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***EQUIP1 Leader Award
Annual Technical Report 2006***

***And Quarterly Technical Report
October-December 2006***



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Table of Contents

I. Introduction	1
II. Overall Progress of EQUIP1 Leader Award	1
III. Specific Activities Accomplished in the Fourth Quarter and Year Four.....	2
IV. Leader Award Activities.....	7
V. Active Associate Awards.....	11

Annexes

Annex 1: Performance Indicators for EQUIP1 Leader Award Activities.....	14
Annex 2: <i>EQ Dispatch</i> October 2006.....	29
Annex 3: <i>EQ Dispatch</i> December 2006.....	33
Annex 4: Namibia Pilot Study of Teacher Professional Development.....	37
Annex 5: Educational Quality in Islamic Schools: Report no.1-Nigeria.....	88
Annex 6: Ethiopia Pilot Study of Teacher Professional Development.....	117
Annex 7: Annual Report (July 2005-June 2006) Kuchinerla Project, India.....	169

I. Introduction

EQUIP1 is a multi-faceted program designed to raise the quality of classroom teaching and the level of student learning by affecting 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 Award activities for the months of October, November and December 2006 followed by an Annual Progress Report for 2006.

II. Overall Progress of EQUIP1 Leader Award

Summary of Year Four, Fourth Quarter Progress

In this reporting period EQUIP1 managed to accomplish a significant number of tasks, mainly completing pilot and desk studies, which were eventually published on the EQUIP website. The studies completed were: Literature review on the Quality of Education and Teacher Learning; Cross-national Synthesis on Education Quality Report No. 2: Professional Development and Teachers' Conceptions of Educational Quality, ISSUE PAPER Perceptions of Namibian Teachers and Other Stakeholders of Quality of Education; Educational Quality in Islamic Schools Report No.1: Nigeria.

Recent EICC publications included an issue of the *EQ Review* on Girls Scholarships and a *Just In Time Publication* on Mobile Repair Teams, which were also added to the website. JEID Issue 2:3 is devoted to Early Childhood Development and follows closely on the EFA *Global Monitoring Report 2007*.

The Communications Working Group (CWG) has been meeting frequently in preparation for the second communications workshop to be held in March 26-30, 2007 at the Hotel Casa Santo Domingo in Antigua, Guatemala.

Leader Award Meetings have been held at the American Institutes for Research, the most recent one being in December 2006 which focused on the large class size issue.

Additionally, in 2006 three Associate Awards completed activities and successfully closed. These are: MKEZA project (Tanzania/Zanzibar), EMACK (Kenya) and the Malawi Radio Program.

III. Specific Activities Accomplished in the Fourth Quarter and Year Four

The summary below details fourth quarter activities (October-December 2006), giving an overall summary of year four activities also listed in the chart of EQUIP1's Year Four Performance Monitoring Plan.

1. EQUIP Website (www.equip123.net)

Major additions and 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. Added links to the EQUIP2 Decentralization Series page
<http://www.equip123.net/webarticles/anmviewer.asp?a=285&z=20>
- c. Added the EQUIP2 Guatemala Social Sector Investment Policy Dialogue Spanish-version:
<http://www.equip123.net/webarticles/anmviewer.asp?a=472&z=28>
- d. Added a new page on EFA, "South Africa Education For All (EFA)" under the youth challenge grant program. The page could be viewed at:
<http://www.equip123.net/webarticles/anmviewer.asp?a=480&z=36>
- e. Another page added to the EFA is Uganda Education For All (EFA) Youth Challenge Grant Program at:
<http://www.equip123.net/webarticles/anmviewer.asp?a=427&z=36>
- f. EQUIP3-New Associate Award Page added: Philippines EQuALL Phase 2: <http://www.equip123.net/webarticles/anmviewer.asp?a=493&z=36>
- g. Added a Video Conferencing blurb as a new page on Accountability, Governance, and Quality of Decentralized Education in Africa:
<http://www.equip123.net/webarticles/anmviewer.asp?a=506&z=28>
- h. Added new E3 Youth Microfinance and Conflict page:
<http://www.equip123.net/webarticles/anmviewer.asp?a=476&z=33>
- i. added page for E3 Youth Participation in Youth Assessments in Fragile States: <http://www.equip123.net/webarticles/anmviewer.asp?a=471&z=33>

General Statistics

The table below provides an overview of visitor activity for the website during the October-December 2006. Monthly statistics are generated by Web Trends software. This quarter showed an increased visitor activity in usage of the site as indicated by the highest hits to date (in October), the maximum number of visitors in November and the highest instances of site visits in November.

	October	November	December
Hits	*274,470	239,272	201,134
Page Views	37,028	35,140	47,945
Visits	26,659	*29,573	28,109
Unique Visitors	15,848	*17,855	13,752
Files Downloaded	105,447	82,058	49,848

* Highest monthly total to date.

“Visits” refers to the number of times a person or people initially visit the site.

“Hits” refers to the total number of times a visitor clicks onto any web page on EQUIP website.

The table below provides additional information regarding website activity for the fourth year, showing the number of times people initially visited the site and the overall number of times a visitor clicked onto any part of the webpage, also known as hits.

	Q1	Q2	Q3	Q4
Hits	539,885	742,780	687,414	716,885
Page Views	96,840	125,269	96,089	120,769
Visits	61,557	74,794	68,810	85,008
Unique Visitors	26,485	38,417	36,610	44,263
Files Downloaded	72,494	197,310	230,387	237,814

In addition to the above updates, EQUIP1 has worked during Year 4 to upgrade the website to achieve 508 compliance. This involved modifying over 400 web pages, and approximately 300 documents that were posted on the website.

2. EQ Review

There were no new issues of EQ Review published in the last quarter. However, during 2006 the following issues were released:

[Girls' Scholarships](#) (September 2006): Addressed the benefits of providing scholarships, mainly for girls, to cover direct and indirect costs of schooling. The publication illustrated the challenges that scholarship programs face and provided suggestions for overcoming them. Projects that aim to bridge the educational access gap between girls and boys in Egypt and Haiti were featured in this issue.

[Youth Assessments](#) (June 2006): Revisited the following programs- Haiti Out of School Youth Livelihood Initiative, Iraqi Youth and Community Stabilization and Youth Assessment in Angola

[Complementary Education](#) (March 2006): Highlighting the Northern Ghana School for Life Program, Honduras Educator project, and the Cambodia Educational Support for Children in Underserved Populations (ESCUP) project.

[Youth Participation in Development Projects](#) (January 2006): This issue highlights Rapid Appraisal Missions, the Ruwwad project in Palestine, ERfKE in Jordan, and YouthNet in Ethiopia, Tanzania, and Namibia.

3. Journal of Education for International Development (JEID)

JEID published three issues in 2006, as planned. The final issue of 2006, JEID Issue 2:3, focused on early childhood development, and was the largest issue to date, featuring nine articles. Issue 2:3 was timed to coincide with the publication of the UNESCO EFA Monitoring Report that also addressed early childhood development. JEID Issue 2:3 was the first issue to include non-English language articles. Published in collaboration with CINDE, the Latin American center for early childhood development, affiliated with the consultative group on early childhood education, JEID 2:3 included seven articles from Latin America. These articles that had been presented at CINDE's regional meeting were reviewed by the CINDE editorial board, and published by JEID in their original language – Spanish, English, and Portuguese – with English abstracts. The JEID editor oversaw the planning and the completion of this collaborative process. The JEID Editor also worked extensively with the authors of an English-language article on the ECD Virtual University and invited Nicholas Burnett, editor of the UNESCO EFA Monitoring Report, to contribute a capstone piece to the issue. The JEID subscription list grows at a regular pace and has reached almost 650. JEID is also being marketed more energetically in newsletters and through organizations interested in the general areas of education and development

4. Consistent Networking for Educational Quality

The last issue of EQ Dispatch was distributed in the first week of December. It contained information on website updates for October and November (see annex 3). Six issues of EQ Dispatch were distributed to EQUIP partners and posted on EQUIP website in 2006. These issues were published every other month.

5. Just In Time Publications

Two Just In Time Publications were released in Year 4: “Issues When Programming for School Construction” (January 2006) and “Mobile Repair Teams Link School Renovation and Community Participation Strategies” (September 2006). “Issues When

Programming for School Construction” outlines field experiences in USAID school construction projects in an effort to inform decision-making. “Mobile Repair Teams Link School Renovation and Community Participation Strategies” explores the concept of mobile repair teams used on the EQUIP1 Yemen project (USAID/Yemen Improving Basic Education, Especially for Women and Girls Program). The issue describes how the concept evolved and shows how the approach can be replicated in virtually any developing country setting.

6. EQUIP Communications Workshop

The first EQUIP Communications Workshop was held in Johannesburg, South Africa on July 18-20, 2006. Communications professionals from all three of the EQUIP mechanisms were invited to attend; nine participated. Six of the nine were from EQUIP1 and the remaining three were from EQUIP2. Participants represented EQUIP projects in Africa and the Middle East. The three day workshop covered many communications-related issues that participants may encounter in their day-to-day project work. It also covered ways that the Leader Awards can assist the Associate Awards in their communications activities. The first day of the workshop was spent on orientation, introductions, discussing the EQUIP Information Communication Center (EICC), presenting the Leader with Associates mechanism, and discussing and practicing the development of a communication strategy. On the second day, participants discussed the various modes of communication and were given exercises that allowed them to practice the development of effective communications products. On the final day, facilitators and participants discussed USAID regulations for print and electronic products (including DEC, 508 compliance, and branding/marketing rules) and knowledge sharing practices and strategies. Overall, the workshop was a success and we received very positive feedback from the post-workshop evaluation. The cohort became very tight-knit and there is hope that the communication within this group will continue. So, the EICC created a yahoo group to provide a forum for communication.

Another EQUIP Communications Workshop has been scheduled for March 27-30, 2007 at the Hotel Casa Santo Domingo in Antigua, Guatemala. The Communications Working Group has modified the modules and honed the content of the last workshop according to the feedback received from participants and facilitators. The workshop will be extended to four days to allow for complete coverage of the topics. Invitations to EQUIP participants have been sent and if there is sufficient space, the CWG may consider opening up the workshop to other USAID contractors in the region.

7. Leader Team Meetings

The last EQUIP1 leader team meeting for 2006 was held in December at the American Institutes for Research. This was the first meeting to follow the round table discussion format as agreed in the previous meetings. The round table discussion focused on understanding relationship between class size and students’ learning. Participants further identified what was known about promising practices that may impact the potential for

improved learning outcomes in the context of large classrooms. Other team meetings that took place in the fourth year include:

- *January 26th, 2006:* Representatives from Juárez and Associates presented on their work for EQUIP1 in India, Zambia and Djibouti, and gave a brief overview of their work in other education for development projects.
- *September 14th, 2007:* Revisited activities of Leader and Associate Awards. There was a presentation on Islamic education in Nigeria.

8. EQUIP Seminars

Three EQUIP Seminars were held in Year 4, one for each of the EQUIP Leader Awards.

On July 12, 2006, EQUIP3 hosted a seminar entitled “Youth in Conflict.” This was the first seminar of the 2006 EQUIP seminar series addressing youth and conflict issues. Dr. Marc Sommers led the discussions based on the findings of his most recent publication, *Youth and Conflict: A Brief Review of Available Literature*. In this publication, Dr. Sommers acknowledges that youth engulfed by conflict and post-conflict situations face circumstances that substantially alter their lives and prospects, making it challenging, yet vital, to find ways of providing effective programming for this population. Drawing on extensive archival and internet research, his literature review aimed to illuminate key themes, trends, and promising prospects for war-affected youth and the programs that aim to assist them.

On August 3, 2006, EQUIP2 hosted a seminar entitled “Education Reform Support (ERS).” ERS was first documented by the USAID Africa Bureau in 1997; ERS addresses the political and institutional obstacles to sustainable, effective national education reform. Joseph DeStefano from the Center for Collaboration and the Future of Schooling (CCFS) and Luis Crouch from the Research Triangle Institute (RTI) revisited the ERS concept and updated it with evidence and experience of the past 10 years to propose tools and techniques for managing the obstacles to reform. Dr. DeStefano presented findings from the draft paper, and three discussants offered different perspectives on sustainability.

On September 7, 2006, EQUIP1 hosted a seminar entitled “Using Assessment to Improve Teaching and Learning.” The seminar focused on using student assessment to improve teaching and learning. Dr. Jeff Davis, a Principal Research Scientist at AIR, discussed his assessment team’s work to assess student learning as part of project monitoring and evaluation activities. He and two additional discussants examined the idea of how to build local capacity in assessment (e.g., in continuous student assessment, public examinations, or education system evaluations) and how educators can use assessments to increase student learning.

9. EQUIP1 Chiefs of Party Summit

The EQUIP1 Chief of Party Summit was held on 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, twelve of which were EQUIP1 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.

IV. Leader Award Activities

10. School-based Teacher In-service Programs and Clustering of Schools in Namibia.

This pilot study addressed the overall issue of how teacher quality and teacher learning, as central elements of education quality, are best supported. During the year the research was completed and the report drafted. Moreover, after soliciting and receiving approvals from Mission and Ministry representatives, the study report, "Quality in Education, Teaching and Learning: Perceptions and Practice," and issue papers, "Professional Development and Quality: Perspectives of Namibian Teachers" and "Namibia Perspectives on Professional Development," were published on-line in November 2006 (see annex 4 for copies of the pilot study report and issue papers). In addition, data from this pilot study were included in the analyses for the cross-national synthesis reports submitted in August 2006, October 2006, and January 2007.

11. Ethiopia Pilot Study of Teacher Professional Development.

This pilot study explored teachers' perceptions and practice of quality and the influence of professional development on improving practice within the context of Ethiopia's active-learning policies. During the year, the research was completed and report drafted. After soliciting and receiving approvals from Mission and Ministry representatives, the study report, "Quality in Education, Teaching and Learning: Perceptions and Practice," and issue papers, "Perceptions of Ethiopian Teachers and Other Stakeholders on Quality of Education, Quality of Teaching, Quality of Learning" and "Ethiopian Teachers Perceptions of the Influence of Professional Development on Quality of Education" were scheduled to be published on-line in January 2007 (see annex 6 for copies of the pilot study report and issue papers). In addition, data from this pilot study were included in the analyses for the cross-national synthesis educational quality reports submitted in August 2006, October 2006, and January 2007.

12. Educational Quality in Islamic Schools, Report #1: Nigeria

Data from Nigeria were collected in the previous project year. In 2006, the data was analyzed and a detailed report was developed including extensive data analysis tables and graphs. This report assessed the basic characteristics and predominant instructional practices of Islamic schools in three diverse states of Nigeria: Kano, Lagos, and Nasarawa. Through an in-depth analysis of interview, questionnaire, and observation data, the researchers found that the schools were resource-lean institutions supported mainly through community financial contributions. The teachers successfully practiced

elements of student-centered teaching, but still struggled to engage students in higher-level thinking. The report next investigated school personnel perceptions of key factors that support educational quality, finding that teachers and head teachers cite the availability of learning resources and the use of modern teaching methods most frequently. Next, the report analyzed the schools' approach to addressing religious and secular curricula, finding that the schools devoted significant time to Islamic religious studies and to English, mathematics, and other secular subjects, generally placing equal emphasis on both. The report concluded with programming implications for donor agencies and other international development organizations.

13. Study on Education and the Role of NGOs in Emergencies: Afghanistan 1978 – 2002

This study looked at the role NGOs played in the provision of education services to Afghans during 25 years of war and instability, with particular focus on the Taliban period and the initial years of the post-Taliban reconstruction. By examining interventions such as quasi-public schools, community based rural schools, home-based schools, and non-formal education programs, the report attempts to assess the impact NGOs had on improving education systems and the lives they served.

Learning from the experience of NGO's during the Taliban rule can be more widely applied in order to better understand the role of NGOs in the education sector during crisis situations. Critical findings from this report include the following:

- Despite Taliban restrictions on girls' education, consistent and principled engagement on the part of NGOs with communities were effective in overcoming existing negative attitudes towards girls' education.
- NGOs were able to effectively help communities engage in self-help activities and to temporarily replace the role of government in the provision of education services in many communities.

The approach taken by NGOs was low cost, sustainable, respected local and socio-cultural norms, and significantly increased the enrollment and retention of girls.

14. Donor Perspectives for Education in Context of Emergencies, Crisis and Fragile States- A Study

A matrix of selected bilateral, multi lateral donors and UN Agencies was developed in order to understand the similarities and differences in terms and definitions that different donor use and to document the approach of donors and UN Agencies to Education in Emergencies, Crisis and Fragile States.

15. The Arabic Training of Trainers Workshop on the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction

Training materials have been developed and will be utilized during a series of regional Training of Trainers (TOT) workshops (in English in Africa, Southeast and East Asia and the Pacific, South Asia, North America, Europe and the Caribbean and in Spanish in Latin America, French in West Africa, and Arabic in the Middle East) in 2006 on promotion and implementation of the Minimum Standards. In September 19-21, 2006, CARE (with USAID/EQUIP support), Save the Children UK, UNESCO and the UN World Food Program hosted a 3 day workshop in Amman, Jordan, with 24 participants to create a cadre of trainers based in regional capitals who will use training and other organizational and individual learning strategies to institutionalize the Minimum Standards within agencies and partner organizations. As such, trainers that completed the workshop are required to conduct a minimum of 2 local, national or regional trainings on the Minimum Standards in the 12 months after the INEE Minimum Standards TOT workshop.

16. Framing Paper on Teacher Compensation in situation of displacement and conflict return.

CARE developed the paper for the Roundtable on Teacher Compensation in Fragile States, Situations of Displacement and Post Conflict Return co-organized by the International Rescue Committee, Save the Children and the Women's Commission for Refugee Women and Children on behalf of Inter-Agency Network for Education in Emergencies and hosted by the World Bank with support from USAID/EQUIP. The paper highlighted the importance of retaining teachers in the highly challenging contexts of fragile states, situations of displacement and post-conflict return. The paper brought out some contextual and teacher related issues that influence teacher compensation. At the context level the issues are related to disturbed social and political situations, weakened political and democratic principles, poor governance and delivery systems, weak economic conditions and low budgetary allocations for education. At the teacher level, the issues are related to undefined job roles, diverse definitions of who is the teacher, poor salaries and poor working conditions and challenges of teaching children affected by crisis. The paper advocated appropriate and long term aid engagement, involvement of the government and community, approaching teacher compensation in a holistic manner to include teacher development, working conditions and teacher compensation.

17. Research Study: Role of Education in Demobilization of Child Soldiers

CARE developed two issue papers on the theme of child soldiers. The first paper profiled child soldiers' key characteristics and the challenges of educating the returning soldiers. The second issue paper documented the approaches of programs that have worked with child soldiers.

Review of literature showed that children suffer disproportionately from the hazards of military life because of their young age and vulnerability. Physically, they suffer higher

casualties and more injuries than do adults. Health problems resulting from poor diet, unsanitary living conditions, untended injuries, physical abuse, sexually transmitted diseases, and early pregnancy and associated complications are highly common. HIV is also fairly prevalent among child soldiers. Child soldiers are also found to suffer from immense psychological damage. These experiences can leave child soldiers traumatized, stigmatized and lacking self-esteem. Child soldiers are made to suffer physical and psychological abuses and harsh punishments, and they are often exposed to drug and alcohol consumption. The war lords wreak havoc on child soldiers' sense of identity, the well being and the values. These psychological tactics make the reintegration process exceedingly challenging.

It was observed that the more successful efforts at the demobilization of child soldiers adopted comprehensive approaches to demobilization and formulated long-term plans. Almost all demobilization programs were integrated programs that concurrently undertook a number of advocacy, shelter, health, education and economic activities. Successful strategies begin with national support in the form of policies and treaties. They then proceed to address demobilization and reintegration issues at various levels of importance for the child and especially at the levels of family, community, and self. Efforts focused on redefining identities and self concepts, gaining acceptance within families and communities, gaining skills and competencies and becoming a legitimate civilians with policy support. All successful demobilization and reintegration programs began in stable and conducive contexts.

18. Research and Dissemination Events

EQUIP1 Leader Team and its partners led or participated in various research and dissemination events to share findings from their studies through 2006. Among other sector education council meetings, EQUIP representatives delivered a presentation called "Islamic Schools: Separating Fact from Fiction," based on the study's findings, at the Education Sector Council at USAID/Washington. EQUIP1 organized and facilitated two fora in the 2006 reporting period around the following subjects.

- Active-Learning, Teacher-Centered Pedagogies: How Appropriate and How Feasible for Schooling in "Developing" Countries? and
- Reform Discourses, Professional Development Programs, and Teachers' Ideas and Practices: Comparing Experiences with Active-Learning, Teacher-Centered Pedagogies in Ethiopia, Namibia, and Nigeria.

19. EGAT Workshop on Education and Fragility

EQUIP1 was represented at the Education in Fragile States working group meeting on October 12th and 13th. The working group comprised of representatives of 18 organizations. The workshop reflected on the perspectives of different organizations on the issue of fragility. USAID presented its framework for discussion; the key discussion point was also to see how education mitigates fragility.

V. Associate Awards**Associate Award Applications in Progress**

N/A

Additional Indications of Interest

N/A

Active Associate Awards

Country/Bureau	Award Focus	EQUIP1 Partners	Total Amount	Project Start Date	Project End Date
1. Djibouti	Access to basic education; teaching and learning; opportunities for girls; rehabilitation of schools.	AED, Juárez and Associates, Save the Children	\$10,494,003	June 11, 2003	February 28, 2007
2. Macedonia	Professional development for teachers and school principals as well as career-preparation interventions to increase secondary school enrollment and retention.	AIR, IRA	\$9,999,926	September 5, 2003	September 4 2008
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.	AIR, Juárez and World Education	\$15,500,000	September 22, 2003	March 15, 2008
4. Haiti	Increase the role of local communities in improving the quality and quantity of educational services, particularly in rural areas.	AIR, CARE	\$7,249,100	September 25, 2003	September 30, 2007
5. Egypt	Work with families of schools in seven governorates to enable children in those schools to benefit from a quality education.	AIR, EDC, World Education	\$76,796,000.	June 23, 2004	June 22, 2009
6. Yemen	Help the Government of Yemen increase	AED, AIR, EDC	\$13,500,000	July 24, 2004	July 23, 2008

Country/Bureau	Award Focus	EQUIP1 Partners	Total Amount	Project Start Date	Project End Date
	access to higher quality primary education.				
7. 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.	World Ed, AIR	\$2,499,996	April 1, 2005	September 30, 2007
8. Zambia	Improve the ability of schools to serve as community resources for improved education and health, HIV prevention, mitigation, and services for (OVCs).	AIR	\$21,220,000	June 20, 2005	September 30, 2009
9. 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.	AIR, AED, Save the Children	\$11,500,000	December 1, 2005 -	November 29, 2009

ANNEX 1: 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 5)	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) 11 (Year 4)
Quarterly Reports (Communication)						
S3. Leader Award activities effectively managed	USAID and EQUIP1 partners updated about EQUIP1 progress	Reports describing previous quarter's activities completed and submitted to USAID	EQUIP1 records	0	4 (Year 1) 4 (Year 2) 4 (Year 3) 4 (Year 4)	4 (Year 1) 4 (Year 2) 4 (Year 3) 4 (Year 4)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
EQUIP1 Leader Team Meetings (Communication)						
S3. Leader Award activities effectively managed	Regular communication among EQUIP1 partners and USAID maintained	Meeting minutes distributed	EQUIP1 records	0	6 (Year 1) 6 (Year 2) 10 (Year 3) 6 (Year 4)	6 (Year 1) 5 (Year 2) 6 (Year 3) 3 (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) 4 (Year 5)	2 (Year 3) 2 (Year 4) 4 (Year 5)
EICC Strategic Plan (Communication)						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality information	Strategic plan prepared	EQUIP1 records	0	1 (Year 1)	1 (Year 1)
EQUIP Website (Communication)						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality information	Website designed	EICC records	0	1 (Year 1)	1 (Year 1)
		Website made live	EICC records	0	1 (Year 1)	1 (Year 1)
		Website content regularly updated	EICC records	0	Ongoing	Work continuing
		Website maintained	EICC records	0	Ongoing	Work continuing

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
		Website viewership expanded	Web Trends report	6,448/month (January 2004)	12,000/month (Year 2)	24,155/month (quarterly average for visits)
		Average monthly downloads for year	Web Trends report	5,000/month (Year 2)	20,000/month (Year 3)	20,519/month (quarterly average for downloads)
					15,000/month (Year 3)	23,187/month (quarterly average for downloads)
					20,000/month (Year 4)	
					22,000/month (Year 5)	
Resource Library (Communication)						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality information	EICC infrastructure in place	EICC records	0	1 (Year 1)	1 (Year 1)
		Materials and documents from former USAID programs in library	EICC records	0	Ongoing	Work continuing
		Materials and documents from EQUIP1, 2, & 3 in library	EICC records	0	Ongoing	Work continuing
		Library maintained	EICC records	0	Ongoing	Work continuing
EQUIP Brand (Communication)						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating	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)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
	educational quality information	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 (<i>EQ Dispatch</i>) established	EICC records	0	1 (Year 2)	1 (Year 2)
		Listserv expanded	EICC records	0	210 (Year 2) 210 (Year 3) 210 (Year 4)	164 (Year 2) 252 (Year 3) 299 (Year 4)
Educational Quality Programs in International Development Organizations (Communication)						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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 5)	12 (Year 3) 12 (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) 5 (Year 4)
Electronic Journal (Communication)						
S1. EICC established, supported, and working efficiently	Information about the market niche for the journal is collected and analyzed	Survey of potential readers and contributors conducted	EQUIP1 records	0	1 (Year 2)	1 (Year 2)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
	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						
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) 10 (Year 5)	9 (Year 3) 20 (Year 4)
		Topics for <i>EQ Review</i> , seminar series and videoconferences identified	EICC records	0	1 (Year 4) 1 (Year 5)	1 (Year 4) 0 (Year 5)
		Providing technical assistance to Associate Awards on their communications-related work.	Hold international workshop	0	2 (Year 4) 1 (Year 5)	1 (Year 4)
Accelerating Early Childhood Literacy Acquisition in High Priority EFA Countries: Desk Review & Forum Planning						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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)	1 (Year 4)
		Invitational conference held	EICC records	0	1 (Year 4)	0 (Year 4)
		Final report on findings	EICC records	0	1 (Year 4)	1 (Year 4)
Educational Quality Research Dissemination Activities						
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) 2 (Year 4) 1 (Year 4) 0 (Year 4)
		Studies published	EQUIP1 Records	0	5 (Year 4)	5 (Year 4)
		Issue Briefs generated	EQUIP1 Records	0	12 (Year 4)	3 (Year 4)
		Presentations given at the Ed Sector Council	EQUIP1 Records	0	2 (Year 4)	3 (Year 4)
		Presentations given to Special Forums	EQUIP1 Records	0	3 (Year 4)	2 (Year 4)
EQUIP1 Pilot Study on Use and Impact of Donated Books						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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)	1 (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		Study piloted, and report prepared and disseminated	EQUIP1 records	0	1 (Year 1)	1 (Year 1)
C3. Community involvement in education increased		Study design revised	EQUIP1 records	0	1 (Year 1) 1 (Year 2)	1 (Year 1) 1 (Year 2)
		Synthesis report produced	EQUIP1 records	0	1 (Year 2) 1 (Year 3) 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)

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

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
C3. Community involvement in education increased		Draft report on findings to date and any redesign of study prepared	EQUIP1 records	0	1 (Year 3) 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)
Support the Development of Indicators to Monitor Education in Crisis & Transitional Settings (Research & Assessment; Communication)						
C4. Education in crisis and transitional situations improved	Indicators to monitor education in crisis settings developed	Quarterly updates on WGMSEE progress prepared and submitted	EQUIP1 records	0	4 (Year 1) 4 (Year 2)	1 (Year 1) 4 (Year 2)
	Minimum standards for education in emergency settings developed	GDLN virtual consultation on minimum standards, consultative format, & communication processes for indicator development convened	EQUIP1 records	0	1 (Year 2)	1 (Year 2)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
		Report on workshop and progress on dialogue about minimum standards for education in crisis and transitional situations prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
Development of a Training Manual to Support Implementation of Minimum Standards of Education in Emergencies, Crisis, and Transition						
C4. Education in crisis and transitional situations improved	Training Manual to support minimum standards developed	Consultant hired and outline of training manual developed	EQUIP1 records	0	1 (Year 3)	1 (Year 3)
		Manual completed and available on EQUIP and INEE website	EQUIP1 records	0	1 (Year 3)	1 (Year 3)
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	1 (Year 4)
		A report of workshop proceedings will be submitted to the EICC for use in publications	EQUIP1 Records	0	1	1 (Year 4)
Profile Education Programs in Crisis and Transitional Settings (Research & Assessment)						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
C4. Education in crisis and transitional situations improved	Knowledge of programs, mechanisms, and processes addressing educational quality in crisis and transitional settings increased	Profiles developed and disseminated	EQUIP1 records	0	8 (Year 1) 6 (Year 2)	10 (Year 1) 6 (Year 2)
	Knowledge about the environmental context for education delivery in crisis and transitional settings increased	Report including profiles, analysis of programs and literature, and key characteristics of quality educational programs in 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) 2 (Year 4)
	Strategies for measuring the impact of education on student outcomes in crisis and transitional settings identified					
	Knowledge of best practices when educating children in child-headed households increased	Report submitted to EICC	EQUIP1 Records	0	1	1 (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)						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
C5. Capacity of food assisted education programs increased	Understanding of the impact of food for education programs on educational quality and student learning improved	Documents related to food assisted education programs identified and posted on the website	EQUIP1 records	0	10 (Year 2)	54 (Year 2)
		Preliminary discussion paper on lessons learned prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
		Final discussion paper prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
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)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
Videoconference on Food Assisted Education (Communication)						
C5. Capacity of food assisted education programs increased	Knowledge about how food resources can be used best to address the quality of education and student outcomes increased	Issues brief prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
		GDLN videoconference workshop and consultation convened	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
		Workshop report prepared with next steps outlined	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
Associate Awards (Field Based Innovations)						
S2. Associate Awards effectively initiated and managed	Collaborative work relationship between USAID operating units and EQUIP1 established and maintained Associate Award requirements of USAID missions and bureaus being met by EQUIP1	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)
		Number of Associate Awards signed by USAID	EQUIP1 records	0	As needed	8 (Year 1) 5 (Year 2) 3 (Year 3) 1 (Year 4)

ANNEX 2: EQ DISPATCH OCTOBER 2006



October 2006

News from EQUIP ([EQUIP123.net](#))

Publications

EQ Review: [Girls' Scholarships](#)

The September 2006 issue focused on girls' scholarships and addressed the benefits of providing scholarships, mainly for girls, to cover direct and indirect costs of schooling. The publication also illustrates the challenges that scholarship programs are facing and provides suggestions for overcoming them. Projects that aim to bridge the educational access gap between girls and boys in Egypt and Haiti are featured in this issue.

Associate Award Headlines

EQUIP1:

[A Model Classroom with a Model Teacher](#) is a success story from the MKEZA project in Zanzibar. An enthusiastic teacher in a pleasant working environment appears to be the right recipe for effective teaching and learning.

The [EQUIP1 Africa Bureau Workshop](#) webpage was updated with new information about the workshop, which took place in Zanzibar in August.

EQUIP3:

A new webpage on the [Philippines-EQuALL](#) Associate Award has been added.

Leader Award Highlights

Success Story: EQUIP Communications Workshop. The EQUIP Communications Working Group, consisting of representatives across the three EQUIP Leader Award programs, conducted a workshop to address communications needs of its associate awards. The workshop was conducted in mid-July in Johannesburg, South Africa. Associate Award staff from projects in Africa and the Middle East attended.

EQUIP1 Leader Award:

The EQUIP Information Communication Center (EICC) has developed a webpage.

The Namibia Pilot Study of Teacher Professional Development - Quality in Education, Teaching, and Learning: Perceptions and Practice, has been posted online. The study 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.

Professional Development and Quality: Perspectives of Namibian Teachers has been posted online. This issue paper draws on findings from the Namibia study, presenting and discussing the perceptions of teachers, principals, and parents on the influence of the professional development programs available at their schools. The paper examines a way of engaging with teachers and other stakeholders to examine their perspectives on how teaching and learning improve. The purpose is also to identify promising programs to support teacher quality that may be considered by policy makers and program designers in future planning.

Cross-National Synthesis on Education Quality Report No.1 has been posted online. The study is a comparative qualitative study designed to generate information on factors that influence quality at the school, classroom, and community levels across national contexts.

Education and the Role of NGOs in Emergencies: Afghanistan 1978-2002 has been posted online. The report looks at the role of NGOs in education during the crisis when institutions and infrastructures are almost nonexistent.

The EQUIP1 Seminar entitled *Using Assessment to Improve Teaching and Learning* was held in September.

EQUIP2 Leader Award:

Complementary Education at the 2006 ADEA Biennale was posted online. This success story highlights an EQUIP2 team's presentation at the 2006 Association for the Development of Education in Africa (ADEA) Biennale, held in Libreville, Gabon in March 2006. The EQUIP2 team presented findings from and case studies on current research into complementary education in Africa and abroad.

The EQUIP2 Seminar entitled *Education Reform Support* was held in August.

EQUIP3 Leader Award:

The EQUIP3 Seminar entitled *Youth and Conflict* was held in July.

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ANNEX 3: EQ DISPATCH DECEMBER 2006

EQ Dispatch



Education Quality in the Developing World

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December 2006

News from EQUIP ([EQUIP123.net](#))

Publications

Just In Time: [Mobile Repair Teams Link School Renovation and Community Participation Strategies](#)

This second issue of Just In Time publication series highlights the the mobile repair team activity that is currently being implemented on the USAID/Yemen Basic Education Program, which is implemented by EQUIP1. Future Just In Time publications will be posted on the [Just In Time page](#) of the EQUIP123 website.

Associate Award Headlines

EQUIP2:

The Namibia Basic Education Support, Phase 3 (BES 3) project has posted a new success story, entitled "[School Self-Assessment in Namibia](#)". BES 3 is an integrated set of capacity building activities supporting the Ministry of Education. BES 3 also works closely with Namibian authorities and civil society organizations to develop sustainable, replicable systems for improving education quality.

The [Georgia General Education Decentralization and Accreditation \(GEDA\) Associate Award](#) has added links to information about its network of Educational Resource Centers (ERCs) and it's Decentralization activities. GEDA is assists Georgia's school decentralization process by supporting the creation and refurbishment of 70 Education Resource Centers (ERCs) throughout the country. The GEDA project also promotes accountability and quality control by supporting the creation of State Accreditation Services (SAS).

The [Malawi Education Sector Policy Support Project](#) has updated its Associate Award page to include links to the various³³ components. The Malawi Education Sector Policy Support Project is an integrated set of support activities addressing key constraints to the education sector.

Leader Award Highlights

JEID Volume 2, Issue 3: Early Childhood Development of the *Journal of Education for International Development* (JEID) has been posted online. The issue comprises nine papers addressing early childhood development.

EQUIP1 Leader Award:

The Education Quality Literature Review has been posted online. This paper was developed for a study of teacher professional development and its relation to education quality in Namibia. It reviews a selection of the literature that places teachers at the center of creating educational quality.

The Educational Quality in Islamic Schools- Report No.1: Nigeria study assesses the basic characteristics of, and nature of predominant instructional practices in, Islamic schools in Nigeria; school personnel perceptions of educational quality; the participant schools' approach to addressing religious and secular curricula; and parents' involvement with the life of Islamic schools.

A second report on Cross-National Synthesis on Education Quality: Professional Development and Teachers' Conceptions of Educational Quality has been posted online. This second cross-national synthesis report draws on information on educational quality obtained from a series of pilot studies also carried out under the EQUIP1 Leader Award: Teacher Professional Development in Ethiopia, Transitional Education Program for Out-of-School Girls in India, Teacher Professional Development in Namibia, and Education in Islamic Schools in Nigeria. This report presents a comparative analysis of how, if at all: teachers' conceptions of educational quality are consistent with policy discourses in the respective society; teachers' conceptions of educational quality are consistent with the content and delivery approach of professional development programs in which teachers participated; and teachers and other stakeholders perceive such professional development programs to have influenced teachers' ideas about educational quality.

EQUIP1 Issue Paper on Perceptions of Namibian Teachers and Other Stakeholders of Quality of Education addresses the question of how teachers and other stakeholders conceptualize and understand are the actors primarily responsible for implementing the constructivist, active learning, and student-centered visions of quality that underlie the reform policies of Namibia and many other countries.

EQUIP2 Leader Award:

In September 2006, EQUIP2 partnered with the World Bank Institute and the British Council to support a four-month distance-

learning and videoconference series on education decentralization in Kenya, Uganda, Ghana, Ethiopia, and Zambia. The purpose of this videoconference series is to explore the impact on, influence of, and relationship between decentralization policies and school quality and accountability in Africa. For more information on this program, please contact Hansell Bourdon at cbourdon@aed.org.

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ANNEX 4: NAMIBIA PILOT STUDY

American Institutes for Research

Academy for Educational Development

Aga Khan Foundation

CARE

Discovery Channel Global Education Fund

Education Development Center

Howard University

International Reading Association

The Joseph P. Kennedy, Jr. Foundation

Juárez and Associates, Inc.

Michigan State University

Sesame Workshop

Save the Children Federation, USA

University of Pittsburgh

World Education



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***Namibia Pilot Study of Teacher
Professional Development***

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



Produced by:

**American Institutes for Research
under the EQUIP1 LWA**

With:
**Academy for Educational Development
National Institute for Educational Development, Namibia**

July 2006

**EQUIP1 NAMIBIA PILOT STUDY OF TEACHER
PROFESSIONAL DEVELOPMENT**

***QUALITY IN EDUCATION, TEACHING, AND LEARNING:
PERCEPTIONS AND PRACTICE***

by

Mariana Van Graan, National Institute for Educational
Development (NIED), Namibia
Elizabeth Leu, Academy for Educational Development (AED)

with

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28 JULY 2006

TABLE OF CONTENTS

Acknowledgements	1
Executive Summary	1
<i>Chapter 1: Introduction</i>	3
<i>Chapter 2: Namibia's Policy and Program Environment</i>	5
<i>Chapter 3: The Literature on Quality of Education and Teacher Learning</i>	7
Research Findings	
<i>Chapter 4: Perceptions of Quality of Education</i>	10
<i>Chapter 5: Relationships between Concepts of Quality and Practice</i>	14
<i>Chapter 6: The Influence of Teacher Professional Development on Teaching Practices</i>	19
<i>Chapter 7: Conclusions and Implications</i>	23
Annexes:	
Appendix 1: Study Methodology	26
Appendix 2: Classroom Observation Matrix – SIP schools	29
Appendix 3: Classroom Observation Matrix – Non-SIP schools.....	30
Appendix 4: Classroom Observation Matrix – BETD pre-service teachers.....	31
Appendix 5: Classroom Observation Matrix – BETD in-service teachers.....	32
Appendix 6: Classroom Observation Criteria and Findings.....	33
References	44

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We are grateful to the teachers, principals, parents, and students of the 20 schools in Oshana and Oshikoto Regions of Namibia who generously gave their time to participate in interviews and observations for this study. The Namibian National Institute for Educational Development (NIED) Professional Development Division and Research Division gave very valuable assistance. We thank the interviewers, Mr. Amram Amkali, Ms. Karolina Mbango, Ms. Alina Amukusho, Ms. Pauline Indongho, and Ms. Teressia Shilongo, who collected, translated, and transcribed masses of information from teachers, principals, parents, and students.

