MIDTERM EVALUATION ON "IMPROVING THE QUALITY OF BASIC EDUCATION IN AMHARA REGION"

SAVE THE CHILDREN NORWAY-ETHIOPIA

SUBMITTED BY: KEY EDUCATIONAL SERVICES PLC

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ACRONYM

ABE	Alternative Basic Education
CPD	Continuous Professional Development
CTE	College of Teachers' Education
EC	Ethiopian Calendar
ECD	Early Childhood Development
ECCE	Early Childhood Care and Education
ESDP	Education Sector Development Program
ETP	Education and Training Policy
GEQIP	General Education Quality Improvement Program
GTP	Growth and Transformation Plan
IQEP	Improving Quality Education Project
MAP	Management and Administration Program
MDG	Millennium Development Goals
MLC	Minimum Learning Competency
MOE	Ministry of Education
NGO	Non-Governmental Organizations
PTA	Parent-Teacher Association
PSR	Pupil-section ratio
PTR	Pupil-teacher ratio
SCN-E	Save the Children Norway-Ethiopia
SIP	School Improvement Program
SOP	Strategic Operational Plan
TDP	Teacher Development Program
TVET	Technical, Vocational Education and Training

EXECUTIVE SUMMARY

This evaluation process has applied participatory data collection methods. The number of zones, Woredas and schools as well as their composition in terms of culture, language and geographical set was diverse that represents the region. Furthermore, respondents were so diverse that students, PTAs, school teachers, delegates of school principals, college deans and officials at different level were sources of primary data. On top of this, primary data collection instruments were many such as interviews, student achievement tests, FGD, school observation and questionnaire. Student achievement and reading fluency tests were pre-tested in one rural school in East Gojjam zone and the test results were analyzed. Accordingly, some items were replaced by new and appropriate test items were added for the evaluation work. In addition, secondary sources of data were collected at Federal, region and Woreda and school levels. Finally, the evaluating team composition was diverse and all have well versed experiences in the field to carefully construct the data collection instruments and interpret the collected data.

The evaluation outcome has indicated that the IQEP project has greatly supported the region education bureau to improve the school environment, teachers' qualification, continuous assessment, construction of schools, upgrading ABE centers and facilitators, introducing model classes and school based action researches, etc all of which have their own contributions to quality education. School-community relationship, local resource mobilization and girls' participation were also greatly improved because of the new teaching methods introduced such as zero class and model class approaches.

As a result, there are changes observed in the overall school environment that visited schools are safer, children are performing better, dropout rate has shown consistent declining trend over the last couple of years in these sampled schools and promotion rate has shown almost consistent improvement over the years (see tables 2 and 6/13 for comparison).

The evaluating team has also appreciated the project's belief and may be unique concept of strengthening system level issues than implementing specific projects.

However, there are still assignments to do in the time to come such as increasing repletion rate, clarifying the benefit of teachers' upgrading training against the issue of focusing on training that improve teachers' teaching skills, provision of mentorship support, establishing learning review forum, etc. as indicated in the recommendation part of this evaluation report.

1. GENERAL BACKGROUND INFORMATION

1.1. Highlight on the education policy and sector strategies

Education is key for the socio-economic development of a nation. The 1994 Education and Training Policy (ETP) have shaped the overall education system, policy and strategy of the country for a couple of decades, different policies and strategies have been developed and implemented. Among these policies and strategies, the most prominent ones are the successive and progressive education sector development plans (ESDP I, II, III, and IV). These Education Sector Development Programmes were devoted to improve the overall education system and performance in general and access to quality basic education in particular. And with certain changes and flexibility within the general policy framework, regional governments have also been adapting their education objectives, strategies and programs in a way that ultimately feeds into the realization of this national ETP.

As a result, Ethiopia has proved an impressive success in primary education coverage in the past couple of decades. Regional governments have success stories in expanding the number of schools, qualified teachers, rigorous community mobilization and enrollment of significant proportion of the school age boys and girls into the school system. Different arrangements that benefit the regional and local contexts were also followed such as the piloting and integration of Alternative basic Education (ABE) and mobile schools as additional options towards achieving the ambitious ETP vision.

In the Amhara National Regional State, similar trends and strategies were followed and success stories were registered in creating access to quality basic primary education. As an evidence official document, the 2009 regional education bureau annual education statistics abstract which can serve as one of the bench marks for the project under evaluation indicated

that the gross enrollment rate was 111.1%, 65.3% and 89.1% for grades 1-4, 5-8 and 1-8 respectively. The regional government has adopted and used as an option the ABE strategy to scale up the access to quality basic education program in the region. Accordingly, this ABE strategy has improved the regional enrollment rate of grade 1-4 students by about 9.3%. Generally, the gross enrollment rate across zones ranges from 70% in Bahir Dar to 122.5% in Wagihmera. In terms of Woreda, the highest enrollment rate was registered in West Armachiho (205%).

The abstract has also presented additional quality input indicators as presented in the following table.

Table 1: Education Input Quality Indicators

Grades	1-4	5-8	1-8	Remarks
Input indicators				If teachers teaching at grade 1-4 are required to have diploma from teacher training colleges, 97.8% of them are unqualified
Pupil-teacher	53	46	50	
Pupil-section	53	54	53	
Percentage of qualified[1] teachers	99.4	66.4	-	

Source: Region education statistics abstract (2009)

The above table indicates the fact that the region has moved further in terms of PTR and PSR whereas the issue of upgrading first cycle primary school teachers to diploma level remains a huge task.

Table 2: Internal Quality and Efficiency Indicators

	Grades	1	2	3	4	5	6	7	8
Boys	Dropout	.2324	.1702	.1311	.1354	.1832	.1313	.0914	.1472
	Repetition	.0580	.0493	.0477	.0533	.0660	.0465	.0625	.0895
	Promotion	.7097	.7804	.8212	.8113	.7508	.8222	.8460	.7633
Girls	Dropout	.1858	.1239	.0775	.0962	.1536	.1051	.0715	.1680

[1] *TTI certificates for grade 1-4 and diploma for grade 5-8.*

	Repetition	.0564	.0441	.0408	.0479	.0672	.0406	.0614	.0711
	Promotion	.7578	.8319	.8818	.8559	.7792	.8542	.8671	.7609
Both	Dropout	.2110	.1479	.1045	.1155	.1680	.1182	.0817	.1571
	Repetition	.0572	.0468	.0443	.0506	.0666	.0436	.0620	.0807
	Promotion	.7318	.8052	.8512	.8339	.7654	.8382	.8562	.7622

Source: Region education statistics abstract (2009)

In the above table, it is clear that dropout is contributing more to educational wastage than repetition. However, both shown irregular trends across grades i.e. when grade level increases, there is neither consistent increase or decreases in either dropout or repetition rates.

Table 3: Ratio indicators in the study Woredas (1-8)

Woredas	*PTR*	*PSR*	*Dropout*	*Repeaters*	*Promoted*
Dangla	*51*	*55*	*NA*	*1568*	*NA*
Mecha	*60*	*61*	*NA*	*3175*	*NA*
Bahir Dar	*47*	*51*	*NA*	*2125*	*NA*
Dessieketema	*35*	*49*	*NA*	*1693*	*NA*
DessieZuria	*48*	*52*	*NA*	*944*	*NA*
Kombolcha	*42*	*50*	*NA*	*1387*	*NA*
Bahir Dar Zuria	*53*	*54*	*NA*	*2830*	*NA*
Kemisse	*45*	*52*	*NA*	*471*	*NA*
Chilga	*47*	*50*	*NA*	-	*NA*
Libokemkem	*44*	*54*	*NA*	*1388*	*NA*
Lay Armachiho	*49*	*55*	*NA*	*1998*	*NA*
BasonaWorana	*52*	*50*	*NA*	*2486*	*NA*
Debre Berhan	*31*	*41*	*NA*	*668*	*NA*
Tarmaber	*44*	*45*	*NA*	*702*	*NA*
Region	*50*	*53*	*NA*		*NA*

Source: Region education statistics abstract (2009)

As can be seen in the above table, the region in general and selected Woredas for this evaluation in particular had encouraging ratio indicators to quality education though the education abstract lacks data on dropout and promotion rates.

1.2. The Education Sector Development Strategies

While the national ETP gives an overall policy direction, the Federal and Regional Governments and respective education bureaus have been developing and implementing successive Education Sector Development Strategies (ESDP I, II, III & IV) in the past couple of years. All of the ESDP programs have strong emphasis on the expansion of access to basic primary education. Furthermore, the development and implementation of early childhood education and the subsequent guidelines and operation strategy would help children to start their education early, well stimulated and prepared for primary school education. It is believed that the incidence of repetition and dropout in lower grades of primary schools would decline if preschool children are better prepared for school, which in turn would improve the internal efficiency of primary education. To realize this, ESDP IV in particular has designed the establishment of 0 classes in all primary schools where kindergarten school or early childhood care and education provision does not exist. Therefore, ESDP programs are trying to integrate the education system in Ethiopia vertically.

1.3. The Growth and Transformation Plan (GTP)

Another prominent strategic document of the Government of Ethiopia is the GTP (2010/11-2014/15) which has given special consideration for the expansion of quality education. Education sector is one of the key focus areas of GTP. Accordingly, the GTP has the goal of producing democratic, efficient and effective, knowledge based, inspired and innovative citizens who can contribute to the realization of the long term vision of making Ethiopia a Middle Income Economy. GTP planned to ensure equitable access to quality education at general, TVET and higher education levels;

allowing these sub-sectors to have a strong linkage to, and interrelationship with, each other. The key objective of GTP regarding education is also to ensure the achievement of the MDGs. During the first year of GTP period (2010/11), the sector performance has been encouraging not only in ensuring universal access to primary education, but also to increasing the quality of education.

An important priority is given to improve and ensure the quality and efficiency of education in the GTP period through the implementation of General Education Quality Improvement Package (GEQIP) that encompass six programs namely: Teacher Development Program (TDP), Curriculum Aligned to Student Assessment and Examinations, Ethics Program, Management and Administration Program (MAP), Information Communication Technology, Program Coordination and Monitoring and Evaluation.

