USAID FROM THE AMERICAN PEOPLE | ETHIOPIA READ II

Ministry of Education

ETHIOPIA READ II – INSTITUTIONAL CAPACITY ASSESSMENT

Analysis Brief
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Introduction

READ II's goal is to improve the reading proficiency and educational attainment of 15 million children so they can lead productive lives and drive Ethiopia's economic, social, and political development. READ II will provide students in the six target regions—Addis Ababa, Amhara, Oromia, Somali, SNNPR, and Tigray—with a learning-supportive environment in schools, communities, and homes. This overall objective is supported by three intermediate results (IRs):

- IR 1. Improved classroom reading and writing instruction
- IR 2. Strengthened community engagement in education activities
- IR 3. Improved leadership, management, and delivery capacity at each administrative level

High quality pre-service teacher education is a critical component in creating a teaching force that can positively affect the quality of learning for students in government schools. Ethiopian Colleges of Teacher Education (CTEs) including the REB selected Regional Centers of Excellence (CoEs) strive to provide the essential teacher preparation program to support such learning in government primary schools. While these pre-service institutions have the dimensions of quality to undertake this mission, there are still challenges. To support this mission, READ II is assisting CTEs in the target areas in the conduct of Institutional Capacity Assessments (ICAs) to gain additional information to support them in "filling in the gaps" in the preparation of Pre-Service teachers in the teaching of reading in Mother Tongue (MT). This report serves as the mid-point for the broader ICA exercise and provides the design and analysis of the recent ICA exercise undertaken by eight purposefully chosen CTEs (six CoEs and two additional CTEs working in SNNP)[1] in READ IIs target regions.

Specific objectives of the ICA

1. Identify factors that contribute to capacity
2. Identify factors that hinder capacity
3. Recommend strategies for strengthening capacity
4. Facilitate the development of institutional strengthening action plans by CoEs

Design

The full ICA process involves 6 Steps (this report is part of Step 4) in order to address the above objectives. These activities will take place across the 6 target regions of intervention within the CTEs and CoEs. First (step 1), tools and protocols were developed, and feedback was solicited from the field. CoE facilitators were selected, pilot testing of the tools was completed, and the MoE validated and approved the tools. Second (step 2), the CoEs facilitators practiced / piloted the tools in a nearby CoE conducted data collection. Next (step 3), data collection commenced in the initial eight CTEs. Step 4 is the analysis of the data, (presented in this report), which will be used in a workshop with CoEs to develop action plans for their institutions. Step 4 will also involve revising the tools for use in, reflection and develop action plans for their institutions, and it is intended that CoEs will support their satellite CTEs to do the same. Also, as part of Step 4, READ II will refine the data collection tools and receive approval from MoE. Then (Step 5), data collection will take place with at least 24 additional CTEs (all non-CoE), and finally (Step 6), the data will be analyzed to develop action plans, as in Step 4.

[1] The six CoEs (Abiy-Adi, Gondar, Kotebe, Jimma, Dr. A/Majid, and Hawassa) were selected by their respective REBs and the other two CTEs in the study (Hosanna, and Arbaminch) were considered since they are working on the three languages; Aff-Somali, Hadiyissa, and Wolayttatto where EGRA has been conducted since 2014 in READ II target regions.

Qualitative – Key informant interviews and focus group discussions

There were 44 Key Informant Interviews (with instructors and leaders) and 17 Focus Group Discussions (FGDs) (with graduate and pre-service students (also referred to as PSTs)) completed across the 8 CTEs. In these, Key Informant Interviews (KIIs) that constituted nearly identical questions (a few items were different / specific to their role in the CTE) were administered to MT Instructors and Leaders. Graduates and students had their own respective FGD protocols, though some questions overlapped. FGDs consisted of 6 to 8 participants, and though the initial plan was to have separate FGDs for males and females to allow respondents to speak more freely on gender-sensitive questions, in the end, men and women respondents were combined for the majority of the discussions with gender-specific grouping occurring only near the end of the interviews, for certain questions .[2] For KIIs, with the exception of one CTE, interviews were with one individual at a time[3]. For this analysis, all CTEs will be identified with a number instead of their name, in order to maintain their anonymity.

Table 1: Sample sizes, qualitative: Respondents by site, by respondent type

CTE	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**Total**
Leader (KII)	4	4	1	4	2	4	4	4	**27**
Instructor (KII)	2	2	1	2	4	2	2	2	**17**
Graduated PSTs (FGD)	1	1	1	1	1	1	1	1	**8**
Current PSTs (FGD)	1	1	1	2	1	1	1	1	**9**

Quantitative – Questionnaires

Questionnaires were administered in all 8 CTEs, targeting CTE leadership and staff, year 2 and 3 students, and MT instructors. Each group responded '*agree*', '*agree somewhat*', '*disagree*' or '*I don't know*' for approximately 68 to 72 positive statements (considered good or desirable by the Project) about their CTE. The questionnaire was divided into five sections; all surveyed responded to the same 48 items in the first four sections, along with a respondent role-specific addendum with up to 22 additional items following. Sample size targets[4] were generally met except in achieving a fully gender-balanced sample (it was generally not possible among leaders and instructors where females were not part of the pool)[5].

Table 2: Sample sizes, quantitative: Respondents, by site, by respondent type

Quantitative / Questionnaire									
CTE	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**Total**
Leader	8	5	4	4	4	4	4	4	37 (36 male, 1 female)
Instructor	4	2	3	2	4	2	2	2	21 (12 male, 9 female)
Current PSTs	18	8	12	12	17	12	20	16	115 (62 male, 53 female)
Total	**30**	**15**	**19**	**18**	**25**	**18**	**26**	**22**	**173 (110 male, 63 female)**

[2] The target in each school was to conduct 6 FGDs per school (one male and one female group each of Year 2, Year 3, and Graduates).

[3] The target in each school was to conduct 8 KIIs with: 2 MT instructors, 4 CTE leaders, and 2 practicum mentors. Practicum mentors were not interviewed. Sex was not always recorded for KIIs so it is not possible to provide a final tally, though it is sufficiently clear that females are underrepresented.

[4] The target in each school was to reach 12 to 20 students (equal split between Year 2 and 3; men and women); 4+ CTE leadership (equal split male/female, 2-10 MT Instructors (equal split men and women).

[5] It is important to note two features of the methodology related to quantitative analysis: 1) Given the relatively small sample size in each CTE, and in particular among instructors and leaders, it was difficult to detect differences in some cases where there may actually be differences; 2) The findings are not necessarily representative of all the students, leaders, or instructors in the CTEs given sampling bias (those who completed questionnaires may be systematically different than those who did not complete questionnaires). This is especially the case when disaggregating data by individual CTE (where there were at most 30 participants and as few as 15).

