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EVALUATION

Final Performance Evaluation of the Teacher Education and Professional Development Project in Kenya

March 2013

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FINAL PERFORMANCE EVALUATION OF THE TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT PROJECT IN KENYA



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ACRONYMS

ACE	Accelerating 21st Century Education	LCD	Liquid Crystal Display
ACU	AIDS Control Unit	MGLC	Multigrade and Large Class
AED	Academy for Educational Development	MOE	Ministry of Education
AIDS	Acquired Immune Deficiency Syndrome	MOU	Memorandum of Understanding
CD-ROM	Compact Disc Read-Only Memory	NACC	National AIDS Control Council
CEMASTEA	Center for Mathematics, Science and Technology Education in Africa	NESSP	National Education Sector Support Program
CfSK	Computers for Schools Kenya	NIIC	National ICT Innovation and Integration Center
CHD/W	Community Health Day/Week	PDC	Professional Development Center
DASCO	District AIDS and Sexually Transmitted Infections Control Office	PEPFAR	President's Emergency Plan for AIDS Relief
DTTC	Diploma Teachers Training College	PMP	Performance Monitoring Plan
DVD	Digital Video Disk	PTTC	Primary Teachers Training College
EMACK	Education for Marginalized Children in Kenya	QAS	Quality Assurance and Standards
FHI	Family Health International 360	SAGA	Semi-Autonomous Government Agency
GDA	Global Development Alliance	SMASSE	Strengthening of Mathematics and Science in Secondary Education
HIV	Human Immune Deficiency Virus	TAC	Teacher Advisory Center
HTC	HIV Testing and Counseling	TCF	Teacher Competency Framework
ICT	Information and Communication Technology	TEPD	Teacher Education and Professional Development
INSET	In-Service Training	TIC	Tutor Induction Course
IT	Information Technology	TSC	Teachers Service Commission
KEMI	Kenya Education Management Institute	TTC	Teachers Training College
KES	Kenya Shillings	USAID	United States Agency for International Development
KIE	Kenya Institute of Education	VCT	Voluntary Counseling and Testing
KII	Key Informants Interview	YFC	Youth Friendly Center
KISE	Kenya Institute of Special Education		

EXECUTIVE SUMMARY

The Teacher Education and Professional Development (TEPD) project was initiated by the Academy for Educational Development (AED) in May 2007 with the same goal as USAID's Strategic Objective 8, Intermediate Result 2: to improve the practices and competencies of teachers in Kenya. The project was designed to support the five-year Kenya Education Sector Support Program, one emphasis of which was to improve the quality of preservice teacher education in Primary Teacher Training Colleges (PTTCs). TEPD funding has totaled \$10,514,096 in two phases with three activity areas: Teacher Education, Information and Communication Technology (ICTs) in Education, and HIV/AIDS education. TEPD began with the first two activities, but soon added HIV/AIDS education as President's Emergency Plan for AIDS Relief (PEPFAR) funding was made available. In May 2010, at the start of Phase 2, the ICT component received a major increase in emphasis with the incorporation of a Global Development Alliance (GDA) project, "Accelerating 21st Century Education" (ACE). The successor to AED, FHI 360, is the implementing partner for the ACE Alliance with Intel, Microsoft, Cisco, and the Kenya Ministry of Education (MOE). Phase 2 is now in its third and final year, with additional PEPFAR support.

Early in the project, TEPD's five objectives were renamed "elements":

- Element 1. To establish a framework for enhancing teacher competencies within a rapid reforms context (Teacher Competency Framework, or TCF)
- Element 2. Improve the skills of PTTC tutors by introducing new and existing teacher education materials that better prepare student teachers for actual school conditions
- Element 3. Improve skills of PTTC tutors through a national lecturer induction and training program (Tutor Induction Course, TIC; Teaching Practice; and evolving in Phase 2: Professional Development Centers,)
- Element 4. Improve skills of PTTC tutors and build capacity of PTTCs to use ICT for preservice teacher education, and (in Phase 2) Accelerating a 21st Century Education by preparing teachers in 23 schools and teacher trainees at the PTTCs and Diploma Teacher Training Colleges (DTTCs) to integrate the use of technology in classrooms
- Element 5. Initiate skills-based training relevant to HIV/AIDS in preservice teacher training programs

The four evaluation questions are the following:

1. Impact. Has TEPD achieved the objectives and outcomes stated, and did those lead to the intended goal?
2. Compliance for Accountability. Was TEPD implemented as proposed in the program description and workplans, including monitoring progress and use of data collected for making informed decisions on project implementation and broader policy?
3. Sustainability and Local Capacity. Did the project build capacity of local institutions to achieve TEPD goals and for the MOE to mainstream this approach?
4. Lessons Learned. Were there differences in how participating institutions adopted the changes proposed by the project, and did those differences influence project impact and why?

This report is organized around the four evaluation questions, and within them the five elements. Findings and conclusions are presented together to make clear the logic driving those conclusions. Recommendations by element, which describe suggestions for optimizing project outcomes or taking project initiatives to the next level, are aggregated in a separate section immediately following all findings and conclusions.

METHODOLOGY

The evaluation team—consisting of a primary team of three, plus eight enumerators—visited all 23 Teacher Training Colleges, 6 ACE primary schools, 1 ACE secondary school, and 78 Teaching Practice schools. The primary team conducted key informant interviews in visits to eight Primary Teacher Training Colleges (PTTC) and one Diploma Teacher Training College (DTTC), six ACE primary schools, one ACE secondary school, and three Teaching Practice schools, and numerous offices of the Ministry of Education, Semi-Autonomous Government Agencies (SAGAs) and FHI 360. A total of 151 subjects were interviewed.

FINDINGS AND CONCLUSIONS

Question 1. Impact and Question 3. Sustainability and Capacity

The TEPD project is diverse in both purposes and levels achievement and is best described and understood in terms of its specific Elements. In general, however, most TEPD project participants have found that the project trainings, materials and services have made a positive change. There is also evidence of mainstreaming and/or adaptation of some TEPD outputs. At the same time, the project has experienced significant challenges and difficulties, especially in the timely production and delivery of instructional materials and the ACE project deliverables. While some objectives have been fully achieved, others have either not been achieved or only partially achieved. Therefore, any general summary statement about the project must be qualified.

Element 1, Teacher Competency Framework. The TCF has been developed with and accepted by the MOE for use in its departments (e.g., Quality Assurance and Standards, or QAS) and in SAGAs like the Kenya Institute of Education where it is now a source of guidance as they begin to revise the PTTC curriculum. The TCF has also provided a rationale for the Tutor Induction Course. The TCF has been incorporated by reference to its substance in the draft National Education Sector Support Program (NESSP). Full utilization by the TSC and others may depend on official adoption through a final stakeholders forum. The impact of the TCF is evident. It will increasingly provide norms for both preservice and in-service systems. **Sustainability:** After fuller stakeholder adoption, the TCF will be sustained. The long collaborative processes of TCF development have built understanding and capacity in the MOE and participating institutions.

Element 2, Skills via Materials. Under this element three materials have been produced, though there have been long delays in approvals. The MOE's ability to implement the MGLC (printing, distribution, training) is dependent on outside resources. The biggest impact of Element 2 so far is in working relationships created among TEPD, SAGAs and the MOE. **Sustainability:** Because the manuals are approved they are likely to enter circulation to the degree that finance can be found to print and distribute them. The USAID-funded Education for Marginalized Children in Kenya (EMACK) project is now using them.

Element 3, National Lecturer Induction and Training Program. This element has three components: **1) Tutor Induction Program:** The impact of the TIC has been high. Many subjects reported positive changes in teacher education such as tutor handling of trainees during teaching practice and improved training strategies, together with improved linkage between Teaching Practice schools and the TTCs. A large majority of the principals, Master Trainers and tutors (17 of 23 and 44 of 53 respectively) said the TIC had “much” or “very much” positive effect on student trainees’ professional development. An analysis of Primary Teacher Education (PTE) test results indicates an upward trend in TTC trainees’ marks in Education courses likely attributable to improved pedagogical skills acquired by their tutors. **Sustainability:** Now that TIC Master Trainers are at TTCs and most staff have been through the full course, local understanding and capacity have been built. The TIC manual is now a reference material used by HODs when new staff arrive. Complete application of the TIC by the TSC, MOE QAS, Centre

for Mathematics, Science and Technology Education in Africa (CEMASTEA), or others may depend on official adoption through a final stakeholders forum like that proposed for the TCF.

2) Teaching Practice: A large majority of PTTC Master Trainers and tutors and Teaching Practice school Head Teachers think TEPD has had a positive effect on the quality of PTTC–Teaching Practice school linkage. Teaching Practice Head Teachers and tutors agreed that Teaching Practice schools are getting “more” value from their relationship with PTTCs. **Sustainability:** The Teaching Practice structure is durable because it represents a superior way of doing one’s regular work. The newly instituted, effective three-day annual Teaching Practice trainings/sensitizations may not be so easily financed without TEPD, but one school suggested that if they cannot bring as many people from each school each year, quality could be maintained.

3) Professional Development Centers: Professional Development Centers (PDCs) are resourced virtual or physical centers at TTCs through which tutors can share ideas and work on professional issues through action research, and for teachers from schools around the TTCs to seek professional development and guidance. These structures are coming into being at most TTCs. Some are quite advanced with completed action research and training projects. Large majorities of Principals and Master Trainers agree that PDCs are having substantial positive effect on tutors and in-service teachers.

Sustainability: Because they are new, PDCs need powerful champions who share the vision of PDCs as links between higher quality education practice and the field. They can enhance the professional development functions of both the Teacher Service Commission (TSC) and the MOE. There is support at the MOE for PDCs to receive some financial support but whether it is for equipment and physical resources or for essential activities (action research, training) is unclear.

Element 4. ICT/ACE. Some colleges are more advanced in the use of ICTs than others. Among the PTTCs that are lagging, common complaints include lack of computers and resources, inadequate training, too few trained personnel, and lack of Internet connectivity. Positive comments far outweigh the complaints, however, with tutors saying they personally use ICTs in teaching and learning, and many PTTCs reported self-made instructional materials kept in digital formats. The impact of TEPD ICT Master Trainer approach on TTCs has been varied but in many places significant, with greater impact in preservice (PTTCs) than in-service (teachers in schools). The ACE primary school equipment model is essentially 50 laptops and server storage stored in a locked mobile recharging station with a wireless network. In spite of ACE’s very late start, Head Teachers, and Grade 5 and 6 ACE teachers say they have been sufficiently trained to teach ICT–infused lessons. ACE teachers say students are more motivated, have better attendance, and their level of performance has improved. Teachers are experiencing excitement but also technical difficulties that often remain unaddressed between the once-a-term service visits. **Sustainability:** The ICT Master Trainer and cascade approach has been effective for PTTC tutors as have been the direct and cascade trainings for ACE teachers. TechBiz is providing technical support to ACE. While sustaining the 20 primary and 3 secondary ACE schools is a major issue, an even larger question for the primary sector is determining what model(s) are scalable.

Element 5. HIV/AIDS. Much of TEPD’s work in HIV/AIDS has been done through two subagreements with CfBT Education Trust. CfBT ran trainings in: 1) operational planning for Head Teachers in managing multimodal interventions; 2) integration and prevention; 3) implementing a “Say No to Stigma Campaign”; 4) managing Voluntary Counseling and Testing (VCT); 5) quality control for cascaded training of 16,000 first year students in HIV/AIDS prevention basics; and, 6) a revised Training Manual. FHI 360, itself, staffed up to promote other structures at PTTCs, including Community Health Days/Weeks (CHDs/Ws) and Youth Friendly Centers (YFCs). There has been significant integration of HIV/AIDS awareness in education activities at PTTCs and some schools. The Master Trainings have been effective. Trainer confidence levels are high. **Sustainability:** As a mainstreamed subject, all TTCs have annual budgets that enable them to continue some of the TEPD HIV/AIDS activities beyond May 2013. They understand the various activities and can manage and produce them. Some are required

activities and there are other agencies with which the TTCs will continue to work. Others, especially the CHDs/Ws and YFCs, are likely to require additional ongoing funds to be maintained.

Question 2. Compliance for Accountability: Comparing program descriptions and workplans, TEPD has been implemented as proposed—with flexibility. Beginning with focus on the TCF, the TIC, and on ICT integration, TEPD later took on new and expanded challenges that required subcontracting (HIV) and GDA partnering (ACE). Technical issues exist: PMPs have not been used consistently and correctly and indicators used by TEPD¹ do not correlate with those used by USAID/Kenya. The ACE Alliance has not quantified the leverage contributions of the various partners as required by GDA guidelines. Meeting output targets and delivery schedules has been an ongoing difficulty for TEPD, especially in the area of materials development and ACE project implementation. While TEPD has been overstretched and at times unable to hit targets in its core areas on schedule and with more effect, the project has shown creativity in trying to respond to changes in the surrounding contexts and amplify the value delivered to TTCs and schools (e.g., creating the PDCs, the ACE design).

Question 4. Lessons Learned, Differences in Adopting TEPD Changes: Some TTCs demonstrate more professional progress than others in adopting changes proposed by TEPD. This may be due in part to differences in levels of zeal with which key individuals have taken up the project and in the way that zeal has translated into policies and practices. PTTC vision leaders can optimize results. Seven examples from the TTC level are provided. From the level of the MOE, TSC, SAGAs there is a range of differences in adoption. Poor inter-institutional partner communications have led to a weaker embrace of the TCF by the TSC and Kenya Institute of Education (KIE). MOE departments appear to suffer from “information silos.” The project is well understood in the INSET department, which is TEPD’s point of contact within the MOE, and which has been responsible for getting the TCF into the draft NESSP, but lack of sufficient and proper communication (e.g., between INSET and the relevant Teacher Education department where budgets for PTTC support are now being drafted) is slowing adoption and integration of successful and promising TEPD program components. A possible explanation is that during the course of the project, INSET has been housed in three different MOE directorates (QAS, Basic, Field and Other Services). FHI 360 may not have realized that INSET would not adequately and continually involve and inform other critical departments and decision makers.

SELECTED RECOMMENDATIONS

1. TEPD and the Ministry of Education should hold a joint stakeholder forum for “official” approval of the TCF before May 2013. It would be better not to leave it to the INSET department of the MOE to do so alone. A similar forum process should be undertaken for the TIC.
2. Since most PTTC graduates often have to wait three or four years before they are first hired as teachers, the MOE/TSC should run a full induction course for them just before they are engaged. MOE/TSC should also develop a program so practicing teachers are regularly brought to inductions after three to four years of work in the schools. This would help address TSC requirements for periodic in-servicing.
3. “Capitation fees” (per enrollment) would allow primary schools to purchase services, a) in support of technology, as is proposed for ICT, and b) to pay for in-service training costs. (Such “capitation fees” at secondary level are now used for SMASSE trainings held at PTTCs and elsewhere.) Such funds would not constitute a conflict with the Constitution (with respect to

¹TEPD reports that all changes to the PMP were approved by the Agreement Officer Representative. USAID/Kenya indicators were reported annually to USAID with requested as part of the Performance Plan Report.

free and compulsory basic education) since these would be budgetary allocations at the Treasury level as part of normal funding for Free Primary Education. These funds would help support trainings at PTTCs (possibly through PDCs) and thereby reinforce the link between preservice and in-service.

4. USAID, its donor partners and the Government of Kenya should continue to fund the same range of HIV/AIDS and Life Skills activities at the TTCs as have been undertaken under TEPD. TTCs understand the rationale for these various college-based activities and can manage and produce them. Activities most reliant on TEPD as the donor are the CHD/W and YFC (both were unique with TEPD). USAID may join with other donors to continue to support VCT and refresher trainings as needed.
5. Ambitious education sector projects like TEPD should report quarterly to a group of senior Government of Kenya managers (MOE, KIE, Kenya Education Management Institute [KEMI], CEMASTE, Kenya National Examination Council, TSC) with feedback and briefs on progress. TEPD should try to engage a bigger part of the MOE for feedback. The MOE can recommend TEPD components to NESSP so they become national programs. In NESSP preservice and in-service can be strongly linked.

INTRODUCTION

The Teacher Education and Professional Development (TEPD) project is in its sixth and final year. It is scheduled to close in May 2013. This final performance evaluation has been requested for three primary purposes: 1) to examine the extent to which the project’s objectives and goals have been achieved; 2) to capture best practices and lessons learned that can be applied by Kenya’s Ministry of Education in the future; and 3) to present findings and practical recommendations that will inform USAID’s education project designs. The audience for this evaluation is USAID and the Ministry of Education. The evaluation team responded to four evaluation questions (see Annex A, Statement of Work):

- 1) Impact. Has TEPD achieved the objectives and outcomes stated, and did those lead to the intended goal?
- 2) Compliance for Accountability. Was TEPD implemented as proposed in the program description and workplans, including monitoring progress and use of data collected for making informed decisions on project implementation and broader policy?
- 3) Sustainability and Local Capacity. Did the project build capacity of local institutions to achieve TEPD goals and for the Ministry of Education to mainstream this approach?
- 4) Lessons Learned. Were there differences in how participating institutions adopted the changes proposed by the project, and did those differences influence project impact and why?

TEPD has been funded in two phases, with three emphases: 1) Teacher Education, 2) Information and Communication Technology (ICTs) in Education, and 3) HIV/AIDS education. In May 2007, at the start of Phase 1, only the first two activities were included. Soon after the start of Phase 1, HIV/AIDS education was included as a component under funding for the President’s Emergency Plan for AIDS Relief (known as PEPFAR). In May 2010, at the start of Phase 2, the ICT component received a major increase in emphasis (\$2.5 million) with the incorporation of a new Global Development Alliance (GDA) project, Accelerating 21st Century Education (ACE). FHI 360 is the coordinating and implementing partner for the ACE Alliance with these partners: Microsoft, Intel, Cisco, and the Ministry of Education.

Table I.1. Summary of Funding for the TEPD Project

	FY2007–08	FY2009	FY2010	FY2011	FY2012	FY2013	Total
Basic Ed.	\$1,750,000	\$249,811	\$2,500,000	\$1,000,000	\$2,029,643	\$0	\$7,529,454
PEPFA R	\$400,000	0	\$500,000	\$500,000	\$684,642	\$900,000	\$2,984,642
FY Total	\$2,150,000	\$249,811	\$3,000,000	\$1,500,000	\$2,714,285	\$900,000	\$10,514,096

Because GDA funding requires in-kind or financial matching of USAID’s contribution, the ICT component of the TEPD project in Phase 2 represents a distinct collaborative approach to leveraging resources and impact. Since ACE’s major technology partner companies also have long-term business interests while supporting education in Kenya, the ACE project represents a distinct approach to promoting sustainability and mainstreaming TEPD project elements and approaches.

BACKGROUND

In 2003, Kenya adopted the Free Primary Education Policy to abolish school fees for all children in primary schools, in an effort to realize Universal Primary Education and attain the Education for All goals. As a result, all fees were waived in public primary schools. This created a major influx of children, which has strained the system. Common conditions include a lack of learning resources and classes not being taught effectively. Despite a national average class size of 45 to 50, in some areas classes have well over 100 students. At the same time, in sparsely populated areas, especially in the Northeast, and among nomadic populations, classes may be very small, with children of widely different ages being taught by the same teacher. Primary Teacher Training College (PTTC) tutors have long been recruited from secondary school teachers to teach in PTTCs without having a structured induction program; they are often not well prepared for their jobs. They also generally lack adult training methods and knowledge in both the content and pedagogy that is appropriate for primary schools, and they may not be familiar with the challenges that teachers face in classrooms.

The TEPD project was initiated in 2007 with the same goal as USAID's Strategic Objective 8, Intermediate Result 2: to improve the practices and competencies of teachers in Kenya. The project was designed to harmonize with and support the five-year Kenya Education Sector Support Program, one emphasis of which was to improve the quality of preservice teacher education. At that time, more than 45,000 past graduates of PTTCs were without teaching jobs, so the TEPD project proposed ways to provide new services and materials for employed teachers. Further, with a new national constitution and various new education legislation, USAID characterized the context of the education sector as one of "rapid reforms." This has placed demands on the project from the start until today.

The project initially had four objectives. Soon after the original cooperative agreement was signed, additional PEPFAR funding was made available so an HIV/AIDS education component could be added. In the first year the five objectives were renamed "Elements" and these were reordered as follows:

1. To establish a framework for enhancing teacher competencies within a rapid reforms context
2. Improve the skills of PTTC Lecturers by introducing new and existing teacher education materials that better prepare student teachers for actual school conditions
3. Improve skills of PTTC Lecturers through a national lecturer induction and training program
4. Improve skills of PTTC Lecturers and build capacity of PTTCs to use ICT for preservice teacher education/Accelerating a 21st Century Education by preparing teachers in 23 schools and teacher trainees at the PTTCs and DTTCs to integrate the use of technology in classrooms, in partnership with Intel, Microsoft, Cisco, USAID and the Government of Kenya
5. Initiate skills-based training relevant to HIV/AIDS in preservice teacher training programs

With project activities planned in both the preservice and in-service systems of teacher education, a centerpiece of the TEPD project became creating stronger links between the two systems. TEPD specifically proposed a Teacher Competency Framework (TCF) for increasing teacher proficiencies in both the preservice and in-service systems. To ensure sustainability and build local capacity, Academy of Educational Development (AED) (the original project implementer later replaced by FHI 360 through a "novation" process) proposed working in close partnership with the MOE and a wide range of local organizations with a view to being flexible, responsive and collaborative over the course of the project. Planned activities included harmonizing performance standards for preservice and in-service teachers to link preservice and in-service teacher education through a common framework (the TCF). TEPD also proposed creating materials and training National Trainers and TTC-based Master Trainers, enabling them to train and mentor teachers and tutors in PTTCs in a range of competencies through a National Tutor Induction Training Program, the "Tutor Induction Course" (TIC). Forming the basis for the tutor

induction and training program were materials packages – the National Teacher Trainers Induction Course (TIC) Modules 1 and 2. TEPD materials also included an HIV/AIDS and Life Skills Education Training Manual. To help teachers deal with varied classroom conditions, TEPD proposed developing a Multigrade and Large Class Teaching (MGLC) Manual. It also proposed a new Gender and Education Teacher Training Manual to guide appropriate gender sensitive education. Finally it proposed digital content in the form of an INSET Materials CD-ROM and video DVDs of best practices. The full set of activities and materials was designed to improve the skills of all serving PTTC Tutors and through them their trainees, and through both of them, improve the in-service teachers in Teaching Practice schools.

Two distinct ICT projects were also undertaken under TEPD. Phase 1 was to support all PTTCs with ICT equipment and training. Phase 2 was designed to provide nominal ICT support to all colleges while putting intense effort into three select TTCs, 20 primary and three secondary schools through the ACE project (a GDA project drawing capital and expertise from Intel, Microsoft, Cisco and the MOE, with FHI 360 managing finance and coordination).

Support from PEPFAR allowed TEPD to create an HIV/AIDS component to further the GOK's ongoing efforts in AIDS control and health education by integrating HIV/AIDS and Life Skills education into preservice and in-service teacher education programs, including ICT activities. Planned subprojects included campaigns to reduce stigma of HIV/AIDS, assisting TTCs to establish Voluntary Counseling and Testing services, Community Health Days/Weeks, Youth Friendly Centers, and health data systems.

METHODOLOGY

The MSI primary team of evaluation consultants comprised of Stuart Leigh, Team Leader, and Edwin Ochieng, Education Specialist, assisted by Fred Opundo of MSI Kenya (who also supervised the enumerators) and an enumeration team including eight enumerators who had assisted MSI Kenya in data collection on previous projects. The team traveled to project sites throughout Kenya. Enumerators visited all 23 Primary and Diploma Teacher Training Colleges (PTTCs and DTTCs), six ACE Primary schools, one ACE secondary school and 78 Teaching Practice schools. The three members of the primary evaluation team visited eight PTTCs and one DTTC, six ACE primary schools, one ACE secondary school, and three Teaching Practice schools. The evaluators also visited the offices of the Ministry of Education, SAGAs and FHI 360 to conduct key informant interviews (KIIs) meeting a total of 151 subjects. These sites were designated based on convenience concerns as well as the need to include a fairly representative sample of the ACE and Teaching Practice schools in the project. A list of all sites visited is contained in Annex J, and a map of sites is in Annex K.

Before fieldwork the Evaluation Team had meetings with FHI 360 and USAID representatives in Nairobi to shed light on the project and to review the evaluation protocols. Based on these briefings and on review of project documents, the Evaluation Team developed an evaluation workplan and data collection instruments (Annex O) designed to provide answers to the evaluation questions in the SOW.

Approaches engaged by the team to respond to the evaluation questions included the following:

- **Desk Review.** The Evaluation Team reviewed project documents sent by FHI 360 and USAID, including but not limited to, the Cooperative Agreement and Modifications, workplans, internal monitoring reports and evaluations, quarterly and other periodic reports, related MOE and USAID documents, and instructional materials and teacher training manuals (see Annex P, Partial List of Documents Reviewed).
- **DTTC, PTTC, ACE and Teaching Practice School Visits.** The enumerators visited all 23 TTCs and 78 individual schools they randomly selected from those nearby. While schools may have been notified that visits might occur, no one knew in advance which schools would be

visited. Enumerators interviewed TTC principals, selected tutors, various TTC Coordinators of ICT, Teaching Practice, Professional Development Center (PDC) and HIV/AIDS, as well as Teaching Practice and ACE school heads, and Grade 5 or 6 ACE teachers. They entered data using EpiSurveyor (Magpi) software on smart phones that relayed the records by SMS to a central server. The evaluation team also interviewed individual or groups of TTC tutors, TTC coordinators and administrators at nine TTCs to delve into the various elements of the project to elicit responses to a wide range of questions (Annex O, Workplan).

- **ICT Facilities Observations.** ICT labs in ACE schools and TTCs were observed to determine the number of facilities, equipment and resources, and to see the condition of their equipment and what agency or project provided them. Checklists were used to assess status against a 2008 baseline study.
- **Education Official Interviews.** Thirty-one education officials were interviewed including DEOs, County Directors, Directors at MOE headquarters, the Education Secretary, MOHE officials, officials from four SAGAs (TSC, KEMI, the Kenya Institute of Education (KIE), and the National ICT Innovation and Integration Center), from Intel and Cisco for the ACE GDA partnership, and from VVOB, a Belgian agency supporting the Ministry of Education's ICT department.
- **FHI 360 Visit.** Evaluators interviewed FHI 360 staff in their head office and at MSI's office in Nairobi.
- **College and School Statistics.** At six of nine TTCs visited by the evaluation team, examinations performance data was collected for Year 2 students' final grades. Exam scores for Grades 5 and 6 at 7 ACE schools was sent from Mombasa by the Municipal Education Office.

Analysis Methods. The data collected for this report were analyzed through the following methods:

- **Planned/Actual Comparisons.** Comparisons have been made between program descriptions, work plans, PMP targets and periodic performance data to inform examination of TEPD performance relative to overall project compliance and to timely fulfillment of proposed activities.
- **Pattern/Content Analysis.** Qualitative data has been examined for patterns and comparisons made between respondents, institutional levels and sites, and generalizations and conclusions drawn.
- **Trend Analysis.** Patterns have been identified in the data in the way in which change happened over time and with the maturation and development of the project.
- **Response Convergence/Divergence Analysis.** Where the team noted significant divergence in responses, follow-up interviews by phone and email were done to explain divergence in the reporting of facts, perceptions or opinions.
- **Mixed Methods Integration/Findings Synthesis.** Using a mixed methods approach, data from various methods have been integrated to arrive at findings. This synthesis process involved convergence/ divergence analysis for examining data coming from different methods and levels in the system.

Limitations of the Study. This evaluation seeks to clarify the project's actual outcomes, whether these led to the intended objective and goal, and if not, why not; and whether activities were implemented as proposed in the program descriptions and work plans. Contextual and contingent factors are given some attention, though it was beyond the scope of this evaluation to analyze in depth the effects on the project of interagency and/or interministerial and intraministerial communication issues and policy divergences. These may have impacted the pace and direction of the project. Concerns about contextual factors remain in considering sustainability and capacity issues and the prospects for various TEPD components for MOE "mainstreaming." The "rapid reform" context remains very much in evidence as various agencies negotiate the practical implications of new legislation, (e.g., the recent Teacher Service Commission Act, the 2012 Basic Education Act, and the Kenya Institute of Education Act). There are

varying reported visions of which agencies/combinations of agencies, e.g., TSC, MOE, CEMASTEVA, KIE, or KEMI will be responsible for in-service teacher training and “professional development,” however that term is interpreted. Further, proposed reorganization and consolidation within and between the MOE and MOHE has reanimated discussion of which departments should manage TTCs. There now is some jockeying for position that many expect to be resolved through MOE directives in the near future, but these issues may impede effective service delivery and project planning for some time.

Sites and KII targets were selected by the team. They were unable to interview any senior representative of the MOE Research Unit. Therefore, the evaluation team does not have a full picture of how policy papers from TEPD are viewed by the MOE. The team was unable to meet the Director of Field and Other Services, to which Directorate both In-service training (INSET) and TEPD report. Baseline information for each PTTC was provided by TEPD. The team used some of the same baseline questions to try to assess changes over the last five years at six of the PTTCs. The baseline data were not complete and the methods of data collection were different from those used by the evaluation team. Since the team only had a few hours at each TTC, it used small group interviews to get current data parallel to that of the baseline studies. Respondents in those groups included only senior staff: Principals, Deputy Principals, Master Trainers, HIV and ICT Coordinators, and HODs. When their responses included estimates that all tutors were exhibiting certain behaviors, these responses were recorded as 100 percent. The actual number could be less. Finally, the eight enumerators had only a brief overview of the project before data collection. They asked questions as written in the instruments. Their ability to clarify questions for respondents or to speak knowledgeably about the project was limited.

FINDINGS & CONCLUSIONS

The TEPD project is diverse in both purposes and levels of achievement so it is best described and understood in terms of its specific Elements. In general, however, most TEPD project participants have found that the project trainings, materials and services have been either “useful” or “very useful” and that the project outputs have made a positive change. There is also evidence of mainstreaming and/or adaptation of some of the TEPD outputs at participating TTCs and schools, as well as evidence of use of these outputs in the MOE and related SAGAs, including the TCF, TIC, ICT, and HIV/AIDS outputs. While the accomplishments and benefits have been substantial, the project has experienced significant challenges and difficulties, especially in the timely production and delivery of instructional materials and the ACE project deliverables. While some objectives have been fully achieved, others have either not been achieved or only partially achieved. Therefore, any general summary statement about the project must be qualified. The achievement status for each objective/element is presented in *TEPD Conclusions Relative to Objectives, Goals and the Development Hypothesis*.

QUESTION I. PROGRAM IMPACT

Element I. Establish a Framework for Enhancing Teacher Competencies

The Teacher Competence Framework (TCF) was TEPD’s first major undertaking and the basis for much of its later work. A draft of the TCF was submitted to the MOE in February 2009 but additional performance indicators were required. AED set a target of September 2009 for submission of the final TCF document to the project’s “Consultative Group,” which comprises the key education SAGAs and the MOE. This presentation did not take place until November 2012. Certain members of the Consultative Group informed the evaluators that the process of TCF adoption is still not complete and before the project closes, TEPD and the MOE should organize a forum with key stakeholders so the TCF can be officially adopted for circulation. TEPD representatives expressed some puzzlement about this information, indicating that they believed the process was complete. This may be due to the fact

that the TCF's four central pillars, or domains, have been incorporated in the draft National Education Sector Support Program (NESSP). Following the November presentation, Directorate approvals from Basic and Field Services were given for circulation within MOE departments and SAGAs. The Director of Basic Education said, "The TCF is developed. We need a donor or the MOE to print it." Though not a fully public document, the TCF is known in the field. It was introduced to PTTCs during the first TIC course in 2009. Some principals and tutors are using it and, importantly, KIE is using parts of it as it plans the revision of the PTTC curriculum. As MOE Senior Assistant Director, INSET said:

"The TCF is a document they (TEPD) came up with that cuts across all levels. It is a document to be used by curriculum developers and the exams board and government departments and training institutions. The TCF was shared at a forum where key departments saw it and it was left to the various departments to circulate. On principle, the PS had approved the document because some are using it—CEMASTE is using it, and KIE too, for training."

Conclusion

The TCF is a major accomplishment. The document itself has been accepted by the MOE for use in its departments (e.g., QAS) and in SAGAs, where it is now a source of guidance as they begin to revise the PTTC curriculum. It has provided a rationale and touchstone for the Tutor Induction Course, the impact of which owes something to the TCF. Fuller utilization depends on official adoption through a stakeholder forum. Many voices support the forum idea. Some wish to see a few minor textual changes, to be negotiated through the forum. The process of addressing changes may be important politically but could conceivably lead to an indefinite period of delay in the official and complete adoption of the TCF.

Element 2. Improve Skills of PTTC Tutors With New and Existing Teacher Education Materials

TEPD has produced five main educational materials. In keeping with the TEPD Performance Monitoring Plans (PMP), three of the five materials are accountable here under Element 2. Following the structure of the PMP, we address the "National Teacher Trainers Induction Course" (TIC) under Element 3; and the "HIV/AIDS and Life Skills Education Training Manual" under Element 5. The three material outputs accountable under Element 2 are the following:

A. Multigrade and Large Class Teaching Manual. This manual was written in 2009–10. Some training has been done at TTCs using the manual. TEPD's Year 4 PMP report (June 2011) stated the MGLC was final and "awaiting signature of the PS for (it) to be forwarded for printing and dissemination." It was not approved for distribution until 2012. Distribution to the TTCs is being done by TEPD. Distribution to targeted districts and schools is being planned and is to be done by the MOE INSET department. As Charles Kanja of INSET noted, "TEPD was to print only for the colleges and the MOE was to print for others." So far TEPD has printed 2000 copies and given 1000 to MOE INSET. Those will be distributed next month where classes are multigrade or very large and where such projects as EMACK can use the MGLC in appropriate locations. MOE INSET has "come up with an activity to support the use of the MGLC module." Kanja reports 20 Teacher Advisory Center (TAC) tutors have been trained to 1) support MGLC use and 2) train teachers in TACs and then follow-up at schools. TEPD and MOE-INSET are waiting for the MOE to print another 5,000 copies for 23 targeted counties at a cost of 410 KES per copy if outside resources can be identified for this purpose.

Of 23² TTC principals and deputy principals, 15 had received the MGLC materials during TEPD trainings.³ Two of six primary schools surveyed in Garissa, and one of three in Coast Province reported receiving MGLC materials through EMACK. The others were unaware of it being in development.