According to the national standard indicated in the national teachers' development program blue print (2007), the primary education (1-8) requires teachers with a minimum of diploma level qualification from College of Teacher Education (CTE).

2. PROJECT BACKGROUND

2.1. Intervention Focus

This project under evaluation is based on the real challenges and bottlenecks of the regional education provision. SCN-E and the regional education bureau have tried to look into the prevailing situation of education in Amhara from different sources. Hence, the project is initiated to solve actual education related problems in the region. The major areas of intervention identified were the following.

Piloting model classrooms at grade one: The three national assessments carried out at grade four and grade eight and the early grade reading assessment results[2] have shown that students performance was found below 50% indicating the low attainments of the objectives stated in the curriculum. Acknowledging these limitations and by taking the experiences of best performing schools, MOE has taken measures to scale up this model class approach as the best practice to improve the quality of education. This idea goes in line with the current national ECCE policy framework developed with the vision of creating early stimulation as readiness for primary education. The comprehensive approach to children's holistic development ECCE level will result in better retention of children in school, reduced education wastage and better performance at later grades.

Upgrading ABE facilitators to the new cluster diploma level: The assumption is that better quality teachers employ participatory, child centered and interactive education in class with sufficient preparation and readiness. As a result, improving the quality of teachers will contribute to quality education at all levels. Although this is part of the GEQIP elements, the regional education bureau and SCN-E have also identified as one of the critical areas of intervention.

[2] Ethiopia Early Grade Reading Assessment Data Analytic Report: Language and Early Learning (2010)

Supporting community based ECD centers: Although running pre-school education has been primarily the responsibility of the private sector, community and NGOs, SCN-E and the regional education bureau took the initial steps of brining alternative mechanisms where qualified teachers can be trained, experience can be shared and research on community based ECD can be conducted at least in one of the colleges of teacher education in the region.

This initiative will contribute to the progresses of preschool education in general because the reasons for low performance of ECD in the region were lack of commitment, inadequate number of trained facilitators and absence of ECD teacher training colleges. To ensure this, SCN-E established ECD facilitators' training institution attached to the Dessie Teacher Education College in partnership with ANRS Education Bureau . Later on, it is possible to attach community based ECD center to each primary school by mobilizing parents for the necessary resources and the management of the center.

Converting ABE centers to formal first cycle primary schools: Children attending ABE centers became more or less homogeneous in terms of age group. Nearly all those enrolled in grade one became children of age 7. This made it necessary to use the formal curriculum to make it relevant and to their age level. Thus, converting ABE centers to formal primary school was necessary. This helped to build confidence on parents and children in those children will continue their education in complete primary schools within their community set up. Communities were also asking the establishment of full cycle primary schools so that children will continue their education within localities.

2.2. Project Objectives

The major project objectives include improving access to basic quality education, improving the quality of basic education and strengthening

Woreda education offices and Dessie teacher education college capacity. The expected project results were

- ECD training center constructed and furnished within Dessie Teacher Training College.
- ABE centers converted to first cycle primary schools.
- Training of trainers trained in child centered classroom organization and teaching learning process.
- Facilitators' qualification upgraded through summer in-service training.
- Supervisors and college lecturers became knowledgeable and skilled in the implementation of IQEP.

The project has also identified relevant project activities to ensure the achievement of these objectives clustered by objectives and major project expected results.

2.3. Evaluation Objectives

The primary purpose of this assessment is to measure the relevance, effectiveness, efficiency, sustainability and impact of "Improving the Quality [3] of Basic Education in the Amhara Region" program. Specific objectives of the evaluation are to

- ♦ Examine the cost effectiveness and quality of the out puts of the project
- ♦ Assess the outcome of the project on teachers, supervisors & directors
- ♦ Reducing absenteeism, drop out, repetition rates and learning outcomes of both boys and girls
- ♦ Assess the capacity development accomplishments made on children's participation in school activities and decision making
- ♦ Assess to what extent the school environment is safe for children

[3] *The leading input quality indicators of a good quality education include number of students that a teacher deals with at a time in classroom, availability of text books and reference materials, qualification or training of teachers (2009 education statistics abstract: Amhara Education Bureau).*

- Assess some sample lessons to see to what extent the lessons developed and organized to engage children in the learning process/use of active learning methods
- Administer sample tests to check to what extent students improved their reading skills, understand comprehension/those major areas of language skills
- Assess the involvement of parents and the community in schools decision makings
- The extent of the partnership and collaboration in implementing the project by different stakeholders.

3. EVALUATION METHODS AND APPROACHES

3.1. Samples

The sampling procedure in general for this evaluation work was purposive. The main reason was to focus on accessible schools because the time for evaluation was so tight that roaming to deep rural areas was very difficult. Furthermore, the evaluation budget was so limited to sponsor wider coverage of schools. The main criteria for selecting zones and Woredas and schools were therefore accessibility.

In terms of the size of samples, 18 schools and 11Woredas found in eight zones were covered in this evaluation[4].

From these samples, various qualitative and quantitative data were collected from different respondents. The following table shows the data types collected from different sources.

Table 4: Sample, sampling techniques and data collection tools

Respondent category	***Selection of respondents***	***Sample size***	***Data collection methods and tools***
Region education bureau	Purposive	1	Checklists: mainly quantitative
Woreda education offices	Purposive	11	Checklist: qualitative and quantitative
Schools[5]			From which Woreda these schools are selected and by employing what method??
Students	Simple random	342 sat for achievement tests	Achievement and reading fluency tests as well as student questionnaire

4 See Annex for the lists

[5] Selection of children for achievement test had four steps. First, one section from grade five was selected by lottery type in school to get grade four completers. Second, simple random sampling technique was used to select 20 children from each school for the achievement tests. Third, five children from those who took the achievement test were selected for reading fluency tests using simple random sampling and finally, the remaining 15 children who took the achievement test have participated in the student questionnaire which was administered in FGD mode.

	sampling	120 took reading fluency test 18 FGD held with children	
School directors	Purposive	18	Interview
PTAs	Purposive	18	FGD
School observations	Purposive	18	Checklist
School statistical data	Purposive	18	Checklist

It is also to be noted that the achievement and reading fluency tests were pre-tested, item difficulties and discrimination powers were analyzed and accordingly, some items were replaced by new and appropriate ones before applied as data collection tools for the evaluation work

3.2. Data analysis method

Data analysis methods were selected to fit both qualitative and quantitative data types. While narration is the main data analysis method selected for qualitative methods, selected statistical methods were used to analyze the quantitative data. To simplify the work, a database was created to all data collected. The database was created in excel sheets and SPSS software. From the database, different statistical figures such as frequencies were produced for analysis and interpretations.

4. FINDINGS

4.1. Relevance

Relevance is basically about the importance of the project to national, regional and local developments, students' life and community development. Hence, relevance of the learning contents to such individual and national interests has no question. Generally, the project is found highly relevant to the overall education quality improvement program because it supports the implementation of the GEQIP elements, with special focus on teachers' development (TDP) and school improvement (SIP) programs. Furthermore, it is highly relevant to improve the education quality of the region because the project was basically designed based on the major gaps[6]. The gaps as indicated were:

- **SIP** has not been as effective as anticipated. It has been found that:
  - All schools have not prepared SIP detailed plan. Some have done it carelessly and others haven't done it at all.
  - Plans have not been prepared in a participatory way.
  - For many it was business as usual.
  - Some faced inadequacy of inputs
  - In some cases the teacher student ratio was too high.
  - Wasting class-hours was a common experience.
  - Radio transmitters are not working properly.
- **CPD: -** The continuous professional development of teachers also didn't go effectively as desired. The schools were unable to prepare and implement effective plans. This could be accounted due to lack of capacity and technical support, not exercised as planned.
- **Access**: The challenges faced regarding access are:

[6] **SCN-E Project Proposal for Improving the Quality of Basic Education in the Amhara Region**

- Some schools and ABE centers are still shades. In a few cases classes are run under tree shades.
- There is still negative attitude on the ABE program.
- There is no accurate information on school age children due to poor census taking.

Hence, the project was aimed at narrowing those gaps. As a result of the implementation of this project, visited schools have three years SIP plan from which an annual school operation plan is derived from. In addition, these SIP plans are developed through the participation of parent-teacher associations, kebele education and training board, students, teachers, school principals and community leaders. In order to facilitate and coordinate this participatory SIP implementation, all schools visited have established their SIP committee composed of the above bodies. In addition, this committee monitors the teaching-learning process, school administration, school community relation and curriculum enrichment process. Furthermore, the project has support the regional education bureau in upgrading and updating large number of teachers and ABE facilitators. Furthermore, ABE centers are transformed into formal primary schools through building standardized school with classrooms and offices. Currently, the region has only few ABE centers which will be transformed into formal primary schools in the coming academic year.

Discussion outcomes with teachers, PTAs, students, school principal delegates and Woreda education offices have also proved that the relevance of the project with country and regional education strategy. The project is consistent with the mission/vision and strategy of the education sector in the country and that of the region. Many of the Woreda and school officials stated that “IQEP is a lifesaving project”. If we had no such a support, the story would have been totally different.” This statement is expressed because the project has supported them to address

major gaps at Woreda and school levels such as accessibility to different teaching aid materials and delivering quality education.

The project mainly focuses on school improvement programs, school based action research, upgrading ABE centers, supporting teacher development programs, continuous professional development, and supporting the establishment of ECD[7] center attached to Dessie college of teachers' education and initiating the development of model classrooms and creating safe school environment. Therefore, as a project focusing on prioritized education bottlenecks, its relevance is highly appreciated by the stakeholders contacted.