Findings

Notes on Presentation of Findings

Findings are organized by 11 topics, summarized below.

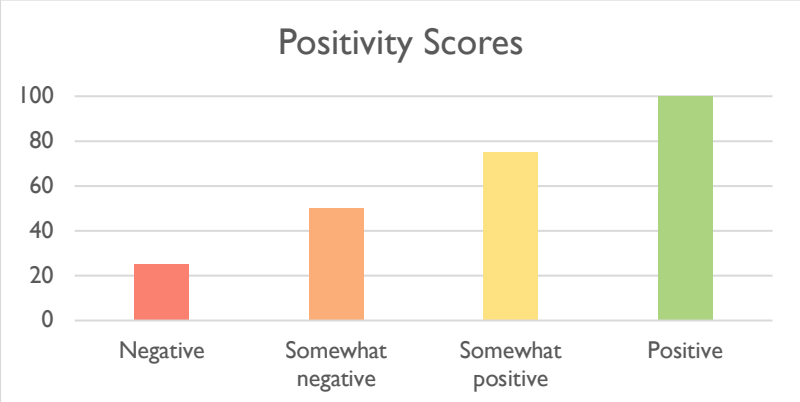
Topic	Details
CTE Organization, Systems, and Structure	Organization, structure, systems, vision statements and instructor expectations documented and delivered, partnerships with primary schools and REBs
CTE Support for Instructors	Support and collaboration for instructors, monitoring of instructors, PD opportunities
CTE Support for Students	Support and collaboration for students, monitoring of students
CTE Resources and Facilities	Well-resourced, good equipment and materials
CTE Innovation and Research	Innovative, research-driven
Course Curriculum and Design	Curriculum, method of instruction, action research curriculum, incorporating units on how to teach marginalized students)
Course Quality of Teaching	Use of curriculum; quality of instruction / skilled instructors, instructor treatment of students / engagement with students / use of evaluation with them to adjust
CTE Practicum Structure and Support	Quality of support received from CTE for students during practicum; CTE liaising with primary schools on their behalf; having / conveying clear guidelines on how the program is run
Practicum Primary School Support for Students	Quality of support received from primary school for students during practicum)

For each topic and for each respondent, a composite **'positivity score'** (0% - 100%) was given that is based on the respondents' responses to a series of positive statements (disagree, somewhat agree, agree) related to the topic in question[6]. Agreeing with a statement scored 100% positivity for that statement; somewhat agreeing with a statement scored 50% positivity for that statement; disagreeing with a statement scored 0% positivity for that statement. Then, all statements within that topic were averaged to get a composite positivity score for that respondent for that topic. (Box 1).

[6] Respondents were also given the option to respond with 'I don't know'. In the analysis, these responses were excluded from the analysis (e.g. not factored into the average score). For example, if a respondent answered 'agree' for 4 of 5 statements, and 'I don't know' for the remaining one, the average would be taken out of the four responses that were given (=100%).

Box 1: Illustrative Example for how scores were calculated

Questionnaire statements related to primary practicums topic	**Respondent responses to statements; positivity score assigned**			
	Respondent 1	**Respondent 2**	**Respondent 3**	**Mean positivity score all respondents**
Primary school principal/vice principals are involved with identifying the teachers who serve as Practicum Mentors.	Agree (score: 100%, very positive)	Disagree (score: 0%, not positive)	Somewhat agree (score: 50%, somewhat positive)	(100 + 0 + 50) / 3 = 150 / 3 = 50% mean score (somewhat positive)
Primary school principal/vice principals are involved with identifying the teachers who serve as Practicum Mentors.	Agree (score: 100%, very positive)	Agree (score: 100%, very positive)	Agree (score: 100%, very positive)	(100 + 100 + 100) / 3 = 300 / 3 = 100% mean score (very positive)
Classrooms in primary schools have supplementary reading materials in Mother Tongue.	Disagree (score: 0%, not positive)	Disagree (score: 0%, not positive)	Disagree (score: 0%, not positive)	(0 + 0 + 0) / 0 = 0 / 0 = 0% mean score (not positive)
Composite score for all questions related to primary practicum topic	(100 + 100 + 0) / 3 = 200/3 = 66.7% composite positivity score	(0 + 100 + 0) / 3 = 100/3 = 33.3% composite positivity score	(50 + 100 + 0) / 3 = 150/3 = 50% composite positivity score	(50 + 100 + 0) / 3 = 150 / 3 = 50% composite positivity score
Explanation	Respondent 1 gave primary practicums as positivity score of 66.7% out of 100% (somewhat positive).	Respondent 2 gave primary practicums a positivity score of 33.3% out of 100% (somewhat negative).	Respondent 3 gave primary practicums a positivity score of 50% out of 100% (somewhat positive).	All respondents, on average, gave primary practicums a positivity score of 50% out of 100% (somewhat positive).