B. Gender and Education Teacher Training Manual. Gender in education has been mainstreamed by the MOE since before the start of the TEPD project and the MOE had already distributed a manual with the same title around 2007.⁴ TEPD drafted a revised version in 2008 in consultation with MOE, KIE, TSC, Kenya Institute of Special Education (KISE), Garissa TTC, Migori TTC, and the National AIDS Control Council (NACC). The writing was completed by 2009 but “was just approved the other day - January 2013.” A single copy was located in the office of the Director of Basic Education. Eleven of 23 principals and 26 of 53 tutors said they had received a gender manual, but when asked to show it, the only one produced was the MOE’s earlier version. Though it is approved, the TEPD gender manual has not been printed for distribution. When asked why there was such a long delay in receiving approval for printing the most common answer was “the bureaucracy.” Gender is carefully considered in PTTC admissions with the Gender Index Ratio in four sampled PTTCs at 1.02.⁵

C. Existing INSET Materials CD–ROM/DVDs. For Phase I, AED proposed to create a “standard set of CD–ROMs and best practice videos on DVDs with existing materials from the past eight years of INSET programs.” By the end of Phase I, the INSET materials had been identified and a master copy of the CD-ROM produced entitled “INSET Materials” (dated September 2009). The CD contains an onscreen menu for accessing scanned PDF files of many MOE modules and manuals on both educational management and instruction. (See Annex L, Contents of INSET Materials CD–ROM). The June 2010 PMP report indicates that production of distribution copies had not yet occurred by the end of Phase I. The Year 2 PMP targeted 2,000 copies to be disseminated and many have now been distributed. As reported in group interviews with six PTTCs, sufficient copies were provided for every tutor (average = 73/TTC). However, reports are mixed on its impact. In the six sample TTCs when asked to estimate how many tutors were using the CD–ROM the four TTCs that responded representing 264 tutors estimated that only 17 were using it (Annex B, Table 1.2.1). TEPD’s own monitoring reports indicate that little use has been made of the CD-ROM. Though few have used it, those tutors surveyed reported favorably on its usefulness (Table 1.2.2). After hearing complaints about its operation from a few tutors, the team assessed the materials and noted that the scanned PDFs often have pages of different sizes that make for difficult on-screen reading. The team did not see evidence of any DVDs produced by TEPD.

Conclusion

There have been long delays in approvals for the MGLC and the Gender manuals. The MOE’s ability to implement the MGLC (printing, distribution, training) is dependent on outside resources. The impact of the MGLC and the gender manuals is negligible so far and dependent on future distribution. The impact of the CD–ROM is small, and there are utilization difficulties. The biggest impact so far of the manual development projects is the working relationship created among TEPD, key SAGAs and the MOE.

²Not all 23 colleges were targeted for all five elements.

³TEPD reports that 21 colleges were to receive these materials.

⁴Gender is a crosscutting issue and has been infused and integrated into the TTC curriculum.

⁵In all the colleges it is evident that gender is a factor when admitting students. Sample PTTC school statistics show that the number of male students in each college is almost equal to the number of female students. Asumbi, Kaimosi, and Mosoriot TTCs reported that gender parity is also considered when employing new staff.

Element 3. Improve Skills of PTTC Tutors With a National Tutor Induction Program

Tutor Induction Course. The evaluation sought to establish the impact of the Tutor Induction Course (TIC) by first determining the existence of any earlier course. Thirty-four out of 53 of tutors reported they were not aware of an earlier tutor training program before the new TIC was introduced by TEPD (Annex B, Table 1.3.1).

A series of trainings for tutors forming the basis for a National Tutor Induction and Training Program were designed with materials packages (TIC Modules 1 and 2 manuals). Draft copies of the TIC Module 2 manual were printed and distributed to colleges while Module 1 was given as handouts during the first phase trainings. Both are yet to be merged and printed for final distribution. In visits to six PTTCs the primary evaluation team

established that Tambach, Eregi, Mosoriot, Kaimosi, Bondo, and Asumbi had received 140, 140, 71, 75, 72, and 108 copies of the manuals respectively; roughly half of these were Module 1 handouts (Annex E, TEPD Compliance). Interviews with tutors, principals, coordinators and Master Trainers revealed that trainings were provided for the two modules using the prescribed manuals. Inductions in Module 1 were conducted for most tutors in service in 2009 via a cascaded approach using TEPD-trained Master Trainers. Induction in Module 2 for most tutors took place in 2011. Those tutors posted to PTTCs after these trainings are generally “inducted” (and taken through the manuals or parts of the manuals) by Heads of Departments ad hoc, or they are guided to read relevant sections on their own.

With the new TIC from TEPD, many of the respondents reported positive changes in teacher education such as tutors’ handling of trainees during teaching practice and improved training strategies together with improved linkage between Teaching Practice schools and the TTCs. Respondents state that this very positively impacted teaching practice and school-college relationships. Tutors widely reported friendlier relations between themselves and student trainees. Twelve of 16 master tutors who said they were aware of an earlier induction program described the change between the earlier approach to tutor induction and the new TIC as “better” with only one reporting that it was “worse” (Annex B, Table 1.3.2). A large majority of the a) Principals and b) Master Trainers and tutors interviewed (17 of 23 and 44 of 53, respectively) indicated the new Tutor Induction Course had “much” or “very much” positive effect on teacher professional development. Only two of 53 Master Trainers and tutors said the TIC had little effect, and only three of the 53 felt that it had no effect (Table 1.3.3). An analysis of the past PTE Education results from five of the eight PTTCs visited by the primary evaluation team indicate a general upward trend in trainees’ performance in Education courses, which are the courses most likely attributable to the observed improved pedagogical skills acquired by the tutors (Charts 1.3.1.to 1.3.6). (NB: a score of Distinction I is highest).

Professional Development Centers (PDCs). The original idea of the PDCs was a virtual or physical center with resources through which tutors could share ideas and work with one another on PTTC professional issues, and for teachers from schools around the TTCs to seek professional development and guidance. A number of PDCs are carrying out TEPD-financed action research in various areas of educational difficulty. Some of these action research activities involve the Teaching Practice schools. Among the subjects approved for initial research were microteaching at Mosoriot and the preparation of teaching and learning materials at Kaimosi. Twenty-one of 23 principals reported the presence of

INDUCTION COURSE

“The induction course was very helpful. What I hear is that they started with the Principal and the Deputy Principals.... They got buy-in from the leadership.”

—Leah Rotich,
Director of Basic Education. MOE

PDC centers in colleges. Fifty-one of 53 tutors reported having PDC coordinators. However, just 24 of 53 stated their TTC had a PDC Handbook. Nine indicated not having them and 20 did not know whether there were any PDC Handbooks present.⁶ Kaimosi has a particularly developed PDC through which they recently ran a three-day TIC refresher course for all tutors. Nine of 53 Master Trainers and tutors said TEPD had distributed materials for the PDC, although 33 of 53 were not aware of any such materials (Annex B, Table 1.3.4). Those suggesting that INSET reference materials were provided to the PDC by TEPD mentioned resources such as books, CD-ROMs, computers, HIV/AIDS manuals, Modules 1 and 2 TIC manuals, PDC manual and research materials.

The evaluators sought to establish the impact of PDCs on the professional development of tutors, in-service teachers and student trainees. Twenty of 23 principals and 46 of 53 Master Trainers and tutors thought PDCs had “much” or “very much” effect on tutors. Regarding positive effects on in-service teachers, 16 of 23 principals and 42 of 53 Master Trainers and tutors felt the effect was “much” or “very much.” Regarding effects on student trainees, 18 of 23 Principals and 44 of 53 tutors felt it was “much” or “very much” (Annex B, Table 1.3.5).

Teaching Practice Activities. PTTCs report that TEPD has improved the quality of linkage between PTTCs and Teaching Practice schools. A majority of the Teaching Practice School Head Teachers and PTTC Master trainers and tutors (46 of 72 and 51 of 53, respectively; Annex B, Table 1.3.6) think the TEPD project has had a positive effect on the quality of linkage. Guided by TEPD, PTTCs have invited Head Teachers, senior teachers and at least one other teacher from the Teaching Practice schools for a three-day (one day for each) sensitization workshop before Teaching Practice sessions begin. Fifty-five of 72 Teaching Practice teachers and 44 Head

Teachers reported such attendance in the recent past (Annex B, Table 1.3.7). Information gathered by the primary evaluators from the six sample PTTCs corroborates that Head Teachers and teachers from the Teaching Practice schools have been trained through the TEPD project to support improved Teaching Practice: 99 Head Teachers and teachers in Tambach, 108 in Eregi, 99 in Mosoriot, 72 in Kaimosi, 120 in Bondo and 99 in Asumbi (see Annex E, TEPD Compliance). The attributes of the improved linkages include “good cooperation” with Teaching Practice schools providing student trainees with improved practice through “mentoring” by the “regular” teachers. In addition, the head teachers and teachers are now more familiar with their roles in the professional development of student trainees. Most Teaching Practice school heads (59 of 72) feel the level of activity and cooperation between the colleges and primary schools has improved in the recent past. Only nine school heads view teaching practice a burden (Annex B, Table 1.3.8). Fifty-two of 72 Teaching Practice school heads and 46 of 53 Master Tutors say the project has also made it easier for TTCs to recruit Teaching Practice schools in their programs (Annex B, Table 1.3.9). They say that after the sensitization workshops the Head Teachers and teachers are more willing to accept trainees as they understand the value of Teaching Practice in their schools and their roles in development of trainee teachers, thus strengthening one

TP ASSESSMENT TOOL

“We now have a standardized assessment tool... Teachers now mentor and assist the TP trainees, which they did not do before. Before TEPD the Head Teacher used to come for a briefing, but that became expensive and it fizzled out. Now the issue is how we can sustain it.”

—Dean of Curriculum, Mosoriot

⁶TEPD reports that the PDC Handbook has not been distributed as it is still in draft form. Only tutors who may have attended the PDC handbook (only two of them) preparation workshop could have them and may have shared with their colleagues the draft version. It is possible that they are referring to is a set of spiral bound reading materials we provided at the early stages to support in establishment of PDC and action research.

critical linkage between in-service and pre-service. Fifty-five of 72 Teaching Practice Head Teachers agreed that Teaching Practice schools are getting more value from their relationship with PTTCs. Forty-one of 53 tutors concurred and 9 of them felt Teaching Practice schools are getting “much more” value (Table I.4.0). Finally, before TEPD, each PTTC had its own tool for Teaching Practice assessment but, as a result of the project, Teaching Practice Directors from all PTTCs were trained and together, at a workshop organized with KIE, Kenya National Examination Council, MOE QAS in 2011, they developed the Harmonized Teaching Practice Assessment Tool now used in all PTTCs.

Conclusions

The impact of the TIC has been high. Although there are still no final integrated modules printed and disseminated for the induction program, most tutors have been trained and many tutors are practicing improved learning and teaching methods. TIC utilization as a result of all-tutor trainings has improved tutor to trainee and trainee to in-service teacher relationships. The academic performance of PTTC student trainees in Education courses has also improved. Professional Development Centers (PDCs) have potential to be vitally important activity structures supporting both TTCs’ self-improvement and primary school in-servicing, which could be mutually reinforcing with Teacher Advisory Center (TAC) structures since TACs share this same purpose with the PDCs. Microteaching and peer teaching, in some cases informed by PDC action research, have taken root. TEPD-designed workshops for Teaching Practice school staff have improved functioning of the Teaching Practice system supported by the Harmonized Assessment Tool.

Element 4. Improve Skills and Build Capacity of PTTC Tutors to Use ICT/ACE Project

There are two distinct ICT projects under TEPD. Phase 1 aimed at equal ICT support for all PTTCs. Phase 2 provided nominal ICT support to all colleges while putting major effort into three TTCs, 20 primary and three secondary ACE schools via the ACE project. In Phase 1, TEPD contracted Computers for Schools Kenya (CfSK), an NGO that provides refurbished computers to schools, to do a baseline study of PTTC ICT needs and capacities and to train their personnel in Basic Computer Literacy (for principals and deputy principals), User Proficiency (subject tutors), Hardware Maintenance and Support (IT tutors), and ICT Integration (subject tutors and IT tutors). AED placed two Geekcorps IT

USE OF ICT: BONDO TTC

“Some are using smartphones to download, which they can transfer in the lab. One projected a map on the wall and then traced it on manila paper—an invention of the trainee.”

—{Attribution?}

volunteers with CfSK to assist in training and in developing an ICT document (manual) for PTTCs, leveraging International Executive Service Corps funding (projected at \$334,656). TEPD reported in June 2010 that the number of Phase 1 ICT trainees was Basic Computer Literacy - 16, User Proficiency - 248, Hardware Maintenance - 36, and ICT Integration – 20. This is lower than the 664 total specified in the CfSK contract. CfSK provided the PTTCs with refurbished desktop computers.⁷ TEPD equipped 20 TTCs with video cameras, printers, flash discs, handbooks, and sometime later and for some in Phase 2, LCD projectors. Tutors report much value in the projectors that have enabled their PowerPoint presentations, and in the computers that enable their research, lesson preparation, and administration. Where there was no baseline data on use of computers in TC management, surveys at the six sample colleges revealed substantial levels of reported use for planning, budgeting, keeping of records, and monitoring and evaluation (see Annex Q, Extent to Which PCCTs Use ITCs College Management).

⁷USAID funds were not used to pay for refurbished CfSK desktop computers that PTTCs now report being insufficient and out of date.

Some colleges are much more advanced in the use of ICTs (e.g., Bondo, Garissa) than others (e.g., Egoji and Kericho). Among PTTCs common complaints related to ICTs include ongoing lack of computers and resources, inadequate training, too few trained personnel, and lack of Internet connectivity. Positive comments far outweigh the complaints, however. TEPD provided further ICT integration training as part of TIC Module 2 training, and 41 of 53 tutors said they personally use ICTs in teaching and learning. Seventeen of 23 TTC principals and 44 of 53 tutors said there had been “much” or “very much” positive effect of TEPD ICT training on tutors’ professional development (Annex B, Table I.3.3). To assess whether tutors and trainees are actually independently integrating ICT tools in their teaching, the evaluation team asked PTTCs and ACE schools to identify “ICT materials developed either by the staff or by the teacher trainees to use in training and learning?” (See annex O, Workplan with Instruments.) Fourteen of the 18 PTTCs noted self-made instructional and administrative materials kept in digital formats: MS Word, PowerPoint, Excel, video-CD, DVD, CD-ROM, and web pages. All departments were represented with ICT, math, science and the Learning Resource Center being the most common.

Based on CFSK 2008 baseline information and current enumerator checklist data (see Annex D, Teacher Training Colleges—ICT Equipment), net increase in the number of computers at 17 reporting PTTCs is 153 (from 719 to 872) with the average number per TTC rising from 42 to 51. There were ten TTCs that had an average increase of 26 computers, with one experiencing no change, and six TTCs that had an average decrease of 18 computers (Kaimosi, Kericho, Narok, Thogoto, Kigari, Kamwenja). Some TTCs feel little ICT benefit has reached them from TEPD. Table I.4.1 (Annex B) indicates that principals, ICT coordinators, and tutors feel that the positive effects of TEPD ICT support have increased in Phase 2 relative to Phase 1, possibly due to the inclusion of ICT integration in TIC Module 2, and the cumulative effects of exposure over time to the coaching of the ICT Coordinator/Master Trainer. ICT Coordinators at all TTCs have estimated the percentages of all tutors that are using various computer applications. Table I.4.3 shows that in 21 of 24 reports over half of all tutors are able to use: MS Word, Excel (14 of 24 reports), PowerPoint (18 of 24), Email (19 of 24), and scanners and cameras in 10 of 24 reports. The Kaimosi TTC has run ICT awareness workshops for hundreds of primary and secondary head teachers, indirectly extending the benefits of TEPD ICT trainings to in-service teachers.

ACE: The inspiration for the project was a \$9.3M Clinton Global Initiative Commitment from the same partners to put ICTs in 18 TTCs, 40 secondary and 20 primary schools over four years – in line with the MOE’s priority for secondary school computing. When funding was reduced to \$5.82M, USAID’s preference for primary schools held the primary school number at 20 as TTCs and secondary schools were reduced to three. The new project duration was three years.⁸ The ACE model, decided by the ACE partnership, is essentially 50 laptops and server storage stored in a locked mobile case and recharging station with a wireless network.⁹ In part but not entirely due to the novation process (where FHI 360 took over from AED and reportedly TEPD could not spend project funds for a few months), the use of ACE equipment in schools started late. Equipment specifications that Intel provided as recommendation to the ACE partnership were reviewed by all the partners and ready in February 2011 but review¹⁰ and recommendation to move forward for purchase was not received by USAID/Kenya until June 2011. (See Annex N: ACE Equipment Specifications). The equipment Request for Quotation

⁸Cisco became disenchanted with the project with the loss of 15 TTCs and 37 secondary schools, the appropriate sectors for their trainings.

⁹Another model, *Badiliko*, from the British Council and Microsoft is being considered for the primary school ICT market. Unlike ACE’s wireless approach it uses a wired thin-client design.

¹⁰The review is called an ADS 548 Program-Funded IT Review. A USAID bureau reviews the procurement and recommends to the Mission to move forward with the procurement.

went out in July and in November 2011 the contract was awarded to TechBiz. Though teachers were soon provided laptops to prepare themselves, equipment for students was not provided in schools until May–June 2012 well after the start of the only academic year left in the TEPD project cycle. FHI 360 quarterly reports reveal intensive training activity during the months preceding the installation of ACE equipment. In spite of the delay, six of six Head Teachers and seven of seven Grade 5 and 6 ACE teachers concur that they have been sufficiently trained to use the equipment as they teach ICT–infused lessons. All these teachers and three of six Head Teachers personally use ICTs in teaching. All seven ACE teachers find relevance and value in the ACE digital content, especially KIE’s *Tafakari* digital video (Table 1.4.2, Annex B). A teacher at a special education school for the deaf noted the great value of video in making what would otherwise be silently described concepts concrete and real for deaf students. Speech-to-text software, however, is not working for the teachers there. There are also reports of issues with the wireless networks. For example, the networks are unable to support many simultaneous video streams without buffering. TEPD initially arranged for ACE school monitoring to be done by TTC tutors. This was ineffective as teachers progressed ahead of tutors in ICT knowledge. In August 2012 TEPD modified its approach to a peer support model, perhaps inspired by the MOE’s secondary school “ICT Champions.” Monitoring choices have repercussions. According to the Mombasa Area Education Officer/Mombasa District ACE coordinator, “Quality Assurance people felt left out when they realized that the PTTC tutors were more in the program than they were.”

ACE teachers say students are now more motivated, have better attendance, and their level of performance has improved. Teachers are experiencing excitement about their ICT–enhanced teaching but also technical difficulties that often remain unaddressed between the once-a-term TechBiz service visits. (See Annex R, ACE Teachers’ Comments on Their ICT Accomplishments and Challenges). All six ACE primary schools reported having self-made materials including two schools where, in addition to the staff producing PowerPoint presentations, primary students were making pictorial ICT materials. TEPD is doing a learning gains study of ACE schools and control schools but results of the posttest are not yet available; and the period of exposure may be too short for meaningful conclusions this year. TEPD is also planning a “contextual impact study” to examine user issues. We analysed 2011 and 2012 end of year scores for Grades 5 and 6 in math and science for seven ACE schools in Mombasa. While some schools show particular gains, the summary results are inconclusive. (Chart 1.4.1)

Conclusions

The impact of TEPD ICT Master Trainer approach on TTCs has been varied but in many places very significant. Based on the target cohorts for TEPD ICT trainings, TEPD’s original Objective 3 (integrating technology into preservice and in-service teacher education programs) has been achieved more in preservice (PTTCs) than in-service (teachers in schools). The PTTC tutors themselves are “in-service” and in that regard the in-service and preservice sectors have been served at once. Other in-service teachers who might have benefitted are those in TP schools. While there has been some sensitization and awareness training given to TP teachers via workshops offered by TTCs (e.g. Kaimosi), and possibly as well by some ad hoc initiatives of PTTC student trainees during teaching practice, the impact on these inservice teachers has not been significant. The only other target group of inservice teachers for ICT integration training has been ACE school teachers. While the ACE component has been fully active in schools only since May 2012, it has successfully trained over 250 in-service primary teachers and head teachers since 2011. The fact that these teachers feel adequately trained is a significant that the MOE may study and build on as it decides on subsequent designs for ICT systems in primary schools. However, 250 teachers is a small number given the ACE project costs per school. And while the impact on ACE teachers’ skills is very encouraging, the impact on student outcomes is still unknown.

The ACE project was implemented late and under the pressure of time. At the start of the three-year ACE project, TEPD had just two years left. Had TEPD not been extended, it would have ended just as schools began using ACE equipment (May 2012). There are also ongoing usability issues at a number of

schools related to wireless networks and software. The Intel representative said that with TEPD's time running out there was a sense of "crisis management" in the ACE project. While there were significant delays in starting the project occasioned by the program's novation period, during the transition period and beyond, the TEPD/ACE team was committed to ensuring that ACE project activities were implemented successfully despite the experienced delays. Still, the late start means that a meaningful evaluation will be very hard or impossible to accomplish during the life of the project. A project of this magnitude and potential deserves a full academic year evaluation cycle and preferably two such years.

Element 5. Initiate Skills-Based Training Relevant to HIV/AIDS in Preservice Teacher Training

Like gender, HIV/AIDS education has been mainstreamed by the MOE since before TEPD began. Educating student trainees at PTTCs in HIV/AIDS and Life Skills is in the TTC's Performance Contracts and so it is not largely dependent on USAID. Funding is available from the government annually to provide HIV/AIDS education and sensitization to every incoming trainee. The team's attempt to assess impact attributable to TEPD relies on trainer and trainee reports, survey data and primary video evidence of educational activities. Much of TEPD's work in HIV/AIDS has been done through a partnership with CfBT Education Trust through two subagreements. CfBT managed both the DfID-funded Primary School Action for Better Health, and the USAID-funded Secondary School Action for Better Health (SSAPH). The Phase 1 subagreement, with a focus on training, was approved by USAID only in Year 2. According to a TEPD PMP report at the end of Phase 1, 48 National Trainers and Subject Lecturers, 358 Master Trainers and 38 Administrators had been trained in HIV/AIDS and Life Skills. For Phase 2, CfBT and AED agreed that they should try to reduce the prevalent perception that CfBT's TEPD activities were not integrated in TEPD. A two-year Phase 2 subagreement broadened the range of activities to include TTC trainings in 1) operational planning for a multimodal intervention, 2) integration and prevention, 3) implementing a "Say No to Stigma Campaign," 4) managing Voluntary Counseling and Testing (VCT centers), 5) quality control for cascaded training of 16,000 first year TTC students. TEPD also put a new HIV/AIDS Prevention Program Manager on staff to be a day-to-day liaison to CfBT and to promote other structures at PTTCs: Community Health Days/Weeks (CHDs/Ws) and Youth Friendly Centers (YFCs). TEPD's multimode HIV/AIDS intervention approach was widely applied and regarded very positively at both the college and community levels. Charts 1.5.1–1.5.3 TEPD HIV Components by Respondent Type show the status of the various TEPD HIV/AIDS and Life Skills components/activities as reported by PTTC HIV/AIDS coordinators, principals, and tutors. Notably, in Chart 1.5.2, 12 of 12 HIV/AIDS Coordinators state that TTC education practices have changed due to TEPD, and 11 of 12 feel "confident" or "very confident" that they can train other tutors in these sensitive subjects. Seventeen of 23 TTCs have VCT center activities supported by various agencies (NACC, AIDS Control Unit, National AIDS and Sexually Transmitted Infection Control Program/District AIDS and Sexually Transmitted Infections Control Office (DASCO)). And 22 of 23 principals report having held CHD/W activities with one uncertain. Impressive video evidence of Bondo PTTC's lively weeklong CHW program was reviewed. Twenty-one of 23 principals report holding "Say No to Stigma" campaigns with one uncertain. Of six TTCs sampled for close review, only Kaimosi had a Youth Friendly Center (YFC). Others have identified rooms for YFCs pending finance from TEPD or others. TEPD is pursuing options of purchasing equipment directly and delivering it to colleges before the close of the project.

HIV/AIDS and Life Skills Education Training Manual. The TEPD HIV/AIDS training manual built on the previous CfBT manuals written under the Primary School Action for Better Health and Secondary School Action for Better Health projects. Much new content was developed for PTTC tutors and trainees. At TTCs, 52 of 53 tutors and 12 of the 12 HIV Coordinators reported having the manual. The HIV Coordinator at Kagumo DTTC said, "We have one for every tutor. The manual is very comprehensive but it does not have a table of contents and that is needed. It is so good. We use it."

The CfBT Final Report to TEPD of their Phase 2 contract provides a balanced assessment of the impact of their TEPD-funded activities, in which they “conclude overall, the cascading approach used by master trainers at the college level met the minimum quality standards of an effective training program.” The coordinator at Kilimambogo reported students having “more readiness to discuss HIV/AIDS issues... and many are ready to go for VCT services.”

Conclusion

Partnering with CfBT was an effective management strategy that leveraged prior expertise. There has been significant integration of HIV/AIDS awareness in education activities at PTTCs and some schools. The Master Trainings have been effective. Trainer confidence levels are high with wide use of the manuals. As a result of TEPD trainings PTTCs are now coordinating widely with various agencies to provide local VCT services for students, tutors and the community. There is significant uptake of the CHD/W idea with activities accomplished (22 of 23 TTCs) and a desire to replicate them. Finally, there is little impact of the Youth Friendly Center concept so far.

TEPD Conclusions Relative to Objectives, Goals, and the Development Hypothesis

The evaluation team concludes that: 1) the TCF was largely achieved; 2) skills development through materials was not achieved; 3) skills development through the TIC, Teaching Practice and PDC was achieved; 4) skills through ICT training and equipment was partially to largely achieved (though benefits are uneven across TTCs and TEPD is but one contributor to a larger ICT process), and ACE objectives were partially achieved, though, with very late delivery, ongoing technical issues and incomplete incorporation in the MOE; and 5) skills development through HIV/AIDS education was achieved.

Comparing the 2007 baseline and current situations, the vast majority of subjects report that TTC education is much improved. This is supported by trends in student trainee test results in Education courses over recent years. In-service teachers also report improvements in processes and relationships between Teaching Practice schools and the TTCs. TEPD ICT has helped enable these developments. The original development hypothesis is thus confirmed. The HIV training component was not essential to the development hypothesis, though competencies related to HIV/AIDS widely improved.

QUESTION 2. COMPLIANCE FOR ACCOUNTABILITY

The evaluation team assessed compliance on two levels: 1) how did this six-year project maintain focus on the objectives and activities described in the Cooperative Agreement, Modifications and Supplement, and how did it evolve in the light of new information and changing circumstances; and 2) how did it account for project progress in various required reporting to USAID.

To characterize compliance on the first level, the team examined funding documents to extract key aspects of the program descriptions. These were compared to correlated activities described in the annual workplans. The team also examined the quarterly reports that give a finer grain analysis of target setting than do the PMPs. TEPD uses quarterly reports to define, in detail, what its immediate plans are, and what and how it has performed against the previous quarter’s targets. There is so much detail in the 20 quarterly reports that it is not productive to try to systematically analyze progress across the entire project using those documents, though they provide important detail that has enriched this report. Rather, for compliance analysis, the evaluators have focused on the original Cooperative Agreement (May 31, 2007), Modification 07 (May 19, 2010), and Supplement 12 (June 6, 2012); and all workplans provided by FHI 360 (years 1–3, 05/31/2007; year 2, 08/15/2008; year 4, 07/30/2010; year 5, 08/03/2011; and extension year 6, 08/02/2012).

The team has correlated and placed the program descriptions and workplan activities side by side (see Annex F, Compliance for Accountability Correlations), and organized them by the five TEPD project objectives/elements, by project phase (Phase 1, orange; Phase 2 and extension year, blue), and by project

year (2, 4, 5, 6). The sequence of activities for each element shows evolution of the project including management recalibrations designed to attain objectives not yet attained, to attain new milestones required by new funding, or those created responsively as TEPD managers developed a subtler understanding of the opportunities and problems of the context. For example, there is no mention of PDCs in the 2007 program description. However, PDCs are now seen as a critical feature of the project and a potentially powerful structural addition to TTCs that will be instrumental in creating healthy professional linkages within the PTTC itself, with Teaching Practice and other primary schools, and with TAC tutors and other in-service providers. This change happened gradually. In the Year 4 workplan PDCs are mentioned in the context of Master Tutors delivering Module 2 of the TIC, which is where the focus of the project rightly was at the time. PDCs appear in the Year 5 workplan, however, in a whole new light with plans for helping TTCs to identify PDC team members, initiate Action Research, induct new tutors who come to the college, identify a room from where PDC activities can be managed, and plans for other PDC activities and policy setting. Similar arcs of project development can be observed for Teaching Practice.

Review of the workplans also highlights the recurrence of uncompleted deliverables. For example, the MGLC manual that was to be field tested in year 2 was still to be finalized (along with the Gender manual) in the Year 4 plan. The Year 5 plan shows the MGCL at the “final stage to be printed” and again in Year 6 it remains to be printed. The impediments that the project experienced in its many areas of operation that explain such delays may or may not be described in TEPD quarterly reports. In addition, certain commitments of the original program descriptions are not acted on, such as that made in 2007 to measure impact over the three-year life of the project using Kenya Certificate of Primary Examinations (KCPE) scores from 12 sample schools.¹¹ Secondly, school governance programs mentioned in 2007 have no correlated workplan activities, though benefits may have been conveyed, for example, through the engagement of School Management Committees in sustainability planning for ACE.

The review of workplans also shows the inclusion of new activity areas: ACE and HIV/AIDS. In year 4 TEPD starts “coordinating” ACE, which is described broadly in that plan. In the year 5 workplan (08/03/11) TEPD is noted as “managing” ACE. The ACE project required much ongoing adjustment. At one point in mid-2011 equipment installation was expected in September 2011 (though no contract was signed until November 2011), and start-up in classrooms was projected for January 2012; as earlier described, hardware installation in schools took place through at least May 2012. The HIV component arrived in 2007 and in a year became a major creative area with significant target outputs. Management wisely engaged CfBT for that component. The review of workplans thus shows that TEPD remained flexible throughout implementation.

ACE GDA Issues. There has been no attempt to account for the value of the leveraged contributions actually delivered to the project by the various partners.¹² While potentially significant, justifying those amounts are, if not a hard requirement, a best practice. Accounting for the leverage contributions to a GDA project is the responsibility of the GDA implementer, which is how the unsigned ACE memorandum of understanding (MOU) describes the role of FHI 360.

¹¹This proposed indicator was removed not by oversight, but by design and agreement with USAID because, for a number of reasons, it was found not possible to show a causal relationship between PTTC tutors, their trainees and KCPE Grade 8 scores.

¹²“Leverage describes the quantifiable contributions provided by resource partners to a Global Development Alliance (GDA)...and a mechanism for tracking / reporting that contribution,” FY2012 GDA Annual Program Statement (APS), page 15.

The ACE MOU version provided to the evaluators included Cisco Certified Network Administrator (CCNA) training for 26 institutions, which Cisco did not provide and so is unwilling to agree to in the MOU. When the evaluators informed them that this responsibility was still in the MOU, Cisco expressed surprise and sent a version they edited in August 2012 that they are willing to sign which excises that CCNA commitment. While describing an important guiding moral agreement, the MOU is not a legally binding document.¹³ In addition, the MOU states that USAID contributed \$2.6 M in cash. The record provided indicates rather that TEPD received \$2.5 M in GDA funds.

The Project Monitoring Plans. Project progress is monitored via indicator targets in Performance Monitoring Plans (PMP). TEPD PMPs exist for each of the six years of the project, but since Year 2 they have not been managed in a way that allows verification of PMP targets previously set. At the end of the first two project years, as shown in quarterly reports dated June 30, the PMPs contain actual indicator outputs alongside the targets. This is no longer done regularly. TEPD engaged an outside firm, Microde Consult from 2007 to 2009 to assist with M&E functions. A “TEPD PMP database was established at AED, Shanzu and Garissa TTCs and continuous monitoring and reporting activities were initiated.”¹⁴ TEPD management informed the evaluators that after Microde completed its engagement the M&E record keeping system for PMP reporting changed. The TEPD M&E manager in Nairobi receives or generates documentation of activities and keeps it in various forms.¹⁵ Summaries are forwarded to Washington for reporting PMP data to USAID. The PMPs, however, exhibit multiple problems. First, it appears that the PMPs are revised annually. Between end of Year 3 (June 2010) and end of Year 4 (June 2011) the number of educators trained in basic and advanced ICT and also in integration of ICT changed from 1200 to 220. Between Years 4 and 5 the Life of Program “number of other educators trained in HIV/Aids Life Skills” changed from 1280 to 433 with only an additional 68 set as a target for Year 6. Secondly, it also appears, and the preceding may indicate, that Annual Target columns are being used in subsequent years to record outputs, thus confusing the meaning of the column heading, “Target.” For example, in the PMP report dated 08/02/2012 the Y4 and Y5 Target columns show for “Number of educators reached through HIV/AIDS life skills training” the numbers 11,076 and 11,687. The same two targets in the PMPs for years ending June 2010 and June 2011 were both 8000. There are other instances of this type of double use of the Target columns: there are “na” insertions in a great many cells in the PMP tables where one might expect a number or some information. Where there is information, it is most often in the form of “achieved,” “partially achieved,” etc. A note in one PMP states that “na” indicates “data not applicable because we either did not have a target or data will be collected at a later stage.” For example, the number of gender materials printed and disseminated in the Year 2 PMP is 2,000. This number becomes a target for year 4. In the year 4 PMP, the former year 2 target becomes “na.” In year 5, the year 4 target is again eliminated and the 2,000 distributed copies move to year 6.

Conclusion

The TEPD project has been implemented as proposed. Since it began with a particular focus on TCF, TIC and ICT, TEPD has taken on new and expanded challenges in arenas that required subcontracting (HIV) and GDA partnering (ACE). The ACE Alliance has not quantified the leverage contributions of the various partners as required by GDA guidelines. PMPs have not been used consistently and correctly.

¹³Having a signed GDA MOU before initiating key project activities is a best practice.

¹⁴Teacher Education and Professional Development (TEPD) Program, (May 2007 to May 2010), Monitoring and Evaluation, Report of Activities, (Dec. 17, 2008, through Dec. 16, 2009).