More specifically, the initiative and expansion of early childhood development (ECD) program in the form of zero classes in all in the visited schools, the initiative and expansion of model classrooms and school based action research are among the project components appreciated by the schools, Woreda education offices and children contacted. For instance, the MOE has developed the national policy framework, guideline and strategic operation plan (SOP) for early childhood care and education (ECCE) in the country. In line with this initiative, partnership agreements were entered between SCN-E and Amhara Education Bureau. This partnership had many wings but most importantly, the effort made to integrate ECCE concepts and approaches in the teacher training colleges, trainings and practical attachments to teacher training college instructors and students and the initiative taken to

Picture 1: ECD in Gind Metatya-North Gondar

[7]The center is constructed and financed by SCN-E. All the classes are built to suit children's convenience and following the standard of establishing early child development center. In addition, the classes are very well equipped with the necessary infrastructure such as modern seats, child education supporting materials, sleeping materials, audio visual materials and in and out-door playing materials. Above all, the ECD is taken as a model school to other primary schools that need to establish ECD in their compound. In addition to this the ECD center is being utilized as a practical training center for students of the college. Special training has been delivered to teachers and school principals using a Montessori training materials organized by SCN-E. SCN_E has also provided a full-fledged Montessori training manual.

scale up this initiative to all the ten[8] teacher training colleges found in different zones of the region were relevant to the current quality education program, ECCE and model class establishment in the region.

During the project design phase, the project has developed a logical framework that clearly shows the causal relationship and linkage among the different hierarchies of the project. The intervention logic stipulates how the activities, outputs, and results are logically linked and contributed to the overall objective of the project; and thereby addressing the identified educational needs and priorities. This has helped the project to implement the interventions effectively and measure the outlined indicators accordingly. The logical framework has explicitly outlined the assumptions for effective project implementation, the major risks that the project might encounter, roles of key stakeholders and also the mitigation strategies for the identified challenges.

At field level, the teaching methods, student disciplining mechanisms, formation of model class rooms where parents and communities take considerable responsibility to support the program, etc. are also relevant to improve the lives of children, to retain children in school particularly in later years and to improve their academic performances. The teacher development program is another important component of the project to improve the quality of education as well as to meet the national minimum teacher qualification for basic primary schools. Furthermore, the initiative is relevant to parents and other stakeholders because it has untapped potential to improve the reading, speaking and writing skills of children.

Children in visited schools have also identified what they like and dislike in school, class and teachers behavior. Most discussants responded that

[8]These are Gondar, Begemidir (Debre Tabor), Woldia, Sekota, Dessie, Kemissie, DebreBerhan, DebreMarkos, FinoteSelam and Enjibara teachers training colleges.

they like clean schools like model classes and time conscious teachers who do not waste their learning time. In most cases, the 1:5 small group learning classroom structures are solutions since it has improved the participation of girls in academic and other school activities, supported low performing students to catch up with better performing students through peer tutoring and created a culture of collaborative learning among children in school. Consequently, this structure further initiated to start peer tutorial program, group cohesion and mutual support among children in and outside the schools. To substantiate this relevance issue, the following additional descriptions are made.

From the perspective of the beneficiaries which includes Woredas, schools, principals, teachers and students, all of the stakeholders said that the teaching learning process has become smooth for the reason that they are accessible to different strategies of quality education delivery systems. Among these supports are the establishment and replication of model class rooms. Furthermore, introduction of the SIP program has significantly contributed to the in depth understanding of quality education and has served as an entry point for community mobilization and participation in the school management and administration.

In line with this discussion, teachers have got different trainings that help them improve their capacity and enable them to support students adequately. Discussions made with Woreda education officials, school principals and teachers showed that they have got different training support in different thematic areas such as active learning, content assessment, class room management, instructional supervision, action research, and model class room establishment. Due to this fact, teachers have started conducting action researches based on the practical challenges of the schools. The major action research topics thus far covered by school teachers include student behavior, student competency, school management, school-community attachment and girls' competency

all of which are relevant to the students, parents, schools, and Woreda and region level stakeholders.

Material supports such as books, laboratory and physical exercise equipments are also highly relevant to the educational performance and life of children. As said by several respondents at school and Woreda levels, the project has lessened the burden of the government and the community. There are so many indicators that witness the contribution of the project support to children's lives. The following school picture shows Quran Goye[9] which is found in South Wollo zone, Kombolcha town.

Picture 2: Quran Goye primary school: Kombolcha

Because of the construction of Quran Goye primary school,

- Children travel less than 15 minutes to reach at school
- There is no drop out child
- No child is excluded due to distance of school, poor school facility, harassment, etc…
- PTSA actively work on awareness creation for children education, school facilities, local resource mobilization, performance measures and child disciplining
- The school has annual plan, school calendar, science kit, SAF, SIP committee, syllabi (old), safe drinking water, teachers do have MLC, schools is well-furnished and has toilets separated to girls.

4.2. Effectiveness

The project was competent to meet its objectives. Many more cases can be sited to assert this than elaborated below.

Conducive school environment: As one of the project objectives was to create conducive learning environment for children through providing different facilities, most schools observed were successful to supply most basic facilities such as student seats, water for drinking, first aid kits, play facilities, reading rooms (libraries), etc. However, updating some first aid kits, allocating rooms for first aid services, maintaining tap waters, fencing

9SCN-E has upgraded the ABE into first-cycle primary school through the provision of industrial products like corrugated iron sheets and nail for its construction.

schools are among the remaining tasks of some schools. A table in annex 2 has more information on this part.

Ratio Indicators: For a school to run quality basic education there needs to be sufficient and convenient classrooms, sufficient text books and qualified teachers. There are continuous efforts to lower down class size and provide all student text books for every learner. Accordingly, children receive one student text book for most of their subjects. However, although the case works for smaller number of schools, environmental science, English and Math are subjects with insufficient student text books. Furthermore, the student teacher and student classroom ratios in most[10] schools are below 60.

However, the number of children in a class in lower grades is still big which is difficult for a teacher to check every exercise book and motivate every student for learning. For instance, class 0 in Alabo primary school has 75 children in one class and only one teacher is assigned for them. In other visited schools, there are about 85 children in a class being managed by one teacher.

Other indicators for quality education include enrollment, dropout, retention and promotion rates. These indicators serve as measures of effectiveness as well as efficiency of an education program because the overall objective of the intervention is reducing educational wastage by helping children to enroll in school and perform better. The following table provides highlights on these key indicators for selected sample schools.

[10] Few exceptional schools include Alabo in south Gondar and LematBer in North Gndar zones where student teacher and student class ration exceed 70:1

Table 5: Enrollment of children by year and sex over three years [11](EC)

2003		2004		2005	
M	F	M	F	M	F
10429	11131	10885	11355	12401	12877

Source: Field data (November 2012)

Generally speaking, the enrollment rate has increased year after year. For instance, 2004 EC has shown 3.15% enrollment increase compared with 2003 EC. On the other hand, 2005 EC has shown a 13.66% increase compared with 2004 EC enrollment and 17.24% progress compared with 2003 EC enrollment history in these schools. Across years, the number of female students exceeds the number of male students with a male-female gender parity of .93, .96 and .96 in 2003, 2004 and 2005 EC respectively. Generally, therefore, these schools are effective in enrolling more number of children in general and girls' in particular.

Because of documentation problems and all the documents at school level are kept with the directors and they all were on meeting, the dropout, repetition and promotion rates cannot be computed for some visited schools (see footnote below). Rather, the performance of schools focusing on dropout, repetition and promotion of children of the selected[12] schools are presented below. This table has data for 2002, 2003 and 2004 EC.

Table 6: Dropout, repetition and promotion rates in selected schools (2003 and 2004 EC)

Variables	***2002***	***2003***	***2004***
Dropout	5.48	3.06	3.05
Repetition	9.01	11.76	11.16
Promotion	85.51	85.17	85.79

Source: field data (November 2012)

[11]The effort made to collect 2002 EC statistics was not possible because of documentation problem. However, this data has incorporated data from all sampled schools for the years stated in the table

[12]WotetAbay, A/Zemen, GindMetaya, Saddassa 29, Quran Goye, Niguse Michael, Bakelo, Armaniya and shola Meda primary schools

In terms of dropout rates, the aggregated data pooled from the nine selected schools show a declining rate. On the other hand, repetition and promotion rates show an increase from 2002 EC. However, the increase in repletion rate is high and that needs attention in the future (see table 2&6).

Comparison was also made between female and male students in terms of these effectiveness and efficiency elements of education. The following table shows sex disaggregated data on dropout, repetition and promotion rates in these selected schools.

Table 7: Gender Disaggregated dropout, repetition and promotion rates in selected schools within same sex comparison

Variables	2002		2003		2004	
	M	F	M	F	M	F
Dropout	6.40	4.56	3.65	2.48	3.55	2.56
Repetition	9.21	8.83	12.22	11.32	12.15	10.18
Promotion	84.39	86.62	84.13	86.21	84.30	87.26

Source: Field data (November 2012)

The table above indicates that more dropout and repetition rates are registered by boys than girls across the three years. As a matter of inference, more proportion of girls is promoted to the next higher grades compared with their boys' counterparts. This comparative figure holds true when compared with the average dropout, repetition and promotion rates presented in table 7 above. While the above table specifically compares dropout, repetition and promotion within the same sex, between sexes comparison is presented in the following table.

Table 8: Dropout, repetition and promotion as compared with the total student population

	2002	2003	2004

Variables	M	F	M	F	M	F
Dropout	3.19	2.29	1.82	1.24	1.76	1.29
Repetition	4.58	4.43	6.09	5.67	6.03	5.13
Promotion	41.99	43.52	41.95	43.22	41.82	43.97

In addition, the schools are effective in improving children's reading skills. As indicated in the following table, there are no children that scored zero within the given 60 second reading time. Furthermore, majority (53.33%) were able to read 40 words per minute (wpm) and above.

