

‘Evaluation of UNESCO-China Funds-in-Trust (CFIT) Project: Quality Teachers for EFA – Enhancing Teacher Education for Bridging the Education Quality Gap in Africa’

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Draft final evaluation report part 2: Report on five CFIT countries

December 1, 2016

Foreword

On behalf of the evaluation team I have the pleasure to submit the draft final evaluation report part 2 in the framework of the 'Evaluation of UNESCO-China Funds-in-Trust (CFIT) Project: Quality Teachers for EFA – Enhancing Teacher Education for Bridging the Education Quality Gap in Africa', focusing on the five countries that started the CFIT project later than the first three CFIT countries.

This report is a reflection of the data gathered in the last three months. The data is gathering by means of interviews, literature research, an online survey and field missions to Congo, DR Congo, Liberia, Tanzania, and Uganda.

I wish you all a pleasant read.

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Content

Foreword	2
Content	3
Abbreviations	5
Summary.....	6
1. Introduction	11
1.1 Background of the evaluation of the CFIT project	11
1.2 Aim of the evaluation	11
1.3 Evaluation framework	12
1.4 Evaluation methodologies	14
1.5 Structure of the report	15
2. Reconstructed Theory of Change of the CFIT project.....	16
2.1 Problem statement	16
2.2 From problem statement to change process	16
2.3 Line of reasoning: from objectives, to activities and results	17
2.4 Implementation	19
2.5 Actors.....	19
2.6 Risks and assumptions	20
3. Description of the approach in the five countries.....	22
3.1 Objective of the CFIT project in the five countries.....	22
3.1.1 Objectives of UNESCO-CFIT in Congo (Brazzaville)	22
3.1.2 Objectives of UNESCO-CFIT in Congo (DR)	22
3.1.3 Objectives of UNESCO-CFIT in Liberia.....	22
3.1.4 Objectives of UNESCO-CFIT in Tanzania.....	23
3.1.5 Objectives of UNESCO-CFIT in Uganda.....	23
3.1.6 Comparison of objectives between the five countries.....	24
3.2 Approach and activities of the CFIT project in the five countries.....	24
3.2.1 Development of learning material.....	24
3.2.2 Training and seminars (capacity building of TTIs and teachers)	25
3.2.3 Purchasing equipment	25
3.2.4 Regional meetings / dissemination	25
3.2.5 Monitoring, reporting / evaluation	26
3.3 Financial allocation and spending.....	26
4. Assessing CFIT project implementation against evaluation criteria	28
4.1 Relevance of the CFIT project.....	28
4.1.1 Relevance of project to country's needs	28
4.1.2 Relevance of interventions to beneficiary needs	30

4.1.3	Relevance of CFIT to UNESCO's institutional objectives and priorities.....	31
4.1.4	Strengths, weaknesses, opportunities and threats related to relevance	32
4.2	Partnership/Cooperation	33
4.2.1	Cooperation within UNESCO and between UNESCO and the donor	33
4.2.2	Cooperation with national stakeholders	36
4.2.3	Cooperation with other development partners – added value of CFIT	38
4.2.4	Strengths, weaknesses, opportunities and threats related to partnership/cooperation	41
4.3	Effectiveness and impact.....	42
4.3.1	General overview of whether activities reached envisaged results	42
4.3.2	Effectiveness of different lines of action	45
4.3.3	Challenges that impact the effectiveness	49
4.3.4	Main achievements of UNESCO-CFIT in the countries	52
4.3.5	Potential Impact of the UNESCO-CFIT activities in the countries	54
4.3.6	Strengths, weaknesses, opportunities and threats related to effectiveness and impact	55
4.4	Efficiency	56
4.4.1	Comparing costs to results.....	56
4.4.2	Planning and implementation	58
4.4.3	Distribution of roles, responsibilities and knowledge-sharing	60
4.4.4	Strengths, weaknesses, opportunities and threats related to efficiency	62
4.5	Sustainability.....	63
4.5.1	Mechanisms for sustainability	64
4.5.2	Building on actual needs, accepted by beneficiaries	64
4.5.3	Sustainability achieved through country ownership	65
4.5.4	Activities of stakeholders to sustain results	66
4.5.5	Sustainability in phasing out CFIT	66
4.5.6	Strengths, weaknesses, opportunities and threats related to sustainability	67
5.	Country-specific conclusions and recommendations	68
6.	Overarching conclusions and recommendations (related to all five countries)	75
ANNEX A:	List of respondents and sources.....	82
ANNEX B:	Inventory underlying the reconstructed Theory of Change	92
ANNEX C:	Evaluation framework (assessment framework)	107

Abbreviations

CAFOP	Regional Centres for Pedagogical Resources (FR)
CapEFA	Capacity Development for EFA
CFIT	China Funds-in-Trust
CPD	Continuous Professional Development
EFA	Education-for-All
ERG	Evaluation Reference Group
ESDP	Education Sector Development Plan
GPE	Global Partnership for Education
HCTE	Hawassa College of Teacher Education
HQ	Headquarters
ICT	Information technology and communication technology
ILO	International Labour Organization
LEG	Local Education Group
MDG	Millennium Development Goal
MoE	Ministry of Education
NCC	National Coordinating Committee
NPO	National Project Officer
NQF	National Qualifications Framework
SISTER	System of Information on Strategies, Tasks and Evaluation of Results
STEM	Science, Technology, Engineering, and Mathematics
TESSA	Teacher Education in Sub-Saharan Africa
ToC	Theory of Change
TTIs	Teacher Education / Training Institutions
TTISSA	The Teacher Training Initiative for Sub-Saharan Africa
UN	United Nations
UNESCO IBE	UNESCO International Bureau of Education
UNESCO IIEP	UNESCO International Institute for Educational Planning
UNESCO LO	UNESCO Local Office
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESCO-IICBA	UNESCO International Institute for Capacity Building in Africa
UNPAF	United Nations Partnership Agreement Framework
WB	World Bank

Summary

Background and aim of the evaluation

The availability of professional and experienced teachers is crucial to ensure a basic level of quality education. Teachers are the most important in-school factor influencing the quality of student learning. In this respect, the acute shortage of qualified teachers is alarming, particularly in Sub-Saharan Africa, where over half of the global teacher shortage is found.

In 2012, the UNESCO-China Funds-in-Trust (CFIT) project was launched with support of the Chinese government. Its primary goal is to accelerate progress towards the attainment of the Education-for-All (EFA) objectives and education-related Millennium Development Goals (MDGs) in eight selected Sub-Saharan project countries (Côte d'Ivoire, Ethiopia, Namibia, Congo, DR Congo, Liberia, Tanzania, and Uganda).

The specific objective of the project is to support the target countries in enhancing the capacity of their training institutions. In order to reach the objectives a total of US\$ 8 million has been reserved for a period of four years. Objectives are tackled mainly through capacity building workshops, trainings and seminars, study tours, regional meetings and knowledge sharing activities.

This evaluation report assesses the results and performance of the **CFIT project in Congo, DR Congo, Liberia, Tanzania, and Uganda**. The evaluation findings will be used as input for an improved framework for the new phase of CFIT in 2017/2018.

The evaluation consisted of a reconstruction of the Theory of Change and an assessment of the project implementation against the evaluation criteria (relevance, partnership/cooperation, effectiveness and impact, efficiency and sustainability). Multiple methods were used to answer the evaluation questions (desk research, interviews, country missions and a survey).

Theory of Change: underlying assumptions and line of reasoning

The design of the entire UNESCO-CFIT project is based on four major assumptions that underlie the overall change process foreseen:

- The project should focus on the development of national and institutional capacity;
- The project should create a holistic enabling environment;
- The project should strengthen country ownership;
- The project should align with ongoing initiatives at global, regional and country levels.

The UNESCO-CFIT project is based on the following line of reasoning: The CFIT project aims to improve the quality of teacher educators, teachers and the quality of education, by (1) developing the capacity of Teacher Education / Training Institutes (TTIs) and teachers in using Information and communication technology (ICT), (2) by using ICT to reach out and (3) by better facilitating TTIs and its teacher educators with required equipment, all in close collaboration with national stakeholders.

The UNESCO-CFIT project consists of the following lines of action:

- Development of learning materials;
- Training and seminars (capacity building of TTIs and teachers);
- Purchasing equipment;
- Regional meetings / dissemination;
- Monitoring, reporting / evaluation.

Five country specific UNESCO-CFIT projects

All five project countries developed learning material, trained staff and complemented these with the purchasing of equipment. Despite the common line of reasoning, the five countries took a slightly different approach in the more specific implementation of the project. In Congo, Liberia, Tanzania, and Uganda the focus of the project lies on capacity building of TTI by

developing learning material and training teacher educators. In the project documents these countries seek to improve the capacity of the institution to train both pre- and in-service teachers, mainly by improving the capacity of teacher educators, and making available new learning material. In Tanzania, Uganda and DR Congo, the project also consisted in the development of a learning management system in which the developed modules and courses would be uploaded. In DR Congo, CFIT does not target the TTI, but instead aims to develop the capacity of the regional structure of education inspectorates to develop a functional system of in-service teacher training specifically. The project planned to combine its work with other active donors, by filling the CFIT learning management system with courses developed by other donors.

At the time of the evaluation, the implementation of the project was still in full swing, with another three full months ahead. To make up for delays sustained throughout the course of the project, these final months in all countries will have a high density of project activities, mainly related to providing training.

Key findings and conclusions related to the five countries

On the basis of the Reconstructed Theory of Change, the description of the country specific approach and the assessment against the evaluation criteria, the following key findings and conclusions can be drawn on the UNESCO-CFIT project implementation for the five countries.

- The CFIT project had a positive impact on the capacities of TTI to use ICT in teacher education in all countries and succeeded in increasing the priority of ICT integration in education on the (policy) agenda;
- The CFIT countries faced difficulties in linking the project's objectives to actual results in the project implementation. As a result, in various countries discrepancies can be observed between the Theory of Change of the project, the national project document and actual implementation.
- In comparison to the first group of three CFIT countries, the CFIT projects in the five countries seem less relevant, effective, efficient, sustainable and reached less (potential) impact. Also within the five countries differences can be observed, mainly caused by differences in project preparation, existing conditions at start of the project and the type of UNESCO presence in the country.
- The cooperation with stakeholders in the countries, between the countries and between CFIT/UNESCO stakeholders is underdeveloped. While cooperation between various stakeholders can help solving (common) implementation challenges, the cooperation in the countries (for instance between TTIs) and even more between countries did not significantly contribute to easing the implementation.
- The CFIT countries and UNESCO HQ are more focused on reaching outputs than on obtaining results and impact, underemphasizing some critical result areas to complete the change process as expressed in the Theory of Change. Most importantly, the evaluation shows that more reflection on the quality of deliverables (of the modules, LMS developed / trainings) could have contributed to better results and impact;
- CFIT countries faced similar implementation challenges related to administrative procedures. These concern for instance disbursement of funds, delays in equipment procurement, delivery and installation. Some of those challenges relate to the UNESCO internal procedures, which can have a negative effect on implementation, particularly in a project with a duration such as the CFIT project

Recommendations based on the conclusions on five countries

For each recommendation, action points for the relevant stakeholders (UNESCO entities, the Donor and CFIT countries) are provided.

Recommendation A: UNESCO HQ and the Donor should see whether the CFIT approach can be

expanded to other countries. In addition, it should ensure that lessons learned and products developed in the CFIT countries (for instance modules, experiences with LMS) are communicated to non-CFIT countries so that they can also benefit from the CFIT project.

It is recommended that the CFIT project contributions are communicated to other countries, particularly countries that will enter the CFIT project in the second phase. The lessons learned and main achievements can be split in two types:

1. In terms of tangible outcomes, the project contributed to improving the quality of teaching and learning materials in TTIs, built capacities of management and teacher trainers in TTIs and improved the ICT infrastructures, provided guidelines and manuals how to operate and maintain the equipment.
2. In terms of less tangible but equally important outcomes, CFIT inspired teacher trainers and TTIs to do more with ICT, it opened a whole new domain to improve teaching and learning material for teacher education and it made teacher trainers better aware of the value of ICT.

Recommendation B: UNESCO HQ and the Donor should assess whether the Theory of Change is feasible in the country given the specific country context, monitor on whether the countries are able to establish the conditions for a fruitful implementation in line with the Theory of Change; and finally, allow countries more time for the implementation to enable them to complete the change process as envisaged in the Theory of Change.

Although the Theory of Change is in principle of good quality and has the potential to work (see the evaluation of the first group of 3 countries), particularly the second group of CFIT countries experienced difficulties in maintaining the line of reasoning and establishing the change process throughout the implementation.

Based on this, UNESCO HQ, together with the Donor, are recommended to:

1. Before initiating the project, assess whether the Theory of Change is feasible in the country given the specific country context (infrastructure, national capacities, donor frameworks, ICT proficiency levels etc.) and decide whether the CFIT approach is indeed the right approach for the country at that moment.
2. In the implementation, monitor whether the countries are able to establish the conditions for a fruitful implementation in line with the Theory of Change. Currently, the monitoring and support is more related to administrative issues and whether activities are conducted; but more support could be given to the way for instance country ownership is achieved and maintained.
3. Allow the countries more time in implementing the CFIT approach and complete the change process as expressed in the Theory of Change.

Recommendation C: UNESCO HQ and the Donor should allow a longer preparatory phase and reflect more critically, from an expert point of view, on the feasibility of the ProDoc.

The implementation of a project with the CFIT approach would benefit from an intense preparatory phase and quality expert reflections on the programme documentation. Based on this, UNESCO HQ, together with the Donor are recommended to:

1. Allow a longer preparatory phase where the country team can develop a ProDoc that also tackles issues such as country ownership and other donor involvement. This could

involve preparatory missions, workshops and study visits, expert reflections from UNESCO HQ, Donor or other institutions, other CFIT countries.

2. Reflect more critically, from an expert point of view, on the feasibility of the ProDoc and the suggested activities against the overall objective of the CFIT project and the suggested line of reasoning/change process.

Recommendation D: UNESCO HQ and the Donor should, based on the starting point of the country, amend the CFIT approach by focusing less on ICT integration in education and more on basic ICT skills of teachers. Also national policy development/ capacity building could receive more attention.

The CFIT approach should take good consideration on the national starting positions in terms of the ICT skills levels of those involved at institutional and national level to make the project, and its final objectives, relate better to what is feasible in the country. Based on this, UNESCO HQ, together with the Donor are recommended to:

1. Stimulate countries taking a different approach based on the actual skills levels and focus less on ICT integration in education, but more on general ICT proficiency of teachers (as a necessary, intermediate step towards ICT in education).
2. Include more activities to assure that ICT in education is more strategically taken on board in national level policy making through support in policy development and capacity building of key stakeholders.

Recommendation E: UNESCO HQ should reflect on whether it should implement a CFIT-like project in countries where it does not have a Field Office.

The progress of implementation and results in comparison to the objective were best achieved in countries where UNESCO has a permanent presence in the form of a Field Office. The more hierarchical and distant coordination of the project through a faraway Regional Office and NPO seem to lack authority, lack effective communication and complicates administrative procedures resulting in less priority at national level to implement the project.

Recommendation F: UNESCO HQ and the Donor should function more as 'knowledge broker' to bring different stakeholders, in the countries, between countries and between countries and organisations together on specific challenges encountered in the CFIT project implementation.

The CFIT implementation would benefit from increased learning effects and better mobilisation of specific expertise at country level and international level. Also, better involvement and cooperation with other donor organisations is needed for improved sustainability. Based on this, UNESCO HQ, together with the Donor should:

1. Ensure better donor coordination in the CFIT countries and if this is ineffectively organised by the government, establishing opportunities to do this within the CFIT project
2. Ensure topic/challenge-based discussions between CFIT countries project teams
3. Better involve IICBA and UNESCO HQ expertise in the CFIT project implementation and clarify the role of different UNESCO entities (HQ, Regional Office, IICBA) in technically supporting the project implementation
4. Disseminate more lessons learned in the Chinese context to more visibly profit from South-South cooperation.

This requires UNESCO HQ to take a different approach to the CFIT implementation; i.e. less focusing on administrative and monitoring support, but more providing / mobilizing expert advice.

Recommendation G: UNESCO HQ and the Donor should monitor the implementation more on quality of deliverables and address more strategic issues that underlie a quality implementation of the CFIT approach (i.e. country ownership)

The CFIT implementation would benefit from a more critical monitoring system that is able to steer on quality of products given the project objectives, the UNESCO priorities and the objectives of the Donor. Based on this, UNESCO HQ, together with the Donor is recommended to:

1. Establish a mechanism by which the quality of deliverables can be critically assessed, also to improve the learning potential in the project (through for instance peer learning between countries; expert opinion from UNESCO HQ, other institutes, the Donor)
2. Monitor on less tangible aspects such as country ownership, donor involvement, or on a more continuing basis gather insights from the NPOs on more strategic challenges in the project implementation
3. Stimulate country CFIT projects to evidence their results and impact on the quality of teachers and quality of education (after some time of implementation)

Recommendation H: UNESCO HQ should streamline administrative procedures to remove some administrative challenges in the project implementation. This relates especially to the procurement procedures and the disbursement of funds.

Common challenges affected the implementation in all CFIT countries, which relate to the UNESCO internal procedures. Such can be restricting in project with a short duration such as the CFIT project. The streamlining of administrative procedures should focus on disbursement of funds, avoiding delays in equipment procurement, delivery and installation.

1. Introduction

1.1 Background of the evaluation of the CFIT project

The availability of professional and experienced teachers is crucial to ensure a basic level of quality education. Teachers are the most important in-school factor influencing the quality of student learning¹: up to three quarters of school effects on pupil outcomes can be linked to the quality of teachers². In this respect the acute shortage of qualified teachers is alarming, particularly in Sub-Saharan Africa, where over half of the global teacher shortage is found.

In 2012, the UNESCO-China Funds-in-Trust (CFIT) project was launched with support of the Chinese government, with the primary goal to accelerate progress towards the attainment of Education-for-All (EFA) objectives and education-related Millennium Development Goals in eight selected Sub-Saharan project countries (Côte d'Ivoire, Ethiopia, Namibia, Congo, DR Congo, Liberia, Tanzania, and Uganda).

The specific objective of the project is to support the target countries in enhancing the capacity of their training institutions. To do so, four operational objectives were defined:

1. Improving the capacity of existing key teacher education/training institutions (TTIs) in each benefiting country to provide quality pre-service programmes so as to increase the supply of qualified teachers particularly through ICT-supported distance training programmes;
2. Strengthening the capacity of key teacher education/training institutions in supporting in-service teachers' continuous professional development, particularly through blended learning modalities and programmes scaling up successful ICT-support innovations in this domain;
3. Enhancing the capacity of key teacher education/training institutions to equip teacher trainers and teachers with the competency of using ICT to improve the quality of teaching and learning;
4. Supporting networks of teacher education/training institutions for knowledge-sharing among policy makers, institutional leaders and other stakeholders on effective strategies and practices.

In total US\$ 8 million have been reserved for a period of four years to reach these objectives, mainly through capacity building workshops, trainings and seminars, study tours, regional meetings and knowledge-sharing activities. The primary and direct beneficiaries of the proposed project are TTIs, teacher trainers / educators, concerned policy makers and educational administrators/managers in the target countries. The ultimate beneficiaries are teachers and students in the target countries.

1.2 Aim of the evaluation

This evaluation report assesses the results and performance of the CFIT project in Congo, DR Congo, Liberia, Tanzania, and Uganda. The evaluation findings will also be used as input for an improved framework for a potential new phase of CFIT in 2017/2018.

The main purpose of the evaluation is to “assess the quality of the implementation and contribution to the objectives of the CFIT project”. To do so, the evaluation:

¹ See: Barber, M. and Mourshed, M., (2007), *How the world's best-performing schools come out on top*. London: McKinsey; Hattie, J., (2009). *Visible learning. A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge. Snoek, Marco, Swennen, Anja, van der Klink, Marcel, (2011). The quality of teacher educators in the European policy debate: actions and measures to improve the professionalism of teacher educators, in: *Professional Development in Education*, 37:5, 651-664.

²Rivkin, Steven G., Hanushek, Eric A., Kain, John F., (2005), *Teachers, Schools, and Academic Achievement*, in: *Econometrica*, Vol. 73, No. 2. (Mar., 2005), pp. 417-458.

- Assesses the efficiency, effectiveness, relevance, partnership and cooperation, sustainability, and indications for impact of the CFIT project.
- Reviews and documents the evolution of the CFIT project since its creation and identify lessons learned in terms of approach, focus of support, management and monitoring methods.

As an additional purpose, the research team suggests that the evaluation should have a learning effect for those involved.

1.3 Evaluation framework

For the purpose of this evaluation, based on what is indicated in the ToR and further analysis, a detailed evaluation matrix is developed, which comprises the evaluation questions, the related indicators/judgement criteria, sub-questions and indications on how the questions will be answered (See annex D). In the table below an overview of the evaluation questions, clustered per evaluation criterion, is presented:

TABLE 1 OVERVIEW RESEARCH QUESTIONS PER EVALUATION CRITERION

<p>Relevance</p> <p>EQ1. To what extent are the outcomes and interventions relevant to beneficiary countries' needs and priorities?</p> <p>EQ2. How relevant is CFIT project's contribution to, and what has been its added value for the achievement of UNESCO's Education Sector's objectives?</p> <p>EQ3. How relevant are the CFIT project's priority areas to the EFA agenda?</p> <p>EQ4. To what extent have UNESCO's global priorities on Africa and Gender Equality been integrated into the project?</p> <p>Partnership / cooperation</p> <p>EQ5. To what extent is UNESCO best placed to manage the CFIT project in relation to other development partners?</p> <p>EQ6. To what extent has the CFIT project mobilized and made use of UNESCO's wide in-house expertise, particularly its Education Category I Institutes and Centers, in benefit of the beneficiary countries?</p> <p>EQ7. What is the added value and/or complementarity of the project in relation to interventions from other development partners and funding mechanisms?</p> <p>EQ8. How has the CFIT project been positioned within larger national donor coordination frameworks at the country level?</p> <p>EQ9. To what extent have partnerships been sought and established and synergies been created in the delivery of assistance at the country/regional level?</p> <p>Effectiveness</p> <p>EQ10. To what extent has the CFIT project achieved its objectives and outcomes in accordance with its results matrix?</p> <p>EQ11. What were the main challenges?</p> <p>EQ12. To what extent have CFIT project's interventions followed a balanced approach for the development of institutional, organizational and individual capacities?</p> <p>EQ13. To what extent has ICT and the equipment purchased been instrumental in achieving the project's objectives?</p> <p>EQ14. What mechanisms have been built into the project implementation to assure the quality of activities and outputs?</p> <p>EQ15. To what extent have the results of the project contributed to making a difference at</p>

the respective country level?

EQ16. What lessons can be learned from the current delivery modalities of the CFIT project?

Efficiency

EQ17. Are the costs of the CFIT project justified by its results?

EQ18. How efficiently are planning and implementation carried out?

EQ19. Are management arrangements and responsibilities at UNESCO Headquarters and Field Offices well distributed and coordinated for an efficient planning, implementation and monitoring of activities?

EQ20. Were CFIT project's management, coordination and monitoring at central level efficient, timely and appropriate for the needs in the field?

EQ21. How can UNESCO improve coordination, harmonization and information among stakeholders at the country level through CFIT project in the post-2015 planning cycle?

EQ22. Is there a platform for exchange among country level interventions, to draw lessons at the country/regional level?

Sustainability

EQ23. What mechanisms are currently built into the project to ensure that the benefits of the CFIT project are likely to last and evolve beyond completion of the current support?

EQ24. Are interventions well integrated into the local development context and accepted by beneficiaries?

EQ25. Is/Are the target ministry(ies)/institution(s) developing the capacities, and/or mobilizing resources and motivation to manage continuation?

EQ26. To what extent does CFIT project's capacity development approach ensure ownership and facilitate sustainability of results at the national and institutional levels?

EQ27. What other/complementary measures would be needed to better ensure ownership and sustainability?

EQ28. How can the CFIT project best ensure the transition into the new post-2015 planning cycle and seamless continuation of support in beneficiary countries, including through exit strategies?

Impact

EQ29. What intended or unintended changes the CFIT project has brought about / is expected at the country level?

EQ30. Has CFIT project contributed to, or is likely to contribute to, long-term effects for individuals, organizations and/or institutions related to the Programme?

EQ31. To what extent has the CFIT project supported activities that have been instrumental for initializing a policy dialogue or for developing and adapting overarching national policies and strategies?

EQ32. What alternative approaches could be applied to facilitate the projects results being translated into policies (at institutional and national level) towards better quality education delivery to learners

EQ33. What are the enabling factors/obstacles to such expected changes?

1.4 Evaluation methodologies

Below the chosen methods used to answer the evaluation questions are briefly presented:³

- **Desk research on all relevant documentation:** This consisted of the project documents (project proposal, needs assessments of the countries, activity reports, newsletters etc.) and country-specific documents (policy plans etc.) The Annex A provides an overview of all documents consulted.
- **Data extracted** from UNESCO's System of Information on Strategies, Tasks and Evaluation of Results (SISTER).
- **Interviews with UNESCO Headquarters.** Interviews with UNESCO HQ were used to obtain information on the overall project organisation.
- **Interviews with the donor.** Interviews with the project donor were used to obtain information on the background to the overall project, in terms of logic, planning and organisation.
- Country missions including desk research and interviews:
 - **Interviews with UNESCO Field Office.** The interviews with the Field Office served to verify the information received from the national project officer, and helped to contextualise the national project decisions within the broader UNESCO approach.
 - **Interviews with National project officer (NPO).** The national project officers were interviewed to obtain information and insights in the national implementation of the CFIT project.
 - **Interviews with national level stakeholders.** This concerned interviews with representatives of the Ministry of Education, development organisations and other stakeholders.
 - **Interviews with Teacher Training Institutes (TTIs).** Interviews with the TTIs helped understand the experiences on the ground, by direct beneficiaries of the project.
 - **Focus groups** were organised with teachers and students in the TTI being visited.
 - A **survey** was organised among staff at TTIs (in English and French), to obtain comparable data at the beneficiary level. An invitation was sent to 226 beneficiaries of CFIT training sessions (amongst them 35 participants of the Great Wall Fellowship programme from the eight CFIT countries). 20 emails bounced due to incorrect email address. In total 106 beneficiaries responded to the survey (rate 24%). 73% of the respondents were male, 27% female.

In the course of the evaluation, the evaluators have interviewed more than 50 persons involved in the UNESCO-CFIT project.

The evaluation has identified a number of **limitations** that might affect the extent to which the evaluation is able to answer all evaluation questions. This concerns firstly that the evaluation is conducted before the CFIT projects in the five countries are finalised and It is therefore difficult to make an assessment of the impact of the intervention. Secondly, it appeared difficult to survey the pre- and in-service teachers on the obtained skills via the trainings offered by the CFIT project. The evaluation relied on surveying teacher trainers and managers of TTIs and reached a limited number of teachers. Where relevant, focus groups were organized with teachers to gather indicative information on how the CFIT project affected their work.

³In the Annex D, the relation between evaluation questions and research methodologies is provided in the evaluation matrix. Annex E, F and G provide the data collection formats used in this evaluation.

1.5 Structure of the report

The evaluation report on the CFIT project implemented in the three countries visited is structured as follows:

- Chapter 2: Mapping of the Theory of Change;
- Chapter 3: Description of the approach in the three countries;
- Chapter 4: Assessment against the evaluation criteria;
- Chapter 5: Country specific conclusions and recommendations
- Chapter 6: Overarching conclusions and recommendations

2. Reconstructed Theory of Change of the CFIT project

In this section the Theory of Change is presented. Theory of change is a concept that is applied to initiatives with ambitious and complex goals, which require both operational and strategic planning. It is commonly understood as an articulation of how and why a given intervention will lead to specific change.⁴ Theory of change starts from a baseline analysis of the context and issues. It then maps out the logical sequence of activities and expected changes, including underlying assumptions, which are anticipated as being necessary amongst stakeholders and in the contextual conditions to support the desired long-term change.

The project documents that underpin the CFIT project allow the project countries to develop specific national approaches for the implementation of these objectives at the various levels. This level of country specificity is an essential element of the underlying theory that justifies the chosen change process. As such, the theory of change developed for this project serves as a broad framework within which national stakeholders can implement the activities and set indicators that make most sense within their national context. The evaluation has therefore also been designed to take such national specificities in the project into account.

2.1 Problem statement

The overall objective of the UNESCO-CFIT project is to accelerate progress towards the attainment of Education-for-All (EFA) objectives and education-related Millennium Development Goals in eight selected Sub-Saharan project countries (Côte d'Ivoire, Ethiopia, Namibia, Congo, DR Congo, Liberia, Tanzania, and Uganda), by focusing on enhancing the capacity of their teacher training institutions. Before discussing in more detail how the project seeks to reach this objective, this section starts exploring the problem that it should solve.

The main problem the project seeks to address is the capacity of teacher training institutions in sub-Saharan Africa. Teacher education institutions face **insufficient capacity to produce the required number of qualified teachers** that would contribute to the development of quality education in the country. This insufficient capacity is particularly problematic given the crucial role of teachers in overall quality of education. Various studies suggest that the capacity challenges in many developing countries relate more to institutional and organizational issues than to individual ones. In many instances, individual qualifications and skills have been improved, including through studies and training abroad. Yet, this has not always contributed to the improvement of the effectiveness and performance of the national institutions for teacher training. This justifies the focus of CFIT on the institutional capacity development of these institutions.

2.2 From problem statement to change process

The design of the entire project is based on four major assumptions that underlie the overall change process foreseen. These are presented explicitly here, and can be identified across the line of reasoning of the project and the overall implementation.

1. **The project should focus on the development of (national and) institutional capacity:** Addressing teachers' challenges requires a strong government commitment expressed through a credible national plan. It also demands governmental capacity to develop, implement and monitor the teacher development plans and programmes. The present project emphasizes the importance of the development of national and institutional capacity for teacher training and supports teachers' continuous professional

⁴ Stein, D., Valters, C., (2012), Understanding 'Theory of Change' in international development: a review of existing knowledge, p. 2.

development, so that the countries' development in this area is sustained with enhanced capacity, relevant to the specific country context.

2. **The project should create a holistic enabling environment:** Effective teacher training and development cannot be undertaken outside of a considered policy framework. To ensure success, the project will seek to respond to different levels of capacity development needs in each target country. The project documents define that the capacity development activities take the present situation into account, at a policy level, a technical level and a practical and school level. Ideally, the reinforcement of teacher training institutions and requisite improvements in school leadership and management should take place in a conducive policy environment. While the project does not fully focus on national capacity, it seeks to contribute to a holistic enabling environment for the actualization of national teacher policies.
3. **The project should strengthen country ownership:** The establishment of the country project team will materialize country commitment and ownership. The country project team shall not be sponsored by the project, its establishment and operation will be the responsibility of the benefiting country.
4. **The project should align with ongoing initiatives at global, regional and country levels:** Efforts will be made to ensure proper articulation between the present project and ongoing initiatives, programmes and policies for teachers' development. Importantly, this is true for the global, regional and national levels. To do so at the global level, the project specifically aims for establishing relations with the education sector group or, in Global Partnership of Education (GPE⁵) countries, with the Local Education Group (LEG).

2.3 Line of reasoning: from objectives, to activities and results

These assumptions outlined above underpin the change process foreseen for the project, in which the **development of the capacity of Teacher Training Institutions (TTI)** is the central objective. The CFIT project grants an important (yet secondary) role to the possibilities of integration of modern pedagogies into teacher training, for which ICT are a means. It also includes various approaches to make better use of such tools in order to strengthen the overall teacher training capacity in the project countries.

The project objectives can be roughly divided into two distinct approaches, both equally addressed in the project. The first objective seeks to increase teacher training capacity, where possible, by making use of new possibilities created through ICT, for pre-service and in-service teacher trainees. The second broad type of objective is enhancing the capacity of teacher educators by developing their competences on how to make use of ICT tools.

The table below structures the objectives of the project following the intervention logic. Each objective is presented in relation to the 'immediate objectives', the underlying activities, and the measurable result indicators that form the crucial input for the evaluation.

TABLE 2 OBJECTIVES, ACTIVITIES, RESULT INDICATORS AND IMPACT OF THE CFIT PROJECT

General objective	Specific objective	Immediate objectives	Activities	Result indicators	Impact
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⁵<http://www.globalpartnership.org>

Enhance quality of teacher education through ICT	1. To increase the supply of qualified teachers through ICT-supported distance training programs;	Increase the capacity of Teacher training relevant institutions to offer ICT-supported distance training programs;	<ul style="list-style-type: none"> Produce learning materials (frameworks and guidelines) for policy / technical level Target policymakers / institutional leaders to strengthen leadership Translate materials into national programmes Provide training and seminars in using materials Purchase equipment 	<ul style="list-style-type: none"> Number of pre-service learning modules produced Number of new pre-service courses offered Number of existing pre-service courses revised Number of teachers 	Improved teacher supply capacity of key teacher education institutions
	2. To support in-service teachers' continuous professional development via successful ICT-support innovations in this domain (blended learning);	Improve the capacity of Teacher training relevant institutions to offer ICT-supported distance training programs;	<ul style="list-style-type: none"> Development of teacher training curricula Organise dissemination meetings 	<ul style="list-style-type: none"> Number of in-service learning modules produced Number of new in-service courses offered Number of existing in-service courses revised Number of teachers trainers/educators 	Well established programmes for in-service teachers' CPD, supported by blended learning modalities
Enhance the quality of education about ICT	3. To equip teacher trainers and teachers with the competency of using ICT to improve the quality of teaching and learning;	Enhance the capacity of TTI to develop training programmes on ICT;	<ul style="list-style-type: none"> Needs assessment on teachers' ICT competency Purchase equipment ICT policies in the field of each training and development revised National ICT competency standard developed Organise dissemination meetings 	<ul style="list-style-type: none"> Number of new or updated training courses on ICT in education Teacher educators trained in ICT skills Number of devices installed and working 	Enhanced capacity of teacher training institutions to develop training programmes on ICT for teacher trainees
Both	4. To support knowledge-sharing on effective strategies and practices.	Provide opportunities to share knowledge among TTIs, in-country and cross-country.	<ul style="list-style-type: none"> Dissemination meetings across the various activities Study tours in CFIT countries and China Newsletters and other dissemination materials 	<ul style="list-style-type: none"> Number/breadth of in-/cross-country networks among teacher training institutions 	Exchange of practices, experiences, lessons learnt

The implementation mechanism for all objectives is national capacity development, and similar types of activities are foreseen across the different objectives. Under all objectives, capacity development focusses on three levels:

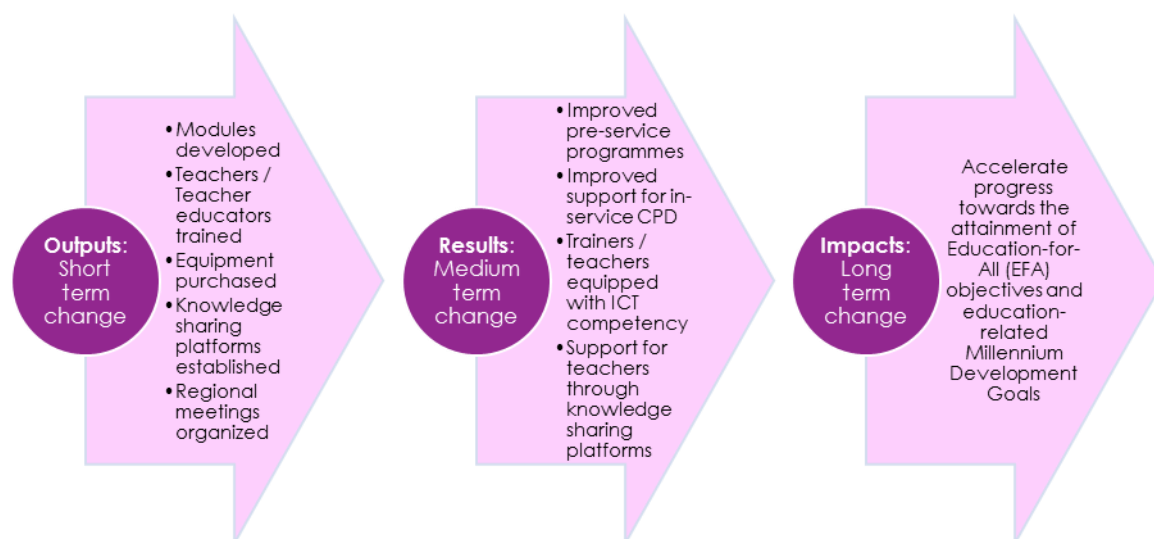
- Policy level, targeting on the institutional leadership of the TTI;
- Curriculum level, involving curriculum managers and TTI administrators to review existing training programmes;
- Technical level, extending to the body of staff that teaches in the TTI.