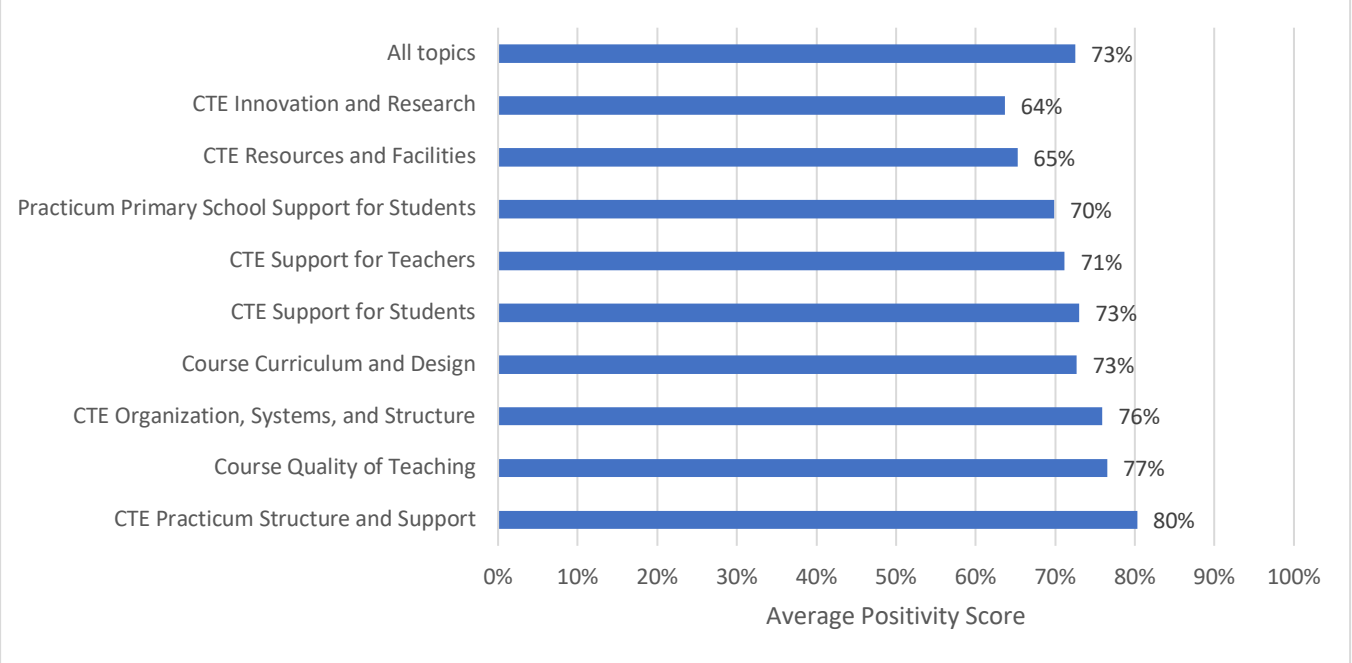


The charts (Figures) presented throughout the findings section are based on the quantitative (questionnaire) data only and are disaggregated by both CTE and respondent type[7]. The strengths/weaknesses/mixed findings tables that follow each chart are informed by both a) the responses to the individual statements from each of the questionnaire topics, and b) the qualitative data that provides additional nuance to those questionnaire items. In some cases, quotations from the qualitative data are used to illustrate the finding.

Findings by Topic

In general, all respondents tended to score all topics in the *somewhat positive* to *positive* range. Respondents' positivity scores were highest on three topics: 1) CTE Organization, Systems, and Structure; 2) CTE Practicum Structure and Support; and 3) Course Quality of Teaching above average. Positivity scores were lowest in relation to 1) Graduating Student Capacity (optimism that students would have the capacity to teach after graduation); 2) the degree of CTE's Innovation and Research, and 3) the quality of the CTE's Resources and Facilities.

Figure 1: Average Positivity Scores by Topic, all respondents

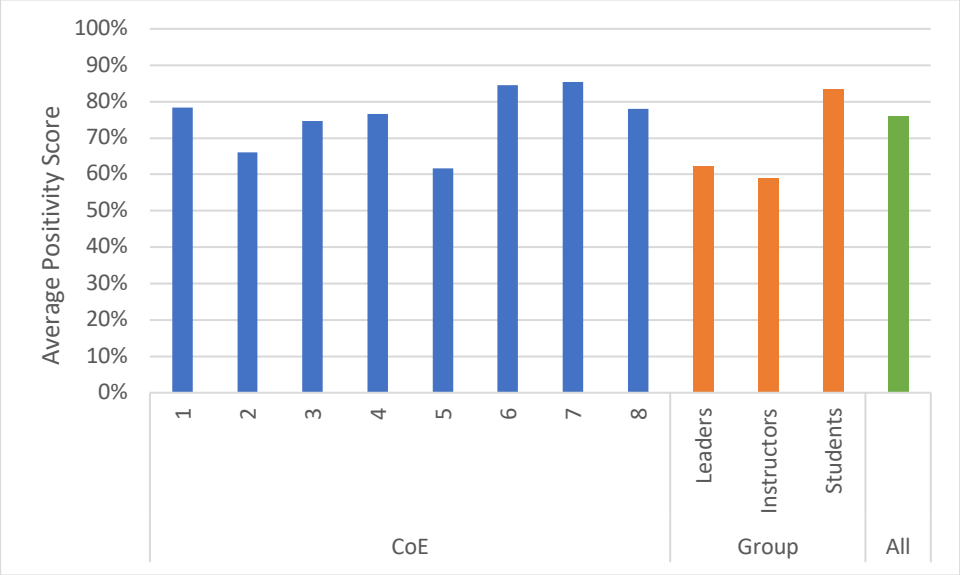


CTE Organization, Systems, and Structure

This topic covers the CTE's overall organization, systems and structure, including having vision statements, having documented and delivered instructor expectations, having solid partnerships with primary schools and REBs, and attracting suitable applicants. All CTEs together scored in the positive range (76%), but some individual CTEs scored less positively (as low as 62%) and others more positively (as high as 85%). Students also generally felt more positive (84%) than leaders (62%) and instructors (59%).

[7] When comparisons are made, one can assume statistically significant differences (where $p<0.05$) except when indicated otherwise.

Figure 2: CTE Organization, Systems, and Structure: Average positivity scores, by CTE, by group type, and total

