



Terms of Reference for the Evaluation of VSO's Work to Improve Teacher Effectiveness in Ethiopia and Zanzibar

VSO are commissioning an evaluation of work to improve teacher effectiveness in Ethiopia and Zanzibar, both of which use different approaches to teacher professional development. This evaluation will inform VSO's education programming moving forward and improve the evidence base underpinning VSO's global Theory of Change in Education.

1. Background: VSOs work in the area of education

1.1 VSO's work in education globally

VSO is currently supporting education in 6 countries in Asia-Pacific (Cambodia, India, Myanmar, Nepal, PNG, and Thailand) and 10 countries in Africa: Ethiopia, Ghana, Kenya, Malawi, Mozambique, Nigeria, Rwanda, , Tanzania, The Gambia, and Uganda). These countries share many common challenges such as weak and fragile education systems and poor learning outcomes.

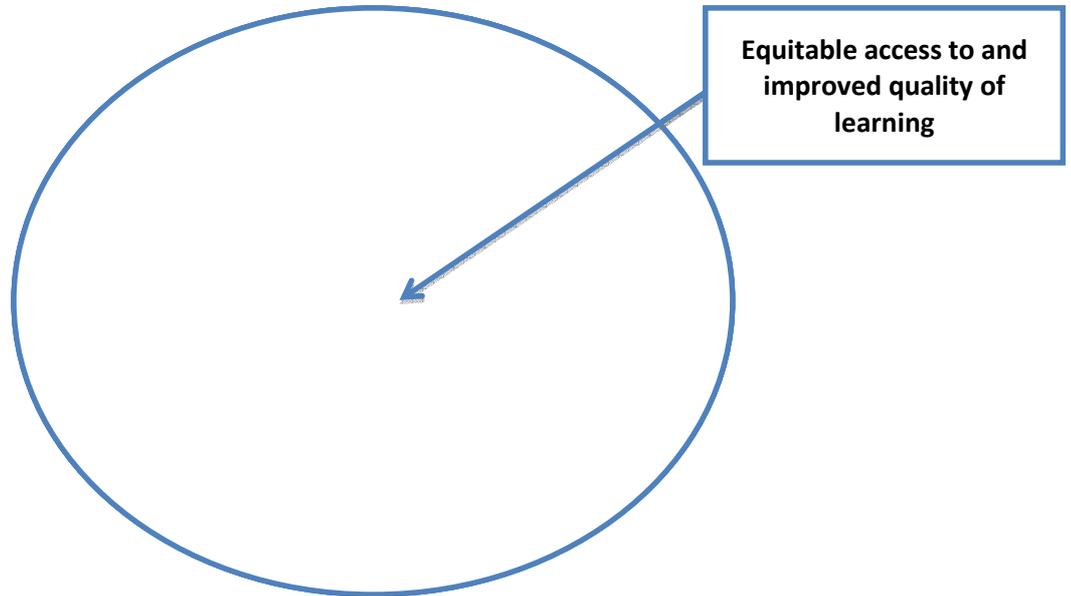
Our vision is a world where all children and youth are able to realise their full potential, have a choice, voice and control over their lives. Equitable access to quality education services and attaining good learning outcomes is critical to achieving this vision. Equitable access is not only about increasing enrolment rates, but also ensuring regular attendance at school or learning centres, increasing retention and completion of each stage of education, and supporting transition between the different levels of the system. Quality learning outcomes are not only concerned with improved literacy and numeracy but also ensuring children and young people are equipped with the relevant knowledge, skills competencies and values for life and for work. All of this can only be achieved within a safe, secure and inclusive learning environment.

Our long-term goal therefore is that marginalised children and youth are able to access public quality education services at early childhood, primary, secondary level education and vocational training and achieve quality learning outcomes as a result of partnership and collaboration with government and non-government actors who have the disposition (values, understanding, skills) and capacities, resources and policies to support this.

We believe that if we really are going to improve the learning outcomes for marginalised children and youth in any given school or learning centre then we need a combination of approaches (see figure 1). Equitable access to quality education can be achieved by synergy between the 3 areas of work in education we do on the ground: 'teaching and learning', 'education governance' and community engagement'. In our experience, the most critical area of change is where these dimensions interact and overlap; for example, teachers can only be more effective classroom practitioners if given professional development opportunities, receive timely and regular support and feedback on their performance from school management and parents and have access to appropriate and sufficient teaching materials. And schools are likely to function more effectively and provide quality education to the communities they serve when local parents are actively engaged in the governance of the school through parent teacher associations and school management committees. This synergy between 3 areas of work is reinforced and showcased



Figure 1. Areas of work of VSO Education Programme



through our community, regional and national level policy and advocacy work in support of inclusive quality education provision and achieving quality learning outcomes.