The project documents specifically leave scope for the project countries to develop specific national approaches for the implementation of these objectives. This level of country specificity is an essential element of the underlying theory that justifies the chosen change process.

Given this detailed discussion on what CFIT entails, the following general line of reasoning, which relates to all three countries, can be abstracted:

The CFIT project aims to improve the quality of teacher educators, teachers and the quality of education, by (1) developing the capacity of TTIs and teachers to use ICT, (2) by using ICT to reach out and (3) by better facilitating TTIs and its teacher educators, all in close collaboration with national stakeholders.

A more concise overview of the theory of change is presented below. It summarises the changes to be achieved on the short, medium and long-term. The most important distinction is between short-term changes (outputs), medium-term changes (results), and long-term changes (impacts).



2.4 Implementation

For implementation of the project, a total of 8 million USD has been made available by the Government of the People's Republic of China. The concerned Field Offices are duly supported with additional resources to perform their tasks. The management arrangements are similar to those already in place for other extra-budgetary projects (such as Cap EFA).

The project targets eight (8) countries over a period of four years. During the first year, the project was launched in three (3) countries with a three-year duration in each country. In the second year, the project was launched in the remaining five countries, lasting until the end of the fourth year.

The concrete activities at project level have already been summarised in the table on the previous page. Each of the eight beneficiary countries further tailored these activities to the specific needs and possibilities in their context.

2.5 Actors

While the country specific approaches list the types of beneficiaries in more detail, the project level implementation structure reaches out to the following primary and direct beneficiaries in the target countries:

- Institutional leaders of key teacher education / training institutions;
- Curriculum managers and teacher education / training institutions' administrators;
- Teacher educators;

These end-beneficiaries are targeted by various actors' involved in the implementation of the project. Policymakers are also relevant actors in the project implementation, but are no direct beneficiaries. Based on the project documentation we identify three main actors, namely: (1) the target countries; (2) UNESCO entities, and; (3) the PRC, as donor.

1) The target countries

The country project teams are established by the national authorities, in consultation with the concerned UNESCO Field Offices. These are composed of concerned MoE officials, selected institutional leaders and experts. This national team is an important actor in the implementation of the change process, however the concerned educational administrators in the country project teams are at the same time project beneficiaries, which are targeted with capacity building activities.

2) UNESCO entities

At **UNESCO Headquarters**, the Division for Teacher Development and Higher Education (ED/THE) leads the design and overall planning, and is responsible for the overall monitoring, evaluation and reporting. The ED/THE additionally oversees implementation and ensures the overall coordination and communication of the project implementation in different countries and liaison with the donor, country teams, and relevant UNESCO entities.

The **UNESCO Field Offices** covering the target countries facilitate the project preparation, implementation and regular monitoring of activities at country level, as well as being responsible for reporting to UNESCO HQ.

UNESCO specialized Institutes: As an institute specialized in capacity building based in Sub-Saharan Africa, IICBA plays an important role in providing capacity building support to the teacher education institutions. Other UNESCO Education Institutes, in particular the International Bureau of Education (IBE) and the International Institute for Educational Planning (IIEP) are invited to provide technical assistance, training, and applied research as appropriate.

UNESCO Chairs: UNESCO chairs may be involved in the project as external experts.

3) The PRC, as donor

The People's Republic of China provides guidance, in particular through a seconded expert based at UNESCO (ED/THE), to align the project with other on-going activities under the framework of the China-Africa Cooperation on Teachers. The main duties of this expert, who operates under the authority and direct supervision of the Director of UNESCO Division ED/THE, is to: (i) Contribute to the conceptualization and design of this project; (ii) Get involved in the corresponding planning, implementation, monitoring and reporting; (iii) Contribute to the preparation for the review of its implementation; (iv) Liaise with the Chinese authorities on matters concerning this project. In addition, the Chinese embassies in the project countries were invited to observe the implementation in the countries, and play a role in mobilizing additional resources, such as cooperation with Chinese enterprises.

In a spirit of South-South cooperation, the Chinese experience in teacher education is also used to further enrich the project's implementation, including through the China based UNESCO Chairs; the International Research and Training Center for Rural Education (INRULED), a UNESCO category II center in China; and dedicated scholarships in teacher-related issues, as well as other relevant networks, resources and potentially additional Chinese sponsors.

2.6 Risks and assumptions

The project documents list a number of potential risks to the implementation of the activities, which is further elaborated and specified according to national contexts by the target countries. At the overall project level, there are two major risks mentioned.

- **Political situation and change of governments** in the target countries can affect the progress of project implementation. To minimize the risks of government change and/or political instability, the interventions proposed under this project are aligned and integrated following the countries' educational development frameworks. The

interventions are designed and implemented by the concerned teachers training institutions, in consultation with all relevant stakeholders.

- The main assumption is **country ownership** and, in particular, that the proposed activities really address the diverse needs of each beneficiary country and the selected key teacher training institutions. An important risk that has to be taken into consideration is that too much emphasis is put on the equipment, compared to skills development. A second risk is that the need for basic ICT skills development, particularly in the case of teachers, does not allow to focus on the development of ICT skills for teaching and learning.

More specific risks are associated with the implementation of the specific activities that are planned for capacity developed.

- **Risks in the development of learning material:** A critical mass of instructional designers must exist or be created. Similarly, adequate equipment must be available to this group. Finally, there is a risk of duplicating efforts – therefore, global coordination is essential. The successful institutionalisation of the materials can also be hindered by various factors including insufficient sensitization and inertia of teacher educators.
- **Risks to training and seminars at national level:** Two main risks emerge: that the lack of connectivity and unstable electricity supply diminishes the chances of teachers to participate in the CFIT services and that the actual contents derive towards basic ICT skills, without moving forward to ICT skills for teaching.
- **Risks in purchasing equipment:** Risks associated to public procurement are to be considered here. In addition, it is important to consider the total cost of ownership of equipment, thus involving capacity development, connectivity and maintenance.
- **Risks to regional meeting and dissemination:** Language barriers are the most important issue here. VISA requirements and transportation can also pose challenges for beneficiaries to attend meetings out of their countries.
- **Risks to monitoring, reporting and evaluation:** To become really relevant, these activities have to be carried out with the active involvement of the key stakeholders.

In this section the Theory of Change is presented. Theory of change is a concept that is applied to initiatives with ambitious and complex goals, which require both operational and strategic planning. It is commonly understood as an articulation of how and why a given intervention will lead to specific change.⁶ Theory of change starts from a baseline analysis of the context and issues. It then maps out the logical sequence of activities and expected changes, including underlying assumptions, which are anticipated as being necessary amongst stakeholders and in the contextual conditions to support the desired long-term change. This is based on the analytical framework for mapping ToC as presented in Annex C. This Annex provides as well a detailed table with direct references to the UNESCO-CFIT project documents.

⁶ Stein, D., Valters, C., (2012), Understanding ‘Theory of Change’ in international development: a review of existing knowledge, p. 2.

3. Description of the approach in the five countries

This section briefly describes the specific approach in each of the five countries. This description can be considered as the baseline against which the relevance, effectiveness, efficiency, sustainability and impact are assessed in Chapter 4.

3.1 Objective of the CFIT project in the five countries

Although the CFIT project is of similar nature in the five countries, differences in objectives and the approach taken prevail, as presented below in more detail.

3.1.1 Objectives of UNESCO-CFIT in Congo (Brazzaville)

The ProDoc states that the UNESCO-CFIT project in Congo is specifically aimed at capacity building of two teacher training institutions (ENS and ENI-Brazzaville) and the improved performance of teacher training sites by using ICT. More specifically, the project has the specific objectives to:

1. Set up equipment for initial and continuing training of educational supervisors and teachers in the training sites identified by the project (Brazzaville, Dolisie and Owando);
2. Design, develop, and make available of educational resources to targeted beneficiaries;
3. Strengthen the capacity of educational supervisors in engineering from Open and Distance Learning (ODL) to ensure the continuing education of teacher(s);
4. Promote educational research and exchange of good practices on the pedagogical integration of ICT / ODL.

CFIT targeted four TTIs in the country: in the National Centre for Pedagogical Resources (CNRPN), the premises of the ENI and ENS Brazzaville, and then ENI to Dolisie and Owando.⁷

3.1.2 Objectives of UNESCO-CFIT in Congo (DR)

According to the ProDoc, the UNESCO-CFIT Project aimed to improve the quality of education in the DRC with a view to achieving the EFA goals and MDGs. This will be achieved through the strengthening of national capacities for teacher training through the following specific objectives:

1. Develop a functional system of in-service teacher training based on ICT;
2. Encourage the accession of the educational community in continuing training system for teachers;
3. Strengthen the capacity of training facilities for teachers;
4. Strengthen the professional capacity of supervisors;
5. Strengthen the teaching skills of teachers.

The CFIT project in DRC did not target the TTI. At the national level the resource centres and the IFCEPS were targeted, and at the provincial level: three CREs and six REPs.

3.1.3 Objectives of UNESCO-CFIT in Liberia

The overall objectives (according to the ProDoc) of the project seek to improve the quality of education by enhancing teacher education in Liberia through effective and efficient pedagogical use of ICT in teacher education programs and capacity development of key teacher training institutions. The project aims:

1. To improve the pre-service and in-service teacher training courses;

⁷ Document de Projet (ProDoc)

2. To improve the skills, knowledge and competency of teacher educators at targeted TTI's through the use of ICT;
3. To strengthen and modernize the ICT facilities of targeted Regional TTIs so as to enhance effective teaching and learning of the teacher training programs.

CFIT targeted 4 institutions; UL, and 3 rural TTIs and purchased equipment and developed modules for those 4 institutions.

3.1.4 Objectives of UNESCO-CFIT in Tanzania

According to the ProDoc, the project aims at empowering teacher educators at TTI with relevant ICT skills for effective teaching and learning in teachers' colleges. Specifically, the project seeks to:

1. Improve the capacity of two key TTIs to develop and provide quality pre-service programmes for Science and Mathematics teachers and tutors through ICT-supported innovations;
2. Strengthen the capacity of two key TTIs to provide in-service programmes for Science and Mathematics teachers through blended learning modalities scaling up successful ICT-supported innovations;
3. Strengthen the support and networking mechanism that link two key TTIs and eight other TTIs offering diploma in Science and Mathematics education, and facilitate knowledge sharing;
4. Develop effective M&E mechanisms.

The CFIT project involved two TTIs directly and eight other TTIs that provide science and math are also provided with a training. In addition, Morogoro TTI was also involved. In total in Tanzania there are 35 governmental TTIs and around 90 private TTIs⁸. In addition, universities provide degree courses to become a teacher (leading to a higher salary). The CFIT project therefore targeted only a fraction of the places where new teachers are trained.

3.1.5 Objectives of UNESCO-CFIT in Uganda

The overall goal of the CFIT project is to enhance teacher education for bridging the education quality gap in Uganda through capacity development of three teacher training institutions for effective pre-service and in-service teacher training. The specific objectives are:

1. To strengthen ICT infrastructure in the key TTIs to support blended teacher training for both pre-service and in-service training.
2. To improve teacher educators' competency in use of ICT as a pedagogical tool for quality teaching and learning of literacy, numeracy and science.
3. To strengthen networking and partnerships among the key TTIs and other TTIs to support school-based continuous professional development.

As CFIT is only taking into account three TTIs, the coverage of the CFIT project is limited.⁹ However, the three TTIs selected have a specific position; they are core TTIs for their educational sector and should be able to show the way for other TTIs. As the ProDoc indicates, "the project will work with 3 key teacher training institutions in order to establish 'hubs of excellence' in

⁸ The need assessment indicates: In 2013 there were 92 private teachers' colleges, almost three times the number of public teachers' colleges. These are mainly situated in cities and big towns depending on the owners' interests.

⁹ As indicated in the Need Assessment, there are 52 PTCs (with 7 being private) training primary school teachers and 6 National Teacher Colleges (NTCs) (with 1 being private) that train secondary school teachers. There are 4 instructor training colleges that provide BTNET teacher training and they are: Kyambogo University, Abilino Instructors College, Nakawa Vocational Training Institute and a private institution Kampala Institute of Technical Teacher Education.

primary, secondary and BTNET subsectors' teacher training institutions, with reinforced ICT infrastructure, teacher educators/trainers' competency in the use of ICT and tools for partnership and networking."¹⁰

3.1.6 Comparison of objectives between the five countries

The five national UNESCO-CFIT projects share the same overall objective but differ slightly with regard to the specific objectives, scope and target groups:

- Differences with regard to the **specific objectives**: In relation to the specific objectives, there are slight differences between the countries. These can lie in differences in the number of TTI supported; the subject areas in which modules are developed; the target groups for the trainings and module development.
- Difference in **scope**: There are differences in scope between countries. In Uganda for instance, the CFIT project is used to position three TTIs responsible for primary, secondary and TVET teachers as core TTI in the country. The CFIT project therefore covers TVET as well. In other countries, the CFIT project only covers primary and secondary school teachers. In Tanzania, one TVET TTI is following closely the CFIT project. Some countries provide a regional scope. This is for instance clearly the case in DR Congo, where the CFIT project focuses on three regions and where other donor organisations (WB and AFD) cover other regions in the country. Other CFIT countries, such as Uganda, use the project to establish 'core TTI' that finally will develop other TTIs in the country (Cascade model).
- Difference in **target groups**: Most countries focus primarily on the pre-service teachers and the teacher educators in the TTIs (for instance Tanzania, Uganda). Congo DR on the other hand took another approach and directs its attention solely to the in-service teachers.

Finally, the coordination of the CFIT is slightly different per country. There are countries where the CFIT project is implemented by a UNESCO field office (in Tanzania, Congo DR, Congo); or by a UNESCO project office in Uganda and Liberia under the supervision of the UNESCO Regional Office (respectively The Regional Office for Eastern Africa, Nairobi (RO); Regional Office for West Africa (UNESCO Abuja))

3.2 Approach and activities of the CFIT project in the five countries

Given that the five countries have slightly different objectives for the CFIT project, the emphasis in the approach and implementation of activities also differs. This section discusses these differences in relation to the five core activities.

3.2.1 Development of learning material

All countries focus on the development of learning materials. Some countries, such as Tanzania, focused on digitising of existing materials (planned, but carried out differently). Other countries developed new materials, taking into account what was in place and what was developed by other organisations, usually within the country. The material is usually developed by (inter)national experts and teacher trainers from the TTI. The types of material developed can be grouped along four categories: (1) subject-matter modules, (2), modules on using ICT (general and specific for ICT integration in Education), (3) modules for use in CPD, such as applying an active teaching and learning pedagogy (Uganda, DR Congo), and (4) material not used for instruction but for planning or policy implementation. While the first three are clearly learning materials, the fourth category encompasses a variety of documents that are developed to better structure the CFIT approach in the countries. In Liberia for instance the implementation plans to upgrade ICT facilities, the development of an ICT user policy, and the development of a

¹⁰ ProDoc, p. 13.

national competence framework for ICT all do not qualify as 'learning material' per se, but have been categorized as such.

3.2.2 Training and seminars (capacity building of TTIs and teachers)

Three types of trainings and seminars can be distinguished across the five countries. First of all, there are training sessions in which teacher educators / teachers are trained in the use of the developed learning materials. A second type of training sessions trains teacher educators / teachers to use the procured equipment. Thirdly, workshops are developed in which participants work together to develop teaching and learning materials. All three types can be found in the five countries. As already indicated in section 3.1.6, the target groups of the trainings differed slightly between the CFIT countries: DR Congo is focusing on in-service teachers; whereas the other countries focus on the student-teachers in the TTIs.

3.2.3 Purchasing equipment

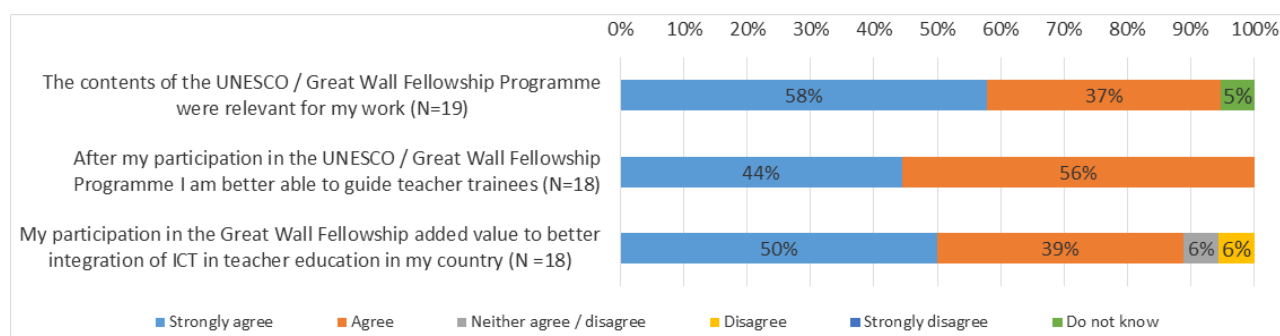
There is a high degree of similarities concerning the equipment purchased in the five countries. The equipment concerns mostly computers, laptops, servers, and projectors. In Uganda, in addition to this emphasis was placed on video and studio equipment for the TTIs to develop teaching and learning materials. Also, in the countries solar equipment and supporting equipment (air conditioning) is procured.

3.2.4 Regional meetings / dissemination

The CFIT projects organised launching events and invited stakeholders to various meetings. In addition to these dissemination meetings, the country project teams came together in Paris and participated in a number of study-tours to Côte d'Ivoire, Ethiopia and China.

Furthermore, teacher trainers were invited to apply for the **Great Wall Fellowship** Programme. The Great Wall Fellowship scheme is a full scholarship set up by the Ministry of Education of China for general scholars and senior scholars recommended by the United Nations Educational, Scientific and Cultural Organization (UNESCO).¹¹ Participants of the Great Wall Fellowship from the eight CFIT countries have been surveyed about their experience and whether that Fellowship contributes to the CFIT project objectives. The results are shown and discussed below.

FIGURE 1 OVERVIEW CONTRIBUTION GREAT WALL FELLOWSHIP TO CFIT PROJECT



Source: Survey for teacher trainers and managers of Teacher Training Institutes involved in the UNESCO China-Funds-In-Trust (CFIT) project (N=19)¹²

The respondents (strongly) agreed that the content of the Great Wall Fellowship was relevant for the teacher trainers' work; that they are better able to guide teacher trainees and that their

¹¹ See: <http://www.ebeijing.gov.cn/Elementals/InBeijing/StudyingInBJ/Scholarships/t1058194.htm>; <http://www.unesco.org/new/en/fellowships/programmes/unescopoples-republic-of-china-the-great-wall-co-sponsored-fellowships-programme/>

¹² The respondents are from the eight CFIT countries

participation added value to better integration of ICT in teacher education in the country. Only one respondent disagreed with the last statements. In the open answers, the respondents indicate that it supported them in their personal development ('building intellectual capacities'); integration of ICT in education ('I am able to integrate ICT in teaching my subject'); improving managerial skills ('This program allowed me to improve my leadership' skills'); and applying research methodologies for improving education ('Research methodology approach and ICT in education').

3.2.5 Monitoring, reporting / evaluation

The national UNESCO-CFIT projects are based on extensive preparatory work resulting in a needs assessment report and the Project Document (ProDoc), providing a detailed overview of the lines of actions in the project. Throughout the project NPOs are responsible for reporting on the activities. During the implementation, mid-term review missions were conducted to the five countries providing an assessment of the state of play and indicating action points for the remaining project implementation. The CFIT countries planned to develop monitoring and evaluation plans and frameworks (for instance in Tanzania and Uganda). UNESCO HQ published eight newsletters with CFIT updates and regularly updated the project website.

3.3 Financial allocation and spending

The slight difference in objectives and lines of actions impacted the budget allocation and spending as well. For each country, in principle one million USD was allocated. A substantial share of this budget was used for the preparatory phase (including funding meetings in the countries and preparatory work at country level), coordination, monitoring, and evaluation. The table below provides an overview of the expenditure per line of action (USD) per country.

TABLE 3 EXPENDITURE PER LINE OF ACTION PER COUNTRY AND HEADQUARTERS (USD)

	HQ ¹³	Congo	Congo DR	Liberia	Tanzania	Uganda	TOTAL	%
Development of learning material	\$20,000	\$70,888	\$88,125	\$130,000	\$124,000	\$92,500	\$525,513	12 %
Training and seminars (capacity building of TTIs and teachers)	\$20,000	\$282,120	\$221,910	\$210,000	\$180,655	\$273,500	\$1,188,185	27 %
Purchasing equipment	\$10,000	\$253,000	\$201,780	\$219,000	\$222,498	\$210,000	\$1,116,278	25 %
Regional meetings / dissemination	\$200,000						\$200,000	4 %
Monitoring, reporting /	\$649,351	\$93,992	\$188,185	\$141,000	\$172,847	\$124,000	\$890,024	31 %

¹³ NB: the HQ budget is for the preparatory and implementation phase of the 8 countries. Meaning that it is not only for the period of the 5 countries.

evaluation								
Other (translations, etc.)	\$60,000						\$60,000	1%
Total	\$959,351	\$700,000	\$700,000	\$700,000	\$700,000	\$700,000	\$4,459,351	

Source: UNESCO HQ

4. Assessing CFIT project implementation against evaluation criteria

In this chapter the UNESCO-CFIT project is assessed against the evaluation criteria. Per evaluation criterion, the data gathered to answer the underlying evaluation questions as defined in the evaluation matrix is used.

4.1 Relevance of the CFIT project¹⁴

This chapter outlines to what extent the CFIT approach contributes to the needs and priorities of the respective countries and the global UNESCO context. In this chapter, the evaluators assess the relevance of what the Reconstruction of the Theory of Change revealed on the line of reasoning of the project: how CFIT is relating the problem analysis, objectives and working mechanisms to achieve results (and impact). The box below summarises the main line of reasoning of the project.

The CFIT project aims to improve the quality of teacher educators, teachers and the quality of education, by (1) developing the capacity of TTIs and teachers to use ICT, (2) by using ICT to reach out and (3) by better facilitating TTIs and its teacher educators, all in close collaboration with national stakeholders.

The relevance of this line of reasoning is evaluated in relation to the countries' needs and priorities (4.1.1). To do so, the policy context in the five project countries is assessed, followed by a discussion of the relevance of the CFIT project and interventions for the needs and priorities of beneficiaries targeted in Congo, DR Congo, Liberia, Tanzania, and Uganda (4.1.2). After this discussion of project relevance to national needs, this chapter continues by exploring the relevance of CFIT for UNESCO's wider objectives and priorities, such as those set by the Education sector, the broader EFA agenda, the Sustainable Development Goals (Agenda 2030) and UNESCO's global priorities on Africa and Gender Equality (4.1.3). The Chapter concludes with identifying strengths, weaknesses, opportunities, and threats (4.1.4).

4.1.1 Relevance of project to country's needs

The visits to the five project countries demonstrate the relevance of CFIT's main objective to improve the capacity of TTI and their teacher educators to the national contexts. This is a relevant objective, given the particular challenges experienced in the five CFIT countries. All five countries share a **substantial and structural shortage of qualified** teachers in all levels of education. Though some countries show increases in the number of teachers graduating from colleges and universities over the last years (Uganda, Congo), these are still insufficient to meet the increased demand. As such, the shortage of qualified teachers is substantial and increasing in all five CFIT countries. TTIs face challenges in terms of capacity, funding and quality and cannot deliver to meet the higher demand. In this context, CFIT's approach to target TTI capacity is relevant for the needs of the countries involved.

More specifically, in Liberia and DR Congo there has been a substantial **shortcoming of government provision and financing** of all levels of education before 2010. In the years after, various actions have been undertaken to improve the state of education in the country, through strategic policy planning and increasing resources, such as through the Interim Plan for Education in DR Congo, and the Vision 2030 for Liberia. However, given these difficult backgrounds, external support that invest in increasing the capacity of TTI is highly relevant. For

¹⁴ EQ1. To what extent are the outcomes and interventions relevant to beneficiary countries' needs and priorities? EQ2. How relevant is CFIT project's contribution to, and what has been its added value for the achievement of UNESCO's Education Sector's objectives? EQ3. How relevant are the CFIT project's priority areas to the EFA agenda? EQ4. To what extent have UNESCO's global priorities on Africa and Gender Equality been integrated into the project?

instance, the DR Congo, 200,000 of the 600,000 teachers did not receive salaries last year, impacting the quality of the education provided.

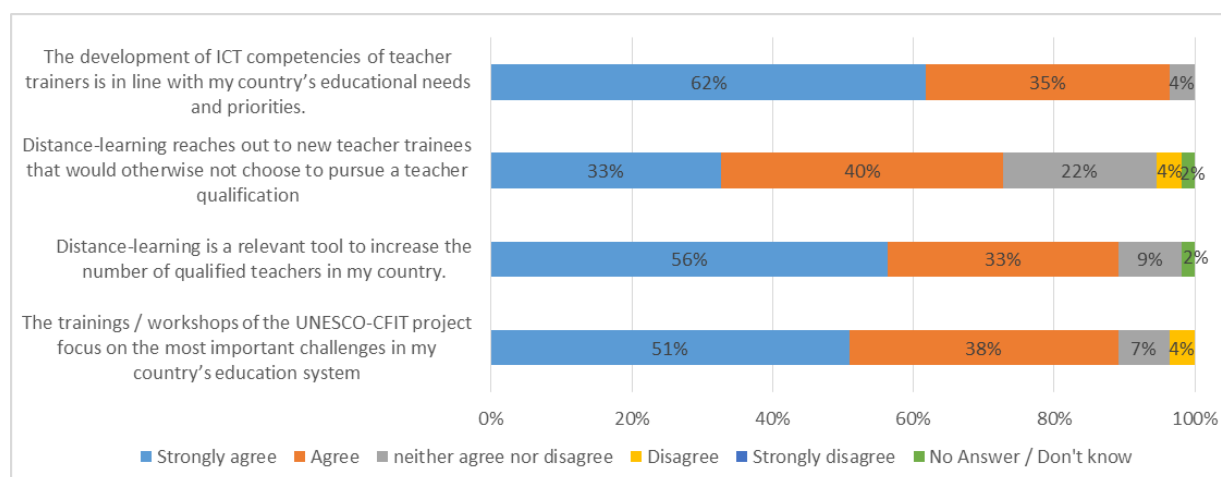
Moreover, the CFIT project connects to the policy efforts taken by the five countries to raise the number of qualified teachers. Below, the relevance of CFIT towards national priorities and needs are summarized.

- In Congo, CFIT links to the national policy priorities defined in the National Development Plan. CFIT aimed to update the professional and pedagogical competences of teachers, filling a void in the national strategy that is constrained by financial limitations.
- In DR Congo, CFIT links directly to the national policies, mainly as defined by the Interim Plan for Education. It recommends the continuous training of teachers and managerial staff of TTI, which, given the vast training needs, would benefit from innovative approaches including ICT. CFIT does so, by supporting the continuing education of teachers based on ICT for capacity building training facilities.
- In Liberia, CFIT connects to the objective laid out in Vision Liberia Rising 2030 to train additional teachers qualified for primary and secondary education. It seeks to provide additional skills to largely ICT-illiterate teacher educators in the country's TTI, thus providing a relevant contribution to the quality of education.
- In Tanzania, CFIT contributes to the recommendations in the Teacher Development and Management Strategy (TDMS) 2008–2013, which combines suggestions for quality across the various elements of teacher competences. Its specific focus on digitising new learning material for the new teacher qualification lost part of its relevance after national policies reversed the decision to set up a higher-level teacher qualification. The developed material can still be used in the new (lower level) teacher qualification.
- In Uganda, CFIT is a relevant addition to the national Education Sector Strategic Plan. The national policy seeks to raise the quantity and quality of teachers and recognizes the need to target teacher training colleges. CFIT contributes to this by targeting the lack of adequate instructional materials, infrastructure and facilities in terms of laboratories, library and ICT facilities for teacher training of primary, secondary and TVET teachers.

This shows clearly for each of the CFIT countries how the project documents for the individual CFIT countries link the ambitious global objectives to national priorities in each of the CFIT countries, which are equally ambitious. The concept of country ownership in the CFIT project required the involvement of national policymakers in the design phase of the project. Such involvement of national policymakers is not limited to ex-post validation of a project design, but assumes an active role in the design of the project. As such, CFIT aims to contribute to national projects that are coherent with other Ministry policies.

The respondents of the survey reflected also on whether the CFIT project is aligned with national needs. The respondents most strongly agree with the statements. Respondents confirm that the development of ICT competences of teacher trainers is in line with the countries' needs, and that the CFIT workshops focus on the most important challenges in the education system. Respondents to the survey are slightly less convinced of the relevance of distance learning as tools to reach out to new teacher trainees (26% disagrees). This is in line with the project's approach, which despite some the rhetoric in project documents does not actually reach out to new teacher trainees that would otherwise not pursue a teacher qualification.

FIGURE 2 STATEMENTS ON THE RELEVANCE OF CFIT IN THE COUNTRY: PLEASE INDICATE FOR EACH OF THE FOLLOWING STATEMENTS TO WHAT EXTENT YOU AGREE OR NOT



Source: Survey for teacher trainers and managers of Teacher Training Institutes involved in the UNESCO China-Funds-In-Trust (CFIT) project (N=55)

4.1.2 Relevance of interventions to beneficiary needs

The CFIT interventions designed in the five countries link to the national policies and priorities of the respective TTIs. An equally relevant question is to what extent the interventions of the CFIT project link to the more specific needs of beneficiaries. Beneficiaries interviewed in the framework of the evaluation are quite positive about the overall relevance of the project.

The **materials developed** in the five CFIT countries are relevant to the beneficiary needs. All five CFIT countries developed instructional modules that served as the basis for training, generally with the aim to be included in the teacher curricula (pre- or in-service). In some countries, national policy documents were developed and published by the Ministry of Education as the guideline on the standards of teachers and students in ICT. These policy documents further enabled the development of more specific learning material, in which we can distinguish different types of material. One type of modules focuses more broadly on ICT integration in education, and consist of examples and instruction on how to use ICT in teaching maths, languages or other subject areas (Uganda, Congo). Other educational modules developed are less ambitious and focus on instruction in the basics of using a computer, in combination with using Microsoft Office (Liberia). Both types of material were developed in DR Congo and Tanzania. In Tanzania, teacher educators were positive on the relevance of the materials as the available learning and teaching material in TTIs is often outdated. Also in the other countries, beneficiaries indicate that the modules are a relevant addition. In Uganda, teacher educators were very eager and already started uploading the training modules in preparation of classes even before the equipment was delivered. In Congo teacher educators also underlined the relevance of the developed material, which was considered to be a relevant tool to improve their teaching methods and be able to bring new skills for the teachers.

Training and seminars are the main mechanism for reaching teacher educators in the five CFIT countries and as such most visibly contribute to the project's objectives. As such, for the relevance of the project, it is also crucial that such interventions are indeed aligned with beneficiary needs. The need for training in basic ICT skills is well reflected by the countries' planned approaches, and the training in most countries starts with basic skills training, with a focus on specific applications such as using Internet, word processing or preparing presentations. This type of basic instruction is considered particularly relevant by participants to the trainings. Take for instance Liberia, where teacher educators report that there is hardly reference material, instruction guides or books available for teacher educators in their teaching. A training to learn how to search on the internet would open up a wealth of resources available

and is therefore highly relevant, also against broader EFA/SDG objectives. In Tanzania, DR Congo, Congo and Uganda, basic skills training served as an introduction to higher-level trainings on the integration of ICT into education. This is relevant for teacher educators in these countries, who reported that there is a need to change their pedagogy towards a more active teaching and learning approach, and making use of modern tools. Even in countries that face challenges in the stable supply of electricity and the accessibility to internet, the capacity building on ICT for Education for teachers and teacher trainers are emerging as an increasingly relevant theme at national/institutional and individual level. In this regard, the project offers a relevant contribution to the national capacity building, especially in terms of development of the national standards of teacher's competencies using ICT in education and the relevant training courses in project countries.

The five CFIT countries followed a comparable approach to the **purchasing of equipment**. All conducted a thorough needs assessment to ensure that the equipment to be purchased would be relevant to the local context. The purchased equipment provides for all CFIT countries the means to train the teacher educators with appropriate equipment, and to test and further develop the modules developed. Moreover, the resource labs with all project equipment are set up in the TTI to serve as the room for further instructing pre-service teacher trainees (Uganda, Tanzania, Congo, Liberia) and in-service teachers in their training.

4.1.3 Relevance of CFIT to UNESCO's institutional objectives and priorities

In a broad sense, the project is in line with UNESCO's Education Sector's objectives and the EFA agenda. However, the objectives as stated in the overall programme documentation seem very ambitious. It is unrealistic to expect a substantial contribution of this project to improving the scores on the EFA indicators, particularly given the challenges in education in the five CFIT countries. The evaluation also notes a disconnect between the high-level CFIT project objectives and the more specific approaches in the five CFIT countries. While CFIT's formal project documentation formulates the objective to reduce shortages of teachers, the objectives in the five CFIT countries do not target this primary objective. The CFIT approach in the five countries does not use ICT and ICT skills to reduce the shortages of qualified teachers, and instead focuses on modernising the capacities of TTIs and their staff. It does so in order to contribute to a development of changing teaching methods, mainly within TTIs, but ultimately also in classrooms in the country. This different focus is equally relevant in relation to the EFA objectives in a broader sense.

The CFIT project integrates UNESCO's global priorities on Africa. The core element of the CFIT project is to develop capacities within TTIs in order to better prepare teachers, leading to increased quality in education. This way the CFIT project intends to provide students with a better future, contribute to the objectives of poverty eradication and sustainable development. Through this, CFIT provides a relevant, though modest contribution to UNESCO's global priorities on Africa. However, the question is warranted whether the introduction of ICT skills in some of the CFIT countries are *the most* relevant approach to sustainable development and eradication of poverty. From the perspective of these objectives, the delivery of ICT equipment and the training on ICT skills are only relevant when these teacher trainees are expected to be in a position to use the skills they learned in the near future.

The project in Tanzania and Uganda target teacher educators, who are positive that they'll be able to use their newly acquired skills in teaching to teacher trainees in the TTI. Also in Congo and DR Congo, teacher educators indicate that they will be in the position to apply their newly learned skills. In DR Congo specifically, the planned use of Moodle in their education courses for teacher trainees allows more flexible training, thus increasing the potential use and relevance of the project. The CFIT project also foresees the possibilities to use the developed material in offline mode (CD ROMS and USBs) to overcome internet connectivity problems. In this regard, only some concerns were expressed in Liberia. Here, teachers from various TTIs were concerned

whether they would be able to have access to computer facilities, particularly as the regular classrooms in the TTI are not equipped with basic ICT tools.

