries pursue Education for All (EFA)) and realize that access is only part of the education picture, quality has become an important issue and spawned considerable debate. While "quality" figures prominently in the education discourses and many concur about some of the ingredients of quality, interpretations of quality and approaches to achieving it vary.

[2] The literature review in Chapter 3 is an abbreviated version of a longer literature review on quality of education and teacher learning available through USAID/EQUIP1.

The *2005 EFA Monitoring Report: The Quality Imperative* points out that "agreement about the objectives and aims of education will frame any discussion of quality and….such agreement embodies moral, political, and epistemological issues that are frequently invisible or ignored" (UNESCO 2004, p. 37). The report further emphasizes that different notions of quality are associated with different education traditions and approaches. Most countries tend to mix some the following in their discussions of quality and, as education policy changes, emphasize one or another factor.

- The humanist approach focuses on learners who construct their own meanings and integrate theory and practice as a basis for social action. Quality is defined by the extent to which learners translate learning into social action.
- The behaviorist approach assumes that students must be led and their behavior controlled to specific ends; quality is measured by incremental learning.
- Critical approaches focus on inequality in access to and outcomes of education and on education's role in legitimizing and reproducing existing social structures. Quality education is seen as prompting social change, encouraging critical analysis of social power relations, and ensuring that learners participate actively in the design of their learning experience.
- Indigenous approaches to quality reject mainstream education imported from the centers of power, assure relevance to local content, and include the knowledge of the whole community (UNESCO 2004, pp. 32–35).

Namibia shifted its education policy from the humanist and critical approach that dominated during the 1990s towards a behaviorist understanding of quality. Namibia is not alone in shifting its education policy to promote educational goals that are aligned with national goals. Indeed, whatever the broad vision of quality, most national policies define the basis of quality as including students' cognitive development and their social/creative/emotional development. Cognitive development is an explicit objective of virtually every education system and the quality of the system is a reflection of how well students learn and develop, despite wide disagreement on what and how to measure as cognitive achievement. Learners' social, creative, and emotional development, considered to be the second basis for evaluating education quality, is almost never evaluated or measured in any significant way (UNESCO 2004, p. 29).

The relative failure of more centralized education systems, the weak link between policy and practice, and the advent of more active forms of student and teacher learning have shifted expectations about where to find quality. Schools, teachers, and communities increasingly have become the focus of expectations (Farrell 2002, pp. 251-252). While it seems obvious to think that schools must offer quality education and generate education quality, policy makers and program implementers have only recently begun looking seriously beyond input and output models to understand the "daily school experience" as the basic ingredient of quality. Recent trends emphasize that schools, teachers, school leader, community members, and students define and create quality (Anderson 2002; LeCzel and Liman 2003; Leu 2005; Nielsen and Cummings 1997; Prouty and Tegegn

2000; Tatto 1997; Tatto 2000; USAID/EQUIP1 2004a; USAID/EQUIP2 2006; UNESCO 2004; UNESCO 2006; Verspoor 2006).

Schools are complex environments, in which pupils, teachers, head teachers and the local decentralized education office and the ambient community are all engaged. The effort to define and achieve education quality has come to rest on teachers. Researchers, policy makers, and program designers, implementers, and evaluators are scrutinizing more closely the quality of teachers as they teach and as they learn to improve quality (ADEA 2004; ADEA 2005; Anderson 2002; Boyle et al. 2003; Craig et al. 1998; Leu *et al.* 2005; Lewin and Stuart 2003; UNESCO 2004; UNESCO 2006; UNICEF 2000; USAID 2002; USAID/EQUIP1 2004a; USAID/EQUIP2 2006; Verspoor 2006). The 2005 EFA report reflects this trend of focusing on teachers as the lynchpin of education quality:

> *What goes on in the classroom, and the impact of the teacher and teaching, has been identified in numerous studies as the crucial variable for improving learning outcomes. The way teachers teach is of critical concern in any reform designed to improve quality. (UNESCO 2004, p. 152)*

The literature indicates that a positive and clear policy environment and adequate support for growth are essential for creating and sustaining teacher quality (Fredriksson 2004; Mulkeen *et al*. 2005) and that ongoing, relevant professional development activities are also necessary for continuing teacher learning and effectiveness (Craig *et al.* 1998, p. 13; Darling-Hammond and Bransford 2005; du Plessis *et al.* 2002; Fenstermacher and Richardson 2000; Hopkins 2001; UNESCO 2004; USAID/EQUIP1 2004b; USAID/EQUIP1 2004c; USAID/EQUIP2 2006). This point is expanded in the following part of the review.

Literature on Teacher Training

The literature on education quality indicates a strong link between teacher professional development and quality. The challenge of new constructivist and active-learning paradigms of teaching and learning cannot be met by imposing codified knowledge, prescriptive practice, and inflexible rules of conduct on teachers. Teachers must own their practice and the reforms that encourage changes in that practice:

> *Unless teachers are actively involved in policy formulation, and feel a sense of 'ownership' of reform, it is unlikely that substantial changes will be successfully implemented…One of the main challenges for policy makers facing the demands of a knowledge society is how to sustain teacher quality and ensure all teachers continue to engage in effective modes of ongoing professional learning*. (Santiago and McKenzie 2006, p. 9)

Experts on teacher learning have long supported the view that successful school reform is best achieved by helping teachers and schools to become inquiring collaborative organizations rather than to prescribe practice from above (Anderson 2002; Craig *et al.*

1998; Darling-Hammond 1993; Lieberman and Miller 1990). This makes teachers and schools engaged subjects, rather than the objects of policy reform (Lieberman and Miller, 1990). Studies support the view that continuous teacher development is a key to raising learner achievement. In the process of improving quality, the entire school community needs to be engaged as a network of support.

A 2002 study of teacher education reform projects in East Africa outlines factors that contribute to teacher professional development (Anderson 2002). The author of the study maintains that every effective project reviewed in his study focused on the teaching/learning process. The most successful in-service learning occurred when teachers had access to teacher-centered and school-based workshops; in-class coaching by consultants, supervisors, or peers; team planning and problem-solving by collegial work groups; action research; teacher inter-visitation; and professional study groups.

The literature on teacher development in US schools supports the international studies. For example, Little found that norms of collegiality and experimentation in schools were most responsible for developing teacher leaders and for fostering teacher professionalism (Little 1988). Teachers' ability to develop and improve throughout their careers may depend largely on creating collaborative organizations, or "communities of practice" in which teachers work together in a group that accommodates and supports continuous inquiry into practice (Darling-Hammond 2006; Grossman et al. 2001; Hatch 2006).

In their professional development, teachers need to acquire the capacity to consider, implement, and make room for changes. The combined processes of efficiency and innovation are assumed to be "complementary at a global level, and they are complementary when appropriate levels of efficiency make room for innovation" (Darling-Hammond and Bransford, 2005, p. 362). In other words, teachers need to develop practices and routines that will free them up by providing flexibility and room for experimentation and innovation in the classroom so that they can become, in Darling-Hammond's words, "adaptive experts." Darling-Hammond suggests the following professional development strategies for teacher learning:

- Experiential, engaging teachers in concrete tasks of teaching, assessment, and observation;
- Grounded in participants' questions, inquiry, and experimentation;
- Collaborative, involving sharing knowledge among educators;
- Connected to and derived from teachers' work and examination of subject matter and teaching methods;
- Sustained and intensive, supported by modeling, coaching, and problem solving around specific problems of practice; and
- Connected to other aspects of school change (1998, pp. 4-5).

This literature of education quality and teacher learning sets the research findings into a broader context of trends in theory and practice.

CHAPTER 4: PERCEPTIONS OF QUALITY EDUCATION: RESEARCH FINDINGS

Teachers are primarily responsible for implementing the constructivist, critical, and learner-centered visions of quality that underlie Namibia's policies. If we understand how they and other stakeholders perceive quality, we may better explain how well the policies have been implemented. The next three chapters present the findings of the research based on interviews and observations with teachers, interviews with principals, and focus-group discussions with parents and students. This chapter describes how teachers, principals, parents, and students think about and understand the quality of education, of teaching, and of learning.

Teachers' Perceptions of Quality

Teachers generally perceive the quality of education as a means to achieve students' individual goals which include good results and good school performance leading to jobs and skills. Teachers perceive learning as meeting national and local needs by creating good citizens who are socially committed and display appropriate social skills, are responsible, disciplined, punctual, respectful, and listen well. Teachers also consider that a quality education includes a positive environment in the community as exhibited by cooperation among teachers, parents, other schools, and the community. The availability of resources and of classroom teaching materials is also considered to contribute to quality.

Teachers consider that quality teaching requires resources and adequate preparation, including lesson planning and the use of teaching aids and materials in the classroom. Teachers frequently discussed the importance of learner-centered education (LCE) and of active participation and good classroom performance. They believe that pupils must learn to read and write, receive good marks and pass examinations and that continuous assessment is necessary to gauge student learning and to adjust teaching strategies to reach all students.

Principals' Perceptions of Quality

Principals and teachers generally agree in their perception of quality education with the exception that principals include qualified, competent teachers in their list. Qualified teachers are those who prepare lessons thoroughly, use learner-centered pedagogy, appropriate materials, and know the subject matter and the students. Prepared teachers use lesson plans and teaching aids, varied teaching methods and strategies, all of which creates an environment where learners feel comfortable asking questions and are motivated to participate. A good teacher, for the principals, is patient and loves the learners. Almost half the principals consider that quality teaching is learner-centered and participatory (role playing, learning by doing, group work, etc.). Principals view the quality of learning primarily in terms of academic achievement and performance – learning to read and write and passing subjects with good grades – that are related to life skills and acquiring jobs. They also emphasize the need for classroom resources. Principals also focus on social behavior and consider that quality learners are punctual,

responsible, listen well, and set examples to others. Principals also emphasize learners' participation, advocating that learners ask questions, share information with other learners, and be actively involved in all classroom activities.

Principals believe that learners must meet the needs of the larger community and that all stakeholders must be involved in the education system. A good relationship between parents and the school is essential.

Parents' Perceptions of Quality

Parents general relate quality education to good student performance, emphasizing reading and writing and passing with good grades. They, more than teachers and principals, stress that learning should lead to employment and serve career goals. Parents also stress the importance of good behavior, discipline, good manners, respectful behavior, and, much like teachers and principals, stress resources -sufficient classrooms, teaching materials, textbooks, and qualified teachers- as fundamental. They also consider that cooperation among parents, teachers, and learners is critical for quality.

Parents tend to associate quality teaching with the degree to which teachers encourage parents to be involved by coming to the classroom to teach, telling stories, or talking to teachers. Parents see learner performance/progress as essential to quality teaching and emphasize reading and writing skills, having children able to speak English, and receiving good grades. They highlighted the importance of being informed about children's performance and progress. Good teaching, for parents, also includes regular homework and varying teaching strategies, like group work and taking learners outside of the class.

When parents see their children learning or mentioning new topics or asking questions, when teachers hold meetings with parents, and when parents look at children's exercise books and homework, they consider that good learning is taking place. Parents mentioned HIV/AIDS, sports, mathematics, science, and arts as important and most parents equate learning with the ability to speak English; if their children can read and speak English, they are learning.

Students' Perceptions of Quality

Depending on their ages, students perceive quality differently. Grade 4 students were asked different questions such as which teachers they liked best and why, when they felt they were learning the most and why, etc.

For learners, teachers are the most important feature of quality education: teachers should be kind and friendly, loving, tell jokes, and demonstrate that they care for children; they frequently said that they value teachers who do not beat them. Students also focus on outcomes, stressing the importance of teachers who explain well and are willing to explain difficult topics in the local language. They also consider reading, writing, math, art, and English as important topics and consider passing grades and jobs to be important.

Students' perceptions of quality teaching are virtually the same as their general perceptions of quality. They focus on teachers' kindness, patience, and not being beaten and learning to read and write. Teaching strategies are also important, and students preferred teachers who involve students, give them a chance to ask questions and participate in group activities. Several student groups mentioned the importance of learning to correct their own errors.

Students believe that they are learning when they get good grades. Somewhat in contradiction to the importance of learning to correct their own mistakes, some students said that they learn when the teacher puts corrections on the board and they copy them.

The following table summarizes some of the points emphasized by the teachers, principals, parents and students.