This evaluation is focusing on VSO’s approach to improving teacher effectiveness, therefore mainly concerned with the dimensions of change ‘teaching and learning’ and ‘education governance’. There is consistent evidence that teachers are the most important school-based factor in determining learning outcomes, second only to what children bring to school. Yet globally there remains a marked deficit in both teacher numbers and teaching quality, which has an extreme impact on learning outcomes for children. In many low income countries- where education systems have expanded rapidly – teachers themselves may not have sufficient subject knowledge or appropriate skills because of poor quality, or lack of, teacher training. Often, this is compounded by reduced qualifications for entering into the teaching profession. This lack of qualification or subject knowledge presents teachers with difficulties in understanding and breaking down the curriculum for their students. It limits their confidence and consequently their teaching and the learning outcomes for children.

VSO believes that building and maintaining an effective, well functioning and equitable teaching workforce is one of the key pillars needed to support a successful education system. If this is achieved we believe that the learning outcomes of all children, including the poorest and most vulnerable, will improve. The ultimate aim of our support to teacher education is to increase the number of qualified and trained teachers and educators within schools, colleges and community learning centres, who effectively apply their skills, through improving the pre-service training and continuous professional development of teachers and educators at different levels of the education system.



1.2 Ethiopia and Zanzibar Education Programmes

VSO education programmes in Ethiopia and Zanzibar have been selected for inclusion in this evaluation because they are well –established (we have been working in Ethiopia in education for 18 years and Tanzania/Zanzibar for 50 years), have strong examples of the contrasting approaches to teacher training described above and the programmes also have the capacity to support this evaluation at this time.

The two programmes included in this study vary substantially in terms of scale, with Ethiopia being the largest by some margin (additional detail is provided as Annex 1). They also vary somewhat in terms of scope / programmatic approach, though they both fit well within VSOs broader Theory of Change for education. This evaluation seeks to analyse and reflect on the success and areas for improvement for these interventions as two possible paths to the same destination – hence the contractor will need to develop an analytical framework that works for both programmatic examples, allocating the balance of effort (in terms of researcher time) appropriately within the work-plan.

1.2.1 Ethiopia Education Programme : Since 1997 VSO has contributed to a set of comprehensive capacity development government-led initiatives in Ethiopia, linked to the Education Sector Development Plan ESDP, at all levels of the education system. This current programme is a continuation of the Ministry of Education (MoE) agreement that ran from December 2005 to end of December 2009, and covers the period from January 2010 to end of December 2014. The programme partner organisations are located in Afar, Amhara, Beneshangul-Gumuz, Gambella, Harreri, Oromia, SNNP and Tigray Regions; and in Addis Ababa and Dire Dawa City Administrations (9 out of 12 regions across the country).

This programme aims at contributing to the realisation of quality primary education for all in Ethiopia with three defined objectives: (i) to increase the capacity of schools, Regional Education Bureaus (REB), Woreda Education Offices (WEO) Teacher Training Institutes (TTI) in implementing and promoting of learner-centred approach in education; (ii) to promote the practice and culture of participatory and accountable leadership and management in schools, WEOs, REBs, TTIs and MoE to respond to the needs of disadvantaged groups; and (iii) to build the capacity of education stakeholders to increase their understanding of, and commitment in, promoting inclusive education;

The education programme in VSO Ethiopia puts more emphasis in promoting learner centred teaching methodology, and encouraging the evaluation of teaching in terms of student learning outcomes. This is supported by in-service teacher training, support for the continuing professional development (CPD), non formal education, special needs/inclusion, English Language Improvement, IT infrastructure and skill development. The focus of this programme, therefore, is highly linked to General Education Quality Improvement Package (GEQIP) with a good intent to support Teacher Development Programme (TDP), School Improvement Programme (SIP) and Management and Planning (MAP) related activities more.

This study will look at the different interventions which all work together to improve teacher effectiveness as part of the governments' roll-out of the ESDP. The specific interventions that this study will focus on are: continuing professional development (CPD) for teachers, English Language Improvement Programme (ELIP), IT infrastructure and skill development, Leadership and Management (L&M) and the Higher Diploma Programme.