Beyond immediate concerns for the possibility to use ICT in education, the CFIT project is unique in defining a specific role for using ICT in development of better quality education. By focusing on ICT-integrated education, the focus is not so much specifically on rolling out ICT, but on developing education that is adjusted and adjustable to changing contexts and using 21st century pedagogies. Education that takes changing contexts and new pedagogies into account provides more relevant learning outcomes and hence better educated and more resilient graduates. Also, better education reduces drop-out rates, which is another highly relevant aspect in the context of Sub-Saharan Africa. The use of ICT can support this approach. In addition, the project enables teachers to make better use of ICT in their lessons and to conceive the internet as a learning resource.

Overall, UNESCO's priorities of Gender Equality are implicitly integrated in various project documents, but to different effects in each of the countries due to the considerable differences in the national context. In most CFIT countries no specific attention was paid to the gender aspect. In order to achieve the best results *in the current situation*, no specific steps were set to change existing role patterns. In Uganda teacher educators are primarily female, while in DR Congo and Liberia teacher educators and teacher trainees are almost exclusively male. In Congo, the gender distribution is different in the different institutions: there are more women in primary institutions while in men dominate secondary institutions. The trainings provided reflected such national patterns. Tanzania is an exception to this, because the gender balance among teacher educators is relatively balanced. However, as the lecturers in the area of math and science are predominantly men, the CFIT project called upon participating TTIs to specifically put forward female tutors for the trainings.

Given the 2030 Agenda for Sustainable Development, the CFIT project becomes even more relevant as it answers directly to two targets/approaches:

- 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.
- 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.

4.1.4 Strengths, weaknesses, opportunities and threats related to relevance

The evaluation found the following strengths, weaknesses, opportunities and threats related to relevance of the CFIT project (Table 4).

TABLE 4 ASSESSMENT OF STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS RELATED TO RELEVANCE

Strengths: <ul style="list-style-type: none"> ○ CFIT national projects are aligned with national policy plans ○ CFIT specific interventions are aligned with the needs in the countries ○ UNESCO priorities and objectives are respected in the (national) CFIT approach 	Weaknesses: <ul style="list-style-type: none"> ○ Global objective ('contribute to EFA') is considered ambitious given the project scope and size ○ CFIT national approaches are not aimed at increasing the supply of teachers (as expressed in CFIT programme documents); primary focus is on the quality of teacher education
Opportunities: <ul style="list-style-type: none"> ○ The specific approaches could be relevant for other countries 	Threats: <ul style="list-style-type: none"> ○ The actual use of the procured equipment can be hampered by a lack of competences in using ICT and the underdeveloped (ICT) infrastructure (connectivity and electricity)

This chapter has shown the relevance of CFIT to the national needs and priorities of Congo, DR Congo, Liberia, Tanzania, and Uganda, while also contributing to the institutional objectives of UNESCO. Due to the favourable project design, national needs and priorities could be integrated well into the nationally developed project interventions.

4.2 Partnership/Cooperation¹⁵

In this section the partnership approach is discussed, together with the cooperation between different stakeholders involved. The Theory of Change has indicated the main stakeholders in the CFIT project:

- the national actors (UNESCO Field Offices, MoE officials, experts, other institutions related to IT);
- UNESCO entities (UNESCO Headquarters, the Division for Teacher Development and Higher Education (ED/THE), UNESCO Field Offices, UNESCO Regional offices, UNESCO specialized Institutes (IICBA, IIEP and IBE, UNESCO Chairs) and
- the PR China, as donor (Embassies, MoE, experts and private companies).

In addition, there are other development partners that work on similar or associated projects. In this section, the cooperation within UNESCO and between UNESCO and the donor is assessed at first (4.2.1); after this the cooperation with national stakeholders receives attention (4.2.2). Then, the cooperation with other development partners comes into the focus of analysis (4.2.3); finally, section 4.2.4 presents the strengths, weaknesses, opportunities, and threats.

4.2.1 Cooperation within UNESCO and between UNESCO and the donor

The five countries of the second phase are relatively diverse in their cooperation with UNESCO and the donor, particularly when compared to the first group of three CFIT countries. Among the first three CFIT countries showed extensive coordination from UNESCO headquarters. The Division for Teacher Development and Higher Education, in cooperation with the national counterparts, conducted the needs assessments and organised the validation workshops in the countries, and drafted the project documentation. There were strong ties between different programme specialists in the Division as these specialists were involved in setting up the project in each of the countries. UNESCO HQ has also been involved in the needs assessment missions in the five CFIT countries, but to a less extent in the design of the project document. Differences between countries can be observed, mainly due to the presence of local field offices in the countries.

- In **DR Congo**, HQ was strongly involved in the design phase by conducting an extensive needs assessment of the education sector and developing an implementation plan to address these needs within the CFIT Project. This implementation plan was described in ProDoc and is a useful tool for the project management on the ground as well as for the monitoring of the project. However, it appears that deviations from this plan in order to adjust the project to the situation on the ground (for instance shifts in budget lines) cannot be easily undertaken leading to delays in the implementation process. Apart from this aspect though, it can be said that the Field Office has been adequately supported by HQ in terms of technical and administrative assistance in line with the

¹⁵ EQ5. To what extent is UNESCO best placed to manage the CFIT project in relation to other development partners? EQ6. To what extent has the CFIT project mobilized and made use of UNESCO's wide in-house expertise, particularly its Education Category I Institutes and Centers, in benefit of the beneficiary countries? EQ7. What is the added value and/or complementarity of the project in relation to interventions from other development partners and funding mechanisms? EQ8. How has the CFIT project been positioned within larger national donor coordination frameworks at the country level? EQ9. To what extent have partnerships been sought and established and synergies been created in the delivery of assistance at the country/regional level?

needs of the Field Office. On a regular basis, HQ monitored the project's progress and supported the implementation process by providing technical expertise.

- In **Liberia**, the project set-up differs from the one in DR Congo, Congo and Tanzania as there is only an 'Antenna-Office' and no UNESCO Field Office. As such, the NPO reports primarily to the Regional Office in Abuja for progress in project implementation, which puts HQ at more distance. In the design phase, the project received additional support in staff from HQ in the start-up phase, while the Regional Office/Antenna Office play the central role in the project implementation. While the responsibilities in relation to HQ are generally quite clear, and the feedback link to HQ project officers function well, feedback and exchange is mainly of administrative and not technical nature. The fact that there is no Field Office on the ground complicated project implementation for several reasons, also touching upon the partnership dimension as the visibility of CFIT towards national and international partners and the contact and exchange with key stakeholders is more restricted by geographical (Regional Office) and personnel constraints. The major bottleneck of the chosen project set-up is that the transfer of CFIT project funds is channelled in small packages through UNDP structures in the country, depending on the continuous formal approval by the Regional Office, which requires the completion of administrative process by national stakeholders (mainly the Ministry of Education).
- As in Liberia, the CFIT project in **Uganda** is implemented by the Regional Office in Nairobi supported by a NPO on the ground. However, the project implementation was considerably challenged by the absence of a NPO for practically all of 2015 leading to the situation in which the main coordination was in the hands of the Regional Office and no substantial project progress has been reached. Similar to the situation in Liberia the large distance between the Regional Office from the situation on the ground and from main stakeholders did not ease the project implementation at all. It also seems obvious that the Regional Office is not able to provide the (political) benefits a country office would offer to the CFIT implementation in terms of prioritisation of CFIT contents and results towards the relevant Ministries, even if an NPO has good contacts with the policy-makers. Regarding administrative and financial procedures, the situation is again similar to the Liberian case. Financial procedures are complex as all funding has to be approved by the Regional Office and paid by UNDP leading to a situation in which even smallest payments for participants and stakeholders take months. Concerning cooperation with other UN agencies, there seems to be some cooperation¹⁶, but also a felt 'competition' between UNESCO and UNICEF when it comes to teacher education. Although this is the realm of UNESCO, as UNICEF is focusing on the wellbeing of children, the quality of schools and teachers comes into play as well.
- In **Tanzania**, the NPO and the UNESCO office Dar es Salaam are responsible for the project implementation in the country. Compared to the first group of three CFIT countries, experts from HQ were less involved in the preparation of the ProDoc and the support in the implementation phase is mainly of administrative and coordinative nature. It can be said that a more focused follow-up and support from HQ would have positively impacted the project implementation in the country. For instance, the ProDoc indicates a number of times in the logframe 'Exact type and capacity will be defined at a later stage', however this refinement was not requested by HQ and has not taken place. Moreover, the mid-term review report (mission April 2016) was not shared with the NPO so that lessons learned were not effectively shared with the team to improve the implementation.

¹⁶ In the framework of SDG4, UNICEF has recently contributed to the costs of a workshop organised by UNESCO with the objective to bring all stakeholders together to discuss the direction in relation to the new SDG4 objectives.

- In **Congo**, the main responsible actors for the CFIT implementation are the NPO and the Field Office in Brazzaville. The quality and depth of elaboration of the project document is limited; for instance, an explicit definition of results is partly missing with corresponding challenges for the management or potential adjustment of activities as well as for the project monitoring. Even though the Field Office perceives the communication and coordination with HQ as stable, doubts prevail that the quality of coordination and monitoring is sufficient as the flaws of the ProDoc were not removed in the implementation process.

UNESCO HQ did organise a number of study-visits and conferences where the CFIT countries were invited and provided valuable support during the implementation by keeping track of the progress made and supporting in dealing with UNESCO procedures (such as procurement or disbursement rules). What was less developed in the implementation phase is that UNESCO HQ took the lead in providing expert advice, suggestions for improvement, ensuring synergies between the CFIT country developments. In the light of the decentralisation policy of UNESCO this is understandable, but it results in that CFIT is not one overarching project, but eight country projects.

Regarding the cooperation with the Chinese donor, it can be stated that the broad framework of the project was agreed upon at the political level and the project is considered important both by UNESCO and by the donor. It received much attention as CFIT is the first experience of China providing Funds-in-Trust, and in addition to this, it is a good example of a South-South cooperation. Consequently, there has been close contact between UNESCO and the donor at all levels of the project, from initiation, design, development to implementation. In the field, the CFIT projects also involve the donor on the ground. In Tanzania for instance, the national team continuously involved the Chinese Embassy by keeping it informed and approaching it to establish contacts with Chinese companies, with Huawei for example. In DR Congo, the Chinese Embassy was invited to the Steering Committee Meetings chaired by the Ministry of Education and therefore participated in the continuous steering process of the project.

The role of specialised UNESCO institutes has been relatively limited, even though IICBA would be in theory well-placed to support the CFIT projects due to its thematic focus and location in Ethiopia. Only in Uganda and Liberia, contacts were established to involve IICBA's expertise for the establishment of an ICT competence framework for teachers. However, these interactions took place on distance, and would have benefited from a more dedicated interaction, involving face-to-face interaction to better tailor the competency frameworks to the national context. To the contrary, in Tanzania, the CFIT project did not seek to involve the IICBA, being aware of the limited capacities within this Institute.

In addition, no evidence could be found that the CFIT projects would make use of other UNESCO specialised institutes or networks such as the UNESCO Chairs or the UNESCO schools (Associated Schools Project Network (ASPnet)). The IIEP, as institute for educational planning, could have been involved in order to bring the lessons learned to the foreground of educational planning. A good example was observed in Tanzania, being confronted with the non-availability of relevant teaching and learning materials to digitise, the CFIT team called upon the International Teacher Taskforce (secretariat at UNESCO) for support to develop learning materials for the teacher education qualification.

When it comes to regional synergies, there is only limited exchange between the different CFIT projects so that the opportunity to create learning effects is missed. For instance, in Ethiopia, Liberia, Uganda and Tanzania an ICT competence framework for teachers is developed, however none of these countries refers to the efforts by other countries. One positive example of regional synergies is the joint procurement of Tanzania and Uganda that resulted in saving 30,000 USD (per country) budgeted for computers that could be used to purchase solar equipment for the TTIs. In DR Congo, technical exchange with other CFIT projects has not taken

place so far, though the added value of a virtual community of practice within the country and with the CFIT countries was clearly raised. Even cooperation between DR Congo and Congo in the design or implementation of the CFIT project has not taken place, despite the proximity between the two capitals, each at one bank of the Congo-river.

4.2.2 Cooperation with national stakeholders

The CFIT project was designed to build on national ownership and commitment of all relevant stakeholders. Therefore, substantial efforts went into the design and preparation of the project to ensure the buy-in of the main stakeholders. This consists of finding agreement on the weaknesses of the education system, mapping the involvement of development partners and finding a niche where the CFIT project could provide a valuable contribution to improving the education system without duplicating other donors' projects.

In comparison to the first group of three CFIT countries, the level of national ownership is rather limited (with the exception of DR Congo). The main reason for this is the shorter design phase in the five countries, leading to less consistent ProDocs of lower quality¹⁷, which succeeded less in assuring the involvement and ownership of national stakeholders. In addition, the degree of national ownership in some cases became less pronounced in the implementation than in the design phase.

- In **Liberia**, the main responsibility of exploring partnerships lies de facto with the NPO and it can be stated that several agreements and partnerships with relevant government bodies are in place. At the political level (senior management) within the Ministry, there is political support for the project. However, this general support has not led to any institutionalised arrangements and agreement on the responsibilities and expectations of the different relevant stakeholders after the project is concluded. Interviews show that stakeholders expect that others take responsibility (budgetary and in terms of human resources), which casts a doubt about actual partnerships achieved. In the absence of an NPO in design and early implementation, the Ministry of Education had taken the first steps in implementation. However, it now takes a rather passive role in the Country Project Team, and does not actively engage all relevant stakeholders into sustainable partnerships.
- In the **Ugandan** case, the Ministry of Education, Science, Technology and Sports (MoESTS), by the Department of Teacher/Tutor Instructor Education and Training (TIET), is the owner of the project and leads the project implementation. All products are discussed and are validated by the MoESTS. As there is no Country Office in Uganda, the Regional Office assists the implementation while a crucial role is also played by the Uganda National Commission for UNESCO performing a broker function between the Ministry of Education and UNESCO. The Regional Office, together with the National Commission, were closely involved in establishing the ProDoc and discussed the content of the project with the Steering Committee (MoESTS). The CFIT project in the country is pursuing a holistic approach by selecting a core TTI for all three education levels: an TTI at primary level, the national TTI and a TTI that focuses on TVET. National ownership in the approach is evident as the MoESTS is responsible for the selection of the three TTIs.

¹⁷ The Tanzanian project can serve an example: the preparatory phase was less extensive for the Tanzanian CFIT project. This shows to some extent in the ProDoc with is less specific and even contains inconsistencies (for instance when comparing component B with Expected result 2. Component B is “Developing blended learning modalities at Monduli and Tabora TCs to ensure accessibility of the digitized teaching and learning materials to tutors and student teachers”; while the underlying Expected result is “The capacity of the two key TCs to provide in-service programmes for Science and Mathematics teachers through blended learning modalities strengthened.” The Expected results seems to suggest that in-service teachers are targeted which is not the case. In-service should be interpreted as ‘within the TC’ and hence applies to pre-service teachers. Therefore, other than the ProDoc seems to suggest (in Expected Result 2), in the Tanzanian CFIT project does not involve in-service teachers at all. This lack of clarity should have been corrected at an early stage of the project implementation.

However, the 'push' for the project implementation has to come from the NPO. In the time when a NPO was absent, the national stakeholders did not keep pace with the implementation plan (ProDoc) and the project faced heavy delays.

- In **Tanzania**, the reduced time available for the project design led to inconsistencies in the ProDoc which were not corrected in the implementation phase of the project. Nevertheless, the CFIT projects relies on the national team, which consists of relevant stakeholders of the country's education sector. The Ministry's Teacher Education Department is the lead government unit who selected the two TTI supported and established the national team for the development of the ProDoc with the support of the NPO. After the ProDoc was elaborated, the mandate of the first national team was finalised and a new national team was established whose mandate runs until the end of 2016. The Tanzanian Institute of Education (TEI), is governed by the Ministry of Education and is charged with the responsibility of ensuring the quality of education in Tanzania at the pre-school, primary, secondary and teacher training levels.¹⁸ The Open University of Tanzania (OUT) is the leading organisation in Tanzania when it comes to Open Distance Learning. This chosen set-up ensures that the relevant government bodies and stakeholders are involved in the implementation process with the corresponding positive implications on the national ownership of the project. However, indications were found that the potential of aligning CFIT with educational policies and priorities which would be in the responsibility of the Ministry was not fully exploited.
- In **DR Congo**, national ownership is quite developed and relevant national institutions are involved, both in the design and the implementation phase. In the preparatory phase, under influence of the national stakeholders, the CFIT project took a different direction compared to the other CFIT countries (focussing on CPD of in-service teachers). Concerning the concrete project implementation, the Ministry of Education ensures the project steering and coordination and is responsible for the implementation procedure. A Steering Committee was created with the aim to provide general support and advice to the project and to monitor the Project's progress. The Committee meets on a quarterly basis and consists of the Minister of Education, the UNESCO Representative and the Delegate of the People's Republic of China while other donors as USAID and WB participated as well. Several national institutes are involved in the project implementation. SERNAFOR (National Training Service) is responsible for the design, coordination, implementation as well as evaluation of trainings at the nursery, primary, secondary and professional levels, while the Institut de Formation de Cadres de l'Enseignement Primaire et Secondaire (IFCEPS) is responsible for the training of Inspectors and heads of school. The Direction des Programmes scolaires et Matériel Didactique (DIPROMAD) is involved in curricula development and approves the elaborated modules.
- In **Congo**, different national governmental bodies are involved in the CFIT project, which complicates the collaboration and partnership aspect within the project. The Ministry of Higher Education (MoHE) leads the project through a Project Team while the project management is in the hands of the Department of Technical and Vocational Education, Training and Employment (METPFQE). This department functions as trusteeship of the schools and manages the training of primary school teachers. The main beneficiary is however the Ministry of Primary, Secondary and Literacy (MEPSA). It can be noted that despite the fact that representatives from all the institutions were included in the implementation team, some representatives were not aware of the role of their institution played in the project. The distribution of information flows within the involved institutions was only defined in the process of the project implementation. In addition to this, there is

¹⁸<http://www.tie.go.tz/index.php/about-us>

no institutionalized cooperation mechanism in place between the different governmental bodies and the NPO leading to a situation in which collaboration and partnership within the project is difficult to be enhanced. Even though the ProDoc identifies also relevant national stakeholder groups (like NGOs and associations active in the ICT field) with whom partnership potential could be exploited, no decisive efforts were undertaken to develop partnerships.

4.2.3 Cooperation with other development partners – added value of CFIT

The CFIT project is implemented in countries that receive support from other development partners to improve the education sector. The national CFIT approaches are designed in relation to these programmes as the analysis of the Project Documents and interviews with stakeholders showed. Due to the specific focus of the CFIT intervention, the CFIT project is able to provide added value and to complement existing initiatives. However, as previously stated, the design phase in the 5 countries of the second phase was less extensive, resulting not only in less national ownership, but also in only a limited cooperation with other donors (with the exception of DR Congo). Due to the limited partnership with other donors, the clear added value of each CFIT project could not be fully exploited.

- Despite the considerable external funding to **Liberia**, the CFIT project is currently the only one covering ICT in education. As such, it adds value in a crucial field for enhancing education quality. In its original design, CFIT Liberia would link to a previous USAID project (Liberia Teacher Training Program - LTTP) that sought to increase the quality of education through (among others) capacity development in ICT at the TTI. The program trained both pre-service and in-service teachers practicing teaching at demonstration (model) and community schools while also ICT equipment and training was provided. This project contributed to favourable conditions for the CFIT implementation as TTI were already sensitised about the importance of ICT. Therefore, CFIT could focus on the curriculum. The added value of CFIT in relation to LTTP, also from a sustainability perspective, can be seen in the fact that the CFIT project seeks to introduce the modules it developed into the curriculum for teacher training whereas the LTTP focussed primarily on short term capacity development. However, the CFIT project missed the opportunity to learn lessons from the USAID project. No active interaction was sought in the design phase of the CFIT project. No other efforts have been undertaken to coordinate and strengthen ties with other educational (donor) programmes in the country. It might be worth exploring the partnership potentials, also due to the fact that the ICT component of CFIT can be seen as a unique feature and selling point towards other donors to encourage their participation and potentially further develop or mainstream CFIT elements.
- In **Uganda**, there are quite some projects in the (teacher) education field funded by other donors (JICA, UNICEF, WB, USAID, Irish Aid for instance). Even though potential cooperation partners were listed in the ProDoc, only a few actual contacts have been established in the framework of the project. So far, CFIT only sought to coordinate with some smaller initiatives on active teaching and learning like the Varkey Foundation¹⁹, Education Local Expertise Center Uganda (ELECU)²⁰ and the Aga Khan Development Network²¹ while cooperation with larger programmes financed by the GPE or BTC has not been established²². Concerning the Varkey Foundation, there are connections at HQ

¹⁹ <https://www.varkeyfoundation.org/>

²⁰ <http://lec-uganda.org/>

²¹ <http://www.akdn.org/where-we-work/eastern-africa/uganda/education>

²² A large project in the field of teacher education concerns the Uganda Teacher and School Effectiveness Project (UTSEP) financed through a grant from the Global Partnership for Education (GPE) in the amount of USD100 million to support the

level as UNESCO and Varkey co-host a large event on teachers in Dubai every year. The Regional Office was in touch with Varkey and some joint activity was organised in October 2015. After the new NPO was appointed (March 2016), Varkey is closely involved in the further development of the Learning Management System (LMS) and populating the LMS with their modules, which were initially designed for face-to-face training of teachers. Partly, the limited cooperation with other projects can also be explained by the different focus of the CFIT project. While the WB project for instance focuses on school management and literacy programmes, the CFIT project targets the ICT competences of teacher educators and pre-service teachers and uses ICTs to improve their pedagogies into a more active teaching and learning approach (putting the learner at the centre, etc.). However, the potential to mainstream CFIT elements into other (larger) donor projects is not exploited and cooperation with other donors should be enhanced to mainstream the specific CFIT results and approach where possible.

- Similar as in Uganda, **Tanzania** receives substantial donor support in the field of education (including WB, USAID, JICA, Dutch development cooperation, UNICEF, WFP, Development Canada, SIDA or also the African Development Bank) and many partners have made significant contributions²³ to the major reforms and programmes recently implemented in the education sector, including the ESDP (Education Sector Development Programme (ESDP) 2008-2017) and the PEDP (Primary Education Development Programme (PEDP) 2012–2016). CFIT takes the existing initiatives as a starting point and baseline; for instance, previous to the CFIT project, the WB supported the development of an ICT competence framework. The CFIT project built on this previous work and further refined the framework which was validated by the Ministry. Generally speaking, the CFIT project clearly adds value due to its focus on a better ICT integration in subject courses in the TTIs. Where the other programmes focus on ICT infrastructure or training of pre- and in-service teachers in specific subjects, the CFIT exactly tries to link the both by enabling the teacher educators and teachers to integrate and use ICTs in their subject courses. In addition to this, it provides an operating Learning Management System and modules related to science and math with the aim to make learning materials broadly available. Currently Development Canada is negotiating a 45 million USD four-year programme on teacher education (both pre and in-service training) and this upcoming initiative is willing to take the lessons learned from the CFIT project on board. If this approach does materialise, the Canadian initiative could be a promising vehicle for further mainstreaming the CFIT approach and results. In addition to this, it is worth mentioning that the United Nations system pooled the resources of its members within the framework of the United Nations Development Assistance Plan (UNDAP) 2011-2015 in support of and alignment with the national development agenda. UNESCO is the lead agency in education for the UN Education Working Group that is made of UNICEF, WFP and UNESCO.²⁴
- In **Congo**, different other donors are active in the field of teacher education and training, most relevant programmes implemented in the past were for instance the French-

Government of Uganda in improving teacher and school effectiveness. In addition to this, the Belgian Technical Cooperation (BTC) works on teacher education as well and launched a project in 2012 to improve the quality of teaching in secondary education and TVET through the support of 4 teacher and instructor colleges in the country (budget 17.5 million euro).

²³ For instance, Tanzania received a GPE grant of US\$100 million. While the GPE-funded program is focused on improving literacy and numeracy for children of pre-primary and lower primary ages with special attention to marginalized children, the component six explicitly focuses on 'improving the mastery of skills in literacy and numeracy in pre and primary schools through in-service teacher training, provision of adequate teaching and learning materials, and revising the primary education and teacher training curricula'. SIDA ran several projects to improve the ICT capacities in Teacher Colleges. In 2007-08 computers and servers were provided while a project in 2011-2013 focus was on the provision of internet connection to the Teacher Colleges. Moreover, UNICEF provided a pilot programme on training in-service teachers.

²⁴ See Needs assessment, p.22.

funded 'Appui à la Réhabilitation de l'Enseignement Primaire et de l'Alphabétisation (AREPA). In addition to this, UNESCO currently implements a capacity building project in the country in order to improve quality in education by training teachers in primary, secondary and technical education. Even though these relevant projects were listed in the ProDoc, neither the NPO nor the Ministry have taken concrete action to cooperate with other initiatives. There seems to be only some cooperation with the UNESCO project with the aim to place the modules elaborated within the UNESCO project on the planned CFIT online platform. While UNICEF had apparently also indicated some interest in the CFIT project, no partnership has materialized so far. As such, it missed the opportunity to increase cooperation with other donors and mainstreaming CFIT's added value.

- While the education sector in **DR Congo** is considerably underfunded by the national government, numerous donors (WB, AFD, USAID, Global Partnership for Education, BTC etc.) are also active in the DR Congo funding projects in the field teacher education and the CFIT has taken a profound cooperation approach towards these other initiatives. For instance, a basic education program (PROSEB - Projet de Soutien à l'éducation de base) supported by a 100 million USD grant from the Global Partnership, implements DRC's interim sector plan, aiming to increase access and equity at the primary level through the rehabilitation and construction of classrooms and improved quality of learning through teacher training and learning material provision as well as strengthened sector management. Another project closely aligned to the CFIT project is the AFD financed 'Appui à l'enseignement primaire' (ADEP) which aims at increasing the access to primary education via infrastructure investments, improving the quality in teaching by assessing teacher's competences and subsequent teacher training and modernising the management of the education sector. It is essential to mention that relevant stakeholders and donors of aligned programs like the AFD and GPE were already identified in the ProDoc. The CFIT project carried out a communication campaign to inform and create awareness about the project purpose and planned activities which can be seen as the crucial factor for the high visibility and awareness of the project with other donors, national authorities, education implementers and NGOs as well. The team has managed to develop and validate a communication action plan and carried out several activities including press releases, awareness material, advocacy events, involving local authorities, as well as stakeholders including the Embassy of China. This campaign as well as the project's active involvement in the government-led donor coordination set the grounds for a solid partnership and synergies with other donors. While CFIT provides an online platform, develops 5 online modules (ICT, language, STEM etc.) and provides the infrastructure and training in 3 regions, other donor organisations develop modules and take responsibility to develop the infrastructure and provide training in other parts of the country. More specifically, the team has been exploring partnerships with AFD concerning improvement in school infrastructure while cooperation with PROSEB was about module elaboration. Through its solid partnership approach, the CFIT project, despite being the project with the smallest budget, ensures a high level of outreach, visibility and strategic policy involvement in the Continuous Professional Development CPD policy of teachers. Several donors already indicated their support for a 2nd phase of the project.

This section and the sections above showed how CFIT in each of the countries had been able to formulate a clear **added value** to interventions by other donors, due to the specific focus of and niche covered by the planned interventions. Even though the CFIT projects found their role and niche to add value to the education sectors in the respective countries, the level of **partnership** established and cooperation potential to create synergies and mainstream CFIT results are quite different across the countries. The CFIT project in DR Congo, Tanzania, and Uganda have actively reached out to other donors, and particularly DR Congo is a good example of the

effects of a well-structured communication campaign, which set the ground for a solid cooperation with other key donors. CFIT's approach to build **national ownership** was followed in the five countries, though implemented with less success compared to the first group of three CFIT countries. Even though in some cases, most evidently in DR Congo and in Tanzania to a lesser extent, relevant and competent national stakeholders are actively involved in the project implementation, evidence was found that the degree of national ownership was more pronounced in the design than in the implementation phase still leaving considerable scope for improvement to strengthen ownership and therefore sustainability prospects as well.

4.2.4 Strengths, weaknesses, opportunities and threats related to partnership/cooperation

The evaluation found the following strengths, weaknesses, opportunities and threats related to partnership and cooperation (Table 5).

TABLE 5 ASSESSMENT OF STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS RELATED TO PARTNERSHIP/COOPERATION

Strengths: <ul style="list-style-type: none"> ○ Potential to align with existing programs and added value of CFIT projects due to their specific focus 	Weaknesses: <ul style="list-style-type: none"> ○ Challenges with regard to partnership development and prioritization of CFIT towards Ministries in absence of Field Offices ○ Limited use of expertise of other UNESCO entities during project implementation ○ UNESCO's involvement mainly of administrative nature ○ Limited country ownership, especially in the implementation phase, except DR Congo
Opportunities: <ul style="list-style-type: none"> ○ Role of UNESCO entities and mobilisation other fields of expertise within UNESCO could be enhanced ○ Cooperation with other development partners to mainstream results and lessons learned could be strengthened ○ Investigate how IICBA, as institute dedicated to capacity building of teachers in Africa, can play a more pronounced role in the future 	Threats: <ul style="list-style-type: none"> ○ Sustainability of partnerships and ownership not secured once the project is finalised, except for DR Congo ○ Project implementation countries without Field Offices complicate partnership with other key stakeholders and prioritisation of CFIT on the political level

In each of the countries, the CFIT project found a niche in which it – given the limited size of the project – can add value to existing initiatives. However, particularly in Liberia and Congo the potential of partnering the CFIT project to broader initiatives is insufficiently exploited. To do so, this chapters shows the importance of a UNESCO Field Office is implementing the CFIT project. A combination of partnerships with other donors and national ownership is pivotal in ensuring that the results of CFIT reach impacts on the existing systems. Even though in most countries institutionalized agreements on the project are in place, ownership often lacks in the practical implementation. As already noticed in the first group of three CFIT countries, CFIT makes no substantial use of UNESCO's specific expertise (e.g. in planning, ICT, capacity development, gender, etc.) in the implementation phase, as UNESCO's support is mainly of administrative nature.

4.3 Effectiveness²⁵ and impact²⁶

This section discusses the effectiveness of the CFIT interventions and assesses more specifically whether the activities reached their objectives as envisaged in the project documentation and results matrix. The reconstructed Theory of Change already highlights CFIT's central objective to develop the capacity of Teacher Training Institutions (TTI), by developing the capacity of staff and providing equipment by which the teacher training (in-service and pre-service) can be improved. Each country has designed a specific approach, tailored to the country context.

4.3.1 General overview of whether activities reached envisaged results

The table below provides an overview of the most important achievements towards objectives in each of the countries, compared against the project framework.

²⁵ EQ10. To what extent has the CFIT project achieved its objectives and outcomes in accordance with its results matrix? EQ11. What were the main challenges? EQ12. To what extent have CFIT project's interventions followed a balanced approach for the development of institutional, organizational and individual capacities? EQ13. To what extent has ICT and the equipment purchased been instrumental in achieving the project's objectives? EQ14. What mechanisms have been built into the project implementation to assure the quality of activities and outputs? EQ15. To what extent have the results of the project contributed to making a difference at the respective country level? EQ16. What lessons can be learnt/learned from the current delivery modalities of the CFIT project?

²⁶EQ29. What intended or unintended changes the CFIT project has brought about / is expected at the country level? EQ30. Has CFIT project contributed or is likely to contribute to long-term effects for individuals, organizations and/or institutions related to the Programme? EQ31. To what extent has the CFIT project supported activities that have been instrumental for initializing a policy dialogue or for developing and adapting overarching national policies and strategies? EQ32. What alternative approaches could be applied to facilitate the projects results being translated into policies (at institutional and national level) towards better quality education delivery to learners. EQ33. What are the enabling factors/ obstacles to such expected changes?