Table 1. Perceptions of Quality

Quality of	Teachers	Principals	Parents	Students
Education	*Outputs* Academic achievement that leads to jobs; responsibility to community; good behavior *Inputs* sufficient resources	*Outputs* academic achievement that leads to jobs; responsibility to community; good behavior *Inputs* sufficient resources; qualified, competent teachers	*Outputs* academic achievement for jobs, responsibility to community; good behavior *Inputs* sufficient resources; quality of teachers	*Outputs* achievement for jobs *Process* kindness of teachers; positive learning environment
Teaching	*Inputs* sufficient resources; lesson planning *Process* - LCE, assessment	*Inputs* sufficient resources; lesson planning *Process* - LCE, assessment; good environment	*Outputs* Good performance; student progress; good English acquisition *Process* – Parents' involvement in student learning	*Process* feeling comfortable in class; varied teaching strategies; classroom discussions
Learning	*Outputs* performance and results *Process* participatory learning	*Outputs* performance and results	*Outputs* Performance and results *Process* Participatory learning	*Outputs* Performance and results

Comparing the Responses at SIP and non-SIP Schools

The study was designed to determine how participation in the SIP program changed perceptions of education, teaching and learning quality among teachers, principals, parents and students in 20 different schools. Ten of these schools had participated in the SIP program and 10 had not. The following highlights the differences in perceptions of quality between these two groups of schools.

1. *Teachers* in SIP and non-SIP schools have, at first glance, remarkably similar views of quality although differences emerge in the way teachers describe "quality of teaching." Non-SIP teachers describe quality teaching in a more mechanical way, emphasizing lesson planning, general preparation, preparation of teaching aids, presentation of material, and availability of resources, with a heavy emphasis on inputs. SIP teachers refer to the same elements but refer more frequently to process

and result, the relevance of teaching to what learners know, the use of relevant practical examples, teaching to different student abilities, and active, hands-on learning.

2. *Principals* from SIP and non-SIP schools talk about quality of education, teaching, and learning in very similar ways. Both groups of principals cite a fairly narrow range of attributes of quality like those identified by teachers: teacher qualifications and lesson preparation, availability of resources, and, in some cases, community participation. SIP principals mention learner-centered education slightly more frequently than non-SIP principals. The principal's role in shaping school quality varies, as SIP principals are more participatory in tone and example when they talk about their role and non-SIP principals are more directive.

3. *Parents* of children in SIP and non-SIP schools discussed quality of education in generally similar terms, with an emphasis on the academic achievement of students and the availability of resources. Several areas of difference appeared however. First, SIP parents emphasized parental involvement more than the non-SIP parents, and thought that their children were receiving a good quality of education. By contrast, only two-thirds of the non-SIP parents thought that their children were receiving a good education. All SIP parents thought that teachers were doing a good job by contrast to half the non-SIP parents.

4. *Students* in SIP and non-SIP schools gave remarkably similar responses focusing on teacher kindness, ability to explain well, speak English well, and use the local language. Both groups of students prefer teachers who do not beat them. SIP students considered learning to be fun and exciting slightly more often than non-SIP students.

Discussion of Perceptions of Quality

This section discusses the research findings and the fact that respondents gave little thought to or consideration of process in responding to questions about education quality.

Similarities and Differences in Perceptions of Quality

All of the groups had similar perceptions of quality concentrating on education outcomes at various levels. Parents and students focus primarily on learning specific skills and competencies to prepare for jobs; teachers and principals include individual gains and development for the larger community and country; teachers, principals, and parents emphasize the need for sufficient resources and cooperation among stakeholders and agree that quality education should promote good behavior. Principals focus on teachers, stressing the need for qualified and competent teachers whereas students are more concerned with teacher kindness, patience, and the care that make a positive learning environment.

The perceptions about the quality of teaching were similarly very comparable across the groups. Teachers and principals stress the importance of resources, lesson planning, assessment, and learner-centered teaching. Principals highlight the need for teachers to create a classroom that is conducive to student learning. Students prefer teachers who make them feel comfortable and promote the tenets of LCE, expressing a preference for varied teaching strategies, student questions and discussion. Students and parents define quality teaching in terms of performance or progress and learning specific topics like English. Parents also consider that quality teaching is reflected by how much teachers want them involved in school visiting classes or in attending parent-teacher meetings.

Teachers, principals, parents, and students all define quality learning in terms of performance and results. Parents and students focus on learning specific subjects and grades while teachers and parents consider that learning prepares students for future achievement and concentrate on active students who also learn social skills in school.

Limited Reflection on Quality

All stakeholders have ideas about what constitutes the quality of education but many responses suggested that little thought had been given to the quality of education despite the use of the language of policy initiatives. This is noteworthy given the explicit role of theory in Namibia's education policies and the emphasis on reflective practice. Teachers and principals, when asked to elaborate, could add very little depth or explanation to terms such as "learner-centered education" or "learning to understand." Stakeholders also find it difficult to differentiate between general perspectives, quality of teaching and of learning. This suggests that discussions about quality in pre-service and in-service programs, schools and communities do not go very far, if they take place at all.

The Role of Process in Perceptions of Quality

Responses focus heavily on inputs and outputs -- resources, qualified teachers and learners, good academic results, socially responsible behavior of students -- and only superficially on classroom process factors. They seem to miss the point that resources, qualified teachers, and receptive learners do not automatically result in quality of education and favorable systemic outcomes without meaningful processes in schools and classrooms. The fact that LCE is mainly about process was mentioned frequently by teachers and principals but it sounded almost like an input; the responses suggested little depth of understanding. Are teachers and principals engaging in reflective dialogue or critical analysis of practice – the bedrock of educational theory, policy, and practice in Namibia?

SIP and non-SIP Similarities and Differences

The slight differences in tone and substance in the responses from SIP and non-SIP teachers suggest that SIP stakeholders are more collaborative and reflective and participate more in creating school quality. This may reflect the fact that the SIP schools and communities engaged in a self-assessment process that is, in itself a participatory reflection process.

CHAPTER 5: RELATIONSHIPS BETWEEN CONCEPTS OF QUALITY AND PRACTICE: RESEARCH FINDINGS

How do teachers' ideas of quality relate to and help shape their teaching? Thirty-nine of the 40 teachers were observed during one science, mathematics, or English class.[3] The results of the observations are presented below and organized around 10 themes that play an important role in Namibia's LCE policies. Teachers were more successful in four areas: 1) the use of the physical classroom; 2) affective atmosphere; 3) use of resources; 4) involving learners -- but showed serious shortcomings in six other areas that comprise the building blocks of LCE: 1) Cooperative learning (pair and group work); 2) use of higher-order thinking skills; 3) elicitation and effective questioning; 4) reinforcement and feedback; 5) contextualizing knowledge, and 6) written work. Teacher performance was rated as positive, mixed, or negative.[4]

Classroom Observation Findings

Four Areas of Success

Teachers received the highest overall ratings in the following:

1. *Physical Classroom Environment* means a good use of space, attractive classrooms, good arrangement of desks, display of students' work and other relevant visual material in the room. Here, 36% of the teachers used the physical classroom well, an additional 44% created an acceptable or mixed physical environment. A combined total of 80% of teachers rated positive or mixed.

2. *Affective Atmosphere* reflects positive interaction between teachers and students, a supportive, trusting, and non-threatening classroom environment, 54% of the teachers rated positive and 23% had mixed ratings. A total of 77% of teachers rated positive or mixed.

3. *Resources* include textbooks, chalkboard, and other teaching and learning resources that are used effectively: 54% of the teachers used materials and resources well to support their lessons and 26% used resources in an acceptable or mixed way. A total of 80% of teachers were rated positive or mixed.

4. *Learner Involvement:* Teachers' ability to involve learners or keep them engaged in tasks: 33% of the core teachers received a positive rating and 49% were rated as either acceptable or mixed. A combined rating of 82% positive or mixed.

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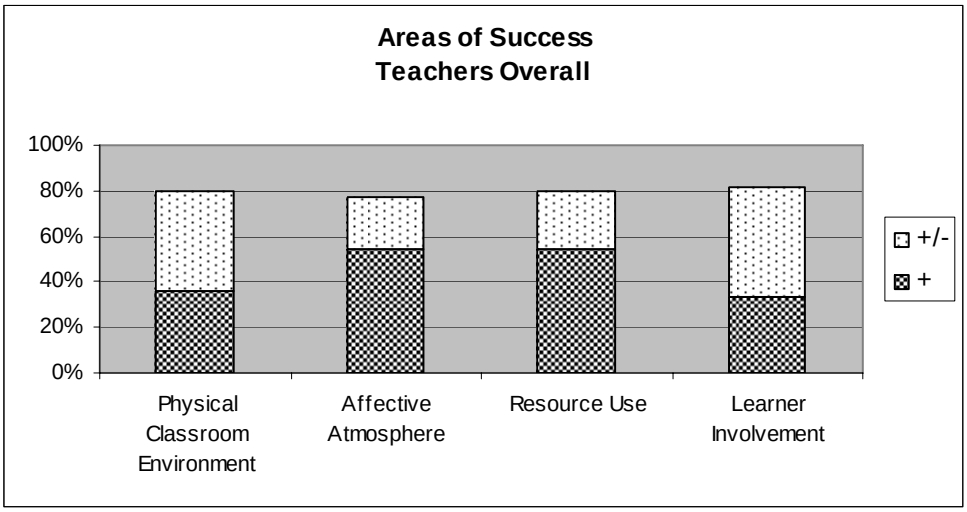
[3] Of the 40 teachers interviewed one SIP teacher could not be observed because of a scheduling problem.

[4] Appendices 2-5 provide detailed ratings for each class. Appendices 2 and 3 describe teacher performance in SIP and non-SIP schools in detail. Appendices 4 and 5 organize the same information according to whether teachers had been trained in the BETD in-service or pre-service program. Rating criteria and detailed findings are in Appendix 6.

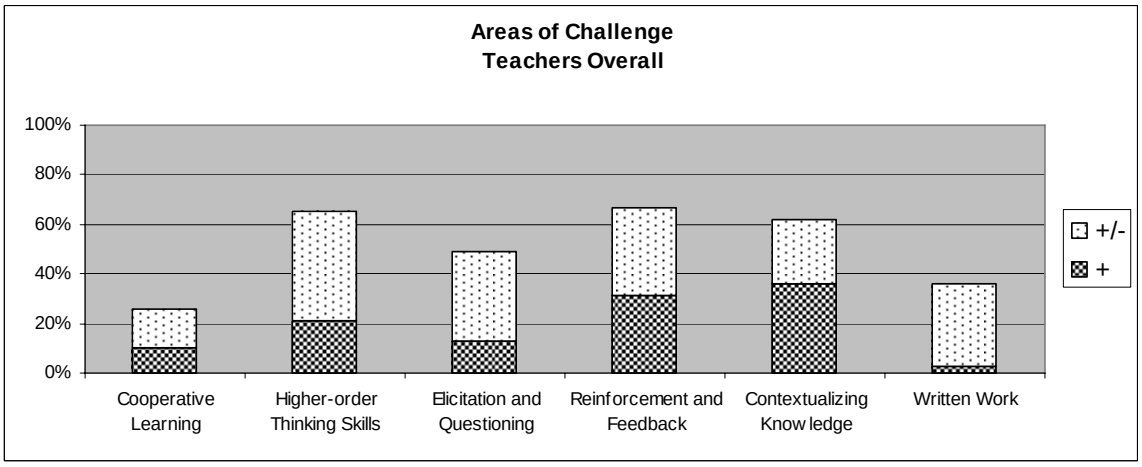
Table 2. Successful Uses of LCE Approaches



Six Areas of Challenge

Teachers appear to be able to adopt some of the forms without understanding the underpinnings of LCE. The areas in which their LCE teaching was weak are summarized in the following table and discussed below.

Table 3. Challenges for Teachers using LCE



1. *Cooperative Learning (Pair and Group Work):* Cooperative learning means pair or group work where learners are engaged in learning in a group to make meaning or solve problems together: in this category, teachers' ratings drop sharply. Only 10% of the core teachers received a positive rating; 16% were placed in the acceptable or mixed category for a total of 26% of the teachers engaged in cooperative learning in a positive or acceptable/mixed manner.

2. *Higher-order Thinking Skills* covers activities that require students to apply, analyze, synthesize or evaluate information. Only 21% of the teachers were thought to use higher-order thinking skills positively while 44%, were rated as showing signs of attempting related practices, for a combined 65% of positive or mixed ratings.

3. *Elicitation and Questioning* reflects a teacher's skill in asking questions and reinforcing the answer by rephrasing, using various techniques to assure that students understand and verifying that they understand, only 13% of the teachers were rated as having an effective practice; 36% were thought to be trying with mixed success, for a total of 49% of the teachers using this practice in a positive or mixed/satisfactory manner.

