



**Evaluating Impact:
Turning Promises into Evidence**

**Decentralization of Teachers In Service
Training**

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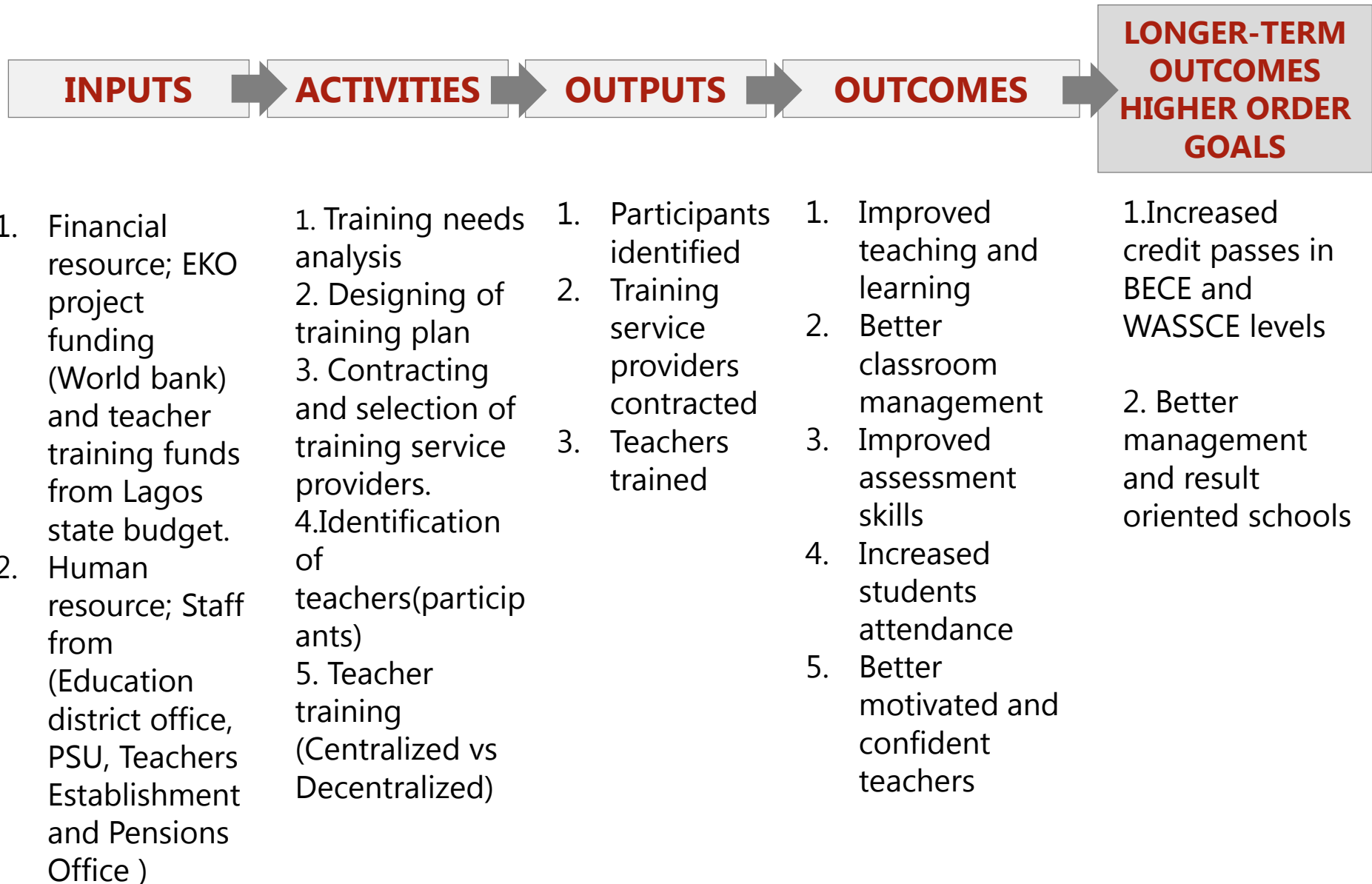
1. Background

- The Lagos Eko Secondary Education Project (The Eko Project) is a partnership between Lagos State Government, Nigeria and the World Bank.
- The overall objective of this project is to enhance the educational performance of 639 public secondary school students.
- Direct disbursement to schools in the last two and half years has demonstrated significant improvements in students performance.

Background contd.

- However there is a growing concern regarding the quality of teachers in service-training carried out at the centre by the Teachers Establishment & Pensions Office.
- Some of the concerns include:
 - Lack of targeted training;
 - Mismatch between teachers that require the training and those nominated,
 - The content of the training programmes.

2. Results Chain



3. Primary Research Questions

- Is **decentralized** teachers in-service training more effective for teaching & learning than **centralized**?
- What is the impact of **decentralized** teachers in-service training on teaching and learning?
- what is the impact of **centralized** teachers in-service training on teaching and learning ?
- What are the channels through which in service training can improve teaching & learning?