TABLE 6 OVERVIEW ACCOMPLISHMENT OF ACTIVITIES IN PROJECT COUNTRIES

	Congo		Congo DR		Liberia		Tanzania		Uganda		HQ	
0) Preparations											Coordination of preparations	√√√
											Organise needs assessment	√√√
1) Development of learning material	ER4.1: Elaboration of documents (texts, images, audio, video, animations, etc.)	√	3.1. Activity - Elaboration of documents (texts, images, audio, video, animations, etc.)	√	1.2 Review and develop 18-month teacher training programme in ICT based on the Liberia Teacher Competency framework. (at UL)	√√√	Activity 1.2 Review the existing LMS and based on the review, select, install and customize an LMS, and establish e-libraries at Monduli and Tabora TCs to enhance collaborative teaching and learning	√√√	1.1 Development of ICT guidelines on management and sustainability	√√√	Technical backstopping of various activities	√√√
	ER4.2 Design of educational scenarios online	√	1.4. Activity - Animation and follow-up of the devices installed (contextualization of training tools, gearing ratio on USB keys, SD cards, CD-ROM, etc.)	√	4.1 Review and develop In-service teacher training programs in ICT based on the Liberia Teacher Competency framework (at rural TTI)	X	Activity 1.3 Review the existing materials related to ICT Competency Framework for Teachers in Tanzania and reinforce the benefits of using ICT in Education in the Ministry.	√√√	2.1 Mapping, adaptation and incorporation of UNESCO ICT teacher competency framework into teacher education curriculum in all three TTIs at an appropriate level	√√√		
			1.6. . Activity- place de training materials on-line	√	5.1 Review and develop C (9 months) and B (18 months) certificate programmes of teacher training courses in ICT based on the Liberia Teacher Competency framework. (at rural TTI)	√	Activity 2.1 Review, select, digitalize and enrich teaching and learning materials in science and mathematics.	√	2.2 Development/review of training modules for teacher educators' proficiency in use of active teaching and learning methods through IT and research methodology for literacy, numeracy and science subjects.	√		
			1.7. Activity- The existence of an interactive platform between different institutions involved in continuous learning for teachers.	√√√	2.1 Review of the ICT competency of teacher educators at the University of Liberia using the UNESCO effect measurement baseline study tool	X	Activity 2.2 Collect subject based teaching and learning OERs and localize/contextualise the content to fit the pedagogical objectives and context of Tanzania, where necessary.	√√√	3.1 Development of one Learning Management System (LMS) for teacher educators courses and hosted by Shimoni Core PTC	√√√		
			2.1. Activity – to elaborate a communication plan	√√√	6.1 Review of the ICT competency of teacher educators at RTTI's using the UNESCO effect measurement baseline study tool.	X	Activity 2.3 Develop self-instructional modules for challenging teaching and learning concepts in science and mathematics.	√				
			2.2. Activity - Development of the Communication Plan, with the educational community (teachers, actors and the other stakeholders)	√√√	2.2 Development of training modules for teacher educators (UL, RTTIs)	√						
					3.1 Development of the plan to upgrade prioritized ICT facility for Faculty of Education at University of Liberia and guidelines and procedures on management and maintenance of ICT facility	√√√						
					7.1 Development of the plan to upgrade prioritized ICT facility for RTTIs of Liberia and guidelines and procedures on management and maintenance of ICT facility	√√√						
2) Organisation of Training and seminars at national level	ER 5.1 Strengthening the capacities of 500 teachers: Initiation workshop on ICT	√√√	2.3. Activity - A Project Launch session, creating awareness among the authorities responsible for education	√√√	1.1 Development of Liberia teacher competency framework for ICT based on the UNESCO ICT teacher competency framework	√√√	Activity 1.3 Review the existing materials related to ICT Competency Framework for Teachers in Tanzania and reinforce the benefits of using ICT in Education in the Ministry.	√√√	1.4 Sensitization and training of users on the ICT guidelines on management and sustainability	√	Technical backstopping of various activities	√√√
	ER 5.2 Training Workshop on the pedagogical strategies using the ICT in education	√√√	3.2 Activity - Strengthening the capacity of the supervisors, inspectors, and heads of establishments on ICT (including Basic Maintenance)	√	2.3 Organize series of trainings for teacher educators to improve their ICT competency for the effective use of ICT in teacher training (at UL)	X	Activity 1.4 Develop training programmes and materials on ICT integration in teaching and learning, based on a training needs assessment of staff in Science and Mathematics, and train college tutors in ICT integration.	√√√	2.3 Organization of in-service training programme for teacher educators in use of training module developed in Activity 2.2	√		
	ER 5.3 Strengthening the capacities of 500 teachers: Training Workshop in e-learning	√√√	3.3 Activity - Training of teacher trainers on "training through ICT"	√	6.2 Organize series of trainings for teacher educators (RTTIs) to improve their ICT competency for the effective use of ICT in teacher training.	X	Activity 3.1 Orient and sensitize science and mathematics tutors in TCs in ICT integration, knowledge location, retrieval and sharing	√	3.2 Training of teacher educators in the use and maintenance of LMS	√√√		
	ER 2.1 Strengthening the capacities of 30 trainers of the ENS, 30 trainers of	√√√	3.4 Activity - Training for teacher trainers on the pedagogical aspects	√					3.3 Sensitization on use of the LMS to share best practices and experiences	√√		

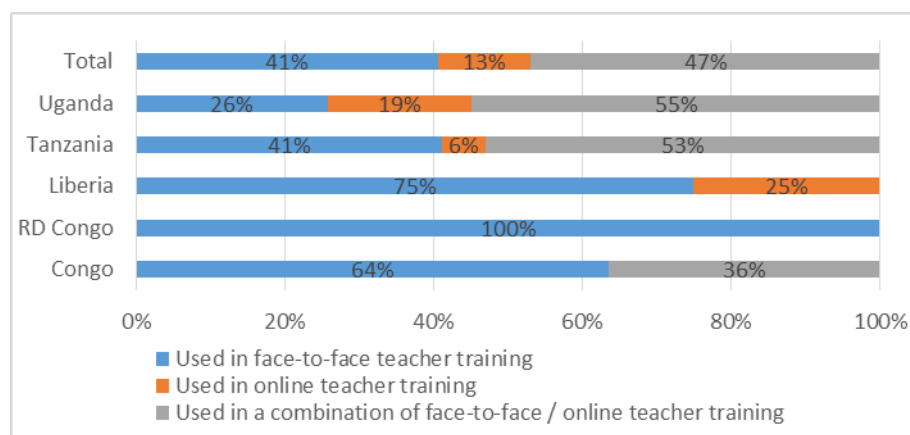
	the ENI: Initiation Workshop ICT literacy								among master trainers and teachers to support school-based continuous professional development.				
	ER 2.2 Strengthening the capacities of 30 trainers from ENS, 30 trainers from ENI: Initiation Workshop on pedagogical practices using the ICT	√√√	3.5 Activity - Training for teacher trainers on the control and teacher support	√									
	ER 3.1: Strengthening the capacity of 75 supervisors; Initiation workshop on ICT	√√√	3.6 Activity - Strengthening the capacities of 500 teachers: Initiation workshop on ICT	√									
	ER 3.2 Strengthening the capacity of 75 Supervisors: training workshop on pedagogical supervision of teachers using ICT skills	√√√	3.7. Activity- Strengthening the pedagogical methods of the teachers using ICT	√									
			2.4. Activity -Sensitization of teachers, their unions and all provincial stakeholders	√									
3) Purchasing equipment	ER 1.1 The site rehabilitation (rooms, building, electricity, network at the ENS and the ENI) 2 - Specifications, acquisition, installation and training (SAV)	√√√	1.1. Activity- Evaluation of the equipment needs of SERNAFOR to the IFCEPS and three CRE	√√√	3.2 Equipping ICT facility for effective teaching and learning for education programs at the University of Liberia (Educators Resource Centre)	√√√	Activity 1.1 Assess needs of ICT facilities at Monduli and Tabora, and equip them with relevant ICT infrastructure	√√√	1.2 Design of specifications on prioritized ICT institutional lab requirements and development of procurement, maintenance and disposal plan	√√√	Purchasing equipment for management team	√√√	
	ER 1.2 Equipment Installation at the National Center of educational resources (premises of the ENS and the ENI Brazzaville)	√√√	1.2. Activity - Constitution of the REP	√√√	3.3 Maintenance of ICT equipment and facilities including internet connection (for 2 years)	√			1.3 Equipping of ICT labs of the key TTIs	√√√			
	ER 1.3 Installation equipment to the departmental centres of educational resources (premises of the ENI to Dolisie and the ENI to Owando)	√√√	1.3 Activity- Equipment procurement for the SERNAFOR, IFCEPS, 3 CRE and REP	√√√	7.2 Equipping ICT facility for teaching and learning for education programs at the 3 RTTIs (Computer Lab, Educators Resource Centre, Library)	√							
	ER 1.4 In the experimentation sites were installed the material for e-learning for the initial and continuing training of teachers	√	1.4 Activity- Networking of the different structures involved in the FCE (internet connection).	√√√	7.3 Maintenance of ICT equipment and facilities for 3 RTTIs including internet connection (for 2 years)	√							
	ER 1.5 Hardware maintenance	√√√	1.5 Activity - Technical support by an international consultant in ICT	√√√									
4) Regional meetings and dissemination			NA		NA				NA		Organization of regional meetings	√√√	
5) Monitoring, reporting and evaluation	ER 6.1 Elaboration of an evaluation grid	√√√	4.1. Activity Technical support by National Technical Committee	√√√	Regular monitoring and evaluation - Cost of NPO (Salary and other social cost) - Transportation - Fuel & Maintenance - Monitoring from RO - Local monitoring (Local team) - Stakeholder consultative meetings - Communications	n/a	Activity 4.1 Develop and implement an M&E framework for the project	√	4.1 Effective M&E mechanisms developed and operational	X	Overall monitoring, reporting & evaluation	√√√	
			4.2. Activity Signature of the decree on the establishment, composition and operation of the project management structure	√√√			Activity 4.2 Project management and reporting.	√√√					
			4.3. Activity Monitoring missions	√√√									
			4.4. Activity Midterm Evaluation	√√√									
			4.5. Activity Final Evaluation	√√√									
			4.6. Activity Coordination	√√√									
Other											Miscellaneous activities	√√√	
<div>√√√ - fully achieved as foreseen in ProDoc</div> <div>√√ - different objectives achieved than foreseen in ProDoc</div> <div>√ - partially achieved / about to be achieved</div> <div>X – not achieved</div>													

For each of the five broad activity headings under the CFIT project framework, the country-specific approaches and achievements have been summarised. The implementation in the five countries either completely or to a large extent follow the approaches described in the respective ProDocs. The table shows that there are differences between countries with regard the level of implementation of the different activities. Where in Congo most foreseen activities have been carried out, this appears not to be the case in Liberia. In addition, the project implementations show particular weaknesses in specific areas, for instance in the development of learning material and the provision of training. Despite delays and procurement issues, the activities related to procuring and installing equipment seem to be more or less completed by the time of the evaluation. The effectiveness of each country's approach under each of the project's main activities is discussed in more detail in the next section.

4.3.2 Effectiveness of different lines of action

As indicated already, the activities related to the **development of learning material** have seen a different level of implementation in the countries. Some countries, despite the short duration of the implementation (2 years), have managed to review, revise and/or develop new learning materials. The survey indicates that the five CFIT countries developed a mix of learning materials, for use in face-to-face teacher training and online teacher training. Only 13% of the participants only participated in online teacher training; 41% only in face-to-face training and almost half of them (47%) participated in both. In DR Congo all respondents joined face-to-face training and also in Liberia and Congo the majority followed the training in a classroom setting. In Uganda and Tanzania on the other hand, the majority participated in both face-to-face and online training.

FIGURE 3 IN WHAT LEARNING MODE IN UNESCO-CFIT DEVELOPED MATERIAL FOR TEACHER TRAINING USED?



Source: Survey for teacher trainers and managers of Teacher Training Institutes involved in the UNESCO China-Funds-In-Trust (CFIT) project (N=64)

In DR Congo specifically, the online modules for in-service teachers were developed in close collaboration with other partners. The learning management system developed by CFIT is filled with modules developed by the CFIT project and others (PROSEB project and APEP2 project). In Tanzania, the process of developing relevant learning materials faced severe challenges. Firstly, the government increased the teacher qualification level. As a result, the project was confronted with a lack of relevant learning material to include on the online platform. In addition, the existing material gathered by the teacher educators appeared to be of insufficient quality. For this reason, additional budget was needed to develop the learning and teaching material for the new teacher qualification (provided by the International Teacher Task Force and supported by UNESCO HQ). When the modules were nearly finalised, the government announced (un-officially, at the time of the evaluation) the return to the old situation of the teacher qualification level. This jeopardizes the final results of the CFIT project: the learning material has been designed for a programme that will be phased out in 2 years (and which only

ran for 2 years in total: the Higher Diploma). In Uganda, a bottom-up approach is taken to using the LMS. The LMS is installed and the three TTIs are instructed to experiment with providing online learning material. Existing learning material, developed by other organizations are also integrated in the LMS, to serve as suggestions for the teacher educators. This will however not lead to consolidated nationally validated modules in the different subject areas. Additional efforts are needed to build modules that can be used by other TTIs. In addition to the 'experimenting', three modules (literacy, numeracy and science) are developed in the remaining period of the CFIT project implementation. These are foreseen to be nationally applicable and contain an active teaching and learning approach in the use of ICT. In Liberia, the development team of the modules indicated that given the low level of ICT literacy the first focus would be on familiarizing teacher educators to Microsoft Office. This contains the 'basic' programmes that teachers would use. The evaluation notes that the modules that have been developed are quite generic 'user guides' and do not pay particular attention to teaching needs or ICT illiterates. Instead, the modules read like a general MS-office guide which could be found online in numerous locations. Even the general introduction to ICT and computers focuses more on 'what is' then 'what can I do with it'. The developed learning material does not touch upon the issue of ICT in education and ICT-enhanced pedagogies.

In all countries, as indicated in chapter 3, a high percentage of the budget was allocated and spent **on purchasing equipment**. At the time of this evaluation in none of the project countries the equipment was fully operational. The section below lists for what purpose the equipment had been purchased and how it is used:

- In Congo four locations were selected for installing equipment to ensure it would be accessible to the targeted users (two in Brazzaville, one in Dolize and one in Owando) and every room has been renovated and equipped with 23 PCs, a printer, a projector and a white screen. The equipment is all purchased but not everything had been installed at the time of the evaluation. The four locations will be used for the training and workshops targeting teacher educators.
- In DR Congo the purchased equipment serves the purpose to train in-service teachers and will be installed at three levels: national level (SERNAFOR, IFCEPS), provincial level (the three CRE: Resource Centres) and regional level (in the REPs: school clusters. At the time of the evaluation, not all equipment had yet been installed. This concerns the national level servers and equipment for the REPs.
- In Liberia, the purchased equipment will be put to use in a 'resource lab', where teacher educators will first receive training, and which will be opened after for training of teacher trainees. It is unclear at this stage to what extent students / teacher educators will be able to use the resource lab outside training hours. However, the current situation is different. Only in the University of Liberia, the equipment has been installed (though without internet connectivity at the time of evaluation). The resource lab was inaugurated in April, during a ceremony attended by Mr. Tang (ADG). However, after the ceremony the room has remained locked, and has not been used until the evaluation team's visit in September. The regional TTIs received their equipment in August, but have not yet installed the equipment as the refurbishment of the rooms that will function as resource lab has not been completed.
- In Tanzania, the purchased equipment will be installed in the two TTIs involved in the CFIT project. At the time of the evaluation, not all equipment had been installed. This concerns some of the servers and the solar equipment. Hence the planned set-up for the project to fully function is not yet operational.
- In Uganda, the equipment is installed in the three TTI. They are located in ICT labs and accessible for the tutors and students of the TCs. At the time of the evaluation, the equipment was not yet fully operational. For instance, in Shimoni PTC the server still needs

to be installed and the video-lab is not yet installed. It is indicated that this is done within weeks, if not days. There are issues with the security. Currently the ICT lab at the PTC is not sufficiently secured. The principal indicated that this will be dealt with soon (put bars in front of the windows). Although the equipment is only installed two weeks ago, at Nakawa TC the 20 computers were used for a training of more than 60 participants.

In all five countries, the evaluators found that the installed equipment will be used for the intended purpose. Another issue applicable to most countries, but specifically identified in Tanzania is the efficiency of using the computers in the TTIs. A more efficient use of existing computers can be envisioned, by making use of a more flexible time/course schedule for the students. It is for instance questionable a TTI (MTC) with currently 160 students enrolled requires 60 computers. It already had 40 computers that could still be used, though some may have needed some maintenance. Even if the TTI would operate at its full capacity (600 students), still the number of computers would be high.

When it comes to the activities related to **training and seminars (capacity building of TTIs and teachers)** it can be said that countries differ with regard their ambition and results in training teachers and tutors. In addition, many countries are still planning training sessions in the final months of the CFIT implementation. This is for instance the case in Uganda where in the final stage of the project, a lot of training will take place. At the time of the evaluation no less than 25 days of training were scheduled for each participating teacher educator in the last 3 months (!). It remains to be seen whether this is feasible for the TTI. In DR Congo, the team is currently training the supervisors in ICT skills so that they can start with the training of 4,500 in-service teachers. In Tanzania, on the other hand only around 70 teacher educators are currently trained in using Moodle and ICT integration in education. Below, a short country overview is provided of the planned **training of teacher educators**:

- DR Congo: There are 65 inspectors, IT specialist, educators, that benefited from CFIT: Around 30 personnel, including educators, technical staff, and ICT experts, were trained in transforming the materials for teachers' distance training (sustained by the HP fund); 20 tutors (pedagogy inspectors from SERNAFOR, IT experts from CGC and curriculum developers from DIPROMAD) have been trained; they will work as a Trainer of Trainers and will function as peer to provincial inspectors. The project also trained 15 participants, including pedagogical experts and technicians from the Ministry, in the creation and management of the online training platform (HP Funds)²⁷
- Congo: There are already 60 teacher educators and 75 supervisors that benefitted from the CFIT by participating to the trainings on ICT literacy, and workshops on pedagogical practices using the ICT and ICTE. Some of them could already apply the newly acquired skills by using the equipment available at the TTIs.
- Liberia: The project documents specify that 60 teacher educators will be targeted with the initial trainings. However, these trainings still need to take place.
- Tanzania: The teacher educators in the two TTIs benefitted most. The total number of educators benefitted from these two TTIs is around 30 (some individuals participated in more than one training). In addition, 32 educators from eight other TTIs benefitted from the CFIT project.

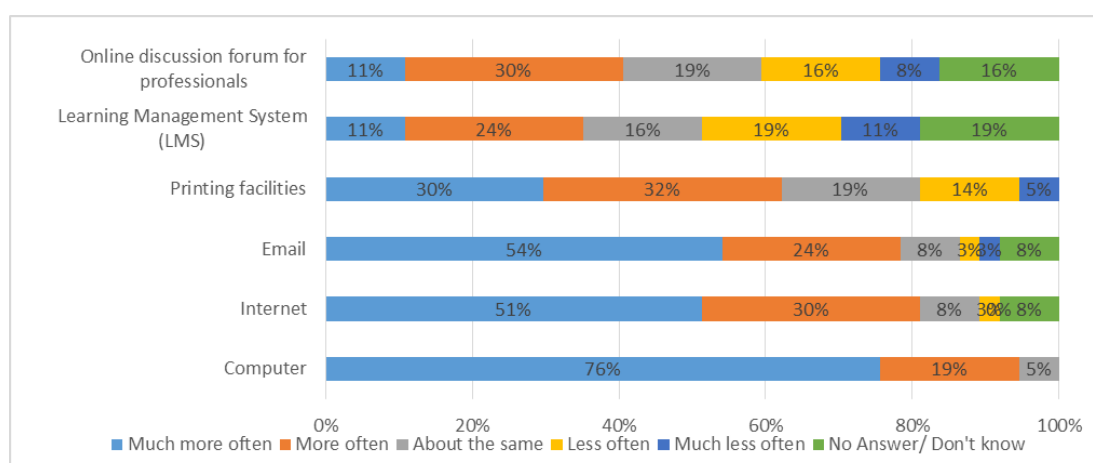
²⁷ <http://unesdoc.unesco.org/images/0024/002436/243677M.pdf>, Harnessing Technology for Quality Teacher Training in Africa, UNESCO-CFIT Newsletter January 2016

- Uganda: In the trainings provided and those to come, around 30-40 staff members per TTI benefitted from CFIT. Therefore, the total is around 100 staff members, most of which are teacher educators. They were trained in using the LMS, OERs and will be trained in using video, using the developed modules in literacy, numeracy and science.

Concerning **training of teachers** only fragmented information is available on progress. In general, the projects in the 5 CFIT countries had not yet reached the stage of actually training teachers. Reaching teachers is planned indirectly, In Liberia for instance the project estimates that a total of 1,393 teacher trainees can be indirectly benefitted by the project. However, this did not happen yet. Also in Tanzania, at this moment no pre-service teachers have benefitted from CFIT as no educators are operating ICT integrated courses yet as intended in the CFIT project. Before the teacher trainees can benefit, the LMS needs to be installed, the learning material needs to be uploaded on the LMS and the educators need to be trained to use the filled LMS. In Uganda, the teacher trainees are not targeted in the CFIT project. It is expected that as teacher educators improve their approach towards active teaching and learning and learn how to integrate ICT in improving their teaching, the trainees will benefit as well. This is however a broader impact that is unlikely to be achieved within the timeframe of this project.

The trainings resulted in an increased use of ICT tools in the countries. More than half of the participants use the computer, internet and email much more often. The use of online discussion fora and the learning management systems is indicated to be used more as well (around 40%).

FIGURE 4 INCREASING USE OF ICT TOOLS AFTER PARTICIPATING IN THE UNESCO-CFIT ICT-TRAINING



Source: Survey for teacher trainers and managers of Teacher Training Institutes involved in the UNESCO China-Funds-In-Trust (CFIT) project (N=37)²⁸

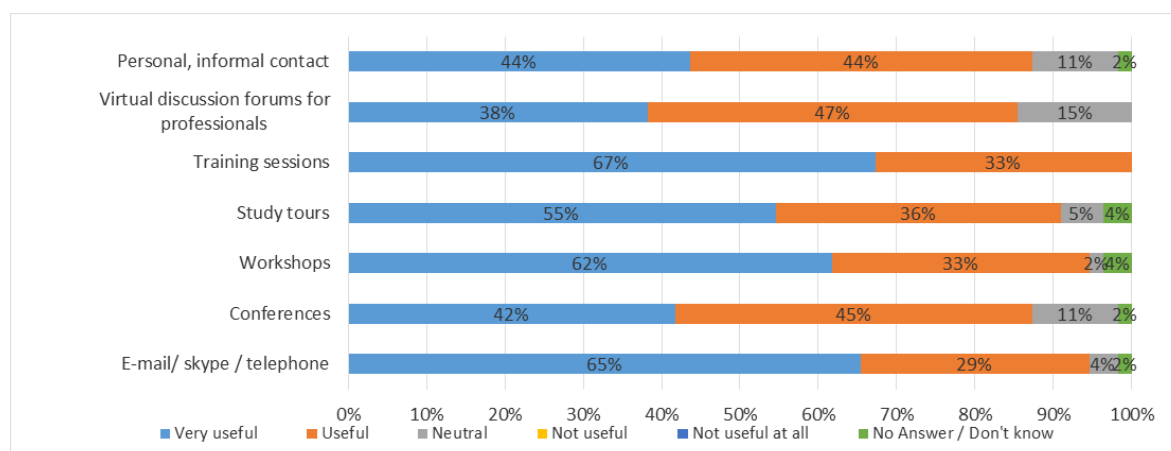
Some interviewed teacher trainers indicated that they would appreciate a testimonial / certificate of their involvement in module development and participation in courses so that they have tangible evidence of their improved competences.

The activities related to **regional meetings / dissemination** contributed to widening the knowledge base of those involved and supported the dissemination of the project results among other (potential) beneficiaries. Due to a late start in a number of countries and the absence of an NPO in Uganda, participation in regional meetings and involvement of stakeholders through dissemination of project results remained rather weak. In addition, the exchange between CFIT countries on specific challenges faced in the CFIT project was limited. At national level however, a vivid exchange took place between the stakeholders involved. The participants valued the

²⁸ Question is only asked to those respondents who attended a UNESCO-CFIT training session to develop the ICT skills.

training sessions, exchange via email, skype and telephone and workshops the most. Conferences, virtual discussion fora and personal, informal contact were assessed as less useful.

FIGURE 5USEFULNESS OF EACH OF THE FOLLOWING TYPE OF NETWORKING ACTIVITIES TO SHARE EFFECTIVE STRATEGIES AND PRACTICES DESIGNED/DEVELOPED IN THE UNESCO-CFIT PROJECT



Source: Survey for teacher trainers and managers of Teacher Training Institutes involved in the UNESCO China-Funds-In-Trust (CFIT) project (N=55)

The evaluation shows that the knowledge-sharing between the CFIT country teams could have been more structured and systematic. Apart from the study tours and other meetings (Paris and China), there is a limited exchange on practical issues (for instance, how the team deals with procurement, conducts a needs assessment, evaluates results of the CFIT approach). Within the meetings the focus is on presenting the projects and the implementation, but there is no opportunity to discuss issues that are relevant for all countries. The following topics are examples of issues that could be better addressed during international meetings:

- Establishing country ownership;
- Developing a ICT competence framework;
- Dealing with procurement and solving electricity/connectivity problems
- Developing online learning platforms: how to assure quality

Concerning **monitoring, reporting / evaluation**, the CFIT country teams reported in SISTER²⁹, followed-up the different activities and provided reports to UNESCO HQ. The NPO in each of the project countries is responsible for this activity, in close collaboration with the responsible policy officer at UNESCO HQ. There is a lack of clarity about whether the NPOs need to provide a final report or conduct an evaluation.

In addition, in some countries monitoring frameworks are developed that are not used (see Tanzania) and monitoring frameworks are foreseen to be developed that do not cover the project, but the whole policy field (Uganda). While this is not necessarily problematic, it is not in line with what was originally envisaged in the ProDoc.

4.3.3 Challenges that impact the effectiveness

The CFIT project encountered a number of challenges. Here below the challenges at different levels are portrayed: i) project management level, ii) national level, iii) module development level and; iv) training delivery level.

²⁹UNESCO internal tool for monitoring and evaluation

Challenges at project management level

The evaluation missions to the countries report on a number of often occurring challenges as project management level. Most challenges relate to the **procurement procedures**. In Tanzania for instance, the joint procurement with Uganda took more than a year. Similar complications were also experienced in Congo, DR Congo and Liberia. The equipment delay caused many problems; for instance, in DR Congo, the training rooms were not ready when the training was planned to start, the equipment to host the platform was not ready at the scheduled time. Other challenges related to equipment concern for instance where furniture or complete refurbishments of rooms were not envisaged to be procured. This was for instance the case in Tanzania where Tabora Teachers College lacked adequate tables and chairs in the computer room allocated for equipment to be provided by the CFIT Project. Some challenges have to do with the **appointment of the NPO and the continuity of the project management**. In Tanzania, for instance after the ProDoc was developed the Director of the UNESCO office and the NPO changed. In Uganda the current NPO only started working in March 2016 (before that time not much had happened). This also resulted in the fact that collaboration with **donors was not sufficiently foreseen** and stimulated at the start of the project. The lack of donor involvement was also reported in Congo. Countries also report on **delays in the start of the CFIT project**. This was the case in Liberia, which was struck by the outbreak of Ebola in 2014, and in Congo, where the project started nine months later than planned.

Another issue concerns the **disbursement procedures of UNESCO** to both CFIT project implementing bodies and participants of activities. Standing policy is to only reimburse activities after completing and reporting on them. However, this causes problems particularly for the countries that are most in need for support. Even the reimbursement of travel costs of participants for trainings and workshops, which is customary to be handed over at the venue, can take months to reimburse. Differences in reimbursement procedures are also sometimes difficult to justify to participants. For instance, in Uganda UNESCO does not provide refunds for travel costs of participants in the Kampala region while other donor organisations do this. This reduces the willingness of participants to keep participating in the project. Also, participants might not want to participate in the next training when they have not received the funding for the previous one. In Uganda and Liberia, this problem is aggravated due to the absence of a national field office. If travel costs are reimbursed for the training participants, the funds need to be released by the Regional Office and channelled through UNDP. UNDP then transfers to money to the bank account of the participants. This seems a very complicated way for such small amounts of money. In Liberia, in order to release additional payments under the budget arrangements, all previous expenses needed formal approval from the Ministry, which takes considerable time, thereby delaying the project: no workshops could be organized as no money was available to pay participants.

There is clearly a difference between Liberia and Uganda on the one hand and the other countries on the other hand when it comes to effective project management. Liberia and Uganda do not have a UNESCO Field Office and rely in the implementation on the Regional Office and a project office in the country. The evaluation team saw a number of difficulties the CFIT NPOs faced in these two countries as a result of this situation: 1) they lack decision power and authority towards the national stakeholders; 2) they lack senior management power to influence high level government officials; 3) they are confronted with even more complicated administrative and financial procedures and have no financial room for manoeuvre; 4) communication lines are longer and decisions take longer to be taken; 5) national stakeholders do not see why the NPO has to consult with the Regional Bureau (who is not at the table) to make decisions.

Challenges at the national level

Besides the project-management level challenges, the CFIT projects also faced a number of national-context specific challenges. In Tanzania, the CFIT project was confronted with a

significant change in the teacher education policy: the increase of the level of the teacher qualification from ordinary to higher diploma. This resulted in the non-existence of learning material which was foreseen to be digitized. A solution was found to overcome the increased level of the teacher qualification by developing new learning material for the Higher Diploma. Restructuring the project to reflect this difference contributed to considerable delays. However, recently – and not yet officially communicated – the teacher qualification level will be changed back to ordinary diploma status, making the outcomes of the project incoherent with the new policy direction (although stakeholders indicate that the two years of the higher diploma can be used for the ordinary diploma). In Congo, an **unstable political situation** and the elections delayed the initiation of the CFIT project. In addition, a fragmented governance structure for the policy field of CFIT is an important challenge. In Congo there are 3 Ministries as well as the National Institute for Pedagogical Research and Action (l'INRAP), all of which are responsible for education and they are not communicating, which has created certain tensions. Also in DR Congo, the current political situation makes capitalising on results difficult to predict. In Uganda, the absence of a NPO and limited activity **reduced attention to the project** at national level. In Liberia, the Ebola crisis caused that all schools were closed for a year, and as such the 2 year project commenced almost a full year later than planned.

More common national challenges were the **internet connectivity and energy supply**. In Tanzania, after the SIDA project stopped, despite arrangements with the Ministry, the internet connectivity of the TTIs was no longer funded. Currently, TTIs fund their own internet bundles. For MTC this costs 120 USD per month and it does not provide sufficient bandwidth to use it regularly for course preparation. In Congo, there is a lack of stable internet connections and despite exploring different options, still no solution has been found. Negotiations were conducted with a telephone company, but their estimation was way too high and discouraging. In addition, energy supply in Brazzaville is unstable as well. In DR Congo, there is also an unstable internet connection and electricity supply, in addition, the remote territories are unreachable because of an **insufficient road infrastructure**. Also in Liberia, road conditions / distance are complicating factors in involving also the more distant regional TTIs, while internet connectivity is only temporarily resolved by the internet. The delivery of equipment and provision of training requires considerable resources.

A critical challenge for the entire CFIT project is the competences or willingness of key persons (teachers, supervisors, and inspectors) to adopt ICT in education. Many countries report that many of the key persons need additional training in ICT basic skills, before these persons can play a more substantial role in the CFIT implementation. This is for instance the case in DR Congo: the level of ICT skills of the inspectors (trainers of teachers) were not equal; some were quite familiar with ICT and manage the PCs well, others were at a medium level, but the remaining part (about a third) had serious difficulties, and were hardly capable of using a mouse. Many of the trained educators are incapable of conducting trainings for teachers alone. A similar challenge was encountered in Liberia, where the CFIT project envisioned to start with developing very basic computer comprehension modules and trainings.

Some of the national challenges were unforeseen (political instability, Ebola, ad hoc policy making) and could hardly be anticipated by the ProDoc. The CFIT teams had to find a pragmatic solution in dealing with those challenges. Other national challenges could have been better anticipated in the Needs Assessment and the ProDoc, particularly for the low ICT competency levels and limitations to internet and electricity supply.

Challenges in the module development

The module development in the CFIT countries faced a number of challenges. Some of the countries indicated that the quality of national experts was weak and that the modules should be developed with the support from international experts (Uganda, Tanzania, DR Congo). It was indicated for instance in Tanzania that in order to increase the quality of learning material, the

project should not only focus on what already exists in the country (because that is of low quality) and should look at what exists in other countries. In DR Congo the issue was reported on concerning the weak capacity in ICT and ICT in education at the level of the Ministry and supporting agencies hampering the development of modules. In Tanzania, as is already highlighted, the module development was highly affected by the change in policy direction of the Ministry of Education (increasing teacher qualification and finally lowering it again).

Challenges in the training delivery

Due to above mentioned challenges (such as late start, late arrival of NPO, delays in procurement and delays in module development, the lack of ICT proficiency), the training delivery in all 5 countries is under severe time pressure. In all the countries major efforts need to be made to reach the envisaged training supply within the project timeframe. For some countries, such as DR Congo, it is already planned that the main training delivery will take place in 2017 (training of 4,500 in-service teachers). In Uganda, where the project came to speed only mid-2016, a lot of training is foreseen for a limited number of educators, which is likely to result in overburdening the educators, should the schedule be followed. It was calculated that some educators might have to receive up to 25-30 days of training in the coming 3-4 months. Similar schedules were developed in Liberia, though some of the conditions for starting the trainings were not even met. Participants also indicated the ad hoc character of the trainings provided. In some cases, they do not see the bigger plan and do not see how the training contributes to broader objectives.

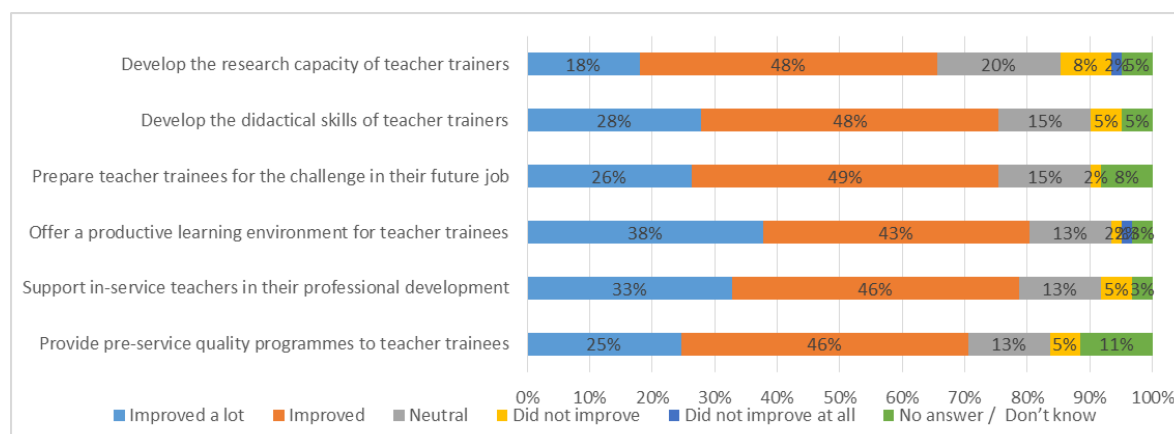
4.3.4 Main achievements of UNESCO-CFIT in the countries

The combined lines of actions of the CFIT project aim for improvements at different levels. In this section, the main achievements at the level of TTI, teacher educators and the country are discussed.

Main achievements at TTI level

The survey indicated that the UNESCO-CFIT project improved the capacities of TTIs to offer a productive learning environment for teacher trainees (81% indicated 'improved (a lot)'); support in-service teachers in their professional development (79% indicated 'improved (a lot)'). In addition, 'preparing teacher trainees for the challenges in their future job' and develop the didactical skills of teacher trainees was selected by most stakeholders (76% indicated 'improved (a lot)').

FIGURE 6 EXTENT TO WHICH UNESCO-CFIT HAS IMPROVED THE CAPACITY IN THE TTI ON THE FOLLOWING ASPECTS



Source: Survey for teacher trainers and managers of Teacher Training Institutes involved in the UNESCO China-Funds-In-Trust (CFIT) project (N=61)

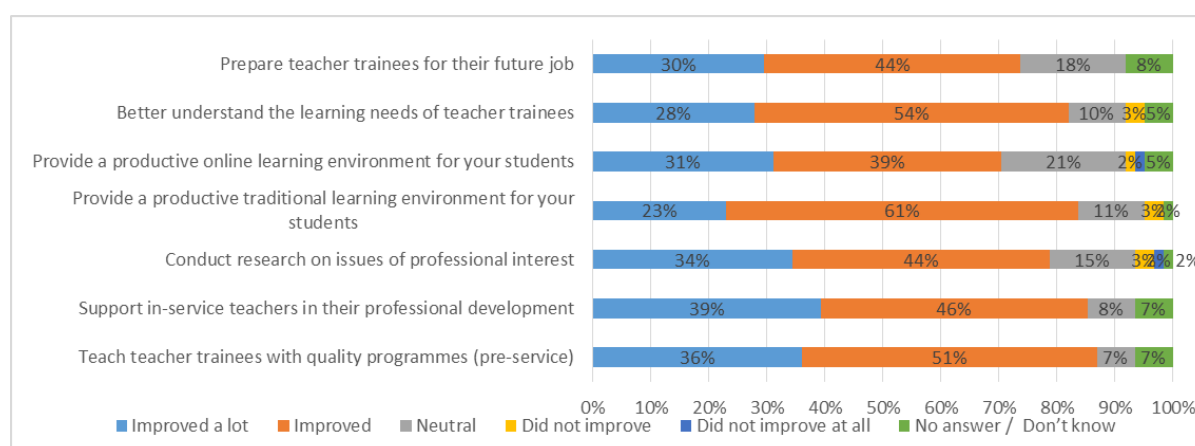
This is confirmed by the country missions. The equipment installed and training provided for tutors ensured in some of the countries that better use can be made of innovative pedagogy and up

to date teaching and learning material. This was for instance reported on in Tanzania and Uganda. As the project in DR Congo focused on the in-service teachers and the intermediary bodies to enable them to make use of online learning modules, the TTI were not targeted. However, also here, the project ensured that a productive learning environment is available for teachers for continuous professional development.

Main achievements at teacher educator level

When reflecting on how the CFIT project improved the capacities of teacher educators, most respondents mentioned the teaching of trainees with quality programmes (pre-service) (87% indicated 'improved (a lot)'); other highly rated aspects were support of in-service teachers in CPD (86% indicated 'improved (a lot)'); provide a productive traditional learning environment for your students (84% indicated 'improved (a lot)') and better understand the learning needs of teacher trainees (82% indicated 'improved (a lot)').

FIGURE 7 EXTENT TO WHICH UNESCO-CFIT HAS IMPROVED THE CAPACITY IN THE TEACHER EDUCATOR ON THE FOLLOWING ASPECTS



Source: Survey for teacher trainers and managers of Teacher Training Institutes involved in the UNESCO China-Funds-In-Trust (CFIT) project (N=61)

The country missions also show evidence that the CFIT project improved (or will improve) professional capacities of educators, pre-service teachers and in-service teachers. For instance, in Uganda, the staff of the three core TTIs indicate that they are able to operate the LMS, to search online for teaching and learning material and to develop course materials. In Liberia, as it was assessed that the initial ICT proficiency was lower than expected, more efforts are required to bring the teacher educators to the required ICT proficiency level before starting to think about ICT integration in education. Also in DR Congo this is a main concern.