4. *Reinforcement and Feedback:* Teachers' use of multiple and meaningful examples, reinforcing student learning, giving concrete and timely feedback that helps students learn was judged positively for 31% of the teachers and mixed for 36% of teachers, for a total of 67% of teachers rated in these two categories.

5. *Contextualizing Knowledge* reflects a teacher's ability to make lessons relevant by accessing prior knowledge or relating material to the students' world. Of the 20 teachers, 36% were rated positively while 26% used this strategy in an acceptable or mixed manner. A combined 62% of teachers were in the top or mixed category.

6. *Written Work* covers a student's own writing as opposed to fill-in-the-blank writing or single word or copied written answers. Only 3% of the teachers received a positive rating and 33% were rated as mixed for a total of 36% in the two categories.

Findings on the Practice of SIP and non-SIP Teachers

In the successful areas, SIP and non-SIP teachers received overall nearly the same ratings although SIP teachers were 10% more successful (positive plus mixed categories combined) in physical classroom environment and 4% more in learner involvement. The non-SIP teachers were rated overall 6% higher in affective atmosphere and 11% higher in resource use. The challenging areas had similar ratings and differences among categories. Non-SIP teachers received slightly higher ratings (positive plus mixed combined) on four items, while SIP teachers received higher combined ratings in two areas. However, SIP teachers had a substantially higher number of ratings in the positive category, 21% higher on reinforcement and feedback and 26% higher on contextualizing knowledge. These are small differences and the observation results reveal more about overall challenges in implementing policy than about the differences between SIP and non-SIP teachers.

Findings on the Practice of BETD Pre-service and BETD In-service Teachers

All teachers in the study had a BETD (15 of the 39 teachers had earned the BETD through the pre-service program and 24 of the 39 through the in-service program). Pre-service teachers rated significantly higher overall in the observations, with five out of the

15 teachers receiving positive ratings in over half of the items compared with only 3 of the 24 in-service teachers who received positive ratings in over half of the items. The results clearly suggest the relative strength of BETD pre-service teachers (see Appendices 4 and 5). The difference could be attributed to the quality of the two programs or to the age of the teachers: those with the BETD pre-service diploma are usually younger, have better English language skills, and have received their education and their teacher education entirely in the learner-centered policy context. The older BETD in-service teachers speak English less well because they were educated in a system that emphasized Afrikaans and was less child-centered. It is important to note that more SIP teachers received their BETD in the in-service program, which might have skewed the results in the sample in favor of the non-SIP teachers.

Discussion of the Link between Perceptions of Quality and Classroom Practice

How do teachers' ideas of quality relate to and help shape their teaching practice? The discussion of the successes and challenges is followed by comments on the relatively weak link between the notion of quality and teaching practice. The use of cooperative learning in groups or pairs is also discussed because it is so often used in teaching strategies.

Discussion of Areas of Success

The ratings overall are remarkably positive in the four areas of physical classroom environment (80% either positive or mixed); affective classroom atmosphere (77% either positive or mixed); resource use (80% either positive or mixed); and learner involvement (82% either positive or mixed). However, only two items received an overall positive rating of more than 50%: affective atmosphere (54% positive) and resource use (54% positive). Learner involvement also achieved a very high overall rating (82%), but only a 33% positive rating.

The fact that so many of the positive results in these four areas (and in the additional six observation items) were bolstered by acceptable/mixed results suggests that many teachers are attempting but not yet skilled at teaching differently. The four areas of generally greater success are arguably easier to achieve formally and require less profound understanding of learner-centered education.

Discussion of Areas of Challenge

All 39 core teachers were less successful in conceptual learning. The observation categories were cooperative learning (pair and group work), the use of higher-order thinking skills, elicitation and questioning, reinforcement and feedback, contextualizing knowledge, and written work. The teacher observers were looking specifically for teaching strategies, learning content, and learning activities that encouraged conceptual and meaningful learning, the development of higher-order thinking skills, and successful independent production of knowledge and communication. Success in these areas is

central to the constructivist, learner-centered approaches and requires a good grasp of the substance, not just the form, of active learning.

First, the 39 core teachers received the highest ratings in observed was given in contextualizing knowledge. Only 36% were rated positive in this category. Fewer teachers had positive ratings in the other areas: reinforcement and feedback (31%), use of higher order thinking skills (21%), elicitation and questioning (13%), cooperative learning - pair and group work (10%), and written work (3%).

Things look better when the positive rating is combined with the acceptable/mixed rating, suggesting teachers are starting to make progress albeit with mixed success. In three categories, the combined rating was well over 60%: reinforcement and feedback (67%), use of higher-order thinking skills (65%), and contextualizing knowledge (62%). Elicitation and questioning were somewhat successful among 49% of the teachers and written work jumps from just 3% to 36% when combined with the mixed-success ratings. The lowest and penultimate combined ratings is in pair and group work – a 10% positive rating and 26% combined positive and mixed success rating. This is particularly significant because pair and group work is the most frequently used teaching strategy in Namibia and elsewhere where teachers are implementing constructivist-based policies focusing on active learning and student-centered approaches.

Concepts-in-Use: The Link between Concepts of Quality and Practice

Teacher interviews concerning learner-centered education suggested that that they gave relatively little thought or had relatively little understanding of learner-centered or constructivist pedagogy beyond some terms and techniques. Classroom observations confirmed that teachers generally lack understanding about LCE: The pedagogy was relatively limited in terms of teaching and learning strategies and rarely encouraged the development of conceptual learning or higher-order thinking skills which are at the base of constructivist and learner-centered education. Understanding is missing along with the knowledge of appropriate strategies. This may reflect a lack of confidence to practice new ideas, lack of support within the schools for the practice of new ideas, or lack of sufficient resources to back up changing practice.

Cooperative Learning in Pairs and Groups

Cooperative learning, usually done as pair or group work, is the most common - and often the only - classroom or teaching strategy associated with learner-centered education and active learning. Unfortunately, group work often amounts to re-arranging classroom furniture without LCE, imitating the form but not the spirit of LCE.

Many teachers, parents, principals, and learners in this study suggest that learning in groups and pairs contributes to quality of education, teaching, and learning. There was much classroom group and pair work but few examples of real cooperative learning in the conceptual sense. The work assigned in groups and the dynamics required to accomplish the work are a problem. There was often no reason to do a group task at all, no reason for

discussion or any process or response of a conceptual nature. The group work was often very quiet, a leader typically had a pen or pencil and seemed to decide, based on notes given by the teacher, on the correct answer. This opportunity for learners to think or speak was missed.

CHAPTER 6: RESEARCH FINDINGS: TEACHERS' LEARNING AND ITS INFLUENCE ON PRACTICE

This chapter reflects the research on what teachers perceive to be the most influential factors for learning and improving practice in pre-service teacher education and in-service professional development and on the specific role of localized, continuous in-service teacher professional development programs on supporting teacher quality.

Teachers reflected on how learning opportunities influence their practice; principals and parents described the influence of different programs good school teaching and quality. The results are important in relation to the interviews concerning perceptions of quality of education and teacher observations reported in the previous two chapters. Those results suggested that teachers had only a limited awareness and understanding of LCE and used the forms but lacked the substance.

Influence of the BETD Teacher Education Diploma Program

Teachers and other stakeholders described the influence of the BETD teacher diploma program and their perceptions of how the program influences quality of education. Only about 50% of all Namibian primary teachers have completed the BETD, whereas all teachers in the study had a BETD. Their experience of the diploma program varied, as 25 of the 40 teachers had completed the in-service program (more SIP than non-SIP teachers were in this category) whereas 15 teachers had completed the pre-service BETD program. Classroom observations showed relatively minor differences between SIP and non-SIP teachers but a distinct difference between BETD pre-service and in-service teachers (see Appendices 4 and 5). The BETD in-service teachers receiving significantly lower ratings than the pre-service teachers.

The following findings emerged from interviews with teachers about the influence of the BETD:

- Teachers highly value the BETD as a professional qualification and say they have learned from it. Teachers most frequently named LCE as the most important way in which the BETD had shaped their practice.
- The important LCE aspects that they claim to practice include teachers assisting learners; teachers acting as facilitators and co-learners rather than as the source of all knowledge; learners involved in their own learning; learner interaction; integrated learning; continuous assessment; and respectful and democratic classroom environments.

- Teachers frequently mentioned the importance of involvement and communication with parents as an important aspect of the BETD. Several references were made to the value of the education theory and practice course in which, according to teachers, they learned to relate theory and practice and valuable things about human development which enabled them to understand the needs of their learners at different stages of their lives.

The results discussed in Chapter 6 suggest that these teachers were more successful in describing than in implementing good practice. Several things were conspicuous by their absence in the responses, especially given their importance in theory in the BETD: 1) reflection was not a strong theme; 2) there is very little reference to school-based studies; 3) there is very little reference to conceptual learning, meaningful learning, learning for understanding, within the context of describing LCE, beyond naming five or six well-know strategies associated with this essential aspect of LCE; 4) there is no explanation of how theory informs practice despite references to the value of the Education Theory and Practice course, and 5) there is only brief mention of little subject content in the BETD.

Influence of In-service Teacher Professional Development Programs

Teachers and other stakeholders were asked to describe the influence of their professional development opportunities. In the study, only half of the schools participate in the School Improvement Program (SIP). Professional development in SIP schools is more school-based and embedded in the school-wide process of planning, reflection, and assessment in which teachers, principals, and community members participate. Since the school planning and self-assessment process is now government policy, the non-SIP schools have some experience but less support for the process.

Teachers' Perspectives on Professional Development

The results for teachers are summarized below for 1) available in-service professional development opportunities; 2) influence of in-service professional development on practice; and 3) support needed to become better teachers.

1. *Available in-service professional development opportunities:* All 20 SIP teachers said that they had participated in professional development activities organized by SIP and enumerated a comprehensive list of workshop topics.[5] Teachers also mentioned attending SIP teacher-principal conferences and participating in circuit support team activities. The 20 non-SIP teachers attend few in-service cluster or circuit workshops whose subjects seem to be somewhat random[6].

[5] LCE; continuous assessment; mathematics and English; teaching students with learning disabilities; the use of games and other activities in teaching; making and using teaching aids; lesson planning; teaching themes across the curriculum; and self-evaluation to improve practice.

[6] On mathematics, assessment, and preparing teaching aids, and one on challenges that face lower primary teachers.

2. *Influence of in-service professional development on practice:* The SIP teachers described many ways in which their participation in SIP activities has influenced their practice. About half of the answers referred directly to how well they understood and used LCE. Some SIP teachers referred to self-evaluation (or "reflection") as a way to improve practice. The other half described better understanding and use of specific teaching strategies.[7] SIP teachers also referred to the effects of the wider activities under SIP on their teaching -- parents' involvement; working in a school team; working together on the projects funded by small grants under SIP; and the benefits of "initiatives from within."

   All non-SIP teachers describe the influence of the workshops on teaching, often in general terms: "improves my knowledge because I gain skills and use them in the classroom;" "learner-centered approach, being a facilitator not a teacher;" or "it motivates me and the learners to get new ideas." Most focus on specific new teaching strategies that they apply in their classes.[8] Some of the non-SIP teachers said that they learned everything about teaching from BETD, suggesting that little subsequent learning.

3. *Support needed to improve the quality of teaching:* SIP teachers overwhelmingly identified additional professional development opportunities and said that more SIP activities would be the most helpful form of support for becoming a better teacher. The workshops they named were in English, mathematics, and environmental studies. SIP teachers also mentioned the value of visits of Advisory Teachers, Resource Teachers, other outside support, more peer collaboration and additional community involvement in the school. They also mentioned but did not stress additional resources (books and photocopiers, especially) as the kind of support they needed.

   Non-SIP teachers also identified professional development as the most needed form of support, emphasizing the need for regular and school-based workshops. Several non-SIP teachers asked for more support from Advisory Teachers. One said that English should be emphasized more in rural schools, just as it is in town schools. Several mentioned the need for better relationships with the community and the need for additional resources (by order of frequency: books, teacher accommodation and additional salary).

Principals' Perspectives on Professional Development

The results for principals are reported in three areas: 1. programs with the greatest impact on improving quality; 2. professional development impact on teaching and learning; and 3. sustainability of professional development programs.

[7] The use of teaching aids and games; use of visual aids in explaining material; integration across subjects such as mathematics and environmental studies; lesson preparation; and identifying and supporting students at risk or those living in difficult circumstances.

[8] Using activities and visuals in teaching multiplication; using group work; displaying the classroom with learners' work and teaching aids; and having learners write their own stories.

