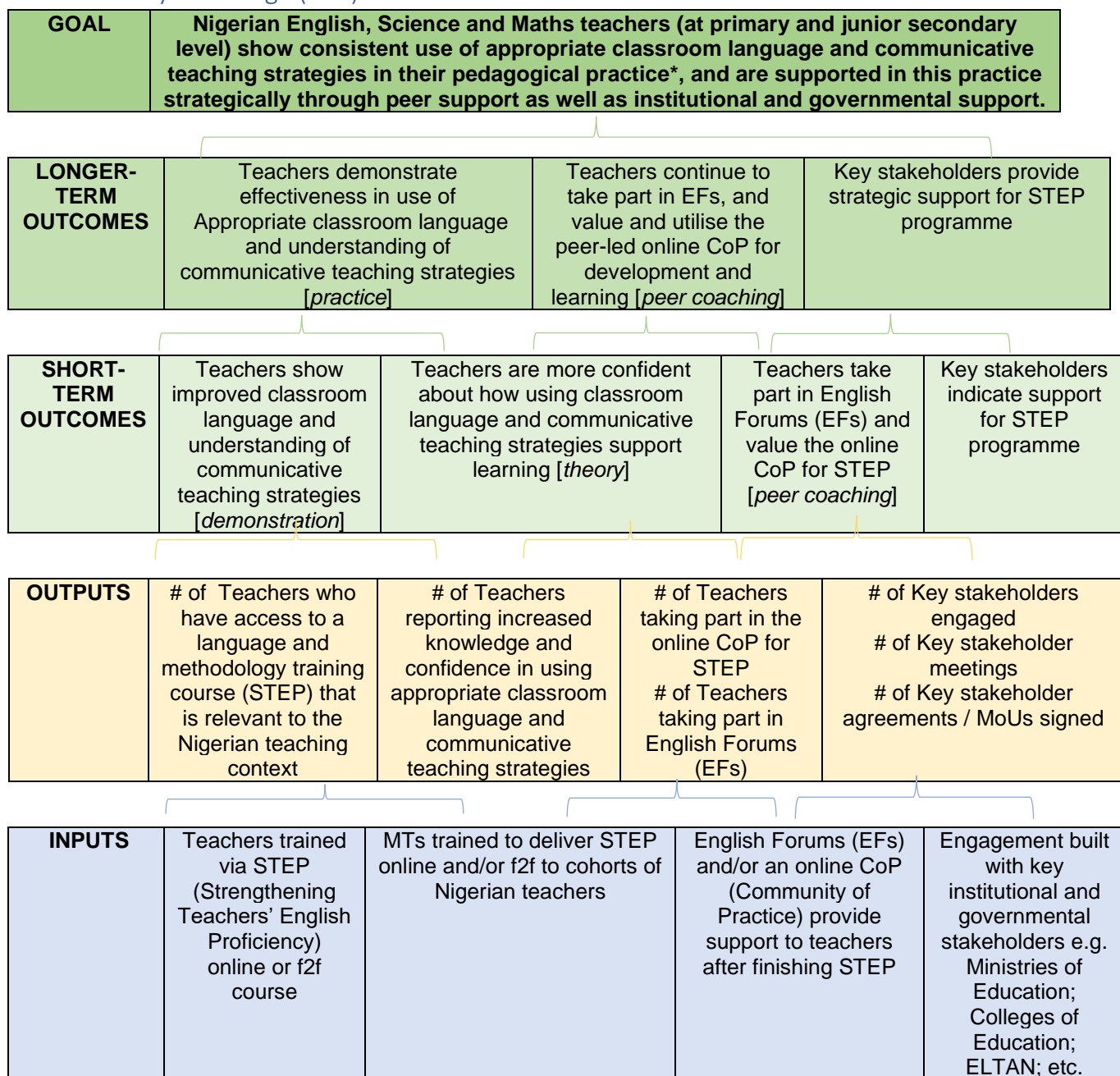


British Council Nigeria: STEP Theory of Change and MERL Framework

1 STEP Theory of Change (ToC)



*c.f. Joyce and Showers, 2003. The authors suggest that effective training includes four key components that will result in long-term impact on classroom practices: (i) theory, (ii) demonstration, (iii) practice and (iv) peer coaching. STEP includes all four components over the long-term.