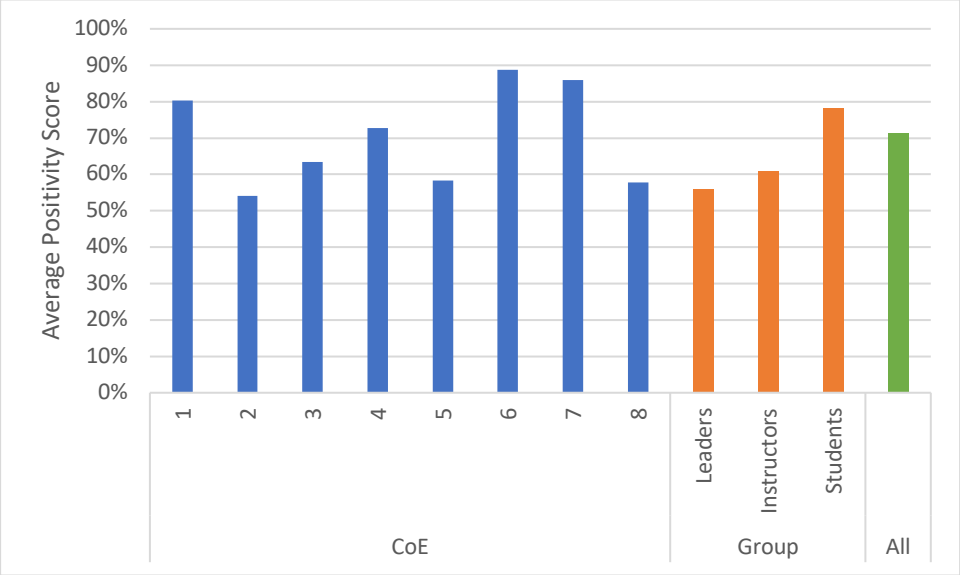


Strengths	**Weaknesses**
• CTEs have a clear vision statement. • CTEs are broadly supportive of teaching MT at primary level. • CTEs have good linkages to primary schools / curriculum in their vicinity. • CTEs attract a good balance of male / female applicants.	• There is inadequate communication between the CTE and REB, and absence of 'common plan': "*The REB simply directs/imposes the college to do different tasks. The REB controls every activity of the college, including academic and administrative issues… The relationship between CTE and REB should be bilateral" (Instructor); "Main constraints are absence of 'common plan' and budget constraints that lead to delays or shortages" (Instructor)* • CTE's face budget constraints, • Applicants are not necessarily qualified to be successful in their course of study: limited work habits, study skills, and foundational skills in reading and math.
Mixed	
• There is a clear leadership structure and responsibilities at leadership level in CTE, but unclear guidelines and regulations on what constitutes a qualified / successful instructor (both in terms of regulations, and degree to which it is conveyed to instructors). • The CTE is willing to troubleshoot gaps and makes efforts to act on them: "*CTE conducts needs assessments to identify gaps" (Instructor)*. However, in practice, *the* guidelines are not updated regularly to reflect inconsistencies that hinder program success, nor to reflect current realities.	

CTE Support for Instructors

This topic covers the CTE's support for and collaboration with instructors, including the monitoring of instructors, and/or offering them PD opportunities and other incentives to try to retain them. In general, respondents were somewhat positive (71%) about CTE support for instructors, but there was a wide degree of variability across CTEs, with two CTEs scoring high (89% and 86%), and two CTEs scoring on the low end of somewhat positive (positivity scores of 54% and 58%). Students gave higher positivity scores (78%) than instructors (61%) and leaders (56%).

Figure 3: CTE Support for Instructors: Average positivity scores, by CTE, by group type, and total

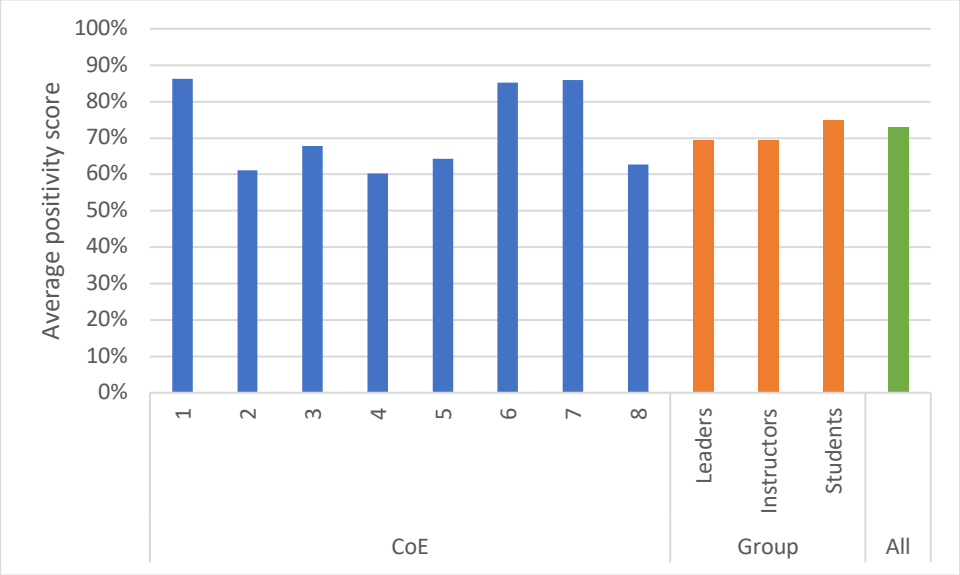


Strengths	**Weaknesses**
• CTE Instructors are invited to be involved in making decisions. • Monitoring strategy of instructors encourages them to use class time efficiently and monitor the progress of their own students: "*The leadership has devised a monitoring strategy that urge instructors to make use of their class time efficiently and inspect and report absent students" (PST.)*	• There is limited cross-collaboration across departments. • There are limited opportunities for collaboration between students, instructors, and CTE. • Model MT instructors are not reliably recognized for their accomplishments by CTE leadership. • There are few incentives for MT instructors to be retained; therefore many leave (instructors have many *'boring and trivial tasks'*; there are limited PD opportunities; inadequate house allowances or per diems; low salaries; few opportunities for raises, laptops, and other instructional equipment).
Mixed	
• Evaluations at all levels [are] used to improve teaching. However, some evaluations are limited only to tracking attendance, and not observing performance which is not sufficiently informative: "*leaders control Instructors' attendance only but [do] not enter and observe the class" (PST).* Also, evaluations are not always transparent and accessible.	

CTE Support for Students

This topic covers the support for and collaboration with students, including monitoring of students and maintaining a safe and gender-equitable environment. Overall, respondents were somewhat positive (73%) about CTE's support for students, with three CTEs positive (86%, 86%, 85%) and one scoring on the lower end of somewhat positive (60%). Instructors, leaders, and students scored similarly.

Figure 4: CTE Support for Students: Average positivity scores, by CTE, by group type, and total