1. *Programs with the greatest impact on improving the quality of education the region:* All 10 SIP principals identified SIP or BESII/BES3 as having had the greatest impact on improving quality in the region. One principal cited the clustering system for teachers and principals, the resources available through small grants, and the good relationships established between parents and teachers. Molteno was the other most frequently mentioned program.[9] Five of the 10 non-SIP principals also named SIP or BESII/BES3 as having had the greatest impact; three principals named Molteno; others could not think of a program that had an impact. One principal indicated that projects were ineffective because they were not given enough time to take root, the school was not well enough equipped, and no time was given for reflection. Another principal said that SIP should be expanded region-wide because it involves community knowledge, teacher and school and improving teaching and learning practices but cautioned that SIP had too few facilitators to reach all schools.

2. *Professional development impact on teaching and learning:* SIP principals were overwhelmingly positive about SIP, giving similar responses that were focused on new forms of collective decision-making, school planning and assessment, community involvement in the school, parental involvement in the classroom, and improved teaching using LCE; using more teaching aids; more "joyful" learning with songs and plays; more sharing of ideas among learners; better involvement of parents in their children's learning; and more cooperation among teachers. The non-SIP principals' responses were predictably more scattered as they had participated in fewer programs. Some described trying to involve parents in schools, others mentioned Molteno.

3. *Sustainability of professional development programs:* All SIP principals said that the program was sustainable because they were "equipped with knowledge and skills which will enable us to continue and sustain the changes, even when the program has come to an end" (Principal of school 5). The non-SIP principals were generally less optimistic about the sustainability of the programs available to them; a few raised the issue of funds which the SIP principals did not mention. One said that "the school is able to sustain the use of group work, but other things like the proposed project at the school will not be sustained because there is no money" (Principal of school 11).

Parents' Perspectives

Parents' responses reported here address parents 1. knowledge of professional development programs, and 2. involvement in decision-making and learning.

1. *Knowledge of professional development programs:* Nine of the ten groups of SIP parents mentioned SIP or BESII/BES3 by name; the other group described SIP without naming it. SIP parents were very knowledgeable about the effect of these

[9] An English language program that preceded BES in some areas of the north.

programs on school management, on teaching, and on their children's learning. They described a positive effect on school management and their participation in the School Development Plan and described the value of defining vision and mission statements for the school. They said that SIP had empowered parents to fully participate in their children's education. The non-SIP parents had little to say about professional development programs at their schools. Two groups mentioned SIP because they had heard of it in other schools.

2. *Involvement in decision-making and learning:* All ten groups of SIP parents said that they were involved in school decision-making, giving many examples of what they do and why it is important. One group of non-SIP parents thought they were uninvolved in making decisions at the school, three groups described involvement as "being called to meetings," and the other six groups described what sounded like some degree of real involvement. The table summarizes the responses of SIP and non-SIP teachers, principals and parents:

Table 4. Parents' Perspectives on Professional Development

	Teachers
SIP	▪ Frequent participation in workshops covering a variety of topics ▪ Teacher-principal conferences ▪ Improved LCE, self-evaluation and specific teaching strategies ▪ Involvement of parents ▪ Need for additional professional development opportunities
Non-SIP	▪ Infrequent participation in cluster workshops that cover few topics ▪ Improved specific teaching strategies but limited learning beyond BETD ▪ Need for additional regular school-based professional development opportunities

	Parents
SIP	▪ SIP greatest impact on improving quality ▪ Advanced new forms of collective decision-making, community involvement, and improved teacher implementation of LCE.
Non-SIP	▪ Acknowledge benefits of SIP but questioned program sustainability.

	Principals
SIP	▪ Improved school management, student learning, and teachers skills. ▪ Parental involvement in school decision-making
Non-SIP	▪ Little to no involvement in school decision-making

The Influence of Teacher Learning on Teaching

Perceptions of the influence of the BETD, the pre-service teacher education program, and various in-service programs are discussed below in answer to two questions: What are the factors of pre-service teacher education and in-service professional development having the greatest impact on teacher learning and improved practice? What is the specific role of localized, continuous in-service teacher professional development programs on supporting teacher quality?

Influence of Pre-service Teacher Education

All 40 teachers interviewed and 39 teachers observed in this study had completed the BETD, most in the in-service program. All 40 teachers strongly supported its value whether as a pre-service or in-service program, claiming that it had strongly influenced their LCE practice. Classroom observations belied the claim however in that LCE practices were narrowly defined and most teachers received low ratings in the most central areas of LCE that focus on the conceptual substance of teaching and learning.

Influence of In-service Teacher Professional Development

Stakeholders at all of the SIP schools reported a strong impact of the in-service program, often mentioning the whole-school nature of SIP activities that includes teachers, principals and parents in planning and reflection. Most non-SIP teachers reported the positive influence of workshops on their teaching, and requested professional training, particularly in their schools. Teachers, principals and parents all clearly indicate a high demand for programs like the SIP although none of the professional development programs have left teachers with a deep understanding of Namibia's policies or the practice of LCE.

Very high demand and enthusiasm for a program like the SIP leaves the question of why an extensive pre-service program together with a very popular in-service program have not produced better results, at least in this small sample. The study may not be representative or conclusive, but it does suggest problems and possible solutions in the present system. A wider study of the issues is urgently needed in Namibia and elsewhere.

CHAPTER 7: CONCLUSIONS AND IMPLICATIONS

The perceptions of education, teaching and learning quality were generally narrow (Chapter 4). Teachers, principals, parents, and students all perceived quality of education in overlapping ways and had different emphases on inputs such as sufficient resources and well-trained teachers, and outputs such as academic success and appropriate community-oriented attitudes. They emphasized process less but frequently linked LCE and parental involvement to quality. These results suggest little depth of understanding about LCE.

Classroom observations (Chapter 5) also suggested a narrow grasp of LCE. While teachers used some LCE strategies, they gave little indication that they truly understood the process. The patterns are similar to those reported in Chapter 4.

The perceptions of the effects of professional development on teaching and school quality (Chapter 6) indicate a strong demand for the BETD and for professional development programs in schools that involve the entire school community in planning, reflection, and assessment to improve quality. It is not clear however that professional development,

pre-service and in-service have led to LCE. SIP stakeholders seem to better understand LCE but SIP and non-SIP teachers taught in very similar ways.[10]

Implications of the Findings

The results presented above in relation to the general literature and to the policies and programs of Namibia suggest several ideas about the consistency of policy and practice; teacher development; and local-level process and empowerment that may be of interest to policy makers and program designers in countries with similar policies and conditions.

Quality and Consistency of Policy and Practice

The evolution of LCE in Namibia is not unusual and it offers opportunities to make policy, curriculum, syllabi, teacher training and examinations consistent with respect to LCE, which is needed. Today in Namibia, policy, practice, concepts and the use of concepts are weakly linked in general. Policies designed to promote quality based on constructivism, critical pedagogy, democratic approaches to teaching and learning, LCE and conceptual learning are narrowly understood and difficult to implement. One document indicates that educators themselves disagree about the theory and practice of LCE and points out the inconsistencies among the primary curriculum, subject syllabi, textbooks, the BETD, and the examinations that all seem to interpret it differently. It is not surprising, therefore, that teachers are somewhat confused about what to do in their classrooms (NIED 2003, p. 21). They are involved in a complicated education reform while access is being expanded, which makes teaching even more difficult. To improve teaching practices and to make teaching more learner-centered, the basic definitions must be clear and used consistently in all of the documents, guidelines, manuals, etc. created and used in the education system.

Quality and Teacher Development

Teacher training (pre-service) may be one of the roots of the challenges, as LCE training may be more rhetorical than practical (NIED 2003). Classroom experience would let teachers apply what they are learning before they begin teaching full-time. A coherent in-service policy and professional development program are needed.

The literature emphasized the trends of effective teacher learning in many countries that engage teachers in their own learning; are grounded in thinking and experimentation; are collaborative; sustained, and connected to other aspects of school change. The SIP program shares many of these features and should be looked to as policy is being decided. The whole school-planning program and self-assessment have already become national policy.

[10] This might be skewed by demographic factors and the fact that a higher percentage of the SIP teachers were BETD in-service graduates who received, overall, substantially lower ratings than the BETD pre-service teachers.

The results of this study suggest that teachers and others at SIP schools are somewhat better able to discuss quality and the goals of LCE than those in non-SIP schools and that they are enthusiastic about LCE. SIP school teachers were not significantly better, however which could reflect the demographics and suggest ways to refocus the teacher professional development aspect of the SIP. Alternatively, this might also simply reflect the length of time that it takes for people to understand, accept, internalize and translate the complex ideas underlying an education reform into teaching practice.

It is difficult to establish any relationship between teaching and student learning in Namibia, because until quite recently, government policy did not support student assessment although Namibia did participate in the SAQMEC studies. In 2005, a pilot national assessment was conducted and a national assessment system may be developed. Should this take place, it may be possible to establish the relationship between different forms of teacher learning and student achievement.

Quality, Process, and Local-level Empowerment

Namibia, like many countries, is decentralizing many services to the regions and to the schools as it is commonly believed that "change at this fundamental level rarely, if ever, occurs as a result of centrally driven, top down, decree-and regulation driven change models" (Farrell 2002, p. 252). Local engagement is necessary for the quality of education to improve; the question is how to encourage that engagement.

Stakeholder enthusiasm for the SIP suggests that it is a promising model for a process of including the local levels, particularly because it integrates teacher development and community participation in a way that acknowledges the complexity of the process. The question remains of why participants had such a narrow range of responses about quality and an apparently limited understanding of Namibia's policies of LCE. Why did teachers use so few LCE teaching strategies and have such a superficial understanding of the ideas behind LCE? This study does not cover a representative sample of schools, which were mainly remote and particularly under-resourced, but these are the schools on which SIP initially concentrated.

Concluding Remarks

The challenges to implementing learner-centered policies suggests the difficulty of understanding and adapting highly complex, occasionally unclear policies designed to promote new visions of quality and new paradigms of education, teaching, and learning. Policy objectives and the means of implementing the policy need to be made clearer. This information needs to be better disseminated as well. Stronger pre-service and in-service teacher training are needed and the SIP whole-school process of planning, reflection, and assessment is probably the most promising vehicle for systemic change.

It will be useful to bear in mind the following suggestions: i) clarify policies and ensure that policy and practices are clear so that teachers understand them; ii) have clear guidelines for policy and practice leading to consistent, comprehensive strategies for

continuing teacher development so that everyone in the system understands the objectives and so that whole-school groups of stakeholders work on planning, reflection, and assessment of quality initiatives; and iii) focus on the school and local voices so that everyone understands and agrees so far as possible about the definition of quality and how to achieve it, and iv) developing policies and programs involves a complex process that leads to quality teaching and student learning.

Appendix 1: Study Methodology

The research was carried out in cooperation with the Namibian National Institute for Educational Development (NIED), an institution of the Ministry of Education responsible for curriculum development, teacher pre-service and in-service programs, and research. The NIED Research Head, working closely with EQUIP1/AED, participated in the research design and oversaw the data collection. NIED and EQUIP1/AED jointly carried out the analysis and report drafting.

Sampling

In order to gather information to respond to the guiding questions, a qualitative study of a core group of 40 experienced, mainly grade 4 teachers in 20 schools was carried out in Oshana Region and Oshikoto Region of northern Namibia. The majority of schools in these regions are rural and similar to schools throughout the northern areas of the country. The populations of Oshana and Oshikoto are relatively homogeneous. Two national languages are widely spoken and understood and, in many rural areas, there is little exposure to English except in school. Schools in northern Namibia were chosen because this area holds approximately 75% of the country's population that was severely marginalized and impoverished as a result of the colonial government's apartheid policies. The north was also chosen because this has been the location of a series of USAID-funded projects to strengthen the quality of basic education.

The 20 schools in the sample are all grade 1-7 primary schools of comparable size. Each of the 20 schools was given a number, starting with 01 through 20. The schools numbered 01 through 10 were schools that have participated in the School Improvement Program and schools numbered 11 through 20 have participated in the more episodic and centralized professional development programs available through the regions and other donor programs. Each of the 40 core teachers was given a four-digit number starting with the number of his or her school followed by either 01 (always male) or 02 (always female). For example, teacher number 0101 comes from school number 01 and he is teacher number 01 in that school (teacher number 01 is always the male). Teacher number 0102 also comes from school number 01 and is teacher number 02 in that school (therefore the female teacher). Likewise, teacher number 1502 comes from school number 15 and is the second of the two core teachers interviewed in the school, therefore the female.