Table 9 Indicative results of reading fluency

Correct Words	*%*
30	1.67
32	3.33
33	1.67
34	1.67
36	8.33
37	5.00
38	13.33
39	11.67
40	38.33
57	8.33
60	6.67

Source: Tests administered (November 2012)

As can be seen in table 9, the reading fluency is excellent in a way that there are no children who failed to read any of the words given. Furthermore, only below average (46.47%) children were basic and the majority (53.33%) was proficient in reading.

This finding proves the fact that there are improvements in the reading skills of children over the past year since MOE starts conducting national learning assessment report as well as when compared with other international study result.

Furthermore, children exhibited good results in reading comprehension skills. As part of the achievement tests, children were asked to read a short story based on which they were asked to answer questions drawn from the story. The order of the questions was similar to their appearance in the story. Therefore, the first questions were constructed from the first lines and questions that appear later were constructed from sentences that came

later in the story. Therefore, if the number of children who correctly answered the questions decreases when the cardinal order goes down, it may be because these children did not finish the story so that they cannot answer questions constructed from passages they did not read.

Generally, however, out of the five questions developed from the story, majority (75%) of the children have correctly answered the first question which is drawn from the first part of the story. Even more, 88% of the children have also answered the second question. However, the number of children decreases when one moves down. This may be because the order of the questions follows the order of the sentences from which they are constructed from the story. Hence, children who did not finish reading the story may not answer the questions extracted from the last part.

Table 10: Reading comprehension test results

	Right	%	Wrong	%	Sum
Q1	45	75	15	25	100
Q2	53	88	7	12	100
Q3	41	68	19	32	100
Q4	27	45	33	55	100
Q5	15	25	45	75	100

Source: Tests administered (November 2012)

Therefore, it is possible to state that IQEP has contributed to the improvement of children's reading skill, which was one of the weakest sides of the regional education result. However, there are still some children whose reading skills should be given attention.

Formation of Model Classes[13]: Almost[14] all visited schools have model classes attached to them. In addition, they are effective in replicating these model classes into all sections of all grades. For instance, Wotete Abay

[13] Model classes are different from conventional classrooms in many ways. Some of the qualities mentioned by students and teachers in the visited schools include: promoting mutual support among students, child-to-child tutoring in the absence of teachers and/or in the opposite shift, neat and attractive classrooms (with mats), focus on the six quality education programs, student involvement in class session, innovation, etc

[14] Exceptions include GindMetaya in North Gondar

has started to implement the concept of model class in grade 3A in 2009 but has now replicated to all grades and sections in the school (see picture). The model classes observed in this school are exceptionally attractive, pleasant and incorporated different innovative learning environments that can serve as models to other schools. The model class teacher contacted in grade one seems to have special interest, commitment and skill to create new things, methods and approaches.

Picture 3: Model Class-Grade 8-Wotete Abay

However, few visited schools had tried to establish model classes but interrupted (such as Gind Metaya) and some others did not start like Quran Goye due to various reasons. Teachers contacted replied that low attention is given to model classes in terms of material supplies. There are problems of purchasing teaching learning materials, providing close supervision and support, etc. Strengthening and scaling up model classes is not in schools' plan.

Action Research[15]: To begin with, SCN-E and Gondar college teachers' education (CTE) took the initiative of starting the action research program at school levels. For this end, the college has clearly explained that action research program was piloted around the rural areas in North Gondar, scaled up to other colleges and schools. Currently, all zones have received and access to such trainings through these CTE and several trainings are being provided to school directors, supervisors and experts by the colleges on various topics where school based action research approaches, advantages and challenges is one.

[15]Topics for action research differ from one school to another. Basically, student discipline, language and math teaching methods (low student score), late comer students, etc are focus areas

Most visited schools and Woredas are exercising action research. Structurally, schools have research committee responsible for encouraging teachers, suggesting research topics, appraises research topics, support the research process, comment on research findings, etc. On the other hand, the education system supports this action research practice. Woredas, zones and regional education bureau encourage and are supportive of school based action research. For instance, teachers are trained and allowed to conduct action research that may take up to 60 hours in one academic year. In addition, there are stages at different levels (region, zone, Woreda and School) where research papers are presented and get recognitions. Furthermore, region education bureau, Woredas and schools are offering different incentives for teachers who do action research. For instance, opportunities to attend higher level education programs (Degree and MA levels), provision of medals and recognition certificate are some of the methods in place to motivate teachers work on action research.

Furthermore, schools have already identified potential areas for action research. It is agreed by the regional education bureau, Woreda education offices, schools and teachers that the action research needs to focus on two areas: school/classroom based problems and teacher related personal interest research area. Accordingly, some schools like Gind Metaya have identified up to 150 potential research topics, prioritized 10 most important ones and three urgent research topics. Some of the research topics taken from different visited schools include student behavior problems, low performance of girls in their education; inadequate student centered teaching methods and low involvement of the community around in protecting the schools. This encourages teachers to easily choose school based action research topics and brings recognition by the school because they are working to solve school problems.

In addition, schools arrange research outcome[16] dissemination programs for parents, students and other school communities. The research finding is disseminated to different stakeholders at different levels aiming at creating awareness, sharing responsibilities, strengthening school-community relationships/partnership and harnessing local opportunities. To mention, one action research conducted in Wotete Abay primary school, it has identified the following as the main causes to girls' low academic performance in the school.

- Science subjects are labeled as the most difficult subjects, especially for girls
- There is inadequate/absence of relevant inputs such as laboratory and other inputs in the school to practice
- Girls have workloads at home, parents do not send girls for tutorial classes and they get little or no support from the family and
- Science teachers do not make the necessary preparations to simplify their teaching approaches and methods. Teachers must think not only on how to finish topics but also on how "they could help children to better like and understand science subjects".

Accordingly, the research dissemination workshops/symposiums are used to disseminate such findings, share responsibilities and transfer accountability among key stakeholders such as parents and the PTSA. It is also possible to link the impact of such action research with better girls' academic performance compared with boy counterparts.

Teachers have also upgraded their profession through the continuous professional development program supported by the regional government. This continuous professional development program, as part of the GEQIP

[16] One action research paper conducted and documented in Wotete Abay was physically observed and discussion was made with the teacher who conducted the research.

program, is supported by SCN-E so that their contribution and effectiveness of the project has also increased. Their training has also helped them to facilitate active learning in the classrooms. During discussions with students, most teachers start their classroom by greeting. Then, they proceed to introducing the topic of the day, start their teaching, ask questions and wrap up the day's session. Contacted teachers have also complained about unavailability of appropriate teaching aids that facilitate student centered teaching. This implies the fact that teachers have difficulties of applying student centered learning-teaching process for whatever reason behind the problem. Class activities are also given at the end of the session, if there is any. This teacher centered teaching process was also reported by the school deputy directors and delegates as one of the persistent challenges in most schools.

Inclusion of children with special needs: Attempts were made to collect data on children with special needs in the selected schools. Woreda education office, schools and school committees are trying their level best to create awareness on the community to send children with special needs to nearby schools. Trainings organized at different level have also included the issue of children with special needs. Furthermore, the government has also earmarked budget to support children with special needs. The evaluation process has indicated that almost all schools have mainstreamed children with special needs. The schools have mainstreamed children with special needs, conduct awareness raising programs and some (such as Lemate Ber) have assigned professionals to support these children with special needs. Provided that there is huge documentation problem in this regard, there is a declining trend in the number of children with special needs in the schools visited. The following table provides the data collected against the total number of children enrolled in the last three years.

Table 11: Children with special needs

	2003	2004	2005
Enrollment	21560	22240	25278
Children with special needs	***122***	***155***	***207***
% of children with special needs	0.57	0.70	0.82

Source: selected schools for the midterm evaluation (November 2012)

As can be seen from the above table, the enrollment rate shows an increasing trend over the years. This shows the fact that schools, communities, community committees and local level government offices are exerting efforts to create awareness in the community. This achievement in mainstreaming children with special needs is promising and needs to be strengthened in the future too.

However, regardless of the efforts that might have been exerted, the overall number of children with special needs enrolled in the selected schools is smaller than the generally known proportion of people with disabilities (10% and above) and that of CSA 2007 population and housing census data which is about 1.18%. Compared with this almost given ratio of people with disabilities, the schools under review are serving insignificant number of children with special needs (well below 1% across years).

In order to understand the reasons behind, the evaluation team members have tried to explore the reasons why there is smaller number of children with disabilities in schools much less than the expected number of children with different disabilities living in the communities. The main reasons were inadequate level of awareness in the community, absence of uniform support for children with different disabilities and the challenge related to physical environment around the communities and schools.

- Although it is evident by the increasing trend of children with

special needs enrolled in the schools that community awareness is improving, the existence of out of school children with disabilities in the communities remains a fact to fight for. School representatives, PTA members and children contacted during the field data collection period asserted that there are school age children with disabilities who are not enrolled. Hence, additional and continuous efforts shall be exerted to enroll more number of children with disabilities than they are already enrolled

- Although this is a case in Chara primary school, it is observed that children with visual impairments get some financial and material supports (i.e. 350.00 Birr per month for living expense and cloth and shoes offer on biannual bases) whereas other disability (i.e. children with hearing impairment) types are not legible for such supports for unknown reasons. The school was not also clear why some get and others do not. As a result, they are not able to convince communities around to send children with different sorts of disabilities whether there are supports or not. Discussion at Woreda education office level was not able to clarify to which disability types the government support goes. Hence, this needs further clarification. Our assumption, however, is that if the support is backed by specific donors, then the support type could be dependent on the vision, objective and project agreement the donor has with the government or school.
- The other challenge mentioned was related to unfavorable physical environment for children with disabilities to walk and reach at the school and difficult landscape and topography of the schools for children with disabilities. Therefore, this could discourage children and parents.

4.3. Efficiency[17]

As also defined by Oxford Dictionary[18], efficiency is the quality of doing something well with no waste of time or money. This literal dictionary meaning can be applied to education when the system and service delivery mechanism supports the timely input delivery and results in less educational wastage as measured by lower levels of dropout and repetition rates and improved educational performance of students attended. Therefore, this section of the evaluation dwells on presenting the efficiency of IQEP.