1.2.2 Zanzibar School Bill Project as part of Tanzania's education Programme: Improving children's reading and math's skills: VSO has worked in Zanzibar for the last 50 years. This project was started in May 2013 based on learning over the last 5 years and was informed by : Leading Learning', a report on effective school leadership and quality education in Zanzibar (conducted by VSO in joint collaboration with MoE in 2011); innovations to make effective use of 'champion teachers' to support delivery of coaching support in schools; The Programme For Improved English Project funded by A.S. Hornby (Primary); and the Programme for Improved English funded by British Council (Secondary).

Whilst access to education in Zanzibar has improved in the last 20 years, the quality of education remains low because children's reading and math's skills are constrained by: teachers currently applying a predominantly chalk and talk approach to teaching; educational leadership focusing on administration as opposed to pedagogical leadership; and learning at school level not informing systemic action at national, operational, and school level.

The objective of the project is to improve children's Math's and Reading skills, illustrated by an increase in students math's skills; and an improvement in students English reading comprehension. The project is expected to deliver the following outputs: (i) Teachers demonstrate the use of a variety of teaching strategies; (ii) Education leaders demonstrating pedagogical leadership; and (iii) Project learning informs policy implementation at school, operational, and national level.

2. Objectives and intended learning of the Evaluation

Overall Objective:

To assess the extent to which the two different approaches to teacher professional development used in Ethiopia & Zanzibar are contributing to improving teacher effectiveness and the achievement of learning outcomes among pupils.

Specific Objectives

This evaluation will provide a comparative analysis of two models used in Zanzibar and Ethiopia to distil learning of relevance for VSOs wider education programme portfolio. In particular, we are keen to:

- a) Test the validity and effectiveness of VSOs tripartite theory (teaching and learning, education governance, and community engagement)
- b) Better understand depth vs breadth tradeoffs – depth referring to interventions where VSO reaches smaller numbers of beneficiaries (children in school) intensively through mentoring / coaching teachers and school leaders in clusters of schools, and breadth referring to cascaded teacher training models where VSO uses a 'train the trainer' approach to ultimately reach large numbers of beneficiaries.

Intended learning from the evaluation findings

The primary focus is on learning to inform VSOs education programming moving forward. In this way, evaluation findings will serve several purposes:



1. Test a set of key assumptions about VSO'S work and interventions in teacher training, namely that it is welcomed and valued by our partner organisations and the teachers in country themselves, that it directly contributes towards improving the learning outcomes of children, that it is sustainable in terms of longer term impact and that it is worthy of replication and scale up as an education systems strengthening approach. The evaluation will seek to provide evidence that either supports or challenges these traditionally held organisational assumptions
2. Findings will inform VSOs approaches to improving teacher effectiveness in Ethiopia and Zanzibar as well as other education programmes with a focus on teacher training resulting in increased impact and improved learning outcomes for children
3. Findings will be used to inform the ongoing development of a theory of change for VSO'S education work, and contribute to a global evidence base examining the contribution volunteers make to development. This work is being led by advisors across VSOs Strategy and Programme Effectiveness Group.
4. Findings will be fed into the ex-post Independent Progress Review that will be carried out on VSO'S Strategic Grant Agreement with DFID, due summer 2014.

3. Key Evaluation Questions

Effectiveness of the VSO teacher training models:

(Has VSO contributed to improved capacity of individuals and organisations?)

- *Capacity of teaching workforce:*

To what extent has the model of placing skilled education volunteers within the selected education facilities (schools, colleges, district education offices) contributed in building the capacity of the teaching workforce?

- *Teacher practice:*

- To what extent have the three dimensions of changes ('teaching and learning', 'education governance' and to a lesser extent 'community engagement') interacted effectively to improve teacher practice and learner-centred methodology?

- *Head teachers and education managers:*

To what extent have the two models used in Zanzibar and Ethiopia contributed to improved management of schools, district education offices and colleges by the Head Teachers and Education Managers within the selected partner organisations (in the context of prioritising and planning teacher effectiveness in school improvement plan, allocating budget, creating supportive environment, teacher follow up support, appraisal of teachers, management of schools, district education offices and colleges)?

- *Teachers and Teacher trainers:*

To what extent have the two models used in Zanzibar and Ethiopia contributed to improved classroom practices by teachers and teachers trainers (in the context of content knowledge, pedagogical knowledge, learner centered methodology, attitudes towards pupils, conduct, and morale & motivation).

- *Selected education partner organisations:*

To what extent have the two models used in Zanzibar and Ethiopia contributed improved to responsiveness of the education partner organizations to the needs of teachers and pupils?