The sample is made up of two sub-groups of 10 schools each. Ten of the schools have participated for three to four years in ongoing school-based teacher professional development programs through the School Improvement Program (SIP) which is part of the USAID-funded Basic Education Support II (BESII) and Basic Education Support 3 (BES3) programs. The other ten schools in the sample have not participated in SIP, but have participated in the more episodic and centralized in-service programs which are

carried out under the aegis of the regions and by various donor programs. The majority of schools in the sample are rural and only two schools in each of the two sub-sets could be regarded as urban or semi-urban. In the selection process, no effort was made to select "especially good" or "especially bad" SIP or non-SIP schools.

Two experienced teachers, a male and a female, were interviewed in each of the 20 schools. Thirty-nine of the 40 teachers were observed while teaching a class in English, mathematics or science (one of the teachers could not be observed because of unavoidable scheduling difficulties).

All 40 teachers in the sample had completed the Basic Education Teaching Diploma (BETD) program either through the three-year residential pre-service program, one of the four colleges of education, or through a distance in-service program which upgrades "unqualified" teachers to diploma status. In two cases where there was no BETD teacher in Grade 4 and the school qualified for the other criteria, a grade 3 and a grade 2 teacher were selected for interviews and observations.

Through the use of open-ended interview questions, the 40 core teachers were asked to reflect in depth on their interpretations of education quality and talk about their perspectives on learning opportunities that had made the greatest impact on improving their practice. The core teachers were observed while teaching one lesson in English, mathematics or science in order to establish a sense of how teachers' perceptions of quality correspond to their practice. The role of the BETD teacher education diploma program was investigated in the study, although the main focus is on the influence of participation in in-service professional development programs.

In addition to the interviews with 40 core teachers and observations of 39 of the teachers, the principal from each school was interviewed in depth. Parents, both male and female, who were active in the school committee and selected by the principal, were interviewed in focus groups of about six in each of the 20 schools. Students or learners (Students in Namibia are referred to as "learners." Because this study is designed for a wider audience than Namibia alone, the study usually uses the term "student.") from each of the core teacher's classes were also interviewed in focus groups made up of approximately even numbers of male and female students.

The sample of schools and teachers was selected purposively with school and teacher characteristics held as constant as possible, making participation in the SIP program the major difference between the two sub-groups of schools and teachers. It should be emphasized, however, that the study is not meant to be an evaluation of the SIP program; this is not the purpose of the study and, in any case, the number of schools in the study is much too small to serve this purpose. The purpose of the study is to detect overall trends; the purpose of dividing the sample into SIP and non-SIP was to see if differences emerged that warrant further attention from researchers and policy makers.

Since the sample of schools and teachers is small, the results are not representative or statistically significant, as is the case in most qualitative studies. However, as the results reported below indicate, there is a high degree of internal consistency within overall data as well as in the data that compare SIP and non-SIP schools. This indicates that the results can be considered valid. The study, therefore, has the power to indicate significant trends in Namibia and, by extension, in countries with similar conditions and policies.

Data Collection

Interviews and classroom observations were conducted between April and July 2005 (the school year in Namibia runs from January to December). Single interviews with teachers and principals and group interviews with parents and students were conducted by two regional Advisory Teachers, a school principal, a literacy officer, and a college lecturer. These education professionals are all enrolled in a distance MA degree program at Rhodes University and have carried out qualitative research in the past. They were trained to interview, through simulated and role-played situations, using the pilot study interview protocols and learning to use probing questions to get in-depth information. Interviews in the study were conducted in Namibian languages; the data collectors were trained in the process of taking field notes and transcribing the notes into English. Classroom observations were conducted by two senior education professionals, the NIED research head and an international consultant who has extensive experience in Namibian schools.

Data Analysis

This research falls within the interpretive paradigm in which the researchers, through intense study and cyclical re-study of the data, come to a deep understanding of the subject of enquiry leading to interpretation of meaning. Frequency and nuance of response are identified through this process. In order to increase the validity of the data and eventual findings, the constant comparative method was used in which the researchers' growing understanding of the subject is re-examined and re-stated in stages and through comparison with other data sources – resulting in a triangulation of the data. In this study, the main triangulating mechanism was the emerging evidence of internal consistency from interview data sources (teachers, principals, parents, and students) and from the observation data.

The data were recorded, organized, displayed, compared, and analyzed mechanically. A team at NIED and at AED participated in the data analysis. Two independent researchers from the Namibia Educational Research Association (NERA) conducted the initial analysis of the parent, learner, and principal data.

All data analyzers looked for themes that emerged from high frequency responses and indicated that these responses were repeatedly mentioned by the stakeholders, although even single responses from stakeholders were captured in the summaries of the

interviews. From these summaries, abstractions were made by the main researchers in order to come to a deeper understanding of the data, and these were refined to findings. As the findings were formulated, they were shared with the other data analyzers to make an attempt to increase the validity of the findings further. Regular bi-weekly meetings were held at NIED to discuss the process of analysis and the key themes emerging from the study; meetings were also held by the team at AED to conduct a parallel analysis, incorporating and augmenting the process taking place at NIED. The final report was drafted by the teams at NIED and AED working together.

Document Analysis and Literature Review

An analysis of relevant documents on the background of education, the evolution of education policies, and the programs available for teacher professional development in Namibia provides important context information for the pilot study, a short review of which is given in Chapter 2. A brief review of the international literature on quality of education and teacher learning in Chapter 4 situates the pilot study within a wider context of theory and practice.

Appendix 2: Classroom Observations - SIP Schools

Grid:
Positive evidence of behaviour +
Negative evidence of behaviour −

Behaviour attempted with mixed success ±
Behaviour not appropriate/relevant/absent ∞

	Physical Classroom Environment	Affective atmosphere	Resource use	Learner involvement	Cooperative learning	HOTS	Elicitation and Effective questioning	Reinforcement and Feedback	Contextualising knowledge	Written work	Homework	+	±	−	∞
101-Ins	−	**+**	**+**	**+**	∞	**+**	**+**	**+**	**+**	−	∞	**7**	0	2	2
102-Ins	±	−	−	−	∞	−	−	−	−	−	∞	0	1	**8**	2
201-Ins	±	−	−	±	∞	±	−	−	−	±	±	0	5	5	1
202-Ins	±	−	±	±	∞	−	−	±	−	−	−	0	4	**6**	1
301-Pre	±	**+**	−	−	∞	−	−	−	−	−	∞	1	1	**7**	2
302-Pre	±	±	**+**	±	−	−	−	**+**	±	±	∞	2	5	3	1
401-Pre	±	±	**+**	**+**	−	−	±	±	**+**	−	∞	3	4	3	1
402-Ins	±	±	**+**	±	±	**+**	∞	**+**	**+**	±	∞	4	5	0	2
501-Ins	**+**	**+**	**+**	**+**	±	±	**+**	**+**	∞	−	∞	**6**	2	1	2
502-Pre	**+**	**+**	**+**	**+**	±	±	±	±	**+**	±	∞	5	5	0	1
601-Ins	**+**	**+**	**+**	±	∞	±	±	−	±	−	∞	3	4	2	2
602-Ins	±	**+**	±	±	∞	−	−	**+**	±	−	∞	2	4	3	2
701-Ins	−	±	−	−	−	±	∞	−	−	−	∞	0	2	**7**	2
702-Pre	±	**+**	∞	**+**	∞	±	±	**+**	∞	±	∞	3	4	0	4
801-Pre	**+**	**+**	**+**	**+**	**+**	±	∞	**+**	**+**	±	∞	7	2	0	2
901-Pre	**+**	**+**	**+**	**+**	±	**+**	**+**	**+**	**+**	±	∞	**8**	2	0	1
902-Ins	**+**	**+**	**+**	±	−	−	±	−	**+**	±	∞	4	3	3	1
1001-Ins	±	−	±	±	∞	−	−	±	∞	±	±	0	6	3	2
1002-Ins	−	±	**+**	±	∞	**+**	±	−	**+**	−	∞	3	3	3	2
+	6	**10**	**11**	7	1	4	3	8	8	0	0				
±	10	5	3	9	4	7	6	4	3	9	2				
−	3	4	4	3	4	8	7	7	5	**10**	1				
∞	0	0	1	0	**10**	0	3	0	3	0	**16**				

Appendix 3: Classroom Observations - Non-SIP Schools

Grid:
Positive evidence of behaviour +
Negative evidence of behaviour −

Behaviour attempted with mixed success ±
Behaviour not appropriate/relevant/absent ∞

	Physical Classroom Environment	Affective atmosphere	Resource use	Learner involvement	Cooperative learning	HOTS	Elicitation and Questioning	Reinforcement and Feedback	Contextualising knowledge	Written work	Homework	+	±	−	∞
1101-Ins	±	±	±	±	∞	±	±	−	±	±	∞	0	8	1	2
1102-Ins	−	−	±	±	∞	±	±	−	±	−	∞	0	5	4	2
1201-Ins	**+**	**+**	**+**	**+**	**+**	**+**	**+**	**+**	**+**	−	±	**9**	1	1	0
1202-Ins	**+**	±	**+**	±	∞	±	±	±	±	−	∞	2	6	1	2
1301-Pre	**+**	**+**	**+**	**+**	∞	−	±	**+**	±	−	∞	5	2	2	2
1302-Pre	±	−	−	±	−	**+**	∞	±	−	±	∞	1	4	4	2
1401-Pre	**+**	**+**	**+**	**+**	**+**	**+**	**+**	**+**	**+**	±	∞	**9**	1	0	1
1402-Ins	−	±	**+**	±	∞	±	−	±	**+**	−	±	2	5	3	1
1501-Ins	±	**+**	**+**	**+**	∞	±	±	±	**+**	−	∞	4	4	1	2
1502-Pre	**+**	**+**	**+**	**+**	**+**	±	±	**+**	**+**	**+**	∞	**8**	2	0	1
1601-Ins	**+**	±	**+**	±	±	−	−	±	−	−	∞	2	4	4	1
1602-Ins	±	−	±	−	−	±	−	±	−	−	∞	0	4	6	1
1701-Ins	−	**+**	±	**+**	∞	−	−	±	**+**	−	∞	3	2	4	2
1702-Pre	±	−	**+**	±	∞	±	−	−	±	−	∞	1	4	4	2
1801-Pre	±	**+**	**+**	±	±	−	±	±	−	−	∞	2	5	3	1
1802-Pre	−	**+**	±	−	∞	−	−	−	−	−	∞	1	1	**7**	2
1901-Pre	**+**	**+**	±	±	∞	−	−	±	∞	−	∞	2	3	3	3
1902-Ins	**+**	**+**	±	±	−	**+**	±	±	±	−	∞	3	5	2	1
2001-Ins	±	−	−	−	∞	±	−	−	±	±	**+**	1	4	5	1
2002-Ins	∞	**+**	−	−	∞	±	−	−	∞	−	−	1	1	6	3
+	8	**11**	**10**	6	3	4	2	4	6	1	0				
±	7	4	7	10	2	10	8	10	7	4	4				
−	4	5	3	4	3	6	9	6	5	**15**	**16**				
∞	1	0	0	0	**12**	0	1	0	2	0	0				

Appendix 4: Classroom Observations – BETD Pre-service Teachers

Grid:
Positive evidence of behaviour +
Negative evidence of behaviour −

Behaviour attempted with mixed success ±
Behaviour not appropriate/relevant/absent ∞

	Physical Classroom Environment	Affective atmosphere	Resource use	Learner involvement	Cooperative learning	HOTS	Elicitation and Effective questioning	Reinforcement and Feedback	Contextualising knowledge	Written work	Homework	+	±	−	∞
301-Pre	±	**+**	−	−	∞	−	−	−	−	−	∞	1	1	**7**	2
302-Pre	±	±	**+**	±	−	−	−	**+**	±	±	∞	2	**5**	3	1
401-Pre	±	±	**+**	**+**	−	−	±	±	**+**	−	∞	3	4	3	1
502-Pre	**+**	**+**	**+**	**+**	±	±	±	±	**+**	±	∞	**5**	**5**	0	1
702-Pre	±	**+**	∞	**+**	∞	±	±	**+**	∞	±	∞	3	4	0	4
801-Pre	**+**	**+**	**+**	**+**	**+**	±	∞	**+**	**+**	±	∞	**7**	2	0	2
901-Pre	**+**	**+**	**+**	**+**	±	**+**	**+**	**+**	**+**	±	∞	**8**	2	0	1
1301-Pre	**+**	**+**	**+**	**+**	∞	−	±	**+**	±	−	∞	5	2	2	2
1302-Pre	±	−	−	±	−	**+**	∞	±	−	±	∞	1	4	4	2
1401-Pre	**+**	**+**	**+**	**+**	**+**	**+**	**+**	**+**	**+**	±	∞	**9**	1	0	1
1502-Pre	**+**	**+**	**+**	**+**	**+**	±	±	**+**	**+**	**+**	∞	**8**	2	0	1
1702-Pre	±	−	**+**	±	∞	±	−	−	±	−	∞	1	4	4	2
1801-Pre	±	**+**	**+**	±	±	−	±	±	−	−	∞	2	**5**	3	1
1802-Pre	−	**+**	±	−	∞	−	−	−	−	−	∞	1	1	**7**	2
1901-Pre	**+**	**+**	±	±	∞	−	−	±	∞	−	∞	2	3	3	3
+	7	11	10	8	3	3	2	7	6	1	0				
±	7	2	2	5	3	5	6	5	3	7	0				
−	1	2	2	2	3	7	5	3	4	7	0				
∞	0	0	1	0	6	0	2	0	2	0	15				