¹⁵A data-quality assessment of TEPD did not call attention to problems in data management. The TEPD M&E officer was away from Nairobi for the whole week after the evaluators completed KIIs and we did not have a chance to inspect TEPD systems for recording PMP data, so we rely on descriptive information from TEPD management.

PMP indicators used by TEPD do not correlate with those used by USAID/Kenya. Meeting output targets and delivery schedules has been an ongoing difficulty for TEPD, especially in the area of materials development and the ACE project. Delays in completing manuals may be due to TEPD's commitment to producing collaboratively with the MOE and SAGAs. While TEPD has been overstretched and at times unable to put sufficient energy into its commitments to hit targets in the core areas sooner and harder, TEPD has exhibited creativity in trying to amplify the value delivered to TTCs and primary schools (e.g., PDCs, ACE technologies).

QUESTION 3. SUSTAINABILITY AND LOCAL CAPACITY

Element 1. Establish a Framework for Enhancing Teacher Competencies

According to MOE INSET and TEPD, the TCF is "pegged" by reference in the draft NESSP paper and that should assure its official adoption. The "peg" is the inclusion of the four umbrella domains outlined in the TCF: Knowledge, Teaching Skills, Assessment and Evaluation, and Professional Values and Behavior. (The 46 competencies are organized under these domains.) TTC uptake of the TCF has begun. At least one PTTC has put the TCF in its Performance Contract. While some MOE and SAGA personnel feel the document must go through one more step to be taken fully on-board by the system, a group interview with the Teacher Service Commission (TSC) revealed that consultation and engagement in developing the TCF was inclusive:

"One of us was a member of the TCF writing committee. It's a very good document. KIE was right. They should take it through a forum for adoption. The process has been inclusive (KIE, TSC, Kenya Institute of Special Education [KISE]...). While participation was wide the MOE was shepherding it so much many felt left out when it went to the PS for final approval. It needs Cabinet Approval. It has not been presented there yet." TSC: Justus Ndubi, Asst. Director; Hilary Lukhafwa, Deputy Director; Vitalis Juma, Dep. Dir. Teacher Management Primary

"TEPD is in the NESSP since Kanja was there. The Teacher Competency Framework is mainstreamed now." Onesmus Kiminza, Senior Deputy Director, MOE Policy and Partnerships

Conclusion

After fuller adoption the TCF will be sustained, even more certainly if it is found practical (e.g., the TSC Code of Conduct is universally known among teachers and it may soon borrow from the TCF). The long processes of TCF development have required dialog and collaboration on essential professional issues, thus building understanding and capacity in the MOE and participating institutions.

Element 2. Improve Skills by Introducing Teacher Education Materials

The processes of developing the MGLC and Gender manuals were inclusive. For example, the Gender manual writing team comprised of representatives of MOE (2), KIE (2), KISE (1), NACC (1), PTTCs (2). Personal capacities built in team writing processes translate into institutional capacities as long as people remain in their posts. The fact that it has taken four years to write and approve these manuals says something more than "MOE bureaucracy," but what that is remains unclear, as is the degree to which FHI 360's and TEPD's modus operandi has been responsible for the level of institutional commitment and ownership of TEPD outputs at the MOE.

"We didn't think this was our project. This was an MOE project." Seth Ong'uti, COP, TEPD

"FHI does not report to INSET. The MOE is just coordinating. We have delegated implementation to TEPD on our behalf. Our role is an oversight role. In most cases we get

reports since the MOE is represented at the planning and implementation stages. And we get an annual report. There are generally 3 parts to those reports: TCF / Teaching Practice / PDC.” Musyoka Nyamai, MOE INSET

This being said, there is some indication of ownership with the INSET department preparing to integrate the MGLC into a training campaign using the TAC system. The materials are being used by EMACK.

Conclusion

Authoring of the MGLC and Gender manuals was quick, but approval has been very slow, though finally successful and likely sustainable. Now approved, the MGLC and Gender manuals have a good chance of entering circulation to the degree that finance can be found to print and distribute them. Integration of MGLC into MOE INSET and TAC practices and the use of MGLC by EMACK indicate commitment and specific support. Development of the two manuals has furthered a working relationship between and among TEPD, key SAGAs and the MOE. There is no indication that the process of developing of the INSET Materials CD-ROM has built capacity. If the TIC explicitly promoted use of the CD-ROM that might help deepen its contribution to capacity development.

Element 3. Improve Skills of PTTC Tutors Through a National Induction and Training Program (TIC)

Tutor Induction Course. Almost all TTC tutors have been through the complete TIC, which has now organized the way new tutors are inducted. TTCs have been urged to take all new postings through the entire course, though this is not yet happening. If infused into annual college programs offering full TIC refresher courses through the PDCs, the TIC could help fulfill the requirement of the TSC (the tutors’ employer) that tutors undergo some form of in-service training at least every three years, a task that KEMI could alternatively take up.

Teaching Practice. TEPD initiated the process of training Teaching Practice coordinators and directors from the PTTCs on techniques of making Teaching Practice a more productive exercise. They developed the Harmonized Teaching Practice Assessment tool themselves—thus leading to ownership. The synchronization of the tool was organized through KIE with the MOE QAS distinguishing it as the standard tool used by the Kenya National Examination Council in assessing trainees’ Teaching Practice. The periodic training of TTC tutors, Teaching Practice school head teachers, senior teachers and cooperating teachers before the onset of teaching practice has built the capacity of participating schools to support trainee teachers and strengthened the relationship between PTTCs and Teaching Practice schools to make Teaching Practice even more productive.

Professional Development Centers.

TEPD helped all colleges establish PDCs. These are critical for both TTC self-improvement and for community learning as TTCs collaborate with schools through action research. Such research has become the most significant aspect of the PDCs. Initial action research projects were financed by TEPD and there is some

PROGRAM DEVELOPMENT CENTERS: VIEWS FROM THE MINISTRY OF EDUCATION

“There are 1,052 zones, and that is too many for resource centers, and so that idea slowed in the past. If the TSC can equip the zones... the MOE gave 120,000 per year per zone, and they did so much. This is money to the TAC centers. In that case the PDC won’t be anything but a research center—at a higher level than the TAC center. The colleges want to use the PDCs to solve their own problems. On the other hand, CEMASTEAs or others could use the TTCs as training centers. This is attractive, because accountability for trainings would be easy, since the TAC centers often do not even have a secretary. And you could empower the TAC tutor to avail himself of the PDC. The PDC would connect preservice to INSET, getting the linkage that has been lacking.”

—Musyoka Nyamai,
Senior Assistant Director In-Service Training, MOE

concern expressed by TTCs about their potential to maintain dynamic PDCs through an ongoing program of action research and training using available funds. Together with tutors, TEPD developed a PDC Handbook that has been distributed in some TTCs. Eight of 23 principals reporting said their TTC has the handbook while 12 said they did not,¹⁶ and three did not know. These PDC inputs have begun to build capacity to manage PDC activities while promoting ownership of the concept and practice. A three-day all-staff refresher of the Tutor Induction Course at Kaimosi (January 2013) was financed by TEPD at a cost of about KES 187,000. It is unclear if and when TIC refreshers might be done again.

Through the Teacher Education and Development Investment Program under NESSP, the Ministry of Education proposes to improve the pedagogical skills and enhance tutor competencies through continuous professional development for serving teacher trainers. To this end, the MOE seeks to establish a center for induction of teacher educators posted to TTCs on pedagogical skills and to provide adequate and appropriate teaching/learning materials through upgrading Learning Resource Centers in TTCs. To accomplish this the MOE may factor PDCs into the budget possibly through a capitation model similar to CEMASTEAM/ Strengthening of Mathematics and Science in Secondary Education (SMASSE) through the Free Primary Education Policy.

The idea of PDCs is not entirely new with TEPD, as there have been resource centres in each college and TACs in all zones in the country tasked with building teachers' capacity. Strengthening the resources and capacity of PDCs to be hinges and regional centers for teacher professional development—working with TAC tutors, the MOE Quality Assurance and Standards Officer and TSC—will further reinforce the linkage between in-service and preservice.

Conclusion

Now that TIC Master Trainers are at the TTCs and most staff have been through six days of the course, understanding and capacity have been built. The TIC is now an appreciated reference material used by Heads of Departments when new staff arrive. The Teaching Practice structure is durable because it represents a superior way of doing one's regular work. Three-day annual Teaching Practice trainings may not be so easily financed but one school suggested that if they do not bring as many people from each school for training/sensitization each year, it still would work. Finally, PDCs are new structures and they need champions who share the vision of PDCs as links between higher quality education practice and the field. There is support at the MOE for PDCs but whether it is for infrastructure only or also for activities (action research, training) is unknown. If PDC activities were explicit in the NESSP, that would greatly help TTCs continue to build capacity. The TIC, Teaching Practice, and PDCs are all vulnerable in various degrees to the loss of TEPD funding.

Element 4: Improve Skills and Build Capacities at PTCs through ICTs / ACE: Integration of ICTs

Information and Communication Technologies at Teachers Training Colleges. The President's office has made ICT support staff available to all Ministries. There is also the new National ICT Innovation and Integration Centre (NIIC) budgeted at ~KES 40M/year and now with a staff of six. NIIC reports that their "help desk is almost ready to take off." Such a desk may fulfill functions like TEPD/TechBiz's phone support system. In the proposed 2013–14 budget in the Teacher Education and Development Investment Program document prepared for NESSP is a specific budget request for ICTs

¹⁶Not all colleges received the Handbook at the point of this evaluation.

and Learning Resource Centers at KES 2 million for each of 22 TTCs.¹⁷ Study of ICTs is required at both PTTCs and DTTCs, though it is not an examinable subject.¹⁸ In this light, ICT training and utilization of TEPD assets at TTCs will certainly continue. “Ownership” and ICT integration are more important than mere presence of equipment. At Kagumo, it is a policy that each of the 25 departments should have at least ten lessons each term that are ICT enabled. Second year students there have four days a term when they must use the Intel Teach CD and manual. At Shanzu, the policy is that every tutor must know how to use PowerPoint and integrate ICT in lessons. Asumbi reports, “We have managed to buy 14 laptops as TEPD pushed internal demand.” Regarding maintenance, TTCs visited reported that they have begun to put ICT sustainability measures in place. Kagumo budget allocates KES 400,000 for ICT maintenance, KES 1.2 million to purchase hardware and software, and KES 500,000 for training (including ICT and HIV/AIDS for teaching and nonteaching staff). Twenty of 23 TTCs visited (except Migori) have internal personnel who can provide at least some maintenance services beyond the end of the project, and ten (including Migori) have such external personnel. Multiple key informant interview subjects have suggested a capitation fee for ICT maintenance.

Accelerating 21st Century Education. Over time the MOE intends to equip all 7,000 secondary schools with ICTs. They are enthusiastic about getting started on primary school ICTs and are debating the best way forward and will be looking closely at evaluations of the ACE and *Badiliko* models. In spite of any technical difficulties they may have, ACE teachers are using the equipment in teaching and lesson preparation. TEPD structured a maintenance service-level agreement for all ACE installations between TechBiz and the MOE. This agreement runs through late April 2015. While two more years of maintenance are assured, that maintenance has not been entirely adequate to keep all the wireless network systems running. Nor have the TTCs been effective in supporting ACE schools. Kagumo’s ICT Coordinator said he was “not sure what the ACE secondary schools are doing... It was never clear that tutors and students should support the schools.” Various vulnerabilities were observed or cited by users: e.g., laptops being unable to access the server, inadequate bandwidth to support many students together watching digital video over the network (buffering), and very long repair times for some equipment – especially items not

VIEWS ON ICT SUSTAINABILITY AFTER TEPD

“After FHI 360 there should be a smooth transition. It was good that FHI took the HT and the SMC to a training on sustainability. At the national level we have come up with another framework: capitation and accessing the Free Public Education funds (As with CEMASTE). There is money for paper, water, electricity, but not ICT. We have recommended KSH 100 to 200 per child. This needs to be crafted into the NESSP.”

—John Temba, MOE ICT Integration Team Leader

“If NESSP is funded we will put up ICT for funding so we would like a partner. If USAID pulls out we are not prepared for a handover. The PDC’s were not catered for. We have not worked out yet how to put up the funds to maintain the ACE project. It is difficult to hear that they are leaving. They should have given us a document on how much money to schedule for each activity. We need the Treasury there also - not just the MOE. If USAID could fund one more year we could begin to engage the Treasury to sustain. We are now putting in place a new government and there are many competing interests. We need Seth to really practically look at the budget and there is little for the TTCs. We have no idea if it will be funded.”

—Ms. Rotich, Director of Basic Education

¹⁷Basic Education Director Rotich said this line item could be used for PDC support. Would this include training and action research costs?

¹⁸It is an examinable subject at DTTCs—but only for those seeking that option in subject certification.

serviceable in Kenya. TEPD has sponsored sustainability workshops for ACE schools and ACE school heads say they have discussed various plans and put some plans in place for sustaining and maintaining the equipment. Typically those solutions rely variously on SMCs to help raise funds, constituency development funds, and “well-wishers.” The Board of Governors at Kibarani has budgeted to maintain ACE equipment from a KES 200,000 MOE grant they get as a boarding school. In Garissa, a Regional ICT Support group has begun to organize under TEPD guidance. It includes representatives from the ACE school Head Teachers and SMCs, the TTC, and the DEO. They have already dealt with such issues as security for equipment. When schools have technical issues they cannot yet deal directly with the MOE, they call TEPD who may escalate the issue to TechBiz for support. Significantly, the NIIC may be poised to take on such phone help responsibilities though they will not be decentralized to the counties for some time. Regarding possible scaling up of ACE, unit costs can be variously computed. With unquantified leverage at \$5.82 million per 26 installations, unit cost amounts to ~\$224 thousand each. With USAID cash only at \$2.5 million, the cost equals \$96,000 each. TechBiz estimated that the ACE equipment would cost around KES 3 million per school. The MOE says it may be closer to KES 4M (about \$35,000 to \$47,000). The MOE ICT Integration Team is leaning toward a 2:1 or 3:1 student to computer ratio to cut costs and address equity of provisioning. However, they report being “tired of pilot projects” and want to get moving on a gradual rollout of some kind.

Conclusion

The impact of the TEPD ICT Master Trainer and cascade approach has been significant for PTTC tutors as have been the direct and cascade trainings for ACE teachers. The combination of CfSK initial training and TIC Module 2 ICT integration training has helped PTTCs get moving in ICT skills development, a process TEPD has accelerated but that also has other drivers and which is now being carried forward by the TTCs themselves. System vulnerabilities exist in the ACE model, including the skills needed at the school to keep the wireless networks running and troubleshoot various issues. Monitoring and support of ICTs in ACE schools through the MOE and TSC systems has not been mobilized, however the ICT Champions model for secondary schools holds some potential and the NIIC structure looks promising. While sustaining the 20 primary and 3 secondary ACE schools is a major issue, an even larger question for the primary sector is what model is (or models are) scalable.

Element 5. Skills-Based Training Relevant to HIV/AIDS in Primary Teachers Training Colleges

HIV/AIDS education activities are included in all TTCs’ Performance Contracts and must be implemented. TEPD is responsible, in some cases, for inclusion of TEPD–promoted activities in these contracts, which TTCs have to report to the government (Office of the Prime Minister). HIV/AIDS is a crosscutting issue and is infused and integrated in all subjects according to the principals and tutors at the nearly all the TTCs. All colleges reported that they have an annual budget from the Treasury, which will enable them to continue with some of the TEPD HIV/AIDS activities beyond May 2013, though likely at a scaled down level if other funding is not secured. The Department of Policy and Partnerships responsible for the AIDS Control Unit (ACU) within the MOE said the ACU has a vote head per TTC currently at KES 360,000 a year. The ACU trains them on how to use these funds, which originate at the National AIDS Control Council (NACC), and designs the programs with the TTCs. TTCs might also seek funds to continue providing antiretroviral and test kits from MOH (DASCO), AIDS, Population and Health Integrated Assistance Plus, PEPFAR, Liverpool, and other development partners.

COMMUNITY HEALTH DAY

“We had Community Health Day in 2011 - in fact a Community Health Week. We want to have one every October.” - Principal, Tambach PTTC

There are encouraging signs that TEPD–type activities may continue at TTCs. Kagumo reported they have an annual budget of KES 200,000 for HIV/AIDS activities. Seventeen of 23 TTCs reported they

have VCT center activities supported by the MOH and other development partners and would continue these services, which they see as essential. TEPD has helped TTCs establish links with NACC for both reporting and future funding. All TTCs have had some staff trained on HIV Testing and Counseling under TEPD and are prepared to use their TEPD experience beyond May 2013. Many are hoping to have TEPD support to do another CHD/W this year and get their YFC established. TEPD is trying to get the PTTTCs to do CHD/W this year on a reduced budget. Kibabi established a YFC using mostly their own funds. TEPD is working on a way to purchase equipment directly and deliver them to colleges before the end of the project.

Conclusion

Continuation of many HIV/AIDS activities is assured as some are required and there are other agencies with which the TTCs will continue to work. TEPD has guided the initial implementation of the popular Community Health Days/Weeks. TTCs are likely to replicate them and other trainings in future years if funds are available. However, they are vulnerable to significant downsizing and simplification if funding is not found. The Youth Friendly Centers, which are not yet in place in most colleges, do not have high recurrent costs if a large spare room is available for the purpose and initial modest furnishings can be purchased. Without some agency to push this idea for a new structure, YFCs may be forgotten.

QUESTION 4. LESSONS LEARNED, DIFFERENCES IN ADOPTING TEPD CHANGES

Why are some colleges demonstrating more professional progress than others in adopting changes proposed by TEPD? An answer may be found in the zeal with which key individuals have taken up the project and in the way that zeal translates into policies and practices. A number of examples from the TTC level:

Kaimosi. The principal has a strong personal interest in TEPD and is doing her Masters thesis on TEPD. The college has set aside rooms for the PDC and YFC. Kaimosi is conducting trainings for hundreds of teachers in content that the TTC Master Trainers have mastered through the TEPD project. They are also developing their own Master Trainers in areas beyond those specified by TEPD (e.g. emerging issues).

Bondo. The former principal reported that when TEPD started she made sure all tutors were introduced to ICTs. Though some did not want to, about 70 percent accepted. The TTC then stopped having secretaries type exams for the tutors. In the end even the reluctant 30 percent learned ICTs. Then she had the support staff trained. Finally the watchmen were trained to do email and they then better understood the importance of preventing ICT thefts.

Mosoriot. Microteaching and peer teaching “have taken root,” informed by the action research defined by Mosoriot, but promoted by TEPD. Mosoriot has only a virtual PDC but this has not inhibited them from incorporating the action research model that is central to initial PDC activities.

Meru. The TTC principal, who is also the Secretary of the TTC Principals’ Association, listed policies that had been affected by TEPD: HIV/AIDS policy—having an annual Community Health Day, a Youth Friendly Center, a Professional Development Center; a policy on interaction between the Teaching Practice schools and the TTC, and on changes in assessment of trainees in Teaching Practice schools.

Kamwenja. The principal mentioned changes to the TTC’s Teaching Practice policy.

Shanzu. The TTC requires tutors to use PowerPoint.

Kagumo. As cited earlier, the TTC requires 10 ICT infused lessons per term for each of the 25 departments. Kagumo now also provides free Internet to students in their hostels. The principal characterized the change brought by TEPD as “momentous.” Now tutors do their marks and continuous assessment via computer and the registrar demands soft copies.

From the MOE, TSC, SAGA level, the evaluators have observed a range of differences. The project is well understood in the INSET department, which has been responsible for getting the TCF into the

NESSP. However, the MOE and SAGAs appear to suffer from “information silos.” Though TEPD has always interfaced with the MOE through INSET, INSET itself has been under three different directorates since 2007: first QAS, then Basic, and now Field and Other Services. There appears to be a lack of communication from INSET to other departments and directorates. Poor intra- and inter-institutional communications has led, for example, to a weaker embrace of the TCF by the TSC and KIE, though KIE is using it. And as noted before, the TSC felt “left out” of the process, as did KIE until 2010.

Conclusion

PTTC vision leaders can optimize outcomes at the college level. There is much more sharing needed among directors and staff at the MOE to break down the “silos syndrome” so that an institutional commitment to programs, as distinct from a departmental commitment, can arise more easily. Slower endorsement of change leads to slower adoption. Mere representation from SAGAs and the MOE via designated participants in project activities (e.g., writing workshops) without full buy-in from management does not guarantee uptake.

RECOMMENDATIONS

The evaluation team identified the following recommendations:

Element 1. Teacher Competency Framework

1. TEPD and the MOE should hold a joint stakeholder forum for “official” approval of the TCF before May 2013. It would be better not to leave it to the INSET department of the MOE to do so alone.

Element 2. Educational Materials

2. TEPD should fix the PDFs (for readability) in the INSET Materials CD ROMs.

Element 3. Tutor Induction Course/Professional Development Centers/Teaching Practice

3. Delivery of the TIC by PTTCs to newly engaged tutors should be better structured to guarantee concrete and systematic induction. Full refreshers like those done at Kaimosi should be done occasionally. (As already scheduled by TEPD, the two modules should be merged and printed for final dissemination to colleges.)
4. TEPD and MOE should hold a stakeholder forum for adoption of the TIC (like that recommended above for the TCF) and include prominently the TSC and MOE QAS.
5. Since most PTTC graduates have to wait three to four years before they are first hired as teachers, the MOE/TSC should run a full induction course just before they are engaged. MOE/TSC should also develop a program so practicing teachers are regularly brought to inductions after three to four years of work in the schools. This would help address TSC requirements for periodic in-servicing. Gideon Opem of KEMI suggested that, “within the TSC there should be a person who is appointed to coordinate PDC activities.” This is a sensible recommendation that the evaluators second.
6. KIE should finish the PTTC curriculum revision for the three-year diploma course as soon as possible and access to that course of study should qualify students to get loans from the Higher Education Loan Board (HELB). Later government employment would assure repayment of loans. DTTC students should also have access to those loans since they compete with university students who have access, so this is a fairness issue.
7. The MOE should engage Treasury to provide additional budget to primary schools based on enrollment—commonly called “capitation fees.” These funds would not constitute a conflict with the Constitution (re: free and compulsory basic education) as these would be budgetary allocations at the Treasury level as part of funding for Free Primary Education. “Capitation fees” per enrolment (or an equivalent budget line for each school) would allow primary schools to purchase services not only in support of technology, as is also proposed for ICT, but also to pay for in-service training

costs as such fees now do for SMASSE courses. Such funds would enable and support PDC trainings and reinforce the link between the preservice and in-service sectors.

Element 4. Information and Communication Technology and Accelerating 21st Century Education

8. **TTCs:** A rescan of TTCs' ICT status should be done to see how to better equalize ICTs across all 21 PTTCs.
9. **ACE:** TEPD or USAID should work with the MOE to study the *Badiliko* project, which Microsoft is also a partner, closely for its limitations and possible greater practicality and lower costs, and for ways in which it might inform a follow-on to the ACE project, possibly a hybrid solution. USAID and the MOE should consider a longitudinal study over another 1-2 years of ACE's effects on the performance of students and teachers.
10. **ACE and any future primary school ICT:** As above in regard of training, the MOE should engage Treasury to allow primary school "capitation fees" (or an equivalent budget line per school) for purposes of ICT purchase and maintenance. Schools should be given a budget to manage that allows them to develop a greater sense of "ownership." For maintenance in the near future, schools should identify a local person to do the work—probably a private person—until the government has a decentralized technical support system in place. The county can mandate a maintenance account and schools can spend the money and account for it.
11. **Digital Content:** In consultation with the MOE's ICT Integration Team, KIE's Kenya Institute for Curriculum Development should open up access to a wider universe of digital educational content. That KIE is both the main producer and gatekeeper of educational resources constitutes a conflict of interest that may seriously limit options for schools.

Element 5. HIV/AIDS

12. USAID and its partners should continue to fund the same range of HIV/AIDS and Life Skills activities at the TTCs as were undertaken under TEPD. TTCs understand the rationale for these various college-based activities and can manage and produce them. The priority activities most reliant on TEPD as the donor are the CHD/W, YFC (both were unique with TEPD). USAID may also join with others to continue to support VCT and refresher trainings as needed. TEPD should reprint the HIV/AIDS manual with a table of contents.

Compliance for Accountability

13. It is not advisable to start a 3-year project when there are only 2 years left in the implementer's cooperative agreement, as was the case with ACE. As happened here, more time may be needed.
14. PMPs: Insert a column for "Actuals" to the right of each Target column and annually record actual outputs. Do not change historic PMP targets. Make a note if one is renegotiated.
15. GDA: Refer to GDA guidelines and do the required accounting for/quantification of each partner's actual leverage contributions in monetary terms.
16. Keep a tighter focus on the original objectives rather than be pulled into projects that, while related to the core, are tangential to the original focus and whose unforeseen problems can mushroom. TEPD might have been able to produce even more benefit for the PTTCs with fewer activities and more attention to the TTC's ongoing needs. Had USAID's \$2.5M for ACE rather been programmed as ICT support to the TTCs, their ICT equipment and integration situations would likely be far stronger than they are today.

Sustainability and Capacity

17. Such projects should report quarterly to a group of senior GOK managers (MOE, KIE, KEMI, CEMASTEVA, Kenya National Examination Council, TSC) with feedback and briefs on progress. TEPD should try to engage more of the MOE for feedback. The MOE can recommend TEPD

components to NESSP so they can become national programs. NESSP Preservice and In-service can be strongly linked.

Finally, in response to USAID's request that we highlight the main project components that need to be "moved to the next level," as indicated above, attention should be given (in no particular order and without limitation) to the following: 1) the stakeholder forum (or forums) and any subsequent activities/structures that promote the wider regular use of the TCF and the greater application of the TIC; 2) the funded institutionalization of the PDCs with ongoing support for their action research and in-service trainings, including trainings for Teaching Practice school leaders and TTC tutors run by the TTCs on a regular recurring basis; 3) completion of the revised PTTC curriculum; 4) determination of an affordable primary school ICT model that can be gradually rolled out with thorough evaluation for iterative design; 5) printing of the targeted 5,000 copies of the MGLC manual so the MOE can realize its value in the areas it was intended to serve; 6) finalizing the HIV/AIDS manual and the unified TIC manual and printing and distributing both of them, as well as the Gender manual, in sufficient quantities so that their value can be realized; 7) supporting the YFC and CHD/W so that they can take further root; and 8) equalizing to a greater degree the ICT capacities/resources across PTTCs.

TECHNICAL AND ADMINISTRATIVE ISSUES

The following are a few issues that deserve consideration and appropriate action:

1. The MOE and TSC need to iron out the contradictory visions that their middle and senior managements appear to hold about the future of their respective organizations in the "professional development" of teachers. The MOE Education Secretary says they will be addressing this soon.
2. Can NESSP still be adjusted, and if so would inclusion of PDCs as important funded structures and activities be possible?
3. We have the word of Ms. Rotich, Director of Basic Education, that funds could be used to support PDCs from the same proposed budget line as for ICT and Learning Resource Centers. Would this extend to activities or only infrastructure?
4. There is a lack of ownership of significant aspects of TEPD at the MOE. Officials appear little aware of TEPD activities. One reason may be the information silos that the Directorates seem to work in, who are possibly "silo-ed" more in relation to TEPD than to other activities that were more internally motivated and designed. Another reason may be that there was no early budget mapping of TEPD structures to inform the MOE of the costs of ownership of various activities. This would allow them to put these activities in next year's budget (suggestion from Ms. Rotich).
5. What are the next steps for ACE? The project needs to be effectively supported and sustained. The findings of TEPD's Contextual Impact Study and the imminent *Badiliko* evaluation need to be studied.
6. How can funds for PTTCs be secured? Because the capitation model is used for CEMASTEASMA SSE trainings at PTTCs, this is a model various respondents have suggested could be used for other subjects than secondary math and science (including the TIC). This would help sustain the PDCs. Schools could then pay for INSET at the TTCs and this might help fulfill TSC requirements for training every 3 years. Note: CEMASTEASMA's mandate is broadening both in range of subject matter and geographic service area. In its new form it may be a logical provider or conduit for TIC trainings and PTTC/PDC support. However, whether this or another institution does the training is less important than that a practical funding model is found and that some institutions do it.
7. The TTC Principal's Association wants to be managed in the MOE from another department than Basic Education—they suggest "higher" "tertiary" or "teacher education." They feel they do not get the support they deserve and need from Basic Education.

ANNEXES

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TEPD EVALUATION APPENDICES

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ANNEX A STATEMENT OF WORK

A.2.1. Overview

Under this task order, MSI shall conduct a final performance evaluation of the TEPD project, primarily to inform USAID and the GOK on what has worked and why. The final evaluation submitted by MSI must allow USAID to accomplish three primary purposes:

- 1) to examine the extent to which the project’s objectives and goals – at all results levels – have been achieved;
- 2) to capture best practices and lessons learned that can be applied by the Ministry of Education in the future; and
- 3) to present findings and practical recommendations that will inform USAID’s Education project designs.

The methods and the final evaluation must be consistent with and meet the standards of USAID’s Evaluation Policy (especially Appendix I), and the USAID Forward Quality Evaluation criteria.

A.2.2. Key Evaluation Questions

The evaluation must address the following questions:

1. *Program Impact:* Has the project achieved the objectives and outcomes stated in A.1.2., and did those lead to the intended goal? If not, identify why not (was the development hypothesis flawed in some way?) and provide recommendations for strengthening the development approach that was used.
2. *Cooperative Agreement Compliance for Accountability:* Was the project implemented as proposed in the program description and the work plans, including components such as monitoring progress and the use of data collected for making informed decisions on project implementation and broader policy?
3. *Sustainability and local capacity:* What evidence is there that the project did or did not build the capacity of participating institutions to achieve TEPD goals, and for the Ministry of Education to mainstream this approach?
4. *Lessons Learned:* Were there differences in how participating institutions adopted changes proposed by the project; did those differences influence project impact and why?

A.2.3. Evaluation Design and Methodology

MSI shall utilize a design and methodology to generate the highest quality and most credible evidence that corresponds to the questions being asked above using sound social science practices and tools used in a manner that minimizes the need for evaluator-specific judgments.

MSI shall also consider the following important information in its design:

1. The Shanzu and Garissa PTTs were designed as pilot institutions and were expected to be model colleges, so must be included;
2. USAID would like to see all 21 PTTs and 2 DTTCs in TEPD program at least surveyed; those to be targeted for more in-depth investigation can be proposed by MSI and/or discussed with the USAID Education Team.
3. In addition, the evaluation should include or sample the 20 primary schools linked to the project (10 each in Garissa and Shanzu), and three secondary schools are linked to Kagumo DTTC.

B.1. KEY PERSONNEL

The evaluation team shall include one Senior Level M&E Advisor, as well as one Education, Teacher Training and Gender expert. All team members must provide written disclosures of any prior conflict of interest, and MSI must ensure necessary safeguards are in place to prevent any subsequent conflicts of interest.

C.1. CONTRACT DATA REQUIREMENTS LIST

#	Deliverable	Due Date
1	Introductory Meeting: Upon formation, the evaluation team will review the scope of the work, formulate any questions, propose a schedule for meetings and field work, and articulate specific responsibilities of individual team members. This will be presented by the Evaluation Team and discussed in a meeting with the Education Team, MSI staff, and the MSI Contracting Officer's Representative (COR) for approval before field work begins.	No later than January 14, as all field work must be done between January 21 and Feb 9, 2013 due to school calendar and the Kenya elections.
2	Briefings of progress to date, including any issues or problems encountered. May be conducted in person or via email as agreed at the initial meeting.	Weekly
4	Presentation of preliminary findings and conclusions of the evaluation to USAID/Kenya and key stakeholders.	No later than 4 weeks after #1.
5	Draft Final Evaluation Report. USAID will provide comments on the draft report within 7 days of receipt.	No later than 3 days after #4.
6	Final Evaluation Report that incorporates responses to Mission comments.	No later than 7 days after receiving comments from the COR on #5.

Note: All days are calendar days.

C.1.1. Report Format

The format for the evaluation report shall be as follows, and the report shall be a maximum of 25 pages not including annexes. The report format should be restricted to Microsoft products and 12-point font should be used throughout the body of the report, with 1” page margins. Four bound hard copies shall be submitted, and an electronic copy in MS Word. In addition, all data collected by the evaluation shall be provided to USAID in an electronic file in an easily readable format; organized and fully documented for use by those not fully familiar with the project or the evaluation. If the report contains any potentially procurement sensitive information, a second version report excluding this information shall be submitted (also electronically, in English).

1. **Executive Summary**—concisely state the most salient findings and recommendations (3 pg);
2. **Table of Contents** (1 pg);
3. **Introduction**—purpose, audience, and synopsis of task (1 pg);
4. **Background**—brief overview of development problem, USAID project strategy and activities implemented to address the problem, and purpose of the evaluation (2-3 pg);
5. **Methodology**—describe evaluation methods, including constraints and gaps (1 pg);
6. **Findings/Conclusions/Recommendations**—for each evaluation question (10-15 pp);
7. **Issues**—provide a list of key technical and/or administrative, if any (1–2 pp);
8. **Annexes** that document the evaluation methods, schedules, interview lists and tables should be succinct, pertinent and readable. These include references to bibliographical documentation, meetings, interviews and focus group discussions.

C.2. APPLICABILITY OF THE BASE IDIQ

All terms and conditions from the basic IDIQ apply to this task order.