4.3.1. Activity Performance

Timeliness of inputs and services delivery

As explained, the timely availing of educational inputs is one measure of educational efficiency. As learned from field level discussions, educational inputs include text books, reference materials, syllabi, MLC documents, construction of schools and classrooms, toilets, drinking water, teaching aids, laboratory kits, teachers training, etc. Directly or indirectly, sooner or later, the late delivery of such educational inputs will negatively affect the quality of education, causes to lower level of student achievements, lower enrollment rates and high levels of dropout and repetition rates.

Although IQEP is a program support highly embedded in the regional education program and mainly focuses on bridging key gaps identified in the GEQIP implementation process, major areas of support and the level of its timely input delivery were identified. Among others, the Bezawit full cycle primary school construction, the Dessie ECD center construction, converting of ABE centers into primary schools and upgrading first cycle primary schools into full cycle primary schools are the major ones.

[17] Efficiency is measured by the optimal relationship between inputs & outputs (region education bureau, 2009 education abstract).

[18] Oxford Advanced Learner's Dictionary, 7th Edition

Picture 4: ECD center-Dessie CTE

Discussion outcomes and physical observation in the selected schools witnessed that most of the inputs mentioned above were delivered on time. SCN-E has high level appreciation by the respective Woredas and schools in its timely resource provision. The picture to the left side is an example of this when SCN-E has delivered the necessary material and technical supports on time for the construction of ECD center within Dessie CTE compound.

Picture 5: Bezawit Mariam Full Cycle primary School-Bahir Dar

Another instance is the construction of Bezawit Mariam full cycle primary school in Bahirdar through the material and technical support of SCN-E (see picture). However, the construction of this school, though highly encouraging and near to completion, is delayed for at least one semester. The reasons for the delay were explained as the inability of the regional government to provide the pledged matching fund as well as the wet season impact on the construction work which is a sign of planning error. The timely provision of industrial materials such as corrugated iron sheet and nail for the construction of Quran Goye first cycle primary school has also shown the efficiency of the project.

Furthermore, the training programs for teachers such as upgrading ABE facilitators through special agreements entered between SCN-E and Gondar CTE and support of other basic primary school teachers and ABE facilitators were additional examples of project efficiency. In all such examples, SCN-E used to either release the budget or procure and delivery raw materials for the region, education Woredas and/or specific schools on time.

Another planned activity was teachers training[19]. This teachers' training support had different features. Continuous professional development, teachers' development through summer course and cluster level diploma programs are the three forms of applied. Other short term trainings provided for teachers, supervisors and school directors were also one of the appreciated supports of the project. In case of short term trainings, training of trainers (TOT) was used as a strategy to address more teachers with low cost. In this kind of training delivery mode, few teachers are selected to participate in the first training organized by external[20] professionals. Then, the trained teacher, supervisor or director cascades the new knowledge, skill and method to other school communities and teachers for application. The major trainings provided for teachers include teaching science subjects, teaching mathematics, active learning and student centered teaching-learning approach, use of minimum learning competency (every teacher has the obligation to use the minimum learning competency as a standard and plan to improve her/his students' performance by 10% compared to students' previous year performances), continuous learning assessment and conducting school based action research.

However, it is commented that

- The training of trainers approach has its own limitations. To being with, trained directors, supervisors and teachers do not allocate sufficient training time at school level. Hence, the first training organized by region or donor organizations could have been ten days long but the last trainees like teachers can be trained for two days on the same issue by their school colleagues. Therefore, there is no sufficient training time allocated to provide good quality training and cover all training topics as required.
- Second, teachers attach trainings with financial benefits such as per diem and visits to other places.
- Third, selection of teachers for continuous professional development summer course is commented. Selected teachers are aged, have no interest, high burden to finish several courses within 1 month and 20 days and the 240/ month Birr incentive are challenged issues.

[19] For internal trainings, there is a committee in visited schools that facilitate in-house/in-service trainings.

[20] For this evaluation, any professionals who are not members of that specific school community are categorized as externals and those teachers, directors, supervisors, etc. who are from the specified school and who provided training for their staff members based are categorized as internal resources.

In some other instances, experience sharing programs were effectively used. For instance, the first model class in Wotete Abay was started based on the experience sharing program they had with Dembecha primary school. With low cost, the first female teacher is able to introduce the concept of model class in her school, provided a number of trainings for other colleague teachers and during this evaluation, almost all classes in all grades have model classes. Another instance mentioned was the experience sharing and training provided for Dessie CTE staffs. Generally, teachers have participated in several trainings and they are applying different methods towards improving the quality of education.

The positive impacts of teachers' quality on different school based activities are visible. The following section of the report explains the after effect of improved qualities of teachers.

Teachers are using more time for school activities now than before: Teachers are very busy. There are a number of assignments relevant to the quality of education. They plan for six months and agree with their school to implement their plans. At the end of the sixth months, there is appraisal of teachers' performance (some using self-assessment forms and others conventionally). Because the approach forces to be result oriented, they have to show better student achievements with the agreed period of time. For this to come, they have to call for tutorial classes, make the classes interactive, use different learning-teaching materials, counsel students, arrange discussions with parents, prepare themselves to better understand what they teach (lesson plan development), etc. Therefore, teachers are using more time now than before to prepare for and provide quality education. This better preparation and teachers' use of more time is exhibited in the classroom decoration (teaching aids), expressed by students and teachers themselves. A model class teacher in Wotete Abay expressed that "I don't have my own time to support my families". This

teacher has an exemplary model class of grade one. She was supposed to teach in the afternoon based on the shift system of the school. However, she was tutoring some of her students in the morning session. The tutorial session was arranged based on children's classroom performance assessment. She labeled low performing students as "Star B" for who the tutorial class is arranged and the purpose is to help them join "star A" students who are attending their education in the normal shift system. During the evaluation time, she had few ready children to join "star A" and will continue to tutor others until they perform like 'star A" students. The promotion to "star A" is based on children's performance.

Teachers' engagement in the schools activities: Schools are also active in introducing new concepts. Particularly, the introduction of ICT system, democratization in schools, clubs activities, engagement in extracurricular activities, teaching aid reparation, school based action research; continuous assessment, etc. require more time than usual. They are obliged to call meetings, facilitate dialogue with parents and arrange election[21] processes for students, write and document minutes, etc. On top of that, each teacher is required to work eight (8) hours per school day within the school environment. This means that there are other activities where teachers must be engaged than classroom teaching.

Student disciplining methods: Students were asked about how teachers, homeroom teachers and the school community treat them. In most cases, students replied that the teachers' first advices misbehaving children to correct their behavior. They call a misbehaving student, tell her/him the mistake committed and advised to improve the action. If the student does not improve, then the teacher refers the student to a unit leader for further

[21] During this evaluation period, visited model class in Wotete Abay had already elected their Ministers. In Tayma primary school, they were electing their representative student who will participate in the administrative processes with the school management. Election pools were fresh and election results were posted on school walls for the school community.

advice. If still the student misbehaves, s/he will be asked to bring her/his parent for discussion and signing a commitment letter to advise the child and/or if the student continues to misbehave, the school tells the parent that appropriate disciplinary measures will be taken by the discipline committee. From discussions, it is understood that there is no corporal punishment in schools in general and positive disciplining is taking place in schools. As said by most students, positive disciplining is the most preferred and legal way of advising children to improve their behavior, academic performance and strengthen their social skills.

Documentation: Documentation is good in most schools and Woreda education offices visited. Updated student registration list, attendance sheet, rosters, three years and annual school action plan supported by appropriate budget, financial reports, school improvement plan document, etc. are available in many of the schools visited. Students profile since 2009 that shows enrolment rate, dropout, repetition and promotion rates are also available in most schools. Some Woreda education offices such as Dangla Zuria are extremely well organized, every staff can tell the information needed and office walls can provide information with little help from the office. Generally, there is good level of documentation in schools and Woreda education offices except few that need specific intervention and support.

Community participation: In all the visited schools, there are a number of committees established to support the schools. Parent-teacher association (PTA), association of class monitors, association of top students, SIP committee, etc. are some of the committee types in many of the visited schools. Different committees have different roles but the overarching goal is to support the schools to provide quality education. Among these committees, PTA has long history in the Ethiopian school system established with the purpose of consulting schools on different academic

and administrative issues. Recently, their roles are scaled up to awareness raising on girls' education, local resource mobilization, visiting the actual teaching-learning process in class and appraising teachers performance and discipline, participating in SIP planning, implementation and monitoring, implementation and supervision/monitoring, participating in various workshops/symposiums, etc. In fact, additional roles are coming in to the PTA as community representatives because community mobilization is taken as one of the key strategies of the MOE in general and the region education bureau in particular to ensure sustainable quality education in the region. Hence, all visited schools have PTA that supports the schools in different ways as mentioned and there are many more committees established to ensure community participation in the school management and administration.

Efficiency as demonstrated by students' performance

At this level, two levels of student performance are discussed. The first one focuses on contributions of the project on students' academic performance, decreased education wastage and enrollment. The second one focuses on children's participation in different academic and non-academic activities.

Improved academic performance of students

The target for the region education bureau was to enable 50% of the students to be promoted to the next higher grades. Furthermore, the bureau targeted in lower grades to lower gender parity index to 1:1.The evaluation outcome shows that Shola Meda and Lemate Ber primary schools, all children who took Amharic achievement test have scored 50% and above. However, majority of the schools (13) scored below average in English

Picture 6: Children supporting each other under the tree shed

test. Furthermore, five schools scored below average in environment science test. And extreme low performance was registered in Math test. From the total schools, only one (Wotet Abay) has scored above average (69%) in Math test prepared to measure student performance. The rest have scored below 50% and some scored as low as 2% in Math examination. This result, as presented in the table below, needs more practical effort and alternative solution. Majority of the students have scored very low compared with any standard.