Programme design: relevance, value for money and programme development over time

- To what extent were the teachers involved in needs identification and programme design?
- To what extent have the models used in Zanzibar and Ethiopia factored in sustainability aspects in the design?
- Has the model of placing skilled education volunteers within the selected education facilities (schools, colleges, district education offices) been the most cost effective way of improving teacher effectiveness?
- To what extent have the two models used in Zanzibar and Ethiopia been responsive to the changing needs of teachers in Zanzibar and Ethiopia respectively?

Outcomes and identifying possible long-term impacts

(Have these programmes improved the capacity of individuals and organisations to deliver better services which should lead to more pupils benefiting and improving their learning skills (literacy & numeracy skills)

- *Pupils:* To what extent have the two models used in Zanzibar and Ethiopia contributed to improved learning experiences and outcomes (including literacy and numeracy) for pupils?
- *Student teachers of the selected colleges:* To what extent have the two models used in Zanzibar and Ethiopia contributed to: improved academic pass rates for student teachers; improved confidence in using child-centred teaching methods, improved use of learning resources, improved confidence in using the English language (need to as specific as we can based on VSO's interventions in these programmes); and reduced attrition rate of student teachers?

Sustainability of the VSO teacher training model

- To what extent has the model of placing skilled education volunteers within the selected education facilities (schools, colleges, district education offices) as a way of improving teacher effectiveness been sustainable?

4. Methodology

The contractors are expected to outline their methodological approach in their proposal, which will be refined and finalised at the inception phase. The methodology should take into consideration the scope of this assignment which covers evaluating VSO's work in support of teacher training with partners in two countries – Ethiopia and Zanzibar. At the minimum the proposed approach should include desk based research, skype consultations with relevant stakeholders and country visits to conduct primary research. In this way, the proposed methodology must address the need to assess the performance of two distinct initiatives robustly – in the context of a wider evaluation of VSOs approach to improving teacher effectiveness with an overarching, common set of objectives and outcomes.

Since VSO has a long history of work and engagement in these two countries in the area of education, there is an opportunity to explore if there has been any long-term impacts and if so, what has been VSO's contribution. Therefore, VSO are keen for the evaluator to design a methodology for partner-level impact



analysis, to systematically assess the evidence for claims that the teacher training model has contributed to observed outcomes and impacts. We expect contractors to invest significantly in the inception phase, meeting with key stakeholders for the evaluation to develop a strong understanding of VSOs programmatic approaches.

In addition, all methodologies proposed should be **participatory** in nature - including substantive engagement with stakeholders throughout. For the two country visits, this should include engagement with school pupils, student teachers, head teachers, school management committees and parent teachers association and parents as well as the teachers and teacher trainers who have benefited directly from VSO volunteer support.

VSO will liaise with the partner organisations to provide a range of documentation and monitoring data for literature review and to inform the scoping process, including:

- VSO global Theory of change, VSOs draft education Theory of Change
- VSO Volunteer and partner reports
- Annual VSO partnership review findings
- Project / programme reports
- Relevant secondary education institution data e.g. enrolment rates, attendance, retention and completion rates, exam pass rates, literacy and numeracy rates, student teacher graduation records, teacher deployment records etc

5. Timing and deliverables

The following milestones have been agreed for the study:

- The inception meeting will be held during the week commencing 14 July 2014. The inception phase is planned for mid July – mid August 2014.

DELIVERABLE 1: Inception report – to be submitted by Friday 15 August 2014.

- To include a finalised methodology and workplan, with draft data collection tools. The inception report will be reviewed by VSO, revised and signed-off by VSO within two weeks of receipt. Specifically the report should outline the specific qualitative and quantitative methods to be used; the sampled respondents; specify which tools will be used for which respondents; the actual dates for data collection, analysis and report preparation; and actual cost breakdown; specific roles for members of the evaluation team.
- Fieldwork should be conducted during September and October 2014.

DELIVERABLE 2: Two country reports and a draft final report – to be submitted by Friday 14 November 2014.

Given the comparative nature of the assignment, VSO requires the contractor to provide three summary reports, with raw data / supplementary material provided as annexes.

1. Findings for Zanzibar – inputs, outputs and impact achieved; what worked well, what worked less well, recommendations for the future etc.



2. Findings for Ethiopia – inputs, outputs and impact achieved; what worked well, what worked less well, recommendations for the future etc.
3. Aggregated findings on teacher effectiveness – what can VSO learn from these two interventions in terms of our global programmatic approach and the Theory of Change.