Appendix 5: **Classroom Observations – BETD In-service Teachers**

Grid:

Positive evidence of behaviour +
Negative evidence of behaviour −

Behaviour attempted with mixed success ±
Behaviour not appropriate/relevant/absent ∞

	Physical Classroom Environment	Affective atmosphere	Resource use	Learner involvement	Cooperative learning	HOTS	Elicitation and Effective questioning	Reinforcement and Feedback	Contextualising knowledge	Written work	Homework	+	±	−	∞
101-Ins	−	**+**	**+**	**+**	∞	**+**	**+**	**+**	**+**	−	∞	**7**	0	2	2
102-Ins	±	−	−	−	∞	−	−	−	−	−	∞	0	1	**8**	2
201-Ins	±	−	−	±	∞	±	−	−	−	±	±	0	**5**	5	1
202-Ins	±	−	±	±	∞	−	−	±	−	−	−	0	4	**6**	1
402-Ins	±	±	**+**	±	±	**+**	∞	**+**	**+**	±	∞	4	**5**	0	2
501-Ins	**+**	**+**	**+**	**+**	±	±	**+**	**+**	∞	−	∞	**6**	2	1	2
601-Ins	**+**	**+**	**+**	±	∞	±	±	−	±	−	∞	3	4	2	2
602-Ins	±	**+**	±	±	∞	−	−	**+**	±	−	∞	2	4	3	2
701-Ins	−	±	−	−	−	±	∞	−	−	−	∞	0	2	**7**	2
902-Ins	**+**	**+**	**+**	±	−	−	±	−	**+**	±	∞	4	3	3	1
1001-Ins	±	−	±	±	∞	−	−	±	∞	±	±	0	**6**	3	2
1002-Ins	−	±	**+**	±	∞	**+**	±	−	**+**	−	∞	3	3	3	2
1101-Ins	±	±	±	±	∞	±	±	−	±	±	∞	0	**8**	1	2
1102-Ins	−	−	±	±	∞	±	±	−	±	−	∞	0	5	4	2
1201-Ins	**+**	**+**	**+**	**+**	**+**	**+**	**+**	**+**	**+**	−	±	**9**	1	1	0
1202-Ins	**+**	±	**+**	±	∞	±	±	±	±	−	∞	2	**6**	1	2
1402-Ins	−	±	**+**	±	∞	±	−	±	**+**	−	±	2	5	3	1
1501-Ins	±	**+**	**+**	**+**	∞	±	±	±	**+**	−	∞	4	4	1	2
1601-Ins	**+**	±	**+**	±	±	−	−	±	−	−	∞	2	4	4	1
1602-Ins	±	−	±	−	−	±	−	±	−	−	∞	0	4	6	1
1701-Ins	−	**+**	±	**+**	∞	−	−	±	**+**	−	∞	3	2	4	2
1902-Ins	**+**	**+**	±	±	−	**+**	±	±	±	−	∞	3	**5**	2	1
2001-Ins	±	−	−	−	∞	±	−	−	±	±	**+**	1	4	5	1
2002-Ins	∞	**+**	−	−	∞	±	−	−	∞	−	−	1	1	6	3

Appendix 6: Classroom Observation Criteria and Findings

Physical Classroom Environment

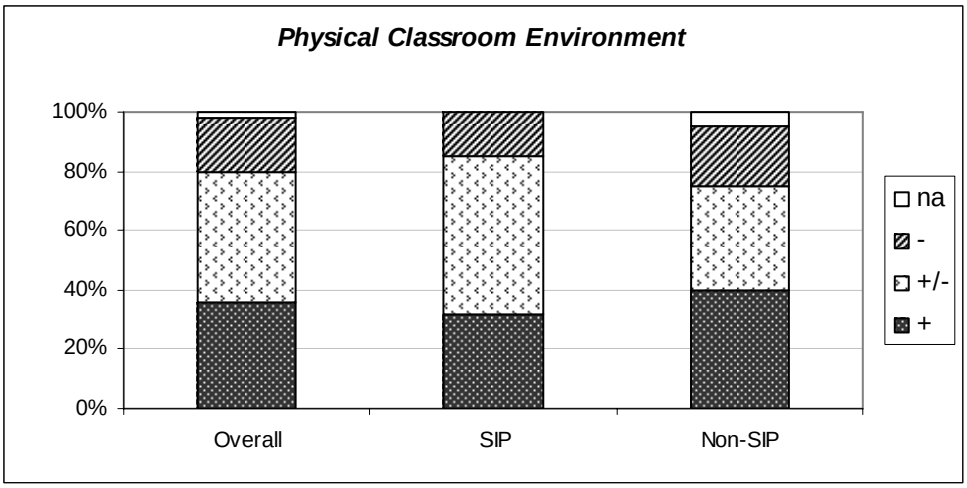
- **Item observed:** The use of physical space in the classroom, cleanliness, organization, and the display of materials around the room
- **Observation criteria:**
  + Classroom is well-organized and visually rich and appealing. Displays include current, meaningful student work (not just un-labeled drawings) in addition to teacher-made or manufactured materials. The room is generally clean and tidy.
  +/- Classroom is well-organized. Displays are neat, current, and meaningful but may not include student work. The room is generally clean and tidy.
  - Classroom 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.
- **Data from observations:**

Rating	Overall	SIP	Non-SIP
+	14 out of 39 36%	6 out of 19 32%	8 out of 20 40%
+/-	17 out of 39 44%	10 out of 19 53%	7 out of 20 35%
-	7 out of 39 18%	3 out of 19 15%	4 out of 20 20%
na	1 out of 39 2%	0 out of 19 0%	1 out of 20 5%

Overall: While 36% of the 39 core teachers used physical space in the classroom, according to the above criteria, in a positive manner (+ criteria above), an additional 44% created an acceptable or mixed physical environment (+/- criteria above). Therefore a combined 80% of the 39 core teachers had either a positive or acceptable/mixed physical classroom environment. However, 18% of the teachers were thought to have a negative classroom environment (– criteria above).

SIP: While 32% of SIP teachers had a positive physical classroom environment, an additional 53% had an either acceptable or mixed classroom physical environment. Therefore, a combined 85% of the SIP teachers had either positive or acceptable/mixed physical classroom environment. However 15% of the teachers had a negative classroom environment.

Non-SIP: While 40% of the non-SIP teachers had a positive classroom environment, an additional 35% had an acceptable or mixed classroom physical environment. Therefore, a combined 75% of the non-SIP teachers had either a positive or acceptable/mixed physical classroom environment. However, 20% of the teachers had a negative classroom environment.



Affective Atmosphere

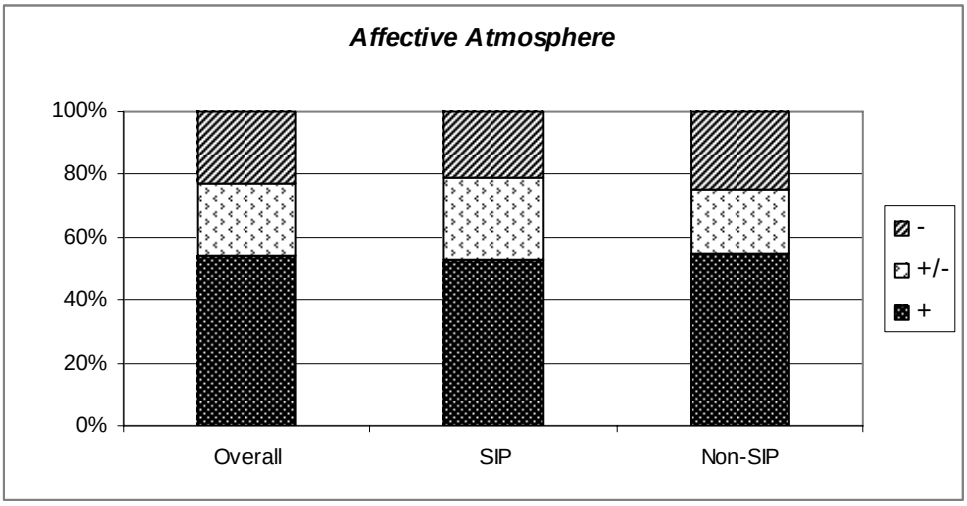
- **Item observed:** The social interaction between teachers and students
- **Observation criteria:**
  + Teacher builds a positive classroom environment: trusting, caring, friendly, and encouraging to all students. The teacher seems to know the students including their names and interests. The teacher and students smile and show enthusiasm.
  +/- 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.
- **Data from observations:**

Rating	Overall		SIP		Non-SIP	
+	21 out of 39	54%	10 out of 19	53%	11 out of 20	55%
+/-	9 out of 39	23%	5 out of 19	26%	4 out of 20	20%
-	9 out of 39	23%	4 out of 19	21%	5 out of 20	25%
na	0 out of 39	0%	0 out of 19	0%	0 out of 20	0%

Overall: While 54% of the 39 core teachers were thought to have positive social interactions with their students in the lesson observed (+ criteria above), an additional 23% created acceptable/mixed social interactions (+/- criteria above). Therefore, a combined 77% of the 39 core teachers had either a positive or acceptable/mixed affective atmosphere in their classrooms. However, 23% of the teachers were thought to have a negative affective atmosphere (– criteria above) in the lesson observed.

SIP: While 53% of SIP teachers had positive social interactions with their students in the lesson observed, an additional 26% created acceptable/mixed social interactions. Therefore, a combined 79% of SIP teachers had either positive or acceptable/mixed affective atmosphere in their classrooms. However, 21% of the SIP teachers were judged to have a negative affective atmosphere in the lesson observed.

Non-SIP: While 50% of non-SIP teachers had positive social interactions with their students in the lesson observed, an additional 35% had acceptable/mixed social interactions. Therefore, a combined 85% of non-SIP teachers had either positive or acceptable/mixed affective atmosphere in their classrooms. However, 15% of the teachers were judged to have a negative affective atmosphere in the lesson observed.



Resource Use

- **Item observed:** The use of materials and resources to support the lesson
- **Observation criteria:**
  - \+ Resources beyond chalkboard/ text book used generally effectively.
  - +/- 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.
- **Data from observations:**

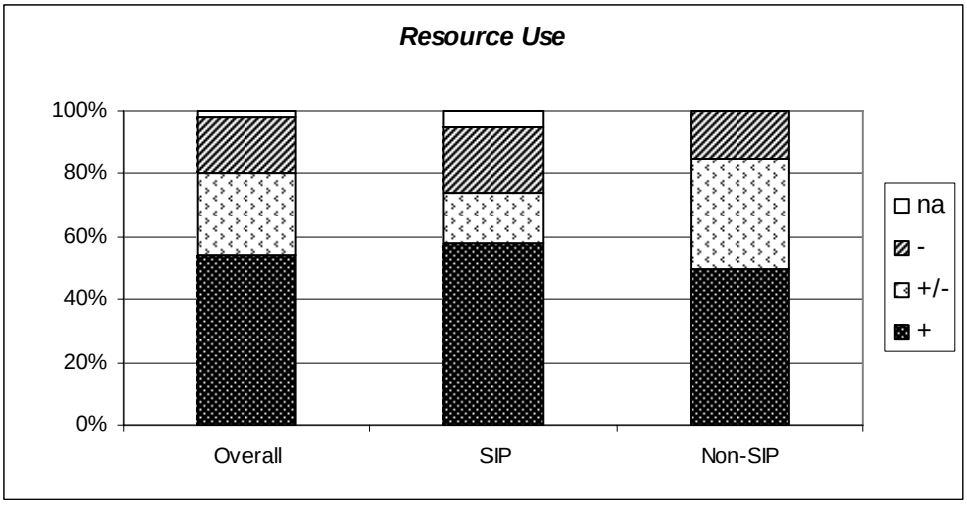
Rating	Overall		SIP		Non-SIP	
+	21 out of 39	54%	11 out of 19	58%	10 out of 20	50%
+/-	10 out of 39	26%	3 out of 19	16%	7 out of 20	35%
-	7 out of 39	18%	4 out of 19	21%	3 out of 20	15%
na	1 out of 39	2%	1 out of 19	5%	0 out of 20	0%

Overall: While 54% of the 39 core teachers were thought to use materials and resources to support their lessons in a positive manner in the lesson observed (+ criteria above), an additional 26% used materials and resources in an acceptable/mixed way (+/- criteria above). Therefore, a combined 80% of the 39 core teachers used resources in either a positive or acceptable/mixed manner. However, 18% of the teachers were thought to use few resources or use resources poorly (– criteria above) in the lesson observed.