2 MERL Framework: STEP Logframe

GOAL / IMPACT Nigerian English, Science and Maths teachers (at primary and junior secondary level) show consistent use of appropriate classroom language and communicative teaching strategies in their pedagogical practice*, and are supported in this practice strategically through peer support as well as institutional and governmental support.			
LONGER-TERM (LT) OUTCOMES	OUTPUTS & INDICATORS	SOURCES OF EVIDENCE	TARGET
LT Outcome 1 Teachers demonstrate consistent use of appropriate classroom language and communicative teaching strategies	1.1 # & % of teachers (male & female) observed demonstrating consistent use of appropriate classroom language and communicative teaching strategies	1.1 Teacher observations & FGDs	Tbc
LT Outcome 2 Teachers continue to take part in, value and utilise the peer-led STEP online CoP and/or English Forums for development and learning	2.1 # of (male & female) CoP members 2.2 # & % of (male & female) members actively contributing to the CoP 2.3 # of CoP interactions per month 2.4 # of attendees & comments in Facebook Live events 2.5 # & % of CoP members showing a minimum of 80% satisfaction with CoP 2.6 # of (male & female) teachers attending English Forums (EFs) 2.7 # & % of attendees showing a minimum of 80% satisfaction with EFs	2.1 – 2.3 CoP metrics 2.4 Facebook Live metrics 2.5 CoP Surveys & FGDs 2.6 EFs attendance metrics 2.7 EF Surveys & FGDs	Tbc
LT Outcome 3 Key stakeholders provide strategic support for STEP programme	3.1 Curricular integration of STEP 3.2 CPD points awarded for STEP completion 3.3 Inclusion of STEP in annual training plans	3.1 – 3.3 State and MoE records & agreements	Tbc
SHORT-TERM (ST) OUTCOMES	OUTPUTS & INDICATORS	SOURCES OF EVIDENCE	TARGET
ST Outcome 0 Teachers take part in STEP	0.1 # & % of STEP participants who are women 0.2 # & % of STEP participants who have a disability 0.3 # & % of STEP participants who report increased favourability to the UK 0.4 # & % of STEP participants who report increased sense of belonging to a professional community of teachers/trainers	0.1 – 0.2 Course attendance records 0.3 – 0.4 Surveys & FGDs	
ST Outcome 1 Teachers demonstrate knowledge and understanding of appropriate classroom	# & % of teachers demonstrating knowledge and understanding of appropriate classroom language and of communicative teaching strategies	Pre- and post-test scores	70%

language and of communicative teaching strategies			
ST Outcome 2 Teachers demonstrate consistent use of communicative teaching strategies	# & % of teachers demonstrating consistent use of communicative teaching strategies (linked to a) STEP 1 & STEP 2 course content and b) BC Professional Practices for teachers [*]): 2.1 Teachers demonstrate lesson planning skills (STEP 1 U2; PP1). 2.2 Teachers demonstrate the use of strategies to engage their learners (STEP 1 U3; PP3). 2.3 Teachers demonstrate the use of strategies to help their learners understand (STEP 1 U4; PP3). 2.4 Teachers demonstrate the ability to present subject content (STEP 1 U5; PP4). 2.5 Teachers demonstrate the ability to move from mother tongue to English (STEP 1 U6; PP10). 2.6 Teachers demonstrate the ability to ask their learners questions to support learning (STEP 1 U7; STEP 2 U13; PP3). 2.7 Teachers demonstrate the ability to understand their learners' answers (STEP 2 U14; PP2). 2.8 Teachers conduct practice activities (STEP 1 U8; PP3). 2.9 Teachers use pair and group work in the lesson (STEP 1 U9; STEP 2 U19; PP3). 2.10 Teachers help their learners to use English (STEP 1 U10; PP3 & PP10). 2.11 Teachers teaching and learning aids appropriately in the lesson (STEP 2 U12; PP3). 2.12 Teachers demonstrate the ability to assess their students' learning (STEP 2 U15; PP6). 2.13 Teachers demonstrate the ability to give their students feedback (STEP 2 U16; PP6). 2.14 Teachers demonstrate the ability to use their textbooks effectively feedback (STEP 2 U17; PP5). 2.15 Teachers demonstrate the ability to include everyone in the lesson (STEP 2 U18; PP3). 2.15 Teachers demonstrate the ability to develop their learners' higher level thinking skills (STEP 2 U20; PP11).	STEP teacher evaluation framework, based on classroom observations	Baseline to be established
ST Outcome 3 Teachers demonstrate consistent use of appropriate classroom language	# & % of teachers demonstrating consistent use of appropriate classroom language	STEP teacher evaluation framework, based on classroom observations	70%
ST Outcome 4 Teachers feel more confident about using appropriate classroom language and communicative teaching strategies	4.1 # & % of teachers surveyed reporting that they feel more confident using appropriate classroom language after receiving STEP training 4.2 # & % of teachers surveyed reporting that they feel more confident using communicative teaching strategies after receiving STEP training 4.3 # & % of teachers reporting STEP course satisfaction overall. 4.4 # & % of participants reporting increased teaching confidence between baseline and end line.	4.1 – 4.3 Surveys & FGDs 4.4 Baseline vs endline	80% 80% 80% 70%

		survey scores	
ST Outcome 5 Teachers take part in and value the STEP online Community of Practice	5.1 # of (male & female) CoP members 5.2 # & % of (male & female) members actively contributing to the CoP 5.3 # of CoP interactions per month 5.4 # of attendees & comments in Facebook Live events 5.5 # & % of CoP members showing satisfaction with CoP	5.1 – 5.5 CoP metrics, surveys & FGDs	80%
ST Outcome 6 Key stakeholders indicate support for STEP programme	6.1 # of key stakeholders engaged 6.2 # of key stakeholder meetings 6.3 # of key stakeholder agreements / MoUs signed	6.1 – 6.3 BC records; KIs	