C.3. ACCOUNTING AND APPROPRIATION DATA

BBFY
EBFY
Fund
OP
Prog Area
Dist Code
Prog Elem
SOC
Amount\$

ANNEX B: DATA TABLES

TABLE I.2.1 INSET-MATERIALS CD-ROM – ESTIMATED REAL USAGE

INSET-Materials CD-ROM: Estimated Real Usage	Tambach	Eregi	Mosoriot	Asumbi	Total
Total Tutors	72	67	71	54	264
Tutors estimated to be using INSET CD	15	0	0	2	17

TABLE I.2.2 INSET-MATERIALS CD-ROM – REPORTS OF USEFULNESS

INSET-Materials CD-ROM: Usefulness	All Tutors (n=53)	ICT Coordinators (n=24)
Not Useful	3	2
Somewhat Useful	6	3
Useful	21	11
Very Useful	14	4
Don't Know	9	4

TABLE I.3.1: AWARENESS OF AN EARLIER INDUCTION PROGRAM BEFORE THE NEW TUTOR INDUCTION COURSE

Aware	Tutors (n= 53)
Yes	16
No	34
Don't Know	3

TABLE I.3.2: CHANGE BETWEEN EARLIER TUTOR INDUCTION PROGRAMS AND THE NEW ONE FROM TEPD

Change	Tutors aware (n= 16)
Much worse	1
Worse	1
No change	1
Better	12
Much better	1

TABLE I.3.3 LEVEL OF THE NEW TIC'S POSITIVE EFFECT ON TEACHER PROFESSIONAL DEVELOPMENT

Effect of TIC on Teacher Professional Development	Principals (n=23)	Tutors (n=53)
None	1	3
Little	0	2
Somewhat	4	3
Much	12	38
Very much	5	6
Don't know	1	1

TABLE I.3.4: AVAILABILITY OF PDCS, PDC COMMITTEES, COORDINATORS, HANDBOOK AND MATERIALS

Response (n=53)	PDC	PDC Coordinator	PDC Committee	PDC Handbook	PDC Ref. Materials
Yes	49	51	52	24	9
No	4	2	1	9	11
Don't Know	0	0	0	20	33

TABLE I.3.5: IMPACT OF PDC

	PDC effect on professional development of tutors		PDC effect on in-service Teachers		PDC effect on Student trainees	
	Principals (n=23)	Tutors (n=53)	Principals (n=23)	Tutors (n=53)	Principals (n=23)	Tutors (n=53)
None	2	2	3	4	2	5
Little	1	4	3	4	3	4
Much	13	32	11	32	12	31
Very much	7	14	5	10	6	13
Don't Know	0	1	1	3	0	0

TABLE I. 3.6: POSITIVE EFFECT OF TEPD ON QUALITY OF LINKAGE BETWEEN PTTCS AND TP SCHOOLS

	Tutors (n=53)	TP school heads (n=72)
Yes	51	46
No	1	14
Don't Know	1	12

TABLE I.3.7: HEAD TEACHERS AND TEACHERS RECEIVED TP RELATED TRAINING AT PTTC

	Head Teachers (n=72)	Teachers (n=72)
Yes	44	55
No	28	14
Don't Know	0	3

TABLE I.3.8: LEVEL OF ACTIVITY AND COOPERATION AND VIEWS ON TP

	Viewing teaching practice a burden Head Teachers (n=72)	Change in level of activity and cooperation Head Teachers (n=72)
Yes	9	59
No	63	12
Don't Know	0	1

TABLE I.3.9: GREATER EASE TO RECRUIT TP SCHOOLS SINCE TEPD

	Tutors (n=53)	TP school heads (n=72)
Yes/Easier	46	53
No	6	5
Don't Know	1	14

TABLE I.4.0: VALUE FOR TP SCHOOLS IN THEIR RELATIONSHIP WITH PTTCs SINCE 2007

	Tutors (n=53)	TP school heads (n=72)
Much less	0	2
Less	0	3
No Change	1	2
More	41	55
Much More	9	4
Don't Know	2	6

TABLE I.4.1 POSITIVE EFFECTS OF PHASE 1 AND PHASE 2 TEPD ICT SUPPORT ON TUTOR PROFESSIONAL DEVELOPMENT

	ICT Coordinator Reports (n=24)		Principal Reports (n=23)		Tutor Reports (n=53)	
	Phase 1 (CfSK)	Phase 2	Phase 1	Phase 2	Phase 1	Phase 2
None	4	3	3	1	7	5
Little	5	1	3	2	17	4
Somewhat	2	4	3	2	5	12
Much	9	12	8	13	16	23
Very much	4	3	3	2	4	5
Don't Know			3		4	4

TABLE I.4.2 ACE PRIMARY SCHOOL HEADS AND TEACHERS

Question	ACE Heads		Gr. 5/6 ACE Teachers	
	Yes	No	Yes	No
Have teachers been sufficiently trained to use computers and digital educational materials provided by TEPD/ACE?	6 (but few)	0	7 (but few)	0
Has ACE provided workshops to create subject-specific lesson plans (e.g., math, science, and HIV/AIDS)?	5	1	7	0
Do you personally use ICT in teaching and learning?	3	3	7	0
Has the ACE content been made locally relevant?	n/a	n/a	7	0
Level of satisfaction with current maintenance services? U-Unsatisfied, N-Neutral, S-Satisfied, VS-Very Satisfied	U-2, N-3, S-1		U-2, N-2, S-2, VS-1	

TABLE I.4.3: PERCENTAGE OF TOTAL NO. OF TUTORS ABLE TO USE COMPUTER PROGRAMS AND EQUIPMENT

Percentage	Word (n=24)	Excel (n=24)	Excel Formulae (n=24)	PowerPoint (n=24)	Email (n=24)	Scanner & Camera (n=24)
0-49%	3	10	16	6	5	14
50%-100%	21	14	8	18	19	10

ANNEX C: DATA CHARTS

CHART I.3.1: GARISSA PTTC THREE YEARS' EDUCATION MEAN SCORES

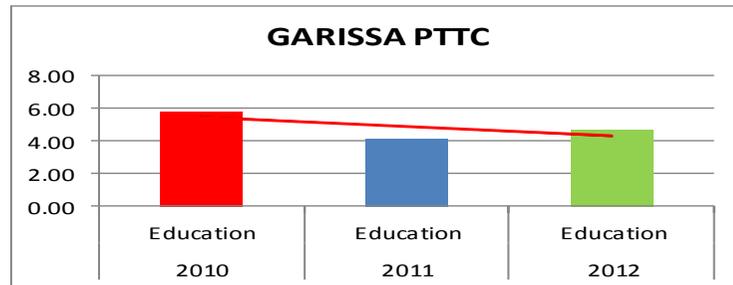


CHART I.3.2: SHANZU PTTC THREE YEARS' EDUCATION MEAN SCORES

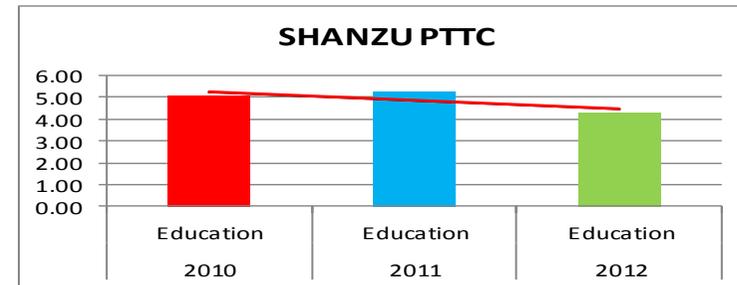


CHART I.3.3: TAMBACH PTTC THREE YEARS' EDUCATION MEAN SCORES

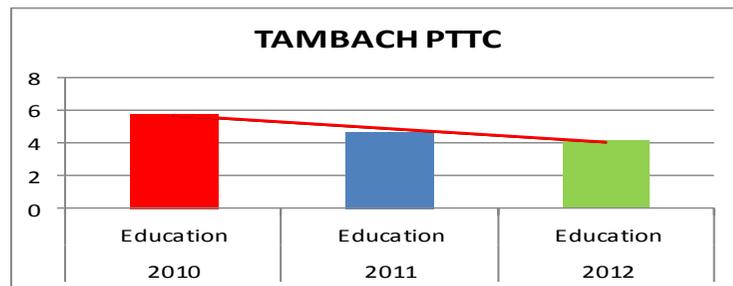


CHART I.3.4: EREGI PTTC THREE YEARS' EDUCATION MEAN SCORES

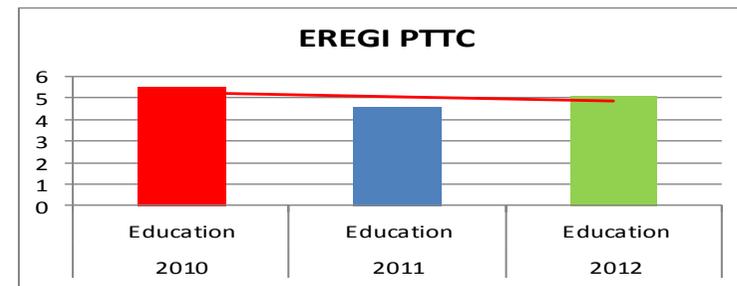


CHART I.3.5: BONDO PTTC THREE YEARS' EDUCATION MEAN SCORES

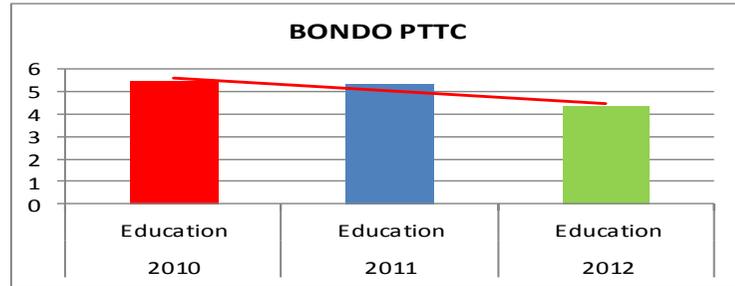


CHART I.3.6: MOSORIOT PTTC THREE YEARS' EDUCATION MEAN SCORES

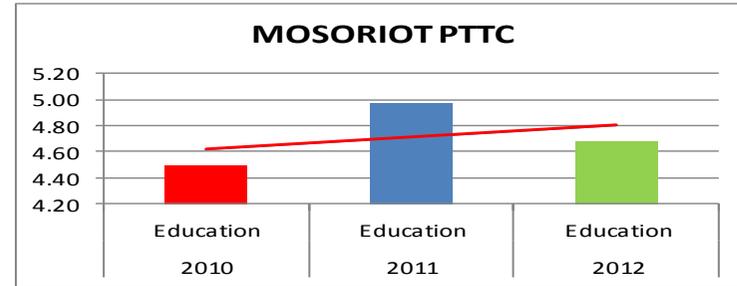


CHART I.4.1: ACE PRIMARY SCHOOLS' 3 YEARS EXAM RESULTS ANALYSIS

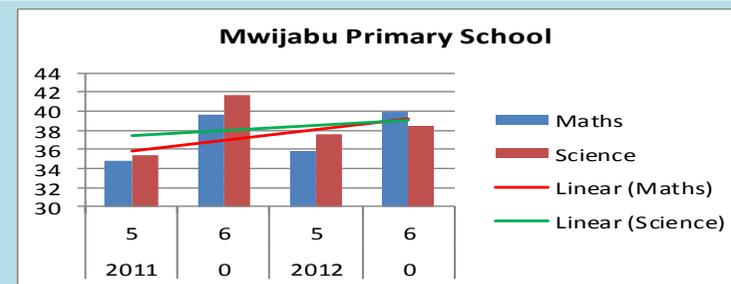
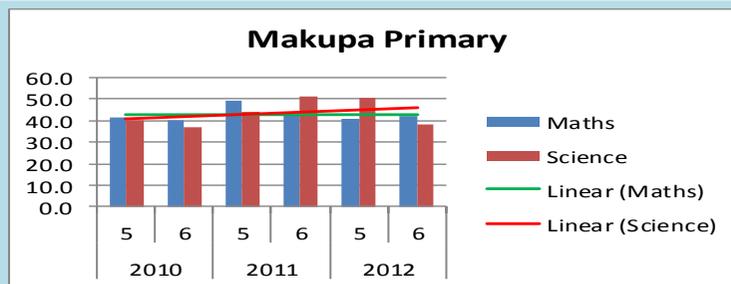
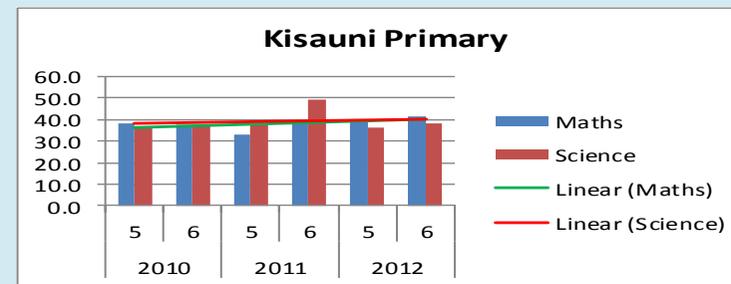
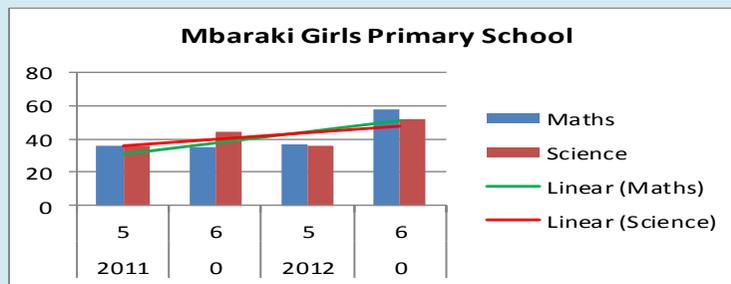
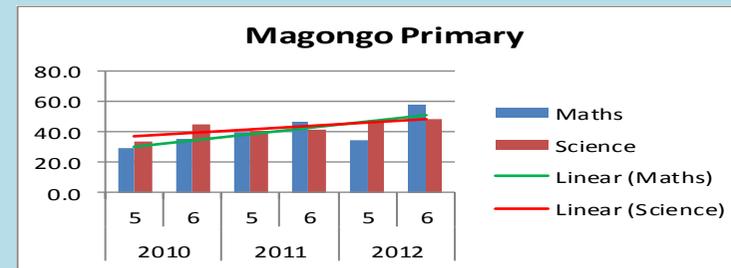
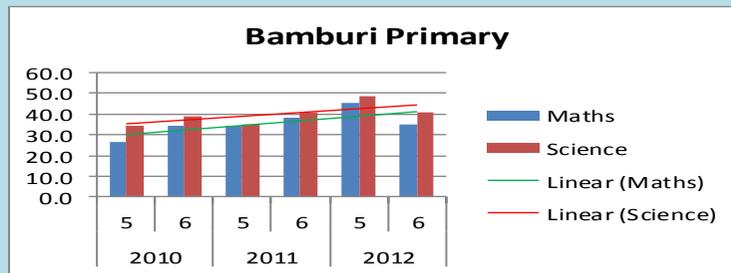


CHART I.5.1 HIV COMPONENT REPORTS FROM PRINCIPALS

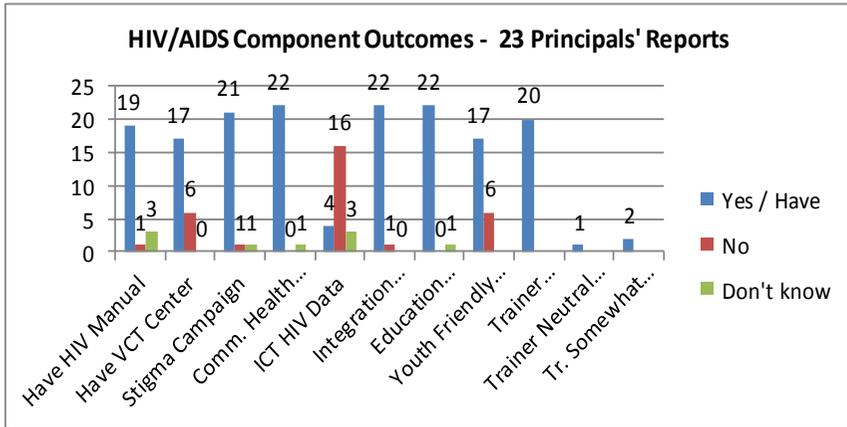


CHART I.5.3 HIV COMPONENT REPORTS FROM ALL TUTORS

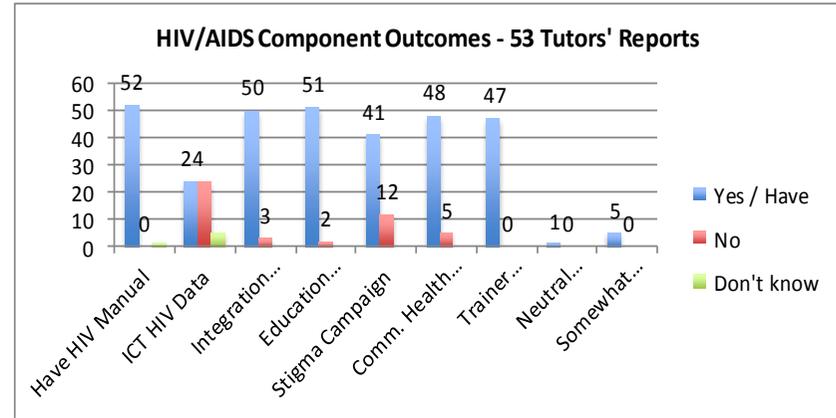


CHART I.5.2 HIV COMPONENT REPORTS FROM HIV COORDINATORS

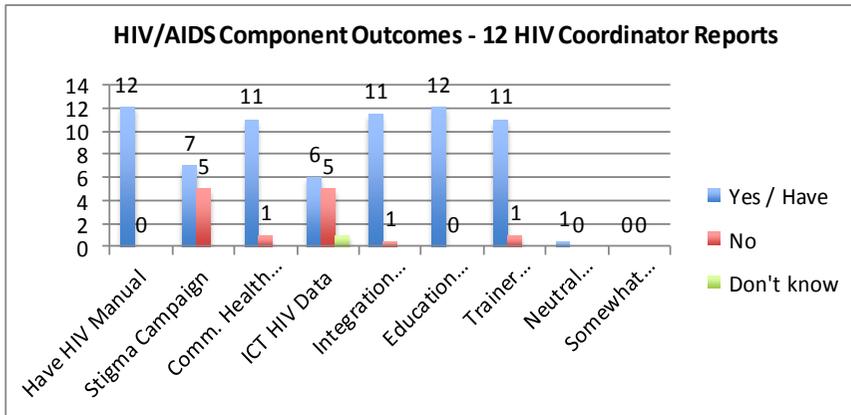
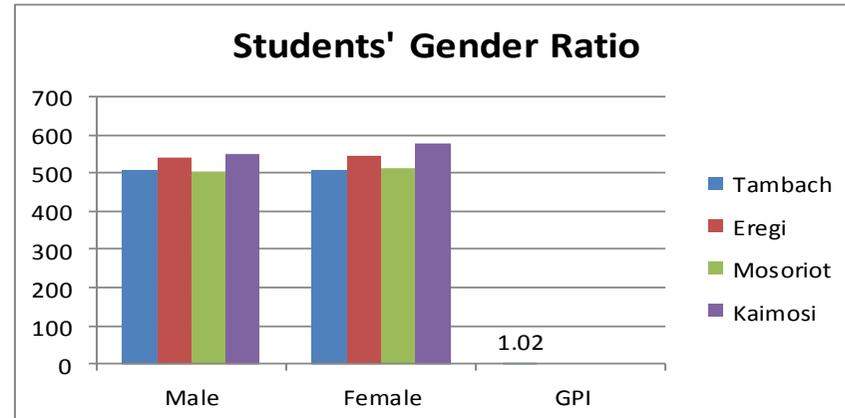


CHART I.5.4: GENDER PARITY



ANNEX D:TEACHER TRAINING COLLEGES - ICT EQUIPMENT

TTC		Computer Systems	Printers	Software	Computer Lab	Internet connectivity	Surge protector	Scanner	Video/digital camera	TV set	LCD projector	Networking	ICT usage and integration in the syllabus	Photocopier
Muranga	<i>Baseline</i>	25			1	Nil						1	Low	
	<i>Endline</i>	32 (30 Desk tops & 2 laptops)	6		1	1	21	2	2	2 DSTV	2			2
Eregi	<i>Baseline</i>	70	2		1	Nil	70				1	Nil	Low	1
	<i>Endline</i>	71 (69 Desktops & 2 Laptops)	4	1	1	4		2	2	2 DSTV	4			2
Kaimosi	<i>Baseline</i>	62	1	Available	1	Nil	Few					Nil	Low	
	<i>Endline</i>	43 (40 Desk tops & 3 laptops)	7	1	2	2	10	1	2	2 DSTV	4			2
Migori	<i>Baseline</i>	30	Nil	Available	1	Nil	Available					Nil	Low	
	<i>Endline</i>	88 (80 Desktops & 8 Laptops)	6	2	2	5	50	1	2	1 DSTV	1			2
Asumbi	<i>Baseline</i>	25	1	Available	1	Nil	Available	1	1	2	1	Nil	Low	
	<i>Endline</i>	30 (25 desktops & 5Laptops)	2	2	1		17	1	1	1 DSTV	3			3
Bondo	<i>Baseline</i>	20	2	Available	1	Nil	40						Low	
	<i>Endline</i>	43 (40 desktops & 3 laptops)	5	1	1		40	1	2	1 DSTV	4			3
Kericho	<i>Baseline</i>	40 desk tops &	2	Available	1	Nil	Nil					Nil	Low	
	<i>Endline</i>	4 (3 Desktops & 1 laptop)	2	1	1	1		1	1	1 DSTV	1			0

TTC		Computer Systems	Printers	Software	Computer Lab	Internet connectivity	Surge protector	Scanner	Video/digital camera	TV set	LCD projector	Networking	ICT usage and integration in the syllabus	Photocopier
Narok	<i>Baseline</i>	40	1		1	Available							Low	
	<i>Endline</i>	18 (14 desktops & 4 laptops)	2	1	1		1		1	0	1			1
Mosoriot	<i>Baseline</i>	40	4	Available	1	Nil	40	1	1		1		Low	
	<i>Endline</i>													
Tambach	<i>Baseline</i>	43	2	Available	1	Nil	Available	2			1		Low	
	<i>Endline</i>	77 (70 desktops & 7 laptops)	7	1	2	Available	20	3	2	1 DSTV	3			2
Moi Baringo	<i>Baseline</i>	40	2	Available	1		Available	2			0	Nil	Low	
	<i>Endline</i>	77 (70 Desktops & 7 laptops)	2	Available	2		30	2	3	0	3			2
Shanzu	<i>Baseline</i>	30	2	Available	2	Nil	Available						Low	
	<i>Endline</i>	66 (40 desktops & 22 laptops)	6		2	2	2	2	2	1 DSTV	1			1
Thogoto	<i>Baseline</i>	61	4	Available	2	Telkom wireless							Low	
	<i>Endline</i>	48 (46 desktops & 2 Laptops)	10	1	2	Available	1	1	1	1 DSTV	3			2
Meru	<i>Baseline</i>	60	1	Available		Nil							Low	
	<i>Endline</i>	60 desktops	1	Available	1	Nil	1	0	2		1			0
Kigari	<i>Baseline</i>	83	7	Available	3	Nil					1	Nil	Low	
	<i>Endline</i>	70 (67 desktops & 3 laptops)	3	Available	3	1	4	1		1 DSTV	2			1

TTC		Computer Systems	Printers	Software	Computer Lab	Internet connectivity	Surge protector	Scanner	Video/digital camera	TV set	LCD projector	Networking	ICT usage and integration in the syllabus	Photocopier
Egoji	<i>Baseline</i>	40	6		3	Available		3					Low	
	<i>Endline</i>	53 (51 Desktops & 2 Laptops)	4	3	3	Available	2	2	2	2 DSTV	4			
Machakos	<i>Baseline</i>	34	1	Available	2	Nil							Nil	
	<i>Endline</i>													
Kamwenja	<i>Baseline</i>	40	1	Available	2	Available							Limited	
	<i>Endline</i>	27 (25 desktops & 2 Laptops)	8	3	2	2	15	4	1	1 DSTV	3			2
Garissa	<i>Baseline</i>	10	2	Available		Nil						Nil	Low	
	<i>Endline</i>	59 (37 desktops & 22 laptops)	2	Available	1	Available	20		2		1			
Kibabii	<i>Baseline</i>													
	<i>Endline</i>	105 (87 Desktops & 18 Laptops)	6		1		40	3		2 DSTV	3			2

ANNEX E:TEPD COMPLIANCE

	TEPD Compliance Testing Questions for PTTCs	Tambach	Notes	Eregi	Notes	Mosoriot	Notes	Kaimosi	Notes	Bondo	Notes	Asumbi	Notes
Demo 1	How many administrators are there working at this PTTC?	4		5	4 plus finance	4		4		4		4	plus finance
Demo 2	How many student trainees study here?	1019	509 m, 510 f	1088	541 m, 547 f	1019	506 m 513 f	112 4		576		97 0	
Demo 3	And how many are on the Board of Governors?	24		14		13		14		50		13	now dissolved
1	Have you received the Multigrade and Large Class Teaching manual from TEPD and if so how many have you received?	20	to the library	1	one in the PDC	no			in the library	no		25	about 20-30
2	Have you received a Gender and Gender Mainstreaming in Education manual from TEPD and if so how many have you received?	2	from MOE w/ no TEPD input	1	in library	no	we have only the 2007 one from MOE	?		7	from the MOE in 2007 only, in each dept.	40	about

	TEPD Compliance Testing Questions for PTTCs	Tambach	Notes	Eregi	Notes	Mosoriot	Notes	Kaimosi	Notes	Bondo	Notes	Asumbi	Notes
3	How many or about what percentage of the Master Trainers re using the gender manual?	2	cascade d to 10 more	0	no manual from TEPD	not sure	they discuss with the gender coordinator	?		all		10	augmen ted by other material s
4	How many or about what percentage of the tutors re using the gender manual?	10		0	no manual from TEPD	10%		?		36		40	via MOE ESSP
5	How many tutors are employed at this PTTC?	72		67		71		69		36		54	
6	How many Master Trainers are at this PTTC?	11		9		5		7		8		10	
6.1	How many Departments are there in this PTTC?	8		7		8	7 plus guidance	8	7 plus financ e	7		7	6 recogniz ed by MOE plus TP

	TEPD Compliance Testing Questions for PTTCs	Tambach	Notes	Eregi	Notes	Mosoriot	Notes	Kaimosi	Notes	Bondo	Notes	Asumbi	Notes
7	How many of the green CD-ROMs called Teacher Education and Professional Development INSET materials did your PTTC receive from TEPD in Sept '09?	70	in library, Dean also loans out copies	89		80		100	don't know but estimate about	40		60	
8	How many or about what percentage of the Master Trainers are using it?	5		0		0		1		1	? Only one they know of and not much use	2	the ICT people got it the rest got it late in 2012
9	How many or about what percentage of the tutors (lecturers) are using it?	15		0		0		?		?	At least half the tutors have laptops, may use it...	4%	

	TEPD Compliance Testing Questions for PTTCs	Tambach	Notes	Eregi	Notes	Mosoriot	Notes	Kaimosi	Notes	Bondo	Notes	Asumbi	Notes
10	How many Tutor Induction Course manuals did your PTTC receive from TEPD?	140	70 module 1 and 70 module 2	140	70 of each of the 2 modules	71		75		72		108	54 Mod 1, 54 Mod 2
11	From 2009 to 2011 how many or about what percentage of the PTTC tutors completed Tutor Induction Course training?	95%		82%	about 55 tutors	71		75		36	2 by direct, 34 by cascade	54	
12	From June 2011 to June 2012, how many or about what percentage of the PTTC tutors were trained in the Tutor Induction Course?	95%		82%	about 55 tutors	71		75			they recall the content at Kakmenga as mentoring/guidance	54	

	TEPD Compliance Testing Questions for PTTCs	Tambach	Notes	Eregi	Notes	Mosoriot	Notes	Kaimosi	Notes	Bondo	Notes	Asumbi	Notes
13	How do you use the Tutor Induction Course when you train with it?		see long notes		HODs ad hoc		HOD inducts		HOD		HODs use only module 1 and the inset disc, no module 2		HODs
14	Do you have a PDC at this college?	1	launched Sept. 2011	1	yes	1	virtual no room allocated	1	Very developed	1	now they have a room	1	we have a room for it
15	Do you have a Teaching Practice Harmonized Assessment Tool from TEPD?	1	yes	1	yes	1	yes	1	yes	1		1	

	TEPD Compliance Testing Questions for PTTCs	Iambach	Notes	Eregi	Notes	Mosoriot	Notes	Kaimosi	Notes	Bondo	Notes	Asumbi	Notes
16	Was at least 1 TP director or Educaiton Manager trained by TEPD in improved Teaching Practice?	1	Mr. Ali	1		1	three times 2 at KIE, 1 Kakamega	1		1		1	
17	How many Head Teachers and Teachers in your TP schools have been trained through the TEPD project to support improved TP?	99		108	36 x 3	99		72	27 sch., 1 day each HT, ST, Coop T.	120		99	each for a day, plus 54 tutors also trained
18	How many ICT modules did your PTTC receive from TEPD in ~ 2009-2010?	5	modules - small CFSK booklet	1	during Phase 1	20	HODs, HOS were trainees, unable to cascade this	0	Only as part of the T.I.C.	1	CfSK prepared notes	1	still using it

	TEPD Compliance Testing Questions for PTTCs	Iambach	Notes	Eregi	Notes	Mosoriot	Notes	Kaimosi	Notes	Bondo	Notes	Asumbi	Notes
19	How many or about what percentage of the PTTC staff at the Administrator level were trained in use of ICT in or around 2008-2010?	4		0		4		10	All 4 admin, 7 HOD, exam, Finance, TP	1	predecessor went to Mom basa training	2	Principal and Dean of Curric.
20	How many or about what percentage of the PTTC staff at the Tutor / Lecturer level were trained in use of ICT in or around 2008-2010?	2	in maintenance and repair	19	28.40%	21	about 30%, HOD & HOS targeted	75	Cascade plus AED	1	direct in Mom basa, all others cascaded	5	5 have their own laptops, all by cascade

	TEPD Compliance Testing Questions for PTTCs	Iambach	Notes	Eregi	Notes	Mosoriot	Notes	Kaimosi	Notes	Bondo	Notes	Asumbi	Notes
21	How many or about what percentage of the PTTC staff at the Administrator level were trained in integration of ICT into teaching in or around 2010?	4		0		4		1		0		2 + 2	Prin,,Dean Curric. Plus ICT, Science (2) at Kakamega, 2 hours only on this subj.
22	How many or about what percentage of the PTTC staff at the Tutor / Lecturer level were trained in integration of ICT into teaching in or around 2010?	72		0		21	about 30%, HOD (8) & HOS (13) targeted	3		0		all	by cascade with only 2 hours on ICT integration as above

	TEPD Compliance Testing Questions for PTTCs	Tambach	Notes	Eregi	Notes	Mosoriot	Notes	Kaimosi	Notes	Bondo	Notes	Asumbi	Notes
23	About how many tutors that completed the ICT training are actively integrating the ICT skills and knowledge acquired in the training in their teaching?	12	overall, out of 72	4		50%	about 10 of the 21	40 %		94%		20	few due to lack of resources
24	From 2010 to 2012 how many In-service Teachers / College Tutors / Educational Managers were trained in ICT/ACE activities?	0		0		no		0		0		0	
25	Was the principal trained in 2010 or 2011 in ICT/ACE?	4		0		no		0		0		0	
26	How can you tell if the students in TP schools have improved learning outcomes as a result of the TEPD program?	yes	yes for trainees , no for children	yes	exams - TP esp.	yes	What HT, reg. T, trainees say	yes	we see them preparing and using	0			We assess change in behavior, get reports, few discipline cases

	TEPD Compliance Testing Questions for PTTCs	Tambach	Notes	Eregi	Notes	Mosoriot	Notes	Kaimosi	Notes	Bondo	Notes	Asumbi	Notes
27	How many HIV/AIDS manuals did you receive from TEPD?	75		70		1	possibly misunderstood question?	75		40		60	approx.
28	How many or about what percentage of the PTTC staff and Board of Governors were trained in HIV/AIDS life skills?	85%		75.6%	65 people: 1 BOG, 4 admin, 60 tutors	85%	all the tutors, no BOG (?)	4	1 BOG included	40	2 MT, 36 others and 2 BOG	60	all tutors plus non-teaching staff
29	In 2012, how many Master Trainers, trainee peer educators, and Youth Friendly Center managers trained in HIV/AIDS life skills?	127	4 HIV master trainers, 3 YFC managers, and 120 "trainee peer educators"	8	2 M. Trainers, 4 YFC, 2 peer	57	7 MT & YFC, 50 peers 1st yr.	67	1 MT, 65 peers, 1 YFC	31	3 direct and 28 peers (14m, 14f)	33	3 plus 30 peers

	TEPD Compliance Testing Questions for PTTCs	Tambach	Notes	Eregi	Notes	Mosoriot	Notes	Kaimosi	Notes	Bondo	Notes	Asumbi	Notes
30	Since 2007, how many or about what percentage of student trainees were reached with HIV/AIDS life skills training?	65	"peer supporters"	2500	all first year students	100%		100%	all 1st year	1000		850	in 2010
31	About what percentage of the tutors who complete HIV/AIDS life skills training are actually integrating into their teaching the HIV/AIDS life skills and knowledge acquired through the training?	7	all 7 trained by TEPD, plus all 72 by the MOE syllabus	8	100% of those trained	70%		67		100%		54	all
32	Since 2008 how many or about what percentage of tutors were reached with Refresher Training in HIV/AIDS life skills?	70		100%		2		100%		100%		50	

	TEPD Compliance Testing Questions for PTTCs	Tambach	Notes	Eregi	Notes	Mosoriot	Notes	Kaimosi	Notes	Bondo	Notes	Asumbi	Notes
33	Have you had an HIV/AIDS Community Health Day here? If so please estimate the number of people reached? How do you know?	1500	1000 trainees, 250 nearby school, 120 other PTTCs, 130 community members	3000		1350		3000		>1000		4504	
34	In 2011 and 2012 did you have a Youth Friendly Center here for HIV/AIDS education?	-	not yet, but one has been proposed to FHI	no		no	a room is there but no funds or activity	yes	in the student center	no		no	

	TEPD Compliance Testing Questions for PTTCs	Iambach	Notes	Eregi	Notes	Mosoriot	Notes	Kaimosi	Notes	Bondo	Notes	Asumbi	Notes
35	In 2011 and 2012 did you have an HIV/AIDS Voluntary Counseling and Testing center here?	yes		yes		yes	a room is set aside in the dispensary	no		yes	not a fixed center but a mobile one with 3 trained	yes	
36	How many or about what percentage of the Tutors have been trained by TEPD on HIV Counselling and Testing?	2	HTC	4.5 %		3	1 tutor. 2 non-teaching	4	1 tutor, 2 nurses, 1 lab asst.	3		4	2 + 2 non teaching

ANNEX F: COMPLIANCE FOR ACCOUNTABILITY CORRELATION OF PROGRAM DESCRIPTIONS & WORK PLANS

Phase 1 and 2 Program Descriptions		Work Plan – 08/15/2008 - Year 2	Work Plan – 07/30/2010 - Year 4 (Ph2)
Ph1	<p>A. Teacher Competence Framework</p> <ul style="list-style-type: none"> - A set of performance standards will be created that builds on the recently revised primary teacher education curriculum. The aim of the Teacher Competency Framework is to create a linkage between pre- and in-service training through unified, measurable performance standards for teachers... to create a linkage between pre- and in-service training through unified, measurable performance standards for teachers. 	<p>Note: Year 1 work plan provided as part of 3-year plan in 1st proposal</p> <ul style="list-style-type: none"> - finalize analysis of the data collected from field tests of the TCF - work with the MOE on developing tools to measure implementation of the standards during year 2 including the likely development of indicators 	<p>Note: Year 3 work plan not provided</p> <ul style="list-style-type: none"> - 1. A Integrate ICT competencies work that has just started with GESI and MOE into TCF SUGGESTION: Work with MOE and MOE’s ICT in education partners who are developing ICT teacher competencies to integrate them with the TCF. - 1.B Develop performance indicators
Ph2	<p>A. TCF</p> <ul style="list-style-type: none"> - Utilize the Teacher Competency Framework to raise standards and improve quality of both pre-and in-service teachers. - develop measurable performance indicators in order to operationalize the use of the TCF. 		