Main achievements at country level

At national level, the CFIT approach led to a number of changes. Most noticeable are the **ICT competence frameworks** for teachers developed and validated for Liberia, Tanzania, Uganda, and DR Congo. These frameworks describe for all teachers what ICT competences they need to possess and these documents serve as input for ongoing reforms of the teacher training curriculum (for instance in Liberia, Uganda and Tanzania). The UNESCO ICT competence framework for teachers is taken as reference point and experts from IICBA were involved in drafting the framework in Liberia and Uganda. In Congo, the activities undertaken during the CFIT project were intended to develop an ICT competency framework for teachers and to include ICT components in the curricula. It was not the aim of the project to focus on policy development and this might have been a missed opportunity for the CFIT project in itself.

Another major achievement concerns **infrastructural changes to teacher training**. For instance, in DR Congo, the CFIT project established, together with other donors, a learning platform containing training modules for the CPD of in-service teachers. The CFIT project also contributed

to the establishment of a national, provincial and regional infrastructure to make the developed material available both online and offline. Furthermore, in Uganda, the CFIT project enabled the establishment of the 'core TTI' in three sectors (for primary, secondary and TVET teachers) that could lead the way for all the other TTIs.

The requirement of **country ownership** has been achieved to a varying degree. It is considered strong in DR Congo and to some extent in Uganda. The ownership in national stakeholders is considered weaker in Tanzania, Liberia and Congo:

- In Congo, the main challenge in implementation that limited country ownership had been internal communication between the stakeholders. This depends on the First of all, there are 3 Ministries responsible for the area in which CFIT acts: The Ministry of Higher Education (MES), The Ministry of Technical and Vocational Education, Skills Training and Employment (METPFQE) and The Ministry of Primary, Secondary and Literacy (MEPSA); and for the accreditation of the teaching materials there is l'INRAP. Despite the fact that representatives from all the institutions were formally included on the implementation team, some representatives were not aware of the role their institution played in the project and complained that they were excluded, even when this was not always the case. The information circulation among the stakeholders institutions needs to be included in policy frameworks and future policy interventions to better contribute to the project's objectives.
- In Liberia, the progress of the project also underlines the need for a full buy-in by the Ministry. Rhetorical support from high-level political appointees is important to get the project ahead, but the project would have benefitted from a dedicated Ministry official that is responsible for progress / implementation on behalf of the Ministry. In the current setup the NPO is responsible for all this, but has to invest much time to ensure Ministry support in the administrative area. This limits the availability of the NPO in project planning/execution, even more so in light of the various other UNESCO projects and activities accompanied by the same person. The Ministry's substantive involvement in is also relatively limited (other than the formal political support), and the lesson that can be drawn is that this greatly limits the potential of country ownership. The current members of the Country Project team that are present on behalf of the Ministry are not active advocates of the project, and are not involved in the implementation of the project. They formally attend the CPT meetings once every 6 months. The modules were developed in cooperation with the Directors, Academic Deans, ICT Officers of the regional TTIs and the ICT Instructors from the University of Liberia, while the Ministry only formally formed part of the development.
- In Tanzania, the CFIT project operates "on an island", as it faces difficulties assure the full commitment of the Ministry. Although the policy changes that happened could not have been foreseen at the start (changing the teacher qualification level in 2014 and changing it back in September 2016) in the preparatory phase the basis could have been provided to show more commitment from the Ministry to find solutions at an early stage. More could have been done in the preparation of the project to involve and empower the Ministry to really take responsibility and to better situate the CFIT project in other donor- supported policy frameworks.

4.3.5 Potential Impact of the UNESCO-CFIT activities in the countries

The CFIT project contributed to improve ICT facilities in the countries. It developed learning material and train educators and teachers to make use of these learning materials. At this stage, however, the impact of UNESCO-CFIT activities cannot be assessed, mainly due to the fact that the implementation period in all five countries has been rather short – further shortened by late starts in almost all contexts. Moreover, the projects are not yet concluded, as not all training did take place and that impacts related to capacity development activities usually require some

time to develop. Concerning potential **impact in policy making**, the CFIT project contributed to putting ICT in education at the policy agenda in some countries. This is evidenced by the development of the ICT competence frameworks in DR Congo, Liberia, Tanzania and Uganda. Here potentially, results of the CFIT project affect all teachers in the countries. In Tanzania, despite that changing policy directions affect the direct usability of the project results; the CFIT approach and the use of ICT in education is firmly established in policy making. In DR Congo, regarding the ICTE Policy, the CFIT project activities triggered the process for teacher development strategy; the Ministry found the experience gained in CFIT valuable, as it helps to establish a structure and a vision for all stakeholders. In Liberia, despite the development of a ICT competency framework, no clear impacts could be observed at the policy level. Though ICT courses are now included in the teacher curriculum, at this stage there are no teacher educators to teach these courses. In Congo, the CFIT project did not reach the point at which impact on policy making can be expected. Recently, the government started the work on a national ICT policy, in which a plan for ICT infrastructure should be included. Without such a plan, the development of ICT applications in several social sectors, including education is limited, also because of the high cost of computer products and services.

Moreover, the CFIT project possesses the potential to contribute to impacts on an **individual and institutional level** via its activities related to **training activities**, design and improvement of **learning materials** and **modules** and creation of **knowledge-sharing tools**. The modules and teaching materials developed in all countries possess the potential to alter the mind-sets of teachers. Teacher educators from the various countries that participated in training reported to have changed their teaching practices by using new teaching materials and ICT components. There are however some hampering factors that might distort this line of reasoning. For instance, in DR Congo, the material seems to be good, but the ICT proficiency levels of teachers and teacher educators is at such a low level that it seems difficult to imagine that they will make use of this material soon. In Uganda on the other hand, the three core TTIs develop modules for specific subjects, but it remains difficult to see how these will function as nationally validated modules (they currently show characteristics of course material to be used in individual courses. In Tanzania, the CFIT project only provided limited training and hence only a limited number of teachers finally benefitted from the CFIT project decreasing the potential impact.

4.3.6 Strengths, weaknesses, opportunities and threats related to effectiveness and impact

The evaluation found the following strengths, weaknesses, opportunities and threats related to effectiveness of the CFIT project (Table 7).

TABLE 7 ASSESSMENT OF STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS RELATED TO EFFECTIVENESS

Strengths:	Weaknesses:
<ul style="list-style-type: none"> ○ The CFIT project obtained a high number of the envisaged results or is about to reach those ○ The CFIT project led in a majority of the countries to changes in capacity and ICT skills of teacher educators, TTI and national level ○ CFIT contributed to infrastructural changes in some countries to improve the provision of learning opportunities for pre- and in-service teachers 	<ul style="list-style-type: none"> ○ Late start of CFIT projects and late arrival of NPOs caused implementation problems ○ Extensive procurement procedures delayed the delivery of training of teachers (end beneficiaries). ○ The time frame for the project implementation seemed rather challenging when depending on procurement procedures ○ The ICT competences of the equipment users and beneficiaries remained a critical issue hampering the impact of CFIT ○ The CFIT project remained unable to evidence impact and provide an argument to scale up the approach to other TTI or to involve other donor organisations

<p>Opportunities:</p> <ul style="list-style-type: none"> ○ There are country specific opportunities to link the CFIT project to other donor activities (Tanzania), use the infrastructure in other (UNESCO) projects (Tanzania, Uganda) or to capitalise the CFIT results in existing donor frameworks (DR Congo) ○ Provide an acknowledgement of the involvement of teacher educators in the module development and participation in training courses 	<p>Threats:</p> <ul style="list-style-type: none"> ○ ICT connectivity and electricity supply created some difficulties during the implementation of Project activities; damage of equipment limited the use in one training centre ○ Country ownership is not sufficiently reached to guarantee a continuation of the CFIT project and the further capitalisation on the CFIT project results.
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The late start in practically all countries complicated the implementation of the ambitious project documents, even more so due to additional delays related to procurement procedures in all 5 CFIT countries. At the time of the evaluation, in none of the five countries the purchased equipment was fully installed and functioning. Given the dependency on the equipment and finalisation of learning materials, the majority of the trainings still need to be conducted in Liberia, Uganda and Tanzania. These countries plan to conduct the majority of the scheduled training sessions in the remaining three months of the project implementation period, potentially overburdening the participating teacher educators if this schedule is indeed kept. In DR Congo CFIT already had a positive contribution by supporting the establishment of a national structure for the training of in-service teachers. The importance of country ownership is underlined by the results achieved thus far. While DR Congo and to some extent Uganda show good examples of country ownership, this is substantially less in Congo, Liberia and Tanzania.

Where trainings have already been conducted, the potential of CFIT is best assessed. Participants are positive about the training and learning material and are eager to learn more. In Uganda and DR Congo there are promising developments that change the learning infrastructure for teachers, by linking the developed products and LMS to efforts by other donors, potentially expanding the scope and as such impact of the results achieved. Moreover, the CFIT contributed to putting ICT in education at the policy agenda in some countries, though the development of ICT competence frameworks for teachers.

4.4 Efficiency³⁰

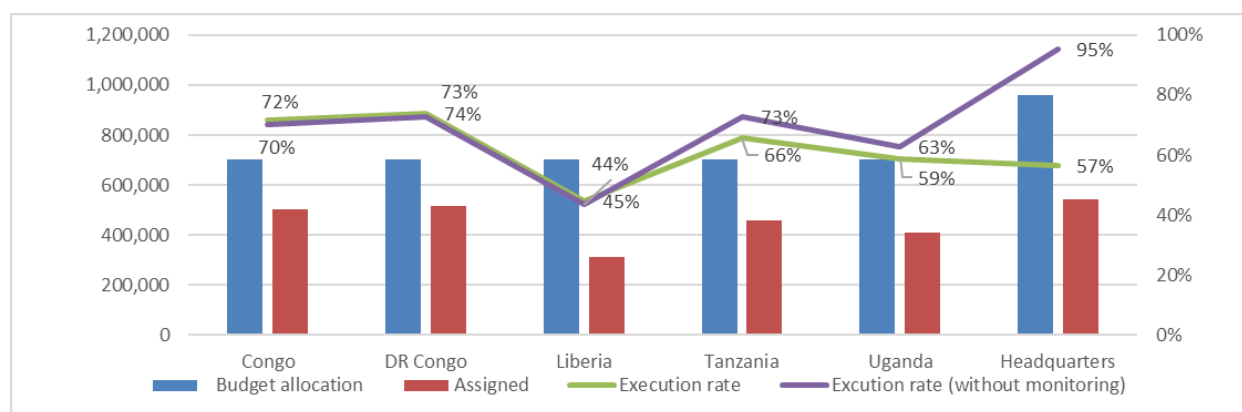
This chapter outlines to what extent CFIT has been implemented in an efficient way in each of the countries. This means that it is assessed what has been achieved in the context of the resources invested. First, costs and benefits are assessed (4.4.1), followed by an assessment of the planning and implementation efficiency (4.4.2). Subsequently, the evaluation concentrates on coordination and management arrangements and knowledge-sharing activities (4.4.3), followed by a SWOT analysis (4.4.4).

4.4.1 Comparing costs to results

Before comparing costs to results, this section starts with an overview of the progress of budget spending in the countries. The following table provides an overview of the overall planned and assigned budgets.

³⁰ EQ17. Are the costs of the CFIT project justified by its results? EQ18. How efficiently are planning and implementation carried out? EQ19. Are management arrangements and responsibilities at UNESCO Headquarters and Field Offices well distributed and coordinated for an efficient planning, implementation and monitoring of activities? EQ20. Were CFIT project's management, coordination and monitoring at central level efficient, timely and appropriate for the needs in the field? EQ21. How can UNESCO improve coordination, harmonization and information among stakeholders at the country level through CFIT project in the post-2015 planning cycle? EQ22. Is there a platform for exchange among country level interventions, to draw lessons at the country /regional level?

FIGURE 8 OVERVIEW OF PLANNED AND ASSIGNED EXPENDITURE AND EXECUTION RATES.



Source: data provide by UNESCO HQ 17-10-2016.

What can be seen is that the implementation rate in Liberia and Uganda are currently the lowest and Congo and DR Congo the highest. In most countries, high-cost and intensive activities, such as training, are still to be implemented in the remaining months of the project time frame. In Liberia, at the time of the evaluation about half of the project budget has been spent, and the crucial / substantial investments for training activities still need to be made. This means that much of the project's activities need to be started up and finished in the last 3 months. Given the experiences of the implementation throughout 2016, it is not realistic to expect an implementation rate above 60% by the end of 2016. With the implementation of the project activities at this rate, the share of management costs made throughout the project remains relatively high (currently estimated at 38%). In Uganda, upon appointment of the NPO in March 2016, the implementation rate was estimated at 15% while now, seven months later the implementation rate has grown steadily to 65%. It is expected that by the end of the year the project will reach 80%. In Tanzania, the disbursement rates are – despite the delay – generally in line with the planned project activities in the sense that it is envisaged that the project will reach a near 100% by the end of the project period. Tanzania is a bit of an outlier here as the CFIT project did not plan substantial training, making it easier to plan and implement the foreseen activities. Obvious reasons for the low execution rate in Liberia and Uganda concern the late start of the project due to the Ebola crisis (Liberia) and the late arrival of the NPO (Uganda). In addition, it is no coincidence that these are also the countries without a local field office, which created specific additional challenges to implementation. These issues will also be explored in this chapter

When the activity Monitoring and evaluation (which includes the staff costs) is not taken into account, some countries show slightly higher execution rates (Liberia, Tanzania and Uganda). Also Headquarters' execution rate is nearly 100% when the monitoring and evaluation activities are not included in the calculation.

In section 3.3 an overview is provided on the financial allocation of and spending on different lines of action. In Section 4.3 we saw that the CFIT project reached most of the envisaged objectives (or is about to reach them). This section provides an assessment of the relationship between the costs and the results.

With the assigned budget of 2,745,425 USD³¹ in the five CFIT project countries, the CFIT project, was able to deliver:

- No. of workshops and trainings: 39

³¹ Overview UNESCO HQ 17 October 2016

- No. of participants in workshops and trainings: 1821
- No. T&L modules: 56
- No. of pieces of equipment: +700
- No. of CFIT training centres / linked TTIs: 17
- No. of online platform: 2 (3 in progress)

In addition to these results in the CFIT project countries, within the CFIT project three study tours were organised among the project countries for peer learning (Ethiopia, Côte d'Ivoire and China) and meetings in Paris were organised.

In addition to these 'formal' outcomes of the projects, a number of other outcomes can be mentioned such as radio commercials in DR Congo, and ICT competence frameworks in Tanzania, Uganda, DR Congo, sectoral/policy evaluation plans (Tanzania). These are not included in the overview. Nonetheless, when comparing the 'formal' results and the assigned expenditure, the following unit costs can be calculated (see table below).

TABLE 8 RELATIONSHIP COSTS AND RESULTS, CALCULATION OF UNIT COSTS (USD)

Expenses incurred at country level	TOTAL		
	Budget (USD) (assigned)	Results	Unit costs (USD)
Development of learning material	\$251,971	No. T&L modules: 56 No. of online platform: 2 (3 in progress)	Budget divided by $56+2= \$4,344$
Training and seminars (capacity building of TTIs and teachers)	\$633,606	No. of workshops and trainings: 39 No. of participants in workshops and trainings: 1821	Budget divided by $1821= \$348$
Purchasing equipment	\$899,692	No. of pieces of equipment: +700	Budget divided by $700= \$1,285$
Regional meetings / dissemination	\$0	NA	
Monitoring, reporting / evaluation	\$416,782	NA	
Total	\$2,202,050		

Source: UNESCO/CFIT (17-10-2016), financial data provided by UNESCO and own calculations

The unit costs do not appear to be out of the usual: module development can be costly, especially when it involves an ICT-component. 348 USD per participant for a training is regarded as rather high. However, considering that the trainings are often still provided face-to-face and no cost-efficiency has been obtained to train (in-service) teachers in the online/blended mode, it is expected that the average unit cost will decrease once these online training sessions will start. The unit costs for equipment seem appropriate given that provided equipment involved laptops, servers, solar equipment, studio equipment, etc. Some countries made significant savings through joint procurement (Tanzania and Uganda). The joint procurement, organised by the Regional Office resulted in a lower quotation and with the budget more equipment was procured than expected. In Tanzania for instance 30,000 USD was saved and used to fill the gap needed to provide Solar equipment for the TCs.

4.4.2 Planning and implementation

This section focuses on how the CFIT projects in Congo, DR Congo, Liberia, Tanzania, and Uganda were planned and implemented, more specifically focus is given on the share of activities that were implemented in a timely fashion and on real disbursement rates compared

to planned disbursement. In addition to this, it is of interest to assess whether the same or better results could have been achieved with other means.

The timely implementation of activities was a challenge. In Congo, none of the activities has been completed in a timely fashion because the Project started with a substantial delay caused by external and internal factors. External factors to be considered are the political situation and the tensions during the elections. The internal factors were the late approval of the budget by the Ministry came later than the UNESCO administrative procedures projected. In Liberia as well all of the project activities faced delays, due to a variety of external factors, such as the Ebola outbreak, and general administrative difficulties within the Ministry of Education. However, the lack of contingency planning and a realistic planning (week by week) throughout the project limited the potential to adequately / efficiently respond to these delays. In Uganda as well, none of the activities is completed in time. Due to delays in procurement and the late appointment of the NPO, all subsequent activities also faced substantial delays. The delays also caused frictions in the synchronisation of activities. For instance, teacher educators were trained on the use of the LMS while the equipment and LMS were not even installed. As a result, it cannot be guaranteed that what was trained, might have been forgotten at the time participants are able to apply the knowledge and skills.

Towards the final months, the CFIT projects are speeding up the implementation process and most countries foresee that they will complete a large amount of the activities within the time-frame. In DR Congo for instance, despite the fact that the team faced difficulties in the procurement process and some activities were implemented with a delay, especially the platform launching and the opening of the Resource Centres for the teachers use, the CFIT activities are foreseen to be accomplished by the end of the year. In Uganda, the speedy implementation after the NPO was appointed in the beginning of 2016 also leads to the perception that the project is implemented in an ad hoc mode and that there is limited overview of what needs to be done to reach impact. The focus is more on getting the activities as listed in the ProDoc done.

An assessment of whether the same results could have been achieved with different means can be split out in three broad aspects: the aspect of project management and preparation, the emphasis on equipment and the lack of capacity building at policy level.

- **Project management and preparation:** A review of the 5 countries shows that the ProDocs were not detailed enough to steer the project efficiently towards results. In DR Congo for instance, it would have been preferable to have a more detailed Project implementation plan in ProDoc, where the possible factors are listed which can support the activity implementation with proposed solutions, or procedures on how to handle the situation. Also in Congo, there should be an explicit definition of results— precisely what is to be achieved through the project and by when— which keeps measurable objectives in sight, helps monitor progress toward those objectives, and assists with adjustment and management of program implementation.
- **Emphasis on equipment:** In Tanzania, the total number of computers purchased might not be necessary given the objective of the project. It would have been more efficient if less computers were purchased and more budget was allocated to sustainable electricity sources (solar power). This is acknowledged by the NPO and UNESCO office but the procurement procedure had already started. Congo could also have increased the emphasis on providing solar equipment and secure internet connectivity. There is also an issue concerning the efficient use of procured equipment and the use of time planning for the use of computer rooms. Although stakeholders in many countries indicated that the computers are often used, there is no hard evidence to sustain this claim. It seems that computer rooms are planned for peak-activity (organise a lesson with 30-50 students) while these often remain unused outside the peak-activity. It could

help to provide better planning skills and tools. Another issue that in many countries, a substantial amount of budget is allocated to the design of the LMS. This is not always justified as the Moodle platform by itself is sufficiently easy to handle and already meets the requirements of the users.

- **Lack of capacity building at policy level:** In many of the CFIT countries, the CFIT project did not sufficiently establish the country ownership and a sustainable embedding of ICT in education in national policies. As a general sustainability issue, in Uganda, the focus could have been more on capacity building at the Ministry level. A draft ICT policy framework in Education was developed years ago but it never was finalised. The CFIT project could have contributed to the finalisation of this policy so that the CFIT activities would be better positioned in a policy framework.

4.4.3 Distribution of roles, responsibilities and knowledge-sharing

Management arrangements and responsibilities between UNESCO HQ and Field Offices were generally well-distributed during all stages of the project implementation, however the level of communication and cooperation between HQ and Field Offices is assessed differently in the five case countries.

- In Congo: There is fair distribution of responsibilities between the UNESCO HQ and the Field Office. It is well distributed for an efficient planning, implementation and monitoring of the activities. The exception is the complicated payment procedure that created anxiety and delayed some activities of the project, though there was a stable communication and coordination between these two entities.
- In DR Congo: The management arrangements and responsibilities at UNESCO HQ and Field Office are well distributed. With the implementation of the project progressing, the need for a closer administrative assistance was needed, including monitoring and follow up of the different activities carried out at the country level. This need is partly addressed by the UNESCO Field Office and the CFIT team. HQ has the mandate to ensure that current developments are in line with the overall expected results and, at the same time, those areas that may be worth improving receive additional technical assistance and support. The Field Office functions as the implementation body.
- In Liberia: The relation with HQ is generally quite clear, and the feedback link to HQ project officers functions well. The nature of communication is mainly administrative and do not concern the more substantive elements of the project. More problematic for the efficient implementation of the project is the arrangement between the Antenna Office in Monrovia and the Abuja Office. In addition to the geographical distance, and the delays in reimbursement due to complicated channelling of funds, communication between Monrovia/Abuja on administrative issues is not always clear. The evaluation concludes that the Monrovia Office has insufficient knowledge about the administrative procedures maintained in Abuja, while the urgency of requests from Monrovia is not always picked up by the Abuja office. Coordination between the two offices takes place through regular missions by the Abuja Education Officer to Monrovia, who functions as intermediary between the administrative office and the Antenna in Monrovia. However, as this is far from a full-time obligation, this cannot avoid misunderstandings between the two offices.
- In Tanzania: The responsibility of the project implementation lies with the NPO and the UNESCO office Dar es Salaam. UNESCO HQ provided administrative support and coordination. Compared to the first three CFIT countries, experts from HQ were less involved in the preparation of the ProDoc and the support in the implementation. A particular issue is the follow-up on the ProDoc by HQ. The ProDoc indicates a number of times in the logframe "Exact type and capacity will be defined at a later stage", this however did not happen and was not requested by HQ.

- In Uganda: In the Uganda CFIT project the management arrangements and responsibilities at UNESCO HQ, Regional Office and Project Office show a particular weakness that impacted the implementation. The main coordination during the project implementation, in absence of a NPO had been in the hands of the Regional Office. This appeared to be at a too large distance from the main stakeholders to keep the project on track. After the resigning of the NPO (only in office for a month (October / November 2015)), the project was basically at a stand-still until the arrival of the new NPO (March 2016). Although the Regional Office is the UNESCO implementing body, it does not provide the (political) benefits a country office would offer to the CFIT implementation. Although the NPO has good contacts with the policy makers in the Ministry, a UNESCO Head of Office could put in additional weight to have the Ministry prioritise the CFIT project and its results. This function is not provided by the Regional Office.

There are clear differences between those countries having a country office (Field Office) and those that rely in the implementation on a Project Office under supervision of a Regional Office. The latter seem to be less effective and efficient in implementing the CFIT project.

Throughout the five CFIT countries the role of HQ has been more administrative in nature, mainly dealing with requests for project documentation and regular reporting. It therefore played only a limited role in subject specific knowledge exchange, critically follow-up on project implementation and developments. Also, the role of HQ (or IICBA) could be increased in assuring the quality of final educational products. Currently there is not a system in place to critically reflect (as an independent expert) on the material developed.

For the first group of three CFIT countries the long preparatory phase in which UNESCO HQ experts were highly involved, was considered one of the success factors. This condition was not fulfilled for the second group of five countries, which has led to a less favourable background to facilitate an efficient and effective implementation. The preparatory phase for the five countries was less extensive and shorter, resulting in less detailed and consistent ProDocs³² and a less developed and secured involvement and commitment of the national stakeholders. This led to delays, and what is even worse, a lack of momentum to work on the project: CFIT was, in many countries, not top of mind at the national level.

It is a specific objective of the CFIT project to support **knowledge-sharing** on effective strategies and practices, more specifically among TTIs, in-country and cross-country. In almost all countries, an **online platform** has been established for the purpose of online teacher training and exchange of information. Moreover, to enhance knowledge-sharing and peer learning among the project countries three **study tours** were organized. A first study tour was organised to Côte d'Ivoire in May 2015 with a focus on online training platforms. Secondly, project countries visited Ethiopia in June 2015 with the objective to learn more on the development of teacher training materials, ownership and sustainability. Finally, a third study tour was organised to Beijing, China in September 2015 with a focus on learning from China's experience in ICT integration in Education. This study tour was organized back-to-back with the Girls and Women education forum held in Beijing, to launch the UNESCO-Hainan-funds-in-trust project); altogether 57

³² The Tanzanian project can serve an example: the preparatory phase was less extensive for the Tanzanian CFIT project. This shows to some extent in the ProDoc with is less specific and even contains inconsistencies (for instance when comparing component B with Expected result 2. Component B is "Developing blended learning modalities at Monduli and Tabora TCs to ensure accessibility of the digitized teaching and learning materials to tutors and student teachers"; while the underlying Expected result is "The capacity of the two key TCs to provide in-service programmes for Science and Mathematics teachers through blended learning modalities strengthened." The Expected results seems to suggest that in-service teachers are targeted which is not the case. In-service should be interpreted as 'within the TC' and hence applies to pre-service teachers. Therefore, other than the ProDoc seems to suggest (in Expected Result 2), in the Tanzanian CFIT project does not involve in-service teachers at all. This lack of clarity should have been corrected at an early stage of the project implementation.

participants of CFIT countries joined these tours³³. The study tours were rated positively by all participants and these induced a certain pride to the project country hosts to present their achievement to other participants. However, the learning effect was relatively limited. It is also not clear to what extent participants of the study tours have continued interacting and sharing experiences following the study visits. Due to the differences in approaches between the eight countries, no concrete lessons could directly be applied. In view of this experience, the sharing of more practical and technical hints in implementation (for instance related to challenges / experiences in procurement) could be more useful than broad presentations of the country's approach and achievements. In addition to the study tours, CFIT project countries participated in the **International ICT Conference** in Qingdao, China, in May 2015. Here as well, a specialised CFIT session allowed CFIT countries to share their experiences on success stories and lessons learned for the eight CFIT countries and China³⁴.

Despite the different knowledge-sharing activities, there is currently **no systematic platform** in place for stakeholders in the different states to facilitate the exchange of information on their interventions and lessons learned, even though the realization of such a platform would be very much appreciated by the stakeholders in the countries visited. For the purpose of knowledge-sharing on implementation matters of the project, an online collaboration forum was set up by HQ ("UNES teams"), but no use was made of this. Related to this, it is felt that the CFIT project actually **consists of eight separate projects** and that there are only limited possibilities used to establish learning effects between the different countries. A more systematic involvement of all countries in joint decision-making, exchange of information and finding joint solutions to challenges could have enabled stakeholders to implement their national projects more effectively and efficiently. Finally, it is felt that the **content-related involvement of UNESCO HQ** which was very strong in the preparatory phase of the three countries could have been capitalised on more during the implementation phase. Even though UNESCO HQ was willing to provide technical contribution where necessary, the Field Offices made little use of this option. As a result, UNESCO HQ support to the project was mostly administrative in nature. This also concern **quality assurance of teaching and learning materials** developed. There are no checks and balances to assure the quality of the CFIT-produced materials.

4.4.4 Strengths, weaknesses, opportunities and threats related to efficiency

The evaluation found the following strengths, weaknesses, chances and threats related to the efficiency of the CFIT project (Table 9).

TABLE 9 ASSESSMENT OF STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS RELATED TO EFFICIENCY

Strengths:	Weaknesses:
<ul style="list-style-type: none"> ○ The costs were justified ○ In general, clear roles and responsibilities between UNESCO HQ and Field Offices ○ Knowledge-sharing and peer learning (workshops, study-tours and workshops) between CFIT countries 	<ul style="list-style-type: none"> ○ The five countries faced a shorter preparation phase, with less support from HQ, resulting in ProDocs of lesser quality that affected the implementation ○ Some countries show low execution rates ○ Deviations in disbursement that delayed the implementation ○ In two countries UNESCO does not have a Field Office hampering the efficiency in implementing the activities

³³ UNESCO/CFIT (2016): Quality teacher for EFA: Enhancing teacher education for bridging the quality gap in Sub-Saharan Africa. Implementation phase of Côte d'Ivoire, Ethiopia, Namibia. FINAL REPORT January 2016.

³⁴ UNESCO/CFIT (2016): Quality teacher for EFA: Enhancing teacher education for bridging the quality gap in Sub-Saharan Africa. Implementation phase of Côte d'Ivoire, Ethiopia, Namibia. FINAL REPORT January 2016.

	<ul style="list-style-type: none"> ○ Most activities are not implemented in a timely manner ○ No systematic inter-country platform to enhance exchange and lessons learned ○ Role of UNESCO HQ is considered to be too much focused on administrative issues rather than providing specific expertise or assuring quality.
Opportunities: <ul style="list-style-type: none"> ○ Make use of the capacities of IICBA to support CFIT project (especially in the field of knowledge-sharing) ○ Organise knowledge-sharing more around practical issues that countries experience in the implementation 	Threats: <ul style="list-style-type: none"> ○ Short preparation and implementation period ○ Limited strategic thinking on a post-2016 period

It can be concluded that the five countries differ in relation to the evaluation criterion efficiency. It holds for all countries that the preparation phase was (too) short, which contributed to delays later on in the implementation of activities. In addition, procurement procedures appeared challenging (taking a lot of time). Furthermore, some countries experienced more severe implementation challenges and hence achieved low implementation rates. Finally, knowledge sharing and exchange between the CFIT countries and UNESCO entities appear not to contribute to joint solution finding. Two aspects could be improved that involve a better interaction between the different UNESCO entities. This concerns:

- Improve the interconnection of the eight national CFIT country approaches by improving knowledge sharing, joint solution finding and working towards a CFIT model of improving teacher education. Currently, it is felt that the national approaches are isolated and that there is limited learning effect between the countries. The exchange could be more focussed on specific problem areas such as: dealing with procurement, developing learning material, organising training for in-service/pre-service teachers, creating country ownership.
- Improve the external reflection from the perspective of international experts (at HQ or IICBA) on the materials developed. One of the reasons for the Chinese government for pushing for a close involvement of UNESCO HQ was the level of expertise present. This however does not show in the implementation of the five CFIT countries in the same way as it did for the three CFIT countries.

4.5 Sustainability³⁵

This section evaluates to what extent the results achieved by the project are likely to last or possibly evolve beyond the support of the project in the five project countries. For this, a common set of mechanisms has been identified that contributes to the sustainability of project results. After identifying the presence of these mechanisms in the project countries, the

³⁵ EQ23. What mechanisms are currently built into the project to ensure that the benefits of the CFIT project are likely to last and evolve beyond completion of the current support? EQ24. Are interventions well integrated into the local development context and accepted by beneficiaries? EQ25. Are the target ministry(ies)/institution(s) developing the capacities, and/or mobilizing resources and motivation to manage continuation? EQ26. To what extent does CFIT project's capacity development approach ensure ownership and facilitate sustainability of results at the national and institutional levels? EQ27. What other / complementary measures would be needed to better ensure ownership and sustainability? EQ28. How can the CFIT project best ensure the transition into the new post-2015 planning cycle and seamless continuation of support in beneficiary countries, including through exit strategies?

evaluation investigates to what extent the existing project countries have achieved sustainable results.

4.5.1 Mechanisms for sustainability

Based on the evaluation findings for CFIT in Congo, DR Congo, Liberia, Tanzania, and Uganda, and in line with the major assumptions that underlie the overall change process foreseen (See Section 2.2), four main mechanisms were identified that contribute to the sustainability of the results:

- **Design and implement project on the basis of empirical needs assessments:** An explicit assessment of local needs as input for the project design and implementation helps to root the approach in the relevant country context and ensures that the project consists of relevant interventions. This is an important factor that contributes to increase the crucial support from beneficiaries or other stakeholders. Building on this support, the achieved results of an intervention may well last beyond the immediate project results.
- **Encourage country ownership:** By making local stakeholders part of the project design and implementation, the project does not only benefit from the insights and local expertise of key stakeholders, but also helps to sustain the results beyond the immediate project duration. When national key stakeholders identify themselves with the project, they are also more likely to continue to promote the approach in the future.
- **Support national efforts towards continuation of the project:** Another important element for sustainability is the extent to which the main stakeholders are dedicated to developing the capacities and / or mobilizing the resources to manage the continuation of the project results. If national stakeholders invest themselves in the project, the chances for sustainability of its results are also considerably enhanced.
- **Development of exit strategies to support sustainable phasing out:** The sustainability of results depends to a large extent on the establishment of effective exit strategies. Effective exit strategies allow a sustainable phasing out of project funding, without posing a direct threat to the project's main achievements. Country ownership is an element in this, but such strategies more specifically require that the implementation of the project is also accompanied by a vision on how results can be achieved without the project's financial support in the future.

Each of these four elements is further explored in the sections below, based on the evaluation findings in the five project countries and at the project level.

4.5.2 Building on actual needs, accepted by beneficiaries

One of the crucial mechanisms to sustain the results achieved in CFIT is its deliberate design to build on actual stakeholder needs in each of the countries, rather than top-down imposing a project design. A needs assessment study was conducted in each of the countries, based on a scoping mission led by HQ and further developed by national stakeholders. This needs assessment served as the starting point for the actual design of each country's approach. Subsequently, national stakeholders were all involved in all five countries in the development of the project documents, further ensuring that the approach would be in line with the country's needs. The evaluation did however observe a relatively large involvement of external experts in conducting the needs assessment report and ProDoc, at the expense of the actual policymakers, or individuals that would be responsible for implementation. The NPOs in each of the country for instance would only get involved long after the project documents had been accepted, particularly in Tanzania, Uganda and Liberia, where the NPO actually started while the project was well under way (several months in Liberia and Tanzania, to over a year in Uganda due to recruitment issues).

Especially where the NPO started after the project was kicked off, enthusiasm for the project on the side of national stakeholders had died down, causing a confusing situation that the NPO became an advocate among national stakeholders for a project that the stakeholder had

earlier advocated for. This shows that the long process of needs assessment and stakeholder involvement in project design by themselves are not sufficient to achieve sustainability in a project. These are merely a first step, and should take into account that political priorities can change over time (Tanzania), and political support and recognition of the approach may not necessarily be translated in technical / financial support to help sustaining the intervention (Liberia, Uganda).

Another issue that poses challenges for sustainability is that the needs assessment reports delivered under the CFIT project focus largely on macro-level issues, such as the teacher shortages, or broader developments in the education sector. Although this does provide the necessary background to the design of the projects, a number of issues that received less attention in the needs assessment have threatened the sustainability of the project's results. For instance, the approach in Uganda assumed a certain level of ICT literacy skills among teacher educators, at least to the extent where teacher educators are capable of operating a learning management system; it is however questionable to what extent all educators are at that level. In DR Congo as well, some of the older education inspectors had never used a computer in their lives, while they are now expected to train groups of schools and teachers on CPD via ICT. Also the issue of electricity provision and internet connectivity, basic assumptions in project documents proved problematic for the sustainability of the project in Liberia, Tanzania, Congo and DR Congo. Even though these factors are already mentioned in the project documents as challenges, often no sustainable arrangements have been delivered by the projects. Both Tanzania and Liberia included the delivery of generators to ensure power supply in each of the targeted institutions, but had more temporary solutions for internet connectivity.