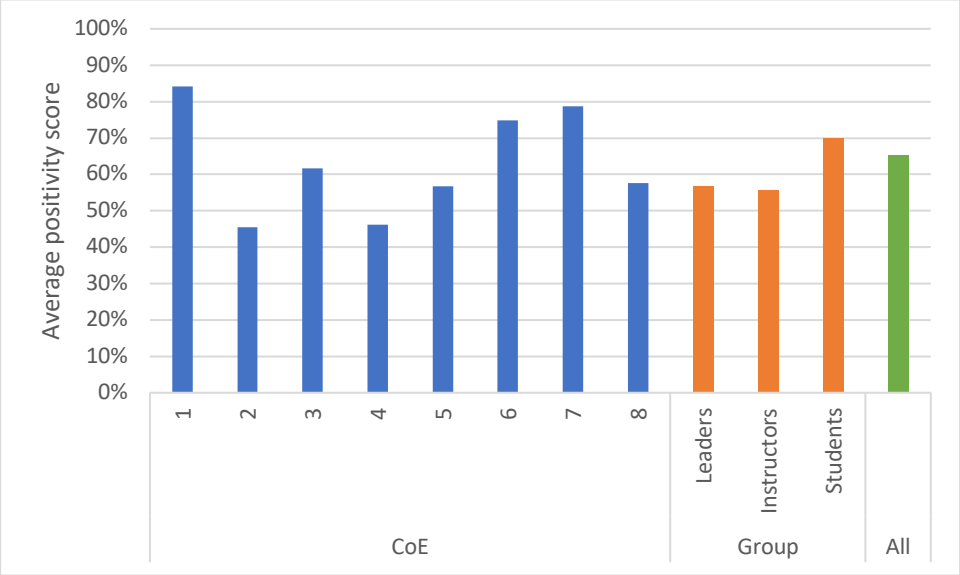


Strengths	**Weaknesses**
• There is a good degree of interaction promoted between instructors and students. • There is good student support services (e.g. tutoring, counseling). • In general students are aware and supportive of the need for improved gender equity in teaching and in the CTE.	• Both men and women indicate there are sometimes risks to females on campus and in areas surrounding campus; especially problematic for females without housing on campus: "*Because the CTE does not give a dormitory services and students have to rent outside the campus, some female students have been being sexually abused" (PST).*
Mixed	
• Students are able to provide feedback on instructors and provide input on broader academic program issues. However, feedback from students not necessarily used in shaping academic planning or developing legislation. Though they can say what they think, it is not necessarily acted upon. • Males and females describe multiple examples of CTE making strong efforts at achieving gender equity: *Instructors make preferential treatment for female students than for males. Even the college administration favors females in different services than males. They give them some incentives in the form of stationary materials as necessary" (PST); "If female students are interested in answering questions in the classroom, instructors give unfettered chance to them" (PST); "If female students are interested in answering questions in the classroom, instructors give unfettered chance to them" (PST).* However, there are some doubts about the practicality of affirmative action: "*In principle, the CTE is said to be promoting female leadership. But, in practice, this seems unrealistic" (Leader).*	

CTE Resources and Facilities

This topic covers the degree to which the CTE has adequate facilities, equipment, and materials. Respondents were somewhat positive (65%) with significant differences across CTEs, where three were positive (84%, 79%, 75%) and two were somewhat negative (46%).

Figure 5: CTE Resources and Facilities: Average positivity scores, by CTE, by group type, and total

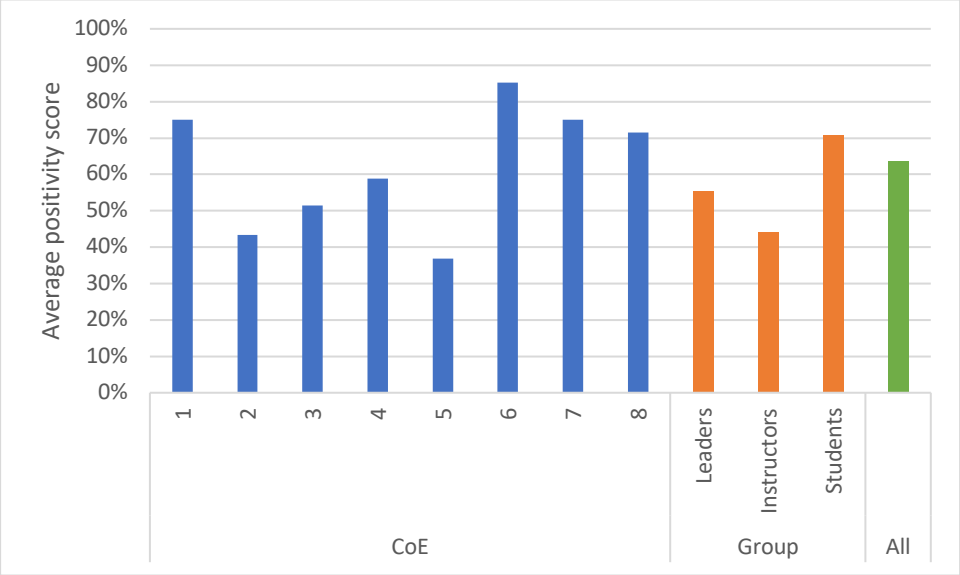


Strengths	**Weaknesses**
• There is good access to basic materials like chalkboards and whiteboards; wall space for displaying materials.	• There is a lack of computers generally, and especially computer with internet both at the CTE and outside of the CTE.
Mixed	
• Libraries are generally adequate, and students can access most of their course materials in a timely manner. However, there are limited materials for MT-specific courses in the library: "*There were some children's literature in Mother Tongue and English, but generally, there was shortage of reference (supplementary) books in MT. We were using the public library in the town". (Graduate); "There is no reference material in MT. Even there are not enough modules in the library. When we need references for assignments, we go to search materials out of CTE. Even there is no model research paper which is done in MT in the library" (Graduate).*	

CTE Innovation and Research

This topic covers the degree to which the CTE is innovative and driven by research to inform practices. This topic scored among the lowest across all topics, with a positivity score of 64%. There were vast differences between CTEs, with one scoring positive (85%) and two others scoring somewhat negative (37% and 43%). Instructors and leaders were significantly less positive than students.

Figure 6: CTE Innovation and Research: Average positivity scores, by CTE, by group type, and total

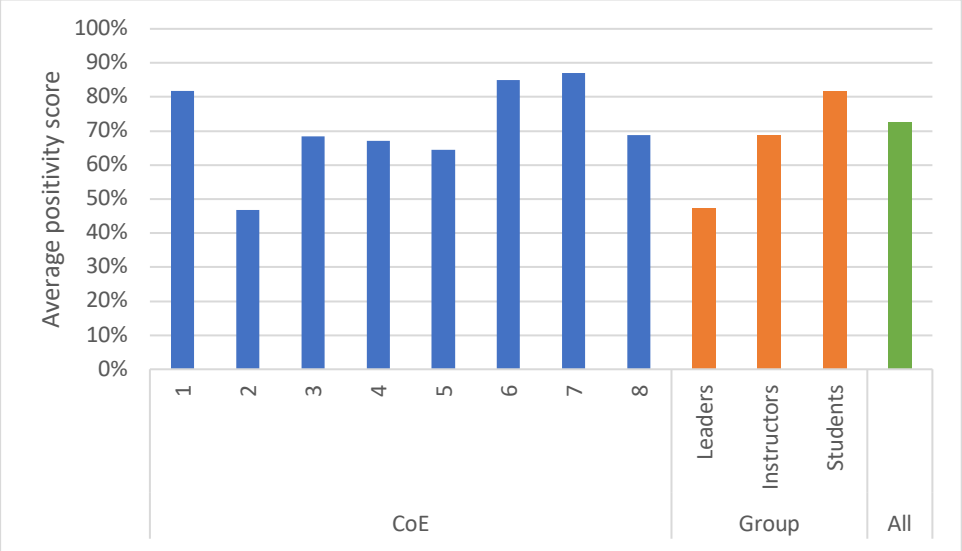


Strengths	Weaknesses
• Research is considered to be important and is respected, in general.	• There is limited research done (and opportunities to pursue research) by MT instructors. • There is limited opportunity for creativity and innovation for students, instructors, and leaders.