The draft final reports will be reviewed by VSO, revised and signed-off by VSO within 3 weeks of receipt.

For quality assurance purposes, all statements made in these reports should be evidence-based, and this evidence should be available, in full and specific to that particular statement (i.e. no unorganised raw data but raw data that are specific to whichever statement is made), upon request.

DELIVERABLE 3: A presentation of the evaluation’s findings to be delivered to the Steering Group, and finalization of the evaluation report by 12 December 2014.

In addition, VSO will also require regular (fortnightly) updates on programme progress to be submitted to Contract Manager via telephone / e-mail.

6. Reporting and accountability

The evaluator will formally report to Cvetina Yocheva, Head of Impact and Accountability, VSO International, based in London. The contract manager and lead point of contact for the contract is Julia Mensink, an M&E Analyst in the Impact and Accountability team. In-country day to day support, facilitation and coordination will be provided by Douglas Taylor, senior education programme manager in Tanzania and Tesfaw Mohammed, education programme manager in Ethiopia. Joseph Orem the Regional M&E manager for Horn & East Africa will oversee the evaluation in the two countries.

Given the importance of this work in steering VSO’s education programming moving forward, a cross-functional, senior-level Steering Group will be convened to oversee the evaluation. It includes representation from the country staff, M&E staff and management.

7. Expertise required

VSO invites applications from suitably qualified consultants. Specifically we require:

- Experience in conducting and/or managing Education evaluation studies in East Africa;
- Specialist knowledge of evaluation methodologies for education interventions in developing countries;
- Strong facilitation and communication skills, with experience of working collaboratively with local teams of development professionals in the education sector;
- Language / translation skills, as required for country visits;
- An understanding of the issues surrounding improving the effectiveness of teachers; and,
- Strong drafting skills and ability to produce good quality reports in plain English.
- Experience in children participatory methodologies in evaluations



Please note: VSO is only able to contract with individuals / organisations who are able to provide sufficiently robust professional indemnity and public liability insurances – please see Annex 2.

8. Budget and payment schedule

The indicative budget for this study is £30,000. Please note, proposals submitted that exceed this amount will automatically be rejected.

Payments will be made as follows, in line with receipt and sign off of key deliverables:

- 30% upon approval of the inception report.
- 40% upon presentation of the first draft reports
- 30% upon submission and approval of the final reports

9. Proposal submission

All proposals (technical and financial) should be submitted electronically to Cassandra Grasso (cassandra.grasso@vsoint.org) in Microsoft Word or Adobe PDF format **by 4pm GMT on Friday 27 June 2014**. Late proposals will not be accepted.

If you have any questions relating to the requirements of the tender, please submit them to Cassandra who will liaise with the relevant member of staff to collate a response.

Proposals must demonstrate an understanding of the tender specifications and should be clear, concise and unambiguous. Each tender submission must include:

- **Approach** (10 pages maximum)
Tenderers must demonstrate their understanding of the project environment, and give a detailed description of the methods to be used in undertaking the project. They must include recommendations for the size and composition of the sample, justifying their approach and highlighting any risks.
- **Past relevant experience** (2 pages maximum)
A description of similar assignments that the tenderer has undertaken in the past including names and contact details of the contracting organizations.
- **Timings** (1 page maximum)
Tenderers must provide a detailed timetable for carrying out the work based on the proposed approach and method. This should highlight key milestones and deadlines, including suggested meetings.
- **Staff** (2 pages maximum)
Tenderers must provide a list of staff that will be involved in the project at all levels from director, project manager through to field researchers – with a summary of their relevant experience and proposed role in the project. A full CV for each team member should be provided as an annex.



- **Budget** (2 pages maximum)

Tenderers must provide a breakdown of costs, including day rates for each member with time allocations by task. The price quoted must be fixed; inclusive of all staff, travel and subsistence costs; exclusive of all duties and taxes; and expressed in GBP.¹

Please note: Tenders which do not comply with the size and content requirements detailed may be excluded from the tender evaluation.

10. Award criteria

VSO is committed to delivering the best value for money. The contracts will be awarded to the tender that is **most economically advantageous**. This will be determined in the light of the price and the quality of the tender. The successful tender will be the one providing a high level of quality (for which it will be given a mark) with the lowest ratio of total cost to the quality mark achieved. Tenders with a mark below 50% of available quality points will not be considered. The quality of the tender will be assessed as a function of the following criteria:

- Understanding of VSO's requirements (Terms of Reference) (20%)
- Appropriateness of the proposed methodology, (50%)
- Expertise and experience of the team (15%)
- Quality of work plan (organisation of work, and allocation of tasks and human resources, for example, specify which tasks are done by which team member) (15%)

Given the importance of this evaluation, VSO will interview a number of short-listed tenderers before a contract is awarded. **Interviews will be held during the week commencing 7 July 2014.**

¹ Any costs incurred, in preparation and submission of a tender, in response to this invitation to tender must be borne by tenderers and are not reimbursed.