EXECUTIVE SUMMARY

Namibia is implementing complex constructivist reforms in teaching and learning in primary education at the same time that its enrolments are expanding dramatically. The ambitious reform program, in the context of expansion and severely limited resources, has threatened the quality of the teaching and learning. The challenges faced by Namibia in its efforts to improve quality are similar to challenges facing many other developing countries at the present time. Recognizing that teacher quality is a central element of overall education quality, the Namibia Pilot Study of Teacher Professional Development addresses the issue of how teacher learning and improvement are best supported in this context.

The study is organized around three guiding questions. In order to establish how the present reform program in Namibia is understood at the school level, the study starts with the question of how teachers and other stakeholders perceive the vision of quality of education that guides Namibia's policies. It then goes on, through classroom observations, to link the perceptions of quality to teachers' classroom practice in an attempt to gauge how well visions of quality are translated into students' learning experiences. Lastly, the study investigates the impact of teacher development opportunities on teachers' practice, with a special focus on the influence of school- and cluster-based in-service professional development programs.

The Namibia Pilot Study of Teacher Professional Development 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 with and classroom observations of a core group 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, half of which have participated in the School Improvement Program (SIP), part of the USAID-funded Basic Education Support II and 3 (BESII and BES3) programs.

Namibia has a three-year pre-service teacher education program, the Basic Education Teacher Diploma (BETD), often thought of as a model of excellence because of its solid constructivist theoretical base and extensive program of school-based studies. Despite a lengthy pre-service program, Namibia has very little continuous in-service professional development. The School Improvement Program of BESII and BES3 over the last six years has provided a pilot of a comprehensive school-based professional development program, parts of which are now adopted

as national policy. The SIP is an example of in-service teacher professional development that is working and which could be useful in other countries seeking solutions to similar challenges.

The results of the study suggest that teachers, principals, parents, and students have varied concepts of quality of education, although the responses fell into a narrow range, often paraphrasing Namibia's education policies. There was little evidence that the vision of quality that guides education policy – learner-centered education (LCE) – is deeply understood. Classroom observations also suggested that teachers lack the ability to implement the most important elements of learner-centered education (e.g. conceptual learning, the use of higher-order thinking, cooperative learning), although they use some of its forms (e.g. group work). Teachers strongly claimed that ongoing, continuing, school- or cluster-based professional development such as that provided in the SIP program is more effective than the more episodic or cascade models usually available to them. The whole-school process of SIP, including the school self-assessment process of planning and evaluation carried out with the community, emerged from the study as a key element in encouraging the growth of teacher quality.

Because of the small size of the sample, the results of this study are neither statistically significant nor a valid basis for generalization, as is the case with most qualitative studies, but the results do suggest significant trends. Even in this small sample, differences between the SIP and non-SIP teachers and schools emerged. 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 were only slightly favorable towards SIP teachers in the practice of learner-centered education.

The results of the study suggest four important areas that may help improve teacher and system-wide quality: (i) clarify policies and ensure alignment of the various aspects of the system that guide teachers' work so that they are not working within a nexus of contradiction about policy and expected practice; (ii) within better aligned guidelines for policy and practice, develop consistent and comprehensive strategies for continuing teacher development that ensure support and the infusion of new knowledge throughout the system in combination with whole-school groups of stakeholders working on planning, reflection, and assessment of quality initiatives; (iii) focus on the school level and local voices to understand what quality is and where it comes from; and (iv) incorporate the complexity of process in the development of policies and programs.

CHAPTER 1: INTRODUCTION

Focus of the Study

Developing countries are seeking ways to improve the quality of basic education in an era when rapidly increasing enrolments and continuing resource constraints often lead to stagnating or declining quality. Quality of basic education, broadly taken to mean good student learning as defined by an education system's policies, is the result of a complex interaction of factors, the most important of which is increasingly recognized to be good quality of teachers and teaching. Teacher quality itself is the result of a complex process that is presently the intense interest of policy makers and program designers (ADEA 2004; ADEA 2005; Boyle et al. 2003; Craig et al. 1998; UNESCO 2004; UNESCO 2006).

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, principals, parents, and students think about education quality through an investigation of how perceptions about quality relate to teaching. The study also describes how teachers change and improve as a result of their learning experiences, focusing on the influence of in-service professional development programs. 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 of teacher development, especially continuous school-based inservice-teacher professional development programs, have the greatest influence on teacher learning and the improvement of teacher quality?

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 were gathered from interviews with a core group of 40 grade 4 teachers in 20 rural schools in Oshana and Oshikoto Regions of northern Namibia and with the school principals, parents, and students in each of the 20 schools. The core teachers were also observed in their classrooms. The 20 schools include 10 that participate in the School Improvement Program (SIP) which is part of the USAID-funded Basic Education Support Programs II and 3 (BESII and BES3). The other 10 schools had participated only in the more episodic professional development

¹ A longer version of this study is available through USAID/EQUIP1: www.equip123.net/docs/E1-NamibiaPilotStudy-unabridged.pdf.

provided by the regions and other donors. The small sample size means that the results are neither representative nor statistically significant, as is the case with most qualitative studies. However, by gathering in-depth information from stakeholders, the study suggests significant trends and sheds light on potentially promising areas of intervention. See Appendix 1 for details of the study methodology.

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 education and reviews teacher learning opportunities. Chapter 3 summarizes 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 of the quality of education, teaching, and learning. Chapter 5 presents the findings of classroom observations which examined 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 in 1990 made a priority of changing the apartheid education policies and practices of the colonial era, inaugurating several innovative programs while still in exile in the mid-1980s. A seminal program of that time, the Integrated Teacher Professional Development Programme (ITTP), introduced a new teacher preparation program based on principles of social constructivism; critical and transformative pedagogy; learner-centered and democratic education; conceptual learning; integration of knowledge and reflective practice, laying the foundation for future policies (Dahlstrom 1991, p. 7).

After independence, the SWAPO-led government introduced a process of social transformation to change the entrenched and dramatic inequalities of apartheid. In the new Namibia, education has played a key role in this transformation, explicitly promoting equity, quality, and democratic participation through constructivist and learner-centered policies and rejecting the positivist, behaviorist, rote learning, and teacher-centered policies of the past (Swarts in Van Graan *et al.* 2005, p. 19). In addition to these reforms, access to education has grown rapidly since independence, with nearly 90% enrolment rates in primary education in the previously underserved northern areas of Namibia.

The sweeping changes being sought by the new government required equally sweeping changes in the content and processes of teaching and learning and, thus, in teacher education. A new pre-service teacher education program, the Basic Education Teacher Diploma (BETD), was designed as the cornerstone of the new education policies. As its predecessor, the ITTP, the BETD was based explicitly on the principles of critical pedagogy; reflective practice; teacher as researcher; and deep conceptual and situational understanding, with teachers envisioned as change agents within society (Angula and Lewis 1997; Dahlstrom 1995, p. 281; NIED 2003; Pomuti in Van Graan *et al.* 2005, p. 65).

Despite a strongly theorized new education paradigm that is well aligned with government policies, Namibian teachers, like teachers in many countries that have adopted reform policies based on constructivism (active-learning, student-centered, critical-thinking approaches), have found it increasingly difficult to interpret and practice the new education policies, especially in the context of extreme overcrowding and severely limited resources (NIED 2003). The Namibian education system has come under intense scrutiny in recent years and the BETD, as the cornerstone of change, has been criticized as falling short of its ideals (NIED 2003). Questions about the learning achievement of Namibian students, reflected by SAQMEC assessments ranking Namibia at the bottom of a group of southern African countries, have highlighted growing challenges (UNESCO 1998). A World Bank sector review, while acknowledging the strengths of the Namibian education system, has also been critical of its approaches and recent achievements (World Bank 2005). Concerned with declining quality, the government has outlined a new reform program, *The Strategic Plan for the Education and Training Sector Improvement (ETSIP) Programme* (GRN 2005), which appears to shift Namibia towards more standards-based and behaviorist approaches while maintaining the constructivist principles of the past.

Learning Opportunities for Namibian Teachers

Through the BETD, teachers can earn a diploma through a three-year residential program offered at the four colleges of education or through a distance in-service upgrading program. The BETD program focuses on consolidating teachers' knowledge of a discipline and on the theoretical and practical aspects of teaching. Subject areas and pedagogy, in principal, are integrated in the program, not taught separately. The BETD is lengthy, is based on the same constructivist and active learning principles that guide education policy in general, and includes extensive practical experience in the schools. Despite these promising features, the program is presently being revised because of increasing concerns that BETD teachers gain neither the subject knowledge nor the teaching skills needed to promote good student learning (NIED 2003).

Only about half of all present Namibian lower primary teachers have earned the pre-service diploma. This makes in-service professional development critically important, although Namibian teachers receive relatively little in-service professional development. In-service programs are now primarily the responsibility of the regions, but consistent policies, programs, and budgets to support in-service do not exist. As a result, most teachers in Namibia participate in only occasional professional development workshops and school visits from Advisory Teachers and Circuit Inspectors. International donors have funded a variety of in-service programs, but few have had a lasting impact on the system. The most promising program building quality at the school level and supporting teacher learning has been the School Improvement Program which is part of the USAID-funded BESII and BES3.

The BESII and BES3 Programs

USAID has supported the Namibian government's policies to improve the quality of primary education since 1995 in the most disadvantaged northern regions through three BES Programs. The BES I Program (1995-2000) focused on curriculum development and teacher support, providing structured instructional materials on the use of active learning and continuous assessment. BESII (2000-2004) developed the comprehensive School Improvement Program (SIP) that works in schools and 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 has now expanded to all 770 schools in the six northern regions of 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 reflective process of identifying school goals, working together to create school improvement according to these goals, and assessing change. The school self-assessment process which leads to the development, implementation, and assessment of school development plans, has been so successful that it has become a national standard for all schools. The SIP includes support for teacher learning within the context of a whole-school improvement process (LeCzel and Liman, 2003; USAID/EQUIP1 2004a; USAID/EQUIP2 2006).

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

The literature on the quality of education and the literature on teacher learning, briefly summarized below, sets the study as well as Namibia's policies and programs in a wider context.²

Literature on the Quality of Education

A vast literature on the quality of education has appeared during the last few decades, examining the factors that help improve education and proposing ways to promote better teaching and learning in schools. Quality has become a particular issue in developing countries as rapidly expanding enrolments in response to Education for All (EFA) goals, combined with continuing resource constraints, have led to concerns about declining quality. While "quality" figures prominently in education discourse of all countries, and there is concurrence about some ingredients of quality, interpretations of quality and approaches to achieving it vary.

The 2005 EFA Global Monitoring Report, *Education for All: 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 emphasizes that different notions of quality are associated with different education traditions. Most countries tend to mix the following approaches in their visions of quality, with one approach or another dominating as policy evolves:

- 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's policies presently appear to be undergoing an evolution that combines the humanist and critical approaches of the post-independence era with a more behaviorist interpretation of quality. Similar shifts can be seen in many countries. Whatever the broad vision of quality, most national definitions include two elements: 1) cognitive development is an explicit objective of virtually every education system, despite wide disagreement on what it is and how to measure it; and 2) students' social, creative, and emotional development, usually included as a key element of quality, is rarely evaluated or measured (UNESCO 2004, p. 29).

² The literature review is an abbreviated version of a longer literature review of quality of education and teacher learning available through USAID/EQUIP1.

In recent years, the relative failure of more centralized authority to produce quality education, growing recognition of the weak link between policy and practice, the advent of more active forms of student and teacher learning, and the importance of local empowerment have combined to shift the focus of quality to more decentralized locations. Schools, teachers, and communities, working together, are now recognized as the real engines of quality (Farrell 2002, pp. 251-252). While this seems obvious, policy makers and program implementers have only recently begun looking seriously beyond input and output models of what constitutes quality, now seeking to understand more about complex processes at the local level and the “daily school experience” as the basic ingredients of 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).

With many factors influencing education quality at the school level, teachers are now recognized as the critical factor. Teacher quality, teacher learning, and teacher improvement, therefore, are becoming the intense focus of researchers, policy makers, program designers, implementers, and evaluators (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 the 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). 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 Professional Development

The literature on education quality indicates a strong link between teacher professional development and quality. New constructivist and active-learning paradigms of teaching and learning cannot be understood or practiced effectively by imposing codified knowledge, prescriptive practice, and inflexible rules of conduct on teachers. Teachers must develop active ownership of their practice and of the reforms that guide 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)

International and US-based scholars and specialists on teacher learning have long supported the view that successful school reform is best achieved by helping teachers and schools become inquiring collaborative organizations rather than by prescribing practice from above (Anderson 2002; Craig *et al.* 1998; Darling-Hammond 1993; Lieberman and Miller 1990). Collaboration and inquiry make 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 effective teacher professional development (Anderson 2002). The study maintains that the most successful in-service learning takes place occurs teachers have 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 and develop shared membership in a group that 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 that provide the flexibility 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 shared 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).

Many of the ideas of education quality and teacher learning drawn from the international literature are evident in the programs and policies of Namibia. In particular, the ideas of teacher learning outlined above are explicit in the BETD pre-service as well as in the SIP in-service professional development program.

CHAPTER 4: PERCEPTIONS OF QUALITY EDUCATION – RESEARCH FINDINGS

This chapter responds to the first research question and describes how teachers, principals, parents, and students think about and understand the quality of education, quality of teaching, and quality of learning. Since teachers are primarily responsible for implementing the constructivist, critical, and learner-centered visions of quality that, although shifting, still underlie Namibia's policies, understanding the way in which they and other stakeholders perceive quality of education should be a first step in explaining successes and challenges in the implementation of policies.

Stakeholder' Perceptions of Quality

Teachers' Perceptions of Quality

Teachers generally define quality of education as a means to achieve students' individual goals which include good results and performance leading to jobs and skills. Teachers also identify learning to meet national goals and local needs as important. Creating good citizens who are socially committed, responsible, disciplined, punctual, respectful, and listen well are all part of teachers' general perceptions of quality. Teachers emphasize that quality of education includes a positive relationship with the community as exhibited by cooperation among teachers, parents, and other schools. The availability of resources and of classroom teaching materials is also considered an important factor of quality.

Teachers describe quality teaching as having the required resources and preparing adequately. This includes thorough lesson planning and using teaching aids and other learning materials in the classroom. Teachers frequently discussed the importance of learner-centered education and students' active participation as part of quality teaching. Teachers consider continuous assessment important to gauge student learning and adjust teaching strategies so that all students are reached.

Principals' Perceptions of Quality

Principals and teachers generally agree in their perception of quality education with the exception that principals emphasize qualified, competent teachers. 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. Principals considered a good teacher as one who is patient and loving.

Principals view quality of learning primarily in terms of academic achievement and performance that are related to life skills and acquiring jobs, mainly learning to read and write and passing subjects with good grades. 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 all stakeholders must be involved in the education system and that a good relationship between parents and the school is essential.

Parents' Perceptions of Quality

Parents relate quality education to good student performance, emphasizing reading and writing and passing with good grades. Parents, 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, and respectful behavior. Like teachers and principals, they stress that sufficient resources - classrooms, teaching materials, textbooks, and qualified teachers - are fundamental. They also consider cooperation among parents, teachers, and learners critical to 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, tell stories, or talk to teachers. Parents see learner performance as essential to quality teaching and emphasize children's reading and writing skills, English ability, and 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. Parents consider that quality learning is taking place when they see their children mentioning new topics or asking questions. Parents associate meeting teachers and checking homework as part of quality. Parents mentioned as important information children receive on HIV/AIDS. Sports, mathematics, science, and arts were mentioned as important topics. Above all, speaking and reading English was considered important.

Students' Perceptions of Quality

For learners, teachers are the most important feature of quality education. Teachers should be kind, friendly, and loving. They should tell jokes and demonstrate that they care for children. Students 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. They 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	<i>Outputs</i> Academic achievement that leads to jobs; responsibility to community; good behavior <i>Inputs</i> sufficient resources	<i>Outputs</i> academic achievement that leads to jobs; responsibility to community; good behavior <i>Inputs</i> sufficient resources; qualified, competent teachers	<i>Outputs</i> academic achievement for jobs, responsibility to community; good behavior <i>Inputs</i> sufficient resources; quality of teachers	<i>Outputs</i> achievement for jobs <i>Process</i> kindness of teachers; positive learning environment
Teaching	<i>Inputs</i> sufficient resources; lesson planning <i>Process</i> - LCE, assessment	<i>Inputs</i> sufficient resources; lesson planning <i>Process</i> - LCE, assessment; good environment	<i>Outputs</i> Good performance; student progress; good English acquisition <i>Process</i> – Parents' involvement in student learning	<i>Process</i> feeling comfortable in class; varied teaching strategies; classroom discussions
Learning	<i>Outputs</i> performance and results <i>Process</i> participatory learning	<i>Outputs</i> performance and results	<i>Outputs</i> Performance and results <i>Process</i> Participatory learning	<i>Outputs</i> Performance and results

Responses from Stakeholders at SIP and non-SIP Schools

A part of the study design was to capture the influence of participation in different in-service professional development programs, with a focus on how participation in the school-based SIP program changed perceptions of quality education, teaching, and learning quality among stakeholders at the 10 SIP and 10 non-SIP schools. The following highlights the differences in perceptions of quality among stakeholders at in the two groups of schools.

1. *Teachers* in SIP and non-SIP schools, at first glance, have 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, 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 similar to 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 only half of the non-SIP parents.

4. *Students* in SIP and non-SIP schools gave remarkably similar responses focusing on teacher kindness, the 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 talk about learning being fun and exciting slightly more often than non-SIP students.

Discussion of Perceptions of Quality

Limited Nature of 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 that goes beyond the use of the familiar 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 on quality, quality of teaching, and quality 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. Stakeholders did not express the understanding 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 did not come up in the responses, suggesting limited depth of understanding. This raises the question of whether teachers and principals are engaging in reflective dialogue and 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 a participatory reflection process.

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

This chapter presents research findings on the second guiding question and explores how teachers' ideas of quality relate to and shape their teaching. Thirty-nine of the 40 core teachers were observed during one science, mathematics, or English class.³ The results of the observations are presented below, organized around 10 themes that play an important role in Namibia's LCE policies: 1) physical classroom environment; 2) affective atmosphere; 3) use of resources; 4) involving learners; 5) cooperative learning; 6) use of higher-order thinking skills; 7) elicitation and effective questioning; 8) reinforcement and feedback; 9) contextualizing knowledge; and 10) written work. Teacher performance was rated positive, mixed, or negative on these items.⁴

Classroom Observation Findings

Four Areas of Success

Teachers received the highest overall ratings in the following four areas:

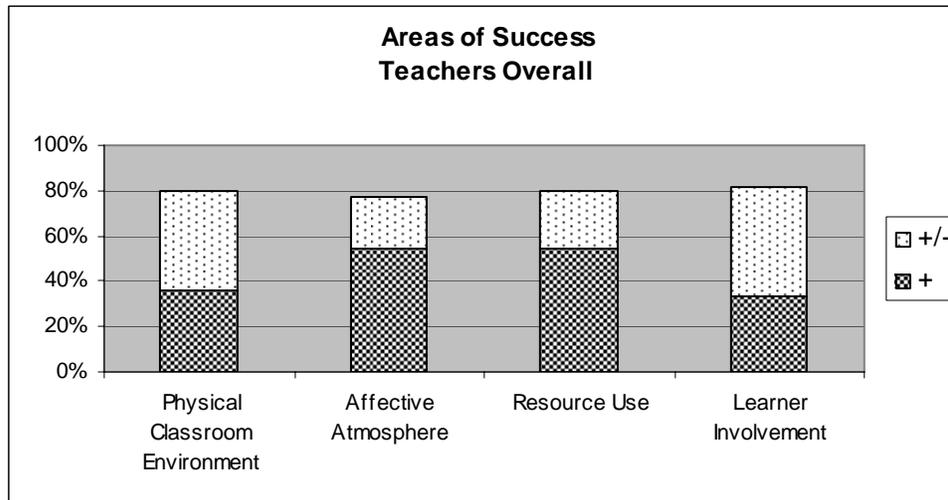
1. *Physical Classroom Environment* means a good use of space, attractive classrooms, good arrangement of desks, display of students' work, and other relevant visual material in the room. Here, 36% of the teachers used the physical classroom well, an additional 44% created an acceptable or mixed physical 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. *Use of 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* includes teachers' ability to involve learners or keep them engaged in tasks: 33% of the core teachers received a positive rating and 49% were rated either acceptable or mixed. A combined rating of 82% was positive or mixed.

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.

The following table summarizes the areas of success:

Table 2. Successful Uses of LCE Approaches



Six Areas of Challenge

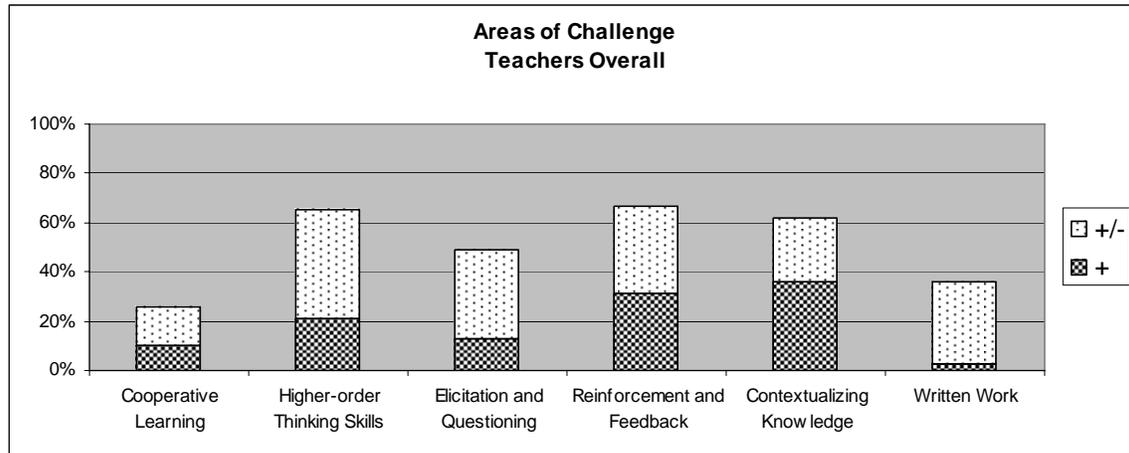
Teachers received lower ratings in the following six areas:

1. *Cooperative Learning (Pair and Group Work)* 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 practicing elicitation and questioning effectively; 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* relates to teachers' use of multiple and meaningful examples, reinforcing student learning and providing concrete and timely feedback that helps students learn. This 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 39 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, 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.

The following table summarizes the areas of challenge:

Table 3. Challenges for Teachers Using LCE



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 earned a BETD qualification (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 5 out of the 15 teachers receiving positive ratings in over half of the items, compared with only 3 of the 24 in-service teachers receiving positive ratings in over half of the items. The results 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 primary and secondary education as well as their teacher education entirely in the learner-centered policy context. The usually older BETD in-service teachers often speak English less well because they were educated in a system that emphasized Afrikaans. It is important to note

that a disproportionately larger number of 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

Discussion of Areas of Success

The four areas of more successful practice are arguably practices that are less complex and require less profound understanding of learner-centered education than the latter six areas. 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 were bolstered by acceptable/mixed results suggests that many teachers are attempting new practice, but not yet skilled at teaching differently.

Discussion of Areas of Challenge

The 39 core teachers were less successful in the six areas that relate to more profound aspects of constructivism and learner-centered education: 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 observers were looking specifically for teaching strategies, learning content, and learning activities that encouraged conceptual and meaningful learning, the development of higher-order and critical-thinking skills, and successful independent production of knowledge and communication. Success in all of these areas requires a good grasp of the substance, not just the form, of active learning.

In these six areas of challenge, the 39 core teachers received a low level of positive ratings: 36% in contextualizing knowledge, 31% in reinforcement and feedback, 21% in higher order thinking skills, 13% in elicitation and questioning, 10% in cooperative learning - pair and group work, and only 3% in written work. The results 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 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 positive rating and next-to-lowest combined rating is in the category of cooperative learning - 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 in other countries related to constructivist and learner-centered approaches.

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

Teacher interviews concerning learner-centered education suggested relatively little reflection on and deep understanding of learner-centered or constructivist approaches beyond a limited range of terms and techniques. Classroom observations also suggest that the teachers observed generally lack understanding of LCE: the teaching and learning strategies were limited and rarely encouraged the development of conceptual learning or higher-order thinking skills which are at

the base of constructivist and learner-centered education. Teaching practice observed contained a relatively limited repertoire of teaching strategies. In addition to insufficient understanding, this may also 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 practiced through pair or group work, is the most common - often the only - teaching strategy associated with learner-centered education and active learning. Unfortunately, group work often amounts to re-arranging classroom furniture while teacher-centered instruction persists. Many teachers, parents, principals, and learners in this study suggest that learning in groups and pairs contributes to quality of education, teaching, and learning. Much classroom group and pair work was observed, but there were few examples of real cooperative learning in the conceptual sense. The work assigned in groups and the dynamics required to accomplish the work often had little to do with cooperative learning so there was no reason to do the work in a group. The group work was often very quiet, a leader typically had a pen or pencil and seemed to decide correct answers, based on notes given by the teacher. This is an example of a missed opportunity for learners to mobilize their language as well as their thinking skills.

CHAPTER 6: THE INFLUENCE OF TEACHER PROFESSIONAL DEVELOPMENT ON TEACHING PRACTICES – RESEARCH FINDINGS

This chapter describes the research findings on the third guiding question which asks teachers and other stakeholders about programs with the most influence on learning and improving practice, with a focus on in-service professional development. The findings here are important in relation to the results outlined in the previous two chapters which suggested that teachers had a limited understanding of LCE and were more successful using the form rather than the conceptual substance of LCE in their practice.

Influence of the BETD Program

Teachers and other stakeholders described the positive influence of the BETD pre-service teacher diploma program and their perceptions of how the program influences quality of education. All of the teachers in this study had completed the BETD, although 25 of the 40 teachers had completed the in-service program (more SIP than non-SIP teachers were in this category) whereas 15 of the 40 teachers had completed the pre-service BETD program. As reported in the previous chapter, classroom observations showed relatively minor differences between SIP and non-SIP teachers, but a distinct difference between BETD pre-service and in-service teachers, with the BETD pre-service teachers receiving significantly higher ratings than the in-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. 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 emphasized in the BETD.

The results discussed in Chapter 6 suggest that these teachers were more successful in describing than in implementing LCE. In addition, several things were conspicuous by their absence in the responses, especially given their prominence of theory and practical work in schools 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 as important in LCE; 4) there is no explanation of how theory informs practice despite references to the Education Theory and Practice course; and 5) there is only brief mention of the limited amount of subject content in the BETD, a frequent critique of the program.

Influence of In-service Teacher Professional Development Programs

Teachers, principals, and parents were asked to describe the influence of in-service professional development programs in their schools. Half of the schools participate in the SIP in which teacher professional development is school-based and embedded within a school-wide process of planning, reflection, and assessment. The non-SIP schools participate in the more episodic and centralized forms of professional development.

Teachers' Perspectives on In-service Professional Development

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 an extensive 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 fewer in-service cluster or circuit workshops; workshop subjects are more limited and random.⁶
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. Others described better understanding and use of specific teaching strategies.⁷ SIP teachers also referred to the positive effects on their teaching of 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 teachers focus on specific new teaching strategies that they apply in their classes.⁸ Some non-SIP teachers said that they learned everything about teaching from BETD, suggesting limited 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 important workshops they named were in English, mathematics, and environmental studies. SIP teachers also mentioned the value of visits of Advisory Teachers and Resource Teachers, other outside support, more peer collaboration, and additional community involvement in the school. They mentioned but did not stress the need for additional resources (books and photocopiers, especially). Non-SIP teachers also identified professional development as the most needed form of support, emphasizing the importance of 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).

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.

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.

Principals' Perspectives on In-service Professional Development

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. Principals 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 in teacher and school improvement, but he cautioned that SIP presently 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 focusing 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 limited 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, in the words of one principal “equipped with knowledge and skills which will enable us to continue and sustain the changes, even when the program has come to an end.” The non-SIP principals were generally less optimistic about the sustainability of the programs available to them; a few raised the issue of funds, an issue 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.”

Parents' Perspectives on In-service Professional Development

1. *Knowledge of professional development programs:* Nine of the 10 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 the program on school management, teaching, and their children’s learning. They described a positive effect of 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 participate fully 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.

⁹ Molteno, a program that builds English skills, was used as part of the Namibia Early Literacy and Language Project (NELLP) funded by DfID.

2. *Involvement in decision-making and learning:* All 10 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 limited involvement.

The table summarizes the responses of SIP and non-SIP teachers, principals, and parents:

Table 4. Parents’ Perspectives on In-service Professional Development

	Teachers
SIP	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ SIP greatest impact on improving quality ▪ Advanced new forms of collective decision-making, community involvement, and improved teacher implementation of LCE.
Non-SIP	<ul style="list-style-type: none"> ▪ Acknowledge benefits of SIP but questioned program sustainability.



	Principals
SIP	<ul style="list-style-type: none"> ▪ Improved school management, student learning, and teachers skills. ▪ Parental involvement in school decision-making
Non-SIP	<ul style="list-style-type: none"> ▪ Little to no involvement in school decision-making

Discussion of the Influence of Teacher Learning on Practice

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. The 40 core teachers strongly supported its value whether as a pre-service or in-service program, claiming that it had strongly influenced their LCE practice. Interviews and classroom observations, however, indicated that LCE was narrowly defined and practiced more in form than in conceptual substance.

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 additional professional development opportunities, 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 appear to have left teachers with a deep understanding of Namibia’s policies or the practice of LCE.

CHAPTER 7: CONCLUSIONS AND IMPLICATIONS

The very high demand and enthusiasm for a program like the SIP, as reviewed in the last chapter, raises the question of why this program, combined with the extensive BETD pre-service program, has not produced better results, at least as suggested in the small and unrepresentative sample of this study.¹⁰ The study may not be representative or conclusive, but it does highlight problems in the present system and suggest possible solutions. Three sets of issues related to quality drawn from the results of the study are: 1) quality and the consistency of policy and practice; 2) quality and teacher development; and 3) quality, process, and local-level empowerment.

Quality and Consistency of Policy and Practice

There is evidence in the study of a weak link between policy and practice; the concepts that guide policy and the use of these concepts; a narrow understanding of policies designed to promote quality. There are clear difficulties among teachers and other stakeholders in understanding and implementing policies based on constructivism, critical pedagogy, democratic approaches to teaching and learning, learner-centered education, and conceptual learning. These issues lead to several question of critical importance to all policy makers and program designers.

One question concerns system alignment. In order for teachers to practice successfully, policies must be clear and approaches consistent. A document published in 2003 by NIED, cited frequently in the study, identifies theoretical and practical inconsistency underlying different parts of the system that guide teachers' work. For example, the primary curriculum, subject syllabi, textbooks, the content of the BETD, and the examinations all display different interpretations of LCE, sending very confusing signals to teachers (NIED 2003, p. 21). Namibian teachers, therefore, are implementing a conceptually complicated reform at the time of rapid system expansion, and appear to practice at a nexus of policy and practice confusion. This may be a source of some of the challenges in the understanding and practice of LCE identified in the study. To improve teaching practices and to make teaching more learner-centered, the basic approaches must be clear and used consistently. This is a point on inquiry and correction that requires critical attention in Namibia and in all countries implementing similar reforms.

A related question on the relationship between policy and practice concerns the evolution of the learner-centered education within Namibia and recent trends that may attempt to blend constructivism with a more behaviorist, standards, and measurement-based approach. The possible retrenchment from constructivism that this represents is not unusual and many countries are presently undergoing similar policy evolution. Changes in policies that define quality present the potential for additional system misalignment while, at the same time, offering the opportunity for thoughtful establishment of consistency among different aspects of the system.

Quality and Teacher Development

Pre-service teacher education is always an important starting-point for quality. Namibia's BETD pre-service program is lengthy and well resourced compared with in-service, although it may also be one of the roots of the challenges seen in this study. While LCE is the foundation of the BETD, critics claim that LCE is more often talked about than practiced within the preservice

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.

program (NIED 2003). Teachers cannot be prepared to use constructivist approaches effectively through a mainly positivist pre-service program that includes neither deep conceptual learning and modeling of good LCE practice on the part of teacher educators. This is a common problem in countries implementing LCE reforms.

Even the most excellent pre-service teacher education program cannot stand alone in providing the mentoring, learning, and support that teachers need throughout their careers, nor can it introduce reforms to the majority of teachers who are already practicing in the system. Namibia, however, as many countries, does not have a strong and comprehensive in-service professional development program, a factor that contributes to teachers' uncertain grasp of learner-centered education. The literature emphasized the trends of effective teacher learning in many countries that engage teachers in their own learning; are grounded in reflection and experimentation; are collaborative; sustained, and connected to other aspects of school change. The SIP program shares many of these features and provides a promising model for introducing and sustaining quality improvement.

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 highly enthusiastic about LCE and role of SIP in improving quality. The SIP teachers observed in this study, however, were not significantly better than the non-SIP teachers. Although this probably reflects the demographics of the SIP schools and teachers in the sample, it may also suggest the need for a strengthening of the teacher professional development aspect of the SIP.

It is difficult at this time to establish a relationship between teaching and student learning in Namibia. Until quite recently, government policy did not support student assessment although, as an exception, Namibia did participate in the SAQMEC studies. In 2005, a pilot national assessment was conducted as part of BES3 and a national assessment system may be developed. Should this take place, it may be possible in future to establish the relationship between different forms of teacher learning and student achievement.

Quality, Process, and Local-level Empowerment

Namibia is decentralizing authority and accountability, previously held centrally, to the regions and schools. This follows common trends and responds to the realization 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 develop the mechanisms and the spirit of engagement.

Stakeholder enthusiasm for the SIP is clear in both SIP and non-SIP schools. As a program that promotes local-level empowerment through a whole-school process of planning, reflection, and assessment, within which teacher professional development is nested, it represents a promising model for promoting quality. An aspect of the SIP that should be closely examined in comparison with other programs is that it does not treat teacher development and community participation as two related but separate (and sometimes antagonistic) programs; they are integrated in a way that acknowledges the complexity and inter-relatedness of processes that create quality at the school level.

Concluding Remarks

The challenges to the implementation of learner-centered policies that emerged from this study may indicate the fact that highly complex and possibly contradictory policies, representing new visions of quality and new paradigms of education, teaching, and learning, are not easily understood and translated into effective practice, particularly in the context of rapid system expansion and resource constraint. The findings indicate the need for strengthening pre-service teacher education and, particularly, for establishing a comprehensive and continuing in-service professional development program. According to teachers and other stakeholders, school-level change is significantly supported by the whole-school process of planning, reflection, and assessment – and teacher professional development embedded within this process. The SIP appears to be a very promising vehicle for systemic change based on school-based process and local empowerment.

The challenges to policy makers and program planners suggested by this study are many. Four important areas that may help improve system-wide quality are the following: (i) clarify policies and ensure alignment of the various aspects of the system that guide teachers' work so that they are not working within a nexus of contradiction about policy and expected practice; (ii) within better aligned guidelines for policy and practice, develop consistent and comprehensive strategies for continuing teacher development that ensure support and the infusion of new knowledge throughout the system in combination with whole-school groups of stakeholders working on planning, reflection, and assessment of quality initiatives; and (iii) focus on the school level and local voices to understand what quality is and where it comes from; and (iv) incorporate the complexity of process in the development of policies and programs.

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 teacher was 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

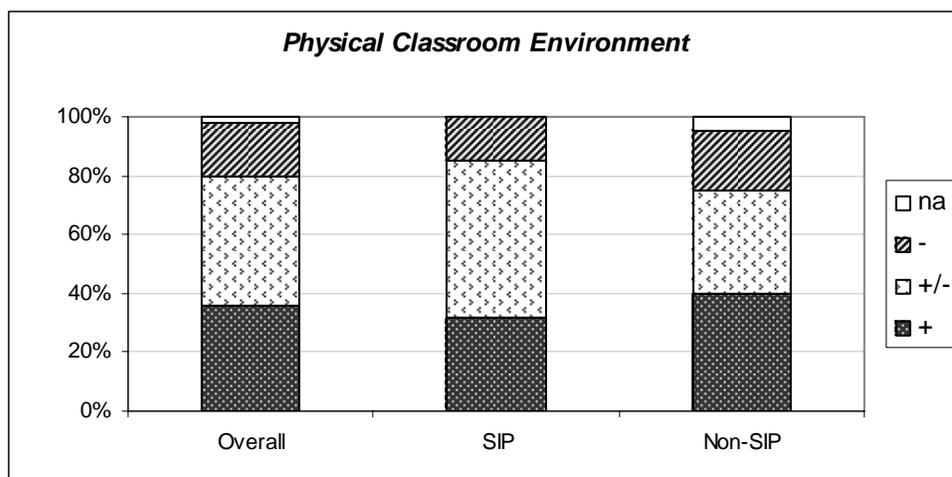
- **Item observed:** The use of physical space in the classroom, cleanliness, organization, and the display of materials around the room
- **Observation criteria:**
 - + Classroom is well-organized and visually rich and appealing. Displays include current, meaningful student work (not just un-labeled 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:**

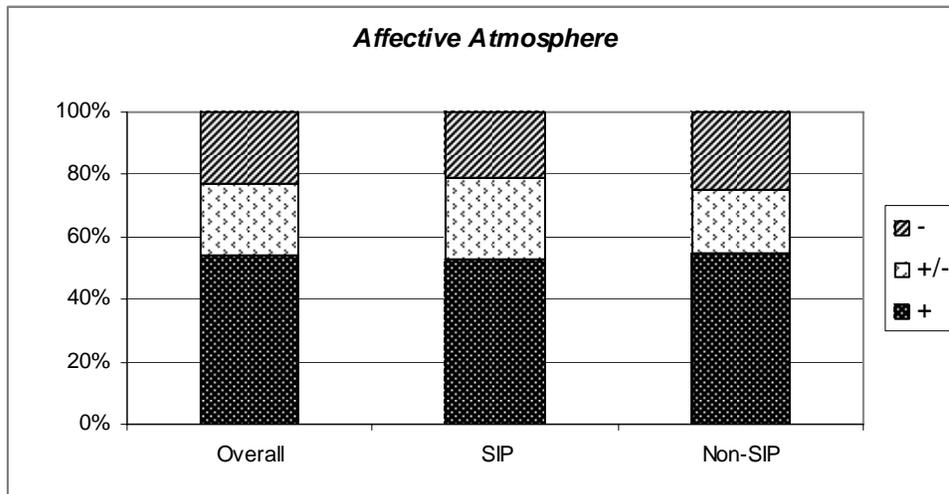
Rating	Overall		SIP		Non-SIP	
+	21 out of 39	54%	10 out of 19	53%	11 out of 20	55%
+/-	9 out of 39	23%	5 out of 19	26%	4 out of 20	20%
-	9 out of 39	23%	4 out of 19	21%	5 out of 20	25%
na	0 out of 39	0%	0 out of 19	0%	0 out of 20	0%

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:**

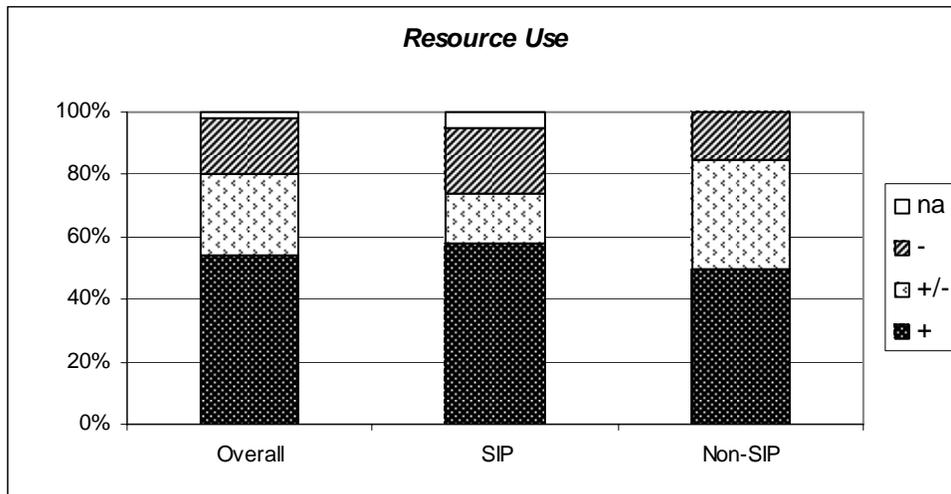
Rating	Overall	SIP	Non-SIP
+	21 out of 39 54%	11 out of 19 58%	10 out of 20 50%
+/-	10 out of 39 26%	3 out of 19 16%	7 out of 20 35%
-	7 out of 39 18%	4 out of 19 21%	3 out of 20 15%
na	1 out of 39 2%	1 out of 19 5%	0 out of 20 0%

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.