Phase 1 and 2 Program Descriptions		Work Plan – 08/15/2008 - Year 2	Work Plan – 07/30/2010 - Year 4 (Ph2)
Ph1	<p>B. Capacity of PTTCs through materials development and training</p> <ul style="list-style-type: none"> - B1. Capacity - B2. Instructional methods and content - B2a. Improved instructional practices in all disciplines using existing in-service materials for child- centered methods - B2c. Improved methods and strategies for addressing specific classroom challenges in North Eastern and Coast Provinces, including multi-grade, large-class, and multi-shift classroom situations. - B2c. Relevant methods and strategies used to address emerging issues, such as HIV/AIDS, lifeskills, gender-sensitive teaching methods and counseling, and support for OVC 	<ul style="list-style-type: none"> - developing training modules and new materials in three difference areas – multi grade instruction, large class instruction and multi shift management. - work with mixed Task teams from the MOE, KIE, PTTCs and schools - forge co-funding arrangements with the MOE and other donors working towards similar KESSP objectives - field test the multi grade module and materials at the Garissa PTTC and associated practice schools, field test the large class materials at Shanzu PTTC and associated practice teaching schools - assemble the best of existing gender materials for use in the PTTCs 	
Ph2	<p>B. Materials:</p> <ul style="list-style-type: none"> - use/adapt existing materials developed in Phase I to reflect the feedback from users of the materials. Phase II of the - program will involve incorporating these materials into Module 2 of the Tutor Induction Program. 		<ul style="list-style-type: none"> - 2.A Finalize MGLC and Gender manual - 2.B Print and Disseminate MGLC manual - 2.C Integrate MGLC manual into Module 2 and train on MGLC topic through the induction program - 2.D Collaborate with EMACK

Phase 1 and 2 Program Descriptions		Work Plan – 08/15/2008 - Year 2	Work Plan – 07/30/2010 - Year 4 (Ph2)
Ph1	C. Improved skills for tutors through a national tutor induction and training program: Tutors at all 20 PTTCs improve their skills in adult training methods, content knowledge and pedagogy.	- design the induction and training program and develop training materials	- 3.A Finalize Module 2 for the induction course - 3.B Module 2 Induction Training - 3. C Establish PDC, Mentoring and Coaching
Ph2	C. TIC - Develop and deliver the second module of TIC to all 1,200 Tutors by the existing cadre of National Trainers who train the Master Trainers at the regional colleges. - Master Trainers will form the basis of a PDC at each College - support practice teaching at three primary schools near each PTTC. - work with the KISE (Kenya Institute for Special Education). Selected staff from KISE helped develop the content on special needs included in module 2. - TEPD will work with KESI and KIE to ensure that any curriculum that is being reviewed incorporates TEPD ideas.		- Master Trainers will form the basis of a PDC at each College. TEPD will also provide these centers with reference and training materials. The TEPD team will work directly with KESI on the development of the PDCs. - 3.D Develop improved model for Teaching Practice including Model Classrooms

Phase 1 and 2 Program Descriptions		Work Plan – 08/15/2008 - Year 2	Work Plan – 07/30/2010 - Year 4 (Ph2)
Ph1	<p>D. Instructional Delivery. PTTCs and TACs use ICT for pre-service and in-service teacher education.</p> <ul style="list-style-type: none"> - Computer labs and cybercafés at Shanzu and Garissa PTTCs. - TAC centers and cluster center schools. - Small and Mobile Schools. 	<ul style="list-style-type: none"> - sensitize and train PTTC principals and identify required training courses and target trainees for all 20 colleges - roll out a sustainable method for supporting computer labs at PTTCs, beginning with Shanzu and Garissa with the help of a Geek Corps Volunteer. The strategy will likely involve designing a business plan for each college that will aim at creating enough income (by setting up a cyber café or some other income generating approach) to generate funds for supporting internet connection and funding for repairs of equipment. - work closely with CFSK in adapting their leasing model for schools (mostly high schools) to extend to PTTCs and involve the provision of equipment beyond just refurbished computers (printers, DVD cameras and players etc) 	<ul style="list-style-type: none"> - 4.A Coordinate ACE Partnership - 4.B Select 23 ACE Schools and Teachers - 4.C Procure equipment for PTTCs, DTTCs & SAGAs - 4.D Design and Deliver an integrated Training and Teaching Support Strategy for ACE - 4.E Deliver already developed Digital Content for math and science to 23 ACE schools - 4.F Develop Policy Dialogue paper on sustaining ICT at PTTCs and facilitate Affinity Group meeting
Ph2	<p>ICT/ACE</p> <ul style="list-style-type: none"> - TEPD will manage a public-private partnership committed to improving the quality of education through effective use of technology ... will manage the training strategy and logistics, work with MOE and KIE to make sure the content is localized and fits the teaching curriculum, procure the equipment, provide follow-up and mentoring support, help evaluate results of integrating use of technology in classroom teaching. 		

Phase 1 and 2 Program Descriptions	Work Plan – 08/15/2008 - Year 2	Work Plan – 07/30/2010 - Year 4 (Ph2)
<p>Improve School Governance and Community Support</p> <ul style="list-style-type: none"> - School management and governance structures support improved quality of teaching and learning in schools. - Community-School Partnerships. Partnerships between schools and businesses, faith-based organizations, and local NGOs create community ownership of school improvement programs. 		
<p>Expected Impact and Sustainability</p> <ul style="list-style-type: none"> - Kenya Certificate of Primary Examinations (KCPE) scores from a sample of schools from the 12 clusters targeted by USAID over the life of the project. The SEP project has achieved a 1.7% increase in KCPE test scores; we project that our project will achieve at least a 3% improvement in test scores in targeted schools by the end of the project. 		

Phase 1 and 2 Program Descriptions	Work Plan – 08/15/2008 - Year 2	Work Plan – 07/30/2010 - Year 4 (Ph2)
<p>Ph1</p> <p>NOTE:</p> <p>No HIV program was included at initial funding Phase 1. With the addition of \$400K in PEPFAR funds (mid 2007) a component was developed. Evaluators were not provided any separate agreement for that funding. A description of HIV/AIDS activities can be found in the 2008 workplan (Year 2). That information is provided at right:</p>	<ul style="list-style-type: none"> - Donna Kay LeCzel assisted a task team of HIV/AIDS and education experts in developing two main activities for the additional funds (\$400,000) in PEPFAR funds. The first activity involved designing a Community Health Day activity at each of the colleges. - In year 2, the program will implement a community health day at two colleges and invite representatives from all 20 colleges to attend. The CHD involves a series of activities that will culminate in a day event intended to bringing in a full range of local non-government and community based organizations (NGOs and CBOs) along with appropriate Ministry of Education organizations such as the AIDS Control Units of the Teachers Service Commission and the Kenya Institute of Education, and Ministry of Health representatives. - Local communities and nearby primary schools will be included in the planning 	<ul style="list-style-type: none"> - 5.A Finalize Training Manual to be used by Master Trainers and Tutors - 5.B Provide training for 1,280 Tutors - 5.C Provide support for Tutors, enable them to guide Teacher Trainees integrating HIV/AIDS into teaching and learning - 5.D Implement CHD events at 19 PTTCs and 2 DTTCs (11 per year) - 5.E Tutor Capacity in Advocacy to Assist Implement Say No to Stigma Campaign - 5.F Establish Youth Friendly Centres (14) - 5.G Train Personnel in Basic Skills to Manage VCT Services (56 pers, 2-3 per TTC) - 5.H Establish & Support VCTs (in 14 TTC) - 5.I Conduct M&E Activities

Phase 1 and 2 Program Descriptions		Work Plan – 08/15/2008 - Year 2	Work Plan – 07/30/2010 - Year 4 (Ph2)
Ph2	HIV/AIDS <ul style="list-style-type: none"> - Skills based training to all Tutors & Teacher Trainees and to build capacity of PTTCs to support college based HIV/AIDS activities - Training college Tutors to effectively integrate HIV/AIDS topics - Indirectly training primary Teacher Trainees to integrate - Behavior change sensitization for the Teacher Trainees - Life skills education training - Community Health Day - Say No to Stigma” campaign 21 TTCs - Establish VCTs at 14 colleges - Youth Friendly Centers in 14 colleges. 	and implementation of the CHD. <ul style="list-style-type: none"> - TEPD identified a partner who has done similar work in schools. TEPD developed a SOW for Center for British Teachers (CfBT) Education Trust to adapt their training for in school teachers - CfBT’s work in year 2 will be to conduct a needs assessment in a sample of six colleges in order to adapt materials to the needs of lecturers. The revised materials will then be used to train trainers in all 20 colleges. The MOE will then support TOTs to deliver training in all 20 colleges. 	

TEPD PHASE 2 - PROGRAM DESCRIPTION – May 2010			
<p>“The expansion of the TEPD program is justified by the significant achievements across all five elements of Phase I.”</p> <p>TEPD II Objective. The TEPD program will continue to support USAID’s objective of providing access to quality basic education to children from marginalized communities. More specifically, Phase II of the TEPD program will aim to improve the quality of instruction at the PTTCs so that Teacher Trainees can be better prepared to face the realities of classrooms in marginalized communities in Kenya.</p> <p>Revised Program Elements. The TEPD team is proposing to keep the program’s five elements but update the language in each of the elements to reflect the more ambitious objectives for the additional two years - June 2010 to May 2012.</p> <p>“CHANGES IN STRATEGY” - Strengthen capacity of Master Trainers / Regional approach to TTC ownership / Sharing best practices systematically / Sustaining innovations (establish PDCs)</p>			
			No-Cost Extension Year 6 for Core Activities, + \$900K New PEPFAR funding
	Phase 2 Yrs-4-5 Program Description and Extension Year Description	Work Plan – 08/03/2011 - Year 5	Work Plan – 8/02/2012 - Year 6
Yrs. 4-5	<p>TCF:</p> <ul style="list-style-type: none"> - Utilize the Teacher Competency Framework to raise standards and improve quality of both pre-and in-service teachers. - Develop measurable performance indicators in order to operationalize the use of the TCF. 	<ul style="list-style-type: none"> - TEPD will finalize the development of TCF document and associated tools. - analyze the remaining TCF data through a task team workshop. - international consultant will use recommendations of TCF field reports to refine TCF, develop TCF sample tools for Pre-service, In-service, Curriculum, and Quality Assurance among others to guide 	<ul style="list-style-type: none"> - TEPD will work with MOE colleagues to review the ICT competencies, develop sample indicators and develop additional tools to complete the development process. The process will provide direction for the MOE to develop subject-level competencies. The document will be part of the package to be submitted to the MOE. Once the TCF is finalized, it will be printed and distributed. Senior MOE and

	Phase 2 Yrs-4-5 Program Description and Extension Year Description	Work Plan – 08/03/2011 - Year 5	Work Plan – 8/02/2012 - Year 6
Ext. Yr.	<p>TCF</p> <p>Work with MOE colleagues to review the ICT competencies, develop sample indicators and develop additional tools to complete the development process.</p>	<p>utility of TCF with Performance Descriptors and provide suggestions for a way forward.</p> <ul style="list-style-type: none"> - national consultant will take lead in the sensitization of education managers and will submit a completed and comprehensive TCF document and related tools to MOE. The consultant will further develop TCF policy paper with the TEPD team. - Once the final draft of the TCF is approved by MOE, the consultants working closely with TEPD, will sensitize/train education managers on the application of the TCF using the tools. The local consultant will also initiate policy dialogue and point out policy related issues with suggestions for the way forward. 	<p>SAGAs officials will also be trained on utilization of TCF.</p>
Yrs. 4-5	<p>Materials:</p> <ul style="list-style-type: none"> - Use/adapt existing materials developed in Phase I to reflect the feedback from users of the materials. Phase II of the - Program will involve incorporating these materials into Module 2 of the Tutor Induction Program. 	<ul style="list-style-type: none"> - The multi-grade and large class module is at final stage to be printed. Printing of the first 2000 copies will be undertaken by TEPD program and printed copies will be entirely distributed to colleges. - The INSET Unit through the TAC tutors will conduct training on use of the 	<ul style="list-style-type: none"> - The Multi Grade and Large Class (MGLC) module was finalized in the last quarter of year 5 and will be printed (2000) copies and distributed to all PITTCs and also to partners such as the USAID-funded EMACK project. A small team will make final improvements in the Large Class section of the MGLC teacher training

	Phase 2 Yrs-4-5 Program Description and Extension Year Description	Work Plan – 08/03/2011 - Year 5	Work Plan – 8/02/2012 - Year 6
Ext. Yr.	<p>Materials</p> <ul style="list-style-type: none"> - (MGLC) module was finalized in the last quarter of year 5 and will be printed (2000) copies and distributed to all PTTCs - supplementary training guide for MGLC - Gender Manual is in the process of being finalized and will be printed and distributed early in year six. 	<p>materials. TEPD is working closely with the INSET Unit and the team of writers to ensure completion of this activity.</p> <ul style="list-style-type: none"> - collaborate with EMACK so that EMACK can train some of their trainers to cascade the same training to the schools and teachers in Coast and North Eastern province - Inset Child –centered materials on CD ROMs have already been distributed to colleges. Gender training manual requires competent editorial work. TEPD will work in close collaboration with the MOE Gender desk 	<p>manual/guide prior to printing. TEPD will print the supplementary training guide which complements the MGLC Module. The Gender Manual is in the process of being finalized and will be printed and distributed early in year six.</p>
Yrs. 4-5	<p>TIC</p> <ul style="list-style-type: none"> - Develop and deliver the second module of TIC to all 1,200 Tutors by the existing cadre of National Trainers who train the Master Trainers at the regional colleges. - Master Trainers will form the basis of a PDC at each College - Support practice teaching at 3 primary schools near each PTTC. - Work with the KISE. Selected staff from KISE helped develop the content on special needs included in module 2. - TEPD will work with KESI and KIE to ensure that any curriculum that is being reviewed incorporates TEPD ideas. 	<ul style="list-style-type: none"> - The master copy/draft of the tutor induction module combining module 1 and module 2 is ready for publishing. - The final version will be shared with Washington DC office for final formatting and design work. The final version will be distributed to colleges. Colleges will use it for the refresher tutor induction course with support of the PDC. - The PDC team will be encouraged to regularly use the module to induct new tutors who come to the college - College administration will be encouraged to identify a team to lead PDC work at the college level. 	<ul style="list-style-type: none"> - Based on discussions with the MOE, it was determined that improvements need to be made to the last two (of ten) units in the Tutor Induction Module. Once the final two units are complete, formatted and edited, 2,000 copies will be printed and distributed. Support for PDC will continue. This will include supporting college-based training and action research, disbursement of the 2nd and 3rd milestone to all the 21 colleges, and enhancing capacity of college tutors/PDC teams to conduct action research and utilization of results (including data analysis). - A hand book to guide PDC teams on PDC management and action research processes and procedures in PTTCs will be

	Phase 2 Yrs-4-5 Program Description and Extension Year Description	Work Plan – 08/03/2011 - Year 5	Work Plan – 8/02/2012 - Year 6
		<ul style="list-style-type: none"> - TEPD also plans to partner with KIE in developing a TP guide/handbook. - A three day refresher induction courses will be organized at the college level for all tutors. The course will focus on how to sustain tutor support at college level perhaps through the PDC system. 	
Yrs. 4-5	ICT/ACE <ul style="list-style-type: none"> - TEPD will manage a public-private partnership committed to improving the quality of education through effective use of technology ... will manage the training strategy and logistics, work with MOE and KIE to make sure the content is localized and fits the teaching curriculum, procure the equipment, provide follow-up and mentoring support, help evaluate results of integrating use of technology in classroom teaching. 	<ul style="list-style-type: none"> - Continue to manage a public-private partnership committed to improving the quality of education through the effective use of technology. In addition to procuring the equipment, TEPD will provide follow-up and mentoring support to educators, complement the Tafakari materials by developing a series of topic specific learning projects that are aligned with areas of the syllabus, and evaluate the results - Teachers and students shall be empowered to develop and implement sustainability plans to manage the technology programs in their schools. Interested Students from 	<ul style="list-style-type: none"> - TEPD will continue to manage the ACE partnership and implement the initiative. Partner meetings are held on a monthly basis to discuss and organize activities. ACE coordinates and participates in the meetings, and is responsible for the minutes and coordinating follow-up actions. - ACE is also putting processes in place for the sustainability and maintenance of the equipment. These processes include support teams, manuals, agreements and trainings. College ICT tutors, the district education office and other regional

	Phase 2 Yrs-4-5 Program Description and Extension Year Description	Work Plan – 08/03/2011 - Year 5	Work Plan – 8/02/2012 - Year 6
Ext. Yr.	ICT/ACE <ul style="list-style-type: none"> - TEPD will continue to manage the ACE partnership and implement the initiative. - sustainability and maintenance of the equipment: processes include support teams, manuals, agreements and trainings. - workshops for developing and integrating ICT in education resources for teachers to use in teaching and learning. - workshop to create lesson plans that use technology to teach topics in mathematics, science and HIV/AIDS. 	<p>all classes shall be encouraged to join Student Support Technician Clubs (SSTC) to support usage and promote interest of technology at their schools.</p> <ul style="list-style-type: none"> - utilize the last term of 2011 to help both teachers and students begin to use the new technology in teaching and learning so that they are more comfortable and better prepared for more formal learning program we will introduce in the first semester of 2012 - A core ACE activity is designing the computer systems that will be established in each school. A total cost of ownership approach was used to both optimize immediate project costs and lower on-going support and maintenance cost - The equipment is expected to be installed in schools by September - Most of the work involves direct support to teachers in their respective stations in the use of ICT in education, the ICT Specialist and ICT Field Coordinator will be spending most of their time in ACE regions at the schools - The ACE partners are expected to provide support to the teachers to build confidence to comfortably use ICT in the delivery of the curriculum. TPEd plans to encourage the regional District ACE teams to co-opt the local public and private sectors, 	<p>technical champions form the Regional Technical Support Teams. The four district education offices (Garissa, Mombasa, Tetu and Kilifi) have each signed a three-year service level agreement (SLA) with TechBiz, who has the contract for the ACE technical solution.</p> <ul style="list-style-type: none"> - Two resources are being created as resources for the schools, 1) the ACE Equipment Sustainability Toolkit and 2) the ACE Equipment Handbook - TEPD will continue to work with the MOE to support a regional support team approach (to include TAC Tutors) to build school-level capacity for ongoing teacher support. The regional teams will work with the schools to develop sustainability plans - ACE will organize workshops for developing and integrating ICT in education resources, two workshops per region during August and December holidays will be conducted - A workshop will be held to develop test bank items for the second round of student testing for ACE. - ACE uses an integrated framework made up of a combination of surveys, interviews and observations to examine changes in the schools. These contextual evaluation tools looking at changes and effects of introducing technology at the regional,

	Phase 2 Yrs-4-5 Program Description and Extension Year Description	Work Plan – 08/03/2011 - Year 5	Work Plan – 8/02/2012 - Year 6
		<p>community and parents in the implementation of ACE activities in schools. ACE will continue working with other USAID funded programs in the respective regions in areas of common interest, synergy and collaboration e.g. EMACK in Coast and North Eastern and G-Youth in Garissa.</p>	<p>school, principal, teacher and learner levels have been developed and used to conduct a baseline assessment in March 2011.</p>
<p>Yrs. 4-5</p>	<p>HIV/AIDS</p> <ul style="list-style-type: none"> - Skills based training to all Tutors & Teacher Trainees and to build capacity of PTTCs to support college based HIV/AIDS activities - Training college Tutors to effectively integrate HIV/AIDS topics - Indirectly training primary Teacher Trainees to integrate - Behavior change sensitization for the Teacher Trainees - Life skills education training - Community Health Day - Say No to Stigma” campaign in 21 	<ul style="list-style-type: none"> - integration of HIV and AIDS prevention awareness into lessons and materials - technical monitoring visits by experienced and skilled Lead Trainers to mentor and coach HIV and AIDS Coordinators - conduct refresher training to all Tutors with focus on integration - Development and production of HIV and AIDS training manual & various integration IEC materials will be facilitated as part of the integration process - conduct a rigorous post training evaluation of the integration training - establish and equip two model Youth Friendly (YFC) centers (Egoji and Eregi) - ensure that the YFCs are registered as HTC centers and receive adequate kits and 	<ul style="list-style-type: none"> - HIV/AIDS Youth Centers - HIV/AIDS prevention Youth Friendly Center (YFC) services including HIV Testing and Counseling Centers (HTC) in TTCs and 1 secondary school - Mainstreaming of Community Health Days (CHDs) - Improved Data capture/Documentation - adapt qualitative tools for gathering data on how HIV/AIDS interventions have been integrated into the colleges - M&E/Policy Mainstreaming Activities: facilitate an ongoing mechanism and process for policy dialogue and policy

	Phase 2 Yrs-4-5 Program Description and Extension Year Description	Work Plan – 08/03/2011 - Year 5	Work Plan – 8/02/2012 - Year 6
	<ul style="list-style-type: none"> colleges - establishing and managing VCTs at 14 colleges - Youth Friendly Centers in 14 colleges. 	<ul style="list-style-type: none"> necessary supervision by the District AIDS Coordinators in the various Districts. - support in the implementation of Community Health Day Outreach Events - Capacity building for colleges on stigma reduction advocacy campaign - Monitoring and evaluation as well as strengthening networking, linkages and partnerships - HIV&AIDS Coordinators will be trained to be able to provide effective leadership in data collection, utilization and reporting - M&E Tools to assess impact and effectiveness of HIV&AIDS integration into classroom instruction will be developed 	<ul style="list-style-type: none"> formation to improve teacher education - internal summative evaluation will be undertaken in January-February 2013 to inform on the extent to which TEPD has achieved its specified objectives.
Ext. Yr.	<p>HIV</p> <ul style="list-style-type: none"> - printing of the Training Manual. - remaining three colleges will implement their CHDD/W - “Say NO to HIV/AIDS Stigma” 		

ANNEX G SUBJECTS REACHED

Mombasa

	ORGANIZATION	NAME	POSITION	CONTACT
1	Mombasa County Education Office	Lawrence Kaburu	County Quality Assurance and Standards Officer	0723 955 960, kaburu.lawrence@yahoo.com
2	Mombasa County Education Office	Khamia Sheebau	Dep. County Quality Assurance and Standards Officer	0720 933 611
3	FHI360 - Mombasa	Stephen Kahara	TEPD and ACE Coordinator	0721 980 264
4	Kibarani School for the Deaf	Alphonse Joha	Grade 6 math teacher	0710 151 149
5	Kibarani School for the Deaf	Ben Kafana	Head, Board of Governors	0712 922 648
6	Kibarani School for the Deaf	Eric S. Muramba	Head Teacher	0733 902 850
7	Kibarani School for the Deaf	Benjamin N. Mae/Rimba Washe	CT Coordinators	0723 733 807 / 0729 265 154
8	Kilifi County Education Office	Simon Mayande	Deputy DEO	0714 214 544
9	Kilifi County Ed. Off.	Mwasaru Mwashengwa	DEO Kilifi	0721 459 268
10	Kilifi County Ed. Off.	Ole Keis	County Education Director	0722 657 986
11	Kisauni Primary School	Esther Ntombi	ICT (ACE) Coordinator, Grade 6 Science teacher	0734 674 635
12	Kisauni Primary School	Dismus Galiavo	Asst. ICT Coordinator, Std 6 Science teacher	0720 107 502
13	Kisauni Primary School	Janet Kigode	Std 6 Maths teacher	
14	Kisauni Primary School	Victoria K. Ongera	Std 5 Maths teacher	
15	Kisauni Primary School	Rabia Kombo	Std 7 Maths teacher	0711 269 748, rabiakombo@gmail.com
16	Kisauni Primary School	Remmy Wagama	Head Teacher	0726 139 738
17	Mtwapa Primary School	David Mwavita	Head Teacher, (ACE)	0718 891 522
18	Mtwapa Primary School	Elphas M. Pekeshe	ACE Coordinator	0726 139 738
19	Municipal Education Office (Mombasa)	Julius Mwasambu	TAC Tutor, MEO Statistician	0721 946 740, jmwasambu@yahoo.com
20	Municipal Education Office	Francis N. Tsuma	Municipal Education Officer	0720 553 056
21	Shanzu PTTC	Mr. James K. Ziroh	Principal	0722 875 687

	ORGANIZATION	NAME	POSITION	CONTACT
22	Shanzu PTTC	Patrick M. Karibu	ICT Coordinator,	0722 688 950
23	Shanzu PTTC	Willy Muriuki	ACE Program Science Specialist	
24	Shanzu PTTC	Ojwang George Aloys	Head of Education Dept., PDC Coordinator	0713 545 881
25	Shanzu PTTC	Doris Kiuru	Dean of Curriculum	0722 161 639
26	Sparki Primary School	Nthiga Alfred	Head Teacher	0733 590 887
27	Sparki Primary School	Stephen Ambuka	(ACE) ICT Coordinator	0715 763 536 makhukam@yahoo.com
28	Sparki Primary School	Sarah Nyagah	Grade 6 Teacher	0710 317 579
29	Sparki Primary School	Edwin Kirrop	ICT Teacher	0722 699 780
30	TechBiz	Ketan Doshi	Chief Commercial Officer	0722 412 017 ketand@techbizafrika.com
31	TechBiz	Faraj ...	Partner	0722 412 017
32	TechBiz	Purity	Sales Manager	0722 412 017
33	TechBiz	Edwin	ACE Technical Support Officer (Mombasa)	0722 412 017

Garissa

	ORGANIZATION	NAME	POSITION	TEL. CONTACT
1	MoE	Mr Aden Sheikh Abdulahi	County Director of Education	0721 22 99 27
2	MoE	Mr Noor Ibrahim	District Education Officer	0723 49 83 39
3	MoE	Mr Raphael Wakasiaka	District QASO	0722 47 15 20
4	Garissa PTTC	Dr Aden Mukhtar	Principal	0722 50 63 02
5	Garissa PTTC	Mr Muhamood Jama	TTC Tutor	0720 40 24 97
6	Garissa PTTC	Mr Lincoln Ileri	ICT Coordinator	0721 65 90 76
7	Garissa PTTC	Mr Abdulrahman Hamom	HIV AIDS Coordinator	0724 95 97 55
8	Garissa PTTC	Mr Mutia Waema	TP Coordinator	0721 83 44 88
	ACE Primary Schools			
	Iftin Primary School			
9	1	Mr Mohamed Amin	ACE School Head Teacher	0722 40 62 27
10	2	Mr Musa Mohammed	ACE School Teacher	0720 65 80 32
11	3	Mr Adan Mohammed	ICT Coordinator	0720 31 73 32
	Jaribu Primary School			
12	1	Mr Mohammed Gedi Hassan	ACE School Head Teacher	0724 14 35 90
13	2	Mr Gedi Hassan	ACE School Teacher	0728 15 10 10
14	3	Mr Abdi Adan	ICT Coordinator	0720 09 55 57
	Bour Algy Primary Sch.			
15	1	Mr Mohammed Ahmed	ACE School Head Teacher	0721 86 70 70

	ORGANIZATION	NAME	POSITION	TEL. CONTACT
16	2	Mr Ahmed Bare	ACE School Teacher	0721 81 85 29
17	3	Ms Eunice Wanjiku	ICT Coordinator	0710 80 49 47
TP Primary Schools				
Kazuko Primary School				
18	1	Mr Abdi Elmi	TP School Head Teacher	0715 39 32 91
19	2	Ms Saadia Hussein	TP School Teacher	0720 11 69 12
Nasib Primary School				
20	1	Mr Ali Amin Abdi	TP School Head Teacher	0720 70 39 17
21	2	Mr Abdi Elmi	TP School Teacher	0715 39 32 91
Umul-Kheir Primary School				
22	1	Ms Khaira Ahmed	TP School Head Teacher	0721 24 71 15
23	2	Ms Rahma Abdullahi	TP School Teacher	0722 69 75 20

Rift Valley, Western and Nyanza

	ORGANIZATION	NAME	GENDER	POSITION	TEL. CONTACT
1	MoE	Yaphes Magara	Male	DEO- Keiyo North District	0723938677
2	MoE	Luka Chemoiywo	Male	Deputy DEO- Keiyo North District	0726268022
3	TSC	Angela Ouya	Female	TSC County Director- Bungoma	0729 488 495
4	MoE	Bernard Kasiwai	Male	District Staffing Officer- Bungoma Central	0728 780 988
5	TSC	Paul K'okello	Male	TSC County Director- Vihiga	0722 612 133
6	MoE	Obed J. Guto	Male	County QASO - Vihiga	0718 763 635
Tambach PTTC					
7		Mr. Maritim	Male	Principal	0723 023 942
8		Joseph San'g	Male	ICT Coordinator	0736 796 238
9		Jeremiah Tangui	Male	T.P Coordinator	0721 281 805
10		Dorcas Mulamba	Female	HIV AIDS Coordinator	0721 587 846
11		Moses O.Ouko	Male	Dean of Curriculum	0729 055 846
Mosoriot PTTC					
12		Lagat C.N	Male	Principal	0722 300 341
13		Beatrice Bironga	Female	Dean of Students	0726 932 831
14		Ignatius Chisaka	Male	Gender / HIV Coordinator	0720 314 739
15		Luke L. Chebet	Male	PDC Coordinator	0724 224 446
16		Derrick Muttu	Male	Tafakari Coordinator	0721 933 548
17		John C. Milgo	Male	TP Coordinator	0724 115 776
18		Ruth Menjo	Female	ICT Coordinator	0726 165 426
19		Charles Chumbe	Male	Dean of Curriculum	0725 910 695
20		Williter Rop	Female	Deputy Principal	0726 572 561
21		Arogo M.P	Male	Assistant Dean of Curriculum	0714 623 247
22		Rinny Lelei	Male	LRC Coordinator	0722 364 033

	ORGANIZATION	NAME	GENDER	POSITION	TEL. CONTACT
	Kaimosi PTTC				
23		Maryclaire Indire	Female	Principal	0721 315 515
24		Onzere B.M	Male	Deputy Principal	0722 637 668
25		Okello Zachary	Male	Dean of Curriculum	0722 826 636
26		Ashioya A. Irine	Female	PDC Coordinator	0722 450 251
27		Norbert Omogo	Male	YFC Manager	0711 549 122
28		Musoga Judith	Female	Dean of Students	0727 080 302
29		Sulungai Metrine	Female	HOD / Master Trainer	0729 594 074
30		Humphrey Obanda	Male	HOD / Master Trainer	0712 504 313
31		Thomas Kibare	Male	Finance Officer	0722 319 427
32		Daniel Kandawalla	Male	Master Trainer	0721 226 528
33		Engoke Maurice	Male	Gender Master Trainer	0725 832 715
34		Nyanga J. Ameda	Male	TP Director	0720 269 762
35		Kiplimo Ragor	Male	HOD Master Trainer	0727 874 552
36		Salome Ongere	Female	Assistant Dean of students	0723 406 954
37		Odhiambo Judith	Female	HIV AIDS Master Trainer	0727 218 091
	Eregi PTTC				
38		Elizabeth Shamalla	Female	Deputy Principal	0734 756 525
39		Caroline Nabiswa	Female	HIV AIDS Coordinator	0720 326 060
40		Godfrey Okumu	Male	ICT Coordinator	0722 879 055
41		Indasi Aguya	Male	TP Coordinator	0736 487 001
42		Florence Oruta Phd	Female	PDC Coordinator	0724 222 523
43		John Chirile	Male	Dean of Curriculum	0721 839 419
44		Peruce Abuluisse	Female	Dean of Student	0733 496 229
	Bondo PTTC				
45		George F Ochieng	Male	Principal	0737 925 889
46		Joseph O.Muchira	Male	ICT Coordinator	0720 606 301
47		Ogudha David	Male	HIV AIDS Master Trainer	0724 307 474
48		Josiah Rachuonyo	Male	TP Director	0722 113 837
49		Mukoya Lorraine	Female	Dean of Curriculum	0722 565 335
50		George Obindo	Male	Deputy Principal	0714 267 725
51		Alfred J. Ochieng	Male	PDC Coordinator	0724 275 653
	Asumbi PTTC				
52		John N.Nyarorwa	Male	Deputy Principal	0715 424 444
53		Alice B. Opondo	Female	Dean of Curriculum	0729 049 783
54		Elly O. Orinda	Male	Gender Coordinator	0720 871 662
55		Titus Abon'go	Male	HIV AIDS Coordinator	0720 768 638
56		John M. Mathenge	Male	Dean of Students	0721 775 467
57		Tom Mose	Male	ICT Coordinator	0725 808 729
58	FHi360 Western	James Adede	Male	TEPD HIV/AIDS Coordinator	0727 776 813