Table 12: Summary of student achievement tests

School	Subject											
	Amharic			English			Environment			Mathematics		
	M	F	T	M	F	T	M	F	T	M	F	T
ZERYAQOB	88	85	86	55	46	50	62	61	61	48	38	41
ARMANIYA	71	54	60	39	22	28	59	42	47	33	24	27
SHOLA MEDA	25	19	20	24	22	23	29	26	27	0	3	2
BAKELO	71	75	73	13	6	9	49	52	51	9	6	8
WETET ABAY	81	74	78	67	64	66	65	65	65	66	71	69
ADDIS ZEMEN	83	90	86	25	16	21	53	46	50	29	18	25
ALEBO	83	74	79	40	22	32	53	47	50	32	19	26
CHARA	78	59	65	28	19	22	61	49	54	19	8	13
GEND METAYA	57	33	46	41	30	40	61	33	50	27	7	18
LIMAT BER	40	44	42	15	10	13	35	43	39	9	10	10
SERAQO	71	87	81	33	37	35	58	53	56	34	32	33
AWRA ARDA	62	74	69	25	16	21	60	58	59	41	38	40
SEDDASSA 29	44	66	56	65	75	71	27	33	34	10	14	22
TEYMA/BEZAWIT	70	67	69	50	33	36	55	46	50	45	21	26
SEGNO GEBEYA	61	59	60	11	14	12	44	48	46	18	9	14
TIGEL FRE	72	72	72	28	39	33	60	43	52	28	25	26
NIGUS MICHEAL	86	93	90	19	27	23	49	55	53	22	18	20

Source: Field data (November 2012)

In terms of gender, all girls have scored lower than boys in all subjects. Particularly in Math, there is no single school that scored 50% and above in this special achievement test. Hence, more attention is necessary to improve the performance of the students in math.

Table 13: Dropout, repetition and promotion rates in selected schools

Variables	***2002***	***2003***	***2004***
Dropout	5.48	3.06	3.05
Repetition	9.01	11.76	11.16
Promotion	85.51	85.17	85.79

Source: field data (November 2012)

In terms of dropout rates, the aggregated data pooled from the nine selected schools selected for the evaluation show a declining rate. On the other hand, repetition and promotion rates show an increase from 2002 EC. However, the increase in repetition rate is higher so that it needs attention. Compared with the 2001 EC official education bureau statistic, similar encouraging results are achieved in reducing wastage and improving learning.

Comparison was also made between female and male students in terms of these effectiveness and efficiency elements of education. The following table shows sex disaggregated data on dropout, repetition and promotion rates in these selected schools.

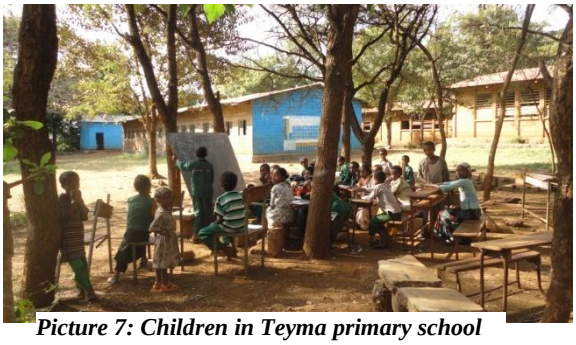
Table 14: Gender Disaggregated dropout, repetition and promotion rates

Variables	2002		2003		2004	
	M	F	M	F	M	F
Dropout	6.40	4.56	3.65	2.48	3.55	2.56
Repetition	9.21	8.83	12.22	11.32	12.15	10.18
Promotion	84.39	86.62	84.13	86.21	84.30	87.26

Source: Field data (November 2012)

The table indicates that more dropout and repetition rates are registered by boys than girls across years. As a matter of fact, more proportion of girls is promoted to the next higher grades compared with boys. This comparative figure holds true when compared with the average dropout, repetition and promotion rates.

Participation of children: Schools are also active in introducing new concepts. Particularly, the introduction of ICT system, democratization in schools, clubs activities, engagement in extracurricular activities and teaching aid reparation, classroom cleaning, etc. are some of the observed activities where children are engaged. In addition, new 1:5 classroom structure has made children active and busy in peer tutoring activities and after school activities. They are obliged to call meetings, facilitate dialogue and election[22] processes, write and document minutes, etc. It is very common for any visitor to see children working in groups, in the library and ICT rooms in their spare time.



Picture 7: Children in Teyma primary school

[22] During this evaluation period, visited model class in WoteteAbay had already elected their Ministers. In Tayma primary school, they were electing their representative student who will participate in the administrative processes with the school management. Election pools were fresh and election results were posted on school walls for the school community.

4.3.2. Financial performance

In terms of financial utilization, predictability and tracking mechanisms, the project has almost used its planned budget for the purpose intended.

Table 15: Budget Utilization (Birr)

	2002		2003		2004		Total	
Budget title	Planned	Utilized	Planned	Utilized	Planned	Utilized	Planned	Utilized
Organizing model class	1,757,000	1,757,000	1756000	1,027,354	1,405,400	-	4,918,400	2,784,354.00
Upgrading ABE facilitators	2,380,000	2,380,000	1,930,000	2,380,000.00	1,900,000	2,104,978.98	6,690,000.00	6,690,000.00
Scaling up best practices of QEP	-	-	1,712,250.00	1,712,250.00	-	-	1,712,250.00	1,712,250.00
Supporting ECD	-	-	1,234,000	1,234,000	120,500	62,787.54	1,234,000.00	1,234,000.00
Converting ABEC to formal schools	1,000,000	1,000,000.00	3,500,000.00	3,500,000.00	2,500,000	2,357,055.5	6,790,000.00	6,790,000.00
Upgrading primary schools	1,300,000	1,300,000	1,300,000	1,300,000	1,300,000	942,295.12	3,900,000.00	3,900,000.00
Conducting ATKLT forum	572,215	296,722	-	296,722	-	58,000	572,215.00	296,722.00
Piloting literacy boost				-	2,036,000	713,845.02	0.00	0.00
Strengthening the capacity of 10 CTE instructors on giving QEP training	-	-	87,260	87,260	92,500	-	87,260.00	87,260.00
Cost for seconded person	114,255	114,255	114255	114,255	114,255	114,255	0.00	0.00
Monitoring and evaluation	22,500.00	22,500	21,000.00	21,000	141,000	138,000	43,500.00	0.00
Purchase of 15 Motor Bikes	450,000.00	450,000	-	-	-	-		
Purchase of two cars	900,000.00	1,304,000	-	-	-	-		
Total	***8,495,970.00***	***8,624,477.00***	***11,540,510.00***	***11,672,841.00***	***9,495,400.00***	***6,491,217.1***	***29,531,880.00***	***26,846,718.00***

Source: SCN-E (December 2012)

4.4. *Community mobilization and use of locally available resources*

Community mobilization has become of the key strategies of the government. Accordingly, communities are participating in school construction (like in Chara), PTSA members (in all visited schools), SIP committee (in all schools), awareness raising campaigns, etc. The community is also involved in model class management, student counseling and appraising teachers' performances. Community involvement and participation includes block grant management, decision making and budget tracking. Therefore, there is high level community resource mobilization and involvement in the school management.

4.5. Impact

The project has many impacts at different levels. The major ones are discussed underneath.

4.5.1. Expansion of Model Classes

By virtue of their contributions to quality education the respective schools, Woredas and higher level education bureau have obtained from it, almost all schools have multiplied model class into other sections and grades. Furthermore, the skills are transferred to other teachers than the first trained model class teachers. In addition, the model class approach has mobilized the community/parents, improved student disciplining methods and increased the engagement of parents in the education system. In the light model class rooms, many teachers are replicating it and the number of model classes is expanding.

4.5.2. Teacher Training

The continuous professional development program, summer upgrading trainings and other short term trainings arranged for teachers have shown fruits in improved participation of children, increased engagement of teachers in the education program and initiated school based problem solving action research programs. This training and continuous updating program is worthwhile for quality education service delivery.

4.5.3. Children Involvement in Extra-Curricular Activities

The impact of the project is also visible in improving the participation of children. It is evident in schools such as Wotete Abay and Teyam/Bezawit primary schools and other that there are children parliaments, Ministers, top student associations, associations of classroom monitors, 1:5 classroom structures, etc. that are building children's confidence, participation and improving the culture of dialogue, discussion and democratic way of problem solving approaches at different levels. Large number of students was observed studying in their schools in opposite shift in small groups (.i.e. 1:5 structure) because the school environment allows.

4.5.4. Increased Community Participation

The project has also immense contribution in community resource mobilization. In all of the schools, visited, parents and community structures participate in SIP planning, implementation and monitoring, identification of school problems and research outcome dissemination workshops, classroom management, appraising teachers performance and in fact some communities (e.g. Chara area communities have built first cycle primary school to lessen the burden coming to Chara primary school and constructed secondary and preparatory schools in the nearby area without government and NGO support where their children can attend secondary school education) have contributed money for school construction and provided their farm and grazing lands to the school (up to 100,000 m^2 land for a primary school). Hence, communities are valuing education, school-community relationship is being strengthened and ownership feeling is coming up. The program also created affirmative influence upon

Picture 9: School block constructed by the community-Gind Metaya

Picture 8: Children in their 1:5 group-Teyma

parents. For instance, in Shola Meda primary school, PTA members were strongly concerned about teachers' turnover and unplanned teacher training program that are wasting the education periods. Furthermore, in Atse Zeraykobe primary school, PTA members expressed their strong sense of ownership towards mobilizing the community for school development and student enrolment. They also expressed their keen interest in planning, monitoring and bridging gaps in school-community partnership. The following picture shows a school block constructed by the community in Gind Metaya primary school, North Gondar zone, Lay Armachoho.

4.5.5. Improved Girls' Participation

As discussed in the main text of this report, the number of girls exceeds the number of boys in the schools visited. Furthermore, the dropout and repetition rate of girls is lower than boys. Discussion with students has also witnessed that because there are monthly[23] forums with parents; there is increased awareness on girls' education so much so that they can go for tutorial classes, visit libraries, participate in 1:5 structures used for improving academic performances, etc. there is no report from students, teachers and PTA discussants about girls' exclusion from school activities.