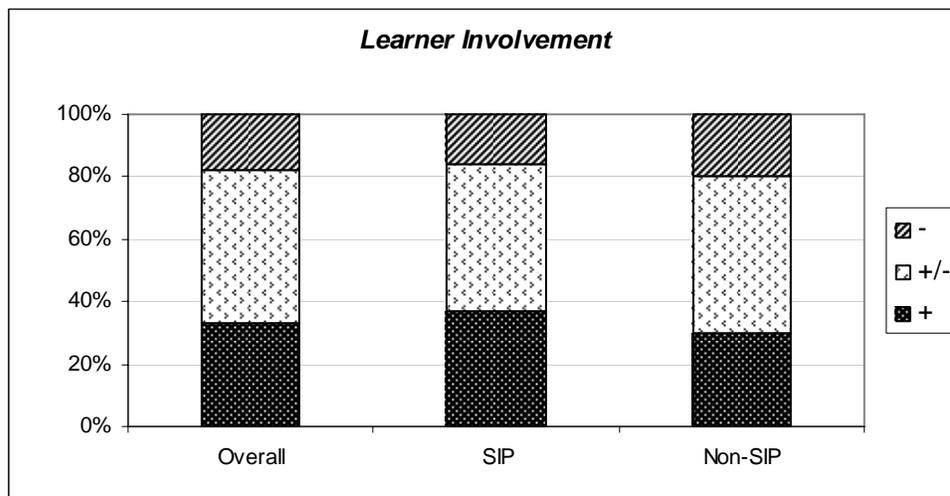
- **Data from observations:**

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)

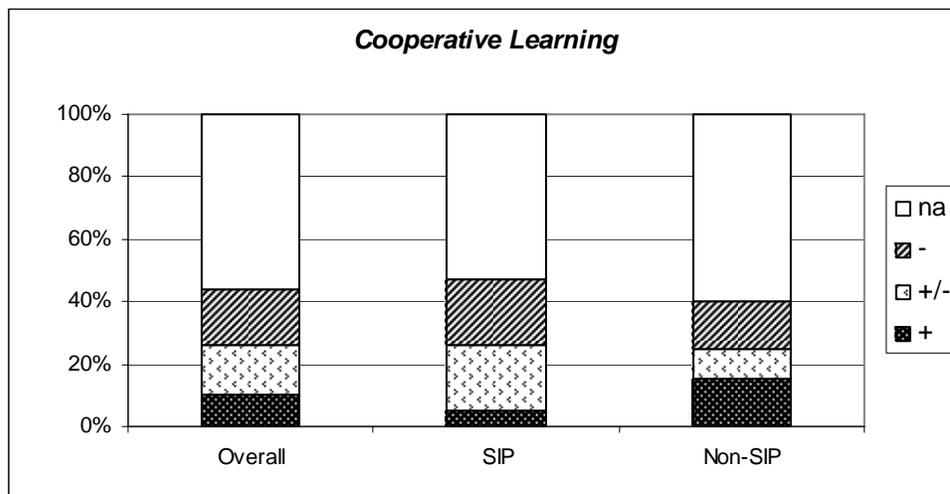
- **Item observed:** Students working with students in pairs or small groups in order to make meaning of the lesson
- **Observation criteria:**
 - + Activity supports learning. Learners need to talk with one another and problem solve together. All learners involved.
 - +/- Meaningful activity in which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

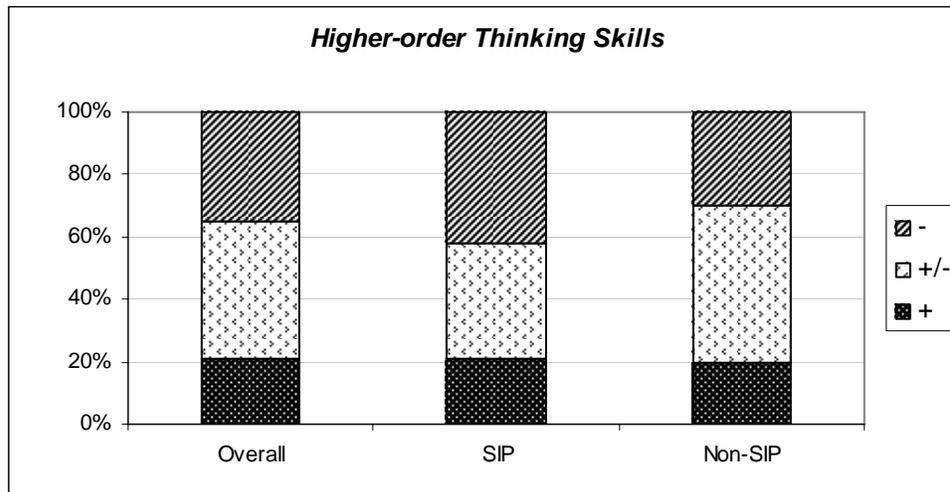
Rating	Overall	SIP	Non-SIP
+	8 out of 39 21%	4 out of 19 21%	4 out of 20 20%
+/-	17 out of 39 44%	7 out of 19 37%	10 out of 20 50%
-	14 out of 39 35%	8 out of 19 42%	6 out of 20 30%
na	0 out of 39 0%	0 out of 19 0%	0 out of 20 0%

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 not 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.

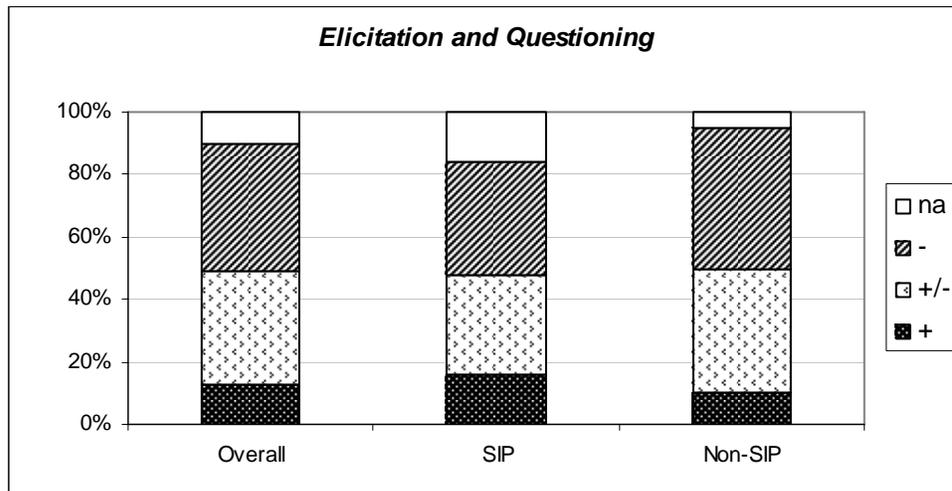
▪ **Data from observations:**

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?"

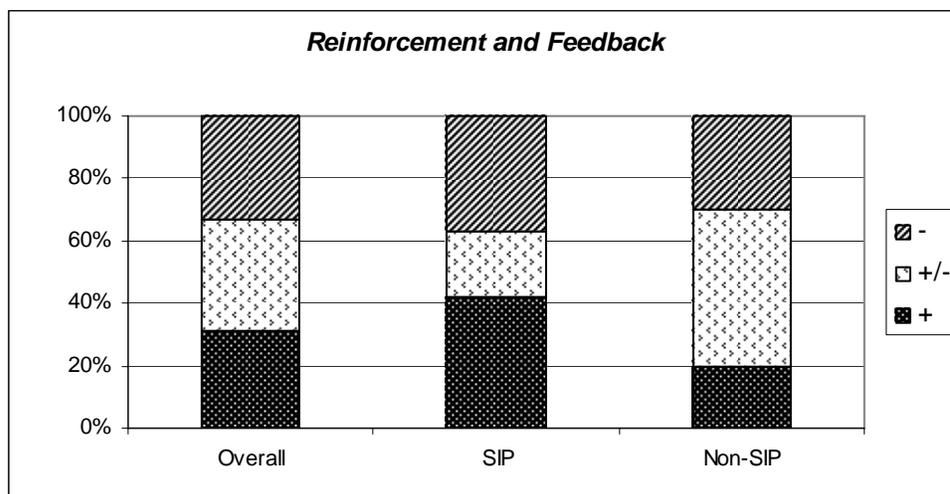
- **Data from observations:**

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.

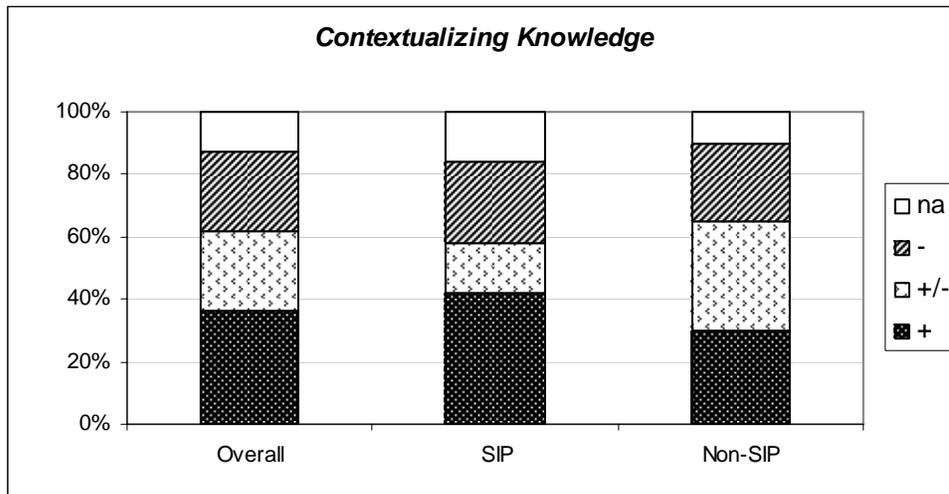
▪ **Data from observations:**

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.

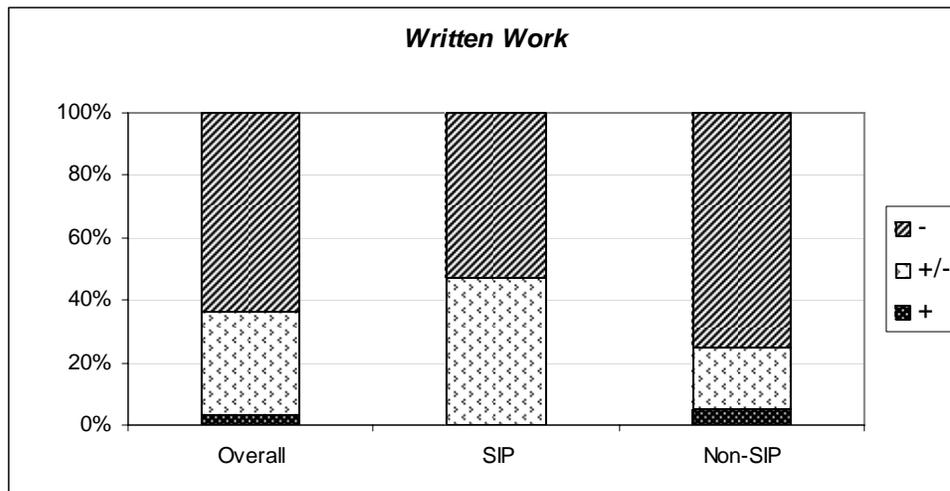
- **Data from observations:**

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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ANNEX 5: NIGERIA PILOT STUDY

American Institutes for Research

Academy for Educational Development

Aga Khan Foundation

CARE

Discovery Channel Global Education Fund

Education Development Center

Howard University

International Reading Association

The Joseph P. Kennedy, Jr. Foundation

Juárez and Associates, Inc.

Michigan State University

Sesame Workshop

Save the Children Federation, USA

University of Pittsburgh

World Education



USAID
FROM THE AMERICAN PEOPLE



***Educational Quality in Islamic Schools
Report No. 1: Nigeria***



Produced by:

**American Institutes for Research
under the EQUIP1 LWA**

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***EDUCATIONAL QUALITY IN ISLAMIC SCHOOLS
REPORT NO. 1: NIGERIA***



by
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Daniel Pier, Education Development Center

14 NOVEMBER 2006

TABLE OF CONTENTS

I.	Executive Summary	1
II.	Introduction: Purpose and Significance of Study	2
	A. Purpose.....	2
	B. Significance of the Study	3
III.	Background on Islamic Education	3
IV.	Methodology	5
V.	Results	6
	A. Classroom Observation Form	6
	B. Classroom Interactions.....	8
	C. Teacher Questionnaire and Teacher Interview	9
	D. Head Teacher Interview	12
	E. School and Instructional Resources	14
VI.	Synthesis, Recommendations and Conclusions.....	16
VII.	References.....	21
Appendices:		
	Appendix A: Table 1	22
	Appendix B: Figures 1.1 to 1.4	24

I. EXECUTIVE SUMMARY

This study aimed to assess (a) the basic characteristics of, and nature of predominant instructional practices in, Islamic schools in Nigeria; (b) school personnel perceptions of educational quality; (c) the participant schools' approach to addressing religious and secular curricula; and (d) parents' involvement with the life of Islamic schools. Participants were 57 classroom teachers and 15 Head Teachers from schools in Kano, Lagos, and Nasarawa that had participated in the USAID-funded Literacy Enhancement Assistance Project (LEAP). Classroom observations were used to collect data on the participant teachers' instructional practices and classroom interactions. The teachers and Head Teachers responded to questionnaires and selected members of the former group participated in individual interviews. Additionally, the participant schools were surveyed for infrastructural elements and the availability of teaching and learning resources.

The participant schools were generally crowded. While the average number of students per classroom was not alarmingly high by African schooling standards, the available space for students was meager and impeded the enactment of active and student-centered and other innovative instructional pedagogies that require flexibility in terms of student movement and classroom arrangements. The schools were resource lean. Despite the availability of the very basic infrastructural elements and resources for teaching and learning, some crucial resources needed for the effective implementation of innovative teaching strategies were unavailable. Chief among these latter resources were classroom-dedicated radios, which often serve as the sole or main instrument for bringing innovation to classroom teaching in Nigeria.

The majority of the participant teachers were rated "average" or "above average" in terms of implementing instructional practices that were aligned with active and student-centered teaching. This is somewhat impressive in a country like Nigeria where traditional instructional methods prevail (despite the fact that traditional Islamic education once employed some favorable teaching pedagogies including individual coaching and learning circles). Indeed, in addition to a focus on the availability of resources, most teachers and Head Teachers cited the use of innovative instructional approaches as a major component of educational quality. However, the relatively poor cognitive and affective interactions of teachers with their students indicate that while teachers have bought into innovative pedagogies, they seem to have mastered the form but not the "spirit" of these pedagogies. Continued professional development efforts are needed to help teachers internalize the philosophical and practical principles of active and student-centered instruction.

The participant schools seem to strike a balance in addressing both religious and secular curricula. In addition to targeting most of the curricular subjects addressed in public Nigerian schools, personnel in Islamic schools emphasize the need for secular education to help students engage with a variety of civic contexts and pursue education beyond the context of Islamic schools. This latter emphasis is consistent with Islamic views on education. Finally, the involvement of parents in the surveyed schools was high albeit limited to what parents can actually offer given their backgrounds and financial resources.

It is concluded that Islamic schools in Nigeria, which are institutions rooted in their local communities and responsive to their needs, and highly regarded and supported by parents in these communities, could serve as a major conduit for the improvement of educational quality in this

country. This is especially the case since traditional Islamic education once supported some pedagogies that could be considered student-centered in nature, and that Islamic education is sympathetic to secular education that emphasizes helping students to navigate a variety of civic contexts and challenges. Any investment in supporting Islamic schools is thus believed to be a worthwhile endeavor.

II. INTRODUCTION: PURPOSE AND SIGNIFICANCE OF STUDY

The Educational Quality Improvement Program 1—Classrooms, Schools, Communities (EQUIP1) Leader Award (Cooperative Agreement No. GDG-A-00-03-00006-00) is carrying out a series of small studies on perceptions and practices associated with educational quality in a variety of countries. EQUIP1 is a USAID-funded leader with associate award mechanism to support improvements in educational quality at the classroom, school, and community levels. The goal of this series of studies is to provide information to USAID and the wider international development education community that will assist them in designing relevant strategies and technical assistance packages vis-à-vis the improvement of educational quality. This report presents the findings from one of these studies.

The present report presents the results of the EQUIP1 study on educational quality in Nigerian Islamic (or Qur’anic) schools. The following sections present: (1) the overall purpose and significance of the study, (2) background information on Islamic schooling and Islamiya schools in Nigeria, (3) the methodology used to conduct the study, (4) the results of the study, in particular the analyses of data derived from the five instruments used in the study, and (5) general conclusions.

A. Purpose

This study aimed to gain a better understanding of the perceptions and practices associated with educational quality in the distinctive context of Islamic schools in Nigeria. Islamic schools world wide, despite the variation one finds from one country to another and even within countries, constitute a particular form of schooling, one with a long and distinguished history, a particular set of beliefs about education and learning, and distinctive pedagogical methods. As more and more parents in Nigeria and elsewhere are availing themselves of a private Islamic school education for their children and as Islamic schools often constitute the only form of education available to very poor families, understanding the basic characteristics of these schools and what quality means to stakeholders in this context is critical if development assistance is going to reach these schools and their attendant student populations.

Seventeen schools participated in this study, carried out across the Nigerian states of Kano, Lagos, and Nasarawa. The schools participating in this study had received support from USAID’s Literacy Enhancement Assistance Project (LEAP), a three year effort (2001–2004) to improve education, particularly the attainment of English language literacy and numeracy, in public and Islamiya schools in Nigeria.

The study aimed to answer the following questions:

1. What are the predominant instructional practices in Islamic schools in Nigeria?
2. What are some of the basic characteristics of Nigerian Islamiya schools, in terms of class size and the availability of resources?

3. What are teachers' and Head Teachers' perceptions of educational quality in the participant schools?
4. Are teachers utilizing the instructional strategies introduced through the USAID-supported LEAP program?
5. How do these schools accommodate both religious and secular curricula?
6. Are PTAs and community members active in the educational improvement process even in the absence of direct assistance from USAID projects?
7. How do parents perceive and evaluate educational quality?

B. Significance of the Study

Parents in Muslim countries are increasingly looking to Islamic schools as a source of education for their children. Indeed, with the mandate of Education for All, and the millions of children who attend Qur'anic or other forms of Islamic schools, many governments have begun to consider how to define acceptable minimum standards for Islamic schools, such that their pupils may be counted among the children enrolled in "school" (e.g., public and other recognized schools) and receiving a quality basic education. This is certainly the case in Nigeria, where the private Islamic school sector is growing and not just in the Muslim north of the country.

Early, but limited, evidence (mainly from USAID funded programs in Nigeria and Ethiopia and from work done by other NGOs like UNICEF or UNESCO in various countries) suggests that Islamic schools are open to receiving assistance from donor agencies. These schools are promising sites for donor assisted programs because they already embody many of the tenets of sustainable development. Islamic schools are community initiated, community supported, resource lean institutions that are sustainable in their current contexts. Parents want their children to attend Islamic schools to memorize the Qur'an. Therefore, parents already trust the institution as a source of instruction for their children. Islamic schools are well positioned to make the most from small donor investments, as institutions with little bureaucracy, that are rooted in the fabric of their communities, and that are open to strategies to expand and improve the education provided to children, as long as this does not interfere with the principal mission of Qur'anic transmission.

However, one barrier to working with Islamic institutions is the fact that there is a relative paucity of research on these institutions by country and no real history of collaboration between these types of schools and donor agencies. Indeed, despite their breadth, contemporary Islamic schools are "perhaps the most important example of indigenous education in today's world" (Wagner, 1989, p. 5-6). As USAID is interested in expanding its assistance to Muslim countries, and is evincing stronger interest in the work of traditional Islamic schools (i.e. in Pakistan, Indonesia, Morocco as well as East and West Africa), it is imperative to learn more about those schools and the populations they serve in order to best design and target relevant and appropriate assistance packages for them. This study will contribute to that knowledge base.

III. BACKGROUND ON ISLAMIC EDUCATION

Islamic schools that facilitate memorization of the Qur'an—the Islamic holy book—have existed in the Middle East, Africa, and Asia for centuries. These schools share a set of historical roots that can be traced back to 7th century Arabia and the educational practices of the Prophet Mohammed. These practices continued and expanded after his death, as Arab armies and then traders spread Islam west and south to Africa, east to Asia and north into Europe (Bin Omar,

1993). As Islam spread, so did the schools which taught the Qur'an. Like the religion they promulgated, these schools intermixed with local institutions and took on the distinctive cultural characteristics of the localities in which they were planted (Wagner, 1989, 1998). Indeed, these schools were the bedrock of a system of Islamic education that flourished in many Muslim countries in pre-colonial times. Islamic schools flourished in Nigeria as Nigerians journeyed to the Middle East—to Egypt's Al Azhar University and to Saudi Arabia—during the 19th and early 20th centuries, and returned home to open schools and institutions of higher learning in their local communities. In particular, the Nigerian city of Ilorin, home of Al-Hikmah University, became a center of Islamic learning in West Africa and is still known as such.

Today, despite the exploding demand for modern public schooling that developed over the last 40 to 50 years and the inclusion of instruction in the history, rites, and beliefs of Islam in public schools in many countries, traditional Islamic schools have not been subsumed or eliminated as a separate and distinct form of education. In Morocco, for example, approximately 80% of all children still attend some form of Islamic school for a portion of their school years (Wagner, 1989, 1998). UNICEF estimates that 40% of students in Senegal attend Islamic schools. Islamic education has seen a steady resurgence in Nigeria (Reichmuth, 1993), where many Islamic schools, especially in the north, now compete with public schools because they offer a full range of subjects in addition to the standard religious instruction.

The archetype of traditional Islamic education across the Middle East, Africa, and Asia was a one-room school, with a male teacher and several assistants (graduates of his school, or advanced, older students) who taught children to memorize the Qur'an through a combination of recitation and copying activities. Through memorization of the Qur'an children learned to write and read in the Arabic language. The typical school consisted of students of varying ages, mostly males from about 7 to 20. The students and the teacher sat on straw mats or sheepskins on the floor. The Qur'an was usually the only printed text in evidence, if indeed the school was fortunate enough to have one. Students wrote with an inky mixture on a wooden slate called a luh. Schools were generally sparse, resource-lean environments. This was in part because support for the school came largely from the community in which it was situated. The community, and occasionally wealthy benefactors, supplied the school with space, provided housing and food for the teacher, and made decisions on the hiring of teachers and on the provision and kind of school resources necessary.

Teachers at the Islamic schools employed moderately effective instructional techniques. The teacher taught by one-on-one coaching of individual students or by working with small groups of students who were at the same place in their studies but not necessarily of the same age. Students also worked in groups (learning circles) and worked independently. Learning was self-paced. As a student completed one verse or chapter of the Qur'an, the teacher assigned him/her a new verse. There were no formal tests, only the demonstration of mastery, which was characterized by correctly reciting and writing verses from the Qur'an. Students often came and went, depending on their family's need for help with work around the home; no stigma was attached to dropping out of school. Talented students memorized the entire Qur'an and studied other subjects—interpretation, translation, or Arabic poetry—before perhaps moving on to higher Islamic institutions (Eickelman, 1985; Houtsonen, 1994; Pollak, 1982; Wagner & Lotfi, 1980).

These schools had their negative sides as well. Corporal punishment was widely used both to remedy misbehavior and to punish a student for not memorizing or reciting well. Truly gifted

students had opportunities for advancement, as did students whose parents could afford to allow them to remain in school. The majority of students studied for a few years and then had to move out of school and into work. Opportunities for girls to avail themselves of an education were more restricted, more so for cultural reasons than religious ones. Indeed the Qur'an specifically exhorts men and women to seek knowledge and learn, but prohibitions against the mixing of the sexes usually led to fewer formal educational opportunities for females.

This archetypal model is increasingly rare as public schools have proliferated. Islamic schools have adapted to the competition by becoming preschools, "after school" schools, summer schools or full service private schools. In Nigeria, there are still many traditional Qur'anic schools like the model described above. However, a significant number of Qur'anic schools in Nigeria have transformed themselves into "Islamiya schools" by upgrading their curriculum and expanding it to teach a wider range of subjects. Many have jettisoned their old pedagogical techniques in favor of age grouped classes, whole group instruction and examinations used in the public schools. In Nigeria, these types of schools, which are still generally community financed and run, have flourished and are proving to be a popular alternative to the public schools for Muslim parents. Islamic educational institutions—Islamiya schools—in Nigeria have carved out new educational territory, filling their traditional niche as purveyors of religious instruction. At the same time, these schools have offered, in some cases, certified, public school educated teachers, and a slate of secular or public school subjects. As such, the Islamic school sector in Nigeria has managed to expand its role and continue to be an educational force in the daily lives of millions of children and communities.

IV. METHODOLOGY

The EQUIP1 team collected data for this study in February and March of 2005, visiting schools on Lagos Island and in Kosofe in Lagos state; in Doma, Keffi and Akwanga in Nasarawa state; and in Kano Municipality and Tsanyawa in Kano state. The team visited 17 Islamiya schools in the same three states in which LEAP worked. EQUIP1 chose schools from which LEAP collected data in order to allow comparison of the findings with LEAP data, with respect to the evolution of instructional practices in the classroom.

Six instruments, including questionnaires and interviews, were used to collect data for the present study. All interview and questionnaire instruments were administered orally by members of the research team. The instruments included:

1. The Classroom Observation Form, a 25 5-point Likert-type item instrument that targets a set of teacher instructional behaviors related to lesson preparation, classroom management and organization, active and student-centered teaching, gender equity, instructional materials and aids, and student evaluation;
2. The Classroom Interaction Recorder, which documents the nature of both cognitive (memorizing, recalling, and figuring out/explaining) and affective (positive, neutral, and critical) interactions in the classroom, as well as the distribution of these interactions among boys and girls and across different areas in the classroom (front, middle, and back);
3. A Teacher Questionnaire that inquired about teachers' background and experiences, use of and participation in LEAP radio programs and Bi-monthly Training Workshops, as well as the make-up of the class and school day and the Parent Teacher Association (PTA);

4. A Teacher Interview that asked more in-depth, open-ended questions about quality and relevance of education, the difference between government and Islamic schools, etc.;
5. A Head Teacher Questionnaire that inquired about the make-up of the school in terms of students and teachers, quality of education in the school, involvement of the Head Teacher and school teachers with LEAP, educational quality in Qur'anic schools, school curriculum, nature of student engagement with teaching and learning, and parent and community involvement with school life; and
6. A School Resource Checklist, which documents the physical structure of and resources available in the school.

A team of international EQUIP1 staff members and former LEAP staff members; all well versed in the teaching methods being observed, conducted classroom observations and administered questionnaires. The data collectors participated in refresher trainings. However, one limitation of the study is that separate data collection teams were used in each state and it was impossible to ensure 100% inter-rater reliability between the research teams across the states. Additionally, the sample for this study is very small. The study was designed to be largely qualitative in nature and time, personnel and budgetary constraints, as well as the population of Islamiya schools that worked with LEAP (78 schools), limited our ability to select a larger sample. While 17 schools out of the 78 Islamiya schools served by the LEAP project is a very acceptable sample size, it is not one that allows generalizations about all Islamiya schools in Nigeria. However, given the diversity of the research sites, it is fair to say that insights drawn from this study can credibly influence and shape approaches to Islamiya schools in similar parts of Nigeria and even within the three states included in this study.

V. RESULTS

A. Classroom Observation Form

A total of 49 teachers (34.6% female) were observed using this form: 16 in Kano, 14 in Lagos, and 19 in Nasarawa. The majority of teachers (59.5%) taught grades 4 or 5, while about 15% and 13% taught grades 3 and 6 respectively. The overwhelming majority of these participants (85%) taught mathematics and English.

Table 1 (see Appendix) presents the overall as well as state averages (and standard deviations) for the 25 individual Classroom Observation Form items. These items, it should be noted, were rated on a 5-point scale as follows: 1 = “seriously below average,” 2 = “below average,” 3 = “average,” 4 = “good,” and 5 = “excellent” (all items are stated in the positive). For ease of reference, the data in Table 1 are represented visually in Figures 1.1 to 1.4 (see Appendix). The items in these latter figures are grouped by the value of the overall means and show the corresponding means for the three participant states. Thus, Figure 1.1 shows the classroom observation items with overall means that are greater than 3.50 (on the 5-point scale); Figure 1.2 items with overall means ranging from 3.31 to 3.50; Figure 1.3 items with overall means ranging between 3.00 and 3.30; and Figure 1.4 shows items with overall means that are less than 3.00 (that is, less than “average”). Each item is labeled by its number and one or a few words. Table 1 presents the items as fully stated in the Classroom Observation Form. The grouping of items in Figures 1.1 to 1.4, it should be noted, was only meant to provide a sense of the spread of overall and state teachers’ scores as derived from classroom observation data.

An examination of the overall means (Table 1, column 1) indicates that teachers' performance was above average on the overwhelming majority of the items on the Classroom Observation Form, with 19 of the 25 averages ranging from 3.04 to 3.92. Teachers performed *slightly* below average on helping students use instructional materials effectively ($M_{21} = 2.95$), using student-centered teaching strategies ($M_{16} = 2.91$), ensuring the visibility of instructional materials around the classroom ($M_7 = 2.88$), and using pair or group work ($M_{13} = 2.83$). Participant teachers performed substantially "below average" only on two items: Using an attendance book and evaluation record ($M_6 = 2.47$) and using games in teaching ($M_{11} = 2.04$). These results are generally impressive. The standard deviations associated with most of the overall means, however, were somewhat large (ranging from 0.75 to 1.30) indicating a relatively wide spread in terms of participants' instructional behaviors.

The overall percent rating distributions for the classroom observation items indicate that in the case of 19 of the 25 items, the percentage of teachers achieving a rating of "good" was always larger than those achieving an "average" rating. In other words, the largest percentage of teachers (ranging from 36 to 73%) in the case of each of these 19 items achieved a rating of "good." In comparison, a minority of teachers—generally less than 5%—achieved a rating of "excellent" on these items. The two notable exceptions were item 22 (effective use of the blackboard) and item 23 (checking for student understanding) where about 10% of the teachers achieved an "excellent" rating.

Analysis of Variance (ANOVA) tests were used to assess whether the state mean scores for each of the 25 items on the Classroom Observation Form were significantly different. The significance level was set at the more conservative .01 level to avoid false positives due to the accumulation of error given that a relatively large number of tests were conducted (25 tests). Analyses indicated that the mean scores for participant teachers in Kano, Lagos, and Nasarawa were *not* significantly different in the case of 24 of the 25 classroom observation measures ($0.038 < F < 4.014$; $p > .01$). The one exception was item 11, which focuses on the use of games in teaching ($F_{2,45,47} = 6.054$; $p = .005$). In this latter case, the mean for teachers in Nasarawa ($M_{11} = 2.56$) was significantly higher than that for Lagos ($M_{11} = 1.71$) and Kano ($M_{11} = 1.75$).

A qualitative examination of Table 1 (columns 3, 5, and 7) reveals that some of the patterns evident in the case of the overall mean scores outlined above hold in the case of the three participant states. For instance, teachers in all three states achieved substantially "below average" ratings on items 6 (record keeping) and 11 (using games in teaching). Both Kano and Nasarawa did somewhat better than Lagos, with 21 and 20 of the 25 classroom observation mean scores being above the 3 or "average" mark in the former states respectively. In comparison, teachers in Lagos achieved means that were above the "average" mark on 17 items of the Classroom Observation Form.

In summary, the classroom observation data indicate that while there is definitely ample room for improvement, teachers' performance on most of the instructional practices targeted by the Classroom Observation Form were either "average" or "good." In particular, it is noteworthy that almost all teacher mean scores in all three states related to gender equity (item 18) and encouraging girls' participation in the learning process (item 19) were above the 3.50 mark (i.e., between "average" and "good") (see Figure 1.1). Equally impressive is the fact that teachers' practices related to ensuring classroom Interactivity (item 12), involving all students through questioning (item 17), checking for student understanding (item 23), and providing ample

feedback to students (item 24) in all three states were above the “average” mark (see Figure 1.2). In comparison, teachers in all three states need support to help them consistently use an attendance book, evaluation records, and games in their teaching. What is more, professional development activities are needed to improve teachers’ performance in relation to helping students effectively use instructional materials, using student-centered teaching strategies, ensuring the visibility of instructional materials around the classroom, and using pair or group work (see Figure 1.4). Finally, it is clear that more efforts need to be undertaken in terms of teacher professional development in the case of Lagos as compared to the other two states.

B. Classroom Interactions

Classroom interaction scans were completed in 53 classrooms: 17 in Kano, 16 in Lagos, and 20 in Nasarawa. A large majority of the observed teachers (71% male) taught mathematics (43%) or English (39%). Using a classroom interaction recorder, researchers noted whether each teacher-directed interaction during an observation period focused on the memorization/repetition, recall, or explanation of content or information. Of the 53 participant teachers, 22 (41.5%) had no interactions that focused on asking students to explain or figure out content or information. Another six teachers (11.3%) dedicated less than 10% of their interactions with students to the explanation of information. Thus, more than half of the teachers (52.8%) provided their students with no or very minimal opportunities to engage with explanation. In these teachers’ classrooms, students were solely asked to memorize, repeat, or recall information. These latter types of interactions were predominant in the classes of another 13 teachers (24.5%) who dedicated less than 25% of their interactions with students to more challenging cognitive tasks. Only about 12 teachers (23.5%) dedicated at least a third of their classroom interactions with students toward figuring out or explaining the target content; such interactions were predominant in the case of five (9.4% of all participant teachers) of these 12 teachers.

The data indicate that the majority of interactions with students for most of the teachers were dedicated to the memorization or recall of information. It is noteworthy that while only 35% of the teachers in Nasarawa had at least one cognitive interaction at the explanation level, 75% and 71% of the teachers in Lagos and Kano, respectively, had these kinds of interactions. In the case of these latter teachers, on average, about 23% of their interactions in Lagos and 38% in Kano were dedicated to the explanation of information. Thus, it could be concluded that lower level cognitive interactions that ask students to memorize, repeat, or recall information or content are predominant in the greater majority of the observed classrooms.

During the observed sessions, the researchers also recorded whether teachers used praise or criticism or whether their interactions with students were neutral. More than half of the teachers (28 teachers, 53%) never used praise. In comparison, about 76% of the teachers were critical of students during their classroom interactions. What is more, for the vast majority (84%) of teachers who did use praise, such positive interactions accounted for less than 25% of their total affective interactions with students. In comparison, most of the teachers (65%) who used criticism did so for the majority (50–100%) of their affective interactions with students.

Substantially more teachers (about 65%) in Kano used—at least during one of their interactions with students—praise than in Lagos (about 44%) and Nasarawa (35%). Those teachers who used praise did so in 16 to 37% of their interactions with students. In comparison, about 70% of teachers in Kano and Lagos and 80% in Nasarawa were critical of their students. Substantially

more of the interactions of these latter teachers in Nasarawa (86% of interactions) were critical as compared to Lagos (47% of interactions) and Kano (46% of interactions).

In general, it could be concluded that the affective conditions in the majority of the observed classrooms were stressful or, at least, not favorable from the perspective of students. About half of the teachers did not use praise at all, and those who used praise, did so less often than their own use of criticism. The situation was not favorable in all three states, but was particularly worrisome in the case of Nasarawa, where criticism prevails and praise is a rare occasion during instruction. Such affective interactions are not commensurate with learning environments that aim to motivate and engage students as active participants in their own learning.

As unfavorable as most of the aforementioned cognitive and affective interactions were, it is worthwhile to have a sense of how these interactions were distributed among boys and girls and across different areas in the observed classrooms. The data indicate that interactions were slightly in favor of boys over girls, and of those sitting in the front or middle of the classroom as compared to those sitting in the back. Further, those students sitting to the left of the teacher were engaged in more interactions than students sitting in the middle or to the right of the teacher. This latter pattern was evident for the front, middle, and back of the classroom. However, in general, the data show that interactions were somewhat fairly distributed among boys and girls and across the front, middle, and back of the classrooms.

C. Teacher Questionnaire and Teacher Interview

Fifty-seven teachers completed the Teacher Questionnaire: 18 in Kano, 21 in Lagos, and 18 in Nasarawa. Overall, class size as reported by teachers averages around 42 students (48% female), with the average number of boys ($M = 22.1$) slightly higher than that for girls ($M = 20.1$). However, average class size was significantly lower ($\chi^2 = 97.733$; $p = .007$) in Lagos ($M = 20.2$ students per class) when compared to Nasarawa ($M = 49.6$ students per class) and Kano ($M = 62.2$ students per class). On average, 62 students are enrolled in each classroom in Kano, where the mean and mode were both 50 students per classroom. As far as the gender distribution of students is concerned, the percentage of females in Kano (55% female) was significantly higher ($\chi^2 = 75.792$; $p = .006$) than the corresponding percentages in Lagos (47% female) Nasarawa (40% female).