Central and Nairobi

	ORG.	NAME	GENDER	POSITION	TEL. CONTACT
1	Kagumo	Joseph Ngaroga	Male	Principal	0729 435 952
2	DTTC	Wilson Maringa	Male	HIV AIDS Coordinator	0721 225 546
3		Tabitha Mwaniki	Female	Dep. Dean of Students	0721 606 582
4		John Kiboi	Male	ICT Coordinator	0721 479 289
5	Gaaki Sec.	Gachara J. Miano	Male	Principal	0713 064 083
6	School	Simon K. Kamonde	Male	Dep. Principal	0722 440 025
7		Patrick N. Gatungu	Male	ICT Coordinator	0723 442 990
8	Intel	Suraj Shah	Male	Corporate Affairs Manager- East Africa	0722 412 277
9	Microsoft	Alex Nyingi	Male		0721 755 650
10	MoE	Enos Oyaya	Male	Education Secretary	
11		Hadard Wanjau	Male	DEO Tetu	0722 224 908
12		John Temba	Male	Head ICT for Education	0722 223 490
13		Martin Kungania	Male	Deputy ICT for Education	0724 943 970
14		Kianjuri J.M	Male	Sen. Ass. Dir. Quality Assurance & Stds	0722 364 399
15		Eliud Onyango Owino	Male	Senior Education Officer ACU	0722 568 819
16		Margaret Murage	Female	Senior Dep. Dir. Policy & Partnerships	0722 970 445
17		Leah K Rotich	Female	Dir. Basic Education	0723 644 810
18		Evelyne Owoko	Female	Sen. Ass. Dir. Quality Assurance & Stds.	0722 321 131
19		Christine Muchemi	Female	Ass. Director Quality Assurance & Stds.	0724 483 484
20		Julius Musyoka	Male	Senior Quality Assurance & Stds. Officer	0722 400 228
21		Charles Kanja	Male	Ass. Dir. of Education (INSET)	020 318 581
22		Anne Ekumbo	Female	Ass. Dir. of Educ. Primary Teacher Educ.	0733 779 214
23		Musyoka Nyamai	Male	Senior Ass. Dir. INSET	0716 224 225
24	Onesmus Kiminza	Male	Senior Dep. Director	0723 872 548	
25	MoHE	Eunice Keta	Female	Directorate of Tech Education	0721 577 693
26		Josephine Waudu	Female	Research and Development	0722 459 528
27	KEMI	Gideon Opem	Male	Ass. Dir. Training	0714 870 953
28	KIE	Francis Njagi	Male	Dep. Director Basic Education	0726 746 030
29		Mical Otieno	Female	Ass. Dir. Applied Sciences	0720 481 130
30		Samuel Nyaga Jesse	Male	Ass. Dir. E- learning	0721 678 027
31		Reuben Nthamburi	Male	Senior Ass. Dir. E-learning	0723 269 703
32	NIIC	Barnabas San'g	Male	Manager	0722 241 031
33	VVOB	Paul Van Otten	Male	ICT Integration Program Coordinator	0722 986 275
34	TSC	Justus Ndumbi	Male	Assistant Director	0722 637 501
35		Hilary Lukhafwi	Male	Deputy Director	0722 687 626
36		Vitalis Juma	Male	Dep. Dir. Teacher Mgmt. Primary	0722 227 566
37	FHI360	Charles Juma	Male	FHI Senior TEPD ACE Coordinator	0722 518 966

ANNEX H: KEY INFORMANTS

Organizations / Category	Number
Ministry of Education (MOE)	31
SAGAs	6
Teachers' Service Commission (TSC)	5
TTC Staff	65
Primary and Secondary School Staff	34
GDA Partners	6
Sub-contractors	3
Others (VVOB)	1
TOTAL	151

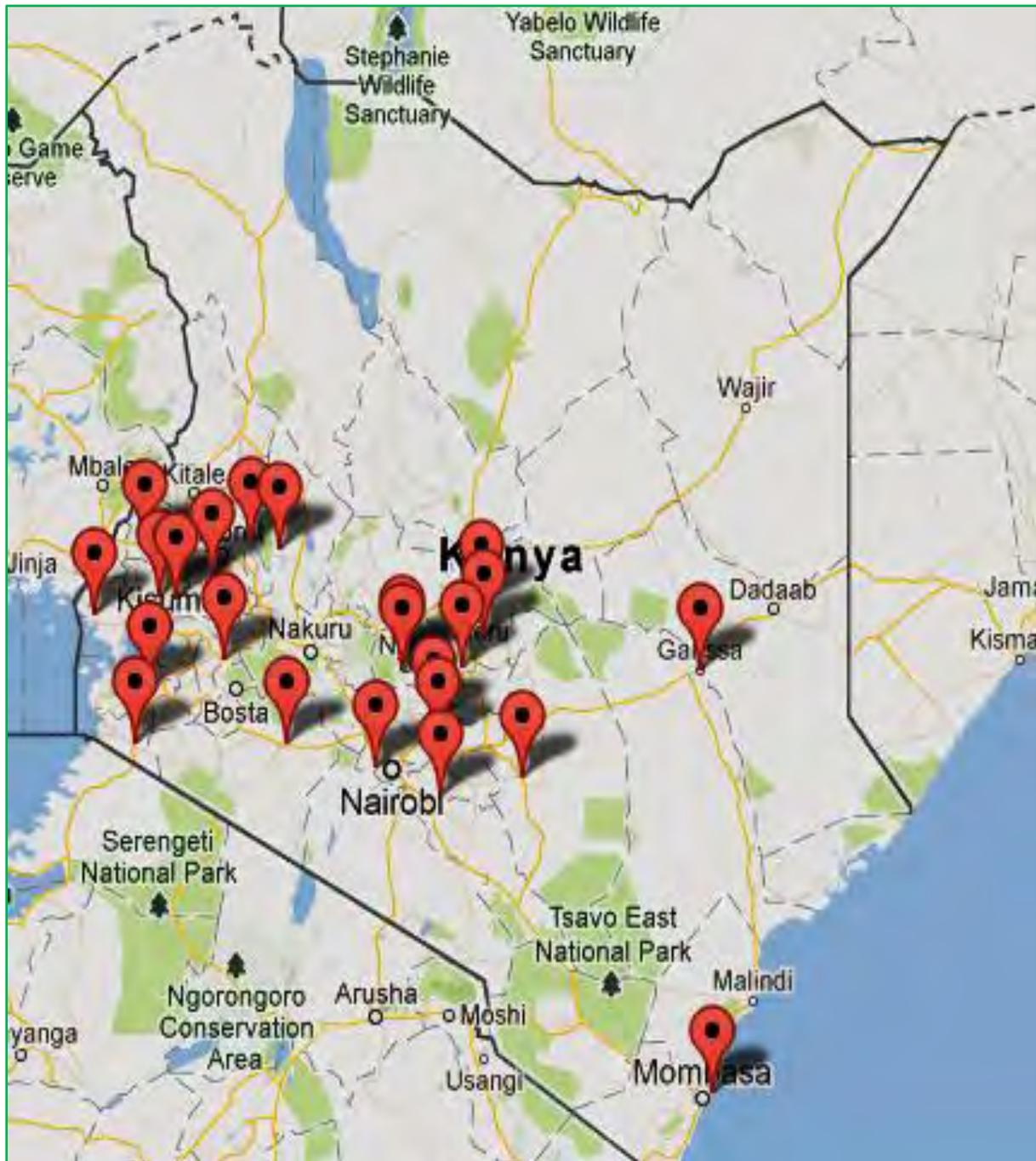
ANNEX I: NUMBER OF EACH KIND OF INTERVIEW / RESPONDENT REPORTS COMPLETED

Interview / Respondent Reports Completed	Number
Principals check list	23
Master Trainers and Tutors check list	53
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MOE Officials	24

ANNEX J: COLLEGE SITES VISITED

	Province	College	Enumeration teams
1.	Central	Kagumo DTTC	All
2.	Central	Murang'a PTTC	Enumerators only
3.	Central	Thogoto PTTC	Enumerators only
4.	Coast	Shanzu PTTC	All
5.	Eastern	Kamwenja PTTC	Enumerators only
6.	Eastern	Kigari PTTC	Enumerators only
7.	Eastern	Kilimambogo PTTC	Enumerators only
8.	Eastern	Kitui PTTC	Enumerators only
9.	Eastern	Machakos PTTC	Enumerators only
10.	Eastern	Meru PTTC	Enumerators only
11.	North Eastern	Garissa PTTC	All
12.	Nyanza	Asumbi PTTC	All
13.	Nyanza	Bondo PTTC	All
14.	Nyanza	Migori PTTC	Enumerators only
15.	Rift Valley	Kericho PTTC	Enumerators only
16.	Rift Valley	Moi Baringo PTTC	Enumerators only
17.	Rift Valley	Mosoriot PTTC	All
18.	Rift Valley	Narok PTTC	Enumerators only
19.	Rift Valley	Tambach PTTC	All
20.	Western	Egoji PTTC	Enumerators only
21.	Western	Eregi PTTC	All
22.	Western	Kaimosi PTTC	All
23.	Western	Kibabii DTTC	Enumerators only

ANNEX K: MAP OF COLLEGES VISITED



ANNEX L: CONTENTS OF INSET MATERIALS: CD-ROM

MODULES

METHODOLOGY / MODULES SBTD

1. Kiunzi Huru Cha Kiswahili
2. Social Studies Module For Primary School Teachers Social Studies
3. Teaching And Learning English In The Primary Classroom English Module
4. Teaching And Learning Mathematics In The Primary Classroom Maths Module
5. Teaching And Learning Science In The Primary Classroom Science Module

METHODOLOGY MODULES SBTD PROFESSIONAL

1. Education And Law Module IV
2. Financial Management Process In Schools
3. Guidance And Counseling Module
4. Human Resource Management In Primary Schools Module III
5. Life Skills Education For The Youth
6. School Empowerment Headteachers Module
7. School Management Committee Induction And Training Manual
8. School Safety And Facility Specifications
9. Teaching And Learning In The Primary Classroom Core Module
10. Training For School Management - Management For Resources No.4

MANUALS

1. Karhp Facilitation Manual A Training Guide For The Ministry Of Health
2. Life Skills Education For Behaviour Change
3. Key Resource Teachers Professional Development Package

REFERENCES

1. Early Childhood Development Service Standard Guidelines For Kenya
2. Emerging Issues In Education Module 5
3. Gender And Education Investment Programme
4. Gender Awareness Supporting Both Girls And Boys In The Learning Unit IV
5. Gender In Education
6. Gender Issues In Education Unit III
7. Gender Issues In English Unit VI
8. Gender Issues In Science Unit VI
9. Gender Policy In Education Bk II
10. Gender Policy In Education July 2007
11. Kenya Education Sector Support Programme 2005-2011
12. Mitigation Of The Impact On HIV/Aids
13. Peace Education Programme Story Book
14. School Cluster System Manual
15. School Improvement And Early Childhood Development In East Africa
16. Teachers Promotion Course Syllabus P3 P2 P1 AT IV Diploma
17. The Effects Of Free Primary Education On The Quality Of Education In Kenya

ANNEX M:TEACHER EDUCATION AND DEVELOPMENT INVESTMENT PROGRAMME (PRE-PRIMARY, PRIMARY AND SECONDARY)

1. TEACHER EDUCATION AND DEVELOPMENT INVESTMENT PROGRAMME (PRE-PRIMARY, PRIMARY AND SECONDARY)

Background

Education and training provider's world over face a rapidly changing societal and economic environment. There is an increasing demand to find new ways to equip teachers, students and workers with competencies and skills they need for the knowledge based society and economy. These dynamic needs call for development of a human resource in education and training with high capabilities of providing quality education. Kenya is working towards provision of this human capital capable of delivering on the national goals and aspirations, a responsibility given to education and training sector of the economy. Training of effective teachers remains a critical and effective strategy in providing quality education. There is need to ensure that education and training programmes are geared towards development of skills, knowledge, attitudes and values in teacher trainee's requisite for development of abilities to effectively cater for the learning needs of the Kenyan child. Teachers need to acquire innovative approaches in the teaching/learning process to enable learners cope with the dynamics of the 21st century. This is a key step in transformation of the country into a knowledge economy as envisioned by Kenya's vision 2030.

Current Situation

Currently, Secondary Education teachers are trained in the two Public Diploma Colleges at an annual rate of 540 trainees. This is in addition to diploma teachers from private colleges and graduate teachers trained by both public and private universities. Demand for placement in public diploma colleges has been on the rise. This is supported by the fact that there are more than twenty (20) private diploma colleges in Kenya. There is therefore need to expand the existing facilities and training opportunities by setting up additional Public Diploma in Education colleges. This is to address not only the current need but also the growing need for teachers in tandem with the national population growth.

Diploma in Secondary Education is a three (3) year course for holders of aggregate of C+ and above at KCSE. The trainees take either Art-based or Science-based subjects alongside support courses such as communication skills, HIV & AIDS, ICT, among others. The trainees specialize in two teaching subjects to enhance specialization, while they spend 7 months on teaching practice to enhance acquisition of practical pedagogical skills. The trainees are eventually assessed by the Kenya National Examination Council and issued with a Diploma certificate upon successful completion of the course.

The Public Primary Teacher Training Colleges which are 22 in number offer a P1 two year's certificate course and three teaching practice sessions of 3 weeks each is undertaken. Currently, the enrolment in these colleges stands at 17,999 students. There over 88 private teacher training colleges.

The qualification for a P1 certificate is C (plain) and above. However, most of the candidates admitted to PTTCs have C+ (plus) and above, and are therefore eligible for a degree course. As an affirmative action, the totally deaf/blind students are admitted with a C- (minus) grade. The P1 certificate will be upgraded to Diploma in Primary Education as soon as the Kenya Institute of Education develops the curriculum. The PTE course is examinable by KNEC upon which a P1 certificate is issued.

POLICY FRAMEWORK

The Constitution of Kenya 2010 is categorical on the provision of Basic Education as a human right, under the Bill of Rights, and the responsibility of providing this education lies on the Government. Further to this,

the draft policy on education echoes the sentiments of the Sessional Paper No. 1 of 2005, and Vision 2030: The quality of learning in Kenyan schools is contingent upon the quality of its teachers, and therefore pre-service and in-service teacher training must be modernized and reformed with a shift to competency based approach.

It further calls for the establishment of teacher education and development standards, based on acceptable principles that will ensure optimal delivery of competency based education for the benefit of the learners. Vision 2030 lays emphasis on quality education and training. Under this vision, Kenya hopes to provide a 'globally competitive quality education and training to her citizens, for development and enhanced individual well being.'

Issues and Challenges

- Lack of clear national policy on teacher education that guide teacher training by the various service providers – Universities, Diploma and certificate teacher training colleges. As a result the various teacher trainers have different entry requirement and duration for the training.
- The national growth in population which calls for commensurate growth in teacher training opportunities. There is need to match teacher demand and supply.
- The need to review the Diploma Secondary teacher education curriculum.
- The need to review the Curriculum for Diploma in special needs education to bring it in tandem with the current trends
- The need to upgrade the P1 certificate to Diploma in primary education as per the recommendations in the new education policy, and vision 2030.
- There is lack of a college for teacher educators. These trainers are not prepared as trainers, but secondary school teachers.
- Need for pedagogical skill upgrading in form of capacity building for the serving teacher trainers
- Need to harmonize entry requirement and duration of training at Diploma level.
- Need to enhance ICT integration in teacher development.
- The theory and practice disparity. Universities reserve 3 months teaching practice for a four-year course, Diploma colleges reserve 7 months for a three-year course, while P1 certificate course reserves 3 teaching practice sessions of 3 weeks each.
- There is need to re-engineer the teacher education courses to cater for theory and practice. This calls for the establishment of a post university/college centre for pedagogical skills development for teachers.
- The need to change the instructional practice from teacher centered approaches to learner-centered/collaborative learning.
- The uncoordinated upgrading of diploma and primary teacher training colleges to constituent colleges of universities
- Need to invest in adequate teaching learning and physical resources
- Need to expand the number of Diploma and Primary teacher training colleges to meet the growing demand.
- Primary and Secondary education teachers are inadequately trained in special needs education despite the Ministry embracing the philosophy and practice of inclusive education.
- Inadequate funds for teacher education development
- Most of the teacher training colleges have old and dilapidated physical facilities. Four others are under construction after the former colleges were taken over by Universities.
- Mushrooming of private TTCs at all levels of teacher education that affects quality hence the need for an intensified curriculum supervision

OBJECTIVES

Strategic objective

To improve the quality of teacher training in order to produce effective and adequate teachers for pre-primary, primary and secondary education

Specific objectives

- To Develop the theoretical and practical knowledge about the teaching profession
- To acquire knowledge, skills, values and positive attitudes towards the teaching profession
- To develop in the teacher the ability to communicate effectively, develop individual talent, adopt to change and appreciate innovation
- To prepare a reflective teacher who can instill in the learner life skill education, education for sustainable development and appreciate technology among other emerging issues
- To prepare a teacher with a high competency level who is able to interpret the syllabus and implement the curriculum.
- To prepare in the teacher the ability to develop in the learner a sense of national values, citizenship and inter- relationships at the national and international levels
- To foster in the teacher understanding and promotion of the national goals of education and enable to impart to the learners
- To prepare teachers who are responsive to the needs of learners with special needs.
- To build a firm foundation for further education and training.

Strategies to address the Constraints

- Develop and implement a national comprehensive policy on teacher education at different levels – ECD, Primary, Secondary and Post-Secondary
- Construction and rehabilitation of Teacher training colleges
- Institutionalize alternative modes of curriculum delivery and explore new ones.
- Develop a mechanism for attracting the best brains into the teaching profession to inject innovativeness in the teaching sector
- Undertake an in-depth study of teacher education focusing on improving the quality of teachers and teacher educators
- Upgrade the P1 certificate curriculum to Diploma curriculum, in liaison with KIE.
- To review the curricula for all diplomas for teachers; diploma in ECD, Diploma in secondary education and Diploma in special need education
- Ensure every teacher training programme has a component of special needs education.
- Build the capacity of the Principals and BOG members in management
- Improve the quality of curriculum delivery by providing adequate and appropriate teaching/learning materials, enhancing transport and upgrading ICT and LRCs in teacher training colleges
- Enhance awareness of emerging issues such as HIV/AIDs, gender, drug and substance abuse, among tutors and students in teacher training colleges.
- Enhance the financial stability of teacher training institutions through provision of grants for personal emolument for BOG employees, and bursary assistance for bright and needy students
-
- Develop an effective monitoring and Evaluation plan for Teacher Education
- Reform the teacher education curriculum to reflect the aspirations for constitution, and Vision 2030 with a shift to competency based approach
- Upgrade the capacity of the existing teacher educators to meet the required standards

- Improve the pedagogical skills and enhance competencies through continuous professional development
- Create linkages with post-secondary teacher training institutions on matching supply of teachers of all subjects.
- Introduce compulsory internships for teacher trainees for a specified period before registration
- Expand access to special needs education training through decentralization of training institutions to the counties.
- Harmonize entry requirement, duration of training and teaching practice for teacher training of the same level
- Upgrading the Kenya Institute of Special Education to develop, train and award certificates and diplomas in special need education for ECD, primary and secondary teachers.

Log frame

<i>Narrative Summary</i>	<i>Performance Indicators</i>	<i>Means of Verification</i>	<i>Critical Assumptions</i>
Sector Goal			
Goal: To produce qualified & adequate teachers for basic education.	<ul style="list-style-type: none"> • Improved pupil/teacher ratio • 75% of graduating trainees attain credit & above in TEE examination 	<ul style="list-style-type: none"> • TSC staffing returns. • TEE and KCPE results • ESQAC assessment reports 	<ul style="list-style-type: none"> • TSC will ensure fair distribution of teachers across the country. • Other factors impacting negatively on quality education will be addressed by the relevant sub-sectors.
OUTPUTS			
Output 1. Policy formulation <u>Activities</u> 1. Develop a comprehensive Teacher Education policy from ECDE to University level	Management issues addressed and policy formulated	Comprehensive Policy document on teacher education available and in use.	There will be goodwill and active participation by all the Key players in teacher education

<i>Narrative Summary</i>	<i>Performance Indicators</i>	<i>Means of Verification</i>	<i>Critical Assumptions</i>
<p>Output 2. Modernized teacher training institutions TTCs</p> <p><u>Activities:</u></p> <ol style="list-style-type: none"> 1. Construction of two diploma Colleges and completion of 5 PTTCs 2. Rehabilitation of infrastructure in the old Colleges 3. Equipping the TTCs with modern physical facilities (Desks, Chairs, tables,etc) and teaching/learning materials(Buses, Computers, books) 	<p>Modern & adequate facilities</p> <p>Adequate and modern equipment</p>	<p>Tender documents for construction and supply of equipment</p>	<p>Funds will be available</p> <p>Universities will cease taking over the TTCs</p>

<i>Narrative Summary</i>	<i>Performance Indicators</i>	<i>Means of Verification</i>	<i>Critical Assumptions</i>
<p>Out Put 3 Teacher Competencies <u>Activities</u> 1.streamline admission qualification to TTCs 2. facilitate continuous professional development for serving teacher trainers through capacity building and pedagogical skills upgrading 3. Establish a centre for induction of teacher educators posted to TTCs on pedagogical skills 4. Establish compulsory institute for teacher trainees 5.Liase with institutions on development of an action plan for retraining of teachers 6.Identify teachers for Special needs education in-service program at KISE 7. Upgrade P1 curriculum to Diploma 8. Review the diploma curricula for ECD,SNE and Secondary education</p>	<ul style="list-style-type: none"> • Improved quality and performance in schools • Institutes for Pedagogy, CPD, and teacher educators • Diploma curricula in PTE in implementation • ECD, SNE and DSTE reviewed and in implementation. 	<p>Performance records, syllabuses and ESQAC assessment reports</p>	<p>Availability of funds and commitment on the part of teachers</p>

<i>Narrative Summary</i>	<i>Performance Indicators</i>	<i>Means of Verification</i>	<i>Critical Assumptions</i>
<p>Output 4. Quality of management in TTCs enhanced.</p> <p><u>Activity:</u> 1. Train Principals on education management.</p> <p>2. Conduct a study focusing on quality of teachers and teacher educators. .</p> <p>3. Create linkages with post secondary teacher training institutions.</p> <p>4. Conduct workshops on cross cutting issues eg. HIV/Aids, Gender, Drug & Substance abuse, etc.</p>	<ul style="list-style-type: none"> • Result based management • Effective integration of cross cutting issues in schools 	<ul style="list-style-type: none"> • Implementation progress reports. • Attendance lists & workshop reports. • Monitoring reports. 	<p>The organs in charge of training will carry out their tasks</p>
<p>Output 5 Enhanced financial stability of TTCs.</p> <p><u>Activities.</u> i) Provision of grants to TTCs for salaries for BOG employees. 2) Provision of funds for bursary support. 3. Resource mobilization through income generation, fundraising and seeking support from partners</p>	<p>-% of workers paid</p> <p>-% of needy students awarded bursary</p> <p>% of funds accrued</p>	<p>-Receipts and documentation/pay rolls, bursary returns. - M & E records -Fees registers - Records -Audit reports</p>	<p>Initiatives will be undertaken</p>

<i>Narrative Summary</i>	<i>Performance Indicators</i>	<i>Means of Verification</i>	<i>Critical Assumptions</i>
<p>Out Put No. 6 Program Implementation team(PIT) and program implementation system (PIS) established, installed and in operation <u>Activities.</u> 1. Create a Directorate of Teacher Education</p>	<p>Enhanced coordination of teacher training</p>	<p>Approval Report</p>	
<p>Output: 7 Monitoring and Evaluation <u>Activities</u> 1. Develop and conduct annual monitoring framework for tracking progress in program implementation 2. Disseminate findings to stakeholders</p>	<p>Teacher Education programmes monitored</p> <p>No. of Circulars to institutions</p>	<p>Programme approval forms, monitoring reports</p> <p>Monitoring reports</p>	<ul style="list-style-type: none"> • Available required human resource • Adequate funding

Itemized Costing (Ksh. Millions)

S / N .	ACTIVITY	Frequency	Unit type	Unit cost	2013/14	2014/15	2015/16	2016/17	2017/18	TOTAL
1	Management Training for P principals & BOG	2	W/Shop	Ksh 5m	5	5	5	5	5	25
	Conduct workshops on cross cutting issues	1	w/shop	Ksh. 5	5		5.5		6	11.5
2	Construction of 7 new TTCs	1	Grant(Ksh)	Ksh. 700	710	720	730	740	750	4351
3	Rehabilitation of old 18 TTCs	1	Grant (Ksh)	2	36	37.4	38.9	41.5	43.2	197
4	Provision of Tuition & Teaching practice materials	1	Grant (ksh.)	2	44	45.7	51.7	53.4	55.3	250.1
5	Improvement of ICT/LRC	1	Grant (ksh.)	2	44	45.7	51.7	53.4	55.3	250.1
6	Provision of Transport for Teaching Practice & co curricula activities for 30	2	Bus	Ksh. 10	300	300				600
	Equipment for TTCS(desks, Chairs,etc	1	Grant(ksh)	Ksh 0.5	15	15	15			45
	Establish a centre for teacher educators and teachers	1	Ksh	2000		2000				2000
	Establish internship institute		Ksh.	2000		2000				2000
7	Provision of Grant for payment of salaries for BOG employees for PTTCs	4	Grant (ksh.)	50	55	60	65	70	75	325
	Provision of Grant for Diploma TTCs	4	Grant(ksh)	60	65	65	70	70	75	345
8	Provision of Bursary assistance for needy students	1	Grant (ksh.)	1	30	30	30	30	30	150
10	Development of policy guidelines for teacher education	1	W/Shop	10	10					10
11	Monitoring & Evaluation	2		5	6	6.5	7	7.5	8	35
TOTAL										10344.6

ANNEX N: FINAL ACE EQUIPMENT SPECIFICATIONS (PROVIDED BY THE VENDOR, TECHBIZ)

#	Items	Qty.	Proposed Specification	Variances if any	Warranty	Option to Upgrade Quoted
1	Student Laptops - Primary Schools:	960	Intel Clamshell Classmate PC 10.1 <ul style="list-style-type: none"> • Intel® Atom N550 1.5GHz • 2GB DDR2 • 160GB Hard Drive • Windows 7 Starter • 10.1” 1024 x 600 color widescreen LCD • 10 / 100M Ethernet • 802.11 b/g/n WLAN • Water Resistant Keyboard • 2 Button Touch Pad • High capacity 6-cell battery / AC Adapter • Integrated 2 channel audio • Built-in speaker and microphone • 276.6 x 237.7 x 34.7 / 1.54 lbs. • 3 x USB / 1 SD Slot / 1 VGA Port • 1.3 Megapixel Webcam • Education Software Stack pre-loaded • power cord with Kenya Compatible plug 	✓ Same specs as contractor	3 years	-
2	Student Laptops – Secondary Schools & TTCs:	210	EarthWalk eBuddy™ Semi-Rugged Laptop Semi-Rugged 15” Laptop or equivalent <ul style="list-style-type: none"> • Anti-shock mounted 15.4” WXGA LCD • Intel® Core Duo™ T2080 – 1.7 to 2.4GHz CPU • Minimum 120 GB Anti-Shock mounted hard disk drive • 2GB Memory • Anti-Shock / Locking DVD/CD-RW combo drive • Integrated Intel® graphics with accelerator chips • Integrated Intel® audio with speakers and jacks • Integrated Ethernet 10/100/1000 Mbps • Integrated Wireless 802.11a/b/g • 3 USB ports + standard I/O ports • 9-Cell 6600mAh Lithium-Ion Battery • Reinforced hinges for screen • Windows 7 Starter • power cord with Kenya compatible plug 	✓ Same specs as contractor	3 years	-

#	Items	Qty:	Proposed Specification	Variances if any	Warranty	Option to Upgrade Quoted
3	Classmate Convertible	55	Intel Convertible Classmate PC <ul style="list-style-type: none"> • Atom N450 1.66GHz Processor • Intel® NM10 Express Chipset • 2GB RAM • 250 GB HDD • Windows 7 • Water resistant 10.1” 1024 x 600 Touch Screen • 10/100M Ethernet • 802.11b/g/n WLAN • 6-cell battery • Integrated audio, built-in speaker and digital mic. • 268 x 214 x (32 ~ 39.5) mm • 2 x USB 2.0 ports, 1 SD slot, VGA port, 1 half sized mini-card slot and 1 full sized mini-card slot • Camera: 1.3 MP (rotate) • Bluetooth/3G/GPS/WiMax • Flash 70cm/HDD 60 cm • Teacher Education Software Stack pre-loaded • power cord with Kenya Compatible plug 	✓Same specs as contractor	3 years	-
4	Mobile Computer	49	Earthwalk Flexcart 24 <ul style="list-style-type: none"> • High Efficiency Power Management (HE™) • Integrated 802.11 b/g/n wireless access radios • LAB DIMENSIONS Color: Black (Standard*) with Silver Handles *Optional colors available Work Surface Ht: 107.9 cm / 42.5” Handle Ht: 113.03 cm / 44.5” Width: 101.6 cm / 40” Depth 72.65 cm / 28.6” Weight: Approximate* 136 kg / 300 lbs. • LAPTOP COMPARTMENT DIMENSIONS Height: 6.85 cm / 2.7” Width: 30.5 cm / 12” Depth 38.1 cm / 15” • Power cord with Kenya Compatible plug • Hardened steel latch and key lock 	✓Same specs as contractor	1 years	Yes to 3 years

#	Items	Qty:	Proposed Specification	Variances if any	Warranty	Option to Upgrade Quoted
5	Attached Network Storage Servers	49	Synology DSJ10j-NAS <ul style="list-style-type: none"> • 2 - 1 TB drives of storage capacity • Ethernet 10/100/1000 Mb/s capable • 230/240 volt AC • CPU Frequency: 800GHz • Memory: 128MB • Internal HDD1: 3.5” SATA(II) X2 or 2.5” SATA/SSD X2 • External HDD Interface: USB 2.0 port X3 • LAN: Gigabit X1 and Wireless Support11 • Max User Accounts: 512 • Max Groups: 128 • Max Shared Folder: 256 • Max Concurrent Connections(SAMBA, FTP, AFP): 64 • Wireless adapter 	✓Same specs as contractor	2 years(1 year on HDD)	-
6	LED bulbless datashow projector	47	Casio 2,500 lumen XGA Green Slim Projector XJ-A240 <ul style="list-style-type: none"> • 110/240 volt AC auto-sensing • 1800:1 contrast ratio • DLP technology • XGA (1280 x 800) resolution • Power cord with Kenya 	✓Same specs as contractor	3 years	-
7	LaserJet printers	26	HP LaserJet P2035n Printer <ul style="list-style-type: none"> • Resolution: min 600 dpi • Print speed 30ppm • Wireless connectivity 802.11 b/g/n • 240 volt 50 Hertz ACE - power cord with Kenya compatible plug • Wireless adapter • USB cable • 1 additional toner cartridge 	✓Same specs as contractor	1 years	Yes to 3 years
8	Scanners	26			1 years	Yes to 3 years
9	Surge protectors	124	Tripplite SUPER60MNIB <ul style="list-style-type: none"> • Minimum AC suppression joule rating = 600-1400 • Minimum 6’ cord • 6-8 outlets • Maximum clamping voltage 150 • Plastic housing • AC suppression current rating 85,000 amps • Power cord with Kenya compatible plug 	*Instead of Rugged Metal Housing the product is Heavy plastic	Lifetime Warranty	-

#	Items	Qty.	Proposed Specification	Variances if any	Warranty	Option to Upgrade Quoted
10	Power line conditioners	49	Tripp Lite Line Conditioner LR 1000 Line conditioner - 1000 Watt <ul style="list-style-type: none"> • 240 volt input • Power cord with Kenya compatible plug 	✓Same specs as contractor	2 years (Unit replacement)	-
11	Hi-Gain WiFi signal booster	49	Alfa USB Wi-Fi Antenna with range booster covers 50m	Similar to what is required	1 year	-
12	Handheld digital video cameras	52	Sony Bloggie Touch Video Camera <ul style="list-style-type: none"> • Video Camera - 4 GB, 2 hour • Video Rechargeable Battery • Video USB extension cable • Camera case to hold camera and accessories 	✓Same specs as contractor	1 year	-
13	Digital cameras	52	Canon PowerShot A1200 – camera kit <ul style="list-style-type: none"> • 2 AA batteries • 12.1 Mpixels and 4x digital zoom • 1 GB SD “film” memory card • Rechargeable battery system • Camera case for the kit • USB Interface Cable IFC-400PCU - Digital Camera Solution CD-ROM - Canon Warranty <ul style="list-style-type: none"> • Table Top Tripod 	✓Same specs as contractor	1 year	-
14	Anti-virus/Anti-Malware software		AVAST! Anti-virus solution	✓Same specs as contractor	N/A	

ANNEX O: WORK PLAN (WITH DATA COLLECTION INSTRUMENTS)

Work Plan TEPD Evaluation Activity

January 25, 2013

BACKGROUND

A final performance evaluation of the Teacher Education and Professional Development project will be conducted in Kenya from 15 January to mid-March 2013. The process will actively engage stakeholders and project participants from USAID-Kenya, the Kenya Ministry of Education (MOE) and related Semi-Autonomous Government Agencies (SAGAs), the contractor, FHI360, the three GDA partners in the Accelerating 21st Century Education (ACE) - Microsoft, Intel, and Cisco, and other support companies/agencies in an analysis of the impact, benefits, processes and outcomes of the TEPD activity from its inception to the present day.

MSI's review of TEPD has identified two phases and three distinct but integrated functional areas of project emphasis: Teacher Education, Information and Communication Technology (ICTs) in Education, and HIV-AIDS education. At the start of Phase 1 only the first two activities were included. Soon after the start of Phase 1 the HIV/AIDS component was integrated into the project. Three years later, in Phase 2, the ICT component received increased emphasis with the incorporation within TEPD of a new Global Development Alliance (GDA) project, "*Accelerating 21st Century Education*" (ACE). Fhi360 is the Coordinating Partner for ACE, together with other implementing ACE partners: Microsoft, Intel, and Cisco. Because the GDA funding mechanism requires in-kind or financial matching of USAID's contribution, the ICT component of the project in Phase 2 represents a distinct collaborative approach to leveraging resources, motivation, engagement, and change. Because these major technology companies also have long-term interests in doing business while supporting education in Kenya, the ACE project represents a distinct approach to promoting sustainability and the mainstreaming of TEPD project elements and approaches. The evaluation will seek evidence relevant to assessing the role of the inclusion of the GDA funding format, especially as it may bear on sustainability and local capacity development (Question 3).

Table 1: Timeline of TEPD

2007-2010	2010-2012	2012-2013
<ul style="list-style-type: none"> Phase 1 USAID then later PEPFAR 	<ul style="list-style-type: none"> Phase 2 USAID / PEPFAR / USAID GDA 	<ul style="list-style-type: none"> Phase 2 Extension Year No-Cost Extensions

The MSI evaluators are Stuart Leigh, Team Leader and Edwin Ochieng, Education Specialist. The full team for the evaluation comprises Fred Opundo of MSI-Kenya (who will be the enumerator supervisor) and a number of enumerators who have assisted MSI-Kenya in data collection on previous projects. The evaluation team will travel to project sites throughout Kenya visiting all of the Primary Teacher Training Colleges (PTTCs) that have been the main focus of this project.