Course Curriculum and Design

This topic covers the curriculum(s) in use by the CTE, including the MT curriculum, and components such as action research, and instruction on how to teach marginalized students. Respondents overall were somewhat positive (73%), but there were substantial differences across CTEs. Three CTEs scored relatively high (87%, 85%, 82%) and one scored somewhat negative (47%). Leader were also significantly more negative than both students and instructors.

Figure 7: Course Curriculum and Design: Average positivity scores, by CTE, by group type, and total



Strengths	**Weaknesses**
• CTE MT curriculum reflects realities of primary schools. • Students are engaged in peer group activities and are encouraged to peer-mentor each other: "*We also frequently apply the strategy: "I do; we do; you do" which was found very exciting and effective" (Graduate); "Some of the strategies used by CTE instructors were role-play, jigsaw methods, goldfish method, peer-group, cross-over group, etc. We use them as much as possible, but there are some barriers to fully apply it (e.g. large class size, inconvenient classrooms without chairs (in some classes students sit in stone chairs" (Graduate).*	• The action research course is sometimes not considered to be practical or useful "The *course was not helpful for us to practically conduct research. The course was entirely theoretical with very little help to implement it in real situations" (PST); "Action research courses were least valuable because there are different formats/steps suggested by different scholars & there is no benefit gained from conducting research in the real environment (schools)" (Graduate.)* • There are inadequate strategies to engage parents and families in supporting children in learning to read. • Students are not fully equipped on adapting learning materials for reading using low-cost/no-cost materials. • Conflict management in classroom not sufficiently covered.

Mixed

- USAID READ TA modules are used and generally well-understood by pre-service students. However, some comment that the materials are too long; need some user-friendly components like audio-visual supplements; can be redundant: "*there exist content redundancy in almost all newly developed course modules. It would be better to avoid this overlapping content because there are time constraints to cover each portion, and it is monotonous for both students and instructors" (PST).* Respondents also report limited access to USAID READ TA IT package.
- Practical activities during class time are appreciated, but *"more should be included in our training modules as far as reading and writing are concerned" (PST).*
- MT courses consider the needs of diverse / marginalized populations: "*The CTE modules, especially the ones developed by the USAID support give some rooms to these students. To be specific, the texts and the activities in the modules represent and characterize children with disabilities, children from under-privileged groups, and boys and girls." (PST). "We learned that we should make students with sight problems sit in the front. We use body language*

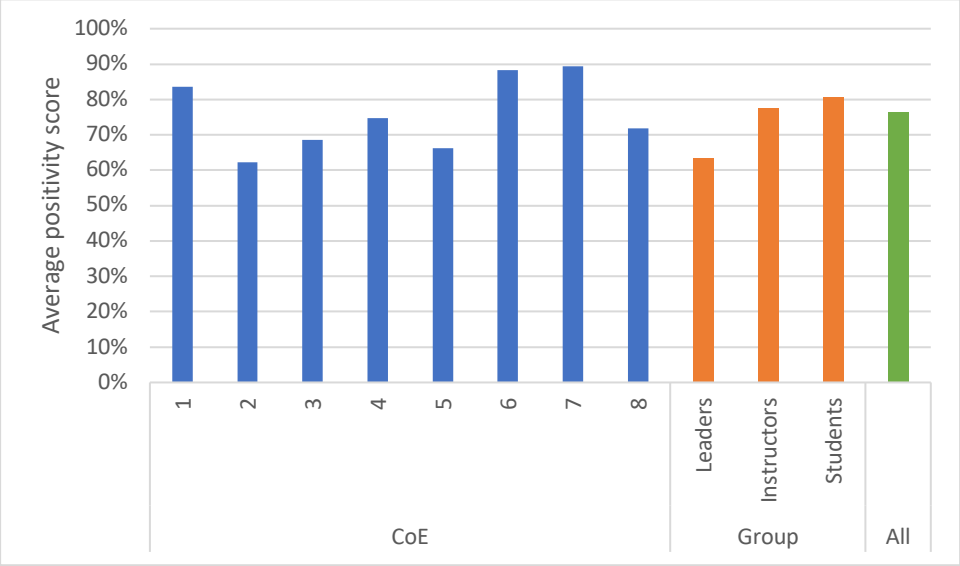
and gestures when there are students with hearing problems" (Graduate). However, this instruction is sometimes inadequate: *"We took a 'Braille' course and 'sign language' course, though we took these courses as 'pass' and 'fail'. So, it helped us to some extent, but still we would still need additional training on it." (Graduate); "we need to have hands-on practice on how to treat children with visual and hearing impairments to keep up with other children in the classroom" (PST).* Also, respondents do not describe any practices relating to working with students with learning or developmental disabilities.

- CTE courses in reading instruction are well-organized and paced appropriately, and in particular the opportunity to read aloud in class for MT students is critical. However, some of the content related to post-reading activities *"does not demand higher-level thinking" (Graduate).* Sometimes, students leave without being fully qualified in the MT and/or English.

Course Quality of Teaching

This topic covers the quality of instruction, whether the CTE has skilled instructors, how instructors treat students and the degree to which they engage with them, evaluate them, and allow them to have a say in their coursework. Overall, respondents were positive (77%), with some variability across CTEs where three were positive (89%, 88%, 84%) and two were somewhat positive (62% and 66%).

Figure 8: Course Quality of Teaching: Average positivity scores, by CTE, by group type, and total



Strengths	**Weaknesses**
• MT instructors use leaner-centered methods (e.g. group work, collaboration). • MT instructors are generally proficient in Mother Tongue language that they are teaching.	• MT instructors are not always fully qualified as instructors: they are said to sometimes have insufficient reading, writing, and speaking skills in English; are not able to meet pedagogical competencies; are not knowledgeable about National Professional Standards for Teachers in Ethiopia. • MT instructors are not always available outside of class time. • Instructors don't always push students to read aloud in class, even if they know of the problem that students might have with this: "*most students' reading speed is extremely low*" (PST).