Overall, teachers were somewhat equally split by gender (47% female) as was the case in Lagos (50% female) and Kano (47% female). Substantially more male teachers were reported in Nasarawa (64% male). However, this latter difference was not statistically significant ($\chi^2 = .770$; $p = .68$). The majority of all teachers (69%) had served in primary schools between 1 and 5 years (48.3%) and 6 to 10 years (20.7%). This distribution was similar to that found in Kano and Nasarawa. In comparison, 62% of the teachers in Lagos had only served between 1 and 5 years in primary schools. The majority of these latter teachers (around 70%) had served in their current school between 1 and 5 years. The overwhelming majority of all teachers (about 88%) taught one or two classes; a pattern that was also evident in the case of all three states. However, while most teachers in Kano taught one or two subject areas, the overwhelming majority in Lagos (about 81%) taught three or more subjects, while around 40% of teachers in Nasarawa taught three or more subjects. This latter figure was close to that reported for all teachers.

Regarding experiences with the LEAP program, 65% of all teachers reported having previously used LEAP radio programs. This percentage was substantially higher in Lagos (86%) and

Nasarawa (72%) as compared to Kano, where only 33% of the teachers reported having used LEAP radio programs in their teaching. Overall, about 40% of the participant teachers reported using LEAP radio programs at the time of the study. With the exception of Nasarawa, where more than half of the teachers (53%, about 74% of teachers in Nasarawa who reported having used the programs in the past) are still using LEAP radio programs, about 40% of teachers in Lagos (47% of the original users) and 25% of teachers in Kano (76% of the original users) reported such use at the time of the data collection (see Figure 2).

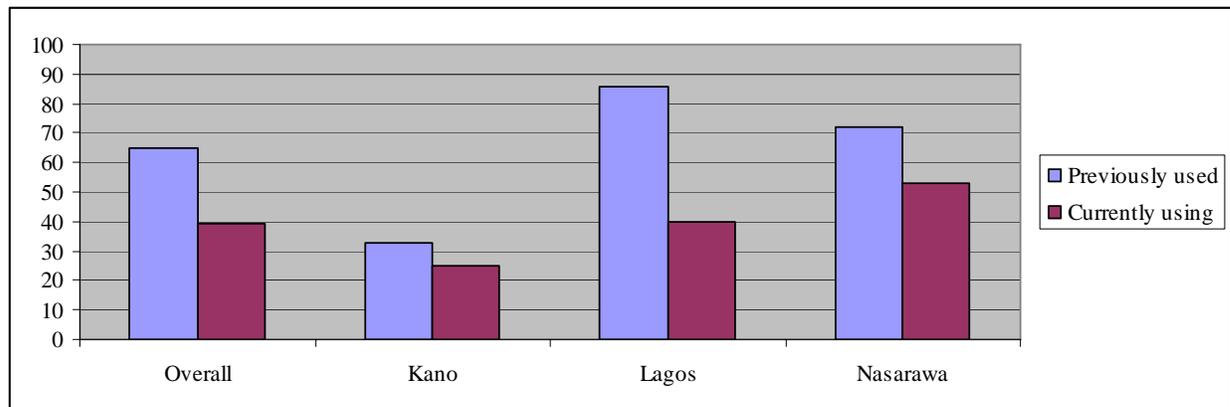


Figure 2. Previous and current use of the LEAP program by teachers in the participant states

Participant teachers were asked to explain not using, having used, or continuing to use LEAP radio programs in their teaching. About 88% of all participant teachers provided such explanations. (It should be noted that the Teacher Questionnaire data do not allow segregating the responses of teachers who used and/or continue to use, as well as those who did not use and/or discontinued use of the LEAP programs. Participants provided a single response to this item on the questionnaire.) A variety of reasons was reported by respondents (50% of all participants) who did not use or discontinued use of the LEAP program. These reasons included the unavailability of the broadcast (14.2% of those respondents) or a functional radio (10.7%); lack of fit between the broadcast and school or teaching schedules (10.7%); perception that programs were suitable for one or another grade level only (14.2%); not being required to use such programs or being new to the school (10.7%); lack of relevant classes such as Qur'anic studies or Arabic versus a sole focus on English and mathematics (28.8%); and perceptions about the fact that the radio program production and/or broadcast had stopped or are "in doubt" (10.7%). In contrast, the reasons provided by respondents who indicated having used or continuing to use the LEAP radio programs (38% of all respondents) included: LEAP programs being easy to use (18.2% of those respondents) and encourage active and collaborative learning (9.1%), as well as providing other engaging instructional methods (13.6%). Teachers also noted that they use LEAP programs because students enjoy and respond well to the broadcasts (27.3%), which facilitate their learning and make lessons more relevant to their lives (31.8%).

The overwhelming majority of all teachers in the three states (at least 90%) had participated in LEAP Bi-monthly Training Workshops or trainings delivered by Master Trainers. Teachers noted that such trainings focused on cooperative learning, motivating students, producing simple instructional materials and aids, and developing content knowledge or skills in a number of subject areas and domains. Equally high percentages of teachers in all states reported some form

of involvement with in-service professional development activities provided by a wide range of agencies and programs ranging from LEAP, to the Ministry of Education and UNICEF.

As far as curricular content and emphases are concerned, almost all teachers reported having English, mathematics, and science in their curriculum. The exception was Kano, where only 11% of the teachers reported science as a curricular subject. All teachers in Lagos and around 85% in Kano and Nasarawa reported having social studies or history as part of their curriculum. Languages were missing in the case of most classrooms in Nasarawa (77%), while at least 80% of teachers in the other two states reported that language was a curricular emphasis. Similarly, 61% of teachers in Nasarawa reported not having “reading” in their curriculum as compared to only 5% in Lagos and 17% in Kano. Arabic as a second language was taught in two thirds of the participant schools in Nasarawa as compared to all schools in Lagos and 94% of schools in Kano. Only half of the schools in Kano taught physical education and a mere 22% included art or music in their curriculum. In comparison, 80% or more of the schools in Lagos and Nasarawa included physical education and art or music in the curriculum. Thus, it could be seen that almost all schools in Lagos and the overwhelming majority in Nasarawa covered all of the basic (secular) subjects in their curricula. The exceptions are the cases of languages and reading in Nasarawa (“reading” was differentiated from “languages” on the Teacher Questionnaire). In comparison, very few schools in Kano emphasized science, physical education, and music or art in their curricula.

The overwhelming majority of schools (at least 90%) in all three states included Islamic studies and Qur’anic recitation in their curricula. However, substantial differences were evident between the states when it came to other areas of Islamic studies. While almost all schools in Nasarawa (89%) included Hadith (sayings of the prophet) in their curricula, only 40% in Lagos and 17% in Kano did so. This situation was almost reversed in the case of Tajweed (the study of intonational style in Qur’anic recitation) and Fiqh (jurisprudence), where almost all schools in Kano emphasized these two areas as compared to a third or less of schools in Lagos. Tajweed and Fiqh were included in the case of 55% and 83% of the Nasarawa schools respectively. A substantial number of the schools in Kano and Nasarawa and only a few in Lagos included Tafseer (Qur’anic interpretation) in their curricula. Finally, with the exception of a small minority (about 10%) of schools in Kano and Lagos, philosophy was not included as part of the school curricula according to the surveyed teachers.

When asked about the relative importance of secular and religious subjects to the school curriculum, 72% of teachers in Nasarawa, 67% in Lagos, and 59% in Kano answered that these were equally important. These teachers believed that placing equal emphasis on secular and Islamic subjects provides for a more balanced education that targets both intellectual and moral dimensions of student development. Such a balance, these teachers thought, is important for leading a productive life in a modern society where students will be faced with a variety of challenges that require a breadth of preparation and open-mindedness. Relatively more teachers in Kano (35%) than in Nasarawa (22%) and Lagos (10%) thought that Islamic studies were more important than secular subjects. These latter teachers supported their preference by noting that their schools are Islamic schools to start with, and that Islamic studies contribute to the moral development of students.

Finally, almost all or the overwhelming majority of teachers reported that PTAs were both present and involved in the lives of their schools in all three states. The teachers reported that

parents help with school construction and renovation activities, provide building or instructional materials, pay for medicines and contribute to school funds, and supervise students and help with teaching some lessons.

A smaller number of teachers (22 teachers, 38.6% of all participants) responded to individual interviews, which featured more in-depth, open-ended questions regarding the quality of education and teaching. When asked to describe a quality primary education, many teachers cited multiple components, resulting in 48 total responses. Of these responses, 31% were related to educational outcomes (e.g., test scores, child preparation for future schooling), 19% to educational content or curriculum, 19% to the school environment or availability of resources, 17% to other outcomes or skills (e.g., moral character, health, social skills), and 15% were related to the quality of instruction. However, the single most frequently mentioned component of a quality education was teacher quality (13%), followed by the preparation of the child for future schooling (10%).

When measuring quality instruction, both this study and the LEAP program based the notion on international theories emphasizing interactive, student-centered teaching which engages all students in various levels of thinking. A student-centered teacher goes beyond presenting information and asking children to repeat or memorize it, providing structured opportunities for student-teacher and student-student interaction in order to deepen students' understanding of the material and develop skills such as observation, comparison, analysis, and working with others. Factors also included gender inclusiveness, the establishment of a positive learning environment via the use of more praise than criticism, and the use of continuous assessment and feedback.

The interviewed teachers were asked to provide their own definition of a quality teacher and responded with 71 distinct items. Of these responses, 37% were related to a teacher's personal qualities and/or the nature of the teacher's relationship with students, 31% to the nature of the teacher's instructional practices, 17% to careful planning and preparation, and 6% to the effective use of instructional materials and resources. The most frequently cited component was the preparation of good lesson plans (13% of all responses). Other components that accounted each for 4% of all responses included: assigning homework, establishing friendships with students, being patient with and understanding of students, and using a variety of instructional aids.

It could be safely inferred that participants' views regarding what constitutes quality teaching were impacted by the LEAP program. This inference is based on the fact that many of the central components of good teaching as explicated by the interviewees were central themes emphasized by the LEAP training workshops and radio programs. For example, using student-centered teaching and encouraging student participation in class were each cited twice as hallmarks of a good teacher; and using group work, using interactive teaching, checking for student understanding, and/or following the 3 Ps (presentation, practice, and performance) were cited, at least once, by the interviewees.

D. Head Teacher Interview

A total of 15 Head Teachers, five from each participant state, were interviewed. Overall, Head Teachers reported an average of 14 teachers per school, equally split between males and females; and an average of 311 students per school (about 58% female). While the average number of teachers was about 14 in all three states, the average number of students per school was highest in Nasarawa (453; 46% female) and lowest in Lagos (172; 59% female). Thus, Nasarawa had the

highest ratio of students per teacher. All the schools in Lagos and Kano and 80% of the schools in Nasarawa were mixed by student gender.

In response to a yes or no question on whether their beliefs about educational quality have changed over time or not, all Head Teachers responded in the positive. Similarly, all Head Teachers indicated that they were satisfied with the quality of teaching in their schools. They attributed such satisfaction to a number of reasons, including student performance (27%), the experience and quality of teachers (20%), the use of “good” teaching methods (20%), and the continuous supervision and training of teachers (13%). When asked how they measured teacher quality, participant Head Teachers referred to a number of indicators, chief among them being the assessment of instructional delivery through classroom observation (53%), the assessment of knowledge of subject matter (13.3%), and student response to teachers (6.7%).

All 15 Head Teachers reported that LEAP radio programs were *previously* used in their schools and that the teachers in these schools had participated in LEAP trainings. The seeming contradiction of this reported figure with the percentage of teachers who reported having used LEAP materials in their classrooms (see Figure 2) could be attributed either to the use of the programs by some teachers in a school (which would prompt a positive response from the Head Teacher to a question about school-level use) and not others (prompting a negative response from some teachers), to misperceptions of the Head Teachers or to their attempt to show themselves in good light given their awareness that researchers in this study were associated with the LEAP program. On average, slightly more than half (53%) noted that LEAP radio programs and LEAP materials are *currently* being used in teaching and teacher training in their schools. More schools in Nasarawa and Lagos (60%) are still using LEAP radio programs and teacher training materials than in Kano (40%). Still, all Head Teachers in the three states believed that LEAP activities contributed to the improvement of the quality of teaching in their schools.

More significant was the finding that Head Teachers believed that LEAP radio programs facilitated teaching and learning in the classroom (42%), improved student listening abilities (14.3%), and enriched programs in the school (14.3%). The participants reported that LEAP radio programs were currently not being used in some schools because they believed the programs were not being broadcast (57%) or were discontinued (29%), or due to a stolen or broken radio (29%). Head Teachers noted that LEAP training materials were used when new teachers were hired (12.5%), thought that the materials were useful for training purposes (27.5%), and believed that the materials improved teachers’ knowledge and teaching skills (25%). Such training materials were currently not being used in some schools because Head Teachers thought the LEAP program was concluded (29%) and because of the absence of any calls for participation in trainings (57%). The reported dates for the last LEAP teacher trainings ranged from August 2003 to February 2005, while the dates for the next scheduled LEAP trainings were either being planned or practically unknown.

All Head Teachers expressed a preference for the active involvement of parents and the community in school life, and all of those in Lagos and Nasarawa and 80% of those in Kano reported that parents and the community were indeed actively involved with the schools. Forms of parent involvement with schools included financial support and fund raising; monitoring and participation in decision making; provision of materials, supplies, and equipment; and school visit and assistance with discipline. In this regard, all Head Teachers believed that parents were satisfied with the quality of education in their schools. Such assurance, the Head Teachers noted,

was based on a number of indicators, including explicit remarks and comments by parents (50%), school visits (21%), and transferring students to the school or recommending the school to another parent.

All of the Head Teachers in Kano and Lagos and 60% of those in Nasarawa reported that their schools followed the governmental curriculum and that their students sat for governmental exams. A majority of Head Teachers believed that teaching methods were not different in Qur'anic and public schools, and an overwhelming majority in all three states (90% or more) believed that what their students learned was either "very relevant" or "relevant" to their lives while in school or immediately after leaving the school. In this regard, all Head Teachers in Lagos, 80% in Kano, and 50% in Nasarawa believed that what students learned in Qur'anic schools was more relevant to their lives than what students in public schools usually learn.

Head Teachers also commented on the indicators of educational quality, changes in ways educational quality is conceived, recommendations for improving educational quality, and the activities they are undertaking to improve educational quality in their schools. In general, Head Teachers believed that innovative teaching strategies (e.g., student-centered teaching, cooperative learning), teacher training, quality of lesson planning, and quality of instructional materials and resources, in addition to student engagement with learning were chief indicators of educational quality. They believed that such indicators have changed over the years with a current shift toward student-centered teaching and learning, gender equity, and use of innovative media, such as radio programming, and other instructional materials. The Head Teachers recommended training teachers on innovative teaching methods, the procurement of instructional materials and resources, and a focus on student learning as ways to improve the quality of education in their schools.

E. School and Instructional Resources

A significant dimension related to the assessment of instructional practices and interactions in classrooms has to do with the resources, including both school facilities and instructional resources, which are available to students and teachers. To shed light on this dimension, the physical attributes of and instructional resources available in 17 schools—4 in Kano, 7 in Lagos, and 6 in Nasarawa, were assessed.

The data indicate that all of the schools have a roof, with the exception of Kano, where 1 of the 4 schools surveyed (25%) had no roof. Classrooms in the overwhelming majority of the schools are separated by walls rather than classroom dividers. However, beyond these very basic infrastructural elements (having classroom dividers or walls and roofs), the schools are poorly equipped. For instance, sanitation should be a major concern, with about half of the schools lacking teacher and student toilets. While about a third of the schools in Nasarawa lacked teacher toilets and a half lacked student toilets, 75% of the schools in Kano lacked such facilities. The situation gets even worse with having toilets that are dedicated for girls, with about two-thirds of the schools lacking such toilets.

The situation is similar in the case of instructional resources: Blackboards and chalk are available in either all or the overwhelming majority of schools. Still, about 25% of the schools in Kano and Lagos did not have chalk available and 14% of the schools in Lagos lacked blackboards. The situation deteriorates quickly when other instructional resources are considered. For example, all the schools surveyed in Kano and about 60% of the schools surveyed in Lagos did not have a

school radio available to receive instructional broadcasts, such as the LEAP radio programs¹. Things are slightly better in Nasarawa, but with nearly one-third of the schools not having a school radio. This situation could be partially explained by the fact that a large number of schools (83% in Nasarawa and 25% in Kano) did not have secure storage cabinets or facilities. The data also paint a picture of impoverished learning environments, where all of the schools in Kano and Lagos and 83% of the schools in Nasarawa did not have bulletin boards. Similarly, large majorities of the schools in the three states did not have educational or student posters displayed on their walls.

All schools in Kano and Nasarawa had desks, but 14% in Lagos did not have this basic need addressed. Even where available, desks were not necessarily arranged (probably because of classroom size) to give students adequate space to engage with learning activities. Indeed, about half the students in Kano and Lagos did not have adequate desk space, and, overall, about one-third of all students did not have adequate desk space. About 60% of schools in Nasarawa and Lagos and none in Kano had secure storage space. More disconcerting was the fact that none of the classrooms in Kano and Lagos and only a mere 17% in Nasarawa had a dedicated classroom radio available (as compared to a radio available to the whole school). This is detrimental in a country where radio serves, in many cases, as the sole link of rural and distant communities with the rest of the nation and where radio broadcasts of instructional programs often serve as a major (or even the sole) medium for disseminating innovative curricula and reformed instructional methodologies.

Overall, textbooks were not available for a third of the schools. In Kano, this was the case for 3 of the 4 schools surveyed. Similarly, instructional aids were not available in 60% or more of the surveyed schools. While a large majority of students had notebooks and writing implements, more than one-half did not have additional paper for writing. What is more, anywhere between 14 and 29% of the students did not have notebooks and/or writing implements available to them.

Thus, the image that emerges from the School Resource Checklist is one where the very basic needs of a functional classroom learning environment (blackboards, desks, adequate space, chalk, textbooks, notebooks, writing implements, and, toilets) are not available to all students. Additional modest instructional resources, such as a radio, secure storage space, bulletin boards, educational posters, instructional aids, and writing paper are not available to a majority of the students in Kano and Nasarawa, and to many students in Lagos. It could be argued that the very basic needs are indeed available in all or a large majority of the surveyed schools. But one should be reminded that these are the basic needs and would not support, if not impede, efforts to help teachers and students engage with more innovative and interactive learning environments. To the extent that the surveyed schools are representative of all schools in the participant states, these infrastructure and instructional resource deficiencies need to be attended to with the utmost urgency.

¹ Note that this percentage is consistent in the case of Lagos, where only 40% of the teachers reported using LEAP radio programs *at the time* of the study (see Figure 2). The inconsistency in the case of the reported percentage for Kano, where 25% of the teachers had previously reported current use of the LEAP radio programs (see Figure 2), could have been a consequence of the self-report nature of the data or the lack of accurate information by those responding to the School Resource Checklist.

IV. SYNTHESIS, PROGRAMMING RECOMMENDATIONS AND CONCLUSIONS

In this section, we synthesize the overall study results in light of the research questions.

1. What are the predominant instructional practices in Islamic schools in Nigeria?

While data derived from the Classroom Observation Form might offer some reasons to be optimistic about the quality of teaching in Islamiya schools in Nigeria, the Classroom Interaction Recorder does not. The classroom observation data indicated that teachers' performance stands at "average" or "above average" in terms of classroom management, instructional practice (i.e., use of student-centered instructional techniques), ensuring gender equity in the classroom, pupil evaluation, and use of instructional materials. Indeed, the teachers observed, many of whom had participated in the USAID-funded LEAP initiative, did display many elements of the form of student centered instruction. However, the classroom interaction data indicated that the quality of teacher-student interactions did not generally meet the "spirit" of student centered instructional practices in that students were most frequently engaged in activities that involved the memorization or recall of information.

Islamic schools have traditionally had a heavy focus on memorization, but mainly in relation to religious texts, the Qur'an in particular. While Islamic schools historically taught a wide variety of subjects at higher cognitive levels, which were not based on memorization, the decline of the Arab empire also brought a decline in education and a diminution of the spirit of inquiry. Hence, the role of memorization as a learning method expanded beyond its traditional purview of the religious subjects. The interaction data bear out the notion that while teachers are able to vary their classroom practice in positive ways, they have not truly mastered the spirit of what they are being asked to do vis-à-vis student centered instruction, since the goal of much of their instructional time continues to be the memorization and recall of material.

As traditional Islamic schools have modernized, they have tended to import pedagogical features from the public schools (e.g., age segregated classes, lecture style teaching, and examinations). Traditional Islamic school instructional practices of peer coaching, age-mixed classes, and group work, for example, have fallen by the wayside. Even as the pedagogy has changed, the memorization of material continues to be emphasized for all subjects. Reemphasizing the traditional Islamic pedagogical practices (minus the corporal punishment) could be a strategy for improving the quality of teaching and learning in Islamiya schools in Nigeria.

2. What are some of the basic characteristics of Nigerian Islamiya schools, in terms of class size and the availability of resources?

Classes are generally crowded but not to the degree that one hears about in some countries (e.g., Uganda, where there are reports of over 100 children per classroom). Still, the student-to-teacher ratio is high. This combined with the limitations of physical space in many of the schools means that children are severely crowded in a classroom at times, limiting the teacher's ability to engage them in active learning, since grouping students, moving tables, etc., is almost impossible.

Islamiya schools in Nigeria tend to be resource lean institutions. The greatest lack seemed to be in the area of student learning materials. Traditional Islamic schools tended not to rely heavily on the availability of texts or paper. Students copied the Qur'an onto wooden slates that could then be washed clean at the end of the day. A first step in getting more learning resources into the Islamiya schools could occur by emphasizing to parents, Head Teachers and teachers the

importance of learning aids that students can work with and helping Head Teachers to coordinate with local government authorities to obtain the needed materials.

3. What are teacher and Head Teacher perceptions of educational quality?

Head Teachers and, in particular, teachers, identified a wide variety of indicators of educational quality, showing that perceptions among those surveyed are far from uniform. Generally, though, teachers' and Head Teachers' perceptions of quality reflected a belief that the utilization of new or modern teaching methods would help students learn and a belief that plentiful resources enhanced educational quality. Further, teachers were able to describe those new or modern teaching methods and often cited them as indications of good teaching. In the classroom, they report that teachers are making attempts to use student-centered methods.

It was encouraging that teachers and Head Teachers seemed to be won over to the notion that student-centered teaching methods are more effective to help students learn. However, as evident from the classroom interaction data, teachers have not truly mastered the utilization of these pedagogies. Moreover, Head Teachers do not seem to be fully able to distinguish whether teachers' classroom practice demonstrates mastery of the form of student centered instruction only or whether it reflects a deeper grasp of the "spirit" (i.e., philosophy and principals) of student-centered instruction.

4. Are teachers utilizing the instructional strategies introduced through the USAID-supported LEAP program?

Even though some reported having not used or discontinued to use the LEAP radio programs, the overwhelming perception among the surveyed teachers and Head Teachers was that they liked the LEAP project and saw the training as making a positive contribution to their work. In the absence of a project structure (as USAID's follow-up initiative, COMPASS, which was still in its initial phase while the EQUIP1 data was being collected), teachers and Head Teachers seemed to have less information about the broadcast schedule for the Interactive Radio Instruction programs, for example, as compared to when LEAP-funded communication structures and systems were still in place.

Teachers and Head Teachers did recognize, however, the value of the instructional strategies introduced through the USAID-supported program. The Classroom Observation Form and the Classroom Interaction Recorder indicate that teachers are attempting to utilize the more innovative active and student-centered teaching strategies but often having limited success. Further support could be beneficial in this area. As LEAP was popular and well received in the Islamiya schools, the COMPASS project and USAID have the opportunity to extend their technical assistance work in these schools.

5. How do Islamic schools accommodate both religious and secular curricula?

In general, the participant schools do a good job of balancing religious and secular education. To start with, the larger majority of schools in all three states address almost all curricular subjects about which the researchers inquired and use assessments (e.g., examinations) characteristic of public school education in Nigeria. What is more, being Islamic schools, religious education is taken to heart by school personnel, while the larger majority of school personnel realize the importance of schooling that prepares students to engage in a variety of civic life contexts, and that allows students to pursue further studies beyond the context of Islamic schools. Indeed, in Islamic educational traditions, religious and secular education are linked in that it is thought that

knowledge of the physical world and human society helps one to know God and that knowledge of the Qur'an helps one to interpret and understand the physical world and human society. Thus, teachers and Head Teachers ensure that a focus on secular education is both present and healthy in Islamic schools. It should be noted, though, that most teachers teach more than one subject, so the extent to which all teachers are well prepared to teach the different subjects is unclear.

During the LEAP project, a small study was conducted to ascertain the attitudes of parents who chose to send their children to Islamiya schools. Interestingly enough, parents had very strong “secular” aspirations for their children. Most wanted their children to pursue further education—especially high school education—and many cited lofty career aspirations for their children. What was evident was that parents placed a good deal of faith in the Islamiya schools to produce children who would be ready to pursue high school or college studies. This finding, in turn, pointed to the fact that while parents were familiar with some of the discourse around student centered instruction and active learning, most had a limited sense of what it really entailed and hence were at a disadvantage in assessing teachers or teaching in the schools they were supporting.

6. Are PTAs and community members active in the educational improvement process even in the absence of direct assistance from USAID projects?

The general consensus was that parents are quite active in the Islamiya schools. This makes perfect sense as traditional Islamic schools have generally been institutions that are rooted in their communities. However, teachers and Head Teachers reported that financial support was the best way in which parents could make a contribution to the schools.

7. How do parents perceive and evaluate educational quality?

Based on data collected by a previous study conducted during the LEAP program, parents perceive educational quality in much the same way teachers do—the availability of resources being a key item cited. Parents also measure educational quality by whether their children pursue further schooling. Learning to become a good Muslim, a moral person and a contributor to society were also highly ranked indicators for parents of whether one was receiving a quality education.

In conclusion, traditional Islamic educational methods and structures provide an avenue through which appropriate assistance can be offered to Islamiya schools in Nigeria. Islamiya school personnel indicated their appreciation of the LEAP project, for example, and consistently expressed a desire for more training and more instructional resources. These findings may be applicable in other countries as well, as the experience gained from USAID programs in Ethiopia and the work of UNICEF and UNESCO in other countries indicates that Islamic schools elsewhere are also open to receiving aid from outside donors. The findings of this study suggest the following implications for providing donor support to Islamic schools.

Finding	Possible Programming Implications
1. Though traditional Islamic instructional practices have much in common with modern notions of quality student-centered teaching, the use of memorization is now more common. After approximately one and a half years of professional development, teachers in the study practiced	Teacher professional development which reemphasizes the traditional Islamic pedagogical practices (minus the corporal punishment) could be a strategy for improving the quality of teaching and learning in Islamic schools and can convince teachers to push against their own comfort zones

elements of the form of student-centered teaching, but there was still room for improvement.	and move beyond a focus on memorization to a focus on understanding and problem solving. Schools are likely to welcome this kind of support and teachers are likely to try to incorporate the ideas into their practice, particularly in subject matter other than religious studies.
2. The Islamic schools in the study were generally very resource lean, particularly with regard to basic learning materials. Classrooms were crowded and student-teacher ratios high.	Coordination among donor-funded programs, educators, communities and governments is needed to meet the needs. Some combination of teacher training in the development and use of low-cost, locally available learning materials; parent and community organizing to provide materials; and government-Islamic school cooperation to provide learning materials available in government schools could have a significant impact.
3. Perceptions of educational quality among head teachers and teachers surveyed are far from uniform. Generally, though, they reflected a belief that the utilization of new or modern teaching methods would help students learn and a belief that plentiful resources enhanced educational quality.	This finding is further evidence that the two strategies described above would be appropriate and welcomed and that donor investment can have an impact on perceptions of quality.
4. Teachers and Head Teachers recognized the value of the instructional strategies introduced through the USAID-supported program. Teachers are <i>attempting</i> to use active and student-centered teaching strategies but often having limited success.	Given the widespread emphasis on memorization currently found in Islamic schools, sustained post-training support may be even more important than in other schools. Institutionalized monitoring and mentoring, Interactive Radio Instruction, cluster organizations, or other sustainable methods for reinforcing lessons learned in training are essential. Long-term programs are recommended over short-term ones, as establishing the habit of effectively using new teaching methods takes time.
5. Islamiya schools balance religious and secular subjects and emphasize both very strongly, as Islam encourages learning in both areas.	As long as interventions are not perceived as interfering with schools' religious mission, there is ample opportunity for supporting improved teaching and learning in secular subjects. Care must be taken to ensure that any outside materials provided are culturally appropriate. Communities' religious authorities should be partners in developing interventions and may be a significant source of support.
6. Parents are quite active in Islamiya schools, most frequently by contributing financially.	Methods for rallying community support may leverage donor investment. Small grant programs, PTA training, community mobilization, and joint stakeholder planning and management are some methods for tapping into the resources—human as well as financial—available to Islamic schools, which are typically community-based.

<p>7. Parents, in a previous study, cited many indicators of a quality education, including the availability of resources, readiness to pursue further schooling, and learning to be a good Muslim and a contributor to society.</p>	<p>These notions reinforce the recommendations above. As it was not cited frequently, the quality of instruction may be an area in which to educate parents so that they are better able to support the teaching and learning taking place in their children's schools.</p>
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As Islamic schools are growing in popularity in Nigeria among Muslim populations and as many of them are poor schools serving poor communities, and as evidence suggests that the same is true in some other developing countries, it is important to ensure that these schools are meeting certain educational standards with regard to secular subjects. Further assistance could make a huge difference in improving educational quality in these schools in order to achieve that goal.

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APPENDIX A. TABLE 1

Table 1. *Overall and State Mean Scores (and Standard Deviations) for the Classroom Observation Form Items*

Item	All states		Nasarawa		Lagos		Kano	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1. Learning objectives clearly stated in lesson plan	3.35	0.87	3.44	0.62	3.08	1.38	3.46	0.52
2. Learning activities clearly stated and support learning objectives	3.19	0.79	3.22	0.43	2.75	1.22	3.54	0.52
3. Materials mentioned in lesson plan are ready for use	3.12	0.98	3.17	0.71	2.50	1.17	3.62	0.87
4. Teacher calls on all or almost all the pupils individually during the lesson	3.09	0.93	2.94	0.75	3.14	1.17	3.19	0.91
5. Teacher both practices and encourages appropriate behavior in the classroom	3.67	0.60	3.47	0.51	3.92	0.64	3.69	0.60
6. Teacher uses an Attendance Book and a Pupil Evaluation Record	2.47	1.03	2.67	0.65	2.40	1.17	2.36	1.22
7. Institutional aids are visible in the classroom	2.88	1.30	3.06	1.06	2.93	1.64	2.63	1.26
8. Teacher arranges the classroom effectively for the activity	3.23	0.79	3.47	0.80	3.14	0.77	3.06	0.77
9. Teacher clearly models or explains new material during the presentation phase	3.46	0.87	3.33	0.84	3.43	1.09	3.63	0.72
10. At least 40% of the lesson allows pupils the opportunity to practice what they learned	3.35	0.97	3.26	0.87	3.36	1.22	3.44	0.89
11. The use of games in teaching	2.04	0.87	2.56	0.70	1.71	0.99	1.75	0.68
12. Interactivity occurs between pupils & teacher	3.41	0.86	3.47	0.77	3.64	0.63	3.13	1.09
13. Teacher uses pair work and/or group work	2.83	1.21	3.18	0.81	2.09	1.22	3.00	1.41
14. The use of encouragement rather than criticism	3.52	0.77	3.50	0.51	3.29	1.07	3.75	0.68
15. Teacher uses thinking questions and does not just ask pupils to recall and/or repeat info	3.24	0.88	3.35	0.79	3.15	1.07	3.20	0.86
16. Student centered teaching strategies are used throughout in support of the objectives	2.91	1.01	3.29	0.85	2.46	1.05	2.88	1.02
17. Teacher poses questions of equal difficulty to boys and girls	3.35	0.90	3.11	0.66	3.43	1.22	3.56	0.81
18. Teacher provides equal opportunities for both boys and girls to answer questions and gives equal attention to their responses	3.55	0.74	3.37	0.60	3.64	1.01	3.69	0.60
19. Classroom provides a positive environment for girls and encourages their participation and leadership	3.64	0.74	3.61	0.50	3.43	1.16	3.87	0.35
20. Teacher's use of textbook or instructional materials (including Resource Kit) supports lesson objectives & engages student interest	3.04	1.00	2.88	1.05	3.07	0.83	3.19	1.11
21. Teacher helps the pupils to use a textbook or instructional material effectively	2.95	1.08	2.94	0.97	2.75	1.22	3.13	1.13
22. Teacher makes use of the blackboard in an effective and useful way	3.92	0.58	3.68	0.58	3.93	0.47	4.20	0.56

Item	All states		Nasarawa		Lagos		Kano	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
23. Teacher checks to see that students have understood the material presented	3.39	1.13	3.33	0.91	3.43	1.40	3.43	1.16
24. Teacher provides feedback that is specific and assists pupils in finding and/or understanding the correct answer	3.43	0.85	3.47	0.84	3.23	1.09	3.53	0.64
25. Performance Phase of the lesson is student centered	3.30	0.91	3.53	0.77	3.00	1.08	3.27	0.88

APPENDIX B. FIGURES 1.1 TO 1.4

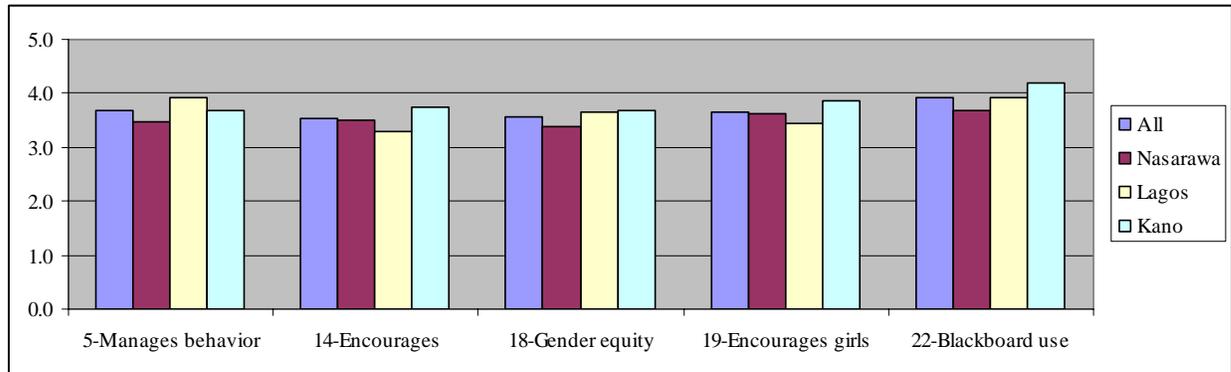


Figure 1.1. Classroom observation items with overall means greater than 3.50 (on the 5-point scale)

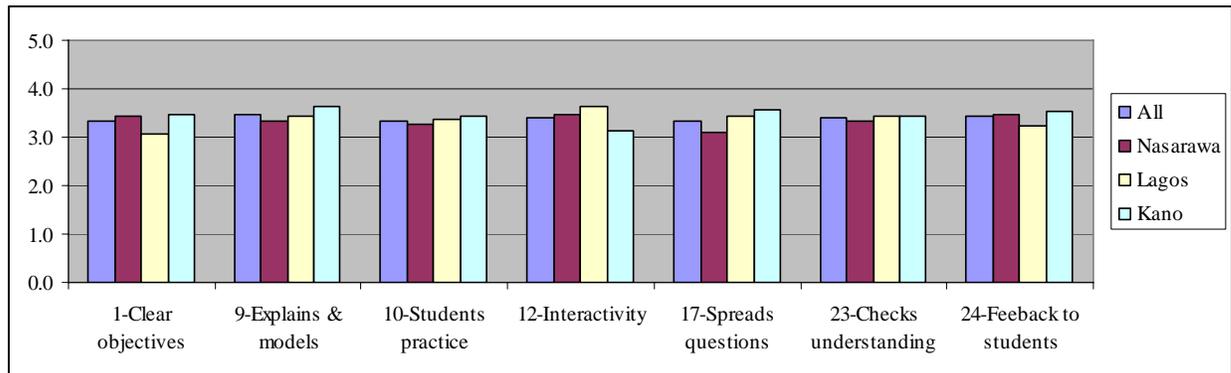


Figure 1.2. Classroom observation items with overall means between 3.31 and 3.50 (on the 5-point scale)

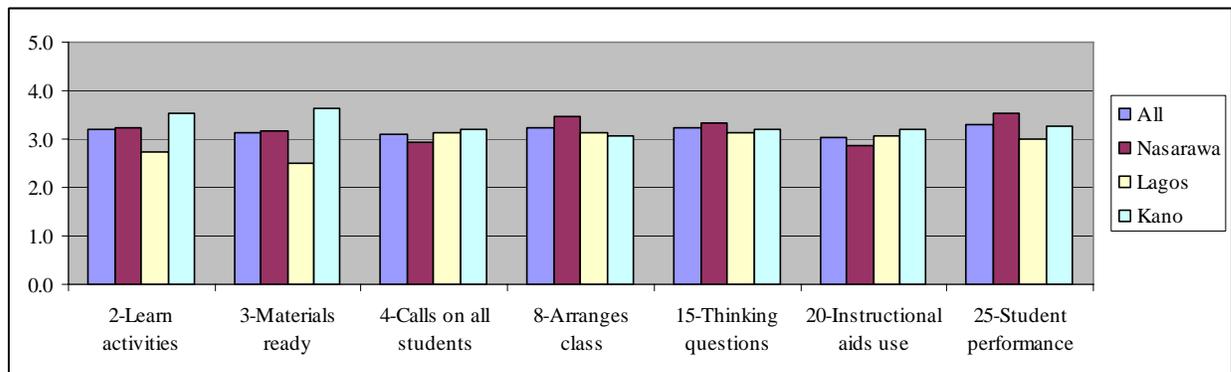


Figure 1.3. Classroom observation items with overall means between 3.00 and 3.30 (on the 5-point scale)

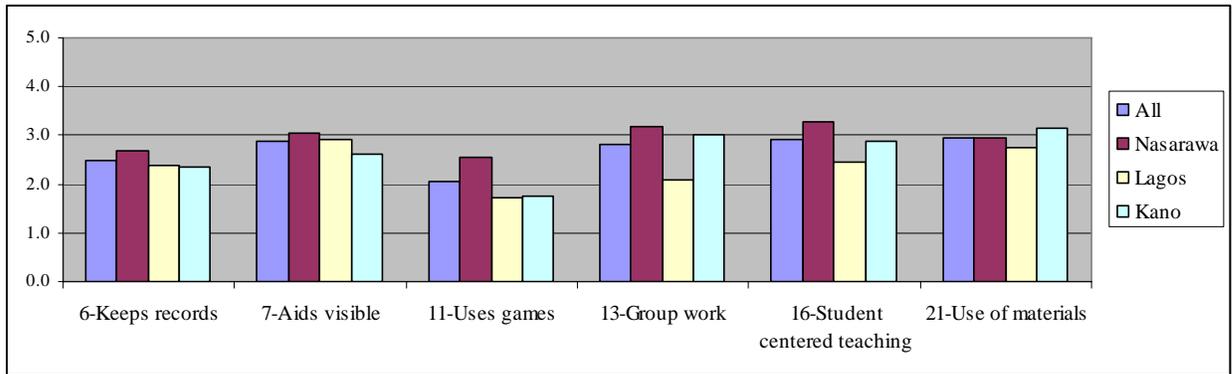


Figure 1.4. Classroom observation items with overall means less than 3.00 (on the 5-point scale)

ANNEX 6: ETHIOPIA PILOT STUDY

American Institutes for Research

Academy for Educational Development

Aga Khan Foundation

CARE

Discovery Channel Global Education Fund

Education Development Center

Howard University

International Reading Association

The Joseph P. Kennedy, Jr. Foundation

Juárez and Associates, Inc.