SIP: While 58% of the SIP teachers used materials and resources to support their lessons in a positive manner in the lesson observed, an additional 16% used materials and resources in an acceptable/mixed way. Therefore, a combined 74% of the SIP teachers used resources in either a positive or

acceptable/mixed manner. However, 21% of the teachers were thought to use resources poorly in the lesson observed.

Non-SIP: While 50% of the non-SIP teachers used material and resources to support their lessons in a positive manner, an additional 35% used materials and resources in an acceptable/mixed way. Therefore, a combined 85% of non-SIP teachers used resources in either a positive or acceptable/mixed manner. However, 15% of teachers were thought to use resources poorly in the lesson observed.



Learner Involvement

- **Item observed:** The teacher's ability to manage the class and involve students in the lesson
- **Observation criteria:**
  + Majority of students are engaged in the lesson for all or most of the period. Students are actively involved in some way, either in 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.
- **Data from observations:**

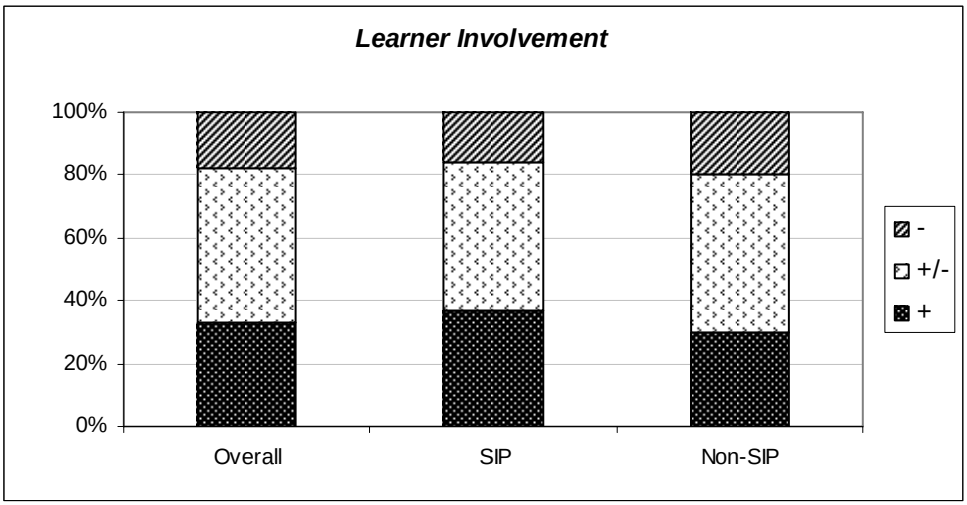
Rating	Overall		SIP		Non-SIP	
+	13 out of 39	33%	7 out of 19	37%	6 out of 20	30%
+/-	19 out of 39	49%	9 out of 19	47%	10 out of 20	50%
-	7 out of 39	18%	3 out of 19	16%	4 out of 20	20%
na	0 out of 39	0%	0 out of 19	0%	0 out of 20	0%

Overall: While 33% of the 39 core teachers were thought to have positive learner involvement in the lesson observed (+ criteria above), an additional 49% had either acceptable or mixed learner

involvement (+/- criteria above). Therefore, a combined 82% of the 39 core teachers observed had either positive or acceptable/mixed learner involvement. However, 18% of teachers were thought to involve learners poorly in the lesson observed (- criteria above).

SIP: While 37% of the SIP teachers were thought to have positive learner involvement in the lesson observed, an additional 47% had either acceptable or mixed learner involvement. Therefore, a combined 84% of the SIP teachers had either positive or acceptable/mixed learner involvement. However, 16% of the teachers involved learners poorly in the lesson observed.

Non-SIP: While 30% of the non-SIP teachers had positive learner involvement in the lesson observed, an additional 50% had acceptable or mixed learner involvement. Therefore, a combined 80% of the non-SIP teachers had either positive or acceptable/mixed learner involvement. However, 20% of the teachers involved learners poorly in the lesson observed.



Cooperative Learning (Pair and Group Work)

- **Item observed:** Students working with students in pairs or small groups in order to make meaning of the lesson
- **Observation criteria:**
  + Activity supports learning. Learners need to talk with one another and problem solve together. All learners involved.
  +/- Meaningful activity in which 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.
- **Data from observations:**

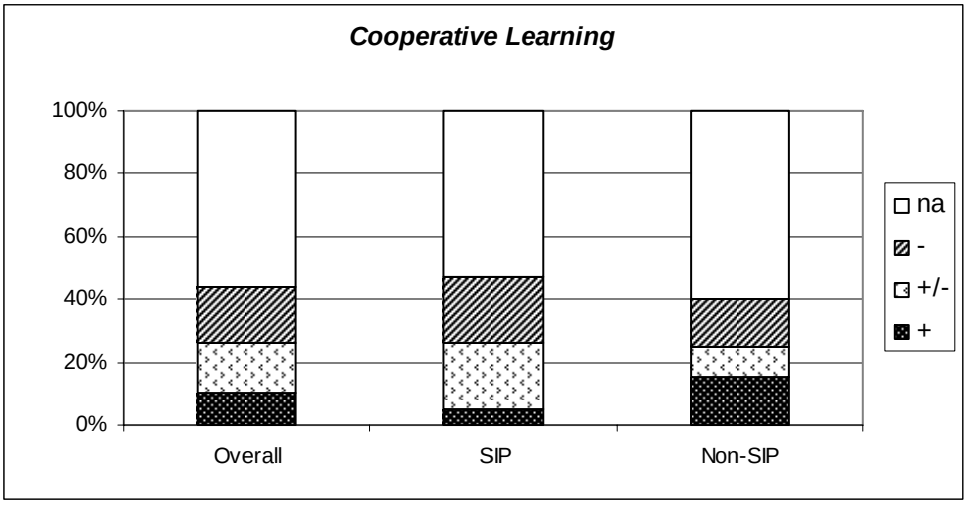
Rating	Overall		SIP		Non-SIP	
+	4 out of 39	10%	1 out of 19	5%	3 out of 20	15%
+/-	6 out of 39	16%	4 out of 19	21%	2 out of 20	10%
-	7 out of 39	18%	4 out of 19	21%	3 out of 20	15%
na	22 out of 39	56%	10 out of 19	53%	12 out of 20	60%

Overall: While only 10% of the 39 core teachers were thought to use cooperative learning positively in the lesson observed (+ criteria above), an additional 16% used cooperative learning in

an acceptable or mixed manner (+/- criteria above). Therefore, 26% of the 39 core teachers used cooperative learning in a positive or acceptable/mixed manner. However, 18% used cooperative learning poorly in the lesson observed and a full 22% did not use any elements of cooperative learning when observed

SIP: While only 5% of SIP teachers used cooperative learning positively in the lesson observed, an additional 21% used it in an acceptable or mixed manner. Therefore, 26% of the SIP teachers used cooperative learning in a positive or acceptable/mixed manner. However, 21% used cooperative learning poorly in the lesson observed and a full 53% did not use it at all.

Non-SIP: While only 15% of non-SIP teachers used cooperative learning positively in the lesson observed, an additional 21% used it in an acceptable or mixed manner. Therefore, 25% of non-SIP teachers used cooperative learning in a positive or acceptable/mixed manner. However, 15% used it poorly and a full 60% did not use cooperative learning at all in the lesson observed.



Higher-order Thinking Skills

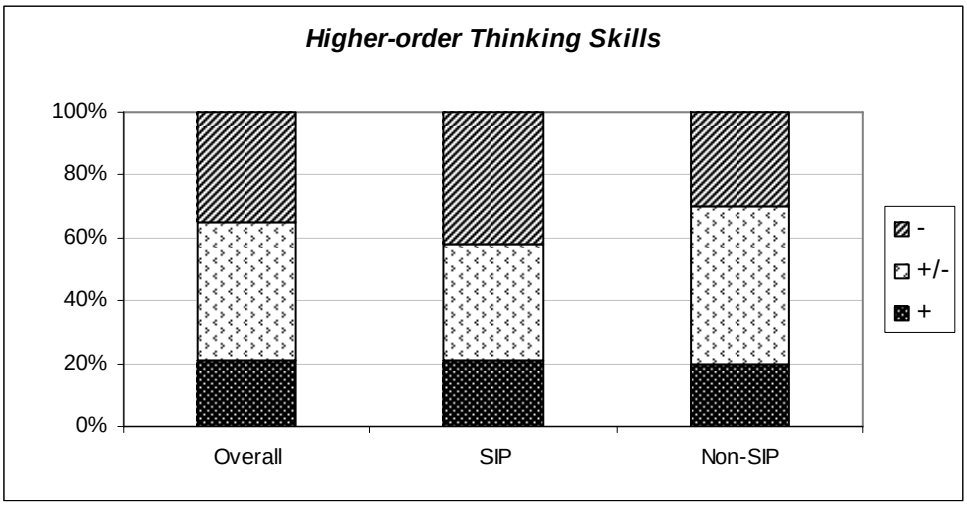
- **Item observed:** The teacher's ability to design activities/ask questions that access higher-order thinking skills (this does not imply that the learners are always able to complete the activities or answer the questions successfully)
- **Observation criteria:**
  + Teacher designs activities or asks questions that require higher-order thinking skills including application, analysis, synthesis or evaluation.
  +/- Teacher designs activities or asks at least a few questions that require higher-order thinking skills such as comprehension or those listed above.
  - Activities and questions are based on recall and other lower-order thinking skills.
- **Data from observations:**

Rating	Overall		SIP		Non-SIP	
+	8 out of 39	21%	4 out of 19	21%	4 out of 20	20%
+/-	17 out of 39	44%	7 out of 19	37%	10 out of 20	50%
-	14 out of 39	35%	8 out of 19	42%	6 out of 20	30%
na	0 out of 39	0%	0 out of 19	0%	0 out of 20	0%

Overall: While 21% of the 39 core teachers were thought to use higher-order thinking skills positively (+ criteria above) in the lesson observed, an additional 44% used them in an acceptable/mixed manner (+/- criteria above). Therefore, 65% of the 39 core teachers used higher-order thinking skills either positively or in an acceptable/mixed manner. However, 35% of the teachers used recall and other lower-order thinking skills in the lesson observed, with little or no use of higher-order thinking skills (- criteria above).

SIP: While 21% of the SIP teachers used higher-order thinking skills positively in the lesson observed, an additional 37% used them in an acceptable/mixed manner. Therefore, 58% of the SIP teachers used higher-order thinking skills either positively or in an acceptable/mixed manner. However, 42% of the teachers in the lesson observed depended on recall and memorization rather than higher-order thinking skills.

Non-SIP: While 20% of the non-SIP teachers used higher-order thinking skills positively in the lesson observed, an additional 50% used them in an acceptable or mixed manner. Therefore, 70% of the non-SIP teachers used higher-order thinking skills either positively or in an acceptable/mixed manner. However, 30% of the teachers in the lesson observed depended on recall and memorization rather than higher-order thinking skills.



Elicitation and Questioning

- **Item observed:** The teacher's skill in eliciting information, asking questions, and following up questions to support learning (closely related to the use of higher-order thinking skills)
- **Observation criteria:**

  \+ 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.

  +/- 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.