4. Outcome Indicators

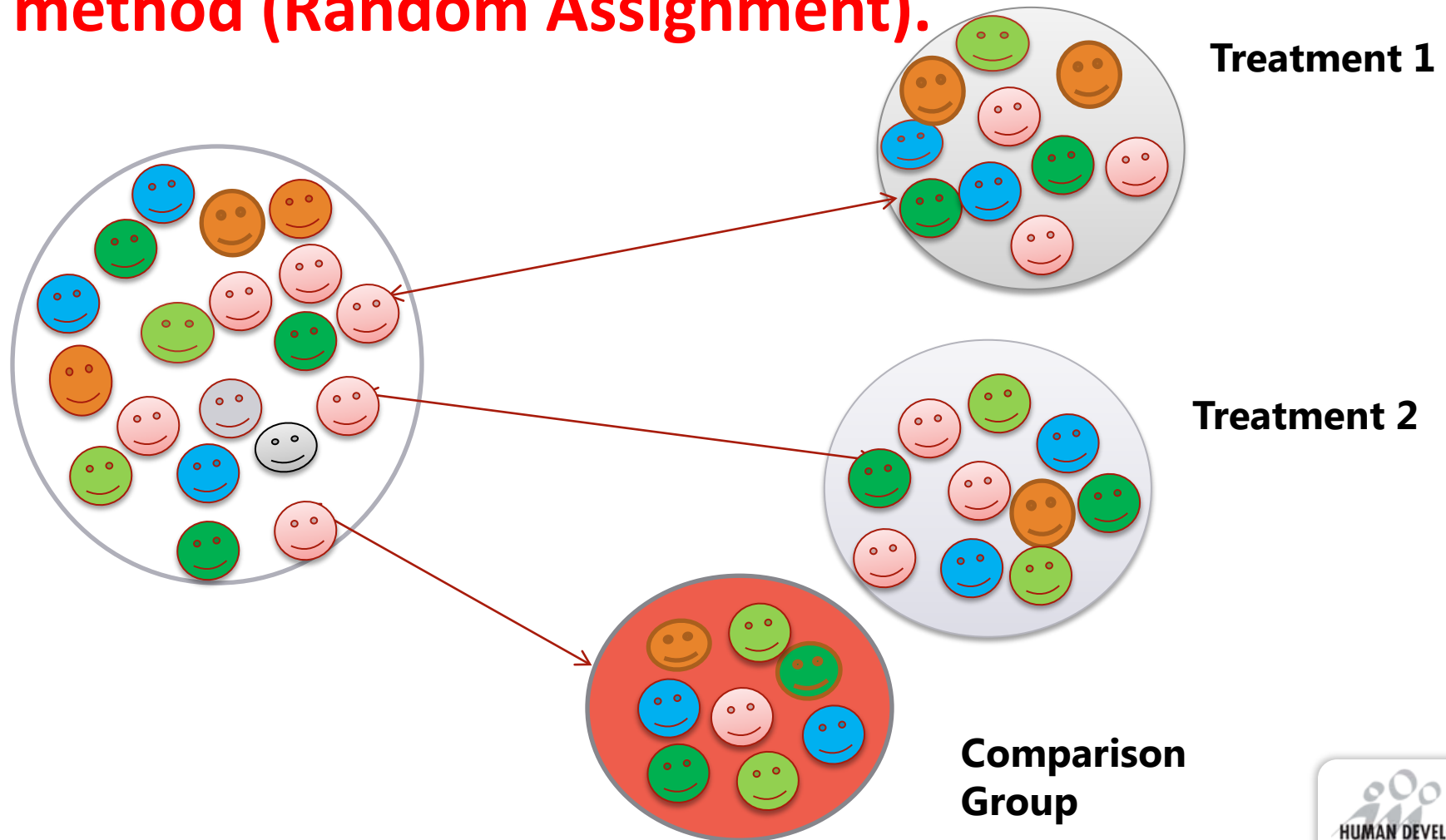
- Effective and regular use of instructional materials measured through observation
- Improved classroom interaction measured by classroom observation tool
- % increase of teachers using good items for assessments
- Increased attendance of teachers and students

4. Outcome Indicators

- % increase of teachers keeping up to date continuous assessment records
- % increase of teachers who analyse and utilise continuous assessment scores
- Better motivated and confident teachers measured by teachers' survey
- Increased number of students promoted

5. Identification Strategy/ Method

The. The study intends to adopt **Randomization method (Random Assignment)**.



6. Sample and Data

- Our population sample is 2,000 teachers across the six Education Districts who were employed between 2007- 2012 who have not gone on any form of training. Information on this population will be drawn from the six Education Districts database
- The population is divided into 3 groups by lottery to give us the samples.

6. Sample and Data

GROUP	TREATMENT	PARTICIPANTS
1	✓	700
2	✓	700
3	CONTROL	600

INSTRUMENTS TO BE USED INCLUDE:

- School Survey
- Teachers Survey
- Observational Schedule
- Focus Group Discussions

7. Time Frame / Work Plan

ACTIVITIES	TIME FRAME
INCEPTION	
Briefing of stakeholders on the research study	Sept 2012
Identification of participants	Sept 2012
Training Needs Analysis of participants	Sept 2012
Designing of Training Plan	Nov 2012
Selection & Contracting of Training Service Providers	Nov 2012
Design Pre- study Instruments	Jan 2013
Randomisation Assignment into 3 groups	Jan 2013
Commencement of intervention for Treatment 1 & 2	March 2013

7. Time Frame / Work Plan

ACTIVITIES		TIME FRAME
Designing of Instruments for Monitoring & Evaluation		March 2013
Monitoring visits & Administration of Instruments		After Training
Analysis & Report writing		Quarterly

8. Sources of Financing

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Strategic Impact Evaluation Fund

THANK YOU