Michigan State University

Sesame Workshop

Save the Children Federation, USA

University of Pittsburgh

World Education



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***Ethiopia Pilot Study of Teacher
Professional Development***

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



Produced by:

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under the EQUIP1 LWA**

With:

**Academy for Educational Development
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***ETHIOPIA PILOT STUDY OF TEACHER
PROFESSIONAL DEVELOPMENT***

***QUALITY IN EDUCATION, TEACHING, AND LEARNING:
PERCEPTIONS AND PRACTICE***

by

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Academy for Educational Development (AED)

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TABLE OF CONTENTS

Acknowledgements	1
Executive Summary	1
<i>Chapter 1: Introduction</i>	3
<i>Chapter 2: Literature on Quality of Education and Teacher Learning</i>	5
<i>Chapter 3: Ethiopia’s Policy and Program Environment</i>	8
<i>Chapter 4: Research Findings: Perceptions of Education Quality</i>	12
<i>Chapter 5: Research Findings: Relationships between Concepts of Quality and Practice</i>	23
<i>Chapter 6: Research Findings The Influence of Teacher Professional Development on Teaching Practices</i>	33
<i>Chapter 7: Conclusions and Implications</i>	43
References	45

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The Ethiopian Ministry of Education expressed interest in this study, approved it, and set up an advisory committee to follow its progress. The Regional State Education Bureaus of Amhara, Oromia, Southern Nations, Nationalities and People's (SNNP), and Tigray also expressed interest, approved the study, and assisted the research teams during the data collection phase. The Institute for Educational Research at Addis Ababa University, in addition to carrying out the research under contract, provided excellent institutional and professional support. A large number of teachers and school directors generously and sincerely expressed their views to the researchers and an even larger group of teachers completed the survey questionnaire. The United States Agency for International Development (USAID)/Ethiopia contributed valuable ideas in the design stage and helped facilitate the initial approval process. The USAID Basic Education Program in Ethiopia (formerly BESO I and II) was not directly involved in the research, but provided helpful documentation and other assistance.

EXECUTIVE SUMMARY

Ethiopia has expanded access to primary education (grades 1-8) dramatically in the last 15 years, with gross enrolment rates rising from 20 percent to 80 percent. Despite this achievement, expanding enrolments have contributed to stagnating or declining quality, especially in the context of severely limited resources. The government is actively seeking strategies to improve the quality of teaching and learning. National student assessments carried out in 2000 and 2004 at the grades 4 and 8 levels indicated serious problems with quality, although the 2004 assessment identified a positive correlation between teacher attitudes and professional development and improved student achievement. This study examines important aspects of this relationship, focusing on teachers' perceptions and practice of quality and the influence of professional development on improving practice within the context of Ethiopia's active-learning policies.

The Academy for Educational Development (AED) in cooperation with the Institute of Educational Research (IER) of Addis Ababa University carried out the Ethiopia Pilot Study of Teacher professional development, funded through the USAID Educational Quality Improvement Program 1 (EQUIP1) Leader Award. The research took place in four of Ethiopia's regional states – Amhara, Oromia, Southern Nations, Nationalities and People's, and Tigray. The study is primarily qualitative, exploring in depth the experiences, perceptions, and practices of a small group of grade 4 teachers and principals in each of the regional states. The study also includes a quantitative survey of over 100 grade 4 teachers in each regional state which is used to illuminate the qualitative data. The sample size of the interviews and focus groups is small and the survey cannot be considered representative because the sampling was not random. The results therefore are not statistically significant, although they are internally highly consistent, indicating validity as interpreted in qualitative research.

The findings of the study are organized as regional state case studies on each of the focal points of the study: 1) teachers' and principals' perceptions of education quality; 2) teachers' classroom practices; and 3) teachers' and principals' perceptions of the influence of professional development programs. Each focal point includes an inter-case analysis that compares results across the regional states and explores critical issues that emerge from the data.

The results, which are highly consistent across the regional states, include the following: 1) Teachers and principals defined and discussed education quality around issues of educational inputs, processes, and outputs. Discussions of inputs largely focused on inadequate resources; process was seen in terms of students' participation and activities in the classroom; and outputs were discussed in terms of learning outcomes, but more prominently in terms of students' personal and inter-personal characteristics. 2) Despite the fact that many classrooms were arranged in groups, classroom observations revealed very little real active learning, in the cognitive sense of encouraging conceptual learning or the use of higher-order thinking skills. The observations revealed many examples of exemplary supportive relationships between teachers and students. 3) Both teachers and principals highly value the continuous professional development (CPD) programs which take place at the school and cluster levels. Teachers and principals, however, spoke primarily about how the programs support the affective rather than the cognitive dimensions of active teaching and learning.

The study suggests the need to clarify policies and practice in relation to active-learning. Teachers appear to have embraced its affective dimensions and many excellent and supportive relationships are seen in the classrooms. However, there seems to be limited understanding of active learning's cognitive dimensions outside of some of its limited forms such as group work and student discussions. Since the curriculum, textbooks, and examinations are crowded and rigid, they send messages counter to active learning and force teachers into a teacher-centered, rote-learning mode.

This possible misalignment of policies and programs suggests strengthening the understanding and practice of the cognitive aspects of active learning (i.e. analytical and conceptual learning) within the system rather than re-embracing reliance on rote learning. However, an important base appears to have been established through the changes in teachers' attitudes and their positive approaches to many aspects of active and student-centered learning. This may be the link that was identified in the 2004 student assessment in which two important variables correlated to student achievement were teacher professional development and teachers' positive attitudes about students and their learning abilities.

CHAPTER 1: INTRODUCTION

1.1 Focus of the Study

Ethiopia has placed education at the center of its strategies for development and democratization, with strong policies promoting equity and quality of educational provision and rapid expansion of educational opportunity to previously underserved populations (African Union Commission 2005; Transitional Government of Ethiopia 1994). Ethiopia's rapidly expanding gross enrollment rates (GERs), 20 percent in the early 1990s to nearly 80 percent in 2004/2005, indicate that Ethiopia has made great strides in increasing the quantity of education available, although gender imbalances remain a serious problem (Ministry of Education 2005a). Despite these achievements, expanding enrolments have compromised quality, especially in the context of severely limited resources. The government, therefore, has made a priority of addressing issues of quality of teaching and learning (Ministry of Education 2005b). National student assessments carried out in 2000 and 2004 at the grades 4 and 8 levels indicated serious problems with quality, with overall low achievement in basic academic skills (National Organization of Examinations 2000a; 2000b; 2004a; 2004b). The 2004 student assessment, however, indicated a positive correlation between student achievement and teachers' professional development and their positive attitudes towards students, although the assessment data do not explain the nature of the relationship.

This study examines important aspects of the relationship identified in the student assessment by focusing on teachers' perceptions and practice of education quality and the influence of professional development on improving practice. The following questions guide the study:

- How do teachers perceive quality of education, quality of teaching, and quality of learning?
- What is the relationship between teachers' perceptions of quality and their practice?
- What is the influence of teacher professional development programs in promoting teacher learning, change, and improvement of practice?

1.2 Study Approach

This study was carried out under the USAID Educational Quality Improvement Program 1 (EQUIP1) Leader Award by the Academy for Educational Development (AED) in cooperation with the Institute of Educational Research of Addis Ababa University. With the approval of the Ministry of Education, the research took place in four of Ethiopia's regional states - Amhara, Oromia, Southern Nations, Nationalities, and People's (SNNP), and Tigray. Four senior researchers from the Institute of Educational Research led the study; one researcher collected data in each of the regional states and conducted interviews in regional languages.

The study is primarily qualitative, but uses a mixed qualitative and quantitative approach. In the qualitative components, the researchers interviewed and observed the teaching of six core teachers in each regional state, two in each of three focus schools – one urban, one peri-urban, and one rural. The researchers also interviewed principals¹ of these schools and conducted focus-group discussions with about eight grade 4 teachers in each school. The total sample of informants across the four regional states in the qualitative components was made up of 24 core

¹ Principals in Ethiopia are usually called School Directors, although this paper uses the term principal.

teachers, 12 principals, and approximately 89 teachers in focus groups. A quantitative component was used to illuminate the qualitative data. In this component, a survey questionnaire was completed by 439 grade 4 teachers from the four regional states. The study, therefore, has both depth from the qualitative interviews and observations and breadth from the quantitative survey.

Due to the small sample sizes, the results of the in-depth interviews, observations, and focus-group discussions are not representative or statistically significant which is the case for most qualitative research. The quantitative survey was large enough to be statistically significant under some circumstances, but since the sample was not randomly selected the survey results are not regarded as representative. The results of the study, however, have a high degree of internal consistency, indicating validity as interpreted in qualitative research (Creswell 2003, pp 195-197; Hopkins 2002, pp. 133-137). This pilot study, as most qualitative research, is exploratory and focused on understanding participants' experiences and perspectives (Creswell 2005, p. 44).

In the selection process for the qualitative part of the study, two schools were chosen in each regional state that had some level of participation in professional development activities organized through the USAID Basic Education Program (BEP)² which has supported the government's policies and programs to improve quality of education in Ethiopia since 1995.

² The USAID Basic Education Program (BEP) was formerly called Basic Education System Overhaul Program (BESO I, 1995-2002) and Basic Education Strategic Objective Program (BESO II, 2002-2007, renamed BEP in early 2006).

CHAPTER 2: REVIEW OF THE LITERATURE³

This review briefly summarizes literature on issues of education quality, teacher quality, and teacher learning, setting Ethiopia's policies and programs in a wider context.

2.1 Literature on Quality Education

Education quality is a multifaceted concept, defined differently depending on a country's policy objectives and underlying philosophies. According to a recent UNESCO report on education quality, many countries mix the following approaches in their visions of quality, with one approach or another dominating as policy evolves: 1) a humanist approach which focuses on students' construction of knowledge, active learning, and social action; 2) a behaviorist approach which assumes that students must be led by incremental steps to specific, pre-defined ends; 3) a critical approach which focuses on understanding and correcting inequities; and 4) an indigenous approach which rejects mainstream education imported from the centers of power (UNESCO 2004, pp. 32–35).

In Ethiopia, as in most countries, policies define education quality according to the knowledge, skills, and attitudes that students develop – the familiar cognitive, affective, and psycho-motor domains. According to Ethiopia's policies, cognitive learning is important and includes relevant knowledge, analytical thinking, and problem-solving skills which are the bedrock of the 1994 National Education and Training Policy (NETP) and the new curriculum (Transitional Government of Ethiopia 1994). According to policy, knowledge and skills are developed through student-centered and active learning, as is the ability to apply knowledge practically. Affective learning is also important and in Ethiopia, as in many countries, includes the development of social commitment, democratic attitudes, self-knowledge, and appropriate inter-personal skills. According to the framework outlined above, Ethiopia's policies and programs most closely correspond to the humanist approach, although elements of behaviorism are evident in many aspects of the system – the curriculum, textbooks, examinations, and teachers' practices.

Decentralization has become an important focus of education quality in recent years because of the failure of central authority to produce quality and the weak link between top-down policy and school-level practice (Farrell 2002, pp. 251-252). Ethiopia has a highly decentralized system of governance, in the mid-1990s decentralizing to the regional state level and, in the last five years, to the *woreda*⁴ and more local levels. The advent of active learning has also prompted a focus on local action and local engagement to inform and mobilize policies. Schools, teachers, and communities, working together in a supportive policy environment, are recognized as the primary engines of quality (Farrell 2002, pp. 251-252). While this seems obvious, policy-makers and program designers have only recently begun looking seriously beyond input and output models of what constitutes quality, now seeking to understand more about complex processes at the local level and the “daily school experience” as basic ingredients of quality (Anderson 2002; Leu 2005; Nielsen and Cummings 1997; Prouty and Tegegn 2000; Rowley 1998; Tatto 2000; USAID/EQUIP2 2006; Verspoor 2006).

³ The literature review is an abbreviated version of a longer review of the literature on quality of education and teacher learning available through USAID/EQUIP1 (2006) by Elizabeth Leu and Alison Price-Rom.

⁴ In Ethiopia, the *woreda* is the key local administrative authority, something like a county, to which a high degree of autonomy and responsibility has now been decentralized.

Teachers are widely recognized as a critical factor influencing education quality at the school level (Asgedom et al. 1998; Bridges 1998; UNESCO 2006; Villegas Reimers 2003; USAID/EQUIP1 2004a; USAID/EQUIP1 2004b). Researchers, policy makers, and program designers, implementers, and evaluators, therefore, are looking for ways of understanding teacher quality and teacher learning, focusing on effective and promising teacher improvement programs (ADEA 2004; ADEA 2005; Boyle et al. 2003; Craig et al. 1998; Leu 2005; Leu et al. 2005; Lewin and Stuart 2003; UNESCO 2004; UNICEF 2000; USAID/EQUIP1 2004c; Verspoor 2006).

The literature on education quality indicates a strong link between teacher professional development and quality, especially in the areas of “teachers’ beliefs and practices, students’ learning, and on the implementation of educational reforms” (UNESCO 2006, p. 71). This is particularly important for teachers working in the context of new constructivist and active-learning paradigms which reject more traditional behaviorist methods of teaching and emphasize students’ construction of reality, flexible and dynamic ways of knowing the world, continuous construction of new meanings, and learning through social interaction (Case 1996; Dewey 1916; National Institute for Educational Development 2003; Vygotsky 1962). These approaches can only be implemented effectively when teachers understand the ideas behind the reforms and have the ability to apply ideas flexibly in the classroom (Santiago and McKenzie 2006, p. 6).

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). Continuous professional development, in line with Ethiopia’s policies as described in the next chapter, is also necessary for career-long teacher learning and improvement (Craig et al. 1998, p. 13; Darling-Hammond and Bransford 2005; du Plessis et al. 2002; Fenstermacher and Richardson 2000; Hopkins 2001; Ministry of Education 2002a).

2.2 Literature on Teacher Professional Development

Codified knowledge, prescriptive practice, inflexible rules of conduct, and other traditional approaches to teacher learning belong to traditional or behaviorist paradigms and are unlikely to produce teachers who understand and practice active learning successfully. Constructivist and active-learning approaches require teachers to develop deep understanding of their practice and of the reforms that guide changes in that practice (Santiago and McKenzie 2006). Teachers’ ability to develop, adopt, and improve throughout their careers is essential for effective active learning and depends on their participation in collaborative organizations, or communities of practice, based on continuous inquiry into practice (Bridges 1998; Darling-Hammond 2006; Grossman et al. 2001; Hatch 2006). Scholars and education program specialists have long supported the view that successful school reform is best achieved by helping teachers and schools become inquiring collaborative organizations, engaging the entire school community in the reform (Craig et al. 1998; Darling-Hammond 1993; Lieberman and Miller 1990; Little 1988; Ministry of Education 2002a).

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 that provide the flexibility for experimentation and innovation in the classroom so that they can become “adaptive experts” (Darling-Hammond and Bransford 2005, p. 3).

A study of teacher education reform projects in East Africa outlines similar factors that contribute to effective teacher professional development: 1) teacher-centered and school-based workshops; 2) in-class coaching by consultants, supervisors, or peers; 3) team planning and problem-solving by collegial work groups; 4) action research; 5) teacher inter-visitation; and 6) professional study groups (Anderson 2002). Darling-Hammond (1998, pp. 4-5) likewise suggests that the following ideas guide effective programs for teacher learning: 1) experiential, engaging teachers in concrete tasks of teaching, assessment, and observation; 2) grounded in participants' questions, inquiry, and experimentation; 3) collaborative, involving shared knowledge among educators; 4) connected to and derived from teachers' work and examination of subject matter and teaching methods; 5) sustained and intensive, supported by modeling, coaching, and problem solving around specific problems of practice; and 6) connected to other aspects of school change.

Many of the ideas of education quality and teacher learning outlined above are evident in Ethiopia's policies and programs, particularly in the overall guidelines for quality teacher development in the Teacher Education Strategic Objective (TESO) and the in-service continuous professional development (CPD) program, both of which are national policies adopted by all of the regional states (Asgedom et al. 1998; Gidey 2002; Ministry of Education 2002a; Ministry of Education 2005b).

CHAPTER 3: ETHIOPIA’S POLICY AND PROGRAM ENVIRONMENT

3.1 Policy Background

When Ethiopia emerged from 17 years of rule by the Derg in 1991,⁵ the country’s infrastructure was devastated and participation in primary education was low and unevenly distributed. Gross enrolment rates in the early 1990s were only 20 percent, with limited provision outside of urban areas. In a major initiative to address problems related to access, equity, and quality of educational provision, the new government introduced the New Education and Training Policy in 1994 (Transitional Government of Ethiopia 1994). The NETP initiated the decentralization of educational authority to the 11 newly created regional states and called for new education practices based on relevant, active, and student-centered teaching and learning. These reforms established the foundation for all subsequent education policies (Abebe 1998; Ministry of Education 2005b).

Ethiopia has a highly decentralized system of government with the regional states having much of the authority for education. The Ministry of Education consults with the regional states to develop overall policy guidelines and program frameworks. The regional states follow the frameworks voluntarily, but they have wide latitude in the implementation of policies. For example, curriculum is developed according to a national curriculum framework, with each region developing its own syllabi and textbooks, using regionally relevant content and regional languages. Likewise, teacher development, both pre-service teacher education and in-service professional development, is directed by national guidelines, but the regional states shape, implement, and fund the programs (Dufera 1998).

Since the NETP was introduced in 1994, Ethiopia has adopted three subsequent Education Sector Development Programmes (ESDPs) that elaborate policy and provide guidelines for translating policy into action (Ministry of Education 1997; 2002b; 2005b). All three programs have focused on expansion of the system, inclusion of marginalized children in rural and urban areas, correction of gender imbalances, reduction of attrition, improvement of curricula, provision of textbooks, involvement of communities in education, and increase of financing for education. With a population now estimated to be nearing 80 million, Ethiopia has achieved national gross enrolment rates of 95 percent for grades 1-4 and 80 percent for grades 1-8. The quality concerns raised in each of the ESDP documents are, in part, the consequence of this rapid expansion in the context of continuing and severe resource constraints.

3.2 Professional Development Opportunities for Ethiopian Teachers

The government acknowledges the key role that teachers play in education quality and places teachers at the core of its quality-improvement strategies. The recently initiated Teacher Education System Overhaul program of the Ministry of Education guides teacher education in Ethiopia (Ministry of Education 2005b, pp. 18-19). Primary teachers now prepare through two kinds of pre-service programs: 1) a grade 10 + 1-year certificate course for first cycle (grades 1-4) teachers; and 2) a grade 10 + 3-years diploma course for second cycle (grades 5-8) teachers that includes a sandwich year of supervised teaching. An induction period is now built into the initial

⁵ The “Derg” (the “committee” in Amharic) was the Soviet-supported military Marxist/Stalinist regime that overthrew the Emperor Haile Selassie in 1974. After 17 years of armed struggle against the Derg, it was overthrown in 1991 by a coalition of forces.

two years of practice. Teacher educators in all teacher education institutions are now required to earn a higher diploma in education, one of the programs initiated under TESO.

Before the late 1990s, Ethiopia relied almost exclusively on cascade or multiplier models of professional development through which selected teachers and principals attended centralized workshops and returned to their schools to disseminate their new knowledge. Although centralized workshops are still used occasionally, national and regional state policies now call for continuous professional development - compulsory, comprehensive, and ongoing programs of professional development carried out predominantly at the school and cluster levels to guide in-service teacher and principal professional development. Although patterns vary widely throughout the country, most of the regional states organize schools into clusters of between four and 10 schools which are close to each other (sometimes defined as up to four to six hours' walking distance from each other). Clusters, most of which are made up of cluster-center and satellite schools, are used as the primary structure for carrying out professional development activities and for facilitating a two-way flow of information between regional state education bureaus and the schools. Beginning in 2002, the Ministry of Education developed TESO and CPD as its primary strategies for building teacher quality through a continuum of improved pre-service and in-service programs. Both programs work to improve teachers' understanding of and ability to implement active-learning approaches which form the philosophical and policy base for curriculum and instruction in Ethiopia. The USAID BESO I program pioneered some of the pre-service and in-service strategies that have evolved into TESO and CPD (Asgedom 1998; Gidey 2002; Ministry of Education 2002a; Ministry of Education 2005b, pp. 18-19).

3.3 The Educational Context of the Four Regional States in the Study⁶

3.3.1 Overview of Amhara Regional State

Amhara Regional State lies in the north central part of Ethiopia and is the second largest and most populous state in the country. Its population is close to 16 million people and is largely ethnically homogeneous. Bahir Dar is the capital and largest town, but about 85 percent of the population lives in rural areas, with agriculture forming the state's economic backbone.

Amhara's gross enrolment rate for primary education grades 1-8 in 2004/2005 was 75.9 percent, 4 percent below the national average and the lowest of the four regional states in the study. There is a small gender gap; GER for females in grades 1-8 is 72.6 percent in comparison to 79 percent for boys. The student teacher ratio of grades 1-4 is 66, below the national average of 71. In grades 5-8, the student teacher ratio remains at 66, while the national average decreases to 55. On the 2004 grade 4 national learning assessment, indicating basic proficiency in math and reading, students in Amhara received a composite mean score of 53.7 percent, above the national average of 48.5 percent. Similarly, on the 2004 grade 8 national assessment, Amhara scored 43.0 percent in comparison to the national score of 39.7 percent. The regional state has strongly supported school clustering for CPD, assigning a supervisor drawn from the ranks of excellent teachers to support professional development in each of the region's school clusters (Amhara Regional State Education Bureau 2005). BEP (BESO II) has worked in Amhara since 2002 to support this process.

⁶ Educational statistics for the four regional states reviewed in this section are based on the most recent statistical abstract produced by the Ministry of Education's Education Management Information Systems (EMIS) Department: Ministry of Education 2005a.

3.3.2 Overview of Oromia Regional State

Oromia Regional State lies in the central part of Ethiopia. With a primarily ethnically homogeneous population of around 25 million, Oromia is Ethiopia's most populous and largest regional state. Oromia surrounds the capital of Addis Ababa, which is a separate administrative entity although it serves as the capital of Oromia. About 90 percent of the population lives in rural areas and is tied to the agricultural economy (e.g., coffee farming).

The gross enrolment rate for grades 1-8 in Oromia for 2004/2005 was 87.5 percent, more than 7 percent above the national average of 79.8. There is wide gender disparity in GER rates: GER for boys is 100.5 percent for grades 1-8 compared to 74.3 percent for girls. The student teacher ratio in grades 1-4 is 90, the highest of the four states in the study. In grades 5-8 the student teacher ratio drops to 58, closer to the national average of 55. Oromia scored 47.8 percent on the 2004 grade 4 student assessment, slightly below the national average of 48.5 percent. However, the state scored 43.2 percent on the 2004 grade 8 assessment, above the national average of 39.7 percent. The regional state has formed clusters and initiated continuous professional development programs, although the system is expanding slowly throughout the regional state. BEP (BESO II) has worked in Oromia since 2002 to support this process.

3.3.3 Overview of SNNP Regional State

The Southern Nations, Nationalities and People's Regional State lies in the southwestern part of Ethiopia. SNNP, Ethiopia's third largest state, is ethnically diverse, with a population of 14 million people who speak over 25 languages. Awassa is the capital and largest city, although over 90 percent of the population live in rural areas and depend on agriculture as an economic base.

The gross enrolment rate for grades 1-8 in SNNP for 2004/2005 was 78.9 percent, almost the same as the national average. In SNNP there are major gaps between boys and girls; GER for boys in grades 1-8 is 91.7 percent and for girls it is 66.0 percent. The student teacher ratio for grades 1-4 is the same as the national average of 71. For grades 5-8, the student teacher ratio of 59 is slightly above the national average of 55. In terms of achievement, SNNP is slightly below the national average for grades 4 and 8, receiving a mean composite score in the 2004 student assessment of 47.3 percent in grade 4 (compared to the 48.5 percent national average) and 37.4 percent in grade 8 (compared to the 39.7 percent national average). SNNP was one of the states that pioneered the cluster system, along with Tigray, under the BESO I program starting in the late 1990s.

3.3.4 Overview of Tigray Regional State

Tigray Regional State lies in the far north of Ethiopia. With a population of just over four million, it is much smaller than the other regional states in the study. Tigray is ethnically homogeneous. Mekelle is the capital and largest town, although about 83 percent of the state's population is rural and depends on agriculture.

The Tigray gross enrolment rates for grades 1-8 have expanded from around 10 percent in the early 1990s to 91 percent in 2004/2005, presently over 10 percent above the national average. There is almost no difference between boys' and girls' gross enrollment rates for grades 1-8; GER for girls is 91.1 percent, slightly above the 90.8 percent for boys. The student teacher ratio for grades 1-4 is 50 and for grades 5-8 is 44, the lowest among the four regional states in the study. On the grade 4 national assessment, Tigray ranked below the national average with a mean composite score of 45.9 percent compared to the national average of 48.5 percent. In contrast, on

the grade 8 assessment, the Tigrai score of 43.0 percent was slightly above the national average. The Tigrai Regional State Education Bureau pioneered the school cluster approach to site-based continuous professional development starting in 1996/97 in partnership with the USAID BESO I program.

CHAPTER 4: RESEARCH FINDINGS: PERCEPTIONS OF EDUCATION QUALITY

This chapter discusses teachers' and principals' perceptions of education quality, teaching quality, and quality of learning. The data are drawn from in-depth interviews with the core teachers and their principals, focus-group discussions with teachers, and a survey of a wider sample of grade 4 teachers. The findings regarding perceptions of quality of education are presented first as a case study for each regional state and are then drawn together in an inter-case analysis, which includes a discussion of critical issues that emerged from this part of the study.

4.1 Amhara Regional State

4.1.1 Teachers' Perceptions of Education Quality

The Amhara teachers who participated in the study view education quality in terms of immediate results such as achieving the objectives of the school and delivering lessons according to plan. They also view resources as a necessary input for a quality education, stressing the importance of appropriate and relevant education materials. Finally, teachers emphasize the broader goal of students becoming aware of their community and environment.

When teachers discussed the definition of quality teaching, most concentrated on their own behavior in the classroom. They believe that quality teaching means teachers' mastery of subject matter, development of good relations with students, involvement of students in the classroom, and effective lesson preparation. They thought that continuous assessment was essential. Teachers also indicated that quality teaching can take place only when teachers have the necessary qualifications, support from the school management, teaching/learning resources, a conducive work environment, and regular teacher improvement opportunities.

The Amhara teachers in the study believe that quality learning takes place when students master the subjects and attend classes regularly. Students' performance is demonstrated by their individual and group participation and doing well on exams and classroom exercises. Teachers also stressed a social component of quality learning, stating that students must respect the rules and regulations of the school and behave ethically in their own community. Despite this, teachers indicated that continuous assessment, as presently formulated, does not promote learning because it de-emphasizes the regular assessment of students' knowledge or subject mastery and emphasizes the assessment of personal and inter-personal characteristics of the students.

4.1.2 Principals' Perceptions of Quality Education

Like the teachers, the Amhara principals who participated in the study view quality education in terms of student achievement and good behavior. According to the principals, students should master minimum learning competencies, actively participate in class, and develop self-confidence. Principals reported that qualified teachers, sufficient resources, and classrooms in good condition are necessary inputs for quality education. Principals also emphasized that quality education can improve only when there are close working relations with cluster schools, *woredas*, and regional education authorities.

Similar themes emerged when principals discussed their views of quality teaching. Principals believe that teachers who are well-qualified and well-prepared in pedagogy are the key to quality. They also focus on the interaction between teachers and students inside the classroom, stressing

the importance of a student-centered approach. According to one principal, however, the student-centred approach assumes the availability of resources that are not always present in the classroom. In their view, quality teaching is highly dependent on resources and conducive school environments.

The Amhara principals link quality learning with students' being able to express their views, demonstrate practically what they have learned, and exhibit an awareness of their environment. In addition, the Amhara principals expressed the view that students' backgrounds and socio-economic status can be a serious determinant to their learning. They acknowledge that there is little they can do to change the socio-economic factors, but think that schools can play a role in encouraging children from very low-income families to gain self-confidence and learn through approaches sensitive to their needs.

4.1.3 Amhara Teacher Survey Responses on Perceptions of Quality

The 115 grade 4 teachers in Amhara who responded to the questionnaire expressed their views concerning quality of teaching and learning. Table 4.1.1 shows that when asked what quality of teaching means the most common responses were teachers' mastery of subjects, having good relations with students, and involving students in the classroom. Interestingly, improvement of students' achievements is one of the least frequent responses. This is consistent with the interview responses in which teachers discussed the importance of academic learning or cognitive achievement, but emphasized the affective aspects of learning focusing on positive relationships.

Table 4.1.1: Quality of Teaching

What does quality teaching mean? <i>n</i> =115	Number of Responses	%
Involving students in the classroom	48	41.7
Giving assignments to students all the time	25	21.7
Improving students' achievements	33	28.7
Having good relations with students	51	44.3
Giving good lectures	6	5.2
Teachers' mastery of subjects	51	44.3

Consistent with the result above, Table 4.1.2 demonstrates that many teachers link quality of student learning more frequently with active class participation than with performance on examinations and tests, again emphasizing the affective over the cognitive aspects of active learning. Another dominant response for teachers is reciting what has been said in class, a rote-learning, behaviorist approach which contradicts both policy and how teachers said they understood active learning in the interviews.

Table 4.1.2: Quality of Student Learning

What does good student learning mean? <i>n</i> =115	Number of Responses	%
Active participation of students in the class	50	43.5
High score in class tests	17	14.8
High score in final examination	7	6.1
Reciting what has been said in the class	35	30.4

4.2 Oromia Regional State

4.2.1 Teachers' Perceptions of Quality Education

The Oromia teachers in the study focused primarily on the availability of resources and the role of teachers. The teachers believed that quality education is based on the presence of adequate instructional materials and textbooks and sufficient space and furniture in the learning environment. Teachers also stressed that quality is related to teachers' subject knowledge and pedagogical skills as well as to their ability to interact with students using student-centered methodologies.

Teachers' views on quality teaching highlighted their roles inside and outside of the classroom. Although teachers emphasized that quality teaching depends on teacher preparation before entering the classroom, they said that quality teaching depends on how teachers use their subject knowledge and employ different methodologies in the classroom. Teachers discussed the importance of motivating students to be active, rather than passive learners - to participate in class discussions, ask questions, and become self-aware and self-expressive. Teachers believed that this would improve student achievement on an academic as well as a social level, and allow the students to implement what they have learned in their daily lives.

According to the Oromia teachers interviewed, quality learning is dependent on quality teaching as well as on student discipline. Teachers said that learning depends on whether a classroom is managed properly. They also said that students play a crucial role, asserting that students should learn to take the responsibility for obeying school rules, being punctual, listening to the teacher, asking questions, doing their homework, and participating actively in class. According to this view, teachers and students must work together to create quality of learning.

4.2.2 Principals' Perceptions of Quality Education

The principals interviewed in Oromia echoed the views of teachers on many aspects of education quality. All principals highlighted the importance of adequate resources and facilities, naming textbooks, chairs, teaching aids, and suitable classrooms as important. According to one principal, without those resources quality education is impossible. Principals also indicated that teachers play a fundamental role in ensuring quality education. Principals believe that teachers should be well prepared, use active teaching approaches, and follow the curriculum. Lastly, principals related quality education to behavior change in students which includes active participation in class, obeying the school rules, and respecting community members.

In the view of the Oromia principals, quality teaching depends on the characteristics of the teachers – specifically, whether they have mastered the subject matter and pedagogy through their pre-service and in-service programs. Most importantly, principals think that teachers must be able to utilize that knowledge flexibly in the classroom by employing the student-centered teaching methods that are possible according to the resources available and appropriate for the levels and needs of their students.

The principals' concentration on the quality of teachers was also present in their ideas on quality learning. According to principals, quality learning is based on a combination of teachers' preparation and motivation. Like the Amhara principals, the Oromia principals mentioned the effects that external factors can have on student learning such as their family circumstances and the distance children walk to school which affect their energy level in class. When describing

quality learning, principals do not focus on academic achievement, emphasizing behavior change in students instead. Lastly, they link quality of learning with students' using what they learn in practical ways in their daily lives.

4.2.3 Oromia Teacher Survey Responses on Perceptions of Quality

Information from the 94 teacher responses in Oromia offered additional data on teachers' views of quality teaching and student learning. According to Table 4.2.1 teachers' most common response is that quality teaching means involving students in the classroom. To a lesser extent, they cite the response of having good relations with students and their own mastery of subjects. Consistent with the results in Amhara, improving students' achievements is one of the least common responses. This is also consistent with the Oromia teacher interviews which highlighted the importance of students' motivation and participation over cognitive aspects of learning.

Table 4.2.1: Quality of Teaching

What does quality teaching mean? <i>n</i> =94	Number of Responses	%
Involving students in the classroom	44	46.8
Giving assignments to students all the time	21	22.3
Improving students' achievements	14	14.9
Having good relations with students	32	34.0
Giving good lectures	8	8.5
Teachers' mastery of subjects	30	31.9

Teacher questionnaire responses on the meaning of student learning, shown in Table 4.2.2, echo the responses in the previous table. Here students' active participation in class and reciting what has been said are the most frequent responses, even though the two choices can be seen as contradictory. However, these characteristics are more common than test and examination scores suggesting a lack of importance of this type of achievement over more affective, interpersonal aspects of learning.

Table 4.2.2: Quality of Student Learning

What does good student learning mean? <i>n</i> =94	Number of Responses	%
Active participation of students in the class	38	40.4
High score in class tests	9	9.6
High score in final examination	9	9.6
Reciting what has been said in the class	35	37.2

4.3 Southern Nations, Nationalities and People's Regional State

4.3.1 Teachers' Perceptions of Quality of Education

Much like teachers in Amhara and Oromia, SNNP teachers related quality education to resources and the quality of teachers. Teachers referred to the lack of textbooks, large class sizes, and lack of material and financial inputs as barriers to quality. Teachers also emphasized that they must be competent and knowledgeable in their subject matter, flexible in the use of different methodologies, able to manage children's discipline, and motivate students to learn. According to teachers, quality education refers to education that helps students change their behavior.

The teachers' views on quality teaching emphasized the importance of teachers who are well prepared in their subject matter, adhere to school rules and the curriculum, employ student-centered approaches in the classroom, and use continuous assessment to evaluate performance. According to teachers, a quality teacher must be flexible and make the correct choice of methods depending on the nature of the topic. Teachers also stated that the role of the teacher is to function as a family member, interacting in children's lives outside of the classroom to consult with parents and counsel children.

While the teachers interviewed in SNNP believe that a good student-teacher relationship contributes to better learning, they also described quality learning in terms of student achievement. Teachers stressed the importance of student participation using the examples of asking and answering questions. Quality learning was described as improved academic performance and personal behavior of the learner, including students' performance on class work and examinations as well as their ability to solve problems.

4.3.2 Principals' Perceptions of Quality

The SNNP principals in the study had perceptions of education quality that were similar to those of the teachers in their schools. The principals viewed education inputs such as textbooks, desks, blackboards, and qualified teachers as essential to ensuring quality education. Similarly, they stressed the importance of a safe, clean, and attractive learning environment. Principals also believed in establishing a community of learning in the school and cooperation with the wider community. They indicated the need for teachers who love and respect the profession, an administration that is responsible and accountable, and a community that contributes to and participates in the life of the school.

Principals' definitions of quality teaching focused primarily on the role of the teacher in preparing good lesson plans and using a learner-centered approach, varied teaching aids, and continuous assessment. According to the principals, good quality teachers strive to motivate learners and make them feel comfortable participating in class and asking questions. Principals said that they encourage teachers to build strong relationships with students and to help students both inside and outside of the classroom.

A similar emphasis on community was apparent in SNNP principals' discussion of quality of learning. They emphasized the important role of strong student-teacher relationships, collaboration of teachers and parents, and the contributions of the community as fundamental to quality learning. The principals believe that quality learning is demonstrated in the class when learners actively participate, improve their confidence levels, perform well, and are promoted to the next grade. They also view quality learning as an improvement in student behavior and the ability to apply what they have learned in practical life situations.

4.3.3 SNNP Teacher Survey Responses on Perceptions of Quality

Questionnaire responses from 120 SNNP teachers also provide information on teachers' perceptions of quality teaching and student learning. According to Table 4.3.1, teachers most frequently link quality teaching to involving students in the classroom and having good relations with students. This information complements the interview data, which emphasizes the importance of student participation and the establishment of good relationships with students, supporting the view that teachers should have close relationships with their students, making themselves accessible both inside and outside of the classroom. The fact that inter-personal

aspects are chosen more frequently than students' achievements, is consistent with the results in Amhara and Oromia.

Table 4.3.1: Quality of Teaching

What does quality teaching mean? <i>n</i> =120	Number of Responses	%
Involving students in the classroom	47	39.2
Giving assignments to students all the time	24	20.0
Improving students' achievements	25	20.8
Having good relations with students	41	34.2
Giving good lectures	8	6.7
Teachers' mastery of subjects	37	30.8

The responses of the SNNP teachers shown in Table 4.3.2 on the topic of student learning are also similar to those of Amhara and Oromia teachers. Active participation of students in class is cited most frequently; reciting what has been said in the class is the next most common response. The focus on reciting in class may be related to the emphasis on student behavior and discipline. Teachers associate active learning with students' active participation more than with academic achievement as demonstrated through tests and examination, an important finding of the study in SNNP as in the other regional states.

Table 4.3.2: Quality of Student Learning

What does good student learning mean? <i>n</i> =120	Number of Responses	%
Active participation of students in the class	62	51.7
High score in class tests	16	13.3
High score in final examination	12	10.0
Reciting what has been said in the class	40	33.3

4.4 Tigray Regional State

4.4.1 Teachers' Perceptions of Quality of Education

The Tigray teachers who participated in the interviews related quality education to good teaching and to results. They believe that this is dependent on teachers' capacity, subject knowledge, and competencies. They also emphasized the availability of resources by explaining their inability to provide sufficient education without teaching materials and an appropriate learning environment. With the necessary resources, they indicated that quality education is not only academic performance, but it is the demonstration of good conduct, linking quality explicitly with changing students' behavior.