4.5.3 Sustainability achieved through country ownership

A second element that affects the sustainability of the results is the involvement of the relevant stakeholders in relevant ministries and institutions. From the start, the CFIT project has underlined the need for country ownership and required the relevant ministries and institutions to not only participate in planning, but also actively engage in the implementation of activities. Importantly, this also requires the mobilization of national resources for the implementation, in terms of staff, time or additional funding to make the CFIT project a success.

The key stakeholders in the five countries are all represented in the respective country project teams and participated in workshops and meetings organised in the framework of CFIT. As the country project teams consist of representatives of all relevant national stakeholders, this further underlines the 'country ownership' of the design and implementation of CFIT. This evaluation defines country ownership broader than only support by stakeholders, or the involvement of national stakeholders in the design of the project. Country ownership in fact implies that national stakeholders do no longer need to be convinced of the utility of the project. In fact, they need to be its main advocates, in order to make the intervention a success. This would also ensure that they contribute to actively developing ways to sustain the results beyond the short-term project focus. This is possibly one of the most ambitious elements of the CFIT approach, which has reached mixed results.

A good example is for instance DR Congo, where the Ministry of Education has already dedicated itself to developing additional capacity developing activities for the project's main stakeholders in order to further sustain the CFIT results. The Ministry sees CFIT as the cornerstone of its teacher education policy, as CFIT has established a structure and a vision that found its place among all relevant stakeholders. Country ownership 'in words' can be observed in Congo, Uganda and Liberia, where the respective governments indicate their support, yet do not develop specific activities, dedicate funding or appoint clear responsibilities to sustain the project. In Tanzania, country ownership is less present, as evidenced by the changing policy priorities that calls in question the relevance of CFIT's results and the lack of support for further upscaling of the current project.

4.5.4 Activities of stakeholders to sustain results

If stakeholders are actively engaged and feel ownership throughout the course of the project this contributes to sustainability. However, truly sustainable results can only be achieved when national stakeholders (such as the relevant national ministries or the relevant teacher training institutes) also develop their capacities, and are willing to mobilize the necessary resources to make use of these improved capacities.

Overall, the findings point to a sustainable development of capacities. Particularly at the level of the TTI, the evaluation finds high potential for sustainable results in a number of countries. In Congo, the first steps are taken to integrate ICT skill training in the daily work of teacher educators in the TTI. To underline the potential sustainability, one TTI already planned a specific teacher development programme based on the e-learning platform as well as existing modules developed by CFIT project. Sustainable effects of the activities could also be observed in DR Congo. The national network of education inspectors is training and made responsible for disseminating teacher material and training content across the country. At the same time, such material will be continuously improved by the Institution responsible for Curricula and Teaching Materials. In Uganda, the three TTI are responsible for using and maintaining the equipment, and will further train their staff to continue experimenting with using the LMS. In addition, the use of the LMS is systematically embedded in TTI strategic plans and also used as a platform serving beneficiaries outside the CFIT project (for instance those pre-service teachers involved in the distance learning courses).

The activities in Liberia and Tanzania might need more attention in order to reach sustainable results. While in Liberia ICT training has been included into the national teacher curriculum, it is more questionable whether the trainings foreseen for the CFIT will be able to structurally raise the level of instruction in ICT skills. In Tanzania, the lack of strategic policy planning limits the sustainability of the results achieved. Currently, the trainings and associated modules under CFIT would need to be adjusted to reflect new priorities.

While there is evidence for sustainability of the results achieved by the project's activities, the mobilization of (national) resources to ensure continuation is less certain. While there is an overall willingness to continue the approach started by CFIT in all countries, it is already reported that without additional support by outside donors, no concrete national investments can be expected in Liberia, Tanzania, and Uganda. This is still unclear in Congo and DR Congo, where particularly in DR Congo national support for the project's results and additional broad dissemination among possible partners increased the possibility of securing continuation of activities.

4.5.5 Sustainability in phasing out CFIT

The mechanisms above underpin the sustainability of the implementation of the project in the five countries. Another important condition for sustainability is how countries deal with the phasing out of the existing project funding. The evaluation flags this as a concern: the phasing out is not mentioned in the national ProDocs, nor did it come up in the discussions with stakeholders as an issue to focus attention on.

More specifically, while in all countries sustainable elements are incorporated in their approach, the end of CFIT funding for phase I in December 2016 will come too early for the project countries. In Congo, DR Congo, Liberia, Tanzania, and Uganda the CFIT project would need more time to implement the planned activities, complete the change process envisaged in the Theory of Change (assure that the project activities lead to results and impact) and to better embed the project outcomes and results in the national and TTI policies and frameworks. For some countries, a budget-neutral extension of the project duration would be recommended. This would be the case for Liberia, but could also be applied to other countries that faced a late start and try to complete all activities in too short a time such as Uganda.

Another issue related to phasing out is whether the CFIT project can show signs of impact. For all countries, the implementation period is too short to gather data on impact. This data gathering is needed in order to provide a more compelling case to the national government, or donors to continue (elements of) the CFIT approach.

Based on this, the CFIT phase II is therefore very much welcomed to ensure more attention to phasing out. This phasing out should focus on completing the change process and on gathering data on impact of the CFIT approach, and should become the main focus of a second phase of CFIT.

4.5.6 Strengths, weaknesses, opportunities and threats related to sustainability

The evaluation found the following strengths, weaknesses, opportunities and threats related to sustainability of the CFIT project (Table 9).

TABLE 10 ASSESSMENT OF STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS RELATED TO SUSTAINABILITY

Strengths: <ul style="list-style-type: none"> Some countries have structural mechanisms in place to sustain the outcomes of the CFIT project At the level of the TTIs the sustainable use of equipment, modules and capacities gained is ensured 	Weaknesses: <ul style="list-style-type: none"> Country ownership at national level is for many of the countries still too weak to ensure sustainability of project results and further upscaling of the CFIT approach There is insufficient attention to phasing out and providing an exit strategy
Opportunities: <ul style="list-style-type: none"> A next CFIT phase should focus on completing the change process and gathering information on impact of the CFIT approach to convince national stakeholders and donors to support a similar approach 	Threats: <ul style="list-style-type: none"> Lack of country ownership at national level and a coordinated phasing out reduces the sustainability of CFIT

5. Country-specific conclusions and recommendations

Conclusion on Congo: Despite a delayed project start and a complicated project implementation set-up, most activities were accomplished. The project can still enhance its performance related to the cooperation with other donors and national ownership building.

This conclusion is evidenced by the following assessments per evaluation criterion:

- **Relevance:** The thematic focus is aligned with the national policy priorities defined in the National Development Plan and therefore relevant to the partner country's needs. CFIT aims at updating the professional and pedagogical competences of teachers, filling a void in the national strategy that is constrained by financial limitations.
- **Partnership/cooperation:** Different other donors are active in the field of teacher education and training in the country and these actors were also listed in the ProDoc. Even though potential cooperation partners were identified in the design phase of the project, no relevant action has been taken by the project to cooperate with other initiatives, apart from cooperation with another UNESCO project on the ground. It is therefore concluded that the project has not fully exploited the partnership potential. In addition, regular donor meetings to build partnership and harmonize efforts are organised neither by governmental bodies nor the donors including CFIT project. This means missing an opportunity to increase cooperation with other donors and mainstreaming CFIT's added value.
- **Effectiveness:** Even though the project start in the country was delayed for about nine months, still most foreseen activities have been carried out; all four Training Centers have been equipped (though not all equipment is installed at this stage) and capacities building activities were accomplished (60 teacher educators and 75 supervisors were trained), the elaboration of the training materials is in the final stage and the platform will presumably be ready before the project ends. While the above mentioned activities are meant to develop an ICT competency framework for teachers and to include ICT components in the curricula, it was not the aim of the project to focus on policy development. This can be seen as a missed opportunity for the CFIT project in itself as a systematic sector policy and framework regarding ICT for education is not in place yet.
- **Efficiency:** None of the planned project activities have been completed in a timely fashion as implementation started with a considerable delay due to internal and external factors. While external factors like political tensions are beyond the project's area of influence, internal factors such as UNESCO's administrative procedures, the length of disbursement processes and resource reallocation also posed a substantial challenge to the project. However, due to a constant communication and cooperation between HQ and the Field Office, certain flexibility and adjustments in the project implementation could be achieved.
- **Sustainability:** The results on sustainability are mixed. On the one hand, the institutional set-up in the country is rather complicated as representatives of three different Ministries are involved in the project implementation and even though representatives from all these institutions are part of the implementation team, some representatives were not aware of the role of their institution played in the project which does not indicate high ownership. However, the MoHE is planning to build on the projects' successful outcomes and align them with its existing (or future) activities, more specifically it is planned to integrate the four IT centres will be integrated into the daily work of the ENS. ENS has already planned a teacher development program that will use the e-learning platform as well as existing modules developed by the CFIT project.

- **Impact:** No impact on policy making can be expected at this stage of implementation. Only recently, efforts to develop an ICT policy co-ordinated by the Committee for the Promotion of Information Technologies in Congo (COPTIC) were undertaken to set up a national plan for ICT infrastructure. On the project level, the output mix of an online platform, training materials, training and ICT equipment has the potential to create certain impacts in the longer run. However, further steps need to be taken; for instance, there are no clear arrangements about the responsibilities for equipment maintenance, which poses a substantial risk for the viability of using the provided ICT facilities a few years from now. Related to this conclusion, the following recommendation for improving the situation in the future (or for future projects) is provided.

Related Recommendation A: In order to enhance the project's added value, it is recommended that the CFIT project takes decisive action to enhance its partnership relations with other donors and relevant Ministries with the aim to replicate the CFIT approach. Moreover, the CFIT project should seek to contribute to the development of the ICT competence framework on a political level, while on a project level aspects like equipment maintenance in the equipped ICT facilities need to be tackled.

Conclusion on DR Congo: The CFIT project is well embedded in country ownership and a multi-donor approach, delivering quality programmes for CPD of teachers. The outreach to the final beneficiaries will still pose challenges

This conclusion is evidenced by the following assessments per evaluation criterion:

- **Relevance:** The UNESCO-CFIT project is justified, favouring mixed modes of learning (ODL, ICT clusters and using different media), is relevant in the educational context and geographic of DR Congo. The project is consistent with the national sector policies, including continuing education for teachers. It aligns with the national guidelines and objectives in the Sector Strategy and the Interim Plan of Education. The approach in DR Congo is slightly different in comparison to other CFIT countries as it focused on in-service teachers. This decision is taken by the national stakeholders to align the CFIT project with the work of other donor organization in one strategic approach to upscale the enormous teacher-force through the use of ICT (both in online and offline mode).
- **Partnership/cooperation:** The CFIT project in DR Congo builds on government-led donor coordination and is involved in a strategic approach involving other donor organisations (USAID, WB, AFD). While CFIT provides the online platform, develops 5 online modules and provides the infrastructure and training in 3 regions; other donor organisations also develop modules and take responsibility to develop the infrastructure and provide training in other parts of the country. Through the partnership, the CFIT project, despite being the project with the smallest budget, ensures a high level of outreach, visibility and strategic policy involvement in the CPD policy of in-service teachers.
- **Effectiveness:** Given the strategic position of the CFIT project and the high level of country ownership, the implementation of activities is considered effective. Key results concern the establishment of the online platform, where learning material developed by projects of other donors (PROSEB and APEP) is inserted as well (www.foad-epsinc.org). The project is seen as a milestone in the national ICT vision; it's the first project that brings together stakeholders in the field of Teacher Development and ICT. Its added value is to support and sustain the work of MEPSp through CGC, but also to pave the way for other coming projects mainly through the GPE and other national and international initiatives. Challenges concerned the delays in procurement, but even more important the lack of ICT proficiency of the key actors: the inspectors. They will need to train in-service teachers at the local level through the use of the online learning platform and the modules, but generally lack the more basic ICT skills. The CFIT project anticipated in a

good way the contextual difficulties related to internet connectivity and outreach to teachers by providing the learning materials in various forms (CD-ROM, USB) and developing radio commercials to make teachers in remote areas aware of the possibilities of CPD via the CFIT online learning platform.

- **Efficiency:** the DR Congo project implementation shows the highest implementation rate of the second group of countries and faced only limited delays in the activity implementation. A particular challenge concerned the delays in procurement of equipment.
- **Sustainability:** Due to the high level of country ownership, the strategic approach to focus on CPD for in-service teachers, donor coordination and multi-donor involvement on the same topic, the results of the CFIT project are considered sustainable: the platform and the modules will be maintained and kept available for all teachers in the country and the donor organisations will make use of the materials in the delivery of their training to teachers. Critical factors for the sustainability are the low ICT proficiency levels of the inspectors (teacher trainers) and whether there is sufficient funding to reach out to the in-service teachers on a more structural basis.
- **Impact:** the CFIT project ensured that CPD modules for in-service teachers are currently available and that there is an infrastructure for teachers to access these materials. This is a major achievement in a country where no CPD possibilities existed before. In line with the sustainability, the project can lead to impact if it is able to sufficiently train the inspectors and reach out to the in-service teachers on a structural basis so that the in-service teachers can actually make use of the learning materials developed and improve their teaching skills.

Related to this conclusion, the following recommendation for improving the situation in the future (or for future projects) is provided.

Related Recommendation B: In order to capitalise on results, the CFIT project should bring the ICT proficiency of the inspectors in line with what is needed to train the teachers and deliver the training to in-service teachers. In addition, the project should be able to provide evidence that the approach actually leads to improved teacher competences and improved quality of education.

Conclusion on Liberia: A combination of external challenges, institutional obstacles and an absence of realistic planning together prevented the Liberian project from reaching its potential. The contribution of activities to the project's objectives (line of reasoning) and the quality of deliverables need critical reflection.

This conclusion is evidenced by the following assessments per evaluation criterion:

- **Relevance:** The CFIT project is overall relevant to the Liberian context. The country faces a high number of unqualified teachers, and ICT illiteracy is estimated to be higher than 80% among teachers. CFIT is therefore relevant to start raising awareness about the possibilities of ICT in education, and provide a structure to introduce teacher educators, and possibly teacher trainees to ICT.
- **Partnership/cooperation:** Despite the potential to learn from mistakes or missed opportunities from a previous USAID that sought to develop the capacity of TTIs, no formal interaction has taken place between the projects. No other development partners have been mobilised to participate and further develop CFIT. Collaboration between the CFIT project team and the Ministry of Education is not without challenges. Despite political support there is insufficient technical cooperation and country ownership.

- **Effectiveness:** It is too early to evaluate the full effectiveness of CFIT in Liberia. Due to various external factors (among others the outbreak of Ebola) and a lack of realistic (contingency) planning, numerous delays have resulted in the situation that the crucial training activities have not yet been conducted at the time of the evaluation. The CFIT project team had not yet mobilized the ICT experts that will conduct the training at the time of the evaluation. It is therefore unlikely that all foreseen trainings can be effectively concluded before the end of the year, when the budget expires. The training modules have been completed, but still need to be printed and distributed. All equipment has been delivered to the TTIs, but only in the University of Liberia, the equipment is up and running (though without internet). In all other locations, the equipment is waiting for the finalisation of refurbishing the resource labs.
- **Efficiency:** Due to the delays in implementation the budget is far from being spent, and it is unlikely that the implementation rate will be above 60% by the end of the year. Although various external factors play a part, delays in implementation were also caused by misunderstandings between the Monrovia Antenna Office and the Administrative staff at the Abuja Regional Office. Because pre-financing for activities not possible (or only very limited under exceptional circumstances), and the Monrovia Antenna Office does not have its own resources, often the project has faced 'unnecessary' delays in implementation.
- **Sustainability:** CFIT developed an ICT competency framework for teachers, and incorporated this into the teacher training curriculum of the B-certificate (pre-service). The modules that will be used for training are almost ready. Due to the incorporation into the curriculum these results are relatively sustainable, but much will depend on the quality of teaching of the educators. There are unclear arrangements on the responsibility for maintenance of the equipment, which harms the sustainability of the project.
- **Impact:** It is too early to evaluate the impacts of the CFIT project in Liberia, as the crucial activities of the project still need to take place. The ICT competency framework for teachers has been integrated into the teacher curriculum, but this alone is insufficient to produce impacts. Teacher educators need to receive adequate training to be able to effectively prepare teacher trainees in ICT literacy.

Related to this conclusion, the following recommendation for improving the situation in the future (or for future projects) is provided.

Related Recommendation C: It is recommended that instead of focusing on new activities or widening to scope to other institutions, CFIT phase 2 is focused towards quality assured training of teacher educators in the institutions already targeted. For these trainings *a priori* learning outcomes should be developed, for which the input from international experts is highly desirable.

Conclusion on Tanzania: The CFIT project has been facing severe challenges due to an unfavorable policy arena and the implementation is heavily delayed. A key achievement is the validation of an ICT competence framework for teachers

This conclusion is evidenced by the following assessments per evaluation criterion:

- **Relevance:** The approach taken by using ICT /blended learning modalities in teacher education and teacher continuous developed is raised by many sources as a valid approach. The CFIT project takes a relevant approach that is not pursued by other partners. In addition, the CFIT project works on issues that are relevant to the TTIs (such as shortage of ICT equipment and ICT-phobia). The teacher educators are well served with new material as the learning and teaching material they use is often outdated. Problematic are firstly the inconsistency in Tanzanian policy making in recent years

making it difficult to do the right thing; secondly the low ICT competency levels amongst teacher educators. More attention could have been given to UNESCO priorities.

- **Partnership/cooperation:** Many partners have played critical roles in complementing the government's efforts to strengthen the education system. CFIT takes the existing initiatives as starting point and baseline and adds to that that ICT is better integrated in subject courses in the TTIs. Problematic is that the CFIT project relied on an earlier SIDA project for ICT infrastructure. After finalization, this infrastructure was no longer in place. Another weakness is that the donor coordination from the Education ministry is still weak. There are structures in place, initiated by the donors, but the meetings with the Ministry and donor organisations on specific topics (quality, budget etc.) are only irregular taking place due to overburdened policy officers in the Ministry. The CFIT project, as other donor projects are, due to the lack of coordination by the Ministry regarded as 'islands'. The CFIT project did not manage to set up additional cooperation arrangement with other partners, the Chinese Embassy or private companies.
- **Effectiveness:** Until the time of the evaluation, the CFIT project has not been very effective. Due to delays caused by changed governmental policies, the modules are about to be finalised but only 70 persons have been trained so far. In addition, the government policy recently changed again, causing that part of the modules are not fit for teacher education (above the qualification level required). Another issue concerns the ICT skills of those that will operate the LMS. One of the assumptions in the future implementation is that the tutors are sufficiently competent in using the LMS, guide and support pre-service teachers and integrating new learning material. The testimonials to trainings offered provide an indication that the ICT skills are not up to speed with what should be required to run a LMS-assisted course. A positive achievement is the development and validation of the ICT competence framework for teachers.
- **Efficiency:** The procurement has been cost-efficient and therefore additional 30,000 USD has been reserved for procurement of solar equipment. This was not foreseen to that extent in the ProDoc. The CFIT project hired a consultant to develop a monitoring and evaluation plan. This detailed plan is however not used in the implementation of the project as the project implementation is already effectively monitoring by the internal UNESCO tools. The number of beneficiaries of the CFIT project is low. In total around 70 persons have been trained in the 2 TTIs which is low compared to other CFIT countries. Still a lot depends on the implementation of the modules and digitization of the modules in the LMS and the training following this.
- **Sustainability:** The sustainability at national level is seriously hampered by changing policy directions, a lack of strategic policy planning and a lack of government-led donor coordination. In TTIs, the conditions are in place to use what is developed in CFIT, although there are still concerns about the ICT proficiency of the tutors. The results of the CFIT project will be used in other projects as well, such as the Girls Education project and probably, the upcoming Canadian project on teacher education. The plans to scale up the project results will only be implemented once additional support can be found, either in CFIT phase II or with other means. Without additional support, there will not be any scaling up. The Education Ministry is at this moment not in the position to make available budgets or time of policy makers to devote to the scaling up of the project results. The Ministry will therefore not actively push for the further upscaling of the CFIT results.
- **Impact:** The ICT competence framework for teachers was refined, improved and validated by the Ministry. It will be integrated in the National Framework for Teacher Education Curriculum. This framework should in the end apply to all teachers, although there is not yet a plan how in-service trainers can be further trained. The ICT facilities within the TTIs have been improved. When the solar systems are in place, in each TTI 20 computers plus server can be permanently powered. Beneficiaries increased their

competences in integrating ICT in education and using module, but did not have the opportunity to apply these competences in practice. It remains therefore difficult to assess whether lasting/ long-term effects will be reached through the training provided. An intangible, but important effect of the CFIT project in the TTIs is that “CFIT inspired us”. The main enabling factor for change would be a strategic and stable policy direction of the Ministry of Education with regard teacher education. As long as this is lacking, small projects such as CFIT will not be scaled up unless additional funding is provided.

Related to this conclusion, the following recommendation for improving the situation in the future (or for future projects) is provided.

Related Recommendation D: The CFIT project should take additional steps to train teacher trainers in using LMS and to scale up the project. Also, the project should follow-up on the ICT competence framework and ensure that it also leads to CPD for teachers (parts of the LMS could be used for this), this together with other donors. In general, the project could facilitate more training.

Conclusion on Uganda: The CFIT project faced severe delays and is currently catching up to complete the activities. However stakeholders lack an overview of the bigger picture how the project would lead to change. A major achievement of the CFIT project is the establishment of a national ICT competence framework for teachers

This conclusion is evidenced by the following assessments per evaluation criterion:

- **Relevance:** The CFIT project responds to the needs of the country and supports in bringing the pedagogical quality of teachers at a higher level through the use of different ICTs. In order to be more relevant, the project could have focused more on ICT literacy provision and capacity building at the level of the Ministry of Education (in terms of support in developing policy strategies, educational planning and donor coordination).
- **Partnership /cooperation:** The coordination and management of the project have been far from optimal. The control from the Regional Office and the lack of autonomy at the level of the project office is regarded by many stakeholders to be a hampering factor and a reason for project implementation delays. The partnership with the participating TTIs is generally constructive although many activities have been at a stand-still for a long time due to the absence of a NPO. The partnership with other organisations and donors have seen a slow start as well. Only in recent months, after the appointment of the NPO more interaction with donors took place.
- **Effectiveness:** The project implementation was heavily delayed due to the late appointment of the NPO and the delays due to procurement procedures. The NPO came to office only in March 2016, with only 10 months to complete the activities. There are a number of important consequences of this situation: A) The project has been at a stand-still, reducing attention and ownership at the side of the Ministry; B) Project activities were not synchronised: tutors received training on the use of the LMS but the equipment and LMS were not yet installed. Refresher courses were therefore needed; C) In the final stage of the project, a lot of training will take place. The tutors will receive estimated 25 days of training in the last 3 months (!). It remains to be seen whether this is feasible for the TTIs; D) The stakeholders and participants lose the overview of the sequence of the project activities. Many trainings appear ad hoc for them as they are not planned well in advance and positioned into a broader development strategy. At best the CFIT project can complete most of its activities, but there is no time left to monitor whether educators actually apply an active teaching and learning approach through ICTs in their classroom and whether pre-service teachers (students) take over this approach and hence improve the quality of education. A major achievement of the

CFIT project has been the establishment of a national ICT competence framework for teachers, which is also formally validated by the Ministry.

- **Efficiency:** Until the appointment of the new NPO in March 2016, the implementation rate was 15%; this increased to 65% in September 2016. This indicates that the project is speeding up and that, given the pace of developments, the implementation rate will end up at an acceptable level. However, the focus on getting activities and trainings organised distracts the focus on what should be the results of the project: do the trainings provided really lead to improved teaching and learning? The delays in the implementation do not allow to follow-up on this within the timeframe of the project. The joint procurement with Tanzania, organised by the Regional Office resulted in a lower quotation and with the budget more equipment was procured than expected. A more negative note are the cumbersome administrative procedures and the lack of flexibility to reimburse participants of training at the spot (participants have to wait months before being reimbursed via UNDP).
- **Sustainability:** The sustainability at the level of TTIs is regarded positive: The TTIs see the project as providing a strategic impetus to improve their pedagogies and use more ICT-integrated teaching and learning. At the Ministry level, the sustainability is under pressure. The policy frameworks and donor coordination is lacking to present a trustworthy plan how to sustain the project results after CFIT is terminated. One major challenge is the low ICT proficiency level of tutors in the TTIs (especially in the non-core TTIs).
- **Impact:** As the implementation is still taking place, no indications can be seen as impact on improving quality of teaching and learning in the TTIs.

Related to this conclusion, the following recommendation for improving the situation in the future (or for future projects) is provided.

Related Recommendation E: More needs to be done to bring the modules developed in the three core TTIs to the level of national modules: they are currently not quality assured. In addition, the outreach to other TTI needs to be given a more prominent place to scale up the project. Finally, the project needs to show that the competences of teacher trainers and teachers increases and that it leads to improved quality of education.

6. Overarching conclusions and recommendations (related to all five countries)

On the basis of the Reconstructed Theory of Change, the description of the country specific approach and the assessment against the evaluation criteria, overarching conclusions can be drawn on the UNESCO-CFIT project implementation in the five countries. Related to these conclusions, recommendations are provided for UNESCO HQ and the Donor to take action.

Conclusions and recommendations on the entire CFIT implementation (eight countries) are provided in the synthesis report.

Conclusion 1: The CFIT project contributed in all countries to build capacities in TTI to use ICT in teacher education and to put ICT integration in education on the (policy) agenda

The CFIT project made a considerable contribution to the quality of teacher education in the five countries. The project improved the ICT infrastructure and provided guidelines and manuals how to operate and maintain the equipment. The project contributed to improving the quality of teaching and learning materials in TTIs. The project built capacities of management and teacher trainers in the TTIs to use ICT and online learning platforms. Finally, the project brought together TTIs and national institutions (for instance for curriculum development) and universities to collaborate on improving teacher competences through the use of ICT. Besides these tangible outcomes, the project also brought intangible outcomes. As was often expressed by participants, the CFIT project inspired teacher trainers and TTIs to do more with ICT, it opened a whole new domain to improve teaching and learning material for teacher education and it made teacher trainers aware that ICT is a valuable means to bring the pedagogies of teachers into the 21st century.

Related to this conclusion, the following recommendation for improving the situation in the future (or for future projects) is provided.

Related Recommendation A: UNESCO HQ and the Donor should see whether the CFIT approach can be expanded to other countries. In addition, it should ensure that lessons learned and products developed in the CFIT countries (for instance modules, experiences with LMS) are communicated to non-CFIT countries so that they can also benefit from the CFIT project.

It is recommended that the CFIT project contributions are communicated to other countries, particularly countries that will enter the CFIT project in the second phase. The lessons learned and main achievements can be split in two types:

1. In terms of tangible outcomes, the project contributed to improving the quality of teaching and learning materials in TTIs, built capacities of management and teacher trainers in TTIs and improved the ICT infrastructures, provided guidelines and manuals how to operate and maintain the equipment.
2. In terms of less tangible but equally important outcomes, CFIT inspired teacher trainers and TTIs to do more with ICT, it opened a whole new domain to improve teaching and learning material for teacher education and it made teacher trainers better aware of the value of ICT.

Conclusion 2: The CFIT countries faced difficulties in linking the project's objectives to actual results in the project implementation. As a result, in various countries discrepancies can be observed between the Theory of Change of the project, the national project document and actual implementation.

CFIT aims to improve the quality of teacher educators, teachers and the quality of education, by (1) developing the capacity of TTIs and teachers to use ICT, (2) by using ICT to reach out and (3) by better facilitating TTIs and its teacher educators, all in close collaboration with national stakeholders. This approach should help improve the capacity of TTI to reduce the shortage of qualified teachers.

In general, this statement holds for all the five CFIT countries, but when looking at the way the problem statement is operationalised in each of the countries in order to achieve change, discrepancies emerge between the Theory of Change and the actual implementation:

- This concerns first of all that the problem statement and the approach (encouraging ICT in education) is correct, but for a number of the countries **a bridge too far, as the country lack at national, institutional and individual (teachers/teacher educators) capacities to implement effectively ICT in education.** Before being able to pick the fruits from ICT in education and truly improve the quality of teacher education, teacher trainers should possess sufficient ICT skills to be able to use ICT and understand its potential. Although it is acknowledged that the project provides a good step in the right direction, for some countries, the critical assumption for making the CFIT approach work is not fulfilled, even in the central TTIs (i.e. basic ICT skills).
- Secondly, in order to achieve change at national level, the Theory of Change emphasises the need to **strengthen country ownership and align with ongoing initiatives** at global, regional and country levels. Within the five countries it was felt that the country ownership of the project has been weak and that country ineffectively coordinate different donors, which results in the fact that the CFIT project in many countries is conducted in isolation from other (donor) initiatives. The CFIT project did not manage in all countries to firmly establish policy attention and sustainable policy frameworks on ICT in education by which the project results could stay relevant over time.
- Thirdly, the **theory of change appears rather ambitious given the short implementation time.** As a result of the ambitious planning, activities that should mutually strengthen each other were not implemented in the right temporal order (for instance, training on LMS were delivered while it lasted more than a year before a LMS was established).

Related to this conclusion, the following recommendation for improving the situation in the future (or for future projects) is provided.

Related Recommendation B: UNESCO HQ and the Donor should assess whether the Theory of Change is feasible in the country given the specific country context, monitor on whether the countries are able to establish the conditions for a fruitful implementation in line with the Theory of Change; and finally, allow countries more time for the implementation to enable them to complete the change process as envisaged in the Theory of Change.

Although the Theory of Change is in principle of good quality and has the potential to work (see the evaluation of the first group of 3 countries), particularly the second group of CFIT countries experienced difficulties in maintaining the line of reasoning and establishing the change process throughout the implementation.

Based on this, UNESCO HQ, together with the Donor, should:

1. Before initiating the project, assess whether the Theory of Change is feasible in the country given the specific country context (infrastructure, national capacities, donor

frameworks, ICT proficiency levels etc.) and decide whether the CFIT approach is indeed the right approach for the country at that moment.

2. In the implementation, monitor whether the countries are able to establish the conditions for a fruitful implementation in line with the Theory of Change. Currently, the monitoring and support is more related to administrative issues and whether activities are conducted; but more support could be given to the way for instance country ownership is achieved and maintained.
3. Allow the countries more time in implementing the CFIT approach and complete the change process as expressed in the Theory of Change.

Conclusion 3: In comparison to the first group of three CFIT countries, the CFIT projects in the five countries seem less relevant, effective, efficient, sustainable and reached less (potential) impact. Also within the five countries differences can be observed, mainly caused by differences in project preparation, existing conditions at start of the project and the type of UNESCO presence in the country.

The evaluation of the three CFIT countries found that the CFIT national projects are well aligned with national policy plans and found their niche to contribute to the development of the national education sectors. Furthermore, it concluded that the UNESCO-CFIT project had been effective in the sense that it delivers most of the results as indicated and that in most countries sustainability is assured. Although, as expressed in conclusion 2, the CFIT projects in the five countries also led to considerable positive outcomes, the situation in the five CFIT countries is slightly less positive compared to the three countries. In general, the projects are less aligned with national policy plans, activities are delayed, a large part of the results will not be obtained before the end of the project and sustainability of project results is not assured in all countries. A number of explaining factors can be provided for this.

Difference in preparation

The five countries experienced a less intensive and shorter preparatory phase than the three countries. This impacted country ownership and the depth of the ProDoc. The ProDocs are also less critically assessed by UNESCO HQ and the Donor: the ProDoc contain a lot of repetition, some inconsistencies and vague phrases that would have had to be corrected or commented on by UNESCO HQ or the Donor.

The CFIT project would have benefited from a better start. The ProDoc for each country seem fairly limited in providing details on what is actually the line of reasoning of the project and in embedding the CFIT project in policy frameworks and the work of other donors. Doing so, would have resulted in a more structured approach to the trainings provided, modules developed and LMS developed. Also it would have allowed synergies with other donors to occur at an earlier stage.

It is all the more surprising that the five CFIT countries experienced this less intensive and shorter preparatory phase as the countries were already aware of the CFIT project at the same time as the three countries that started earlier. They should have had the opportunity to start in the preparation at the same time and benefit from the lessons learned in their preparation.

Related to this conclusion, the following recommendation for improving the situation in the future (or for future projects) is provided.

Related Recommendation C: UNESCO HQ and the Donor should allow a longer preparatory phase and reflect more critically, from an expert point of view, on the feasibility of the ProDoc.

The implementation of a project with the CFIT approach would benefit from an intense preparatory phase and quality expert reflections on the programme documentation. Based on

this, UNESCO HQ, together with the Donor are recommended to:

1. Allow a longer preparatory phase where the country team can develop a ProDoc that also tackles issues such as country ownership and other donor involvement. This could involve preparatory missions, workshops and study visits, expert reflections from UNESCO HQ, Donor or other institutions, other CFIT countries.
2. Reflect more critically, from an expert point of view, on the feasibility of the ProDoc and the suggested activities against the overall objective of the CFIT project and the suggested line of reasoning/change process.

Difference in initial starting position

The five countries seem to have a less favourable starting position for integrating ICT in education than the three countries evaluated previously. This concerns both the level of ICT skills amongst teachers and teacher trainers and the capacities of the TTI; and the national level competence to integrate ICT in education:

- The ICT proficiency level of key actors, namely teacher trainers and the TTI's, is in many of the five countries not up to speed with the requirements needed to integrate ICT in education. This does not relate well with the ambition level in the countries to establish LMS (Moodle) which are to be used by teacher trainers to organise the learning of pre-service and in-service teachers. The distance between current skills levels and required skills levels for running a LMS is in many of the countries huge and require an intermediate step before making the line of reasoning in the CFIT work.
- In addition, in most countries, the policy frameworks and stakeholders at national level lack maturity for developing ICT in education as a strategic direction to enhance quality in education. Only a few countries have developed an ICT competence framework for teachers and have a strategic plan to integrate ICT in education. This lack of mature policy frameworks (and competences at national level to develop them) hampers the country ownership and policy embedding. The CFIT project – if identified as a lack at national level – should allow more emphasis on upstream policy advice and capacity building, to enhance the capacity of national stakeholder to review national ICT policies in the field of teacher training and development, defining guiding principles and master plans, developing national ICT Competency Standard or Framework for teachers to promote reforms in this area.

Related to this conclusion, the following recommendation for improving the situation in the future (or for future projects) is provided.

Related Recommendation D: UNESCO HQ and the Donor should, based on the starting point of the country, amend the CFIT approach by focusing less on ICT integration in education and more on basic ICT skills of teachers. Also national policy development/ capacity building could receive more attention.

The CFIT approach should take good consideration on the national starting positions in terms of the ICT skills levels of those involved at institutional and national level to make the project, and its final objectives, relate better to what is feasible in the country. Based on this, UNESCO HQ, together with the Donor are recommended to:

1. Stimulate countries taking a different approach based on the actual skills levels and focus less on ICT integration in education, but more on general ICT proficiency of teachers (this as a necessary, intermediate step towards ICT in education).
2. Include more activities to assure that ICT in education is more strategically taken on board in national level policy making through support in policy development and

capacity building of key stakeholders.

Difference in UNESCO infrastructure in the country

The Theory of Change (and the underlying Programme Documentation) stress the importance of building country ownership. This seems to be better achieved in countries where UNESCO has a permanent presence in the form of a Field Office. The more hierarchical and distant coordination of the project through a faraway Regional Office and NPO seem to lack authority, lack effective communication and complicates administrative procedures resulting in less priority at national level to implement the project.