OVERVIEW OF THE EVALUATION

The 6-year long TEPD project is coming to a close and this evaluation needs to inform the MOE as it considers if and how to mainstream some or all of the project's activities and approaches. The evaluation also needs to address issues in Cooperative Agreement compliance and lessons learned to inform USAID as to how subsequent projects may benefit from successes and challenges met by the TEPD project. This evaluation is being carried out for accountability purposes and to document lessons learned and best practices and provide recommendations to inform evidence-based future programming. The principal deliverables of the consultancy will be an oral debriefing and written report, the first draft of which will be submitted to USAID-Kenya on March 1. The evaluation will provide answers to a set of questions posed by USAID Kenya and assess the execution and outcomes of the TEPD project with special focus on the four evaluation stated in the scope of work related to:

1. *Program Impact*
2. *Cooperative Agreement Compliance for Accountability*
3. *Sustainability and local capacity*
4. *Lessons Learned*

The performance of the recipients of the Cooperative Agreement (AED and subsequently Fhi360) is at the heart of this evaluation. However, with substantial interest expressed by USAID and the MOE in the possibility of mainstreaming the materials, methods and technical provisioning approaches demonstrated by TEPD and ACE, as part of this evaluation some effort will be made to assess the past and potential future roles of the ACE partners who are likely to remain engaged with the MOE after the end of the TEPD project.

EVALUATION METHODOLOGY

The evaluation will examine whether and to what degree the project achieved intended results over the period from mid-2007 to the present. MSI will assemble multiple sources of evidence, representing a range of perspectives. Various secondary and primary data will be gathered and analyzed using a mix of methods.

Evaluation Design

The evaluation design will, where possible, utilize a “before” and “after” design to determine what changed as a result of project activities at three distinct levels:

- The **institutional level**, i.e., how the MOE's and related SAGAs strategies, procedures and human capital changed over the course of the TEPD; special focus will be put on the Primary Teacher Training Colleges, the Practice Teaching schools with which they regularly engage, and the schools that have been in the ACE pilot cohort. Levels of
- The **operational level**, i.e., how MOE's various structures (e.g. PTTCs, DTTCs) changed in their educational approaches and management thinking with regard to primary teacher preparation over the course of the TEPD; and how this occurred in relation to the activities of the TEPD project. This will involve close investigation of the TEPD project work plans and project objectives and elements. Performance will be examined in terms of the degree to which intended results were achieved as well as conformance with expectations about the schedule for implementing activities, producing outputs, and achieving outcomes.
- The **educational outcomes level**, i.e. while at this stage we do not expect that pre / post-test score data will be available to assess changes in the educational outcomes for any of the indirect beneficiaries, we will seek any that may be available for direct beneficiaries. In the expected absence of such data our largely qualitative research will focus on reported comparative and/or absolute learning outcomes for both direct and indirect beneficiaries. We will also seek data on reported changes in outcomes in motivation, attitude, professionalism, teacher competencies, HIV-AIDS awareness, and ICT utilization.

To the degree that baseline study data is available and comparable to data we are able to gather during the very short time window available for evaluation fieldwork, MSI will utilize former studies and secondary data from the implementing partners to support before/after analysis. MSI anticipates that it will be possible to estimate change over the project period using a mixed method approach for reconstructing the baseline situation “before” the TEPD and for characterizing the status of the institutional, operational and teacher education outcomes “after” nearly six years of TEPD implementation.

Data Collection

To ensure completeness and validity of the evidence, the evaluation team will use a mix of data collection methods in this evaluation. Table 2 identifies this range of methods and associates them with the evaluation questions. Additional detail on each method and its application in this evaluation is provided below.

Table 2: Data collection methods for the four evaluation questions

Data Collection Methods	Evaluation Questions
Secondary Source Data	1,2,3,4
Site Visits (utilizing mixed methods)	1,3,4
Group Interviews	1,2,3,4
Key Informant and other Individual Stakeholder Interviews	1,2,3,4
Observation	1,2,3

Due to security concerns related to the upcoming national elections and ongoing risks in travel to certain areas, evaluator travel has been limited in both duration and geographic range.

Still, USAID has requested that all 21 PTTCs and 2 DTTCs be visited. In order to include all 23 colleges in 8 provinces as well as many other institutions in the short period allowed for the evaluation, the team is relying on two main data collection strategies. The first is through a full range of collection methods to be conducted by the Team Leader and the Education Specialist aided by MSI evaluation support staff. The second strategy involves use of a number of standard instruments that will be administered by local enumerators who will be sent to all 23 sites with mobile phones that can transmit questionnaire and checklist data to the MSI team via EpiSurveyor software. This procedure was used successfully by DTS with the same enumerators to assess and monitor various USAID youth projects, including TEPD. Consequently certain forms specific to assessing TEPD exist as does a substantial set of data that we understand is available to integrate into our analysis. Because these data were gathered just 5-7 months ago, we do not expect to re-administer the same forms. Rather we have developed a new series of questions for various classes of respondents, which are driven entirely by the current evaluation questions. (See Annex 2: Evaluation Tools)

The following data collection methods will be used:

1. Desk review of TEPD project documents, including the Cooperative Agreement Modifications, work plans, internal monitoring reports and evaluations, quarterly and other periodic reports, GDA partner reports, related MOE and USAID documents, and instructional materials and teacher training manuals;
2. In-depth debriefings, face-to-face and video conference meetings with TEPD project management in Nairobi and with USAID Education team members charged with TEPD project oversight, and with face-to-face meetings with TEPD regional staff;
3. Discussions and structured interviews with a wide range of MoE officials who are responsible for integrating TEPD and ACE processes and assets into operations at various levels (e.g., national, provincial and district, zone);
4. Site visits to (21) PTTCs and (2) DTTC(s) and to a sample of Practice Teaching primary schools. All (3) secondary schools attached to Kagumo DTTC will be included in the sample. Visits will take place in (8) provinces and X Districts (to the extent security limitations permit) to observe PDC and

other facilities and TEPD assets in use, supported as appropriate by structured observation checklists;

5. Discussions and structured interviews with PTTC Principals, Deans of Curricula, PTTC and DTTC Professional Development Center (PDC) Coordinators, Teaching Practice Directors, HIV-AIDS Coordinators, and Master Trainers, Head Teachers of both primary and secondary schools, and Teachers, supported as appropriate by use of structured questionnaires;
6. Discussions and structured interviews with SAGAs that have been closely involved with the development of the TEPD project, especially regarding the Teacher Competency Framework (TCF); supported by Key Informant Interview (KII) guides/protocols;
7. Discussions and structured interviews with staff of the ACE GDA partner companies, (Microsoft, Intel, Cisco); supported by KII guides/protocols;
8. Examination of a representative sample of digital and printed instructional materials and descriptive documents related to the planning of those instructional materials;

For each of the four main Evaluation Questions relevant data types and their sources have been designated (see the matrix below, *“Getting to Answers”*). These data will be subjected as appropriate to data analysis including frequency distribution and cross tabulation, content analysis, trend analysis, planned and actual comparison, and response convergence divergence analysis. These data will form the basis for findings, which will form the basis for conclusions; which in turn will underpin recommendations.

Data Analysis

The evaluation will employ a variety of analysis methods, including:

Planned/Actual Comparisons: Comparisons will be made between workplans and PMP targets on the one hand and periodic performance data as reported both internally and to USAID on the other. These comparisons will inform examination of TEPD performance relative to timely fulfillment of proposed activities.

Pattern/Content Analysis: We will be asking the same or similar questions of people from many levels within the education system. Qualitative data will be examined for patterns so that comparisons can be made between respondents, institutional levels and sites and so that generalizations and conclusions can be supported by noted convergences between various levels of the system and various interest groups. MSI will not use qualitative analysis software but will instead review interview notes by hand to code and identify patterns of response across individuals and groups.

Trend Analysis: We will seek in the data patterns in the way in which change happened over time and with the maturation and development of the project. For example, as greater confidence in the effectiveness of the outputs and methods there might well have been an upswing in acceptance of the project that is traceable in the numbers of participants seeking project assistance.

Response Convergence / Divergence Analysis: On common questions the team will take note of the degree of convergence/divergence in responses. Divergent responses may prompt follow-up interviews by phone, email or in person to try to explain divergence in the reporting of facts, perceptions or opinions.

Mixed Methods Integration / Findings Synthesis: In mixed methods evaluations an essential element of the data analysis involves integrating data from various methods to arrive at findings. This synthesis process sometimes involves a form of convergence/divergence analysis for examining data coming from different methods and levels in the system. Where different methods produce conflicting evidence, MSI will, to the extent possible examine why these data conflict.

Getting to Answers

Evaluation Questions	Type of Answer/ Evidence Needed (Check one or more, as appropriate)		Methods for Data Collection, e.g., Records, Structured Observation, Key Informant Interviews, Mini-Survey ¹		Sampling or Selection Approach, (if one is needed)	Data Analysis Methods, e.g., Frequency Distributions, Trend Analysis, Cross-Tabulations, Content Analysis
			Data Source(s)	Method		
1. Program Impact: Has the project achieved the objectives and outcomes stated in A.1.2., and did those lead to the intended goal? If not, identify why not (was the development hypothesis flawed in some way?) and provide recommendations for strengthening the development approach that was used.	√	Yes/No	TEPD Baseline report, ACE Assessment Report, Quarterly reports, Agreements, PMPs, FHI, USAID, MoE ² , KIE, KISE, KEMI ³ , Tutors / Lecturers, HIV-AIDS Coordinators,	Records/ Document reviews, Questionnaires (Tutors /Lecturers), Key Informant Interviews and Structured Observation Checklists	<u>Questionnaires:</u> Census for colleges, Simple random for schools <u>Key Informant Interviews:</u> Purposive based on criterion sampling strategy <u>Structured Observation Checklists:</u> Census for colleges, Simple random for schools	Frequency distribution, Cross Tabulation and content analysis for KIIs
	√	Description				
	√	Comparison ⁴				
	√	Explanation ⁵				
2. Cooperative Agreement Compliance for Accountability: Was the project implemented as proposed in the program description and the work plans, including components such as monitoring progress and the use of data collected for making informed	√	Yes/No	TEPD Baseline report, ACE Assessment Report, Quarterly reports, Agreements, PMPs, FHI, USAID, MoE, KIE, KISE, KEMI, Tutors / Lecturers,	Records/ Document reviews, Questionnaires(Tutors /Lecturers), Key Informant Interviews	<u>Key Informant Interviews:</u> Purposive based on criterion sampling strategy <u>Questionnaires:</u> Census for colleges, Simple random for schools	Frequency distribution, Cross tabulation and content analysis for KIIs
	√	Description				
	√	Comparison				
	√	Explanation				

¹ Data from evaluations are a deliverable and methods should indicated how data will be captured, i.e., for focus groups USAID requires a transcript.

² Ministry of Education Officers including County Directors of Education, District Education Officers, TAC Tutors, Quality Assurance and Standards Officers

³ KEMI (Kenya Education Management Institute) was previously called the Kenya Education Staff Institute (KESI).

⁴ Comparison – to baselines, plans/targets, or to other standards or norms

⁵ Explanation – for questions that ask “why” or about the attribution of an effect to a specific intervention (causality)

Evaluation Questions	Type of Answer/ Evidence Needed (Check one or more, as appropriate)		Methods for Data Collection, e.g., Records, Structured Observation, Key Informant Interviews, Mini-Survey ¹		Sampling or Selection Approach, (if one is needed)	Data Analysis Methods, e.g., Frequency Distributions, Trend Analysis, Cross-Tabulations, Content Analysis
			Data Source(s)	Method		
decisions on project implementation and broader policy?			HIV-AIDS Coordinators,			

3. Sustainability and local capacity: What evidence is there that the project did or did not build the capacity of participating institutions to achieve TEPD goals, and for the Ministry of Education to mainstream this approach?	√	Yes/No	TEPD Baseline report, ACE Assessment Report, Quarterly reports, Agreements, PMPs, FHI, USAID, MoE, KIE, KISE, KEMI, Intel, CISCO, Microsoft	Records/ Document reviews, Key Informant Interviews, Structured Observation checklist	<u>Key Informant Interviews:</u> Purposive based on criterion sampling strategy <u>Questionnaires:</u> Census for colleges, Simple random for schools <u>Structured Observation</u> <u>Checklists:</u> Census for colleges, Simple random for schools	Frequency distribution and Cross tabulation, Content analysis for KIIs and Probability of Sustainability Analysis
	√	Description				
	√	Comparison				
	√	Explanation				
4. Lessons Learned: Were there differences in how participating institutions adopted changes proposed by the project; did those differences influence project impact and why?	√	Yes/No	FHI, USAID, MoE, KIE, KISE, KEMI, Intel, CISCO, Microsoft	Key Informant Interviews	<u>Key Informant Interviews:</u> Purposive based on criterion sampling strategy	Content analysis for KIIs
	√	Description				
	√	Comparison				
	√	Explanation				
		Description				
		Comparison				
	Explanation					

Draft Table of Contents Format for TEPD Evaluation Report

1. **Executive Summary** – the most salient findings and recommendations (3 pg)
2. **Table of Contents** (1 pg)
3. **Introduction**—purpose, audience, and synopsis of task (1 pg)
4. **Background**—brief overview of development problem, USAID project strategy and activities implemented to address the problem, and purpose of the evaluation (2-3 pg)
5. **Methodology**—describe evaluation methods, including constraints and gaps (1 pg)
6. **Findings/Conclusions/Recommendations**—for each evaluation question (10-15 pp)
7. **Issues**—provide a list of key technical and/or administrative, if any (1–2 pp)
8. **Annexes** that document the evaluation methods, schedules, interview lists and tables should be succinct, pertinent and readable. These include references to bibliographical documentation, meetings, interviews and focus group discus

Evaluation Tools / Instruments

Contents:

1. Summary table of interview subjects, instruments, and person(s) responsible
2. Questionnaires (prior to layout for EpiSurveyor)
- 2.1 Questions for Primary and Diploma Teacher Training College Principals
- 2.2 Questions for PTTC and DTTC Master Tutors and Tutors
- 2.3 Questions for PTTC and DTTC ICT Coordinators
- 2.4 Questions for Accelerating 21st Education (ACE) School Head Teachers
- 2.5 Questions for Accelerating 21st Education (ACE) Teachers
- 2.6 Questions for Teaching Practice School Heads
- 2.7 Questions for Secondary School Head Teachers
- 2.8 Questions for Ministry of Education and SAGA Officials
3. KII Guides
- 3.1 Indicative Questions for Ministry of Education and SAGA Officials
- 3.2 Indicative Questions for Global Development Alliance and Other NGO Partners
4. Checklist

1. Summary Table		
Interview subject type / Domain	Instruments	Responsible
TTC Principals	Questionnaire / KII Guides / (MSI evaluators only)	Enumerators / MSI evaluators
TTC Tutors	Questionnaire / KII Guides	Enumerators / MSI evaluators
Ministry of Education Officials	Questionnaire / KII Guides (MSI evaluators only)	Enumerators / MSI evaluators
SAGA officials (KIE, KISE, KEMI)	KII Guides	MSI evaluators
Practice Teaching (PT) school Head (include Kibarani School for the Deaf)	Questionnaire / KII Guides (MSI evaluators only)	Enumerators / MSI evaluators
Practice Teaching (TP) school teachers	Questionnaire (same as head teacher optional self-administered)	Enumerators
ACE school Head Teachers	Questionnaire / KII Guides (MSI evaluators only)	Enumerators / MSI evaluators
ACE school teachers	Questionnaire (optional self-admin.)	Enumerators
GDA Partners / ACE project staff (Intel, CISCO and Microsoft)	KII Guides	MSI evaluators
ACE ICT facilities at schools or colleges	Structured Observation Checklist	Enumerators / MSI evaluators
ICT facilities at schools or colleges (non-ACE)	Structured Observation Checklist	Enumerators / MSI evaluators
PDC center facilities	Structured Observation Checklist	Enumerators / MSI evaluators
Parents - Kibarani School for the Deaf	Group Interview / (Principal also to be interviewed by enumerator)	MSI evaluators

2. Questionnaires (prior to layout for EpiSurveyor)

2.1 Questions for PTTC and DTTC Principals (58)		
	Impact: Professional Development of Teachers	Response
1	What kind of changes have come to teacher education as a result of the new Tutor Induction Course from TEPD? Give examples.	Text
2	What Information and Communication Technology (ICT) equipment was provided by TEPD to your College?	Text /D.K.
3	Is there a Professional Development Center (PDC) in your college?	Y/N/D.K.
4	Do you have a PDC coordinator?	Y/N/D.K.
5	Do you have a PDC committee?	Y/N/D.K.
6	Where do you hold most PDC activities?	Text /D.K.
7	Have you received a PDC handbook?	Y/N/D.K.
8	Were INSET reference materials provided to your PDC by TEPD? If so what were they?	Y/N/D.K. & Text
9	How would you describe the effects or impact of the PDC on the professional development of TTC Tutors?	Very neg. /neg./no change /pos./very pos. /D.K.
10	How would you describe the effects or impact of the PDC on the professional development of in-service teachers?	Very neg. /neg./no change /pos./very pos. /D.K.
11	How would you describe the effects or impact of the PDC on the professional development of student trainees?	Very neg. /neg./no change /pos./very pos. /D.K.
12	Has the TEPD project affected the quality of the linkage between the TTC and TP schools? If so how?	Y/N/D.K. & Text
13	Has it become easier for TTCs to recruit / find TP partner schools since TEPD began? Why or why not?	Y/N/D.K. & Text
14	Since the 2007 start of the TEPD project do TP schools think they are getting less, the same, or more value from their relationship with the TT College?	Much less, less, no change, more, much more /D.K.
15	How useful are the digital educational materials provided on CD-ROM by TEPD?	Not useful/ somewhat useful/ useful/ very useful /D.K.
	Impact: Year 6	

16	What are the main changes that the TEPD project has made in the way TT Colleges prepare teachers?	Text /D.K.
17	Has TEPD developed any new teaching and learning materials for your college? Which ones?	Y/N/D.K. & Text
18	Has your institution received the Multi-Grade and Large Class module or materials? If not, do you know about one that is being developed?	Y/N/D.K. & Y/N
19	Are you aware of an earlier tutor training program before this new Tutor Induction Course was introduced by TEPD?	Y/N/D.K.
20	How would you describe the change between the earlier tutor training program and the new one that came from the TEPD project. The new one is...	Much worse, worse, no change, better, much better/D.K.
21	Have you received the Gender and Education Teacher Training Manual? If not do you know about one that is being developed?	Y/N/D.K. & Y/N
22	How would you describe the change in tutors' capacity for action research from before the TEPD project (2007) to the present time?	Much less, less, no change, more, much more/D.K.
23	How would you describe the change in tutors' capacity for data capture and analysis from before the TEPD project (2007) to the present time?	Much less, less, no change, more, much more/D.K.
24	What support or ideas have you received from the TEPD/ACE project about how to sustain TEPD-initiated activities after the project ends in May 2013? Please give an example.	Text
	Impact: ICT	
25	Do you have a reliable internet connection in your school?	Y/N /D.K.
26	Do you have an internet connection in your school that is generally accessible to both tutors and student trainees?	For Tutors / for trainees / for both /D.K.
27	How satisfied are you with the maintenance of your computers and software?	Very unsat./ unsat. / neutral / satis. / very satis. /D.K.
28	Is there a plan in place for sustaining and maintaining the equipment?	Y/N /D.K.
29	Who will maintain the equipment in the future after the TEPD project ends in May 2013?	Text
30	Do you personally use ICT in teaching and learning? If so how?	Y/N & Text
31	Have most of your tutors been sufficiently trained to be able to use computers and the digital educational materials provided by TEPD?	Y / N / only a few /D.K.
32	Who maintains the ICT equipment – someone from your internal staff or from TEPD or from another external group? How frequently is the equipment serviced?	Internal / TEPD / External /D.K. Never / rarely / occasionally / as needed /D.K.

Impact: HIV/AIDS		
33	Has your institution received an HIV and AIDS prevention and Life Skills Education training manual? When did you begin using it?	Y/N/D.K. , Year/D.K.
34	Are Youth Friendly Center activities held in your College for HIV education?	Y/N/D.K.
35	Are there Voluntary HIV/AIDS Counseling and Testing (VCT) services offered by your College?	Y/N/D.K.
36	Has TEPD helped your College create an ICT based HIV/AIDS data collection system?	Y/N /D.K.
37	Has the college conducted refresher training on HIV/AIDS prevention integration in teaching? <i>(for Master Tutors to help student trainees do it in TP)</i>	Y/N/D.K.
38	To what level are HIV/AIDS Master Tutors confident that they can train fellow tutors?	Not at all con. / somewhat con. / Neutral / conf. / very confident /D.K.
39	Have HIV education practices changed due to TEPD? How?	Y/N /D.K. & Text
40	Has there been a "Say No To Stigma" campaign in your college"	Y/N /D.K.
41	Does your institution hold an annual Community Health Day?	Y/N /D.K.
42	If your college has not yet held a Community Health Day does it have a one in its current plan?	Y/N /D.K.
43	Does the College have a Community Health Day Handbook provided by TEPD?	Y/N /D.K.
44	Have College staff received training in conducting Community Health Days? (Coast, Garissa, Kagumo)	Y/N /D.K.
Mainstreaming and Sustainability		
45	What are the 3 main accomplishments of the TEPD program?	Text / D.K.
46	What are the key challenges in implementing the TEPD project?	Text / D.K.
47	To what level is the new Tutor Induction Course having a positive effect on Teacher Professional Development? Which outputs are examples of this? (e.g. trainings, materials)	None/ little / somewhat / much / very much / D.K. + Text
48	To what level has the ICT equipment and training support received from TEPD before June 2010 (before ACE project) had a positive effect on Teacher Professional Development? Why? <i>(Includes support by Computers for Schools Kenya - CFSK & GeekCorps.)</i>	None/ little / somewhat / much / very much / D.K. + Text
49	To what level has the ICT equipment and training support received after June 2010 (after start of ACE project) had a positive effect on Teacher Professional Development? Why?	None/ little / somewhat / much / very much / 419D.K.

		+ Text
50	To what level are the outputs of the TEPD project having a positive effect on children with Special Needs? Which outputs? Can you give an example? <i>(Question among others for School for the Deaf parents, admin., teachers)</i>	None/ little / somewhat / much / very much / D.K. + Text
51	To what level has TEPD affected MOE Key Resource Teachers? How has it done so?	None/ little / somewhat / much / very much / D.K. + Text
52	Are MOE National Trainers capable of implementing the main TEPD trainings unassisted by TEPD (induction training support, MGLC training, etc.)?	Y/N / D.K.
53	Have any of your college's policies been affected by TEPD? If so how?	Y/N / D.K. & Text
54	Has your institution planned to continue TEPD activities beyond May 2013? Which ones?	Y/N / D.K. & Text
55	Has your institution budgeted for continuing TEPD activities beyond May 2013? Which activities?	Y/N / D.K. & Text
56	Where do you expect the funds will come from to continue these activities?	Text
57	Since TEPD began has there been a change in the level of priority given to the education and training of teacher educators' (tutors) by the MOE?	Much less/ less / no change / more / much more / D.K.
58	Currently the TEPD program is being managed from a central location. Do you foresee any issues arising for implementing TEPD activities as the education system decentralizes to the county level. In what way?	Y/N, Text

2.2. Questions for Master Tutors, Tutors and HIV Coordinators (46)		
	Impact: Professional Development of Teachers	Response
1	What kind of changes have come to teacher education as a result of the new Tutor Induction Course from TEPD? Give examples.	Text, D.K.
2	Is there a Professional Development Center (PDC) in your college?	Y/N / D.K.
3	Do you have a PDC coordinator?	Y/N / D.K.
4	Do you have a PDC committee?	Y/N / D.K.
5	Where do you hold most PDC activities?	Text / D.K.
6	Have you received a PDC handbook?	Y/N / D.K.
7	Were INSET reference materials provided to your PDC by TEPD and if so what were they?	Y/N / D.K.& Text
8	How would you describe the effects or impact of the PDC on the professional development of TTC Tutors?	Very neg. /neg./no change /pos./very pos. / D.K.
9	How would you describe the effects or impact of the PDC on the professional development of in-service teachers? (e.g., teachers employed at TP schools)	Very neg. /neg./no change /pos./very pos. / D.K.
10	How would you describe the effects or impact of the PDC on the professional development of student trainees?	Very neg. /neg./no change /pos./very pos. / D.K.
11	Has the TEPD project affected the quality of the linkage between the TTC and TP schools. If so how?	Y/N / D.K. & Text
12	Has it become easier for TTCs to recruit / find TP partner schools since TEPD began? Why or why not?	Y/N / D.K.& Text
13	Since the 2007 start of the TEPD project do TP schools think they are getting less, the same, or more value from their relationship with the TT College?	Much less, less, no change, more, much more / D.K.
14	How useful are the digital educational materials provided on CD-ROM by TEPD?	Not useful/ somewhat useful/ useful/ very useful / D.K.
Impact: Year 6		

15	What are the main changes that the TEPD project has made in the way TT Colleges prepare teachers?	Text / D.K.
16	Has TEPD developed any new teaching and learning materials for your college? Which ones?	Y/N / D.K. & Text
17	Has your institution received the Multi-Grade and Large Class module or materials? If not, do you know about one that is being developed?	Y/N / D.K. & Y/N
18	Are you aware of an earlier tutor training program before this new Tutor Induction Course was introduced by TEPD?	Y/N
19	How would you describe the change between the earlier tutor training program and the new Tutor Induction Course The new one is...	Much worse, worse, no change, better, much better / D.K.
20	Have you received the Gender and Education Teacher Training Manual? If not, do you know about one that is being developed?	Y/N / D.K. & Y/N
21	How would you describe the change in tutors' capacity for action research from before the TEPD project (2007) to the present time?	Much less, less, no change, more, much more /D.K.
22	How would you describe the change in tutors' capacity for data capture and analysis from before the TEPD project (2007) to the present time?	Much less, less, no change, more, much more /D.K.
23	What ideas have you received from the TEPD project about how to sustain TEPD activities after the project ends? Please give an example.	Text / D.K.
	Impact: ICT	
24	Do you have a reliable internet connection in your school?	Y/N / D.K.
25	Do you have an internet connection in your school that is generally accessible to both tutors and student trainees?	For Tutors / for trainees / for both / D.K.
26	How satisfied are you with the maintenance of your computers and software?	Very unsat./ unsat. / neutral / satis. / very satis.
27	Do you personally use ICT in teaching and learning? If so, how?	Y/N, Text
28	Have most of your tutors been sufficiently trained to be able to use computers and the digital educational materials provided by TEPD?	Y / N / only a few / D.K.
29	Has the County or District formed a regional ICT support system for your institution?	Y/N / D.K.
30	Who maintains the ICT equipment – someone from your internal staff or from TEPD or from another external group?	Internal / TEPD / External / D.K.

31	How frequently is the equipment serviced?	Never / rarely / occasionally / frequently / as needed / / D.K.
Impact: HIV/AIDS		
32	Has your institution received an HIV and AIDS prevention and Life Skills Education training manual? When did you begin using it?	Y/N , / D.K. Year
33	Has TEPD helped the PTTC create an ICT based HIV/AIDS data collection system?	Y/N / D.K.
34	Has the college conducted refresher training on HIV/AIDS prevention integration in teaching? <i>(for Master Tutors to help student trainees do it in TP)</i>	Y/N/ D.K.
35	To what level are HIV/AIDS Master Tutors confident that they can train fellow tutors?	Not at all con. / somewhat con. / Neutral / conf. / very confident / D.K.
36	Have HIV education practices changed due to TEPD? How?	Y/N / D.K. & Text
	Does your institution hold an annual Community Health Day?	Y/N / D.K.
37	Has there been a "Say No To Stigma" campaign in your college?"	Y/N / D.K.
Mainstreaming and Sustainability		
38	What are 3 the main accomplishments of the TEPD program?	Text / D.K.
39	What are the key challenges in implementing the TEPD project in your school?	Text / D.K.
40	To what level has the ICT equipment and training support received from TEPD before June 2010 (before ACE project) had a positive effect on Teacher Professional Development? Why? <i>(Includes support by Computers for Schools Kenya - CFSK & GeekCorps.)</i>	None/ little / somewhat / much / very much / D.K. + Text
41	To what level has the ICT equipment and training support received after June 2010 (after start of ACE project) had a positive effect on Teacher Professional Development? Why?	None/ little / somewhat / much / very much / D.K. + Text
42	To what level is the new Tutor Induction Course having a positive effect on Teacher Professional Development? Which outputs (trainings, materials) are examples of this?	None/ little / somewhat / much / very much / D.K. + Text
43	To what level has TEPD affected MOE Key Resource Teachers? How has it done so?	None/ little / somewhat / much / very much / D.K. + Text

44	Are MOE National Trainers capable of implementing the main TEPD trainings unassisted by TEPD? (e.g., induction training support, MGLC, etc.)	Y/N / D.K.
45	Have any of your college's policies been affected by TEPD? If so how?	Y/N / D.K. & Text
46	Has your institution planned to continue TEPD activities beyond May 2013? Which ones?	Y/N / D.K. & Text
47	Has your institution budgeted for continuing TEPD activities beyond May 2013? Which activities?	Y/N / D.K. & Text
48	Where do you expect the funds will come from to continue these activities?	Text, / D.K.
49	Since TEPD began has there been a change in the level of priority given to the education and training of teacher educators' (tutors) by the MOE?	Much less/ less / no change / more / much more / D.K.
50	Currently the TEPD program is being managed from a central location. Do you foresee any issues arising for implementing TEPD activities as the education system decentralizes to the county level. In what way?	Y/N, Text / D.K.