The teachers discussed quality of teaching as the competencies of the teacher in subject matter knowledge, and the ability to communicate and transmit knowledge in the classroom. To achieve quality, they stated that teachers should use lesson plans, evaluate and assess the students' progress, and motivate students to participate actively. Because of the emphasis on changing student behavior, teachers emphasized their function as role models, setting the moral standards in the class and in the school. Lastly, teachers also viewed themselves as facilitators with the community, discussing with parents and helping them to understand their children's problems.

Many of the Tigray teachers described quality of learning in terms of students' improved competencies and changed behavior. They argued that active participation in class activities, regular school attendance, and engaging in class and home assignments are characteristics of quality learning. Focusing on results, they also emphasized that examination results and winning academic competitions in between-school events are important indicators of quality of learning. Resources are another key factor in quality learning. According to teachers, quality of learning is dependent on both student motivation and the availability of books, laboratories, and other teaching materials. Teachers stated that more resources mean more opportunities for a wide variety of experiences which can help stimulate the interest of the students.

4.4.2 Principals' Perceptions of Education Quality

The principals in the Tigray study schools view education quality in terms of educational outcomes and the availability of sufficient inputs. In their opinion, resources such as sufficient teaching materials and qualified teachers are required to achieve quality education. The principals described the results of quality education primarily with reference to social outcomes. In addition to making students more knowledgeable, they referred to quality education as a change in behavior of students involving increased social commitment. The principals thought that quality education should promote active citizenship, motivating students to become active members of their school and society. Lastly, principals stressed that quality is achieved when students demonstrate what they have learned in practical ways in their daily lives.

Principals' descriptions of quality teaching concentrated mainly on the characteristics and activities of teachers. Principals stressed that teachers must be competent; they thought that teachers are most successful when teaching in their area of competency, rather than teaching all subjects such as in the self-contained classroom. Another area of principals' emphasis was the teacher's approach in the classroom - their preparation of lesson plans, implementation of student-centered approaches, and use of teaching materials. Again, resources were mentioned as a necessary requirement for supporting effective teaching approaches. Lastly, principals believed that teachers must follow up the learning process with assessments and gauging results by students' performance on assignments, activities, and tests.

Principals explained quality learning in terms of student-centered teaching, active learning, and increased student interest in learning. They suggested certain indicators of active learning such as class participation, class activities, homework assignments, and group discussions. However, they argued that students need more inducements and persuasion to motivate their attendance and participation. Instead of focusing on the responsibility of the students, principals highlighted the teacher's role of stimulating student interest in learning.

4.4.3 Tigray Teacher Survey Responses on Perceptions of Quality

The results of the questionnaire completed by 110 grade 4 teachers in Tigray provide information on perceptions of quality from a larger group of teachers, complementing the interview and focus-group data. Unlike in Amhara, Oromia, and SNNP, Table 4.4.1 reveals that Tigray teachers chose improving student achievement most frequently in defining quality teaching. The second most common response, involving students in the classroom, was the dominant response in the other regional states. Although teacher interviews/focus groups in Tigray suggest that student-centered learning and achievement are important, the responses below suggest that teachers chose responses referring to student outcomes more frequently than those related to participation. This

is particularly interesting when compared to the results of the 2004 student assessment which ranked Tigray students at the grades 1-4 level below the students of the other regional states.

Table 4.4.1: Quality of Teaching

What does quality teaching mean? <i>n</i> =110	Number of Responses	%
Involving students in the classroom	18	16.4
Giving assignments to students all the time	18	16.4
Improving students achievements	35	31.8
Having good relations with students	21	19.1
Giving good lectures	4	3.6
Teachers' mastery of subjects	14	12.7

Teacher responses in table 4.4.2 suggest a contradictory message. When asked to define student learning, the most common response was active participation of students in class, instead of high scores in tests or exams. Tigray teachers also associate student learning with reciting what has been said in class, which is distinct from the high concentration on student-centered learning expressed in the interviews. This result raises the question of how the notion of student achievement and the notion of examination results are understood and associated in the minds of the teachers.

Table 4.4.2: Quality of Student Learning

What does good student learning mean? <i>n</i> =110	Number of Responses	%
Active participation of students in the class	38	34.5
High score in class tests	15	13.6
High score in final examination	10	9.1
Reciting what has been said in the class	24	21.8

4.5 Inter-Case Analysis of the Four Regional States

The case studies in the four regional states suggest very similar patterns of teacher and principal understanding of education quality, teaching quality and quality of learning. In the analysis below, we first combine the interview results across the four regional states and discuss three important points that emerged from the data: input, process, and output factors related to education quality. Second, we summarize the results from the survey across the regional states. Lastly, we discuss two critical issues that emerged from the combined results that have an important impact on education quality: 1) the relatively minor importance teachers place on student achievement; and 2) inconsistencies around the role of active learning and rote learning.

4.5.1 Perceptions of Quality across the Regional States from Interviews

Input factors: Teachers and principals in the four regions believe that quality education is dependent on input factors, such as resources, teachers, and the community. Teachers and principals emphasized the importance of sufficient resources such as textbooks, desks, teaching materials, libraries, and adequate classrooms. They believe that without these essential items, they are unable to deliver quality education. Teachers are also considered a crucial resource. Both principals and teachers stressed the need for qualified teachers who have appropriate subject knowledge and pedagogical skills. Lastly, teachers view community involvement as a crucial determinant of quality education, including teachers' interactions with parents and the communities' financial support of schools. In Amhara and Oromia, principals mentioned yet

another input, students' socio-economic conditions which they thought often has an impact on a student's ability to learn.

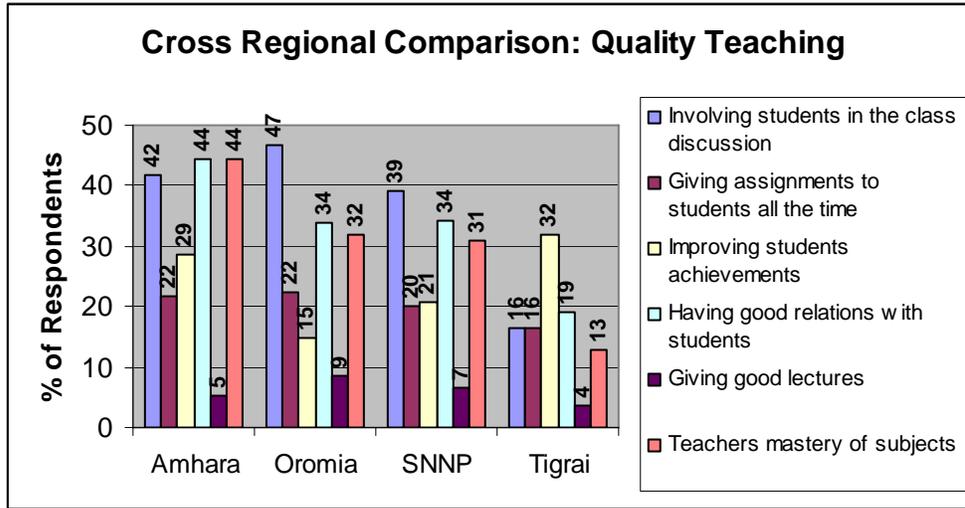
Process factors: Process factors of quality relate to teachers' and students' activities in the classroom. In all four states, teachers and principals emphasized employing a student-centered approach. They explained quality education in terms of student participation, students asking questions and building their self-confidence levels. They also referred to the importance of assessing student performance and employing various strategies and teaching materials to motivate students. Teachers and principals reported that teachers should function as a role model to students, upholding the schools' rules and following the curriculum. This concept of the teacher's role differed slightly in the cases of SNNP and Tigray. While building a strong relationship with students and communities is emphasized in all four states, principals and teachers in SNNP and Tigray believe that teachers should play an important active role in children's lives.

Output factors: Research participants in all regions explained quality in relation to learning outcomes. Although these outcomes are expressed in terms of achieving high scores on exams, completing homework, and achieving promotion to the next grade, even more prominent are the references to affective aspects of active learning such as how students interact in the classroom, their participation levels, and their self-confidence. Teachers and principals also define achievement as students adhering to the rules and regulations of the school, being punctual, having good attendance, and changing their behavior. Finally, teachers and principals indicated that there is a practical purpose of education, stressing that students have achieved quality learning when they are able to demonstrate their learning in practical settings in their everyday lives.

4.5.2 Perceptions of Quality across Regional States from the Teacher Survey

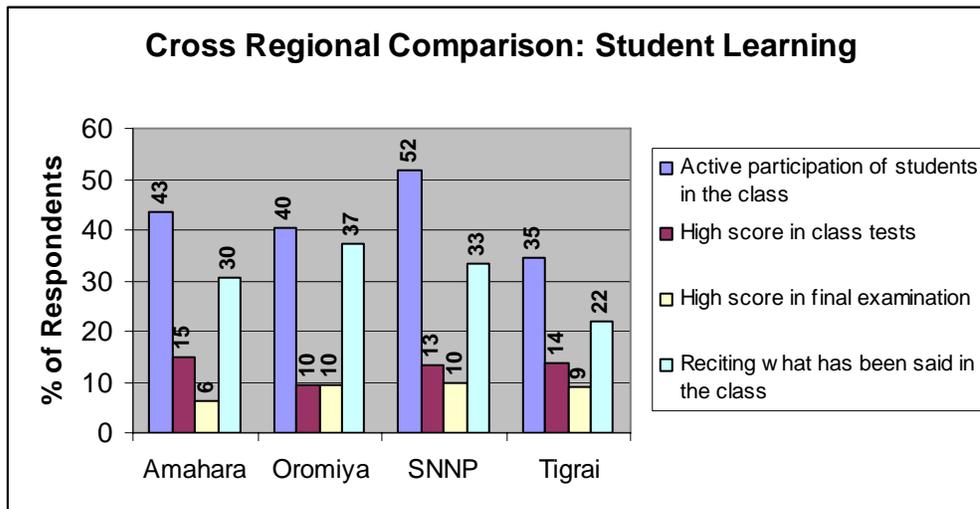
The quantitative results of the teacher survey also reveal similarities across the four regions. Teachers in three of the four regions most commonly defined quality teaching as involving students in class discussions and having good relations with students. Tigray is the only region where teachers more frequently chose improving student achievements. This is consistent with the findings from interviews and focus groups, which highlight the importance of the affective over the cognitive aspects of active learning.

Figure 4.1: Cross-regional Comparison: Quality Teaching



Responses about student learning are also consistent across regional states. Active participation in class is the teachers' dominant response when asked to define student learning, more common than performance on tests and examinations. This result is somewhat at odds with the interview data in which teachers and principals talked about the importance of academic achievement, albeit with a greater emphasis on affective aspects of active learning. The higher frequency of reciting in class suggests that, while active learning is the policy, teachers still depend on non-active, behaviorist practice in the classroom.

Figure 4.2: Cross-regional Comparison: Student Learning



4.5.3 Critical Issues in Perceptions of Quality

Cognitive and affective aspects of active learning: In the interviews, teachers and principals talk more about active participation of students in class and changes in their behavior than they do about students' academic achievement. In the survey, teachers chose examination and test results less frequently, as compared with students' active participation in class. It is critical to understand

what this tells us about teachers' interpretation and practice of active learning and how teachers work with the integrated cognitive (conceptual learning), affective (inter-personal), and psycho-motor (practical application of learning) aspects of active learning. Although these results raise more questions than they answer, the issues highlighted are highly important and perhaps point to inconsistencies in policy and practice that constitute a roadblock to quality and to student achievement, as measured in assessments and end-of-cycle examinations. First, if class participation is seen as an end in itself, rather than a means to several ends which include academic achievement, then active learning is misunderstood and does not fulfill its role or potential. Second, if various aspects of active learning policies and programs are out of alignment (curriculum, textbooks, the content of CPD programs, student examinations), there may be confusion where it all comes together, at the teaching/learning level, which could lead to lowered rather than improved quality of teaching and student learning.

The findings of this study suggest the urgent need for an examination of the messages that different professional development programs or supervision structures send to teachers about what defines student achievement and the role that active-learning classroom approaches play in this. It would also be important to investigate, at several levels of policy and practice, the role of flexibility in active learning approaches in relation to the relative rigidity of the curriculum and examinations. This inconsistency in policy and practice has been present and unexamined for years in Ethiopia as well as in many other countries.

Combining active and rote learning: Teachers and principals did not refer to rote learning in the interviews as an important classroom strategy. However, when confronted with a question on the survey that asked teachers to define student learning, the importance of students' class participation and reciting what has been said in class, were both common responses. This may relate to how teachers understood the question, but it might also relate to the issues brought up above about lack of alignment in policies and programs where active learning is promoted as classroom practice, but the curriculum remains rigid as do the examinations. It almost certainly relates to what teachers really do in the classroom, with rote-learning approaches persisting despite the introduction of some of the forms and furniture arrangements of active learning such as discussing in groups. As the next chapter illustrates, although groups are present in most classes and many aspects of teacher-student relationships are positive, teaching/learning strategies still rely on absorbing fixed knowledge and giving true/false answers.

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

One of the guiding questions of this study asks what the relationship is between teachers' perceptions of education quality and their practice. In examining this, researchers observed the teaching of each of the core grade 4 teachers making field notes and using observation protocols with guidelines and a framework of observation areas. A summary of the observation findings is presented below for each of the regional states. Results are also presented from three of the survey questions that asked teachers to report on classroom practices. This is followed by an inter-case analysis that combines findings across the regional states, links them to teachers' perceptions of quality reported in the previous chapter, and draws out several critical issues that emerge from the findings.

5.1 Amhara Regional State

5.1.1 Amhara Classroom Observations

Classroom environment: All classes observed in Amhara were self contained, but there were stark differences between the two urban schools and the rural school. The two schools in or near Bahir Dar were in reasonable condition, had sufficient furniture, and classes of between 47 and 65 students (policy is 45-50 students per class); the rural school was not in good condition with no electricity or telephone, little usable furniture, no chair for the teacher, and dirt floors. Class sizes were large, 71 and 87 students. Student and teacher work was displayed on the walls in the urban schools, but not in the rural school. The classes in the rural school were not arranged in groups as they were in all of the urban classrooms.

Teacher-student interactions: Teacher-student interactions in the classes observed were mainly characterized by teachers giving information or assignments, students working in groups, and then group leaders being called to report on group work. Teachers were firm but kind, although in one case the teacher was described as domineering. Although the urban classes were all nominally student-centered, this appeared to be more in form than substance since even group work was highly teacher-directed. In one class it was noted that equal opportunity was given to girls and younger students. However, students sitting in the back of one of the large urban and the two large rural classes could not hear the teacher. Since the teacher made little effort to include these students, they subsequently stopped paying attention.

Teacher activities: The Amhara teachers in the study presented material and asked questions, sometimes connecting one day's lesson with what students had learned previously. Two of the teachers in urban schools praised students who performed better; they all handled student misbehavior gently. The urban teachers were energetic and motivated, although the rural teachers were not. In all of the six classes observed, the teacher stayed mainly in front of the class and did not move around the classroom, even to supervise or support group work.

Student activities: Students reacted, made comments, and answered questions. Students generally paid attention to what others said. In two cases in urban schools, students were asked to reason out why certain things happened or did not happen. Students came turn-by-turn to the blackboard to explain how they solved certain problems, although usually the group leader played this role.

In some classes, older and larger students dominated the groups. No group work took place in the two rural classes.

Use of resources: Textbooks were generally available, sometimes one for each student in both the urban and rural schools. Teachers used textbooks in different ways, sometimes for reference, sometimes reading the textbook to the class, or sometimes asking students to read in class. One urban teacher used local materials (plants and soil) for a science class. No teaching aids were used in the rural school.

Analysis: The most striking result for the classes observed in Amhara Regional State is the difference between the urban and rural schools, with the rural classrooms being severely under-resourced and overcrowded and teachers not even attempting to use active learning. Some of the forms of active learning were practiced in the urban classes, although much of the substance, including analytical and critical thinking, was not observed. Group leaders, who tended to dominate, were called upon to use independent communication whereas other students usually were not.

5.1.2 Amhara Teacher Survey Responses on Classroom Practices

Table 5.1.1 below demonstrates the extent to which asking students to repeat what is discussed in class is considered a successful teaching strategy. Table 5.1.2 shows teachers rejecting lectures all the time in favor of student discussions, but a large number of teachers report combining lecture with discussions. Responses in Table 5.1.3 correspond to results in the previous chapter that suggesting that teachers most frequently relate successful learning to class participation.

Table 5.1.1: Successful Teaching

How do you ensure successful teaching in your classroom? <i>n</i> =115	Number of Responses	%
By asking students to repeat what is discussed in the class	33	28.7
By giving class assignments	13	11.3
By asking questions	24	20.9

Table 5.1.2: Teaching Methods

What kind of teaching method(s) do you use in your classroom? <i>n</i> =115	Number of Responses	%
Giving good lectures all the time	1	0.9
Emphasizing student discussions, questions and answers	55	47.8
Combination of a & b	47	40.9

Table 5.1.3: Successful Learning

How do you determine or assess that successful learning has taken place in your classroom? <i>n</i> =115	Number of Responses	%
By asking questions	46	40.0
By the level of student engagement in the class	59	51.3
By the type of questions the students ask	35	30.4
I use my own judgment	7	6.1

5.2 Oromia Regional State

5.2.1 Oromia Classroom Observations

Classroom environment: Classes observed in Oromia were very large, in most cases double the 45-50 students per class prescribed by policy. The seating arrangement in five of the classes was in rows facing the teacher. Teachers said that this was necessary because of large class sizes. Learning resources, textbooks, and teaching aids prepared by the teacher were observed in only one classroom out of six. None of the classrooms observed had learning materials displayed on the walls.

Teacher-student interactions: According to the framework of indicators that was used in the classroom observations, the atmosphere in the classrooms observed and teacher-student interactions were judged to be conducive to student learning in only three of the six classes observed, with the teachers showing friendly attitudes, respect for learners, high standards of behavior, and motivation in these classes. The teachers also appeared to know the students' names in only half of the classes.

Teacher activities: The Oromia teachers were generally successful in their techniques of asking open-ended questions, giving feedback, relating the lesson to students' prior experiences, and using multiple real examples in presenting material. They were less successful in using interactive group and pair work. Teachers asked questions or gave assignments that students completed individually, or in one classroom, in groups.

Student activities: The nature of students' activities and involvement in the learning process varied. In half of the classes, there were few questions initiated by students, little information presented or communicated independently by students, and little variety in the activities in which students participated. In these classes, the observation indicated that students did not appear to be animated or interested. Students in five of the classes responded individually to the teacher's questions, whereas in one class they discussed in groups. In each case, however, the point was to arrive at simple correct answers rather than to analyze information and communicate ideas.

Use of resources: Although the blackboard was used in five of the six classes, learning aids were used in only one of the classes observed. There was a lack of teacher- or student-made materials or real objects used for teaching in these classes. There were no textbooks available in five of the six classes and the textbooks were not well used in the class where they were present.

Analysis: The conventional classroom arrangement of five of the six classes observed in Oromia and the relative lack of interactive teaching and learning appear to be the result of extreme overcrowding and the lack of basic resources such as textbooks. When faced with these conditions, quality teaching is difficult to achieve when teachers are not armed with strategies, resources, or the confidence to attempt active learning approaches.

5.2.2 Oromia Teacher Survey Responses on Classroom Practices

In Table 5.2.1, we see that teachers' most commonly chose the response of asking students to repeat what is discussed in class as a successful teaching strategy. In Table 5.2.2, lecturing all the time is rejected, with responses almost equally distributed between emphasizing student discussions and combining discussion with lecture. The responses recorded in Table 5.2.3 are

particularly interesting because of the dominant response of student engagement in class as a measure of successful learning.

Table 5.2.1: Successful Teaching

How do you ensure successful teaching in your classroom? <i>n</i> =94	Number of Responses	%
By asking students to repeat what is discussed in the class	32	34.0
By giving class assignments	6	6.4
By asking questions	19	20.2

Table 5.2.2: Teaching Methods

What kind of teaching method(s) do you use in your classroom? <i>n</i> =94	Number of Responses	%
Giving good lectures all the time	1	1.1
Emphasizing student discussions, questions and answers	38	40.4
Combination of a & b	37	39.4

Table 5.2.3: Successful Learning

How do you determine or assess that successful learning has taken place in your classroom? <i>n</i> =94	Number of Responses	%
By asking questions	29	30.9
By the level of student engagement in the class	61	64.9
By the type of questions the students ask	18	19.1
I use my own judgment	1	1.1

5.3 Southern Nations, Nationalities and People’s Regional State

5.3.1 SNNP Classroom Observations

Classroom environment: All of the classrooms observed in the SNNP urban and rural schools were in poor condition, in many cases without doors or windows. Enrolments were high, well above the government policy of 45-50 students per class. None of the six classes had textbooks or other printed material. There were no teacher- or student-made teaching aids or real objects present. There were few displays of teachers’ or students’ work on the classroom walls. Seating arrangements in all classes were flexible allowing groups to form.

Teacher-student interactions: The SNNP teachers observed seemed motivated and friendly, praised students for their work, gave attention to less successful children, and often called students by name. The observer’s field notes in addition to his evaluation using the eight indicators in the observation protocol under “teacher attitude” indicate that there was a feeling of care and respect in teacher-student relationships in all of the classes observed.

Teacher activities: SNNP teachers in the study gave explanations at the beginning of a class and asked students to make notes or copy notes from the blackboard because of the lack of textbooks. All of the teachers gave class assignments, monitored group/individual work, gave frequent and appropriate feedback, used multiple examples from learners’ experiences, and gave both boys and girls opportunities to participate.

Student activities: Students read and copied words and statements from the blackboard. According to the observer’s field notes students’ talk took up half of the class time in one class. According to the observation protocol categories under “indications that learners are actively engaged,” overall in the SNNP observations, students “talked and acted” during the classes more than they “sat and listened.” Students sat in groups doing assignments and interacted with each other, although the task was often to find the right answers from material that the teacher had presented. Students were enthusiastic and appeared to be actively involved in learning tasks.

Use of resources: Classes did not have textbooks and few teaching/learning materials were used with the exception of some objects made by students in two of the classes observed.

Analysis: The results were remarkably uniform across the six SNNP schools, with little differentiation between the urban and rural schools in conditions, resources, or teaching/learning approaches. All of the teachers were rated by the observer as being friendly, sensitive, and encouraging to the students. However, without textbooks or other teaching aids, the teachers gave information to the students directly or wrote it on the blackboard. Despite these challenges, teachers were attempting to use active learning with some degree of success.

5.3.2 SNNP Teacher Survey Responses on Classroom Practices

Table 5.3.1 below demonstrates that repetition in class is frequently chosen as a successful teaching strategy. In Table 5.3.2 responses, although giving lectures all the time is rejected by almost all of the teachers, a combination of lectures with discussions is the most common teaching method reported. Table 5.3.3 shows that student learning is most frequently reported to have taken place if students are engaged in the class.

Table 5.3.1: Successful Teaching

How do you ensure successful teaching in your classroom? <i>n</i> =94	Number of Responses	%
By asking students to repeat what is discussed in the class	45	37.5
By giving class assignments	13	10.8
By asking questions	21	17.5

Table 5.3.2: Teaching Methods

What kind of teaching method(s) do you use in your classroom? <i>n</i> =120	Number of Responses	%
Giving good lectures all the time	2	1.7
Emphasizing student discussions, questions and answers	41	34.2
Combination of a & b	63	52.5

Table 5.3.3: Successful Learning

How do you determine or assess that successful learning has taken place in your classroom? <i>n</i> =120	Number of Responses	%
By asking questions	48	40.0
By the level of student engagement in the class	77	64.2
By the type of questions the students ask	28	23.3
I use my own judgment	3	2.5

5.4 Tigray Regional State

5.4.1 Tigray Classroom Observations

Classroom environment: Of the six Tigray classrooms observed, urban and rural, all had desks and chairs, but students had access to textbooks and stationery materials in only half of the classrooms. The materials displayed were insufficient - only two of the six classrooms had a few teacher- or student-made displays. In most cases, the walls of the classrooms were empty. Blackboards were available, although of poor quality.

Teacher-student interactions: Interactions between teachers and students in the Tigray classes observed were not unfriendly, but the observer's field notes indicate that teachers were formal in their manner and did not appear to be emotionally involved with their students. Interactions lacked enthusiasm with little appreciation shown to students. Classroom interactions were characterized by the teachers' authority, with the teachers initiating questions and discussions, expecting students to react by providing correct, mainly true or false answers, or answers that repeated what the teacher had said. Questions that encouraged individualized or alternative perspectives were absent. In only rare cases did students initiate discussion or ask questions.

Teacher activities: All of the Tigray teachers in the study carefully followed their lesson objectives. They divided their classrooms into small working groups, with a seating arrangement that allowed everyone to see every other student in contrast to the traditional layout where students were allowed to see only the teacher. The potential of the new seating arrangement, however, seemed to be unexploited as truly interactive group- or pair-work took place in only two classrooms. In most cases, the teacher posed questions and students made a personal effort to answer the question. Conversations with multiple flow of information in groups were observed only twice.

Student activities: This item was weak in the six classrooms observed. Only three classrooms had school children who appeared to be motivated and interested in class activities. Students in the other classes appeared puzzled and confused, possibly because of the result of the observer in the classroom. The observer noted that many students seemed depressed and indifferent to the lessons. There were no learning materials, no games, or materials to manipulate in the classrooms. The student activities were limited to listening, repeating, and reading.

Use of resources: With the exception of a chalkboard, teachers taught mainly without using resources. Only half of them taught with the use of textbooks or teachers' guides, even when they were available. Only one teacher used drawings or teacher-made materials. Student-made materials were virtually absent in all schools.

Analysis: In spite of their claims of practicing active learning, for the most part, the Tigray teachers in the study expected their students to provide them with true or false or "correct" answers to teacher-initiated questions. Students did not initiate or discuss except to search for correct answers. Three of the teachers told the classroom observer that they felt the need to teach according to their lesson objectives and plans. This demonstrates how flexibility in what and how to teach, which is at the base of active learning, is incompatible with the requirements of the highly prescriptive curriculum.

5.4.2 Tigray Teacher Survey Responses on Classroom Practices

Table 5.4.1 shows that the three kinds of strategies are almost equally frequent responses by teachers, including a higher frequency for classroom assignments than in the other regional states. In Table 5.4.2, we see that lecturing all the time is rejected, but an almost equal number of teachers use student discussions or combine lecture and student discussions as a teaching strategy. In Table 5.4.3, student engagement is the most common response for defining successful learning, with asking questions a closer in frequency than it was in the other regional states.

Table 5.4.1: Successful Teaching

How do you ensure successful teaching in your classroom? <i>n</i> =110	Number of Responses	%
By asking students to repeat what is discussed in the class	23	20.9
By giving class assignments	19	17.3
By asking questions	22	20.0

Table 5.4.2: Teaching Methods

What kind of teaching method(s) do you use in your classroom? <i>n</i> =110	Number of Responses	%
Giving good lectures all the time	2	1.8
Emphasizing student discussions, questions and answers	39	35.5
Combination of a & b	38	34.5

Table 5.4.3: Successful Learning

How do you determine or assess that successful learning has taken place in your classroom? <i>n</i> =110	Number of Responses	%
By asking questions	41	37.3
By the level of student engagement in the class	47	42.7
By the type of questions the students ask	16	14.5
I use my own judgment	2	1.8

5.5 Inter-case Analysis of the Four Regional States

The analysis below first summarizes the classroom observation data across the four regional states in the areas of physical conditions, availability of materials, and classroom interactions. Second, we summarize the survey data on classroom practices across the four regional states. Third, we draw connections between teachers' classroom practices and teachers' and principals' perceptions of education quality reviewed in the previous chapter.

5.5.1 Classroom Practices across the Regional States from Observations

Physical conditions and availability of materials: Although the physical conditions of schools and classrooms in the study vary across the regional states, the conditions in most classrooms were not conducive to learning because of poor facilities and overcrowding. The lack of availability of textbooks and other teaching/learning materials also constitute a barrier to quality teaching and learning. With such a paucity of textbooks and other manufactured learning materials, teacher- and student-made learning materials, real objects, and work displayed on the walls, most of the learning environments observed were dull and devoid of stimulation.

Classroom interactions: Most of the teachers implemented learner-centered or active learning in a limited way, calling into question how they understand the dimensions of active learning,

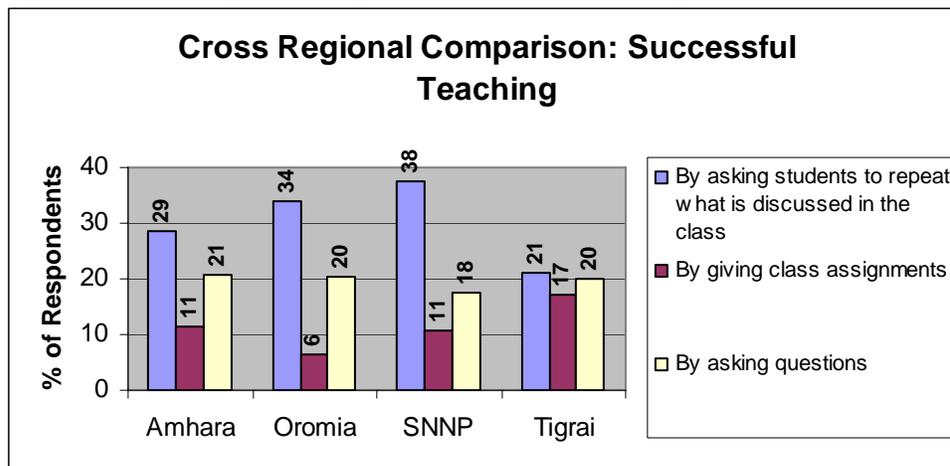
particularly its cognitive dimensions. For the most part, classroom interactions were teacher-directed, even in classes that followed forms of active learning such as discussions within groups. When asked why they use the lecture method, many of the teachers claimed that the curricular materials were not written to be used in active learning classrooms; the textbooks are full of large amounts of information to be memorized by students for the examinations and, thus, teachers feel the responsibility to cover the curriculum in the available time. The flexibility and time required for successful active learning is not easily accomplished within the context of a crowded and prescriptive curriculum.

In addition to these constraints, most teachers are not armed with strategies to attempt active learning in such overcrowded and under-resourced situations as were observed in many of the classrooms in this study. Some promising implementation of the cognitive aspects of active learning was observed. For example, in a few classes, teachers asked students to reason out their responses and to communicate their ideas independently, although it was mainly the group leaders who were asked to do this. The prominence of group leaders who regularly represent the work of groups to the class suggests a phenomenon that provides active learning for some but not for most of the students.

5.5.2 Classroom Practices across the Regional States for the Teacher Survey

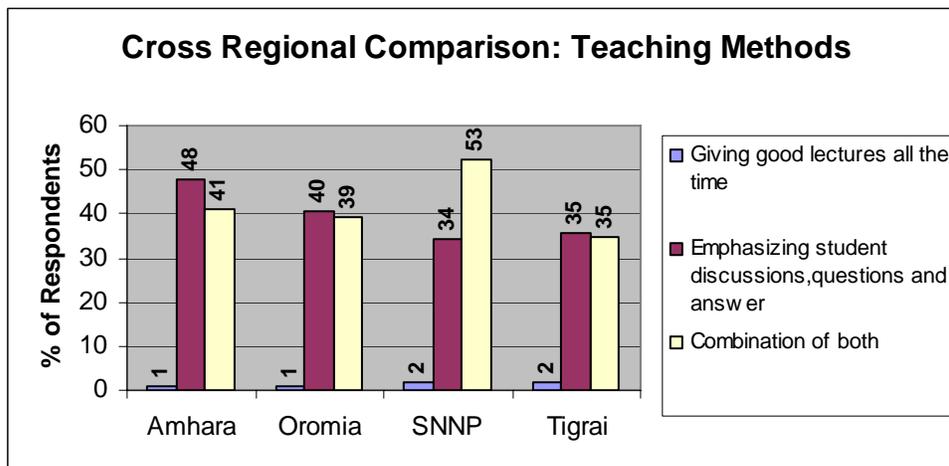
Successful teaching: As displayed in Figure 5.1 below, asking students to repeat what is discussed in the class is the main teaching strategy identified as successful by teachers on the survey in all four regions, with the responses particularly high in SNNP and Oromia. While the Tigrai survey showed this as the favored teaching strategy, the frequency is much lower and almost equal to the response “asking questions.” This corresponds to the classroom observation data that revealed more emphasis on discussion to determine correct answers than on processing knowledge.

Figure 5.1: Cross-regional Comparison: Successful Teaching



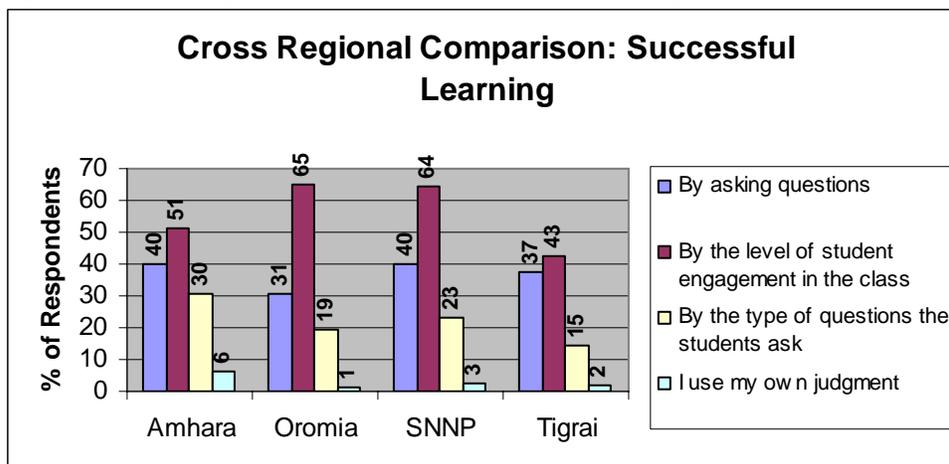
Teaching methods: While giving lectures all the time was soundly rejected by teachers in all four regional states, as Figure 5.2 below demonstrates, combining lecture and discussions was the most common response in all states, particularly in SNNP. This corresponds with classroom observation data in which instruction was teacher-centered, although it included elements of student-centered or active learning.

Figure 5.2: Cross-regional Comparison: Teaching Methods



Successful learning: Figure 5.3 shows that the level of students’ engagement in the class is considered the main determinant of successful learning in all four regional states, although the frequencies are particularly high in Oromia and SNNP and lowest in Tigray. This corresponds directly to results of the survey reported in Chapter 4 in which class participation was thought to be a more important determinant of student learning than test or examination results (see p. 20).

Figure 5.3: Cross-regional Comparison: Successful Learning



5.5.3 Critical Issues in Quality and Classroom Practice

Cognitive and affective dimensions of active learning: The practice of active learning in a cognitive sense – conceptual learning, higher-order thinking skills, independent communication – was noted in only a few instances in the classes observed, for example, when students were asked to reason out their responses or when group leaders (usually not the other students) presented the results of group discussions to the class. At the same time, this core aspect of active learning was hardly mentioned by teachers and principals in the interviews, indicating that this may not be

understood or emphasized in teacher development and support programs. The interview and survey responses in Chapter 4 were similar in their major emphasis on the affective dimensions (for example, knowing students, developing caring relationships with students, communicating with their families) and less prominent emphasis on academic achievement, with virtually no discussion of the conceptual learning aspects of active learning.

For the most part, teaching and learning in the classrooms observed relied on the forms much more than the substance of active learning. The observations indicate, however, a great advance that has accompanied the introduction of the affective forms of active learning. Although some of the teachers observed in the study did not show interest in or engagement with the students, the majority of teachers across the four regions were friendly and engaged. They appeared to feel responsibility for their students as individuals. This observation is supported in the survey data that suggest teachers understand and value the interactions that accompany active learning more than its essential and critical cognitive dimensions. The challenge now is to build on these valuable new understandings that teachers have gained concerning their roles and how to create affective environments conducive to learning, but strengthen the cognitive dimensions of and strategies to achieve improved student academic learning through active learning.

CHAPTER 6: RESEARCH FINDINGS: INFLUENCE OF TEACHER PROFESSIONAL DEVELOPMENT ON TEACHING PRACTICES

The previous two chapters have examined teachers' and principals' perceptions of quality and have drawn a link between these perceptions and classroom practice. This chapter takes the discussion a step further by examining how teachers and principals perceive the influence of professional development on education quality and instruction. In asking about the influence of professional development, one purpose is to examine the process through which professional development and student achievement are related, as identified in the 2004 student assessment. The data in this chapter are drawn from the in-depth interviews with the core teachers and principals and the focus-group discussions with teachers. These interview data are also compared with the responses of the larger group of grade 4 teachers on the quantitative survey. The chapter concludes with an inter-case analysis comparing the results from the four regional states and identifying critical issues that emerge from the data.

6.1 Amhara Regional State

6.1.1 Professional Development Programs in the Study Schools

The Amhara teachers in this study participate in different kinds of professional development programs that the Regional State Education Bureau provides at the school, cluster, *woreda*, and regional levels. The two urban schools in the study have participated in professional development programs that BESO and UNICEF support. Fifty-four percent of the teachers who completed the questionnaire reported participation in cluster activities, while only 30 percent reported having participated in more than five workshops. The main topic of professional development in which 73 percent of the teachers reported participating concerns the preparation of teaching materials. Despite this, there was little evidence of teacher-made instructional materials in the classrooms.

6.1.2 Teachers' Perceptions of the Influence of Professional Development

Teachers defined professional development as a process that improves their learning and knowledge base and leads to professional advancement. Teachers listed improved professional knowledge and teaching practice as the main results of participation in professional development programs. They reported that workshops sharpened their skills in teaching, provided new knowledge in areas such as continuous assessment, action research, lesson planning for self-contained classrooms, the production and use of teaching aids, facilitation rather than transmission of learning, and effective ways of handling tardiness and absenteeism. Teachers, importantly, reported that professional development created a more positive outlook on their profession.

Teachers thought another result of professional development was the impact that their changed practice had on student behavior and achievement. Teachers noted increased student participation, assertiveness, and awareness as well as improved student-teacher relationships as a result of what they had learned through professional development. They thought that student-centered approaches motivated students, and noted that students, in their own way, were becoming researchers and were changing from passive to active learners. Teachers said that improvements in teacher/student relations carried over to improvements in teacher/parent interactions and resulted in improved relationships with the community as a whole. They stressed that exchange of knowledge and experience with other teachers was important in understanding

and adapting themselves as reforms and changes in practice come into effect. It is clear from the Amhara teachers' comments that they place great value on CPD as a means of improving their practice, encouraging better student learning, and improving professional identity.

6.1.3 Principals' Perceptions of the Influence of Professional Development

The Amhara principals interviewed were true believers in CPD, stressing that professional development helped with their expanding role as instructional leaders in relation to teachers and their new responsibilities for community engagement. Having teachers with quality and skill makes this dimension of their work more successful. The principals themselves attend professional development workshops which update them in new practices, and help improve their professional communication with teachers. Principals think that they have learned to evaluate teachers better through professional development, using evaluation to support rather than penalize teachers. Some principals mentioned that participation in professional development for themselves and the teachers results in a healthy competition among cluster schools which has brought about increases in the quality of teaching and learning.