4.6. Sustainability

The term sustainability was a tough concept to discuss under this project. Above all, sustainability is about the continuity of the designed changes being observed without or minimal external support. Accordingly, the following key area were identified and discussed that best explain the suitability indicators of the project under evaluation.

[23] This monthly parent-school forum is the trend observed in most schools. Particularly, this monthly forum is planned and regular with parents whose children are in model classes.

4.6.1. Policy Environment

The policy environments at Federal and Regional level are supportive. The current move at all levels towards quality education, the replication of best practices i.e. model class and school based action researches into all schools, the existence of ten college of teacher education distributed into different zones, the inclusion of ECD in these CTE, etc. are all indicators of the attention given to quality education. As a result, it is true that policy backed good practice will sustain and replicate.

4.6.2. Improved Institutional Capacity

There are a number of new schools constructed, renovated, expanded and upgraded. Furthermore, equipment supplies such as student seats, library materials and ICT were observed. Above all, the trainings provided for teachers will cement the institutional base of the visited schools. The teachers are replicating model classes, conducting school based action researches and putting their level best to improve the quality of education. Hence, there are indicators that show improved institutional capacity of schools that will sustain the promising changes. In addition, Woreda Education Offices are also devising mechanism[24] to motivate teachers who are exercising model classes and school based action researches.

Furthermore, there are several indicators to mention that IQEP can sustainably meet its objectives of providing quality ECCE, basic primary education (grade 1-4) and beyond to the communities in the region. It supported the region education bureau and all CTEs to acquire insights on active learning methods, school based action research and continuous assessment culture and skill and to integrate these into their curriculum.

The CTEs are also producing trained ECCE and basic primary education teachers and action researchers who will be working on quality education

[24] Some of these motivation mechanisms are providing further education opportunities, additional trainings and relevant awards for teachers who are doing research. Action research is also one of the teachers' performance appraisal criteria for any promotion and benefit adjustment.

program. For instance, SCN-E had sponsored over 300 Alternative Basic Education (ABE) program facilitators[25] to attend their diploma program in Gondar CTE alone. Other ABE facilitators had access to similar professional development opportunities in other colleges. One of the significant roles of SCN-E is supporting the continuous professional development program of basic primary school teachers as witnessed by Gondar, Dessie and Debre Berhan CTEs.

4.6.3. Community Mobilization

Another area of sustainability indicator is the ever growing community mobilization and engagement in school improvement programs, monitoring and increased school-community partnership/attachment. Parents are challenging why classes are closed, why teachers are absent from class, etc. The involvement is as deep as supervising classroom interaction, the materials being used in class, student discipline methods and of course communities appraise teachers' performance. Same holds true for children who have considerable stakes in the school management. The education system is getting highly decentralized so that communities are deciding on many things.

4.6.4. Financial Sustainability

Although financial sustainability is one of the challenging tasks of many development projects, IQEP in particular was designed to support the regional education bureau to fully implement GEQIP elements. Hence, the role of the project many not go beyond supporting the regional government to realize the set quality education objectives. Discussion held with Woreda officials and school communities informed the team that schools don't have reliable own source of income.

[25] The diploma level continuous professional development program arranged for facilitators is equivalent to regular diploma certificate award but facilitators attended modified modules that considered their education level, ABE program approaches and methods to quality children join grade five in three years education program, etc. Hence, there were specific considerations while accepting these facilitators except the length and period of continuous professional development program.

Nevertheless, impact of the community mobilization strategy has promising trend to sustain schools' income. For instance, some schools are generating good sum of money from their own income generating activities as mentioned. Some others like Teyma are growing quite large perennial fruit trees such as Mango and other vegetables that will support school expenses. So, there are bits of efforts that could be scaled up in the future.

5. KEY PROJECT SUCCESS FACTORS

Many other contributing factors may exist for appreciations that have contributed to the success of the project. However, the following as identified as key factors that worth scaling up and replication.

School Based Action Research: The evaluation team has observed, interview with teachers and FGD demonstrated that the practice of school based action research is transforming schools from the conventional student-teacher into community learning institutions. Moreover, the action research outcomes are solving practical school-community problems and contributing to quality basic education provision.

Updating and upgrading programs: Regardless of challenges reflected on updating and upgrading teachers profession, the intervention has contributed to developing a culture of learning between and among teachers, working together to develop their schools and improve their students' learning performance.

Parents' active participation: Parents' actively participate in the learning of their own children in the Model Classrooms. This has attracted many other parents to engage in the learning of their children and provide financial support to schools.

Documentation: Even though uniformity lacks, the documentation practice of those surveyed schools is pretty good. This culture needs to be developed further and shared to all schools and Woredas

Community Participation: Communities around the schools are mobilizing their resources and participating in the school management which contributes to girls' enrollment and survival, quality education, inclusion of children with special needs, etc. This indicates the fact that there is an increased awareness and understanding of parents, PTA members and school communities on the value of quality education.

6. AREAS FOR SHORT TERM CONSIDERATION

One of the purposes of project evaluations is to identify successes and challenges that inform stakeholders about future program design, implementation and monitoring. Accordingly, the following areas are indicatives of the areas that need attention during the remaining project period, in designing new interventions and/or in scaling up similar interventions into other communities of practice.

- ◊ Short term and updating teachers' training programs have trainees' selection problems (same persons attend most of the trainings), financial constraints, and inability to link such training with career development. Teachers have also attitudinal problems to accept that such short terms trainings are useful
- ◊ Upgrading teachers' training program does not consider trainees' age, motivation, health & family situation of teachers, huge course overloads, time shortage
- ◊ Basic facility problems such as drinking water, toilets, etc are observed in some of the visited schools. The case of Gind Metaya primary school where children are exposed to traffic accidents while crossing the main road to drink water needs urgency. Hence, additional resources and efforts are needed to fulfill such immediate school facilities and necessities.
- ◊ Furthermore, supply of the new syllabi, curriculum and text books are short in some of the visited schools. They are actually using the old one.
- ◊ Model and zero classes need shelves and/or materials' or activity corner (see left side picture) so that their teaching materials will not be disturbed by anyone. Teachers in model class have also material supply problems to produce teaching aids as required

Picture 10: ECD within Dessie CTE

7. CONCLUSION AND RECOMMENDATIONS

7.1. Conclusion

From the evaluation report, it is possible to conclude that:

- Supporting system level interventions is strategic, visible and brings change at all levels. The best practices, though not documented yet, are trickling down to all school observed
- The innovative approaches such as school based research piloted in Gondar CTE are replicated and scaled up to all schools visited
- The project has moved the implementation of GEQIP, particularly SIP, CPD and TDP farther, motivated schools and teachers
- The school environment is safer as witnessed by students. For instance, no child interviewed mentioned the existence of corporal punishment. There are also toilets, safe drinking water and play grounds/materials in most of the visited schools
- Educational wastage caused by dropout has sharply and consistently declined over the years. Conversely, student promotion has increased indicating that there is improved academic performance
- Girls' participation on academic and non-academic activities was witnessed. This shows change in attitude on girls' education, HPTs and related hindering factors in the past.
- However, there are still assignments as indicated in the recommendation part of this evaluation report.

7.2. Recommendations:

Following are key recommendation drawn from the main text.

- SCN-E has contributed a lot in supporting the region education bureau at system level to fill its felt gaps. However, this needs to be strengthened through
    - Planned & strict monitoring & establishing learning forum and

- Providing mentorship technical support

- The existing action research practices in the school can be considered as a good start. However, the action research that focuses on classroom instruction improvement seems neglected. Hence, teachers should be initiated and schools should support teachers to focus more on solving teaching learning process at classroom level
- Action research needs more coaching, motivation and financing the research until better capacity and experience is ensured. Furthermore, systems of research outcome dissemination, implementation and monitoring of its outcomes need to be in place
- CTE are supporting primary schools in providing trainings, conducting actual visits and so on. However, they are mainly focusing on "providing" than "learning" to improve their approaches to teaching. Hence, support to CTEs to learn from nearby primary schools and improve/strengthen their teaching processing focusing on classroom teaching skills is necessary.
- The zero class approach is scaled up in all schools observed. This good start, however, has no sufficient qualified teachers. Hence, it is recommended that supporting the regional education bureau and the ten CTE to learn from Dessie CTE and start training on ECCE teachers
- The repetition rate is still growing. Additional studies, strategies and resources are necessary to understand who is repeating out, why and how this group of children can be saved, if the issue is beyond the school based action research.
- Children scored low in crucial subjects like Math. Action research needs to be conducted to help children perform better in math and other science subjects. The school based action research conducted in Wotete Abay primary school can give insight on this.
- Additional efforts are also necessary to scale up model and zero classes in all schools and start in those which did not start yet.

++++++++++++++++END++++++++++++++++++END++++++++++++++++

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ANNEXES

Annex 1: TOR

SAVE THE CHILDREN NORWAY ETHIOPIA EDUCATION PROGRAMME

Terms of Reference (ToR) to Carryout Midterm Evaluation on "Improving the quality of basic education in Amhara Region"

1. Background

Save the Children Norway is an international non-governmental organization operating in Ethiopia with a vision of a world in which every child attains the right to survival, protection, development and participation. Its mission is to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives. To achieve their global vision and mission, they have employed three overall strategies: capacity building of stakeholders and partners, service delivery, and advocacy.

Currently, Save the Children Norway in partnership with the Amhara regional education bureau is implementing a project entitled: "Improving the Quality of Basic Education in the Amhara Region". The project is implemented in all the 167 Woredas of the region since June 2010.The objective of this project is mainly improving the quality of basic education. The components of the project are establishing model classrooms, upgrading ABE facilitators' capacity, scaling up best practices of QEP, converting ABE centers to first cycle formal schools, upgrading first cycle primary schools to complete primary schools, Strengthening Dessei Teacher Education College ECD facilitators training unit.