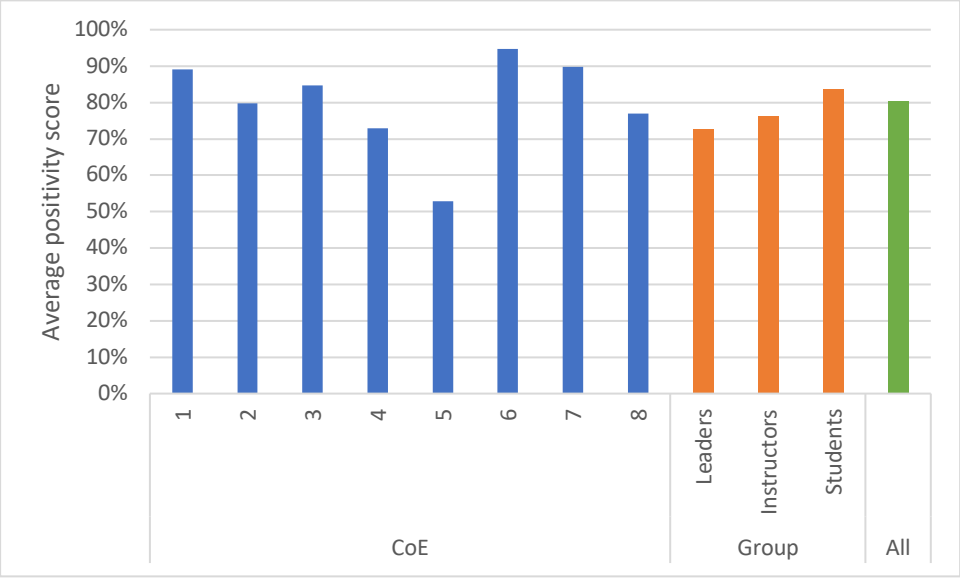
Mixed

- MT instructors regularly and effectively assess students' learning using both summative and formative assessments. However, they're not always aware of the best / most valid ways to do so. Also, some students worry about giving honest feedback to instructors: "*Sometimes, when we evaluate instructors, we fear there could be some revenge" (PST).*
- Students generally feel free to ask questions in class, though some instructors are not welcoming, "*ill-tempered, scolding, and despising students*" (Graduate).

CTE Practicum Structure and Support

This topic covers the quality of support received from the CTE for students during their practicums, including having and conveying clear guidelines on how the practicum program is structured, and the degree to which the CTE engages with primary schools on their behalf. All respondents were quite positive (80%), with most CTEs giving a positivity score of 73% or more. Only one scored relatively low (53%). Students, leaders, and instructors were similar in their perceptions.

Figure 9: CTE Practicum Structure and Support: Average positivity scores, by CTE, by group type, and total



Strengths	**Weaknesses**
• There is a clear structure on how practicums are organized; who is overseeing them, what are the guidelines for supervision, mentoring, evaluation. • The concept of a practicum is highly valued: *"I was afraid to stand up in front of people. Also, I was worrying to be in front of the students, but through practicum I was eradicated such behavior" (Graduate).* • There is good communication between Practicum Mentors and CTE leadership.	• CTEs sometimes assign students to schools that are too far away: '*Sometimes for the third and fourth practicum there is a probability of walking to a remote area"* (Leader); "*Distance from the college was challenging. We travelled for 1:30 hours* (PST). • Student needs are not considered in selection of practicum site: *"schools are chosen haphazardly, not based on criteria"* (Leader); "*It would be better if pre-service teachers are assigned in the schools according to our preference" (PST).* • CTE's evaluation of student in practicum is difficult to verify, "*Students copy their portfolio from others or fabricate it; others pay money for the individuals to complete it. This could be checked by systematic supervision (which there is not)"* (Leader).

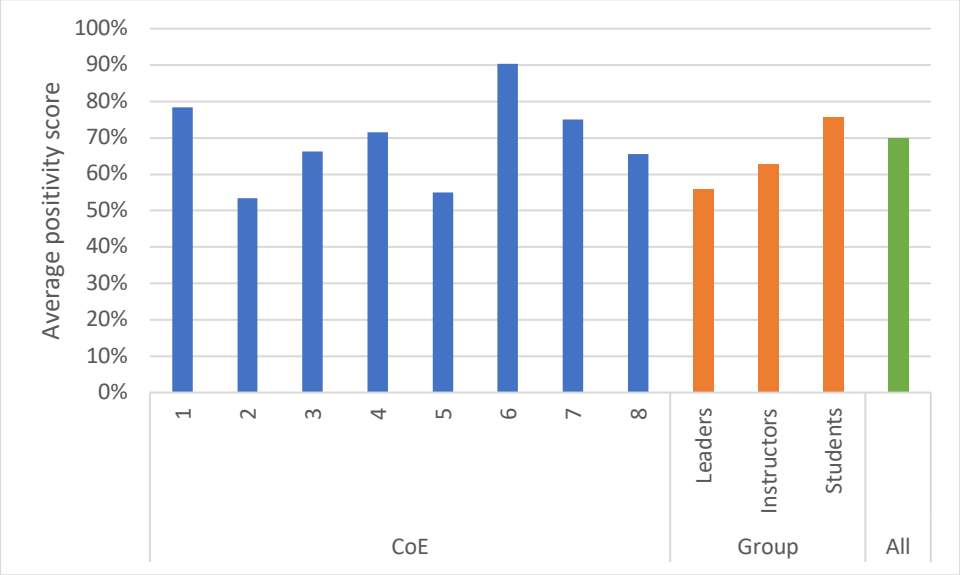
Mixed

- The quality and dedication of practicum supervisors is mixed. Some are excellent: "*Our supervisors shared their expectations with us properly (explicitly and clearly). Our supervisors gave us several opportunities to reflect and improve upon our practicum experiences. Yes, we were pleased with our relationship with our supervisors and practicum mentor teachers because of their friendly approach and constructive feedback"; "They encourage us to express our ideas freely. They give us the chance to make reflection on the rights and wrongs of what we did in the classroom during the second round of observation" (PST); "We met with our tutors everyday. We had a close/friendly contact with our tutors so that we were pleased in working with our tutors" (Graduate).* Others have more mixed experiences: "*Some show a great commitment while others not…. Because I was supervised by more than one teacher, there was a time I was pleased and there was also a time I was disappointed" (PST); "CTE didn't support us, it simply assign supervisors who visit us some time" (Graduate).*

Practicum Primary School Support for Students

This topic covers the quality of support that students receive from primary schools during their practicums. Overall, respondents were somewhat positive (70%), and there was variety between CTEs, with one scoring very positively (90%) and two scoring substantially lower (53% and 55%).