6.1.4 Amhara Teacher Survey Responses on Professional Development

Many of the Amhara core teachers' and principals' perceptions of professional development are echoed by the results of a survey of 115 teachers. In responses to the question about factors that make one a good teacher, Table 6.1.1 shows that teachers emphasize personal effort as the most common answer, with professional development received after graduation the second most common factor. The teacher's education level receives a much lower frequency than the other factors.

Table 6.1.1: Characteristics of a Good Teacher

What makes one a good teacher? <i>n</i> =115	Number of Responses	%
Educational level of an individual	11	9.6
Professional development after graduation	42	36.5
Support from the school community	23	20
Personal effort	61	53

It was reported above that Amhara teachers attended a large percentage of professional development sessions on materials development. This is echoed in the survey results reported in Table 6.1.2 below, in which good teaching/learning materials are named as the most common response in support for good quality teaching, although classroom observations reveal little presence or use of teaching materials. Almost as frequent in these responses is interaction with colleagues. The higher frequency of responses related to interaction with colleagues in the survey corresponds with responses to the interview questions. Programs in the schools are one of the least common responses. This raises the question of whether CPD programs in individual schools are of insufficient quality, or whether the most significant CPD is taking place at the cluster level with little follow-up at the individual school level. This result is also somewhat at odds with the importance placed on interaction with colleagues.

Table 6.1.2: Factors that Support Good Quality Teaching

What factors support your efforts to become a good quality teacher? <i>n</i> =115	Number of Responses	%
Programs in schools	7	6
Workshops	20	17
Interaction with your colleagues	42	36
Support from the principal	14	12
Good teaching/learning materials	44	38
Any other	37	32

6.2 Oromia Regional State

6.2.1 Professional Development Programs in the Study Schools

The Oromia teachers in the study indicated that there were not sufficient professional development opportunities available to them. Teachers said that, on the whole, the professional development provided by the *woreda* was minimal and not reinforced by feedback and mentoring. Some teachers participate in summer in-service professional development programs as well as extension and night school programs. Other teachers felt responsible for organizing their own professional development using their own resources, for example, in the private colleges that are starting to offer teaching programs. Two of the schools in the study sample participate in the region's cluster professional development program supported by BEP through which they have more access to professional development.

6.2.2 Teachers' Perceptions of the Influence of Professional Development

Like the Amhara teachers in the study, Oromia teachers' responses demonstrate their strong commitment to professional development. They place particular value on professional development that includes communication and experience-sharing with colleagues. In some cases, a cascade model is used where one or two teachers are sent to a workshop and return to their schools to provide further workshops for their colleagues. In other cases, the cluster model is used, based on experience sharing and "self-training" at cluster center and satellite schools.

6.2.3 Principals' Perceptions of the Influence of Professional Development

The Oromia principals believed that effective educators are life-long learners and that professional development must be an on-going process of refining skills, inquiring into practice, and developing new methods. The principals said that they facilitate and support short-term, on-the-job, school-based professional development on topics such as action research, gender, active-learning teaching methods, and English. One of the principals stated that in his school, student examination scores, even on national examinations, have increased and drop-out rates have decreased as a result of teacher improvement through continuous professional development.

6.2.4 Oromia Teacher Survey Responses on Professional Development

In response to the survey question asking what makes one a good teacher, most teachers in Oromia, like those in Amhara, the dominant response was personal effort. Professional development after graduation was of the second most common response for Oromia teachers, although fewer Oromia than Amhara teachers favored professional development. This result raises the question of whether the teachers in Oromia participate in as many professional development programs as teachers in Amhara, or whether the quality of programs is less

consistent. Again, as in Amhara, the education level of the teacher is one of the least frequent responses.

Table 6.2.1: Characteristics of a Good Teacher

What makes one a good teacher? <i>n=94</i>	Number of Responses	%
Educational level of an individual	4	4.3
Professional development after graduation	17	18.1
Support form the school community	13	13.8
Personal effort	48	51.1

Oromia teachers overwhelmingly name interaction with colleagues as the most common response in supporting good quality of teaching, as shown in Table 6.2.2 below. Availability of good teaching and learning materials and participation in workshops are much less frequent. Programs in schools and support from the principal both have low frequencies, as in Amhara.

Table 6.2.2: Factors that Support Good Quality Teaching

What factors support your efforts to become a good quality teacher? <i>n=94</i>	Number of Responses	%
Programs in schools	7	7
Workshops	18	19
Interaction with your colleagues	38	40
Support from the principal	8	9
Good teaching/learning materials	22	23
Any Other	18	19

6.3 Southern Nations, Nationalities and People’s Regional State

6.3.1 Professional Development Programs in the Study Schools

Teacher professional development opportunities for the SNNP teachers in the study take place in different modalities such as summer courses, distance education, and short-term workshops. In particular, the schools are organized in clusters to carry out various activities that promote quality and individual schools organize discussions and workshops on issues of teaching and learning. BESO was mentioned in every school, particularly in connection with the cluster- and school-based programs. Through this program, for example, the schools share resources and experiences in implementing the new active-learning curriculum, participate in academic and sports competitions, prepare model examinations, and organize a mobile library.

6.3.2 Teachers’ Perceptions of the Influence of Professional Development

Teachers reported that in-service programs concerned with student-centered approaches have been particularly helpful in developing the understanding that activities can be part of learning in academic subjects, not just in non-academic subjects. Teachers report that relationships with students have improved as a result of the new classroom approaches and changing attitudes that they have learned to adopt through professional development activities. Likewise, teachers report having gained a better understanding of the problems of students who grow up in difficult circumstances (e.g. girls, orphans, or children who come from low-income families) as a result of what they have learned in professional development programs. The teachers mentioned that these programs have encouraged them to work closely with parents in addressing the students’

problems, although they are concerned that their efforts in this area alone cannot guarantee quality education for children in difficult circumstances in the absence of adequate resources and, sometimes, support from parents.

6.3.3 Principals' Perceptions of the Influence of Professional Development

Principals reported that various short workshops organized in collaboration with the regional education bureau covered topics such as teaching in self-contained classes, learner-centered methodology, continuous assessment, action research, school-based internal supervision, English language improvement, and the preparation and use of teaching aids. The principals all supported the cluster system as a way of sharing experiences and collaborating among schools. They enumerated a large number of innovations included in cluster-level professional development that had improved teachers' knowledge on issues and problems of implementing active learning and working effectively in self-contained classes. The principals say that teachers show increased interest in updating and upgrading themselves through professional development programs. Principals report improvement in student-teacher relationships since teachers make the effort to know the students better and form relationships with parents. School-community collaboration, a cornerstone of professional development programs at the cluster level, has improved greatly, according to the principals.

6.3.4 SNNP Teacher Survey Responses on Professional Development

Table 6.3.1 below shows that SNNP teachers, similar to teachers in Amhara and Oromia, responded that personal effort is most common response in defining what makes a good teacher. SNNP teachers cited professional development after graduation as the next most common response, although the frequency is much lower. The educational level of the teacher again was the least common response.

Table 6.3.1: Characteristics of a Good Teacher

What makes one a good teacher? <i>n=120</i>	Number of Responses	%
Educational level of an individual	16	13
Professional development after graduation	40	33
Support form the school community	24	20
Personal effort	68	57

Table 6.3.2 shows that teachers in SNNP identify learning materials as the most frequent factor that most supports their efforts to become good teachers. It is apparent that teachers in resource-poor schools tend to emphasize textbooks, teaching aids, and other materials, simply because such basic inputs to education are lacking. Nearly as common is the response that interaction with colleagues is a contributor to good quality teaching, a factor that is backed up by the interview and focus-group data which detail experience sharing and mentoring through the cluster school model. Once again, programs in schools are one of the least common responses, possibly because the main professional development activities take place in clusters with little or inadequate follow-up at the school level.

Table 6.3.2: Factors that Support Good Quality Teaching

Which factors support your efforts to become a good quality teacher? <i>n</i> =120	Number of Responses	%
Programs in schools	9	8
Workshops	20	17
Interaction with your colleagues	50	42
Support from the principal	22	18
Good teaching/learning materials	54	45
Any other	28	23

6.4 Tigray Regional State

6.4.1 Professional Development Programs in the Study Schools

In Tigray, teachers participate in various professional development activities such as in-service workshops, action research, teaching material preparation, participation in cluster school activities, and collegial exchange of information. The overwhelming majority of the teachers in the study had opportunities to participate in professional development activities, although with varying degrees of intensity. Only a few teachers in the survey suggested lack of access to professional development. The education bureau in Tigray developed a school-based cluster system in 1998, in cooperation with BESO, which includes all schools in CPD programs in clusters.

6.4.2 Teachers' Perceptions of the Influence of Professional Development

Teachers say that they have developed a new understanding of the art of teaching as well as the skills to be effective teachers through CPD. The skills reported include better understanding of the learning process, better communication with and sensitivity to students, and more thoughtful lesson plans. Teachers also report learning to be facilitators of learning rather than transmitters of information, and maintain that they have developed a culture of cooperation and collegiality through school- and cluster-based continuous professional development. Teachers perceive a significant influence of CPD on teaching and learning, in terms of enhancing their understanding of the nature of education and the teaching/learning environment, with a special emphasis on the role of independent student communication in the learning process.

6.4.3 Principals' Perceptions of the Influence of Professional Development

Principals in Tigray reported that CPD programs have a great impact on preparing teachers to use the outcome-based strategy of teaching, of which continuous assessment is an essential part. They confirm the importance of teachers' use of continuous assessment by using the criteria of student performance in homework, class attendance, and short quizzes. Principals say that, as a result, teachers are required to account for the gaps between planned and performed activities. The three principals claimed that the formation of Parent Teacher Associations (PTAs) is the result of continuous professional development. Principals and teachers confirmed increased participation of parents in advising and supporting their children academically, supporting the school with budgetary funds, and participating in school boards and PTAs. Teachers have increased communication with parents about the education of their children. Schools also advise parents to supervise school absenteeism, reduce child labor, cover educational expenses, and provide advice and discipline, which they attribute to the influence of CPD.

6.4.4 Tigray Teacher Survey Responses on Professional Development

Table 6.4.1 shows teachers' responses to a question about factors that make a good teacher. As in the other three regions, the largest number of respondents reported that personal effort was the most common response, with the second, but much lower, frequency given to professional development after graduation. Again, the educational level of the individual receives the lowest frequency.

Table 6.4.1: Characteristics of a Good Teacher

What makes one a good teacher? <i>n</i> =110	Number of Responses	%
Educational level of an individual	6	5.4
Professional development after graduation	25	22.7
Support form the school community	18	16
Personal effort	48	44

In their response to the question asking which factors support efforts to become a good quality teacher, Table 6.4.2 indicates that the dominant response of Tigray teachers is interaction with colleagues. Another common response in support of quality teaching is the use of good teaching and learning materials. As in the other regional state, programs in schools received the lowest frequency.

Table 6.4.2: Factors that Support Good Quality Teaching

Which Factors Support your Efforts to Become a Good Quality Teacher? <i>n</i> =110	Number of Responses	%
Programs in schools	8	7
Workshops	12	11
Interaction with your colleagues	40	36
Support from the principal	7	6
Good teaching/learning materials	28	25
Any other	38	35

6.5 Inter-case Analysis of the Four Regional States

The results across the four regional states are very similar, with teachers and principals in each state reporting that professional development opportunities are important and have had a significant impact on educational quality enhancement. The similarities and differences from the interview data and the survey data are reviewed briefly below, followed by several critical issues that emerge from the data.

6.5.1 Perspectives on Professional Development across the Regional States from Interviews

Teacher professional development in all of the study regions has helped teachers and principals acquire a new understanding of teaching and learning. The old emphasis on student discipline and control has now shifted to a focus on good teacher-student relationships and encouragement of student assertiveness and participation in the classroom. Most teachers expressed the opinion that the learner-centered approach is superior and that their role is to encourage students to be actively engaged in the teaching and learning process. CPD has helped teachers develop skills in lesson planning, continuous assessment, and action research. Teachers and principals claim that CPD has also fostered a culture of cooperation among teachers, students, parents, and the surrounding community.

6.5.2 Perspectives on Professional Development across the Regional States from the Teacher Survey

The quantitative data confirm the teachers' commitment to professional development. Figure 6.5.1, which compiles the survey data on professional development across the regional states, shows that teachers commonly relate good teaching to personal effort, with participation in professional development being the second most common response. This suggests a powerful combination of personal motivation and responsibility plus professional support as a potential for creating quality.

Figure 6.5.1: Cross-regional Comparison: Good Teacher

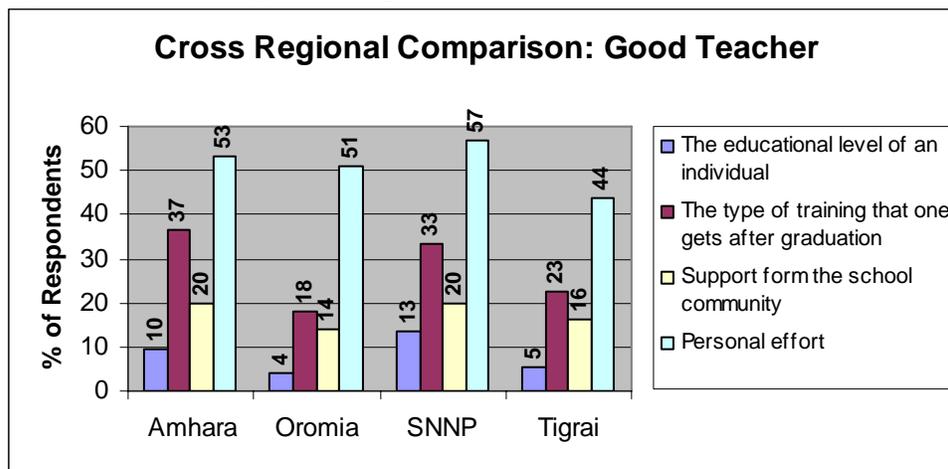
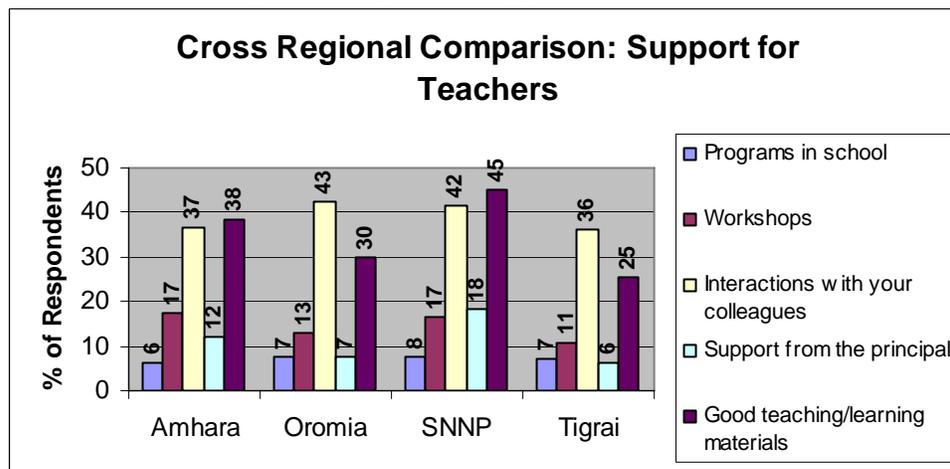


Figure 6.5.2 shows responses across the regional states to the question “Which factors support your efforts to become a good quality teacher?” Teachers in Oromia and Tigray chose more commonly “interactions with colleagues,” while teachers in Amhara and SNNP chose “good teaching/learning materials.” These are the two dominant factors across the four regional states. The support for collegial interactions among teachers may be a result of teachers’ experiences of the cluster school system, while the tendency for teachers to focus on good teaching/learning materials may result from the scarcity of teaching resources in almost all schools observed.

Across all regions, less than half of the teachers believed that workshops, support from the principal, and programs in schools were important factors in determining the quality of teaching. Given the teachers’ support for professional development, it is surprising that workshops receive such a low frequency of response. This may indicate that many CPD workshops are of low quality, or it may indicate a low level of support for programs within CPD. Equally surprising is that teachers did not find “support from the principal” to be of particular significance, suggesting that principals have not yet grown into their roles that emphasize instructional leadership. The lack of support for “programs in schools” is curious, given the preference teachers and principals expressed for CPD which is carried out at the local level. This response may be an artifact of the way the question was framed, since many of these programs are carried out at the cluster level rather than specifically at the school level. If this is the case, however, it would suggest that the very important follow-up at the individual school level, which should be led by school principals, is not strong.

Figure 6.5.2: Cross-regional Comparison: Support for Teachers



6.5.3 Critical Issues in Professional Development and Quality

Building teacher confidence, identity, and morale: According to the interviews, the support and enthusiasm among teachers and principals for CPD is extremely high, although the study suggests challenges in the structure and implementation of CPD. Many of the characteristics that teachers report having acquired through professional development contribute to the creation of a good environment for learning. Teachers state that professional development provides them with improved knowledge, skills, and attitudes that make them better teachers. They indicate that CPD improves their professional identity and morale. From the way teachers and principals describe what they have learned through CPD, these programs have made strides in developing teachers' holistic perspectives on their jobs and responsibilities that includes a commitment to knowing and developing the whole child beyond his or her ability to memorize knowledge for the examinations. However, there seems to be a gap in the discourse concerning students' academic knowledge and, perhaps, some contradictions in how this gap is being addressed.

Building a stronger commitment to student learning: Throughout the study we have pointed out the dominance of the affective over the cognitive in the way in which teachers and principals regard active learning. Through the focus on the affective aspects of active learning, there appears to be a de-emphasis on the use of active learning as a means of fostering better academic learning. There may be several reasons for this.

Teachers practice at the point where a number of contradictions come together. Policy supports active learning. Programs based on policy, such as pre-service teacher education and CPD, promote active learning. Teachers report that continuous assessment dwells more on students' personal and interpersonal characteristics than their academic learning. The message teachers receive from the curriculum, textbooks, and examinations, however, is very different. They are crowded and rigid, requiring behaviorist, memorization, and teacher-centered approaches. This lack of alignment may be responsible for some of the decline in the overall quality of teaching and learning and the insufficient academic achievement reported on student assessments.

An important approach to tackling this issue would be to consider, through widespread dialogue, how active learning can support student achievement without returning to behaviorist and rote-memory approaches. Such a dialogue could result in the need for improved system alignment so

that policy and programs - curriculum, textbooks, examinations, continuous assessment, and different forms of teacher development - are based on the same principles and support each other.

Professional development, teacher attitudes, and student achievement: The results of the 2004 student assessment identify a correlation between student achievement and teacher attitudes toward students and teachers' professional development. In the grade 4 student assessment, teacher variables that positively and significantly correlated to student achievement are teachers' perceptions and attitudes of students' learning abilities, teacher training on new teaching methods and new assessment techniques, and the average level of teacher professional development (NOE 2004a, p. 91).⁷ In the 2004 grade 8 student assessment, teachers' perceptions and attitudes about student learning, as well as the number of periods taught per week, are the strongest explanatory teacher-related conditions influencing learning (NOE 2004b, pp. 113-114).

The kind of process-oriented professional development described in this chapter emphasizes improved teacher attitudes and, as suggested above, teachers' more holistic views of their students. It may be just this which has, in fact, produced the better academic achievement recorded in the 2004 student assessment. The argument here is that CPD in Ethiopia has made great strides in changing teachers' attitudes and classroom approaches, but now must concentrate on using this promising foundation to build stronger academic achievement.

⁷ On the other hand, teachers' age, qualifications, total teaching experience, distance from school and social commitment are negatively correlated with student achievement, although these relations were not statistically significant.

CHAPTER 7: CONCLUSIONS AND IMPLICATIONS

This study is exploratory and seeks to understand participants' experiences and perspectives, the purpose of much qualitative research. One of the most interesting findings of the study is the similarity of results across widely dispersed regional states, teachers, and principals. In the three areas of study findings - perceptions of quality, classroom practice, and the influence of professional development - very similar themes emerged in Amhara, Oromia, SNNP, and Tigray.

7.1 Active Learning and Quality - The Need for Clarity and Action

7.1.1 Learning That Defines Quality

Education quality is a complex and multifaceted concept. In Ethiopia, as in most countries, policies define education quality according to the knowledge, skills, and attitudes that students develop. In Ethiopia's policies, active learning is important and includes relevant knowledge, analytical thinking, and problem-solving skills. Appropriate knowledge and the ability to apply knowledge practically are developed through student-centered and active learning. Affective learning is an important element of policy and includes the development of students' social commitments, democratic attitudes, self-knowledge, and inter-personal skills. An important result of this study suggests that cognitive learning is not included in the discourse of teachers and principals as frequently, or with as much depth of understanding, as the affective dimension of learning. Teachers and principals emphasize the development of participatory and inter-personal skills when they talk about student learning. As important as these characteristics are, academic skills are also important. This emerges as a critical issue, given the urgency of raising student achievement in Ethiopia.

7.1.2 Clarifying Active and Student-centered Learning

Building a stronger commitment to the cognitive aspects of active learning, building on the impressive achievements in affective areas demonstrated in this study, calls for a thorough re-examination of aspects of policy and programs which, at the present time, seem to be out of alignment. Policy emphasizes active and student-centered learning. Teachers are prepared in pre-service teacher education and in-service professional development programs to practice active learning.

A number of questions arise from the study about how active learning is interpreted and promoted within these programs: 1) What is the balance of messages that teachers receive and skills that they build in pre-service teacher education and in-service professional development about the meaning and practice of active learning? 2) How is cognitive learning, the development of academic learning, approached within these programs – especially cognitive learning within the active learning paradigm that rejects simple memorization and repetition and emphasizes the use of higher-order thinking skills to mobilize knowledge and develop meaningful, conceptual learning?

When teachers reach their classrooms, they often face contradictions. The crowded and rigid curriculum and textbooks, filled with information that must be memorized for examinations, may be at odds with what teachers have learned about effective active-learning practice. This prompts teachers to fall back into teacher-centered, rote memory approaches. However, to confuse things further, the system of continuous assessment appears to emphasize students' personal characteristics and interpersonal skills over their academic learning. This raises a second set of

questions about how teachers should practice in the midst of this apparent misalignment. It also calls for an examination of the way in which the different programs understand and promote active learning, balancing its cognitive, affective, and psycho-motor dimensions.

7.1.3 Teacher Attitudes, Professional Development, and Student Achievement

One of the purposes of this study was to examine the link identified in the 2004 student assessment between teachers' attitudes and professional development and student achievement. Although this study leaves many questions unanswered, two important sets of issues have emerged from the findings that policy makers and planners may find useful in their search for improved education quality.

1) It is clear that the foundation has been established for quality through the extremely promising and positive perspectives and attitudes of teachers and principals as expressed in the interviews, observations, and the survey in this study. Teachers' and principals' expanded concepts of their roles as educators, their commitment to the whole child, and their recognition of the importance of a positive and supportive learning environment are all characteristics that build the foundation for excellent learning, characteristics without which excellent learning within the active learning paradigm is not possible. It is exactly this conjunction between positive attitudes about student learning and professional development that was identified in the student assessment as supporting better learning. Pre-service teacher education and continuous professional development programs appear to be highly successful in promoting better practice in affective areas of active learning.

2) How cognitive and academic learning, within the active-learning paradigm, are understood and practiced, within pre-service and in-service programs, and throughout the whole system, clearly requires re-examination, clarification, and alignment. Until this is done, great improvements in student achievement are unlikely. Within this examination it will be important to clarify that improving the cognitive aspects of teaching and learning does not mean a return to rote memorization. Since Ethiopia has placed education at the center of its strategies for development and democratization, this indicates the need to move forward to strengthen analytical, conceptual, and meaningful learning which requires students to understand, mobilize, and communicate about knowledge in the creative and flexible ways that the 21st century demands.

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ANNEX 7: KUCHINERLA ANNUAL REPORT

American Institutes for Research

Academy for Educational Development

Aga Khan Foundation

CARE

*Discovery Channel Global Education
Fund*

Education Development Center

Howard University

International Reading Association

The Joseph P. Kennedy, Jr. Foundation

Juárez and Associates, Inc.

Michigan State University

Sesame Workshop

Save the Children Federation, USA

World Education



Educational Quality Improvement Program
Classrooms • Schools • Communities

***Annual Report
July 2005—July 2006***



**Submitted by:
World
Education**

December 22 , 2006

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TABLE OF CONTENTS

YEAR 2 REPORT (2005-2006 ACADEMIC YEAR)	3
INTRODUCTION	3
ENABLING GIRLS, PARENTS, TEACHERS AND COMMUNITIES TO PARTICIPATE IN POLICY DEVELOPMENT.	4
RESEARCH DESIGN AND METHODOLOGY	4
DESCRIPTION OF THE PROJECT--SCHOOL CHARACTERISTICS AND ACTIVITIES	5
NUTRITION	5
HEALTH.....	6
ACADEMIC STRUCTURE AND CURRICULUM	6
TEACHER TRAINING AND CLASSROOM PERFORMANCE	8
STUDENT PERFORMANCE AND MAINSTREAMING	9
SOCIAL MOBILIZATION AND PARENTAL INVOLVEMENT	10
INFRASTRUCTURE.....	11
SUMMARY OF SCHOOL CHARACTERISTICS AND ACTIVITIES IN 2005—2006.....	12
GIRLS’ CHARACTERISTICS IN 2005—2006	13
NUTRITIONAL STATUS OF KUCHINERLA SCHOOL CHILDREN	15
CHILDREN’S HEALTH STATUS	17
TEACHERS AT THE KUCHINERLA SCHOOL – EXPERIENCES AND REFLECTIONS	19
GIRLS’ SCHOOL HISTORY, ACHIEVEMENT AND TRANSITION INTO FORMAL SCHOOL	25
CONCLUSION	27
IMPLEMENTATION & EVALUATION PLAN	29

Year 2 Report (2005-2006 academic year)

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

This report summarizes all activities undertaken by World Education and Care staff during the 2005-2006 academic year. It is the last annual report produced for USAID's EQUIP 1 on the Kuchinerla Pilot Study. Project activities under EQUIP 1 funding ended in November 2006.

Introduction

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

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

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

- enabling girls, parents, teachers and communities to participate in policy development.

Research Design and Methodology

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

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

The plan to implement all World Education proposed activities is under way and full implementation is taking place gradually, over a three-year period. The activities proposed for Cohort 2 have been partially implemented during the 2005-2006 academic year. It is expected that during the 2006-2007 academic year, the proposed activities for Cohort 2 will be fully implemented. In addition, all activities proposed for the current (2006-2007) should be implemented in a timely fashion.

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

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

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

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

Cohort 3 (2006-2007) – Consolidation of All Program Components¹

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

Description of the Project--School Characteristics and Activities

Nutrition

In 2004, World Education and Care formed a partnership with the National Institute of Nutrition (NIN) to improve girls' and teachers' nutritional knowledge and behavior. During the 2005-2006 academic year, NIN staff collected pre—and post test data on girls' age, anthropometric measures (height, weight) and hemoglobin levels. They also identified visible clinical signs of malnutrition and suggested changes to improve children's diets. World Ed staff developed a checklist to follow up and discuss these activities with the teachers.

NIN staff also conducted training sessions with teachers and children on identifying visible clinical signs of malnutrition, identifying different food groups, their nutrition values and functions, and nutrients deficiency disorders. A follow up workshop was conducted to review the information provided during the first workshop. Teachers have been teaching the children about the different food groups and integrating that information into the existing curriculum through posters and supplementary hand-outs.

¹ Project activities under EQUIP 1 funding ended in November 2006.

A training session on cooking nutritious food has also been conducted by the NIN staff in the school for teachers and cooks. NIN suggested good cooking practices to minimize the loss of the nutrients from the food. Teachers are monitoring the menu that is being served in the school and the new cooking methods are being implemented by the cooks. Children, teachers, and cooks understand the rationale for the activities and are raising community awareness about a balanced nutritious diet so children and their families continue healthy cooking practices within the home environment.

In addition to nutritional recommendations, NIN conducted an Age Assessment Workshop to train teachers to determine a girl's age from primary sources, such as birth certificates from the Mandal Revenue Officer, local hospitals or Anganwadi centres. Most girls who enter Kuchinerla are unable to state their age with certainty and do not have access to primary sources to determine their age. In those cases, age can be determined from secondary sources, such as local festival calendars. The workshop allowed the social mobilizer and teachers to learn specific ways to obtain age information from parents so NIN can better assess the appropriate nutritional requirements for each girl.

A kitchen garden has been maintained in the school over the past year where vegetables are grown in the plots. Children are active participants in developing square foot vegetable gardens which not only provide the necessary supplements to their diet but also provide agricultural life skills that will be useful after they leave the school.

Health

In Year 2, doctors' visits to the school were conducted approximately every two months. A detailed health record was maintained by the Kuchinerla teachers. Those records were used regularly by doctors to document children's medical history, current illnesses/symptoms, and prescribed medicines, if any. This method to gather data on children's health status has been useful for teachers to monitor changes in children's health over time. An orientation workshop on administering First Aid was also conducted by the doctors in the school.

With regard to hygiene practices, teachers monitored children's health and hygiene on a regular basis. They taught children about the advantages of good hygiene practices and supervised children in specific tasks, such as washing clothes, bathing and brushing their teeth. Toilets are now being used more frequently. The health and hygiene activities undertaken in the school are also being integrated within the existing curriculum through posters and hand-outs and teachers are being trained on using these materials in the classroom.

Children who complained of vision problems and headaches were taken to an eye doctor for eye examination and some of them got glasses to correct their vision problems.

Academic Structure and Curriculum

Once the girls enroll in the program, a standard placement test is administered by school teachers to place girls in the appropriate grade level. The school grade structure and

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

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

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

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

After the first teacher training workshop, conducted in June 2005, teachers were able to develop the layouts of the lessons with better clarity. With teachers' participation, all 12 Science lessons were completed during the 2005-2006 academic year. The supplementary materials were developed in the form of flash cards and each lesson was supplemented with a teacher's guide.

The new lessons are being tested by the teachers in the classroom, who now use the experiential learning methodology. Teachers are also completing a classroom performance checklist to assess their own performance in teaching the new materials. They discuss the challenges faced in the classroom among themselves and World Education staff. World Education facilitates the discussions and engages teachers in

finding solutions for their problems and refining their teaching methods. Children's feedback is also collected, discussed and incorporated into the lessons revision process.

Teachers also attended a Teacher training workshop conducted by MORE, a local NGO in Madanapalle, in Chittoor district. Following this workshop, Teaching and Learning Materials (TLM) were developed for Telugu language for Primers I and II. A facilitator's guide was also prepared for the lessons.

One of the main issues discussed during the 2005-2006 academic year was the need to provide critical information on sexuality to adolescent girls attending the Kuchinerla school. Materials on Adolescent Sexuality have been developed with assistance from World Ed staff and other NGOs working with that subject. World Education staff visited LEPPRA, an NGO working on adolescent sexuality issues in slums of Hyderabad. Training sessions on Adolescent Sexuality conducted by the Family Planning Association of India (FPAI) were attended by World Education staff to further train teachers to prepare handouts on adolescent sexuality. Lessons on adolescent sexuality have been developed and will be introduced into the existing curriculum. Teachers will be trained on teaching those lessons during the 2006-2007 academic year.

Handouts and posters on kitchen garden, drumstick plantations, poultry, health and hygiene (home sanitation, drinking water, common cold and diarrhea) have been developed and sketched out by the artist. Teachers' feedback were collected and incorporated into the materials developed. Handouts on kitchen garden, vermi composting, organic composting, adolescent sexuality, first aid, nutritious food, cooking practices, scabies, environmental sanitation, first aid, home sanitation, diarrhea, cold and fever have also been developed and shared with the teachers at the school. An artist was engaged to draw relevant pictures for the handouts and the supplementary lessons in the curriculum. Health and hygiene handouts are used as teaching aids while teaching those topics. Posters are displayed in different areas of the school.

Teacher Training and Classroom Performance

The government sponsors teacher training workshops once a year. In 2004-2005, only two teachers from every bridge school in the region were selected to attend the workshops and to disseminate what they learned to the other teachers in the school. However in 2005-2006, all teachers in the school received training, which lasted for three days. The NCLP training generally focuses on teaching the lessons in the Abhyasa Deepika and life skills². However, no training on life skills was offered during the 2005-2006 academic year. Care staff who have participated in these training programs express dissatisfaction with the way the training is carried out and claim they are unable to understand and apply the content of the two day training in the classroom.

The first teacher training workshop was conducted by World Education staff in June 2005. Teachers learnt about the experiential learning cycle and its applications.

² The NCLP definition of life skills is limited to vocational skills such as embroidery, tailoring, candle making, etc.

During that time, teachers also revised the Classroom Observation Checklist to help them conduct self assessments, review, and improve their teaching methods in the classroom. Using in-class demonstrations, teachers were trained to use the check-list by observing other teachers. Currently, teachers use the checklist to reflect upon their experiences and to provide feedback to other teachers.

In May 2006, teachers expressed the need for further training in developing materials to teach completely illiterate children. They also wanted to learn methods to teach languages and math to children with different learning abilities. They expressed interest in developing low cost teaching materials by using local resources. A five day teacher training was conducted in June 2006 by the Movement for Rural Emancipation (MORE), an NGO based at Madanapalle, Chittoor District in AP. Teachers were oriented on the use of the Experiential Learning Cycle, identifying minimum levels of learning, teaching multi-grade classrooms, monitoring class performance and developing teaching and learning materials. With teachers' active participation, supplementary materials were developed for the existing text books. Classroom observation sessions were organized in collaboration with reputable schools in the area. A follow-up review session was conducted with Kuchinerla teachers and an action plan for the materials development process was developed for all subjects.

In June 2006, new posters were developed. Posters were shared with teachers and will be revised to incorporate their feedback. After final revisions, posters will be given to children who are mainstreamed into formal schools. Posters will be shared with their family members, friends, neighbors and classmates.

Student Performance and Mainstreaming

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

1. Children who master Grades C or D curriculum seek admission into grade 5 in the formal school system. Children are granted seats according to their performance in the government exam and their caste. Caste is an important criterion to ensure admission into a school with hostel facilities. Girls who belong to lower castes, such as Scheduled Castes (SCs) and Scheduled Tribes (STs) are given preference in the admissions process even if they perform worse in the exam than their counterparts from other castes (OC) and backward castes (BC).
2. Children seeking admission below grade 5 in the formal school are not required to take an entrance examination. They can apply for a seat in any government school (generally without hostel facilities) and admission can be procured.

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

Student performance during and at the end of the year primarily determines whether the child is successfully mainstreamed into the formal school. However, even after the child is mainstreamed into the formal school, the challenge remains to ensure school retention. Mainstreamed children from Cohort 1 are continuously monitored by the mobilizer and teachers during their visits to the villages. Teachers and the mobilizer meet children's parents on a regular basis and enquire about their well-being. The mobilizer also visits formal schools to meet mainstreamed girls and inquire about their status and school authorities to enquire about children's overall academic performance. One common observation made by school authorities is that children from the Kuchinerla school usually have higher grades and less behavioral problems than other students.

A Mainstreaming Monitoring Chart was developed and used by the mobilizer during his visits to the school. The chart assists Kuchinerla school staff to maintain basic records of graduate girls over a period of time. The information obtained through the chart also helps the Kuchinerla school staff to provide the necessary support and guidance for children transitioning into formal school and to encourage them to pursue their education.

Social Mobilization and Parental Involvement

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

The social mobilization for the 2005-2006 academic year started in July 2005 and lasted until August 05. A social mobilizer and teachers visited parents in the nearby villages to recruit government school dropouts and children who never enrolled in school. A total of 308 families in 17 villages were visited. A similar number of families either accepted or completely rejected the idea of sending their children to school. The main reasons given by parents not to send their child to school were the following: 1) Child needs to supplement the family income (109); 2) Child needs to help with housework (59); 3) Child needs to take care of her siblings; 4) Only boys should go to school (25); 4) Child is too old to go to school (20); 5) Education does not provide livelihood/is not useful (20); 6) Educated girls need to pay more dowry.

On 1st of May 2006 the Kuchinerla School celebrated its sixth annual day. The school staff invited parents of children studying in Kuchinerla and parents of children mainstreamed in June 2005. The officials of the NCLP, ILO, the Education department, Mandal Education Officer, Mandal Literacy Organizer, NGO members, youth and women groups and the Sarpanch of Kuchinerla were also invited. Around 197 parents attended the event. The main focus of the event was to discuss issues around the elimination of child labor and the problems faced by the parents in sending their children to school. In addition, Kuchinerla graduates shared their experiences in the school to sensitize parents on the usefulness of education and school activities. Some parents expressed that they could not afford to pay the school fees to send their children to formal school. An additional reason for withdrawing their children from formal school is the lack of proper hostel facilities for children in the formal school. In response to these concerns, the Mandal Officer assured that they would make efforts to ensure that all children get enrolled into school and adequate hostel facilities be made available to them.

World Education staff also met with ILO officials, MEO and school staff to develop a social mobilization strategy and to discuss ways to mobilize parents to send their children to school. ILO officials shared a list with child laborers' names between the ages of 9-14 in the Gattu mandal with school staff. Children on that list became the main focus of the social mobilization strategy for the current year. With the help of ILO, the social mobiliser and teachers visited parents and tried to convince them to enroll their children in school. Mainstreamed girls' parents were also actively involved in the social mobilization drives. Some parents participated in door-to-door recruiting. A social mobilization chart was developed and used by the mobilizer during his visits to the villages.

Infrastructure

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

Currently, classrooms are equipped with the basic essentials, like blackboard and chalk. Every child used slate and chalk (including younger children), notebooks and textbooks in the class. Posters and pictures are posted on the walls and used by teachers during class. Children use tin trunks to keep their books and personal belongings.

Library

The school has one library for general use. Every Saturday evening the children borrow books from the library and return them on Monday morning. Teachers ask them what they have read and what they find interesting. New books are purchased in Hyderabad and added to the library. Teachers are responsible for the maintenance and upkeep of the library.

Usage of alpha smarts

Alpha Smarts are used by children in D and E grades to learn how to type. Teachers also learnt typing using the Mavis Bacon program and adopted the same method to teach children.

Computer

The school purchased a computer during the 2005-2006 academic year. The computer is being used by the school Principal to manage school records and do school accounting and simultaneously encourage teachers and students to learn computer skills as part of their professional development. Library records, grade records, and school attendance records are all being entered into the computer and maintained by the teachers in the school. Mainstreamed children going to CPS Kuchinerla are practicing typing every Saturday and Sunday.

Other Infrastructural Developments

One of the main concerns among teachers and students at the Kuchinerla school was insufficient supply of electricity. A new transformer has been recently installed in the school and now provides uninterrupted supply of electricity to the school. That allows children to study at night, if necessary.

An artist from Gadwal was engaged in painting the walls of the school. All the pictures were discussed and planned with the teachers and the children also participated in the process. While the work was going on the children gave their valuable feed back to the artist and made him revise or redraw the pictures.

With the availability of private funds, two new toilets were constructed for the schools which are being used by the children.