ANNEX 1: Background to the programmes for this evaluation

A. Ethiopia Education Programme

Programme History:²

The Ministry of Education [MoE] officially invited VSO in 1997 to assist with the implementation of the Education Sector Development Plan [ESDP] for Ethiopia. Since then, VSO has contributed to a set of comprehensive capacity development government-led initiatives, linked to the ESDP, at all levels of the education system. This current programme is a continuation of the MoE agreement run from December 2005 to end of December 2009, and covers the period from January 2010 to end of December 2014.

VSO places MoE at the centre of its education programme as a strategic partner. Within this premise, VSO works with MoE, Regional Education Bureaus (REB), and Woreda Education Offices (WEO) as well as works with Cluster Schools Resource Centres and Teacher Training Institutes (TTI), both colleges and universities) by placing competent international volunteers. This intervention supports interested partner organisations located in Afar, Amhara, Beneshangul-Gumuz, Gambella, Harreri, Oromia, SNNP and Tigray Regions; and in Addis Ababa and Dire Dawa City Administrations (9 out of 12 regions across the country).

The overarching goal of this programme is to support the realisation of quality primary education for all in Ethiopia with three defined objectives:

- To increase the capacity of schools, WEOs REBs, and TTIs in implementing and promoting of **learner-centred approach in education**
- To promote the practice and culture of participatory and accountable leadership and management in schools, WEOs, REBs, TTIs and MoE to respond to the needs of disadvantaged groups
- To build the capacity of education stakeholders to increase their understanding of, and commitment in, promoting **inclusive education**;

The expected results of VSO Education Plan include:

- Increased number of students complete primary education with good result and able to transit to secondary education;
- Increased number of teachers perform well and that is taken as the basis for their career development and professional licensing process;
- Increased a practice of continuous educational monitoring, and evidence-based planning and evaluation at school and woreda level through improved EMIS;
- Increased the participation and commitment of community stakeholders to support quality education programme;
- Increased the role of community stakeholders to influence programme design, implementation processes and policy agenda;

² VSO Ethiopia Education Programme (2010 –2014) Programme Proposal between: The Federal Democratic Republic of Ethiopia Ministry of Education, Charities and Societies Agency and Voluntary Service Overseas



- Improved the practice of capturing good practices through inclusive participation and disseminating lessons learned.

In its education programme VSO Ethiopia has clearly shown its capacity in promoting child-centred methodologies which has helped in many ways for students to benefit from the teaching-learning process. Thus, it was agreed the current programme to give an emphasis in promoting learner centred teaching methodology, and encourage the evaluation of teaching in terms of student learning. This has to be supported by teacher development activities including programmes targeting serving teachers and school supervisors. Cluster in-service teacher training, support for the continuing professional development (CPD), non formal education, special needs/inclusion, English Language Improvement, IT infrastructure and skill development are activities that will need to be scaled up in partnerships with REBs, ZEOs, WEOs and CTEs. The focus of this programme, therefore, is highly linked to General Education Quality Improvement Package (GEQIP) with a good intent to support Teacher Development Programme (TDP), School Improvement Programme (SIP) and Management and Planning (MAP) related activities more.

This study will look at the different interventions which all work together to improve teacher effectiveness as part of the governments' roll-out of the ESDP. The specific interventions that this study will focus on are: continuing professional development (CPD) for teachers, English Language Improvement Programme (ELIP), IT infrastructure and skill development, Leadership and Management (L&M) and the Higher Diploma Programme.

Continuing professional development (CPD): This intervention is focused in around 8 universities and linked most closely to the first objective above 'To increase the capacity of schools, WEOs REBs, and TTIs in implementing and promoting of learner-centred approach in education'. It primarily targets teachers in the primary cycle, school/cluster supervisors and teacher educators and they receive a continuous professional development (CPD) in learner-centred approaches. As a result, teachers will have the knowledge and confidence in using differentiated teaching to be responsive to individual learning aspirations, and evaluate each child's learning. School supervisors will have the capacity to support teachers in practicing effective teaching methodologies and continuous assessment, and teacher educators will improve the quality of per-service and in-service teacher trainings in learner-centred approaches.