Questions for ICT Coordinators - 42		
	2.3 Impact: Professional Development of Teachers	Response
1	What kind of changes have come to teacher education as a result of the new Tutor Induction Course from TEPD? Give examples.	Text
2	What Information and Communication Technology (ICT) equipment was provided by TEPD to your College?	Text
3	Is there a Professional Development Center (PDC) in your college?	Y/N
4	Do you have a PDC coordinator?	Y/N
5	Do you have a PDC committee?	Y/N
6	Where do you hold most PDC activities?	Text
7	Have you received a PDC handbook?	Y/N
8	How would you describe the effects or impact of the PDC on the professional development of TTC Tutors?	Very neg. /neg./no change /pos./very pos.
9	How would you describe the effects or impact of the PDC on the professional development of in-service teachers?	Very neg. /neg./no change /pos./very pos.
10	How would you describe the effects or impact of the PDC on the professional development of student trainees?	Very neg. /neg./no change /pos./very pos.
11	Has the TEPD project affected the quality of the linkage between the TTC and TP schools? If so how?	Y/N & Text
12	Has it become easier for TTCs to recruit / find TP partner schools since TEPD began? Why or why not?	Y/N & Text
13	Since the 2007 start of the TEPD project do TP schools think they are getting less, the same, or more value from their relationship with the TT College?	Much less, less, the same, more, much more
14	Were INSET reference materials provided to your PDC by TEPD and if so what were they?	Y/N & Text
15	How useful are the digital educational materials provided on CD-ROM by TEPD?	Not useful/ somewhat useful/ useful/ very useful
16	Have your teachers been sufficiently trained to be able to use the computers and digital educational materials provided by TEPD or ACE?	Y/N
	Impact: Year 6	
17	Has TEPD developed any new teaching and learning materials for your college? Which ones?	Y/N & Text
18	What are the main changes that the TEPD project has made in the way TT Colleges prepare teachers?	Text

19	Has your institution received the Multi-Grade and Large Class module or materials? If not, do you know about one that is being developed?	Y/N & Y/N
20	Are you aware of an earlier tutor training program before this new Tutor Induction Course was introduced by TEPD?	Y/N
21	How would you describe the change between the old tutor training program and the new one. The new one is...	Much worse, worse, no change, better, much better
22	Have you received the Gender and Education Teacher Training Manual? If not do you know about one that is being developed?	Y/N & Y/N
23	How would you describe the change in tutors' capacity for action research from before the TEPD project (2007) to the present time?	Much less, less, no change, more, much more
24	How would you describe the change in tutors' capacity for data capture and analysis from before the TEPD project (2007) to the present time?	Much less, less, no change, more, much more
25	What support or ideas have you received from the TEPD/ACE project about how to sustain TEPD-initiated activities after the project ends in May 2013? Please give an example	Text
	Impact: ICT	
26	Do you have a reliable internet connection in your school?	Y/N
	Do you have an internet connection in your school that is generally accessible to both tutors and student trainees?	For Tutors / for trainees / for both
	Are your computers networked via a local area network (LAN)?	Y/N
	What percentage of your total number of tutors are able to use a Wordprocessor (like MS Word or other)?	Percentage
	What percentage of your total number of tutors are able to use a spreadsheet or other program to make charts (like MS Excel or other)?	Percentage
	What percentage of your total number of tutors are able to use a spreadsheet or other program to perform mathematical calculations (like MS Excel or other)?	Percentage
	What percentage of your total number of tutors are able to use Presentation software (like Powerpoint or other)?	Percentage
	What percentage of your total number of tutors are able to send and receive email and receive attachments?	Percentage
	What percentage of your total number of tutors are able to use scanners, digital cameras to capture save and manipulate digital images?	Percentage
27	How satisfied are you with the maintenance of your computers and software?	Very unsat./ unsat. / neutral / satis. / very satis.
28	Is there a plan in place for sustaining and maintaining the equipment?	Y/N
29	Who will maintain the equipment in the future after the TEPD project ends in May 2013?	Text
30	Do you personally use ICT in teaching and learning? If so, how?	Y/N, Text

31	Have most of your tutors been sufficiently trained to be able to use computers and the digital educational materials provided by TEPD?	Y / N / only a few
32	Has the County or District formed a regional ICT support system for your institution?	Y/N
33	Who maintains the ICT equipment – someone from your internal staff or from TEPD or from another external group? How frequently is the equipment serviced?	Internal / TEPD / External Never / rarely / occasionally / frequently / as needed
Impact: HIV/AIDS		
34	Has your institution received an HIV and AIDS prevention and Life Skills Education training manual? When did you begin using it?	Y/N , Year
	Has the college conducted refresher training on HIV/AIDS prevention integration in teaching? <i>(for Master Tutors to help student trainees do it in TP)</i>	Y/N
	Have HIV education practices changed due to TEPD? How?	Y/N & Text
35	Has TEPD helped you create an ICT based HIV/AIDS data collection system?	Y/N
Mainstreaming and Sustainability		
36	What are the key challenges in implementing the TEPD project in your school?	Text
37	To what level has the ICT equipment and training support received from TEPD before June 2010 (before ACE project) had a positive effect on Teacher Professional Development? Why? <i>(Includes support by Computers for Schools Kenya - CFSK & GeekCorps.)</i>	None/ little / somewhat / much / very much + Text
38	To what level has the ICT equipment and training support received after June 2010 (after start of ACE project) had a positive effect on Teacher Professional Development? Why?	None/ little / somewhat / much / very much + Text
39	To what level is the new Tutor Induction Course having a positive effect on Teacher Professional Development? Which outputs (trainings, materials) are examples of this?	None/ little / somewhat / much / very much + Text
42	Are MOE National Trainers capable of implementing the main TEPD trainings unassisted by TEPD? (e.g., induction training support, MGLC, etc.)	Y/N
43	Have any of your college's policies been affected by TEPD? If so how?	Y/N & Text
44	Since TEPD began has there been a change in the level of priority given to the education and training of teacher educators' (tutors) by the MOE?	Much less/ less / no change / more / much more

2.4 Questions for ACE School Head Teachers - 40		
	Impact: Professional Development of Teachers	Response
1	How many computers were provided by TEPD or ACE to your school?	Number
2	How useful are the digital educational materials provided on CD-ROM by TEPD?	Not useful/ somewhat useful/ useful/ very useful
3	Have your teachers been sufficiently trained to be able to use the computers and digital educational materials provided by TEPD or ACE?	Y/N
Impact: Year 6		
4	Has your institution received the Multi-Grade and Large Class module or materials? If not, do you know about one that is being developed?	Y/N & Y/N
5	Have you received the Gender and Education Teacher Training Manual? If not do you know about one that is being developed?	Y/N & Y/N
6	What support or ideas have you received from the TEPD/ACE project about how to sustain TEPD-initiated activities after the project ends in May 2013? Please give an example	Text
Impact: ICT		
7	Do you have a reliable internet connection in your school?	Y/N
	Is the internet used by only teachers or by both teachers and students?	teachers / both teachers and students
8	How satisfied are you with the maintenance of your computers and software?	Very unsat./ unsat. / neutral / satis. / very satis.
9	Is there a plan in place for sustaining and maintaining the equipment?	Y/N
10	Who will maintain the equipment in the future after the TEPD project ends?	Text
11	Do you have an ACE Sustainability Toolkit? If not do you know about it?	Y/N & Y/N
12	Do you have an ACE Equipment Handbook? If not do you know about it?	Y/N & Y/N
13	Has the ACE basic computer training content been effective?	Y/N
14	Do you personally use ICT in teaching and learning? If so, how?	Y/N, Text
	Have most of your teachers been sufficiently trained to be able to use computers and the digital educational materials provided by TEPD or ACE?	Y / N / only a few
15	Has the ACE project provided workshops to create subject-specific lesson plans (for example on math, science, and HIV/AIDS)?	Y/N

16	Has your school established a Student Support Technician Club?	Y/N
17	Did your school have a math and science pre-test and post-test in late 2012 that was created by ACE and the MOE for grade 5 and 6?	Y/N
18	Has the County or District formed a regional ICT support system for your institution?	Y/N
19	Who maintains the ICT equipment – someone from your internal staff or from TEPD or from another external group? How frequently is the equipment serviced?	Internal / TEPD / Another External Never / rarely / occasionally / frequently / as needed
20	Which of the ACE ICT contributions have been most helpful (computers, software, networking, all equally)? Why?	Computers / software / networking / internet / all equally, Text
Impact: HIV/AIDS		
21	Has your institution received an HIV and AIDS prevention and Life Skills Education training manual? When did you begin using it?	Y/N , Year
22	Has your institution held a Community Health Day?	Y/N
23	If you have not yet held a Community Health Day does your institution have a one in its current plan?	Y/N
24	Do you have a Community Health Day Handbook provided by TEPD?	Y/N
25	Has your school been involved with Community Health Day (CHD) activities with the nearby PTTC / DTTC?	Y/N
26	Have you received training in conducting Community Health Days? (Coast, Garissa, Kagumo)	Y/N
27	Has TEPD helped you create an ICT based HIV/AIDS data collection system?	Y/N
Mainstreaming and Sustainability		
28	What are the 3 main accomplishments of the TEPD program in your school(s)?	Text
29	What are the 3 main accomplishments of the ACE project in your school(s)?	Text
30	What are the key challenges in implementing the TEPD project in your school?	Text
31	To what level has the ICT equipment and training support of the ACE project received after June 2010 (after start of ACE project) had a positive effect on Teacher Professional Development? Why?	None/ little / somewhat / much / very much + Text

32	To what level are the outputs of the TEPD having a positive effect on children with Special Needs? Which outputs? Can you give an example? <i>(Question among others for School for the Deaf parents, admin., teachers)</i>	None/ little / somewhat / much / very much + Text
33	To what level has TEPD affected MOE Key Resource Teachers ? How has it done so?	None/ little / somewhat / much / very much + Text
34	Are MOE National Trainers capable of implementing the main TEPD trainings unassisted by TEPD? (e.g., induction training support, MGLC, etc.)	Y/N
35	Have any of your school's policies been affected by TEPD? If so how?	Y/N & Text
36	Has your institution planned to continue TEPD activities beyond May 2013? Which ones?	Y/N & Text
37	Has your institution budgeted for continuing TEPD activities beyond May 2013? Which activities?	Y/N & Text
38	Where do you expect the funds will come from to continue these activities?	Text
39	Since TEPD began has there been a change in the level of priority given to the education and training of teacher educators' (tutors') by the MOE?	Much less/ less / no change / more / much more
40	Currently the TEPD program is being managed from a central location. Do you foresee any issues arising for implementing TEPD activities as the education system decentralizes to the county level. In what way?	Y/N, Text

2.5. Questions for ACE Teachers - 28		
	Impact: Professional Development of Teachers	Response
1	How many computers were provided by TEPD or ACE to your school?	Number
2	How useful are the digital educational materials provided on CD-ROM by TEPD?	Not useful/ somewhat useful/ useful/ very useful
Impact: Year 6		
3	Has your institution received the Multi-Grade and Large Class module or materials? If not, do you know about one that is being developed?	Y/N & Y/N
4	What support or ideas have you received from the TEPD/ACE project about how to sustain TEPD-initiated activities after the project ends in May 2013? Please give an example	Text
Impact: ICT		
5	Do you have a reliable internet connection in your school that is accessible to both tutors and student trainees?	Y/N
6	How satisfied are you with the maintenance of your computers and software?	Very unsat./ unsat. / neutral / satis. / very satis.
7	Is there a plan in place for sustaining and maintaining the equipment?	Y/N
8	Who will maintain the equipment in the future after the TEPD project ends in May 2013?	Text
9	Do you have an ACE Sustainability Toolkit? If not do you know about it?	Y/N , Y/N
10	Do you have an ACE Equipment Handbook? If not do you know about it?	Y/N , Y/N
11	Do you personally use ICT in teaching and learning? If so, how?	Y/N, Text
12	Have you been sufficiently trained to be able to use the computers and digital educational materials provided by ACE or TEPD?	Y/N
13	Has the ACE content been made locally relevant?	Y/N
14	Has the ACE project provided workshops to create lesson plans on math, science, and HIV/AIDS?	Y/N
15	Has your school established a Student Support Technician Club?	Y/N
16	Did your school have a math and science pre-test and post-test in late 2012 that was created by ACE and the MOE for grade 5 and 6?	Y/N
17	Has the County or District formed a regional ICT support system for your institution?	Y/N

18	Who maintains the ICT equipment – someone from your internal staff or from TEPD or from another external group? How frequently is the equipment serviced?	Internal / TEPD / External Never / rarely / occasionally / frequently / as needed
19	Which of the ACE contributions have been most helpful (computers, software, networking, all equally)? Why?	Mult. choice, Text
Impact: HIV/AIDS		
20	Has your institution received an HIV and AIDS prevention and Life Skills Education training manual? When did you begin using it?	Y/N , Year
21	Has your institution held a Community Health Day?	Y/N
22	If you have not yet held a Community Health Day does your institution have a one in its current plan?	Y/N
23	Do you have a Community Health Day Handbook provided by TEPD?	Y/N
24	Has your school been involved with Community Health Day (CHD) activities with the nearby PTTC / DTTC?	Y/N
25	Have you received training in conducting Community Health Days? (Coast, Garissa, Kagumo)	Y/N
Mainstreaming and Sustainability		
26	What are the 3 main accomplishments of the ACE project in your school(s)?	Text
27	What are the key challenges in implementing the TEPD project in your school?	Text
28	To what level has the ICT equipment and training support of the ACE project received after June 2010 (after start of ACE project) had a positive effect on Teacher Professional Development? Why?	None/ little / somewhat / much / very much + Text
29	Since TEPD began has there been a change in the level of priority given to the education and training of teacher educators' (tutors') by the MOE?	Much less/ less / no change / more / much more

2.6 Questions for Teaching Practice School Heads - (or Deputy Heads if Head Teacher is absent)		
	Impact: Professional Development of Teachers	Response
1	Has the TEPD project affected the linkage or relationship between the TTC and the TP schools. If so how?	Y/N, Text
2	Has it become easier for TTCs to recruit / find TP partner schools since TEPD began? Why or why not?	Y/N, Text
3	Have you received in-service training at the PTTC? If so, what was the content of that training?	Y / N , Text
4	Have the teachers on your staff in this school received in-service training at the PTTC? If so, what was the content of that training?	Y / N , Text
5	If so, about how many teachers from this school have gone for in-service training at the PTTC? About what percentage of your total number of teachers is that?	Number, %
6	Since the 2007 start of the TEPD project do TP schools think they are getting less, the same, or more value from their relationship with the TT College?	Much less, less, no change, more, much more
7	Have MOE Quality Assurance Officers been affected by the TEPD project? If so how?	Y/N & Text
8	Have Teacher Advisory Center (TAC) tutors been affected by the TEPD project? If so how?	Y/N & Text
9	Do you view teaching practice a burden or a learning opportunity for all? How?	Y/N, Text
10	Has the level of activity and cooperation between the colleges and primary schools changed in the recent past? How?	Y/N, Text
11	Have there been meetings between tutors and teachers from your school to discuss professional issues? How frequently?	Y/N, Much less, less, no change, more, much more
12	What preparation is carried out in advance with the primary schools before trainees are sent to the school for TP?	Text
Impact: Year 6		
13	What are the main changes that the TEPD project has made in the way the TT Colleges prepare teachers?	Text
14	Has your institution received the Multi-Grade and Large Class module or materials? If not, do you know about one that is being developed?	Y/N, Y/N
15	Have you received the Gender and Education Teacher Training Manual? If not do you know about one that is being developed?	Y/N & Y/N
Impact: ICT		
16	Do you personally use Information and Communication Technology in teaching and learning. If so, for what purposes do you use it?	Y/N, Text
Impact: HIV/AIDS		
17	Has your institution received an HIV and AIDS prevention and Life Skills Education training manual? When did you begin using it?	Y/N, Year

18	Has your school been involved with Community Health Day (CHD) activities with the nearby PTTC / DTTC?	Y/N
Mainstreaming and Sustainability		
19	What do you consider the three major achievements of the TEPD project ? <i>(prompt: "considering its Tutor Induction Course", etc.)</i>	Text
20	What in your view were the major challenges of the TEPD project?	Text
21	Suggest ways for improving the benefits of the project	Text
22	To what level are the outputs of the TEPD project having a positive effect on the education of marginalized children? Which outputs are examples of this? (e.g., trainings, materials)	None/ little / somewhat / much / very much + Text
23	To what level has TEPD affected MOE Key Resource Teachers ? How has it done so?	None/ little / somewhat / much / very much + Text
24	Since TEPD began has there been a change in the level of priority given to the education and training of teacher educators' (tutors') by the MOE?	Much less/ less / no change / more / much more
25	Can you suggest ways for improving the benefits of the project?	Text

2.7 Questions for Secondary School Principals (16)		
	Impact: Professional Development of Teachers	Response
1	Have Quality Assurance Officers been affected by the TEPD project? If so how?	Y/N & Text
2	Has the TEPD project affected the linkage or relationship between the DTTC and your school. If so how?	Y/N, Text
	Have you received in-service training at the DTTC? If so, what was the content of that training?	Y / N , Text
	Have the teachers on your staff in this school received in-service training at the DTTC? If so, what was the content of that training?	Y / N , Text
	If so, about how many teachers from this school have gone for in-service training at the DTTC? About what percentage of your total number of teachers is that?	Number, %
3	Since the 2007 start of the TEPD project do you think your school is getting less, the same, or more value from its relationship with the TT College?	Much less, less, no change, more, much more
	Impact: Year 6	
4	Has your institution received the Multi-Grade and Large Class module or materials? If not, do you know about one that is being developed?	Y/N, Y/N
5	Have you received the Gender and Education Teacher Training Manual? If not do you know about one that is being developed?	Y/N & Y/N
	Impact: ICT	
6	Do you personally use ICT in teaching and learning. If so, how?	Y/N, Text
7	Do you have a reliable internet connection in your school?	Y/N
	Do you have an internet connection in your school that is generally accessible to both teachers and students?	For teachers only / for both teachers and students
8	How satisfied are you with the maintenance of your computers and software?	Very unsat./ unsat. / neutral / satis. / very satis.
9	Is there a plan in place for sustaining and maintaining the equipment?	Y/N
10	Who will maintain the equipment in the future after the TEPD project ends in May 2013?	Text
11	Have your teachers been sufficiently trained to be able to use the computers and digital educational materials provided by TEPD or ACE?	Y/N
12	Has the County or District formed a regional ICT support system for your institution?	Y/N

13	Who maintains the ICT equipment – someone from your internal staff or from TEPD or from another external group? How frequently is the equipment serviced?	Internal / TEPD / External Never / rarely / occasionally / frequently / as needed
Impact: HIV/AIDS		
14	Has your institution received an HIV and AIDS prevention and Life Skills Education training manual? If so when did you begin using it?	Y/N, Year
15	Are Youth Friendly Center activities held in your nearby DTTC for HIV education?	Y/N
16	Are there Voluntary HIV/AIDS Counseling and Testing (VCT) services offered by your DTTC?	Y/N
17	Has your school been involved with Community Health Day (CHD) activities with the nearby DTTC?	Y/N
18	Have HIV education practices changed due to TEPD? How?	Y/N & Text
19	Has your institution participated in an annual Community Health Day?	Y/N
20	If you have not yet participated in a Community Health Day, does your institution plan to do so?	Y/N
21	Do you have a Community Health Day Handbook provided by TEPD?	Y/N
22	Has your school been involved with Community Health Day (CHD) activities at the nearby DTTC?	Y/N
23	Have you received training in conducting Community Health Days? (Coast, Garissa, Kagumo)	Y/N
Mainstreaming and Sustainability		
24	What are the 3 main accomplishments of the TEPD project in your school?	Text
25	What are the key challenges in implementing the TEPD project in your school?	Text
26	Since TEPD began has there been a change in the level of priority given to the education and training of diploma level teacher educators (tutors) by the MOE?	Much less / less / no change / more / much more

2.8 Questions for Ministry of Education Officials (Province, District, Zone, etc.) - 34

	Impact: Professional Development of Teachers	Responses
1	Have you received training or orientation in use of the new Teacher Competency Framework?	Y/N
2	How do you distinguish between teachers who have the competencies and those who do not?	Text
	What kind of changes have come to teacher education as a result of the new Tutor Induction Course from TEPD? Give examples.	Text, D.K.
	Are you aware of the Professional Development Centers that have been created at many of the PTTCs with the support of the TEPD project?	Y/N
3	Have you received or seen a Professional Development Center handbook?	Y/N
4	How would you describe the effects or impact of the PDC on the professional development of TTC Tutors?	Very neg. /neg./no change /pos./very pos.
5	How would you describe the effects or impact of the PDC on the professional development of in-service teachers?	Very neg. /neg./no change /pos./very pos.
6	How would you describe the effects or impact of the PDC on the professional development of student trainees?	Very neg. /neg./no change /pos./very pos.
	How would you describe the effects or impact of the Tutor Induction Course on the professional development of student trainees?	Very neg. /neg./no change /pos./very pos.
14	Has the TEPD project affected the quality of the linkage between the PTTCs and Teaching Practice schools? If so how?	Y/N & Text
7	Since the 2007 start of the TEPD project do TP schools think they are getting less, the same, or more value from their relationship with the TT College?	Much less, less, no change, more, much more
8	How useful are the digital educational materials provided on CD-ROM by TEPD?	Not useful/ somewhat useful/ useful/ very useful
Impact: Year 6		
9	Has TEPD developed any new teaching and learning materials for PTTCs? Which ones?	Y/N, Text
	Are you aware of an earlier tutor training program before the new Tutor Induction Course was introduced by TEPD?	Y/N
10	How would you describe the change between the earlier tutor training program and the new one that came from the TEPD project. The new one is...	Much worse, worse, no change, better, much better

11	What are the main changes that the TEPD project has made in the way TT Colleges prepare teachers?	Text
13	Do you have a direct role in assessing the performance of tutors at PTTCs or DTTCs, or do you receive indirect reports from others about tutors' performance?	No information / indirect info. / direct info.
14	How would you describe the change in tutors' capacity for action research from before the TEPD project (2007) to the present time?	Much less, less, no change, more, much more
15	How would you describe the change in tutors' capacity for data capture and analysis from before the TEPD project (2007) to the present time?	Much less, less, no change, more, much more
16	What support or ideas have <u>you received from the TEPD/ACE project</u> about how to sustain TEPD-initiated activities after the project ends in May 2013? Please give an example?	
17	What support or ideas <u>do you or others in the MOE have</u> about how to sustain TEPD-initiated activities after the project ends in May 2013? Please give an example	
	Impact: ICT	
18	Do you have or have you seen an ACE Sustainability Toolkit? If not do you know about it?	Y/N , Y/N
19	Do you have or have you seen an ACE Equipment Handbook? If not do you know about it?	Y/N , Y/N
20	Do you personally use ICT in teaching and learning? If so, how?	Y/N, Text
21	Has the ACE training and education content been made locally relevant?	Y/N
22	Has the ACE project provided workshops to create lesson plans on math, science, and HIV/AIDS?	Y/N
23	Has the County or District formed a regional ICT support system for your institution?	Y/N
24	Who maintains the ICT equipment – someone from your internal staff or from TEPD or from another external group? How frequently is the equipment serviced?	Internal / TEPD / External Never / rarely / occasionally / frequently / as needed
25	Which of the ACE contributions have been most helpful (computers, software, networking, all equally)? Why?	Mult. choice, Text
	Impact: HIV/AIDS	
26	Have the TTCs conducted refresher training on HIV/AIDS prevention integration? (for Master Tutors to become Lead Master Trainers to help student trainees do it in Teaching Practice)	Y/N
27	How does the MOE view the appropriateness of the tools created for integrating HIV/AIDS interventions in teacher training colleges?	Not favorably / somewhat fav /

		Neutral / fav. / very favorably
28	To what level are HIV/AIDS Master Tutors confident that they can train fellow tutors?	Not at all con. / somewhat con. / Neutral / conf. / very confident
Mainstreaming and Sustainability		
29	Is the TCF well incorporated in MOE guidelines and policies and so that it will continue to be employed after the end of the TEPD project?	Y/N
54	Are MOE National Trainers capable of implementing the main TEPD trainings unassisted by TEPD (induction training support, MGLC training, etc.)?	Y/N
30	What are the 3 main accomplishments of the TEPD program in your schools?	Text
31	What are the key challenges in implementing the TEPD project in your schools?	Text
	To what level is the new Tutor Induction Course having a positive effect on Teacher Professional Development? Which outputs are examples of this? (e.g. trainings, materials)	None/ little / somewhat / much / very much + Text
32	To what level has the ICT equipment and training support that schools and colleges received from TEPD before June 2010 (before the ACE project) had a positive effect on Teacher Professional Development? Why? <i>(Includes support by Computers for Schools Kenya - CFSK & GeekCorps.)</i>	None/ little / somewhat / much / very much + Text
33	To what level has the ICT equipment and training support of the ACE project that schools and colleges have received after June 2010 (after start of ACE project) had a positive effect on Teacher Professional Development? Why?	None/ little / somewhat / much / very much + Text
34	To what level are the Teacher Competency Framework activities of the TEPD project having a positive effect on Teacher Professional Development? Which outputs (trainings, materials) are examples of this?	None/ little / somewhat / much / very much + Text
35	To what level are the outputs of the TEPD project having a positive effect on the education of marginalized children? Which outputs (trainings, materials) are examples of this?	None/ little / somewhat / much / very much + Text
36	To what level are the outputs of the TEPD project having a positive effect on children with Special Needs? Which outputs? Can you give an example? <i>(Question among others for School for the Deaf parents, admin., teachers)</i>	None/ little / somewhat / much / very much + Text
37	To what level has TEPD affected MOE Key Resource Teachers ? How has it done so?	None/ little / somewhat / much / very much + Text
38	Since TEPD began has there been a change in the level of priority given to the education and training of teacher educators' (tutors) by the MOE?	Much less/ less / no change / more / much more
39	Have any MOE policies been affected by TEPD? If so how?	Y/N & Text

40	Currently the TEPD program is being managed from a central location. Do you foresee any issues arising for implementing TEPD activities as the education system decentralizes to the county level. In what way?	Y/N, Text
41	Has your institution planned to continue TEPD activities beyond May 2013? Which ones?	Y/N & Text
42	Has your institution budgeted for continuing TEPD activities beyond May 2013? Which activities?	Y/N & Text
43	Where do you expect the funds will come from to continue these activities?	Text

3. KII Guides

(EVALUATOR GUIDE ONLY)

Below are incomplete guide consisting of indicative questions that may be asked of education officials or GDA partners as appropriate by the evaluators only (not by enumerators).

*** For KEMI (recommended to speak with Gideon Otem??)

3.1 Indicative Questions for Ministry of Education Officials	
1	What are the implications of TEPD on the many schools not involved with TTCs as TP schools?
2	What are the 3 main accomplishments of the TEPD program?
3	What are the 3 main accomplishments of the ACE project?
4	Have TEPD activities provided models or resources that will remain relevant for education of marginalized children for some time?
5	To what degree has TEPD affected MOE Key Resource Teachers ? How has it done so?
6	To what degree has the MOE Research Department benefitted from TEPD? How? How does this relate to the future of the PDCs?
7	Will TEPD programs and approaches remain appropriate and adaptable to an increasingly decentralized system?
8	Did the mission / project always receive the estimated funds, and in time?
9	Are MOE National Trainers capable of implementing the main TEPD trainings unassisted by TEPD? (e.g., induction training support, MGLC, etc.) ***

3.2 Indicative Guide Questions for GDA (ACE Project) Partners or other NGO Partners		
	Impact: Professional Development of Teachers	Response
	Impact: Year 6	
1	What support or ideas do you have or have you discussed with the MOE or other GDA partners about how to sustain TEPD-initiated activities after the project ends in May 2013? Please give examples.	Text
	Impact: ICT	
2	Is there a plan in place for sustaining and maintaining the equipment?	Y/N
3	Who will maintain the equipment in the future after the TEPD project ends in May 2013?	Text
4	Do you have an ACE Sustainability Toolkit? If not do you know about it?	Y/N & Y/N
5	Do you have an ACE Equipment Handbook? If not do you know about it?	Y/N & Y/N
6	Has the ACE training and education content been made locally relevant?	Text
7	Has the ACE project provided workshops to create lesson plans on math, science, and HIV/AIDS?	Y/N
8	Has your school established a Student Support Technician Club?	Y/N
9	Did your school have a math and science pre-test and post-test in late 2012 that was created by ACE and the MOE for grade 5 and 6?	Y/N
10	Has the County or District formed a regional ICT support system for your institution / program? Explain.	Y/N
11	Which of the ACE contributions have been most helpful (computers, software, networking, all equally)? Why?	Mult. choice, Text
	Impact: HIV/AIDS	
	Mainstreaming and Sustainability	
12	What are the 3 main accomplishments of the ACE project?	Text
13	To what level has the ICT equipment and training support of the ACE project that you have provided after June 2010 had a positive effect on Teacher Professional Development? How do you know? Evidence?	None/ little / somewhat / much / very much + Text
14	Have any MOE policies been affected by TEPD? If so which ones? If so how?	Text

3. OBSERVATION CHECKLIST

Observer's Name _____ Date: _____

Name of the PTTC / DTTC / School _____

INSTRUCTIONS

- *The information should be collected through observation and informal discussion with the individuals who are directly responsible for the areas of interest.*
- *The enumerator should provide information in the spaces provided.*

POPULATION AND PHYSICAL FACILITIES

1. What is the current teacher or tutor population? _____
2. What is the current student or trainee population? _____
3. Please fill in the table below by indicating figures within the corresponding boxes, where applicable.

Facilities / Equipment	No.	Condition (1-5)*	Which agency/project provided this equipment?
1. Computer lab(s)			
a) Computers(desk-tops)			
b) Surge protectors			
c) User friendly software			
d) Lighting in the lab			
e) Printers			
f) Copiers			
g) Scanners			
h) Internet connectivity			
2. Lap Tops			
3. LCD/projectors			
4. DSTV			
5. Digital camera(s)			
Resource Materials			

1. Tafakari Mindset KIE Materials			
2. INSET reference materials on CD			
3. ACE Equipment tool-kit			
4. ACE Equipment handbook			

*** 1 - Very Poor, 2 - Poor, 3 - Fair, 4 - Good, 5 - Very Good**

Comments

4. a) Other than the computer lab (or labs) are there any rooms with information and communication technology (ICT) equipment?

YES []

NO []

- b) Are these separate ICT rooms in a usable condition?

YES []

NO []

c) Comments

5. To what extent do students and tutors have access to the computer lab/ ICT room for the purposes indicated below? Use score scale of:

(1) Not at all (2) Small extent (3) Large extent (4) Very large extent

Indicate the number of your choice in the corresponding boxes below.

ICT Usage	Individuals	
	Tutors	Students
a) Lesson plans / lessons		
b) Practice with ICTs		
c) Surfing the internet		
d) Sending/ receiving e-mail		
e) Typing notes		
f) Preparing for exams		
g) Doing assignments		

ICT Usage	Individuals	
	Tutors	Students
h) Other (specify)		

6. What arrangements does the college / school have in place for maintaining available facilities and resource materials?

a) Facilities / equipment

b) Resource materials

THANK YOU FOR YOUR COOPERATION AND ASSISTANCE

4. ICT MATERIALS (locally created) CHECKLIST

We have been asked by USAID to visit **Teacher Education and Professional Development (TEPD)** projects they fund and to collect information that will help them to better understand what those projects are doing for education. The information you share will not be shared with anyone but USAID. Therefore, your participation and the data you share with us will not affect your relationship with TEPD, which is providing services to you. Your answers will be used to improve the program but will not make you more or less eligible to get any extra services or funding. Your name will not be quoted in the report and your answers will not be judged either right or wrong. Please fill in the form and return it to our enumerators.

<u>Identification data</u>			
Date of visit:		Name of Institution:	
		Name of respondent:	
County:		Gender of respondent:	
Constituency / District:		Contact of respondent:	
		Position of respondent	

1. Do the various departments have ICT materials developed either by the staff or by the teacher trainees to use in training and learning?

1. YES [] 2.NO. []

*If **YES**, please find out and indicate the name of the resource material or describe it, whether the developer is a **staff tutor** or a **trainee**, and the format of the material.*

Please include materials from as many different departments as you can.

1.Resource material	2.Developer	3.Department	4.Format of material
a.			
b.			
c.			
d.			
e.			
f.			
g.			
h.			
i.			
j.			

ANNEX P: PARTIAL LIST OF DOCUMENTS REVIEWED

List of Documents Sought and Reviewed		Date	Source
1.	ACE Baseline Assessment conducted March 2011		FHI
2.	Baseline Survey Report 2007		MSI/USAID
3.	CD-ROM		FHI
4.	Examples of Phase 2 materials adapted Phase 1 materials based on feedback		FHI
5.	FHI TEPD Factsheet	July / 12	Web
6.	FY2012 Global Development Alliance (GDA) Annual Program Statement	2012	WEB
7.	Gender manual as co-produced with MOE		FHI
8.	Getting to Answers / Statement of Work: Evaluation Design and Baseline.	2012	MSI
9.	Grant and Cooperative Agreement and Extension Year 6 Program Description	5/30/12	MSI/USAID
10.	Harmonized TP Assessment Tool		Colleges
11.	HIV & AIDS training manual		FHI
12.	Literature Review Model: Evaluation Design and Baseline Study Implementation for Municipal Services	2011	MSI
13.	Map of all project sites		FHI
14.	Multi-grade manual		FHI
15.	Performance Indicators for TCF (Phase 2)		FHI
16.	Performance indicators for the TCF		FHI
17.	PMP for Phase 1 with actual annual outcomes against each reported to USAID		FHI
18.	PMP for Phase 2 with actual annual outcomes against each reported to USAID through year 5		FHI
19.	Pre-ACE project equipment profile for each ACE beneficiary school.		FHI
20.	PT School profiles pre-TEPD		FHI
21.	PTTC profiles (pre-TEPD) mentioned in 3 rd quarterly report		FHI
22.	Sample Tutor Induction course materials / Agendas		FHI
23.	Team Planning Meeting Agenda (1/15-1/21)	1/15/13	MSI
24.	TEPD – ACE Request for Quotes	7/12/11	Web
25.	TEPD Cooperative Agreement	5/31/07	MSI/USAID
26.	TEPD developed Profiles of each PTTC (from Phase 1)		FHI
27.	TEPD First Quarterly Report (Phase 1)		Web
28.	TEPD Internal evaluation forms / survey instruments		FHI
29.	TEPD M&E regular periodic reports to TEPD COP		FHI
30.	TEPD Modification of Assistance Phase 2 Program Description)	5/17/10	MSI/USAID
31.	TEPD Phase 2 Monitoring Plan	8/2/12	MSI/USAID
32.	TEPD PMPs (all since 2007)		FHI / USAID
33.	TEPD Quarterly Reports since March 2008		FHI / USAID
34.	TEPD report on INSET materials (Q 3 report)		
35.	TEPD Second Quarterly Report (Phase 1)		Web
36.	TEPD semiannual and annual reports - all		FHI / USAID
37.	TEPD Third Quarterly Report (Phase 1)	4/30/08	Web
38.	TEPD Year 6 Workplan	7/30/12	MSI/USAID
39.	USAID Education Strategy 2011-2015	Jan. / 11	Web
40.	USAID Evaluation Statement of Work		MSI
41.	USAID TIPS for Building a Results Framework Number 13, 2 nd ed.	2010	Web

ANNEX Q: EXTENT TO WHICH PTTCS USE ICTS IN COLLEGE MANAGEMENT

Sub category	Indicator	Tambach		Mosoriot		Kaimosi		Eregi		Bondo		Asumbi	
		Baseline (March 2008)	Current (Feb 2013)	Baseline (March 2008)	Current (Feb 2013)	Baseline (March 2008)	Current (Feb 2013)	Baseline (March 2008)	Current (Feb 2013)	Baseline (March 2008)	Current (Feb 2013)	Baseline (March 2008)	Current (Feb 2013)
Planning	Extent to which college used ICT skills for planning	No information	High	No information	Medium, e.g. lesson planning	No information	Medium	No information	Medium	No information	High	No information	Generally medium
Budgeting	Extent to which the college used ICT for budgeting	No information	Medium	No information	High	No information	Low, need to install a program	No information	Medium	No information	Medium	No information	Low, have installed program
Keeping of Records	ICT skills used by college to keep records	No information	High – the principal asks all dept. heads to have inventory in soft copy	No information	Medium (exams analysis, exam registration)	No information	Medium	No information	Medium	No information	High – the principal asks all dept. heads to have inventory in soft copy	No information	High
	ICT skills used for financial accounts	No information	High, workers salaries, fees are all kept in soft form	No information	High	No information	This is done largely in hard copy	No information	Low	No information	High, workers salaries, fees are all kept in soft form	No information	Done manually in hard copy
Monitoring and Evaluation of curriculum delivery		No information	High – Every department analyses marks.	No information	Medium. registration of students for the national exams,	No information	Medium	No information	Departments analyse marked exams	No information	High – Every department analyse	No information	Marks analysis

ANNEX R: ACE TEACHERS' COMMENTS ON THEIR ICT ACCOMPLISHMENTS AND CHALLENGES

Tchr.	ACE Accomplishments	ACE Challenges
1	Pupils able to open and close files and access programs	In teaching mathematics, getting resources is hard compared to science. With only 2 modems time to use them is limited and if you use Airtel you have to pay for internet
2	Computer literacy to all teachers especially due to portable laptop	Technophobia. Shortage of printing toner, rely on free primary education money that is restricted
3	Motivated learning and improve level of performance. Use monthly evaluations	Large number in a class-140 per class, few laptop
4	Open to the world	Internet connectivity
5	Improved on learning and teaching skills on science and mathematics	Inadequate maintenance
6	Training of teachers	Enrollments of more students which resulted congestions in the classes
7	Training of teachers on ICT	All programs are not installed hence some are missing
1	Technophobia after the training, It was made a policy that lessons plan be on computers if one has time	
2	Managing school progress data, ease of marking and providing results to students and parents	Technophobia
3	High class attendance-better.	Less furniture
4	Storage of data	Maintenance/virus
5	Improved on enrollments	Understaffing and frequent teacher transfer
6	Development of materials i.e., tafakari	Issue of power and inadequate materials
7	Training of students on ICT by the teachers hence this was as a result of teachers being trained by TEPD	Repairing of gadget by the teachers and not them
1	Learners' interest has gone up	
2	Positive enthusiasm by pupils due to laptops. Spend more time in comp lab	
3	Performance	Get more contents for class 7 by tafakari. More topics e.g. hire purchase
4	Administration made easy	Funds/finances
5	Teachers, students and community became computer literate	Inadequate computers
6	Provision of computers	Lack of finance and also created workload for the teachers
7	Improvement on performance of math and science as a subject	Transfer of ICT teachers and inadequate training for the teachers

ANNEX S: INDICATIVE PHOTOGRAPHS