Summary of School Characteristics and Activities in 2005—2006

Several activities proposed for Year 2 of the Pilot Study have taken place in 2005—2006. Major advances were made with regard to curriculum development and teacher training. Teachers' level of engagement in improving classroom practices has increased considerably as a result of several workshops and training sessions that took place during the year. In addition, school staff was able to improve the level and quality of medical assistance given to students and to create a system to monitor activities and changes in the school.

However, the increase in infrastructure investment within the school delayed the implementation of important aspects of the project. For example, NIN's nutritional

recommendations were not implemented consistently. Although there was a revision/implementation of the new school menu to address the nutritional needs of girls and teachers, several important food items were not included in girls' diet. Although Care has invested on a kitchen garden to provide many of the vegetables that should be consumed by the girls, the amount/type of vegetables were not sufficient to supply girls' daily nutritional needs. Similarly, basic health initiative, such as deworming did not happen within the prescribed timeline. Further sensitization of teachers is necessary to implement all recommended changes in a timely manner.

Girls' Characteristics in 2005—2006

Basic information about girls' characteristics was obtained through a basic information survey. The survey was used during an individual structured interview with girls upon their enrollment. Although most girls could not report their age accurately and there were no birthday records for most of them, the National Institute of Nutrition (NIN) estimates suggest that girls' mean age was 9.8 (SD=.90), and ranged from 8-12. Girls' family information suggests that most girls came from underprivileged backgrounds. Approximately 26.6% belonged to backward castes (BC), which are comprised of socially and economically marginalized sections of society. 64.1% belonged to scheduled castes (SC) and 6.3% belonged to scheduled tribes (ST). Both groups have a history of extreme social exclusion and poverty in India and are comprised of individuals who were categorized as *untouchables* in the past. Currently, the constitution of India prescribes safeguards for scheduled castes (SC), scheduled tribes (ST), and other socio-economically weaker groups,³ such as backward castes. Girls who belong to those groups are given priority in admission into residential schools. Only 3.1% of girls in the school belonged to other castes (OC), which include the "higher" castes in Indian society.

Information displayed in Table 2 reveals that the most common occupation among girls' parents is agriculture, either as hired laborers or land owners. Although most parents owned land (58.7%), in Andhra Pradesh, due to extended periods of drought, agriculture is not a reliable form of income, and families are forced to migrate during the dry season to seek employment in other regions. Family migration influences how long a girl will stay in school.

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

Table 2 --Parents' Occupation

Parental Occupation		
Occupation	% Mothers (n=60)	% Fathers (n=61)
Agriculture	81.6	64.0
Contracted Laborer	3.3	6.6
Business (unspecified)	1.7	--
Deceased	6.7	--
Housewife	5.0	--
Toddy Maker	1.7	--
Hotel		1.6
Sarpanch	--	1.6
Mason	--	13.1
Carpenter	--	1.6
Wood Cutter	--	1.6
Electrician	--	3.3
Driver	--	4.9
Rope Maker	--	1.6

Girls also reported that the mean number of years of education for their parents was very low, but their brothers and sisters were able to surpass their parents' level of education. Family size and mean number of years of education achieved by family members are displayed in table 3.

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

Family Characteristics					
Characteristics	N	Minimum	Maximum	Mean	Standard Deviation
Family Size	63	2	10	6.2	1.8
Mother's Education	59	0	10*	.73	2.3
Father's Education	55	0	10*	1.1	2.9
Sisters' education	26	1	10*	4.0	2.4
Brothers' education	24	0	12*	5.3	3.8

* years

Parents were largely responsible for the decision to send their daughters to school (80.6%). A small percentage of girls said their grandmother/grandfather, sibling or uncle made the decision about their education (19.3%). The main reason to enroll girls at the Kuchinerla School was school quality (48.3%). Other main reasons were not having anyone educated at home and wanting to break that cycle (17.2%) or having an educated family and following their path (13.8%). A child's desire to study was also a reason cited for obtaining an education (12.1%).

Conclusion

The overall characteristics of girls and their families suggest that the population attending Kuchinerla comes from large families with underprivileged backgrounds. Although a large percentage of parents are land owners, agriculture is not a reliable form of income, as families are forced to migrate during the dry season to seek employment in other regions. If parents believe that their girls will be safe and are learning something useful at Kuchinerla, they are more likely to leave girls in school, even if they are forced to migrate.

Although parents' overall educational level was very low, many parents recognized the importance of allowing girls to attend school. In addition to recognizing the quality of the education provided at the Kuchinerla school, parents seemed interested in breaking the cycle of lack of education in their families. The challenge for teachers, the School Director and World Education is to keep those girls in school so they can surpass their sisters' and mothers' level of education, and hopefully attain a better social and economic standing than their families in the future. Many of the activities proposed and carried out by Care and World Education have that goal in mind.

Nutritional Status of Kuchinerla School Children

The main objectives of addressing the nutrition component at the Kuchinerla School in the 2005-2006 academic year were as follows:

- To assess the nutritional status of children in the camp through anthropometry, prevalence of clinical signs of malnutrition, and hemoglobin estimation;
- To measure change in children's nutritional status over the year; and
- To monitor the implementation of an adequate menu for children attending the school.

Results

A total of 75 girls participated in the pre-and post-test carried out by NIN. Angular stomatis and the glossitis which are symptoms of B-Complex vitamins deficiency decreased from 8% to 2% during the 2005-2006 academic year. The incidence of bitot spots which are due to the vitamin A deficiency was reduced from 7% to 6%.

The improvement in height and weight of children is comparable with their counterparts in rural areas. The percentage of underweight children (expressed as weight/age) has decreased. However, stunting (height/age) has remained the same.

Hemoglobin levels results indicated that nearly 71.1% of the children were anemic upon entering the Kuchinela program. There was only a slight improvement over time, although severe anemia has decreased. The reason for minor improvement in children's hemoglobin levels may be that they initially had very low hemoglobin levels and to increase those levels to normal levels it is necessary to carry out the interventions for longer periods of time.

Although NIN observed very small changes in girls' dietary habits in the school, the small positive changes can be attributed to factors such as clean and regular meals, better personnel hygiene, participation in physical activities, better housing conditions, safe drinking water, better health care, and social interaction with other children.

Given the results obtained during pre-test and post-test, NIN reinforced a series of nutritional recommendation to be followed during the 2006—2007 academic year, which include:

- It is necessary to have an accurate estimate of children's age upon enrollment in the school. That will assist NIN to assess the correct nutritional status/needs of children.
- Deworming should be done at the beginning of the academic year and 6 months after girls' enrolment in the school.
- Kichidi should be introduced to children's breakfast to increase protein intake.
- Wheat upma should be added to children's diet.
- Kitchen garden should be expanded to meet girls' daily nutritional needs.
- The intake of Green Leafy Vegetables (GLV) is very low in the camp. GLV is inexpensive, easily cultivable in the kitchen garden and available all through the year. It is advised to include at least 50g of GLV daily in one's diet.
- It is recommended to include fruits in the diet.
- It is strongly recommended that we at least 200 ml of milk to children's diet.
- Jaggery is a good source of iron and should be given to children regularly.
- It is suggested that the use of oil be increased. Palm oil, which is cheaper and a good source of vitamin A, may be used.
- Iodized salt should be used to decrease the incidence of goiter. Proper storage of iodized salt should be observed.

NIN's pre- and post-nutritional and symptoms analysis generated a series of recommendations associated with dietary changes and other school practices, such as deworming. Although many of NIN's suggestions are being incorporated by Kuchinerla staff into their daily practices, full implementation has not taken place during the 2005—2006 academic year. Lack of compliance to NIN recommendations has limited the health-related accomplishments during year 2. The challenge for Care and World Education staff is to find creative and sustainable ways to follow NIN recommendations without putting additional financial strain on the school.

Children's Health Status

Children at the Care-NCLP school have undergone two medical examinations during the 2005-2006 academic year—the first in September 2005 and the second in May 2006. Both were conducted by government doctors who examined, identified and recorded children's signs of illness. Doctors also prescribed medicines to treat health problems that children were facing. Health records with the data presented in this report is kept by the teachers in the school.

During the medical examinations conducted in September 2005 and May 2006, 59 and 49 children were examined, respectively, by two different doctors. However, for comparison purposes, the analysis of change in symptoms will focus on girls who were examined twice during the academic year. A summary of the findings made during these medical examinations and possible preventive measures that could be undertaken in the future are presented below.

Table 4 – Girls' health status during pre and post-test

<i>Diagnosis</i>	<i>Percentage of Girls Diagnosed Pretest (frequency of symptoms)</i>	<i>Percentage of Girls Diagnosed Posttest (frequency of symptoms)</i>
No Health Problems	18.2 (10)	22.2 (14)
Scabies	7.3 (4)	9.7 (6)
Abdominal Pain	5.5 (3)	19.4 (12)
Headache	12.7 (7)	14.5 (9)
Cough	9.1 (5)	8.1 (5)
Cold	10.9 (6)	12.9 (8)
Fever	--	1.6 (1)
Lower Leg Pain	--	1.6 (1)
Eye Pan	--	4.8 (3)
Ear Pain/Wax	1.8 (1)	1.6 (1)
Respiratory Tract Infection	21.8 (12)	3.2 (2)
Diarrhea	3.6 (2)	--
Anemic*	9.1 (5)	--
Total (n=48)	100 (55)	100 (62)

*A more accurate assessment of the incidence of anemia in the school was conducted by NIN through hemoglobin tests. Please see section on nutrition.

Health record analysis reveals that the most common symptoms among children are abdominal pain, headache, common cold, and scabies. Respiratory tract infections were a major health concern among girls during pretest, but decreased considerably during post test. The percentage of girls who had any health problems also decreased over time.

The visiting doctor prescribed medications and made several recommendations to treat the most common illnesses in the school. Doctors' records indicate that abdominal pain was caused mostly by spicy foods served to the children. Deworming practices were also implemented during the beginning of the academic year. It is expected that the systematic use of deworming medication will also decrease the overall number of children with abdominal pain, indigestion, and diarrhea. In addition, hygiene lessons, facilitated by World Education are still being introduced through the curriculum to girls and teachers. It is expected that learning about hygiene practices will contribute to a decrease in new cases of gastrointestinal diseases.

Doctors' records suggest that the main cause of headache among girls is dehydration. Children in the school are encouraged to drink adequate amounts of water throughout the day. However, teachers and school staff were not able to monitor children's water intake and headaches continue to be a persistent complaint among girls.

Cold, cough and fever were other symptoms common in the school. Girls sleep in a common room, which causes viral infections to be easily transmitted. Common cold remedies are given to sick girls. If symptoms persist or get worse, children are taken to the local hospital for treatment.

Scabies is caused by small ticks and is easily spread by casual contact. Its occurrence is mostly related to poor hygiene habits. Once a child has been diagnosed with scabies, one needs to take immediate precautions to ensure that treatment is provided and that it does not spread to other children. Doctors recommended the use of Benzyl Benzoate to treat girls with scabies. In addition, teachers make use of home remedies, such as neem and turmeric to treat girls.

Given the results obtained during pre-test and post-test, it is important to emphasize accessibility to reliable and adequate information on health and health services to children and teachers in the school. Based on medical examinations carried out during the 2005-2006 academic year, few health improvements have taken place. Although teachers have demonstrated more awareness about health related issues, they have not been able to monitor children's health related behavior consistently. Child-to-child participation in maintaining overall health in the school should be encouraged. Information on health should be made easily available to the children through the existing curriculum so illnesses can be identified at an early stage. In addition, awareness campaigns should reinforce the messages contained in the curriculum. Children can become active agents in monitoring each other's health and ensuring that certain health-related behaviors are followed among themselves.

Teachers at the Kuchinerla School – Experiences and Reflections

Teachers' data collected for the Pilot Study in Year 2 intended to answer two research questions:

- 1) How do Kuchinerla teachers describe and understand the curriculum, quality of education, and professional development provided at the Kuchinerla School?
- 2) What are the ways in which Kuchinerla teachers describe and make sense of their own feelings and demonstrations of self-efficacy?

To answer those research questions, a team of two interviewers, already known by the teachers, went to the school and conducted in-depth open interviews with them (interview protocols can be found in Appendix B). Each interview was tape-recorded, transcribed and translated for analysis. Because of the small number of teachers in the school (eight) and the length of the interviews (55 minutes, on average), all data was coded and analyzed manually.

Although all teachers participated in the interview process, not all teachers were able to answer all questions. When questions required a more elaborate explanation of their perceptions and opinions, many teachers could not (or would not) fully articulate their views. As a result, not all questions listed in the interview protocol were answered to our satisfaction. The information obtained through teachers' interviews is being used to guide World Education Program Staff in selecting the most appropriate interventions and promoting the desired changes in the school. In Year 1, World Education conducted baseline interviews to understand teachers' perceptions about the curriculum, quality of education, professional development provided at the Kuchinerla School, and their sense of self-efficacy. In Year 2, similar questions were asked to determine whether changes had occurred after the interventions.

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

In addition to the in-depth interviews, a team of World Education Program Staff also conducted classroom observation trainings during which they used a Classroom Observation Checklist (COC) (Appendix C). Initially, World Education Program Staff trained teachers in using COC to promote self-reflection on teaching practices. Subsequently, the tool was used to promote peer-to-peer feedback on teaching skills and to promote discussion on the challenges faced in the classroom. However, teachers were not able to properly administer the classroom observation checklist, because they felt that offering feedback would "threaten". As a result, World Education conducted an additional training in May 2006 to reassure teachers that COC should be used to generate

constructive criticism. We hope that eventually teachers will be able to use COC by themselves and build a culture of reflective practice.

Teachers' Characteristics

The Kuchinerla School has a total of eight full-time teachers (five females and three males) who reside at the school. During the 2005-2006 academic year, four female teachers left the school for personal reasons (marriage and family-related) and four new teachers joined the school. In addition to teaching, all teachers play a variety of roles in the daily school program. To maximize the scarce resources available, teachers work as counselors to help children transition into a residential program, general caretakers, school administrators and leaders in the community outreach programs.

Although most teachers reached a 12th Standard grade level or higher, (the equivalent to 12th grade in the American educational system), three of the eight teachers interviewed only completed 10th Standard (the equivalent to 10th grade). The School Director, who in addition to his administrative tasks also shares the responsibility for teaching higher grades, has a post-secondary degree (B.Sc. and B.Ed.). Another teacher completed 15 years of education. Teachers' previous professional experiences ranged from 0-6 years. For one teacher, Kuchinerla was her first teaching experience. According to World Education professionals involved in teacher training and curriculum development, teachers' profiles at Kuchinerla are representative of the overall population of teachers at other transitional schools in Andhra Pradesh.

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

Although they accumulate several functions within the school they all described their experience in the school as being very positive. One new female teacher commented: "...I'm very happy to work in this school. This school has taught me several things I did not know before." Another new teacher reported: "I feel very good about teaching at this school...being able to give students a proper explanation about the subject being taught makes me feel good." Similar views were shared by the other teachers in the school.

Teachers' Views on the Curriculum and Teaching Methodology

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

age appropriate classes. In the past, children were retained for longer stay, .i.e. more than a year. During the 2005-2006 academic year, all girls were mainstreamed after participating in the program for one year.

Similarly to Year 1, teachers were able to describe their teaching practices with different levels of detail and depth. Most teachers' narrative tended to focus on general aspects of the curriculum. When asked about the curriculum and teaching methodologies used in the school, they drew a clear distinction between the way the curriculum was taught before and after the in-service training: "We used to teach the text book without any idea on how to use charts to increase students' understanding"—said one teacher.

Initially teachers read directly from the text book and it would take longer for children to understand a lesson. That teaching methodology reflected the training they had received from the National Child Labor Project (NCLP), which gives little instruction on how to teach a lesson. After several teacher training sections at the Kuchinerla School, teachers started to use several methods, such as facilitating group discussions through posters/charts, giving practical demonstrations, and using songs and art to engage children from the beginning of class. Teachers reported playing the role of facilitator and letting children lead the discussions. Those changes are a major shift from rote and memorization to teachers' interacting more with children in engaging them in the learning session.

"Initially, I used to teach by reading the text book. Now, students understand more when I teach with charts. Students have a lot to say about the charts, and that results in children speaking more than the teachers in the class"(Kuchinerla School Teacher, May 2006)

Teachers use song and drama to facilitate discussions in the classroom. These discussions help children get more enthusiastic about practicing their reading and writing skills. Teachers also believe that when lessons are presented using drama and visual images, children are better able to learn and also retain their learning. Practical sessions are also organized- a science lesson on plants is designed with a practical demonstration session, where children examine leaves and roots to supplement their understanding of the lesson.

One of the strategies teachers use in teaching children with different learning levels is to pair up slow learners with the fast learners to encourage peer-support within the classroom. During class, teachers observe their performance and encourage the weaker students to solve problems on the board and explain their answers to the other students. This helps weaker students gain more confidence with their peers and also keep up with the rest of the class. As felt required, teachers spend more time with individual students after class to provide them additional support and guidance to keep up with the other students.

"I solve sums on the board and allow and weak student to solve more sums of the same kind. Automatically, the child picks up while solving on the board and completes a good number of sums. In this way, she also explains and makes other students understand the

sums. She becomes free enough to deal with more sums. In the evenings, I assign a little homework to challenge the brighter students as well.”

“ I see their confidence in education. They would read lessons even before I tell them because they feel and believe they are confident enough to read lessons without explanation. They would try to write on the board without any instructions. They are in a position to explain anything. Be it Math sums, English words or anything.” (Teacher Interviews, May 2006)

Curriculum Development

Initially the lessons only had pictures and not sufficient information to explain the content.

Over the past year, the teachers have worked with the WE-staff in enhancing the content and design of the curriculum by developing supplementary lessons which were reviewed and tested by the teachers and the students in the classroom. Teachers mentioned how they had initially conceived the text book to be “foreign”—meaning, it did not reflect the reality of girls in rural areas and they had no ownership of it since it was given by the NCLP to be used in class. According to them, they used to read directly from these text books and dictate lessons to the children. Lessons would have to be repeated at least twice for children to understand what was being said. With the newly developed curriculum, teachers and children feel a strong sense of ownership of the curriculum they teach and methodologies they use in the classroom.

Similarly to Year 1 (2004—2005 academic year), teachers continue to use flash cards, games, pictures, posters to facilitate small group discussions in the classroom. However, they now use small group discussions to summarize what is learned and to present it to the larger group. According to teachers, this method has been “very successful to engage children who are otherwise quiet in the class”.

Training provided on curriculum development and teaching methodologies is also broadening teachers’ knowledge base. As one teacher pointed out, “this school should undertake more such programs [life skills] because we [teachers] also want to learn more and be useful to our family and children.

Perception of Quality, Relevance of Education

Teachers mentioned the need for education to address skills that children could use to earn a livelihood after they obtain their education. The NCLP bridge school program encourages teaching chalk-making and sewing in the school. In collaboration with World Education, a life skills component has been integrated into the curriculum to teach children essential skills on nutrition, health and hygiene, life stock and nursery management. In addition, some of the older children are also provided training on typing and computers.

Teachers mentioned that one of the challenges is to ensure continuity of life skills after girls are mainstreamed into the formal school system. For instance, although children

learn English in schools, there is no environment for children to actually practice their English skills. There is strong need to collaborate with the formal schools and include life skills as part of their curriculum to make education more relevant to children once they graduate. This would increase parents' support for their children's education and encourage them to provide the environment for children to practice these skills even if they eventually choose to drop-out and stay at home.

Teachers also expressed concern about how many topics discussed at the Kuchinerla School are forgotten once children are mainstreamed into formal schools:

“They don't talk about nutrition in other schools. They eat whenever they are being served. We tell them everyday what nutrition is and make them say so that they remember. After they go to other schools, they don't ask anything about the food which they eat. So at last they forget what nutrition is.”

Parental Involvement

According to teachers, they have been able to develop a good relationship with parents. The initial contact with parents and villagers happens during the community mobilization stages. Teachers make several visits to villages to recruit girls. “[They] keep greeting each other until social relations with parents and villagers are established.” School staff and parents also exchange phone numbers so children can call their parents. Kuchinerla school children also visit the village and perform local dances during community mobilization. It is important to involve parents. “The students will put active effort if they have the support from their parents. If that does not happen, [children] will always think about their family and friends and will neglect their studies.”

Several parents whose children were previously child laborers are now involved in recruiting girls to the school. “Parents of those girls are helping a lot. They are informing people about the program.” Teachers also invite parents to visit the school to know the school program and to see how children are doing in the school. According to one teacher, “parents keep saying that their children are healthy here. ...they say that repeatedly when they visit the school.” Parents visits to the school are also informational visits in which parents learn that children will learn a skill in addition to acquiring literacy and numeracy skills. “We have been teaching health, cleanliness and healthy diets. Now we are teaching [other] life skills. We must be clear [to parents] that by developing such skills one can earn some amount of income at home.”

If the school provides a hostel facility, children are more likely to stay in school. “If there is no hostel facility and they need to return home every day, many parents will encourage children to drop out and they will leave the school.” An additional task is to convince parents that children should continue their education after they leave the transitional program. “We tell parents not to let our efforts go to waste after working with the girls for one full year.”

Psychological Support

One of the challenges faced by the school is to make children feel comfortable about being away from home. Some teachers mentioned that girls “suffer a lot mentally.” Female teachers take the role of counselors and try to provide emotional support for children who miss their parents. In addition, teachers do not start teaching children as soon as they arrive in the school. “We leave them free for 5-10 days...we engage them in fun activities, such as watching T.V., ring ball, jumping rope, showing places around the school and playing games.”

“We should first know their problems. Then help them out of it. A few of them may not receive parental support and a few others may have lost their parents. In such cases, if we draw them close to us and show love, they will get close to us.” Teachers recognized they have an important role in making the child comfortable at the school.

Conclusion and Challenges

Findings from teachers’ interviews and classroom observations suggest that teachers have been changing the way they behave in classrooms at the Kuchinerla School. The most obvious change has been the increase in students’ participation during class, something that was rarely done in the past. In addition, children are learning by doing and by sharing what they learn with their colleagues.

Teachers’ interviews and classroom observations suggest that teachers seem to be applying at least part of what they learned during in-service training in the classroom. Nevertheless, World Education’s staff observations indicate that more training is still needed to make sure what teachers learn is used regularly in their classrooms. Change takes time and it is still unclear if teachers apply what they learned in every class, subject, or grade. Their resistance to the use of COCs might suggest that they are still uncomfortable with some of the methodologies they have learned. In addition, although teachers had a generally positive view of the training and support they have received, they still demonstrated interest in changing certain things in the school, training, or curriculum. For example, the School Director, who is also a teacher, stated that students still have difficulty in learning more complex math concepts, such as fractions. He also mentioned that some lessons need to be redesigned to accommodate the limited amount of time allocated to each class. That statement is further evidence that several changes still need to take place in the school and teachers still face difficulties in teaching some lessons.

Teachers continued to stress the need for education to address skills that children could use to earn a livelihood after their education. The NCLP bridge school program encourages teaching chalk-making and sewing in the school. In collaboration with World Education, a life skills component has been integrated into the curriculum to teach children essential skills on nutrition, health and hygiene, life stock and nursery management. In addition to that, some of the older children are also provided training on typing and computers. However, teachers mentioned that one of the challenges with life skills is to ensure continuity in the formal schools that girls transition into. For instance, although children learn English in schools, there is no environment for children to

actually practice their English skills. There is strong need for collaboration with the formal schools on including a life skills component that would make education more relevant to children once they graduate. This would also help parents value the education children get and encourage them to provide the environment for children to practice these skills even if they eventually choose to drop-out and stay at home. Teachers also mentioned that the reality of formal schools is different from the reality at the Kuchinerla School. In formal schools, there is a lack of teachers, proper facilities and accountability for the quality of education.

Girls' School History, Achievement and Transition into Formal Schools

The Kuchinerla school has the capacity to enroll 100 new children each year. However, it is not uncommon for the school to exceed that limit. During the 2005-2006 academic year, there were 105 girls enrolled in school at different times throughout the year. Among those, 63.8% were new students, 21.9% were mainstreamed students who lived in the school during the academic year, 9.5% were repeaters from previous cohort, and 4.8% were students who enrolled in school, but dropped out few weeks after enrollment.

Eighty-one percent of the new girls enrolled in the school reported having attended formal school in the past. The main reason associated with dropping out of government schools was related to poor quality of education in government schools (51%). Other common reasons were caring for siblings (17.6%), working in cotton fields (15.7%), tending cattle (5.9%), school closure (3.9%), work (unspecified) (2%), child wanted to stay at home (2%) and child wanted to make money (2%).

The low-quality of formal government schools can be evidenced through the placement test results obtained upon girls' enrollment. Among the 63 girls who had previously attended formal schools, 89.8% reported having attended grade 2 or higher. However, the great majority of them (86.2%) had to enter first or second grade at Kuchinerla. There was no correlation between the number of years in the public school system and performance in the NCLP Standard Placement Test at the beginning of the school year.

Girls' academic progress over a one-year period is being measured in three different ways: 1) through weekly and monthly tests (after a girl masters at least 60% of the material covered in the grade she is attending, she is promoted to the next grade); 2) through the percentage of girls who pass the internal standardized NCLP test that will determine who is qualified to take the final external government test to enter grade 5; and 3) through the percentage of girls who were mainstreamed into a higher grade than the grade they were admitted into after taking the initial Kuchinerla placement test at the beginning of the academic year. Table 6 shows girls' academic progress by displaying the grades in which girls' were placed upon admission at Kuchinerla and grades into which they were mainstreamed one year later.

Table 6—Grades in which newly admitted girls’ were placed upon enrollment at Kuchinerla and grades in which they were mainstreamed one year later

Mainstreaming Grade	Kuchinerla Admission Grade 1 (n=46) (%)	Kuchinerla Admission Grade 2 (n=4) (%)	Kuchinerla Admission Grade 3 (n=3) (%)	Kuchinerla Admission Grade 4 (n=3) (%)
2	2 (3.6%)	0 (0%)	0 (0%)	0 (0%)
3	8 (14.3%)	1 (1.8%)	0 (0%)	0 (0%)
4	12 (21.4%)	0 (0%)	2 (3.6%)	0 (0%)
5	22 (39.3%)	3 (5.4%)	0 (0%)	2 (3.6%)
6	2 (3.6%)	0 (0%)	1 (1.8%)	1 (1.8%)

Among 77 girls enrolled in the school (new students and students held back from the previous cohort), 14% dropped out of the Kuchinerla School before the end of the academic year. Unlike the previous year, no girls were allowed to stay at Kuchinerla beyond one year and all girls were mainstreamed into formal schools. Out of 66 girls who were enrolled in the school at the end of the academic year, 82% qualified to take the final external government test to enter grade 5. % was admitted into a residential school, thus increasing their chances of staying in school longer. The remaining girls entered non-residential programs that are perceived to provide lower quality education.

During the 2005-2006 academic year, World Education and Care also tracked down cohort 1’s retention in government school. Among all girls mainstreamed at the end of 2005-2005 academic year (N=53), 41 continued was still in school by (August/2006).

It is clear through girls' progression across grades that the Kuchinerla School is contributing to increase girls' learning. The extent to which their academic performance influences retention is better known, as World Education and Care were able to conduct follow-up visits to government schools and assess girls’ retention during the 2005-2006 academic year. Kuchinerla School drop out rate has remained low (14%) in comparison to government schools, it is necessary to address the causes of drop out among students. There is also indication that girls who are not mainstreamed into residential schools have a higher chance of dropping out. It is important to provide adequate incentives for girls to stay in school, especially when their school does not offer room and board.

Conclusion

The second year of the Care-World Education partnership to improve the quality of education in the Kuchinerla School has focused on the implementation of new teaching materials and methodology and making adjustments to the program designed during year 1. School staff demonstrated interest in the activities being carried out, but they required constant monitoring to be able to carry out all activities. For example, one of the first activities proposed for year 1 and year 2 of the Pilot Study was the revision and implementation of new school menu to address the nutritional needs of girls and teachers. Although teachers and the School Director agreed to the changes proposed, they did not monitor the actual implementation of the recommendations given by NIN. It is necessary to build awareness and a monitoring system to ensure all dietary suggestions are implemented properly.

Similarly, doctor's visits and appropriate medical treatments were scheduled to take place during the 2005—2006 academic year. Although doctors were hired and visited the school several times, medical treatments and preventive measures have not been fully adopted. During most of the year, World Education staff focused on training teachers on issues such as proper hygiene, which were not properly carried out and caused most of the diseases found among children in the camp. In addition, proper deworming was not carried out during the proposed schedule.

In contrast, the implementation of new teaching materials and methodologies happened on a timely fashion and were carried out, for the most part, without any major problems. The activities carried out with teachers during the year and the level of engagement they demonstrated indicate that the program is progressing adequately and that activities scheduled for Year 3 are likely to be fully implemented and consolidated.

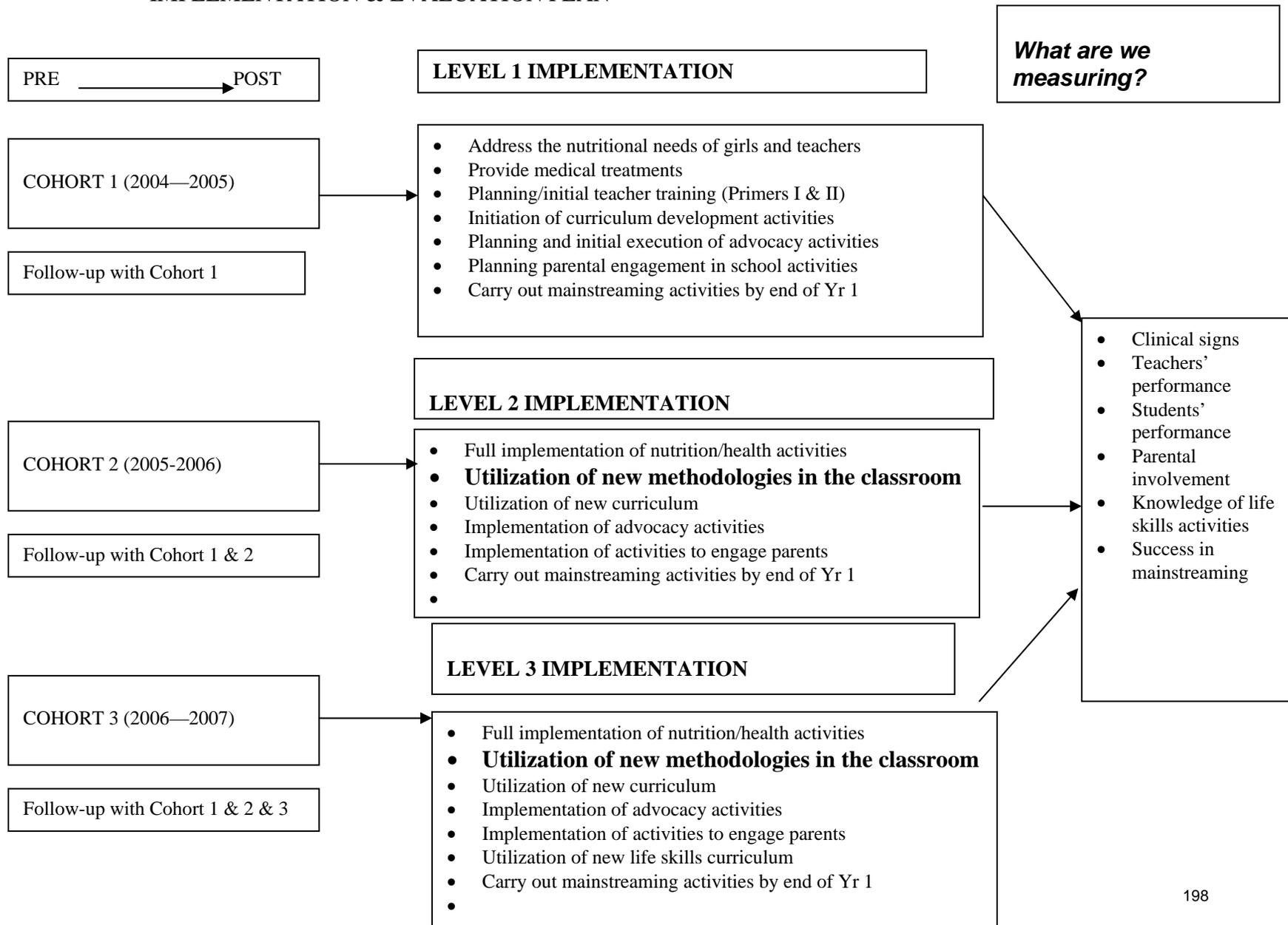
Planning and initial execution of more efficient mobilization activities and more effective ways to engage parents in their children's education are also happening as planned. Mobilization activities are being properly monitored and parental involvement has increased from previous years. The school has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

Finally, the second year of the Pilot Study engaged management and program staff, as well as the communities and other stakeholders in the design and implementation of a reflection process to develop the school's strategy for improving the quality of education offered to girls in the twelve-month long transition program. The process included working with teachers as researchers to ascertain how improvements in nutrition and personal health, increased curriculum relevance, use of more child-centered and child-friendly teaching/learning methods, and community engagement in education and the school's program can result in positive changes in educational outcomes. The process has provided frequent and timely information that documents the processes for developing

quality education in the microcosm while tracking outcomes over three cohorts of girls while they are at the school and after their graduation from the program. In year 2, the study presented monitoring and evaluation findings as they relate to educational outcomes, and the potential applicability of the system for other educational development projects. Although this is the last annual report produced for USAID's EQUIP 1 on the Kuchinerla Pilot Study and project activities under EQUIP 1 funding ended in November 2006, in year 3 WE will compare cohorts' performance over time and evaluate the impact of different levels of interventions. It is expected that girls' academic performance, overall health status and advocacy/parental involvement in education will improve as activities that focus on those topics become the central aspects of WE and Care's intervention.

APPENDIX A

IMPLEMENTATION & EVALUATION PLAN



APPENDIX B

TEACHER INTERVIEW PROTOCOL

Date: _____ Month: _____ Year: _____ Interviewer's Name: _____
Interviewee: _____

I. Opening Questions:

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

II. Curriculum Development

1. Can you please briefly describe the curriculum you are using?
2. What are your views on the curriculum being used now?
3. Which parts work well, which parts need to be revised? Please give examples.
4. How comfortable are you with the new revised curriculum which is developed by both you and Worlded?
5. What do you think should change? WHY? What should stay the same? WHY?
6. What changes would you suggest to improve the current curriculum? WHY?

III. Classroom Teaching

1. Do you find any change in the teaching methodology? What are the changes?
2. What is your role in the class? What was it earlier and did you find any change in your role now?
3. What is the involvement level of the students in your class? Is there any change in their participation in the class room? What are the changes?
4. How much were the children involved in the development of the new curriculum? Can you explain their role in this process?
5. Do you believe all children are capable of learning?
6. In what ways do you think you can impact a child's level of learning? How? Give some examples of you experiences.
7. What strategies do you apply for the slow learners in your class? Kindly give some examples of such strategies.
8. By using the revised curriculum did you find any changes in the children? If yes, what are the new developments in the children?

IV Quality and Relevance of Education

1. What do you think a child should learn during the one-year program at Kuchinerla? WHY?
2. How relevant so you think the curriculum is to the needs of the girls?
3. If you were to enroll your child into a school, what qualities of education would you look for in a school to instill in you child?

V Food and Nutrition

1. As you may know, Care, WE and NIN are trying to implement several nutritional changes in the food provided by the school. With your help we have developed lessons on nutrition. How much do you think you as a teacher and children will benefit from that knowledge?
2. How can you influence children's learning about nutrition? Can you provide a few examples?
3. What barriers do you face in doing this? Or what is hard about doing this?
4. NIN has done the food analysis at the school. It has suggested some recommendations to be made in the food at the school. Can you tell how many changes have been incorporated in the food?
5. Do you think that the girls have improved in their health after eating food at the camp? What changes did you observe in the girls?
6. Do you find any changes in the methods of cooking? Can you tell why these changes are made in the cooking practices?

VI Health and Hygiene

1. Similarly, Care and WE are trying to implement a series of changes related to health and hygiene in the school. Are you familiar with those changes?
2. How do you feel about those changes?
3. Do you think those changes are important? Why?
4. In what ways, if any, do you think you can, personally, impact children's knowledge about health and hygiene?
5. New lessons on health and hygiene have been developed and incorporated into the curriculum. Do you think this is useful to the children?
6. How much new information have you learnt from the revised curriculum?
7. Do you find any changes in the hygiene practices among the girls? Can you explain the changes?
8. Did you face any difficulties while teaching the health and hygiene concepts to the children?
9. Did you observe any changes in the health of girls? Do you think it is because of the good hygiene practices that they are following?
10. Do you understand the relevance of the doctor's visit to the school every month?
11. How often do you think the doctor should visit the school? Why?
12. Do you know about the medicines that are given to the students when they fall sick?
13. Do you know what medicine is to be given to what type of disease?
14. Did you learn anything new about health and hygiene after joining here?
15. How are you teaching the new learnt information to the students?
16. What are the challenges that you faced while teaching the students these information?

VII Life Skills

1. What do you understand as "life skill"? What is it useful for?
2. In your opinion, how can girls use those life skills after they leave the school?

3. Are there places in the taught curriculum where life skills could be added?

VIII Teacher's Professional Development (Teacher Training)

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

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

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

X Closing Questions:

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

APPENDIX C – Classroom Performance Checklist

<i>I. Teacher student interaction</i>	Very good	Good	Fair	Bad
A) TEACHER				
1. Calls the students with names				
2. Talks to the students politely				
3. Provides opportunity for equal participation				
4. Ensures the involvement of the naughty students in the class activities				
5. Maintains discipline without punishing the students				
6. Pays attention to all the students				
B) STUDENTS				
1. Give respect to the teacher				
2. Actively participate in the class room activities				
3. Pay attention to the instructions of the teachers				
4. Ask questions for more clarifications				
5. Raise questions bravely				
6. Actively help the teacher in keeping the class room clean				
II. TEACHING ENVIRONMENT				
A) TEACHER				
1. Relates the previous day's lesson with the present day lesson				
2. Introduces today's lesson				
3. Describes the objectives of today's lesson				
4. Asks related questions				
5. Gives the instructions clearly				
6. Uses different teaching methods				
<input type="checkbox"/> Small group discussions				
<input type="checkbox"/> Role plays				
<input type="checkbox"/> Stories				
<input type="checkbox"/> Pictures				
<input type="checkbox"/> Demonstrations or experiments				
<input type="checkbox"/> Peer learning				
7. Relates the lesson with the students' surroundings				
8. Reviews				
B) STUDENTS' PARTICIPATION				
1. Necessary learning materials are available				
2. Students can use them				
	Very good	Good	Fair	Bad
3. Students present their learning by				
<input type="checkbox"/> group discussions				
<input type="checkbox"/> asking questions				
<input type="checkbox"/> experimenting				
<input type="checkbox"/> using note books				
C) CLASS ROOM LEARNING ENVIRONMENT				
1. Usage of blackboard				
2. Teacher observes all the students by moving in the class room				
3. Students can see the teacher				
4. Teacher uses the pictures/charts related to the lessons taught				
5. Teacher takes attendance of the students				