Related to this conclusion, the following recommendation for improving the situation in the future (or for future projects) is provided.

Related Recommendation E: UNESCO HQ should reflect on whether it should implement a CFIT-like project in countries where it does not have a Field Office.

The progress of implementation and results in comparison to the objective were best achieved in countries where UNESCO has a permanent presence in the form of a Field Office. The more hierarchical and distant coordination of the project through a faraway Regional Office and NPO seem to lack authority, lack effective communication and complicates administrative procedures resulting in less priority at national level to implement the project.

Conclusion 4: The cooperation with stakeholders in the countries, between the countries and between CFIT/UNESCO stakeholders is underdeveloped. While cooperation between various stakeholders can help solving (common) implementation challenges, the cooperation in the countries (for instance between TTIs) and even more between countries did not significantly contribute to easing the implementation.

The Theory of Change stresses that the project should create a holistic enabling environment and align with ongoing initiatives at global, regional and country levels. Cooperation between relevant stakeholders (in and beyond the project countries), such as exchanging knowledge, planning next projects etc. in the country, between CFIT countries and involvement of other donor organisations active in the same field is crucial in reaching sustainable results within a broader country, regional and global context. In addition, as the CFIT countries implement slightly different, but similar activities within the CFIT project (they all contain development of learning material; training of teacher trainers; purchasing equipment; and monitoring, reporting and evaluation), implementation challenges can be more easily solved when lessons learned in other countries are transferred and discussed. The cooperation in the countries and even more between countries however did not significantly contribute to easing the implementation in the five countries:

- Each of the CFIT countries has involved other donor organizations, though with varying success. Although there are some good examples for the countries (DR Congo is a positive exception as here fruitful cooperation and government-led donor coordination was in place), in general the CFIT projects have not established the synergies with other donors that was hoped for. This hampered both the effectiveness and sustainability of the CFIT approach.
- Between the CFIT countries, only limited exchange took place to discuss challenges encountered and solutions found, despite that this could have been very relevant for issues like developing, assuring and maintaining country ownership; developing ICT competence frameworks for teachers; assuring quality in module development; sharing developed modules in the same subjects (STEM, language, didactics etc.), procurement). The joint meetings such as in Paris (April 2016) focusing on briefly

presenting the country approach and challenges encountered but lacked the possibility to discuss specific common challenges in more detail. The study tours were valued by participants but have not been organised in the last year of implementation (the year when the five countries speeded up the implementation)

- Between CFIT/UNESCO stakeholders and the countries there is only limited evidence of in-depth cooperation (there is involvement reported on of IICBA, the International Taskforce for Teachers), but there could be an increased involvement of international expertise from UNESCO HQ, IICBA, other CFIT countries to ensure maximum learning effect and quality of final deliverables.
- Finally, as a general issue with the CFIT approach, more lessons could be learned from how China dealt or would have dealt with a number of challenges, as this would provide more practical examples of South-South cooperation.

Related to this conclusion, the following recommendation for improving the situation in the future (or for future projects) is provided.

Related Recommendation F: UNESCO HQ and the Donor should function more as 'knowledge broker' to bring different stakeholders, in the countries, between countries and between countries and organisations together on specific challenges encountered in the CFIT project implementation.

The CFIT implementation would benefit from increased learning effects and better mobilisation of specific expertise at country level and international level. Also, better involvement and in-depth cooperation with other donor organisations is needed for improved sustainability. Based on this, UNESCO HQ, together with the Donor is recommended to:

1. Ensure better donor coordination in the CFIT countries and if this is ineffectively organised by the government, establishing opportunities to do this within the CFIT project
2. Ensure topic/challenge-based discussions between CFIT countries project teams
3. Better involve IICBA and UNESCO HQ expertise in the CFIT project implementation and clarify the role of different UNESCO entities (HQ, Regional Office, IICBA) in technically supporting the project implementation
4. Disseminate more lessons learned in the Chinese context to more visibly profit from South-South cooperation.

This requires UNESCO HQ to take a different approach to the CFIT implementation; i.e. less focusing on administrative and monitoring support, but more providing / mobilizing expert advice.

Conclusion 5: The CFIT countries and UNESCO HQ are more focused on reaching outputs than on obtaining results and impact, underemphasizing some critical result areas to complete the change process as expressed in the Theory of Change. Most importantly, the evaluation shows that more reflection on the quality of deliverables (of the modules, LMS developed / trainings) could have contributed to better results and impact

As was concluded in the framework of the evaluation of the first three countries, experts from UNESCO HQ were highly involved in the preparation of the ProDocs. This was also the case for the second group of five countries, but to a slightly lesser extent. In the implementation of the CFIT projects the role of the UNESCO HQ was limited to more administrative monitoring of the implementation and organising the joint activities (conferences, study visits etc.).

As such, the main focus from UNESCO HQ had been on whether activities were conducted, whether reports of these were submitted and whether a sufficient number of participants were

reached. At the same time there has been limited reflection on the **quality of deliverables** (of the modules, or LMS developed); **results and impact** (for instance: are teacher educators really competent in managing a LMS? Is the science and math teacher education actually improved by the ICT integration?); and whether the **broader CFIT approach mutually enforce potential impacts** (i.e. combining the development of learning material; providing equipment and providing training). It is not the range of activities as such by which project results are reached, it is the quality of the activities and the combination of activities that contributes to whether a project leads to change according to the envisaged line of reasoning.

Related to this conclusion, the following recommendation for improving the situation in the future (or for future projects) is provided.

Related Recommendation G: UNESCO HQ and the Donor should monitor the implementation more on quality of deliverables and address more strategic issues that underlie a quality implementation of the CFIT approach (i.e. country ownership). The CFIT implementation would benefit from a more critical monitoring system that is able to steer on quality of products given the project objectives, the UNESCO priorities and the objectives of the Donor. Based on this, UNESCO HQ, together with the Donor is recommended to:

1. as the guideline on the standards of teachers and students in ICT. Establish a mechanism by which the quality of deliverables can be critically assessed, also to improve the learning potential in the project (through for instance peer learning between countries; expert opinion from UNESCO HQ, other institutes, the Donor)
2. Monitor on less tangible aspects such as country ownership, donor involvement, or on a more continuing basis gather insights from the NPOs on more strategic challenges in the project implementation
3. Stimulate country CFIT projects to evidence their results and impact on the quality of teachers and quality of education (after some time of implementation)

Conclusion 6: CFIT countries faced similar implementation challenges related to administrative procedures. These concern for instance disbursement of funds, delays in equipment procurement, delivery and installation. Some of those challenges relate to the UNESCO internal procedures, which can have a negative effect on implementation, particularly in a project with a duration such as the CFIT project.

All CFIT countries are confronted with administrative challenges in the implementation. These concern for instance disbursement of funds, delays in equipment procurement, delivery and installation. Some of those challenges relate to the UNESCO internal procedures, which can have a negative effect on implementation, particularly in a project with a duration such as the CFIT project.

Related to this conclusion, the following recommendation for improving the situation in the future (or for future projects) is provided.

Related Recommendation H: UNESCO HQ should streamline administrative procedures to remove some administrative challenges in the project implementation. This relates especially to the procurement procedures and the disbursement of funds.

Common challenges affected the implementation in all CFIT countries, which relate to the UNESCO internal procedures. Such can be restricting in project with a short duration such as the CFIT project. The streamlining of administrative procedures should focus on disbursement of funds, avoiding delays in equipment procurement, delivery and installation.

ANNEX A: List of respondents and sources

List of respondents at global level (UNESCO HQ and Donor)

Name	Function
UNESCO HQ	
Mr Qian Tang	Director General, Education Sector
Ms Jianhong Dong	Loaned expert, Division for Teaching, Learning and Content
Ms Aurora Cheung	Associate Project Officer
Mr. Edem Adubra	Education, Section Chief, Section of Teacher Development, Division for Education 2030 Support and Coordination
Mr. Jordan Naidoo	Director of Division for Education 2030 Support and Coordination
Mr. Gabriel El Khili	Education Programme Specialist, Section of Teacher Development
Mr. Hiromichi Katayama	Education Programme Specialist, Section of Teacher Development
Donor side	
Ms Lian Xue	Second Secretary, Permanent Delegate of China to UNESCO

List of respondents Congo

Name	Institutional affiliation and	Job title/responsibility
Mme Ana Elisa de Santana Afonso	Bureau BZV	Représentante de l'Unesco
M. Jean NGUIA	NPO- CFIT- Congo, UNESCO BZV	NPO
Mme OBENZA Adolphine	UNESCO BZV	Assistante administrative
M. ITOUA ONDZEM OKOLLO	UNESCO BZV	Assiqtant administratif
Mme OMOLONGO Marlène	UNESCO BZV	Assistante de la Représentante
M. ANKY Raugland Darnarel	UMNG BZV	DTICS UMNG
M. VOUMBO MATOUMONA Léon	UMNG Min Recherche	Directeur CRIPT- MRSIT
M. LOUMOUAMOU Aubin Nestor	ENS UMNG	Directeur adjoint
M. Luo XIAOKUI	Ambassade de Chine	Premier Secrétaire d'Ambassade
M. Rigobert BANZOUZI	Bureau de Brazzaville	Coordonnateur programme

		Education
M. ONGOKA Pascal Robin	ENS UMNG	Directeur ENS Brazzaville
Mme POOS Blandine	ENI Brazzaville	Directrice de l'ENI Brazzaville
Mme OKALI Adèle	ENI Brazzaville	Directrice des études vague A
M. MPASSI NGUANGUI Benjamin	ENI Brazzaville	Directeur des études vague B
M. NZINGOULA Christian Fabrice Lebel	ENI Brazzaville	Enseignant d'informatique
M. MAHOUONO Paul	ENI Brazzaville	Enseignant d'informatique
M. TCHIBAMBA Ignace Taliane	ENS	Directeur de Cabinet
M. Jean GOMA MANIONGUI	MES	Coordonnateur national
M.MAZIKOU Aimé Hubert	INRAP	Chef de Division Sciences exactes et expérimentales
M.LOAMBA Constant Noel Lafleur	INRAP	Chef de Division Sciences humaines
M.MABIALA Alfred Emmanuel	INRAP	Responsable des archives et documentation
M. N'DOUNGOU Jean Pierre	INRAP	Responsable de la cellule technique PLRAP
M.BISSOUMOUNOU Jean Paul Marie	INRAP	Chef de Division Langues
M.LOUOUAMOU Armand Jean Blaise	INRAP	Chef de section Maths et TIC
M.BISSONGUI François	INRAP	Chef de section Sciences physiques

List of respondents Congo DR

Name	Institutional affiliation and	Job title/responsibility
Wang Tongqig	Chinese Embassy	Ambassador
Mr. Van Rumbeke	AFD	Project representative
Paul Bodore	SERNAFOR	Inspector
Julienne Okamba	SERNAFOR	Chief Inspector
Lukuhuhu Mbuhau Flore	SERNAFOR	IPA/8008
Joseph Ndonda Biwdanda	DIPROMAD	Researcher in biology
Fidele Muaku Mnunzi	DIPROMAD	Professor

Simon Nadzo Ambusa	DIPROMAD	Researcher
Marc Nsuangoma	DIPROMAD	IT Specialist
Odette Kinana	DIPROMAD	Expert
Mukangi Faida Clementine	SERNAFOR	IPA/8008
Osako Kalondo Gemma	SERNAFOR	IPA/8008
Dom. Gaston Masila	DIPROMAD	Head of Division
Patay Shole	SERNAFOR	IT Specialist
Patrick Kapena	CGC	IT Specialist
Feugueng Desire Maglovie	CFIT	Consultant E-learning
Cynthia Mungema	CFIT	Consultant
Joseph Kawole	SERNAFOR	Inspector
Rose Leta	UNESCO	CFIT
Feugueng Desire Magloire	CFIT	Expert ICTE
Emery Mpinda	CGC	IT Specialist
Cleo Djuma	CGC	IT Specialist
Jovin Mukadi Tsangala	Ministry of Education	Ministry Advisor

List of respondents Liberia

Name	Institutional affiliation and	Job title/responsibility
Stevenson Seidi	UNESCO – Liberia	NPO
Saidou Sireh Jallow	UNESCO – Abuja regional Office	Senior Programme Specialist - Education
Advertus O. Wright	Ministry of Education	Asst. Minister/Teacher Education
Dr. Romelle A. Horton	Ministry of Education	Deputy Minister/Instruction
Caston Harris	Liberia National Commission for UNESCO	Acting. Secretary/NATCOM
Augustine Kimba	Ministry of Education	Assist. Minister/General Services
S. Sergoriant N. Baxter	University of Liberia	Instructor
Moses Y. Yarkpawolo	University of Liberia	Acting Dean/Teacher College
Tom N. Wesseh	University of Liberia	Instructor
Lavela A. Tokpa	University of Liberia	Instructor
Peter S. Dolo	University of Liberia	Instructor

H.E. Yang Yue	Chinese Embassy	Chinese Ambassador to Liberia
Jebbeh N. Gray	Kakata Rural Teacher Training Institute	Academic Dean
Zack Caranda	Kakata Rural Teacher Training Institute	IT Specialist
Shadrach Kerl	Kakata Rural Teacher Training Institute	Director
Abraham Woart	Webbo Rural Teacher Training Institute	IT Specialist
Patrick Davies	Webbo Rural Teacher Training Institute	Director
Thomas Kan-Nyepan	Webbo Rural Teacher Training Institute	Academic Dean
Tamba Gbengor	Zorzor Rural Teacher Training Institute	IT Specialist
Martin Poquie	Zorzor Rural Teacher Training Institute	Director
Justine Kanneh	Zorzor Rural Teacher Training Institute	Academic Dean
Sangay Faeften	Ministry of Education	Director/ Science and Technology
Siafa Bottomley	Ministry of Education	Director/ICT Division
Joseph Scell	Ministry of Education	ICT Specialist
Zeon Harmon	Local Consultant	ICT Specialist
Ivan Brown	Local Consultant	ICT Specialist
Andrew Jlay	Local Consultant	Lead Local Consultant/Educationist
Nathaniel Sikeley	Ministry of Education	Proposal writer and Educationist
Willhemina Versini	Ministry of Education	Comptroller

List of respondents Tanzania

Name	Institutional affiliation and	Job title/responsibility
Jesca Moim	MTC	Dean of students
Samual Irira	MTC	Principal
Kwangu Masalu	MTC	Head of ICT department
Menard Johnson Sikana	MTC	Tutor Physics

Stephen Paul	MTC	Tutor Chemistry
Angela Joseph Tarimo	MTC	Tutor Chemistry
Magnus Fortunatus Makungu	MTC	Tutor Physics
Edwin Sifael Kessy	MTC	Tutor Physics
Eben Mbisese	MTC	Tutor Biology
Lucas Paul	MTC	Tutor Chemistry
Ashura Hassan Mwangu	MTC	Tutor Chemistry
Elifuraha Julius Khuley	MTC	Tutor ICT
Edward Joram Massano	MTC	Tutor Chemistry
Group of seven students	MTC	students
Zulmira Rodrigues	UNESCO Office Dar Es Salaam	Head of office
Faith Shayo	UNESCO Office Dar Es Salaam	NPO
GAO Wei	Embassy of the People's Republic of China in the United Republic of Tanzania	Cultural Counsellor
YE Tainfa	Embassy of the People's Republic of China in the United Republic of Tanzania	Attaché
Michael Wilfred Ng'umbi	Open University of Tanzania	Senior lecturer and Dean of the Faculty of Education
Godfrey Haonga	Open University of Tanzania	Instructional Designer
Samuel J. Makundi	MoEST	Acting Director Teacher Education Department
Sarahfloreutura Kironde	MoEST	Policy officer Teacher Education Department
Ralph Masenge	University of Dar es Salaam	CFIT Project National Team Leader
Regina Monyemangene	Open University of Tanzania	Assistant Lecturer ICT Department, Faculty of Science, Technology & Environmental Studies Head of Educational Technology Department
Edephonice Ngemera Nfuka	Open University of Tanzania	Director Institute of Educational and Management Studies

Luly Bulili	Open University of Tanzania	ICT Consultancy Manager
Simon A. Monko	Open University of Tanzania	Head of Smart Card Section
Mania Augusti	Open University of Tanzania	Head of Research Section Educational Technology
Famila Mfaume	Open University of Tanzania	Service control and planning Department
Alice Birnbaum	High Commission of Canada	First Secretary (Development) / Education Sector Team Leader

List of respondents Uganda

Name	Institutional affiliation and	Job title/responsibility
Michael Bitatule Rujumba	UNESCO Regional Office for Eastern Africa, Nairobi, Project Office, Kampala	National Project Officer - CFIT
Dorcas Avinya	UNESCO Regional Office for Eastern Africa, Nairobi, Project Office, Kampala	Programme Assistant
Rosie Agoi	Uganda National Commission for UNESCO	Assistance Secretary General
Seraphine Awacango	Education Local Expertise Centre Uganda	Chief Executive Officer
Victoria Kisaakye Kanobe	UNESCO Regional Office for Eastern Africa, Nairobi, Project Office, Kampala	Program Coordinator
Augustine Omar- Okuru	Former SG UNATCOM, Consultant UNESCO Project Office	
Martha Apolot	Shimoni Core Primary Teacher College	Administrator
Beatrice Byakutaga	Shimoni Core Primary Teacher College	Principal
Mercy Sharon Nansubuga	Shimoni Core Primary Teacher College	Focal Point Person
Joan Talibawo	Shimoni Core Primary Teacher College	Tutor
Lukiya Mirembe	Shimoni Core Primary Teacher College	Administrator
Jaco du Toit	UNESCO Regional Office for Eastern Africa, Nairobi	Adviser for Communication and Information
Charlotte Oloya	Varkey Foundation	Programme manager
Margaret Mbabazi Friday	Varkey Foundation	Trainer

Godfrey Fred Muwanga	Nakawa Vocational Training Institute	Acting Principal
Francis Omoo	Nakawa Vocational Training Institute	Deputy Principal
Saeri Muto	Nakawa Vocational Training Institute / JICA	Chief advisor / TVET lead project
Chu Maoming	Embassy of the People's Republic of China	Deputy Chief of Mission
Joyce Ayikone Asumwe	Kyambogo University	Dean of Faculty of Education
Stephen Ndawula	Kyambogo University	Senior Lecturer and Director of Open, Distance and e- Learning
Grace Lubaale	Kyambogo University	Head of Department Teacher Education and Development Studies
Jane Egau Okou	Department of teachers/ instructor education and training (TIET), Ministry of Education, Science, Technology and Sports (MoESTS)	Assistant Commissioner: Instructor and Tutor education
Kibedi Abdul Majid Nkuuty	Department of teachers/ instructor education and training (TIET), Ministry of Education, Science, Technology and Sports (MoESTS)	Principal Education Officer
Mugisha Annet Kajura	Department of teachers/ instructor education and training (TIET), Ministry of Education, Science, Technology and Sports (MoESTS)	Senior Education Officer
Bategonya Moses	Department of teachers/ instructor education and training (TIET), Ministry of Education, Science, Technology and Sports (MoESTS)	Senior Education Officer
Wandabwa Margaret	Department of teachers/ instructor education and training (TIET), Ministry of Education, Science, Technology and Sports (MoESTS)	Senior Education Officer
Tabura Andrew	Department of teachers/ instructor education and training (TIET), Ministry of Education, Science, Technology and Sports (MoESTS)	Education Officer
Barbara Radelli	BTC	Teacher Training Education Project Administrator
	Due to holiday period, it was difficult to speak with students in the Shimoni and Nakawa. In	

	Kyambogo a lesson on ICT basic skills was observed.	
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ANNEX B: Inventory underlying the reconstructed Theory of Change

In order to understand the underlying ToC and line of reasoning behind CFIT, first a framework needs to be developed that can be applied in mapping the ToC. The research method used to reconstruct the ToC concerns literature review and interviews with key stakeholders within UNESCO. This framework can also serve as a guiding principle in developing a theory of change for the period ahead.

Theory of change is a concept that is applied to initiatives with ambitious and complex goals, which require both operational and strategic planning. Though some may view ToC as simply a 'buzzword', it does appear that it also represents an increased desire for organisations to be able to explore and represent change in a way that reflects a complex and systemic understanding of development.³⁶ At its simplest, theory of change is a dialogue-based process intended to generate a 'description of a sequence of events that is expected to lead to a particular desired outcome.'³⁷ This description is captured in a diagram and narrative to provide a guiding framework for the country project team and stakeholders.

Literature study³⁸ conducted by researchers from London School of Economics (LSE) found that there is "no consensus on how to define ToC, although it is commonly understood as an articulation of how and why a given intervention will lead to specific change."³⁹

A theory of how and why an initiative works

In its early conceptualisation in 1995, Weiss described a ToC as "a theory of how and why an initiative works."⁴⁰ More fully articulated, this can be understood as a way to describe the set of assumptions that explain both the mini-steps that lead to a long term goal and the connections between these activities and the outcomes of an intervention or programme.⁴¹ ToC has been called a number of other things: "a roadmap, a blueprint, an engine of change, a theory of action and more."⁴²

ToC can both be seen as a process and a product. As a product, it consists of an articulation of how objectives, initiatives, and results relate to each other (for instance presented in a schematic form). As a process it can be a tool for reflective thinking⁴³, a conceptual tool to

³⁶ James, Cathy. (2011). Theory of Change Review: A report commissioned by Comic Relief. London, p. 4. Taken from: Stein, D., Valters, C., (2012), Understanding 'Theory of Change' in international development: a review of existing knowledge, p. 3.

³⁷ Rick Davies, April 2012: Blog post on the criteria for assessing the evaluability of a theory of change <http://mandenews.blogspot.co.uk/2012/04/criteria-for-assessing-evaluability-of.html>

³⁸ Taking into account initially 258 documents from major donors, development agencies and expert practitioners on ToC approaches, and analysing 48 documents in depth.

³⁹ Stein, D., Valters, C., (2012), Understanding 'Theory of Change' in international development: a review of existing knowledge, p. 2.

⁴⁰ Weiss, C.H. (1995). Nothing as Practical as Good Theory: Exploring Theory-Based Evaluation for Comprehensive Community Initiatives for Children and Families. In J. Connell, A. Kubisch, L. Schorr and C. Weiss (Eds.) *New Approaches to Evaluating Community Initiatives: Concepts, Methods and Contexts*. New York, Aspen Institute (65-92)

⁴¹ Anderson, A. (2004). *Theory of Change as a Tool for Strategic Planning: A Report on Early Experiences*. The Aspen Institute: Roundtable on Community Change, p. 2.

⁴² Reisman, Jane, Anne Gienapp, and Sarah Stachowiak (2007). *A Guide to Measuring Advocacy and Policy*. Organizational Research Services for the Annie E. Casey Foundation. Baltimore, Maryland (USA). Cited in Ecumenical Advocacy Alliance. (2010). *Monitoring & Evaluation of Advocacy Campaigns: Literature Review*, p.6. Available at <http://www.e-alliance.ch/en/s/advocacy-capacity/resources/evaluating-advocacy-activities/>,

⁴³ James, Cathy. (2011). Theory of Change Review: A report commissioned by Comic Relief. London, p. 4. Taken from: Stein, D., Valters, C., (2012), Understanding 'Theory of Change' in international development: a review of existing knowledge, p. 3.

explore the changes expected from a set of actions⁴⁴, or be seen as an approach to the design and evaluation of social programmes⁴⁵. Theory of change starts from a baseline analysis of the context and issues. It then maps out the logical sequence of activities and expected changes, including underlying assumptions, which are anticipated as being necessary amongst stakeholders and in the contextual conditions to support the desired long-term change.

The LSE literature review identified the following elements (second column) which are required for a comprehensive ToC approach. "Identifying the 'why, what, who, when, and how' that link each element to the larger intervention may be a useful way of more fully understanding the change process."⁴⁶The table contains in the last column direct references to UNESCO-CFIT documentation.

Cluster	Elements of ToC	Questions for mapping ToC	
Line of reasoning towards achieving results (mechanism and expected outcomes)	Problem Statement	<p>What is the problem the CFIT project seeks to overcome?</p> <p>What are the underlying causes of the problem?</p>	<p>There are capacity development needs of benefitting Sub-Saharan countries in relation to teacher's education and professional development:⁴⁷</p> <ul style="list-style-type: none"> - There are severe educational challenges: Sub-Saharan Africa is still home to 43% of the world's out-of-school children. Moreover, the levels of learning achievement in the region are low; serious gender disparities persist; and the learning needs of young children, adolescents and adults continue to suffer from widespread neglect.⁴⁸ - Teachers lie at the crux of all these issues. This means that policies which address the need for teacher training, support and retention should be at the heart of national education policies and planning. - Quality and equity depend on teachers: Educational quality hinges, most fundamentally, on student access to professional teachers. Due to their proximity to students, well-trained teachers can strengthen scientific and critical thinking skills, promote tolerance, encourage dialogue, improve gender equity, and advance important cultural and social values. Research has shown that teachers, more than any other constituent group in

⁴⁴ For examples see Retolaza, I. (2011). Theory of Change: A thinking and action approach to navigate in the complexity of social change processes. Hivos/UNDP/Democratic Dialogue; Mcgee, R., Gaventa, J., Barrett, G., Calland, R., Carlitz, R., & Joshi, A. (2010). Review of Impact and Effectiveness of Transparency and Accountability Initiatives: Synthesis Report. Institute of Development Studies, (October)

⁴⁵ Vogel, I. (2012). Review of the use of "Theory of Change" in international development. DFID, (April), p. 2.

⁴⁶ Van Stolk, C., Ling, T. and Reding, A. (2011). Monitoring and evaluation in stabilisation interventions: Reviewing the state of the art and suggesting ways forward. RAND Europe, prepared for DFID Stabilisation Unit. Taken from: Stein, D., Valters, C., (2012), Understanding 'Theory of Change' in international development: a review of existing knowledge, p. 7. Cited from: Stein, D., Valters, C., (2012), Understanding 'Theory of Change' in international development: a review of existing knowledge, p. 13.

⁴⁷ Project proposal October 2012, p. 3.

⁴⁸ Sub-Saharan Africa is also witnessing a wide variety of developmental challenges—from socioeconomic and political instability to urgent health concerns, including HIV and AIDS pandemics—both impact and are impacted by education. Over half of the population (52%) in Sub-Saharan Africa lives below the poverty line (1.25 \$ per day (UNDP 2009)). This is an education problem as much as an economic one because people excluded from educational opportunities are routinely trapped in cycles of poverty. UNESCO acknowledges the vulnerability of Sub-Saharan Africa and has made it a priority in all its programmes, particularly its education programmes which gives a highest priority to teacher training as a vital ingredient to quality education. Project proposal October 2012, p. 3

			<p>education, determine student learning outcomes. Collectively, they form the principal foundations of effective education systems.⁴⁹</p> <ul style="list-style-type: none"> - The world is facing an acute shortage of qualified teachers. This shortage represents one of the biggest challenges to achieving the Education for All (EFA) targets. Available data reveal that in 112 countries with teacher shortages, at least 2 million more teachers will be needed in classrooms by 2015 to ensure that all students have access to quality primary education. Of these 2 million new teaching posts, over half (1,115,000) are needed in Sub-Saharan Africa. - Teacher education institutions play a critical role in preparing teachers through both pre-service and in-service training. While many developing countries need to strengthen their teacher policies, often their teacher education institutions have insufficient capacity to produce the required number of qualified teachers. A number of studies suggest that the capacity challenges in many developing countries relate mostly to institutional and organizational issues than to individual ones. In many instances, individual qualifications and skills have been improved, including through studies and training abroad, but this has not always contributed to the improvement in the effectiveness and performance of the national institutions.
	Overall Goal	What is the objective of the activities under the CFIT project	<p>The project aims to accelerate progress towards the attainment of EFA goals, and in particular goal 6 (EFA Goal 6: Improve the quality of education) -and the education-related Millennium Development Goals (MDGs) (MDG Goal 2: Achieve universal primary education: Target 2A: By 2015, all children can complete a full course of primary schooling, girls and boys) by enhancing the capacity of teacher education systems to train adequate number of qualified teachers in selected countries.⁵⁰</p> <p>It also links to SDG goal 4 quality education, target: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.</p> <p>Fit with UNESCO: "UNESCO takes a holistic and comprehensive approach to promoting ICT in education. Access, inclusion and quality are among the main challenges to address." And UNESCO ICT competence framework for teachers (2008, 2011)</p> <p>Specific objectives are:</p> <ul style="list-style-type: none"> - To increase the supply of qualified teachers through ICT-supported distance training programs; - To support in-service teachers' continuous professional development via successful ICT-support innovations in this domain;

⁴⁹ Project proposal October 2012, p. 3

⁵⁰ Project proposal October 2012, p. 4.

		<p>How does the objective relate to the problem definition?</p> <p>How is success of the activities under the CFIT project measured?</p>	<ul style="list-style-type: none"> - To equip teacher trainers and teachers with the competency of using ICT to improve the quality of teaching and learning - To support knowledge-sharing on effective strategies and practices. <p>The project will address the capacity development in the following four areas, namely capacities embedded in: (i) relevant institutions; (ii) organizational structures of line ministries and key teacher education/training institutions; (iii) staff skills and competencies; and (iv) capacities as supporting resource, such as the knowledge base.</p> <p>At the end of the project, it is expected that the capacity of the selected key teacher education/training institutions of target countries will have been enhanced. More specifically, these countries will have:</p> <ul style="list-style-type: none"> - improved the teacher supply capacity of existing key teacher education/training institutions through strengthening the existing, or launching new, ICT-supported distance training programmes; - well established programmes for in-service teachers' continuous professional development, supported by blended learning modalities; - enhanced the capacity of teacher training institutions to develop training programmes on ICT for pre-service teachers and improved teacher trainers' capability of implementing the training on ICT in education; - reinforced the knowledge sharing and networking among institutional leaders, policy makers and other concerned stakeholders, with results in improved policies and/or practices to generate the proper environment for teacher education/training institutions to operate; <p>As UNESCO, through a number of initiatives (such as CapEFA) and cooperation with some partners (TEFAS, GEMS, etc.) seek to encourage and support governments to develop appropriate teacher policies, this project will focus on enhancing the capacities of teacher education institutions to prepare an adequate number of qualified teachers to achieve EFA.</p> <p>To facilitate the M&E process, UNESCO, in collaboration with participating countries, will develop a comprehensive and integrated M&E framework with measurable indicators to (i) guide the baseline study in setting appropriate benchmarks to monitor the progress of the project; (ii) measure the progress against baseline and set benchmarks; (iii) evaluate the project relevance and effectiveness in relation to the expected results.</p> <p>Regular progress reports will be submitted on a yearly basis by the designated country project focal point of the FOs to ED/THE in UNESCO Headquarters. Reporting to the Donor will be the responsibility of the ED/THE in cooperation with UNESCO (BSP/CFS). A template for the project reporting will be provided for this purpose. Financial yearly report, prepared by the Bureau of Financial Management (BFM), will also be submitted at the same time to the Donor.</p>
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		<p>CFIT Overall ProDoc 3 countries:</p> <p>The monitoring takes into account the following activities:</p> <ol style="list-style-type: none"> 1. Development of learning materials 2. Training and seminars at national level 3. Purchasing equipment 4. Regional meetings and dissemination 5. Monitoring, reporting and evaluation 6. Miscellaneous activities <p>In relation to these actions, output indicators are defined.</p>
	Change Process	<p>What is the mechanism of change linking the inputs to short-term output/outcomes and long-term goal (How are the activities under the CFIT project envisaged to lead to the expected results)?</p> <p>Each specific objective is further described in terms of how it achieves these objectives:</p> <ul style="list-style-type: none"> • by improving the capacity of existing key teacher education/training institutions in each benefiting country to provide pre-service quality programmes so as to increase the supply of qualified teachers particularly through ICT-supported distance training programmes; • by strengthening the capacity of key teacher education/training institutions in supporting in-service teachers' continuous professional development, particularly through blended learning modalities and programmes scaling up successful ICT-support innovations in this domain; • by enhancing the capacity of key teacher education/training institutions to equip teacher trainers and teachers with the competency of using ICT to improve the quality of teaching and learning; • by supporting networks of teacher education/training institutions for knowledge sharing among policy makers, institutional leaders and other stakeholders on effective strategies and practices. <p>In addition, the implementation strategy is based on a number of lessons learned in previous projects:</p> <ul style="list-style-type: none"> - Firstly, in order to ensure country ownership, the project will be implemented, led and driven by the countries' education authorities and with their full participation from the project design stage and throughout the whole lifecycle of the project. UNESCO will support the participating countries exercise effective leadership over their teacher training policies/strategies, coordinate related programmes, including those funded by external partners, - Secondly, the project being focused on national capacity building, UNESCO's support will be aligned with the target countries' capacity development objectives and strategies, seeking to make effective use of existing capacities in these countries. Meanwhile, UNESCO will draw on successful and good practices and mobilize its expertise and networks, such as the UNESCO Chairs, to bring in international experience, including

			<p>from the PRC's, and to provide relevant technical support. Furthermore, in view of providing world class expertise, a pool of international experts will be created, composed of experts in the field of teacher education, and in related areas such as ICT, gender, curriculum and development of learning material. The most suitable experts from this pool will be used in the different phases of the project.</p> <ul style="list-style-type: none">- Thirdly, the design and implementation of the project should be tailored to the contexts and needs of country education system, especially regarding curriculum and programmes, so as to ensure the relevance of the programmes developed. In close consultation with the beneficiary governments, UNESCO and the donor will make all efforts to mobilize other partners to strengthen the impact and outreach of the programme.- Fourthly, the project will adopt a participatory approach in designing and implementing the project, by engaging concerned governmental sectors, teachers' unions, parents' associations, development partners, and other relevant stakeholders.- Fifthly, website, e-newsletters, and social media will be used to promote communication (in a cost-effective way), and to improve the impact of the project's activities, achievements and lessons learned and its visibility at national and international levels.									
Change Markers	What are the milestones, indicators or other tools to assess/measure extent of change?	<p>The table below summarises our interpretation of the project documents and lists a number of result indicators linked to each of the immediate objectives outlined above.</p> <table><tr><th>Immediate objectives</th><th>Result indicators</th><th>Impact</th></tr><tr><td>Increase the capacity of Teacher training relevant institutions to offer ICT-supported distance training programs</td><td><ul style="list-style-type: none">○ Number of pre-service learning modules produced○ Number of new pre-service courses offered○ Number of existing pre-service courses revised</td><td>Improved teacher supply capacity of key teacher education institutions</td></tr><tr><td>Improve the capacity of Teacher training relevant institutions to offer ICT-supported distance training programs</td><td><ul style="list-style-type: none">○ Number of in-service learning modules produced○ Number of new in-service courses offered○ Number of existing in-service courses revised</td><td>Well established programmes for in-service teachers' CPD, supported by blended learning modalities</td></tr></table>		Immediate objectives	Result indicators	Impact	Increase the capacity of Teacher training relevant institutions to offer ICT-supported distance training programs	<ul style="list-style-type: none">○ Number of pre-service learning modules produced○ Number of new pre-service courses offered○ Number of existing pre-service courses revised	Improved teacher supply capacity of key teacher education institutions	Improve the capacity of Teacher training relevant institutions to offer ICT-supported distance training programs	<ul style="list-style-type: none">○ Number of in-service learning modules produced○ Number of new in-service courses offered○ Number of existing in-service courses revised	Well established programmes for in-service teachers' CPD, supported by blended learning modalities
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			Enhance the capacity of TTI to develop training programmes on ICT	<ul style="list-style-type: none"> ○ Number of new or updated training courses on ICT in education ○ Teacher educators trained in ICT skills ○ Number of devices installed and working 	Enhanced capacity of teacher training institutions to develop training programmes on ICT for teacher trainees
			Provide opportunities to share knowledge among TTIs, in-country and cross-country	Number / breadth of in-/cross-country networks among teacher training institutions	Exchange of practices, experiences, lessons learned
	Meta-Theory	What is the underpinning theory that justifies the chosen change process?	<p>The project is aimed at reaching sustainable results. For this reason, a number of assumptions underlie the project (these can be read as underpinning theories):</p> <ul style="list-style-type: none"> - Focus on the development of national and institutional capacity: Addressing teachers' challenges requires a strong government commitment expressed through a credible national plan. It also demands governmental capacity to develop, implement and monitor the teacher development plans and programmes. The present project emphasizes the importance of the development of national and institutional capacity for policy development, teacher training, and support for teachers' continuous professional development, so that the countries' development in this area is sustained with enhanced capacity relevant to the specific country context. - Creating a holistic enabling environment: Effective teacher training and development cannot be undertaken outside a considered policy framework. To ensure success, the project will seek to respond to different levels of capacity development needs in each target countries: at a policy level, at a technical level and at a practical and school level. The teacher development policy has to go hand in hand with the reinforcement of teacher training institutions and requisite improvement in school leadership and management. Toward that end, the present project combines capacity building for policy makers, institutional leaders, curriculum developers, teacher trainers in response to local context and needs. This will create a holistic enabling environment for the actualization of national teacher policies. - Strengthening Country Ownership: The establishment of the National Coordinating Committee (NCC) will materialize country commitment and ownership. The NCC shall not be sponsored by the project, its establishment and operation will be the 		