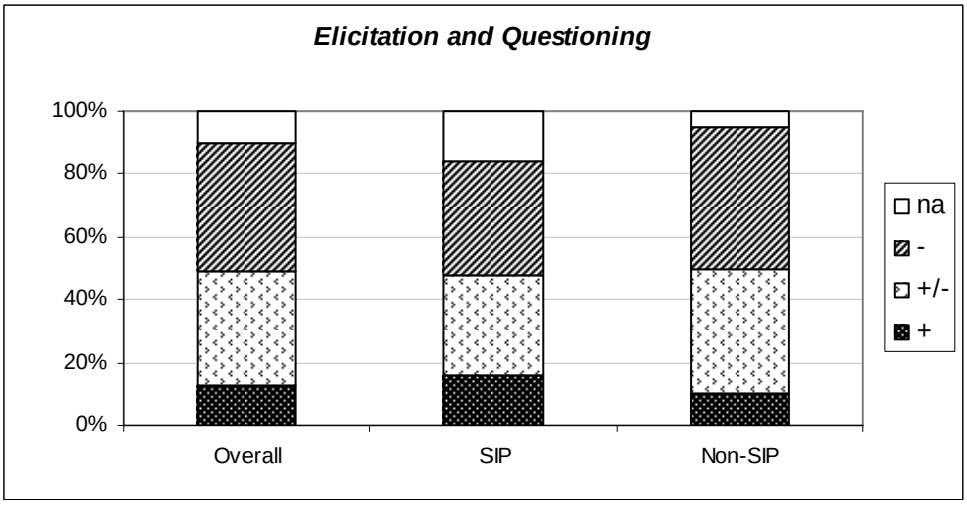
- **Data from observations:**

Rating	Overall		SIP		Non-SIP	
+	5 out of 39	13%	3 out of 19	16%	2 out of 20	10%
+/-	14 out of 39	36%	6 out of 19	32%	8 out of 20	40%
-	16 out of 39	41%	7 out of 19	36%	9 out of 20	45%
na	4 out of 39	10%	3 out of 19	16%	1 out of 20	5%

Overall: While only 13% of the 39 core teachers were thought to use elicitation and questioning in a positive manner (+ criteria above) in the lesson observed, an additional 36% used these strategies in an acceptable or mixed manner (+/- criteria above). Therefore, a combined 49% of the 39 core teachers used elicitation and questioning in either a positive or acceptable/mixed manner. However, 41% of the teachers used these strategies poorly in the lesson observed (- criteria above), and 10% did not use elicitation and questioning at all.

SIP: While only 16% of the SIP teachers used elicitation and questioning in a positive manner in the lesson observed, an additional 32% used these strategies in an acceptable or mixed manner. Therefore, a combined 48% of the SIP teachers used elicitation and questioning in either a positive or acceptable/mixed manner. However, 36% of the teachers used these strategies poorly and 16% did not use elicitation and questioning at all in the lesson observed.

Non-SIP: While only 10% of the non-SIP teachers used elicitation and questioning in a positive manner in the lesson observed, an additional 40% used these strategies in an acceptable or mixed manner. Therefore, a combined 50% of the non-SIP teachers used elicitation and questioning either in a positive or acceptable/mixed manner. However, a full 45% of the non-SIP teachers used these strategies poorly and 5% did not use them at all in the lesson observed.



Reinforcement and Feedback

- **Item observed:** The teacher uses multiple examples or practice work to reinforce the concept being taught and provides students with feedback on their answers
- **Observation criteria:**

+ 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.
+/- Teacher gives limited examples/ assignments to reinforce the concept. Assignments may be on topic, but not particularly meaningful. Teacher monitors learners but may give 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?"

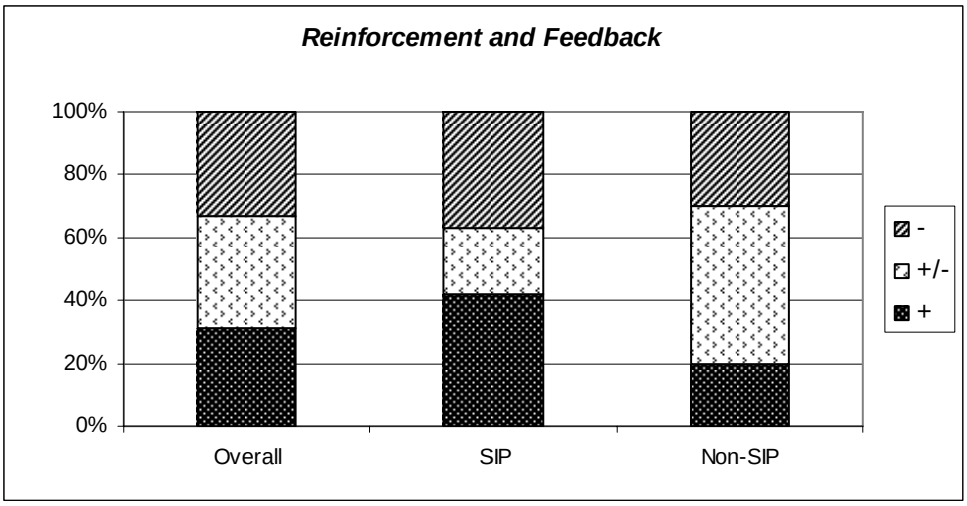
- **Data from observations:**

Rating	**Overall**		**SIP**		**Non-SIP**	
+	12 out of 39	31%	8 out of 19	42%	4 out of 20	20%
+/-	14 out of 39	36%	4 out of 19	21%	10 out of 20	50%
-	13 out of 39	33%	7 out of 19	37%	6 out of 20	30%
na	0 out of 39	0%	0 out of 19	0%	0 out of 20	0%

Overall: While 31% of the 39 core teachers were thought to use elicitation and questioning strategies positively in the lesson observed (+ criteria above), an additional 36% used these strategies in an acceptable or mixed manner (+/- criteria above). Therefore, a combined 67% of the 39 core teachers used elicitation and questioning strategies either positively or in an acceptable/mixed manner. However, 33% of the teachers used these strategies poorly in the lesson observed (- criteria above).

SIP: While 42% of the SIP teachers used elicitation and questioning positively in the lesson observed, an additional 21% used the strategies in an acceptable or mixed manner. Therefore, a combined 63% of the SIP teachers used elicitation and questioning in either a positive or acceptable/mixed manner. However, 37% of the teachers used the strategies poorly in the lesson observed.

Non-SIP: While 20% of the non-SIP teachers used elicitation and questioning positively in the lesson observed, an additional 50% used the strategies in an acceptable or mixed manner. Therefore, a combined 70% of the non-SIP teachers used elicitation and questioning in either a positive or acceptable/mixed manner. However, 30% of the non-SIP teachers used these strategies poorly in the lesson observed.



Contextualizing Knowledge

- **Item observed:** The teacher's ability to make lesson relevant through accessing prior knowledge or connecting material to the real world
- **Observation criteria:**
  + 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.
- **Data from observations**

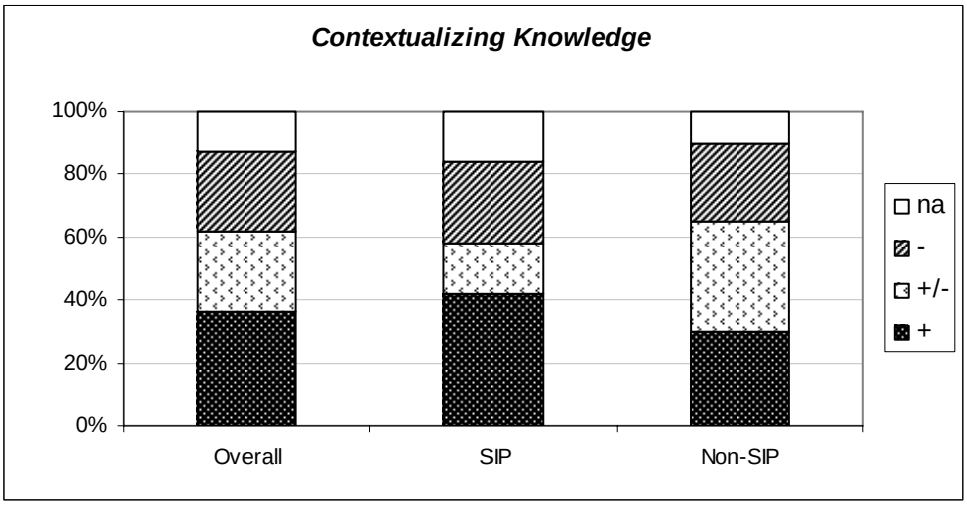
Rating	Overall		SIP		Non-SIP	
+	14 out of 39	36%	8 out of 19	42%	6 out of 20	30%
+/-	10 out of 39	26%	3 out of 19	16%	7 out of 20	35%
-	10 out of 39	25%	5 out of 19	26%	5 out of 20	25%
na	5 out of 39	13%	3 out of 19	16%	2 out of 20	10%

Overall: While 36% of the 39 core teachers contextualized knowledge positively in the lesson observed (+ criteria above), an additional 26% used this strategy in an acceptable or mixed manner (+/- criteria above). Therefore, a combined 62% of the 39 core teachers contextualized knowledge positively during the lesson observed. However, 25% of the teachers used this strategy poorly or inaccurately (- criteria above) and 13% did not use it at all in the lesson observed.

SIP: While 42% of the SIP teachers contextualized knowledge positively in the lesson learned, an additional 16% used this strategy in an acceptable or mixed manner. Therefore a combined 58% of the SIP teachers used the strategy either in a positive or acceptable/mixed manner during the lesson observed. However, 26% of the SIP teachers contextualized knowledge poorly (inaccurately) and 16% did not use contextualized knowledge at all in the lesson observed.

Non-SIP: While 30% of the non-SIP teachers contextualized knowledge positively in the lesson learned, an additional 35% used this strategy in an acceptable or mixed manner. Therefore, a

combined 65% of the non-SIP teachers used this approach in a positive or acceptable/mixed manner during the lesson observed. However, 25% of the teachers used this approached poorly (inaccurately) and 10% did not contextualize knowledge in the lesson observed at all.



Written Work

- **Item observed:** 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)
- **Observation criteria:**
  + Teacher includes multiple examples of free writing of some sort (multiple sentences).
  +/- Teacher includes at least a few original sentences.
  - Teacher includes only fill in the blank, single word, copying, etc.
- **Data from observations:**

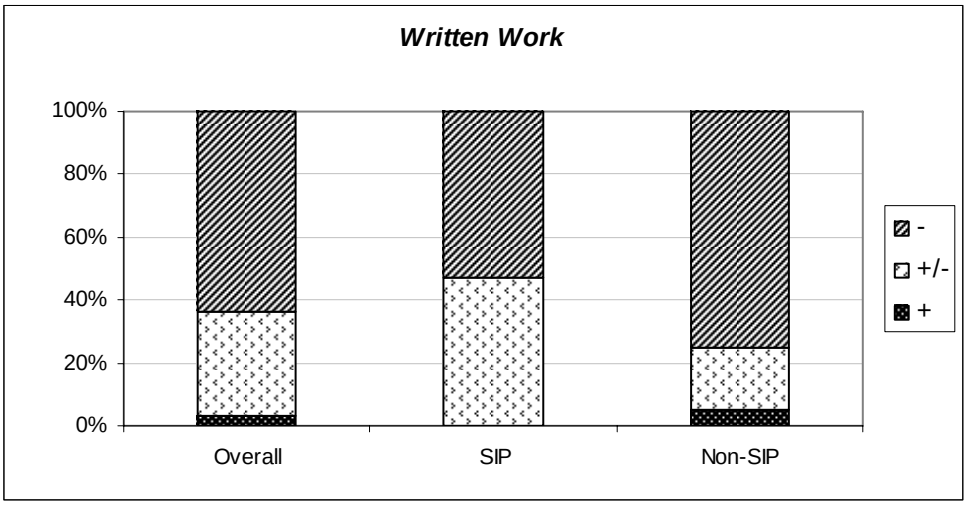
Rating	Overall		SIP		Non-SIP	
+	1 out of 39	3%	0 out of 19	0%	1 out of 20	5%
+/-	13 out of 39	33%	9 out of 19	47%	4 out of 20	20%
-	25 out of 39	64%	10 out of 19	53%	15 out of 20	75%
na	0 out of 39	0%	0 out of 19	0%	0 out of 20	0%

Overall: While only 3% of the 39 core teachers appeared to use written work positively in the lesson observed and from evidence of past work (+ criteria above), an additional 33% used written work in an acceptable/mixed manner. Therefore, 36% of the 39 core teachers used written work in either a positive or acceptable/mixed manner. However, a full 64% of the 39 core teachers were thought to use written work poorly (- criteria above).

SIP: While none of the SIP teachers appeared to use written work positively, 47% of them used it in an acceptable or mixed manner. Therefore, 47% of the SIP teachers appeared to use written work in an appropriate/mixed manner. However, 53% of the SIP teachers appeared to use written work poorly.

Non-SIP: While only 5% (just one teacher) of the non-SIP teachers were thought to use written work positively, an additional 20% used written work in an appropriate or mixed manner.

Therefore, 25% of the non-SIP teachers appeared to use written work in either a positive or, mainly, appropriate/mixed manner. However, a full 75% of the non-SIP teachers appeared to use written work poorly.



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