Figure 10: Practicum Primary School Support for Students: Average positivity scores, by CTE, by group type, and total



Strengths	**Weaknesses**
• There are sufficient basic materials in primary schools (chalkboards, erasers). • Practicum Mentors are adequately skilled in MT and teaching of pedagogy	• Classrooms do not have adequate materials specific to MT for PSTs to use. • There were some reports of corruption: *"There were some tutors who give good grade by corruption" (Graduate).*

Mixed

- Primary schools are effective in helping the CTE identify suitable Practicum Mentors for students and placing them in classrooms, but the quality of that mentorship is often poor. Primary teachers not always welcoming or supportive of PST's presence in the school: ""*In some schools, the directors refuse to accept us ascribing excess teachers in their schools" (PST); "Sometimes I feel discomfort because our tutors despise and roar on me when I commit mistakes" (Graduate); "Most regular teachers in primary schools have little interest to work with practicum students, like us, because they consider us to be an extra burden imposed on them. If the students are assigned to them, the teachers give them all the periods and leave the class altogether, rather than helping them closely in the classroom instruction" (PST).* Some students are treated as employees: "*We were considered as*

trained teachers in the schools; we didn't get enough experience from the teachers there. No one was giving us feedback at the school" (PST); "Some mentors tend to give us all the periods they had been teaching and disappear or be seated idle rather than helping and assisting us closely". Students felt as though mentors were not properly briefed on the practicum program and their role in it, which was compounding the problems that they were facing in mentorship: "*it would be better if orientation were given to school teachers before we were not deployed there, so that we get support from them" (PST).*

Correlations[8]

CTE leadership, management, and support of instructors and students appears to be the most critical factor in courses being seen to have strong curriculums and quality instruction.

A CTE with higher positivity scores on Organization, Systems, and Structure is moderately to strongly correlated with higher positivity scores on Course Curriculum and Course Quality.

Figure 11: Positivity About CTE Structure vs. Positivity About Teaching Quality

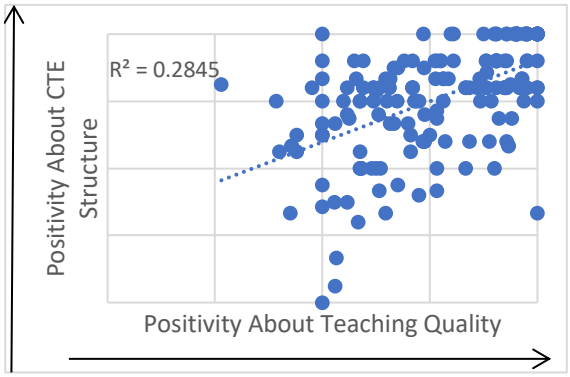
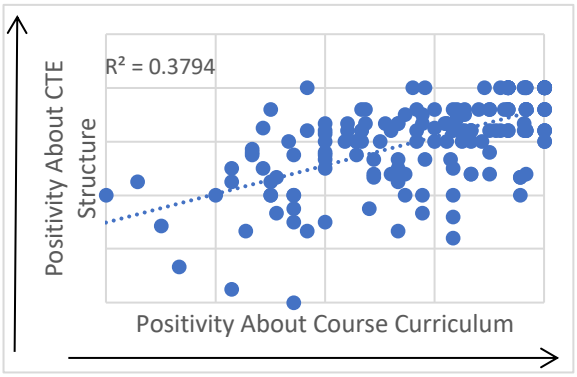


Figure 12: Positivity About CTE Structure vs. Positivity About Course Curriculum



A CTE with higher positivity scores on Support for Instructors is strongly correlated with higher positivity scores on both Course Curriculum and Course Quality,

[8] The correlations have been deemed as 'strong' with the indicated r-squared values using guidelines for determining strength of correlations in social research (where anywhere near 100% fit is unlikely). A correlation does not imply causality. It applies to a mutual relationship between two things, for example a positive correlation indicates that as one thing increases, so does another thing. But it does not indicate that one thing caused the other thing to increase. This is beyond the scope of this study (determining causality would require an experimental design).

Figure 13: Positivity About CTE Support for Instructors vs. Positivity About Course Curriculum

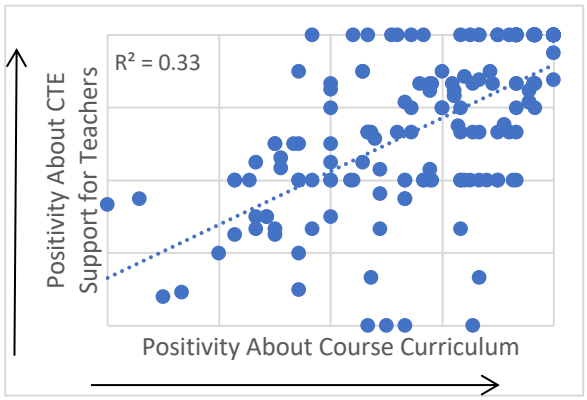
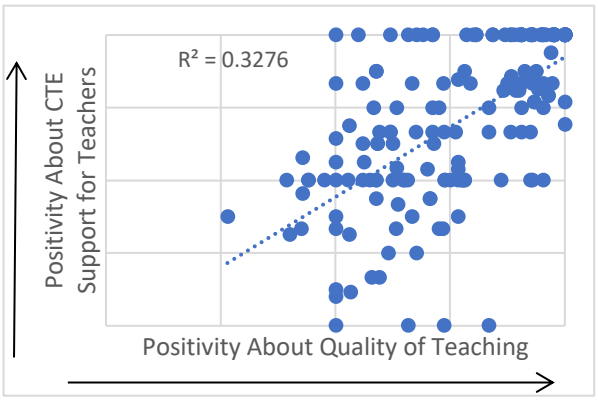


Figure 14: Degree of CTE Support for Instructors vs. Quality of Teaching



Conclusions and Next Steps

The ICA revealed the following key findings:

- In general, CTEs range from *somewhat positive* to *very positive* about their CTEs, though the self-assessments reveal there is room for improvement in each. Some CTEs are significantly more positive than others in all areas.
- CTEs are overall *most positive* about the Practicum Curriculum and Structure, Quality of Teaching, and CTE Organization; *least positive* about the CTE's Innovation and Research, and CTE Facilities and Resources.
- In general, students are *significantly more positive* than instructors and leaders about all aspects of their CTE.
- CTE leadership, management, and support of instructors and students appears to be the most critical factor in courses being seen to have strong curriculums and quality instruction.

Next steps include a READ II led Results Sharing Workshop that will be attended by various MoE representatives from the MT Directorate, Teacher Development Program, Curriculum Development and Implementation, and EDP Directorate, along with CoE leadership such as the Academic Deans or Vice Deans, and MT Department Heads and instructors. CoE representatives will review overall and CoE-specific findings, including the relative strengths and weaknesses. Critical reflection as a group will support each CoE in the preparation of their own Institutional Strengthening Plan (ISP) to both help maintain the strengths and improve on the weaknesses. Part of the ISP will be to determine key milestones for each of the key topics, which will be reviewed periodically to ensure those plans are being implemented, and if necessary adjusted. The ultimate goal of the ICA and ISP exercises is the strengthening of the CoE's MT Departments to better prepare Ethiopia's future educators to improve reading outcomes in local language at the primary school level.