Leadership and Management (L&M): This intervention focused in around 6 Regional Education Bureaus and linked most closely to the second objective above 'To promote the practice and culture of participatory and accountable leadership and management in schools, WEOs, REBs, TTIs and MoE to respond to the needs of disadvantaged groups'. It mainly targets all education decision-makers starts from REB, zonal and woreda education offices to school levels, (e.g. experts and personnel work in education offices, KETBs, school personnel and PTA, etc). The target groups received trainings and support to build their capacity in decentralised education planning and management areas. As a result, the decision-makers will be able to increase community participation, and resource mobilisation and utilization. They will also improve educational monitoring and results based planning and evaluation both at school and worked level. Working in partnership with teacher training institutions, it will improve Capacity Development for Education Planning and Management courses designed for school directors and experts to be more practical and applicable to the local context.



IT: IT education volunteers have worked in 34 institutions

English Language Improvement Programme (ELIP): ELIP volunteers have worked in 23 institutions ³

Higher Diploma Programme (HDP):

The Higher Diploma Programme (HDP) was introduced by the Ministry of Education (MoE) in 2003 to meet an identified need to provide teacher educators with the practical skills of modern teaching methods and improve the quality of education. The target set by GEQIP was to train 4,800 teacher educators by 2011 but the actual figure has exceeded this target and by the end of the academic year in 2011, 6,056 graduates had successfully completed the programme. In 2011 the MoE HDP Team was requested to conduct an impact assessment of the HDP to assess the contribution the HDP has made to developing the practice of teacher educators in CTEs and Universities, to identify any changes in their professional attitudes and reflective practice and to explore how far the HDP best practice has been institutionalised within CTEs and Universities⁴. Findings from the Impact Assessment showed that while there was willingness and a good level of attitudinal change among the teacher educators to shift to a more student centred approach this did not always translate into behavioural change and over time many reverted back to teacher centred methods. There was also a lack of evidence of change in teaching practice among primary and secondary classroom teachers.

The higher diploma programme reflects the ‘cascade’ model of teacher training as described above, however in most cases it seems that the impact from the HDP is not reaching and effecting change in these school classrooms, creating a need for bottom-up CPD interventions. The evidence produced from the HDP assessment also clearly pointed to the need to revisit initial teacher training (3 years CTE, 1 year university) to fully institutionalise learner centred methods; overcome institutional barriers e.g. restrict the amount of overtime worked by Teacher Educators/Deans/Teachers to allow time for planning & preparation essential for delivering a learner centred approach and encourage Deans/Academic VPs to take responsibility for ensuring learner-centred approaches within their institutions.

Scale and scope of VSO Ethiopia Education programme:

Over the programme agreement period (2010 – 2014) a total of approximately 280 VSO volunteers have been placed in nine regions. Most volunteers were supporting the Teacher Development Programme at school cluster, college, and university levels. A more detailed breakdown of volunteer figures for the different programme areas can be made available on request:

This following table contains data from VSO’s partnership reporting for 2013/14 is mainly illustrative of the scale of the interventions (there is some inevitable double counting) for a single year:

Type of Partner organisation	Number of partner organisations	Number of intermediate beneficiaries	Number of ultimate beneficiaries
------------------------------	---------------------------------	--------------------------------------	----------------------------------

³ Further information is available about both of these interventions if needed

⁴ Higher Diploma Programme Impact Assessment 2003-2011, Ministry of Education, Addis Ababa, January 2012



MoE Federal Ministry/ directorates (HDP, Planning, Gender, Curriculum Dev etc.)	1 (6 directorates)	1,948	0
Colleges of Teacher Education (woreda level)	10	14,345	44,017
Universities (woreda level)	10	10,900	20,805
Regional Education Bureaus	6 ⁵	985	10,698
Ethiopian teacher Association	1	104	0
	28	28,282	75,520

This evaluation will build on some of the findings from the Impact Assessment conducted in 2011/12 and feed directly into the review of the 5 year VSO education strategy being conducted in 2014, providing recommendations for the future strategy planning and the next MoU with the Ministry of Education. The total maximum expenditure of VSO is around £650,000 per year for the Education Programmes, of which the Ministry of education contributes around £80,000 to volunteer costs annually for supporting 40 volunteer placements.