Thus, the purpose of this ToR is to guide the consulting firm to conduct midterm evaluation of the project in line with its objectives, outputs, inputs and based on SC's mission, vision, and values. Most importantly the evaluation should thoroughly investigate gaps in the implementation processes, challenges and promising practices in the project under implementation.

2. Purpose of the midterm review

Conducting the midterm review is found important to generate information for decision making and effectively implementing the project during the remaining period. The midterm review is desired to look at the implementation progress of the project activities, resources utilized, outputs produced and achievements towards the attainment of objectives and targets set in the project document and identify possible challenges, gaps and suggest recommendations.

3. Scope of the review work:

The midterm evaluation will be carried out based on the issues and activities incorporated within the project document. The major focal issues that the evaluation has to address are the following.

- Examine the cost effectiveness and quality of the out puts of the project
- Assess the outcome of the project in reducing absenteeism, drop out, repetition rates and learning outcomes of both boys and girls.
- Improvements made as a result of capacity development of teachers, supervisors and directors.
- Assess children participation in school activities and decision making.
- Assess the involvement of parents and the community in schools decision makings
- The extent of the partnership and collaboration in implementing the project by different stakeholders

4. Outputs of the consultancy work

The consultancy work is intended to provide a comprehensive report on the status of the implementation of Improving the Quality of Basic Education in the Amhara Region

- Inception report and data collection tools produced.
- A comprehensive first draft evaluation report as per the TOR prepared and submitted.
- Second draft report that incorporates comments from stakeholders and that will be presented at validation workshop presented.
- Hard and soft copy of an edited final evaluation report that considers inputs from validation workshop delivered.
- SPSS data used for assessing the reading skills of children submitted

5. Methodology

The midterm evaluation could be carried out employing different methodologies (qualitative and quantitative). Both primary and secondary data could be used for the study. For this, the team is expected to show detailed methodology of the study. The sample size of the study should consist of a minimum of three zones and three Woredas from each zone. From each Woreda two schools should be sampled.

6. Consultants team composition and evaluation criteria

The contracting organization would like to sub contract this consultancy work to experienced professionals having good work experience and educational qualification. The consultants' shall be evaluated against the technical and financial proposal submitted.

Technical Proposal

- Background and experience of the consultant firm? Or individuals, the skills and professional mix of the team proposed to carry out the service.
- Adequacy and technical quality of the proposal for meeting the TOR, proposed scope and focus.

Financial proposal

- The total financial requirement of the consultant to carry out the consultancy work.

- Break down of the cost proposed as set forth in the TOR, the technical proposal of the consultant and the schedule of activities.

7. Duration and time table

The literature review, tools development and pre-testing, data collection, analysis and report writing is estimated to last 30 person days. The consultants are expected to prepare and show a realistic time schedule in their proposal.

No.	Activities	Due period	Remark
1	Submission of inception report which includes the detailed methodology to be reviewed by SCN	1st & 2nd week	Starting from the date agreement is signed
2	Submission of final inception report after incorporating comments from SCN	2nd week	
3	Data collection and document review at field level (analysis will start at field level)	3rd -5th week	Two weeks for data collection
4	Submission of first draft study report (including time for comment)	6th week	
5	Submission of second draft report after incorporating comments from SCN and other stakeholders.	7th and 8th week	
6	Submission of the final report to SCN	9th week	Two hard and one soft copies

8. Terms and Conditions

- **Logistics:** vehicle for all evaluation team will be availed by SCN
- SCN will cover per-diem for its partner staff.
- **Professional fee:** the consultant/consultants need to reflect/include his/her/their professional and per-diem rate in the financial proposal
- **Tax and insurance:** SCN will deduct 2% or 30% withholding tax
- The consultant/consultants should respect and comply with Save the Children's safe guarding children policy.
- **Contract:** a contract agreement will be signed between the consultant and SCN immediately after the completion of the selection process and the evaluation time is effective from the date the agreement is signed.

9. Report Outline

The report is expected to follow the attached reporting structure and be concisely limited to:

- A maximum of 40-60 pages
- With a font size of 12 "Times New Roman"
- Line spacing of 1.5"

- Left margin 2” and right margin 1.5” with **normal** top and bottom margins- 1” each

10. **Annex: Structure of the report**

The structure of the report need to include at least the following basic components:

- Executive summary
- Background/Introduction on the overall education program in Ethiopia and that of the two project intervention regions and zones in particular.
- Methodology (should include the design, sampling technique, data collection instruments and the data analysis method)
- Discussion of findings (with regards to the relevance, efficiency, effectiveness, impact and sustainability of the project).
- Summary, conclusion and recommendations
- Appendixes (should include: the different data collection instruments used such as interview guide, FGD guide, the checklist used while conducting observation of the project and key informant interviewees.

Please Submit the Proposal/Applications in person or by mail to:

Save the Children Norway- Ethiopia
P.O.Box 6589
Addis Ababa, Ethiopia

Annex 2: Summary of school observation outcome

No	*List of issues for observation*	*Number of schools*		
		Yes	**No**	**Observer's comment**
1.	School have pre-school classes attached to them	13	5	
2.	School have fences	9	9	*Some like Tayma have natural trees as fenc others need maintenance*
3.	Schools are full cycle primary (grade 1-8)	15	3	*Bezawit Mariam, Saramba and Quran Goy grade 1-4 only*
4.	Schools have separate Boys' toilets	12	6	*Some toilets are dilapidated such in Wotete need maintenance or replacement. Other su Metaya and Lemate Ber have no separate t Male teachers and boys use same toilet*
5.	Schools have separate Girls' toilets	18		
6.	Schools have separate Teachers' toilets	15	3	*Schools like Wotete Abay and Gind Metay separate toilet for female teachers*
7.	Schools have teachers' staff rooms	18		
8.	Schools have pedagogical centers	18		
9.	Schools have safe drinking water for children	13	5[26]	*Some schools have tape water for drinking well for irrigation and toilet wash. Howeve improvement (not working, small number o access to children in fear of breaking the ta Abay and Bakelo are examples for this)*
10	Schools have sports' facilities (football, volleyball basket ball, etc)	18		*Most have basic play facilities but some sch Wotete Abay need additional sport materia facilities*
11	Schools have syllabi distributed and being used by teachers	18		*Most are using the old version, the new one some schools like Teyma*
12	Teachers have and teach based on the MLC developed for the grade	14	4	*The agreement between schools and teache based (10% performance improvement ever some schools like Teyma and Lemate Ber a competency test for children based on the M for discussion based on achievement results schools like Chara do not know if they are*

[26] *Gind Metaya has no safe drinking water for children. As the school is road side and because there is spring water for drinking beyond the asphalt road, children are forced to cross the road to drink water which may cost their lives if the problem is not addressed on time*

13	Schools have library/reading room facility	18		*Some even have ICT rooms like Teyma in B Some libraries visited above serve beyond 5 day (like Tayma). However, there are short reference books, especially for social scienc*
14	Classrooms have teaching aids posted on walls in side classrooms	18		*Both inside and outside walls speak and tea schools but much is expected to bring some Gind Mataya to that level expected.*
15	Schools have science kits	18		
16	Schools have first aid room/clinic	13	5	*Some schools have no separate rooms for fi some others like Teyma do not have it kit at*
17	Schools have annual operation plans	18		
18	Schools have time table for the academic year	18		
19	School have updated attendance sheets	18		
20	Schools have and use Self Assessment Forms (SAF)?	15	3	*Some schools are not clear about it and son Chara does not have it at all*
21	School have SIP[27] committees	18		
22	Schools plan based on SAF	15	3	*Six monthly plan*
23	Schools have performance report based on SAF	15	3	*Discussions indicated that all school report SAF format provided by the Woreda educat though some schools were not able to expla*

Annex 3: children with special needs and those attending 0 classes

Schools	0 class				Disability			
	2002	2003	2004	2005	2002	2003	2004	2005
Chara	0	0	0	60	0	0	0	16
Wotet Abay								16
Teyma								3
Alabo	0	0	0	75	0	12	14	18
Addis Zemen	0	0	0	0	0	0	0	2
Seraqo	0	0	0	0	22	32	31	22
Awura Arda	0	0	0	50	0	0	2	16
Gind Metaya	0	0	0	37	0	2	8	13

[27] SIP committee members are students, school director, selected teachers, kebele education and training board and PTA members.

Lemate Ber	0	0	0	137	0	0	23	25
Saddaassaa 29	0	0	0	0	30	36	36	36
Quron Goye	0	0	0	0	0	0	0	0
Niguse Michael	0	0	0	0	0	0	0	0
Bakelo	160	175	176	181	0	3	5	4
Armaniya	56	54	46	56	0	0	0	0
Shola Meda	0	26	26	51	0	1	0	0
Zerayakob	0	0	33	35	36	36	36	36
Total	***216***	***255***	***281***	***682***	***88***	***122***	***155***	***207***

Annex 4: List of Sample Zones, Woredas and Schools

Zone	*Woreda*	*Schools*
Awi	Dangla	Chara
West Gojam	Mecha	Wotete Abay
Bahir Dar city	Bahir Dar city	Tayma
South Gondar	Libo Kemkem	Alabo
		Addis Zemen primary school
North Gondar	Lay Armachiho	Gind Metaya
		Lemate Ber
	Chilga	Seraqo
		Awura Arda
South Wollo	Dessie town	Segno Gebeya
		Nigusse Michael
		Tigil Fre
	Kombolcha town	Quron Guye
Kemissie		Seddaassa
North Shoa	Tarmaber	Armaniya
		Shola Meda

	Basona Worana	Bakelo
	Debre Berhan town	Atse Zerayaqob
8	***11***	***18***

Annex 5: contacted/visited Colleges of Teacher Education

- *Gondar CTE*
- *Dessie CTE*
- *Debre Berhan CTE*
-

Annex 6: Data collection tools (see separate attachment)