			<p>responsibility of the benefiting country.</p> <ul style="list-style-type: none"> - Alignment with ongoing initiatives at global, regional and country levels: Efforts will be made to ensure proper articulation between the present project and ongoing initiatives, programmes and policies for teachers development. Beyond UNESCO's activities, this will be ensured by establishing relations with the education sector group or, in GPE countries, with the Local Education Group (LEG).
Implementation (planned interventions)	Inputs	<p>What is the (financial) input related to individual activities under the CFIT project?</p> <p>What is the timeline associated with reaching the objectives?</p>	<p>A total of US\$8 million is made available by the Government of the People's Republic of China to establish Funds in Trust dedicated to education in Africa, with a particular focus on Teachers.</p> <p>The concerned Field Offices will be duly supported with additional resources to perform their tasks. The management arrangements will be similar to that already in place for other extra-budgetary projects (e.g. Cap EFA, GEMS, etc.).</p> <p>The project will target eight (8) countries over a period of four years. During the first year, the project will be launched in three (3) countries each of a 3-year duration. In the beginning of the second year the project will be launched in the remaining five countries lasting till the end of the fourth year. The diagram below depicts how the project unfolds over four years.</p> <p>To achieve the project objectives, the following key interventions will be carried out at both regional and national levels:</p> <ul style="list-style-type: none"> - 1st quarter of 1st year (first eight weeks): Focused needs assessment and baseline studies through desk review and field studies for the first 3 selected countries -> Draft of the specific country project document including work plan. - 2nd quarter of 1st year: National validation meetings of the country project document and work plan, regional launching meeting with representatives from 3 countries, and launching the project activities -> Finalized and validated country project document including project work plan - From 3rd quarter of 1st year to end of 3rd year: Implementation of the validated project activities in the first 3 countries, including development of training materials and content, procurement and installation of equipment, workshops and thematic seminars, networking forums and/or study tours, curriculum development and implementation, collection and documentation of good practices. -> Training modules; Enhanced ICT facilities; Distance training programmes; Blended learning programmes; Enhanced networks; Improved capacities demonstrated by good practices - End of 1st year: A regional seminar will be organized for the first group of 3 countries to review the lessons learned, to which the representatives from the second group of countries will be invited. -> Knowledge shared; Regional networks reinforced; Visibility increased. - 1st quarter of 2nd year (first eight weeks): Focused needs assessment and baseline studies will be conducted through desk

		<p>What actions are planned in order to achieve the objectives?</p>	<p>review and field studies for the second group of 5 countries. -> Draft of the country project document including project work plan will be developed.</p> <ul style="list-style-type: none"> - 2nd quarter of 2nd year: Validation meetings of the country project document including project work plan, Sub-regional launching meeting with representatives from second group of 5 countries, and kick-off the project activities -> Finalized and validated country project document including project work plan. - From 3rd quarter of 2nd year to the end of 4th year: Implementation of the validated project activities in the second group of 5 countries, including development of training materials and content, procurement and installation of equipment, workshops and thematic seminars, networking forums and/or study tours, curriculum development and implementation, collection and documentation of good practices. -> Training modules; Distance training programmes; Blended learning programmes; Enhanced networks; Improved capacities demonstrated by good practices - 3rd quarter of 2nd year: Mid-term project evaluation on the first 3 countries -> Mid-term project evaluation report of the first 3 countries - End of 2nd year: A regional seminar will be organized for the representatives of all 8 countries to: review the lessons learned; sharing of the mid-term project evaluation; discuss the way forward. ->Knowledge shared; Regional networks reinforced; Visibility increased; Publications of good practices - 3rd quarter of 3rd year: Mid-term project evaluation on the second group countries -> Mid-term project evaluation report of the second 5 countries - Mid-year 4: A regional seminar will be organized to review the experience learned for the representatives of all 8 countries and discuss possible scaling up. -> Knowledge shared; Regional networks reinforced; Visibility increased - By the end of 4th year: Compilation of relevant data and information on the project for the purpose of documentation and publication. -> Publications of successful stories, innovative practices, and lessons learned. - End of 4th year: A regional forum/conference will be organized to present project outputs, share lesson learned -> Knowledge shared; International networks reinforced; Visibility increased; Scaling up activities planned - End of 4th year: Final project evaluation on all 8 countries ->Final project evaluation report of the 8 countries <p>The Implementation phase of the project consists of the following activities:</p> <p>(i) Capacity development of the key teacher education/training institutions: based on recommendations from the needs assessment reports, this phase will start with content development workshops to</p>
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		<p>prepare training resources, training programmes, modules and tools for capacity development, and drafting guidelines for actual implementation of the specified activities. Depending on the country contexts, focus will be put either on capacity building (institutional, organisational, individual) or on developing enabling environment in terms of equipment, or both. More concretely, capacity development will be implemented at three levels:</p> <ol style="list-style-type: none"> 1. Capacity development at policy level, targeting policy makers and institutional leaders of the key teacher education/training institutions, to strengthen the leadership and address issues relating to the reinforcement of teacher training institutions. 2. Capacity development at technical level, to enhance the effectiveness and the performance of teacher training and professional development programmes. Depending on country priorities and needs, the following activities will be implemented: <ul style="list-style-type: none"> - Frameworks and guidelines design for pre- and in-service teacher training (e.g. teacher professional standards, teacher competencies or curriculum); - Translation of the framework into national programmes and their implementation; - Training of trainers in the use of the teacher training programmes translated or elaborated based on the framework (this will include the production of teacher training programmes as well as materials); - Development of teacher training curricula and/or resources for both pre- and in-service programmes. 3. Enhancement of the teacher supply capacity of the existing the key teacher education/training institutions through the use of ICT: the project will provide the necessary equipment and technical supports to develop or upgrade the TTIs' distance training programme to reach more teacher trainees who could not be reached otherwise. This will also contribute to the development of collaboration and exchange among TTIs, as well as the promotion of networks of teacher trainers/educators. <p>(ii) Enhancement of the key teacher education/training institutions in preparing teachers with competency of using ICT to improve the quality of teaching and learning:</p> <p>This component will start with situational analysis on the e-readiness of the participating key teacher education/training institutions, needs assessment on the teachers' ICT competency, and scoping studies on ICT solutions that can be effectively used to enhance access to quality teacher education and development in the target countries. The main findings from these studies will be presented and discussed in a seminar, bringing together all the target countries, with the aim to derive policy recommendations for the concerned countries, including the development of national ICT Competency Standard for Teachers.</p> <p>Following the seminar, each participant country will organize and implement capacity building programmes at three levels.</p>
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		<p>At policy level: Recommendations should be made to policy makers with a view to enhance their capacity to review national ICT policies in the field of teacher training and development, defining guiding principles and master plans, developing national ICT Competency Standard or Framework for teachers to promote reforms in this area.</p> <p>At the curriculum level: Capacity building activities will target curriculum managers and teacher education/training institutions' administrators to review the trainings on ICT in education and the training modalities, to develop new or update existing training courses on ICT in education, particularly through blended learning modalities.</p> <p>At technical level, capacity building activities will target master teacher educators/trainers, researchers and technicians, with a view to enhance their capacity to develop e-learning contents and to implement training courses on ICT in education, based on the ICT equipment provided and the materials/courses developed by the project. The project will also seek to enhance the educators/teacher trainers' capacity to actually deliver the newly developed or updated training courses on ICT in education through the blended learning modalities.</p> <p>(iii) Cross-country networking and knowledge sharing among teacher education/training institutions</p> <p>Good examples of policies in reinforcing institutional capacities, best practices, successful stories, and lessons learned will be collected and shared regularly through publications, newsletter, website, and other media. Sub-regional and regional events will be organized to share knowledge and discuss concerned issues among all participating countries and other countries also in the spirit of South-South cooperation.</p> <p>CFIT Overall ProDoc 3 countries adds to these three main components of the project the following:</p> <p>(iv) In-country networking among teacher training institutions. The emphasis that the project places on a key teacher training institution has to be supplemented by enough opportunities to liaise, disseminate and share knowledge among teacher training institutions, and related centres, in the country. In addition, the project will look at ways in which the experience, the capacities and the equipment can be also put at the disposal of the national community of teacher trainers.</p>
	Actors	<p>What actors are involved in the change process, what is their role and relationship to the activities under the CFIT project? Differentiate</p> <p>The implementation structure serves to reach out to the following primary and direct beneficiaries in the target countries:</p> <ul style="list-style-type: none"> - Policymakers and institutional leaders of key Teacher education / training institutions; - Curriculum managers and teacher education / training institutions' administrators; - Teacher trainers. <p>The project implementation structure will comprise three main actors, namely: (1) the target countries; (2) UNESCO entities, and; (3) the PRC, as donor.</p> <p>(1) the target countries</p>

		<p>between:</p> <ul style="list-style-type: none"> - End-users / Intended beneficiaries - Implementing actors - Additional external stakeholders 	<p>A country project team (NCC) should be established by the national authority, in consultation with the concerned UNESCO Field Office. It should be composed of concerned MOE officials, selected institutional leaders and experts. The team has the following responsibilities:</p> <ul style="list-style-type: none"> - Serving as the entry point for collecting source data and information for the preparation of the needs assessment report; - Advising on the stakeholders to be included in consultations; - Contributing in assessing existing capacity of TTIs, future needs and programme responses; - Contributing to the planning, implementation, and evaluation of the project activities in the country; - Helping advocate the project activities; and - Assisting the scaling up of the project achievements. <p>The national project team (NCC) is an important factor in the implementation of the change process, but the concerned policy makers and educational administrators in the NCC are at the same time project beneficiaries. In particular, the policy makers are expected to enhance their capacity to formulate, implement and monitor teacher policies and plans. The ultimate beneficiaries are teachers and students in the target countries.</p> <p>(2) UNESCO entities</p> <p>The UNESCO Field Offices covering the target countries will facilitate the project preparation, implementation and regular monitoring of activities at country level, as well as be responsible for reporting to UNESCO HQ. The Field Offices will also ensure coordination with similar initiatives undertaken in the country by other agencies and seek coordination and cooperation. In each concerned Field Office, a country project focal point will be designated and will be assigned the following responsibilities:</p> <ul style="list-style-type: none"> - Preparation, organization, and coordination of all project activities (including project evaluation) in the country, in consultation with UNESCO headquarters (ED/THE) - Monitoring the daily operation of the planned project activities, and submitting regular project progress report, including analysing situations in the field and make necessary feedback to UNESCO - Maintaining regular communication among the NCC members, and between country team and UNESCO - Advocating the project in the country to ensure the appropriate visibility to major local stakeholders - Collecting first-hand information and good practices to serve the documentation of project outputs <p>UNESCO Regional offices: The specific role of the regional bureau for education in Dakar (BREDa) and the engagement of the other regional bureaus in Africa will be defined in line with the ongoing implementation of the reform of UNESCO field presence in Sub-Saharan Africa.</p> <p>Headquarter Units: The Division for Teacher Development and Higher Education (ED/THE) will:</p>
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		<ul style="list-style-type: none"> - lead the design and overall planning, and be responsible for overall monitoring, evaluation and reporting, and oversee implementation; - ensure the overall coordination and communication of the project implementation in different countries and liaison with the donor, country teams, relevant UNESCO entities and other major partners, as well as seek complementarity with the CapEFA Program; - provide, mobilize, and coordinate technical assistances to the country project activities; - organize regional activities to facilitate knowledge sharing among different target countries and with other countries; - establish synergy with relevant networks and partners, notably, the Global Partnership for Education, UNICEF, ILO, the World Bank, the OIF (Organisation internationale de la Francophonie), the Commonwealth Secretariat, the International Task Force for Teachers for EFA, the African Union, the Association for the Development of Education in Africa (ADEA), and the African Development Bank; - act as clearinghouse to produce and disseminate knowledge based on practical project activities. - advocate the project to other UNESCO units and relevant international partners. <p>UNESCO specialized Institutes: As an institute specialized in capacity building based in Sub-Saharan Africa, IICBA will play an important role in providing capacity building support to the teacher education institutions. Other UNESCO Education Institutes, in particular the International Bureau of Education (IBE) and the International Institute for Educational Planning (IIEP) will be invited to provide technical assistance, training and applied research as appropriate.</p> <p>UNESCO Chairs: UNESCO chairs may be involved in the project as external experts. UNESCO draws on successful and good practices and mobilize its expertise and network, for which a particular role is defined for the expertise held by UNESCO chairs. The project documents formulate the explicit objective to profit from the Chinese experience in teacher education to further enrich the project's implementation, including through the China based UNESCO Chairs and dedicated scholarships in teacher-related issues.</p> <p>(3) the PRC, as donor</p> <p>The People's Republic of China, will provide guidance, in particular through a seconded expert based at UNESCO (ED/THE), to align the project with other on-going activities under the framework of the China-Africa Cooperation on Teachers. The main duties of this expert, who will operate under the authority and direct supervision of the Director of UNESCO Division ED/THE, will be to: (i) Contribute to the conceptualization and design of this project; (ii) Get involved in the corresponding planning,</p>
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			<p>implementation, monitoring and reporting; (iii) Contribute to the preparation for the review of its implementation; (iv) Liaise with the Chinese authorities on matters concerning this project.</p> <p>In a spirit of South-South cooperation, the Chinese experience in teacher education will be also drawn on to further enrich the project's implementation, including through the China based UNESCO Chairs and dedicated scholarships in teacher-related issues, as well as other relevant networks, resources and potentially additional Chinese sponsors.</p> <p>Lines of responsibilities</p> <table><tr><th></th><th>Entity</th><th>Preparation</th><th>Implementation</th><th>Monitoring and Quality Assurance</th><th>Overall Management</th><th>Communication and Advocacy</th><th>Programme Evaluation</th></tr><tr><td rowspan="2">Target country</td><td>National authorities</td><td>√</td><td>√</td><td>√</td><td></td><td>√</td><td>√</td></tr><tr><td>Country Project Team</td><td>√</td><td>√</td><td></td><td></td><td></td><td>√</td></tr><tr><td rowspan="3">UNESCO</td><td>HQs – ED/THE</td><td>√</td><td></td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>Field Offices (including regional bureaux)</td><td>√</td><td>√</td><td>√</td><td></td><td>√</td><td>√</td></tr><tr><td>IICBA and other Education Institutes</td><td>√</td><td>√</td><td>√</td><td></td><td></td><td>√</td></tr><tr><td colspan="2">Donor - PRC</td><td>√</td><td></td><td>√</td><td></td><td>√</td><td>√</td></tr></table>		Entity	Preparation	Implementation	Monitoring and Quality Assurance	Overall Management	Communication and Advocacy	Programme Evaluation	Target country	National authorities	√	√	√		√	√	Country Project Team	√	√				√	UNESCO	HQs – ED/THE	√		√	√	√	√	Field Offices (including regional bureaux)	√	√	√		√	√	IICBA and other Education Institutes	√	√	√			√	Donor - PRC		√		√		√	√
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Donor - PRC		√		√		√	√																																																	
	Domains of Change	What are the various strands or thematic areas that must be addressed in order to achieve the change, potentially articulated as sub-theories?	First, PRC's contribution to UNESCO's South-South cooperation programme will have strong visibility among the Member States which have stressed the importance of programmes to improve teacher education in Africa. Second, the Government of PRC will benefit from UNESCO's robust political and technical networks as well as experience in Africa where development work faces many challenges. Since UNESCO already has Field Offices responsible for target countries, the organization can help deliver, track, and assess the planned operations. ⁵¹																																																					
Assumptions and risks associated with practical implementation	Internal risks / assumptions	What are the potential modalities of the activities under the CFIT project that may undermine its success, and what	<p>The CFIT ProDoc 3 countries documents defined a number of potential obstacles to success / risks associated with the proposed activities (p. 9-11)</p> <ul style="list-style-type: none">- Risks in the development of learning material: A critical mass of instructional designers must exist or be created. Similarly, adequate equipment must be available to them. Finally, there is a risk of duplicating efforts – therefore, global coordination is essential.- Risks to training and seminars at national level: Two main risks emerge: that the lack of connectivity diminishes the chances of ill-deserved teachers to participate in this offer and that the actual																																																					

⁵¹ Project proposal October 2012, p. 4

n (Outcomes and context)		elements are unquestioned?	<p>contents derive towards basic ICT skills, without moving forward to ICT skills for teaching.</p> <ul style="list-style-type: none"> - Risks in purchasing equipment: Usual risks associated to public procurement are to be considered here. In addition, it is important to consider the total cost of ownership of equipment, thus involving capacity development, connectivity and maintenance. - Risks to regional meeting and dissemination: Language barriers are the most important issue here. - Risks to monitoring, reporting and evaluation: To become really relevant, these activities have to be carried out with the active involvement of the key stakeholders - Risks to 'miscellaneous activities': The budget allocated to the miscellaneous activities may be too low.
	External risks / assumptions	What are external risks to the activities under the CFIT project with the potential to undermine its success and outline plans to overcome these?	<p>CFIT Overall ProDoc 3 countries, p. 8-9</p> <p>The risks are formulated in line with what is described on reaching sustainable results:</p> <ul style="list-style-type: none"> - Political situation and change of governments in the target countries could affect the progress of project implementation. To minimize the risks of government change and/or political instability, the interventions proposed under this project will be aligned and integrated with country educational development frameworks and will be designed and implemented by the concerned teachers training institutions, in consultation with all relevant stakeholders. - The main assumption is country ownership and, in particular, that the proposed activities really address the diverse needs of each beneficiary country and the selected key teacher training institutions. An important risk that has to be taken into consideration is that too much emphasis is put on the equipment in comparison to skills development. A second one is that the need for basic ICT skills development, particularly in the case of teachers, doesn't allow enough effort to be devoted to the development of ICT skills for teaching and learning.

ANNEX C: Evaluation framework (assessment framework)

Relevance			
Evaluation question	Indicator / judgement criterion	Sub-question	How to answer sub-question
EQ1. To what extent are the outcomes and interventions relevant to beneficiary countries' needs and priorities?	Degree to which the CFIT project objectives are aligned with government policy	How does the CFIT project integrate into the education / teacher policy in the country?	Interview Programme coordinator MOE
		How does the CFIT align with the policy and direction of the key Teacher Training Institutions?	Interview TTI
		To what extent do teacher educators and teacher trainees find the CFIT relevant to the needs and priorities of the country?	Survey / focus group Interview TTI
	Extent to which the broader education policy in the country is geared towards use of ICT tools	To what extent do teacher educators and teacher trainees expect to be in a position to apply their newly acquired skills?	
		To what extent are provisions made for considering equipping local schools with ICT equipment, so that the teacher trainees trained in pedagogical use of ICT will be able to utilize their skills?	Interview Programme coordinator MOE Interview TTI
EQ2. How relevant is CFIT project's contribution to, and what has been its added value for the achievement of UNESCO's Education Sector's objectives?	Contribution to UNESCO education sector objectives	How relevant is CFIT to UNESCO education sector objectives	Interview UNESCO HQ Interview UNESCO expert institutes
	Added value to UNESCO education sector objectives	What has been the added value of CFIT to achieving the UNESCO objectives?	Interview UNESCO Field Office
		To what extent do teacher educators and teacher trainees consider the ICT-supported distance training / ICT blended learning provided added value to the teacher training process?	Survey / focus group
		To what extent do teacher educators and teacher trainees consider the competency of using ICT-skills an added value to the teacher training process?	
		To what extent do TTIs see an added value in the knowledge networks to share effective strategies and practices?	Survey / focus group Interview TTI
EQ3. How relevant are the	Relevance of CFIT	What CFIT priority areas contribute to	Interview UNESCO

CFIT project's priority areas to the EFA agenda?	project to EFA	EFA? To what extent is there overlap?	HQ Interview UNESCO expert institutes Interview UNESCO Field Office
EQ4. To what extent have UNESCO's global priorities on Africa and Gender Equality been integrated into the project?	Integration of global priorities on Africa and Gender Equality	To what extent does the project target men and women equally?	Interview Programme coordinator MOE Interview TTI Survey / focus group
		Who developed the modules (initial teacher training / continued training)? On what basis have they been selected, and how are these criteria in terms of gender balance?	Interview Programme coordinator MOE Interview TTI
		To what extent do the modules (initial teacher training / continued training) include elements of 'gender sensitivity', 'global citizenship', sustainability, 'student-centred methodology', 'most recent pedagogy'?	Interview Programme coordinator MOE Interview TTI Survey / focus group
		Who are the trainers of the training (initial teacher training / continued training). To what extent has there been a consideration of gender balance?	Interview Programme coordinator MOE Interview TTI Survey / focus group
Partnership / cooperation			
Evaluation question	Indicator / judgment criterion	Sub-question	How to answer sub-question
EQ6. To what extent has the CFIT project mobilized and made use of UNESCO's wide in-house expertise, particularly its Education Category I Institutes and Centers, in benefit of the beneficiary countries?	UNESCO in-house expertise used	How have Category I institutes and centres been involved (if at all)?	Interview Programme coordinator MOE
		How did the involvement of these Cat 1 Institutes improve the results?	Interview UNESCO Field Office Interview UNESCO expert institutes
EQ5. To what extent is UNESCO best placed to manage the CFIT project	Comparison of the work of other development	What other activities are being developed by other development partners in the field of teacher	Interview TTI Interview UNESCO

in relation to other development partners? EQ7. What is the added value and/or complementarity of the project in relation to interventions from other development partners and funding mechanisms?	partners in the field of teacher education	education?	expert institutes
		How does CFIT add to these existing initiatives?	Interview UNESCO Field Office
		What does CFIT project do that was not done already?	Interview Programme coordinator MOE Interview Other development partners Interview Donor
EQ8. How has the CFIT project been positioned within larger national donor coordination frameworks at the country level?	Position of CFIT in larger donor policy coordination framework	What efforts are done to coordinate CFIT with other existing programmes?	Interview UNESCO Field Office
		How is the project embedded in the Local Education Group (GPE countries)?	Interview Programme coordinator MOE
		How is the project embedded in other sectors in the education sector group (Namibia/ Congo – BR)?	Interview Other development partners
		To what extent are the relevant stakeholders of CFIT sensitized about the purpose and intervention of the CFIT project?	
EQ9. To what extent have partnerships been sought and established and synergies been created in the delivery of assistance at the country/regional level?	Partnerships with relevant authorities	To what extent is there a formal agreement on the involvement and responsibility of relevant government bodies?	Interview UNESCO Field Office
	Number and extent of partnerships sought	Who was responsible for exploring partnerships? What partnerships were sought and found?	Interview Programme coordinator MOE
		What synergies have been created in assistance provided (in the country or regionally)	Interview Other development partners
Effectiveness			
Evaluation question	Indicator / judgment criterion	Sub-question	How to answer sub-question
EQ10. To what extent has the CFIT project achieved its objectives and outcomes in accordance with its results matrix ○ Training for pre-service teachers	Improvement of the capacity of existing key TTI to provide pre-service quality programme	<ul style="list-style-type: none"> Number of training modules created / updated Increase in number of ICT-supported distance training programmes Number of trainings conducted for pre-service teacher trainees 	[SISTER: % increase in TTIs' accommodation capacity attributed to project] Verification with UNESCO Field Office and Programme

<ul style="list-style-type: none"> ○ Training for in-service teachers ○ Purchased ICT equipment ○ Trainings in terms of ICT skills and pedagogical usage of ICT were provided for teacher educators and teacher trainees ○ Networks for knowledge sharing (who joined?) 		<ul style="list-style-type: none"> • Number of pre-service teacher trainees trained • Number of those trained via ICT (distance learning) 	coordinator MOE
		What kind of additional trainings were provided for pre-services teacher trainees?	Interview TTI Interview UNESCO Field Office Interview Programme coordinator MOE
	Improvement of the capacity of key TTIs in supporting in-service teachers' CPD	<ul style="list-style-type: none"> • Number of in-service training modules created / updated • Increase in number of ICT-supported blended learning programmes • Number of trainings conducted for in-service teacher trainees • Number of in-service teacher trainees trained • Number of those trained via ICT (blended learning) 	[SISTER: # programmes updated] [SISTER: Additional number of teachers benefitting from new developed CPD programmes] Verification with UNESCO Field Office and Programme coordinator MOE
		What kind of additional trainings were provided for in-services teacher trainees?	Interview TTI Interview UNESCO Field Office Interview Programme coordinator MOE
	Enhancements in the capacity of key TTIs to equip trainers and teachers with competency of using ICT	<ul style="list-style-type: none"> • Number / types of equipment purchased and installed by CFIT • Number of trainings provided for teacher trainers and teacher trainees with aim of enhancing ICT skills • Number of teacher educators and teacher trainees trained in CT skills • Number of trainings provided for teacher trainers and teacher trainees in terms of pedagogical usage of ICT 	[SISTER: % increase in number of training programmes developed on ICT for pre-service teachers] [SISTER: % increase in number of teacher trainers whose ICT capabilities are improved through CFIT] Verification with

		<ul style="list-style-type: none"> Number of teacher educators and teacher trainees trained in pedagogical usage of ICT 	UNESCO Field Office and Programme coordinator MOE
		What kind of trainings in terms of ICT skills and pedagogical usage of ICT were provided for teacher educators and teacher trainees through the intervention of CFIT	Interview TTI Interview Programme coordinator MOE
	Supporting networks of TTIs for knowledge sharing	<ul style="list-style-type: none"> % of the TTIs in the country that join the networks for knowledge sharing through the intervention of CFIT Number of Member TTIs of these networks Number of other partners in these networks Number of total users of these networks 	[SISTER: Additional number of partners, joint projects and activities] [SISTER: # Activities (including meetings / events) dedicated to knowledge generation / sharing Verification with UNESCO Field Office and Programme coordinator MOE
		Who are the different categories of users? What aims for using the network can be identified?	Interview TTIs Interview Programme coordinator MOE
EQ11. What were the main challenges?	Challenges experienced at CFIT project level	To what extent has the CFIT project encountered any challenges during the project cycle? How did the project team (NCC) respond to it?	Interview UNESCO Field Office Interview UNESCO HQ
	Challenges experienced at country level	To what extent has the CFIT project encountered any challenges during the project cycle at the national level? How did CFIT respond to it?	Interview Programme coordinator MOE Interview UNESCO Field Office
	Challenges at TTI level	What are the main challenges in developing / using the modules for pre/in service TTI?	Interview TTIs Interview Programme coordinator MOE
		What are the challenges encountered in training delivery for Initial TTI and CPD?	
EQ12. To what extent have	National approach	How do the newly designed /	

CFIT project's interventions followed a balanced approach for the development of institutional, organizational and individual capacities?	for development of institutional, organisational and individual capacities	updated training modules (pre-service / in-service) ensure to be fit for the educational context and need of teacher trainees	
EQ13. To what extent has ICT and the equipment purchased been instrumental in achieving the project's objectives?	Possibility to using ICT equipment	Where is the equipment purchased by the CFIT project located? How is the accessibility to targeted users ensured? To what extent is the equipment fully installed and functioning?	Interview TTI Interview Programme coordinator MOE Survey / focus group
		Who is responsible for the maintenance of the equipment purchased by CFIT project?	
	Users of ICT equipment	Who are the main users of the purchased ICT equipment? Is the equipment used principally for teaching purposes?	
	Origin of ICT equipment	Is the equipment used for the trainings and workshops provided by the CFIT intervention?	
	ICT skills of beneficiaries	What is the current level of the ICT skills of the teacher educators and trainees? Are there regular trainings for updating skills?	Interview TTI Survey / focus group
		Have the ICT skills of the teacher educators and trainees improved through the intervention of the CFIT project?	
EQ14. What mechanisms have been built into the project implementation to assure the quality of activities and outputs?	Quality assurance put in place	What types of quality assurance mechanisms have been applied to the training modules (initial and CPD)? Have the models been pilot tested and further improved?	Interview TTI Interview Programme coordinator MOE
		What types of quality assurance mechanisms have been applied to the trainings (initial and CPD)?	
		How are the ICT-supported (distance) trainings quality assured?	
EQ15. To what extent have the results of the project contributed to making a difference at the respective country level?	Remarkable results	What are the main achievements?	Interview Programme coordinator MOE Interview TTI Survey / Focus

			group
EQ16. What lessons can be learned from the current delivery modalities of the CFIT project?	Lessons learned	What key lessons have been learned from the project implementation so far?	Interview Programme coordinator MOE Interview UNESCO Field Office
		Which are the 3 most important elements that would need to be changed or done differently?	Interview Programme coordinator MOE Interview UNESCO Field Office
Efficiency			
Evaluation question	Indicator / judgment criterion	Sub-question	How to answer sub-question
EQ17. Are the costs of the CFIT project justified by its results?	Extent of costs	What are the costs related to each of the activities / interventions undertaken?	Interview Programme coordinator MOE
	Estimate of benefits (outcomes, see effectiveness)	How many of the overall number of TTIs in the country are targeted?	CFIT project documents
		How many of teacher educators in the key TTIs benefited from the CFIT? In what way did they benefit?	Interview Programme coordinator MOE
		How many teacher trainees in the key TTIs benefited from the CFIT? In what way did they benefit?	CFIT project documents Survey / focus group
EQ18. How efficiently are planning and implementation carried out?	Planning and implementation efficiency	What is the share of activities that has been completed in a timely fashion?	Interview Programme coordinator MOE
		To what extent are the disbursement rates in line with the planned project activities?	CFIT project documents
		Could the same or better results have been achieved with different means?	CFIT project documents
EQ19. Are management arrangements and responsibilities at UNESCO Headquarters and Field Offices well distributed and coordinated for an efficient planning, implementation and monitoring of activities?	Distribution and coordination of management responsibilities	To what extent do management arrangements contribute to an efficient planning?	Interview Programme coordinator MOE Interview UNESCO HQ Interview UNESCO Field Office
EQ20. Were CFIT project's	Efficiency,	To what extent are the project's	Interview

management, coordination and monitoring at central level efficient, timely and appropriate for the needs in the field?	timeliness and appropriateness of CFIT project management	management efficient, timely and appropriate for the needs in the field?	Programme coordinator MOE Interview UNESCO Field Office Interview TTIs Survey / focus group
EQ21. How can UNESCO improve coordination, harmonization and information among stakeholders at the country level through CFIT project in the post-2015 planning cycle?	Suggestions to improve coordination, harmonization and information among stakeholders	How can UNESCO improve coordination, harmonization and information at the country level in the future?	Interview Programme coordinator MOE Interview UNESCO HQ Interview UNESCO Field Office
EQ22. Is there a platform for exchange among country level interventions, to draw lessons at the country /regional level?	Existence of knowledge exchange platform	How is knowledge exchanged among country level interventions?	Interview UNESCO Field Office Interview Programme coordinator MOE
Sustainability			
Evaluation question	Indicator / judgment criterion	Sub-question	How to answer sub-question
EQ23. What mechanisms are currently built into the project to ensure that the benefits of the CFIT project are likely to last and evolve beyond completion of the current support?	Mechanisms to ensure benefits will last and evolve	How will the CFIT results be institutionalised at the TTI?	Interview TTI Interview Programme coordinator MOE
	Institutionalisation of training modules	To what extent have the developed / improved modules for pre-service and in-service trainees been institutionalised in the TTI?	Interview TTIs Survey / Focus Group
		What are the plans to sustain the CFIT intervention after the CFIT project phases out?	Interview Programme coordinator MOE
		What plans exist to scale up the CFIT project?	Interview TTI Interview UNESCO Field Office
EQ24. Are interventions well integrated into the local development context and accepted by beneficiaries?	Integration of intervention in development context	How are CFIT interventions integrated into local development contexts?	Survey / focus group Interview other development partners

EQ25. Are the target ministry(ies)/institution(s) developing the capacities, and/or mobilizing resources and motivation to manage continuation?	Development of sustainable capacity	Which government department / TTI will be responsible for financing the intervention after CFIT phases out?	Interview Programme coordinator MOE Interview UNESCO Field Office
EQ26. To what extent does CFIT project's capacity development approach ensure ownership and facilitate sustainability of results at the national and institutional levels?	Evaluation of ensured ownership and sustainability	How is the government resource allocation geared towards supporting and maintaining the CFIT activities?	
EQ27. What other / complementary measures would be needed to better ensure ownership and sustainability?	Suggestions for improved ownership and sustainability	What other / complementary measures would be needed to better ensure ownership and sustainability?	Interview TTI Interview UNESCO Field Office
EQ28. How can the CFIT project best ensure the transition into the new post-2015 planning cycle and seamless continuation of support in beneficiary countries, including through exit strategies?	Suggestions for ensuring transition into post 2015 planning cycle.	How can the CFIT project best ensure the transition into the new post-2015 planning cycle?	
Impact			
Evaluation question	Indicator / judgment criterion	Sub-question	How to answer sub-question
EQ29. What intended or unintended changes the CFIT project has brought about / is expected at the country level?	Intended changes in the country	What (major) changes could be observed on the capacity of TTI and the ICT competences of teacher educators?	Interview UNESCO Field Office Interview Programme coordinator MOE
	Unintended changes	What other effects at the country level can be observed in relation to the CFIT project?	Survey / focus group
EQ30. Has CFIT project contributed or is likely to contribute to long-term effects for individuals, organizations and/or institutions related to the Programme?	Long-term effects of program	To what extent do beneficiaries observe lasting / long term effects related to the programme?	Survey / focus group Interview TTI
	Utility of modules / training	To what extent do teacher educators and pre-service teacher trainees find the updated modules more useful than previous modules? Why?	
		To what extent do the teacher educators and pre-service teacher	

		trainees expect to be able to apply their newly acquired skills, what are possible obstacles / challenges	
	Utility of networks of TTIs	To what extent do the users find the TTI networks for knowledge sharing useful?	
EQ31. To what extent has the CFIT project supported activities that have been instrumental for initializing a policy dialogue or for developing and adapting overarching national policies and strategies?	Existence of activities that contribute to initialising a policy dialogue	What policy dialogues or adapting national policies can be observed in relation to the CFIT project?	Interview UNESCO Field Office Interview Programme coordinator MOE Interview TTI
EQ32. What alternative approaches could be applied to facilitate the projects results being translated into policies (at institutional and national level) towards better quality education delivery to learners	Alternative approaches	What other approaches can be thought of that contribute to the project objectives?	
EQ33. What are the enabling factors/ obstacles to such expected changes?	Enabling factors / obstacles	What limits and / or requirements can be identified to facilitate change?	