B: Zanzibar School Bill Programme: Improving children’s reading and math’s skills

Programme History

VSO has worked in Zanzibar for 50 years. The Zanzibar School Bill Programme is one programme within a much larger scale education programme in Tanzania. This programme has been developed based on learning over the last 5 years. The programme was informed by:

- Leading Learning’, a report on effective school leadership and quality education in Zanzibar (conducted by VSO in joint collaboration with MoE in 2011) highlighted particular challenges to teacher effectiveness and as a result VSO Tanzania adopted a mentoring and coaching approach to support teacher training. This approach is central to the Zanzibar School Bill programme.
- Innovations to make effective use of ‘champion teachers’ to support delivery of coaching support in schools
- The Programme For Improved English Programme funded by A.S. Hornby (Primary)
- The Programme for Improved English funded by British Council (Secondary)

This programme was designed in May 2013 following the closure of the programme the Programme for Improved English and has been developed as a small programme to illustrate result which intern will

⁵ Only 2 REBs have been reported as ‘active’ for 2013/3014, meaning they have corresponding numbers of intermediate and ultimate beneficiaries



support future funding. The programme team has presented a concept note and budget to Shell and individual donors to mobilise funds.

The programme is delivering results but is constrained by limited programme management support to the teams due to limited funding. This has had implications on internal and external coordination and communication.

Programme Team

This programme started in May 2013. The programme team is composed of:

- 3 Leadership Facilitators (full time International Volunteers)
- 2 teaching skills facilitator (full time International Volunteers)
- 1 English Facilitator (Full time professional International Volunteers)
- 1 International Programme Manager (15%)

The programme team operates as two teams with one team based on the Island of Pemba and 1 team based on the island of Unguja. The outputs for each team are slightly different to take into account the context.

Whilst access to education in Zanzibar has improved in the last 20 years, the quality of education remains low. Children's reading and math's skills are constrained by:

- Teachers currently apply a predominantly chalk and talk approach to teaching;
- Educational leadership focusing on administration as opposed to pedagogical leadership;
- Learning at school level not informing systemic action at national, operational, and school level.

1.1.Objectives, outputs and activities

The objective of the programme is to improve children's Math's and Reading skills, illustrated by:

- an increase in students math's skills
- an increase in students English reading comprehension

The outputs are:

Output 1: Teachers demonstrate the use of a variety of teaching strategies as illustrated by:

- 30% of teachers in the pilot schools demonstrate the use of 4 participatory teaching strategies

Output 2: Education leaders demonstrating pedagogical leadership as illustrated by:

- 50% teachers in the pilot schools have been observed 3 times by school management and received feedback
- 100 schools delivering on two or more short term targets
- Pilot schools reporting on progress every 4 months

Output 3: Programme learning informs policy implementation at school, operational, and national level as illustrated by:



- Operational meetings engaging; Teachers Centers, Inspectorate, Directorate level staff report on progress and deliver 3 actions per year to reduce systemic challenges
- A Steering group engaging the Directors of Teacher, Primary and Secondary Education review progress and deliver 3 actions per year to reduce systemic challenges
- Communication every 6 months captures and shares, promising practice, systemic actions agreed and acted, results and learning

The main activities are as follows:

- 1) Following coaching support from VSO Leadership and Teaching Skills facilitators, Tanzanian Teaching and Leadership consultants from programme schools support individual schools to review a quality leadership and pedagogy framework. Based on the analysis from these schools, they identify pedagogy and leadership targets which they will display in the schools.
- 2) With support from VSO Teaching and Learning Facilitators and Leadership Facilitators:
 - Tanzanian Consultant Teacher support the training, coaching and observation of the teaching practice of their peers to enable delivery against the schools pedagogy targets.
 - Tanzanian Consultant Leaders support leadership teams in schools to deliver on their 3 leadership targets.
- 3) Every term schools report on activities completed, progress towards outputs, challenges & actions, innovative practice and next terms targets and actions. School reports inform school cluster meetings in which heads of school will share and record activities completed, progress towards outputs, challenges & actions, innovative practice and next terms targets and actions. These in turn inform and operation meetings with MoEVT operational staff at which actions are identified to reduce systemic challenges and programme planning reviewed and agreed.
- 4) Twice a year a steering group engages the Directors of Teacher Education, Primary Education and Secondary Education. These meetings monitor and agree plans and identify systematic actions to reduce systemic challenges. A new letter every 6 months will capture and share, promising practice, systemic actions agreed and acted on, results and learning.



Once per year Leadership Facilitators, Teaching and Learning Facilitators and selected Tanzanian Leadership and Teacher consultants review tools, strategies and best practice results.

