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# SCHOOL DROPOUT PREVENTION PILOT PROGRAM PILOT DESIGN PLAN: TIMOR LESTE



**Contract No. EDH-I-00-05-00029-00**  
**Task Order AID-OAA-TO-10-00010**

February 2012

This study was produced for review by the United States Agency for International Development. It was prepared by Creative Associates International.



# **Pilot Design Plan: Timor Leste**

**Submitted to:**

**United States Agency for International Development  
Washington, DC**

**Submitted by:**

**Creative Associates International, Inc.  
Washington, DC**

**February, 2012**

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## DEC Submission Requirements

a.	USAID Award Number	Contract No. EDH-I-00-05-00029-00 Task Order AID-OAA-TO-10-00010
b.	USAID Objective Title and Number	Investing in People (IIP)
c.	USAID Project Title and Number	USAID Asia and Middle East Regional School Dropout Prevention Pilot (SDPP) Program
d.	USAID Program Area and Program Element	Education (program area 3.2) Basic Education (program element 3.2.1)
e.	Descriptive Title	Intervention Pilot Design Plan for Timor Leste
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i.	Date of Publication	February, 2012
j.	Language of Document	English, Tetun

## Acronyms

EWRS	Early Warning and Response System
IIP	Investing in People
MOA	Memorandum of Understanding
MOE	Ministry of Education
MDI	Minimum Detectable Impact
NGO	Non-Governmental Organization
RCT	Randomized Control Trial
SiS	Stay-in-School
TOT	Training of Trainers
USAID	United States Agency for International Development

## Introduction

The School Dropout Prevention Pilot (SDPP) Program is a three-year multi-country program, funded by the US Agency for International Development (USAID), aimed at mitigating school dropout from primary and secondary school. Its objective is to provide evidence-based programming guidance to USAID missions and countries in Asia and the Middle East on student dropout prevention by piloting and testing the effectiveness of dropout prevention interventions in four target countries: Cambodia, India, Tajikistan, and Timor Leste. The SDPP Program will advance knowledge on dropout prevention through an applied research approach. In a three-stage process, it will:

1. Identify best practices in dropout prevention in the US and developing countries.
2. Analyze dropout trends in each country to identify those groups, grades, and/or geographic areas most severely affected by dropout and conduct a situational analysis of the target group to understand the risk factors and conditions affecting dropout.
3. Design, implement and rigorously assess interventions to keep at-risk students in schools in the most acutely affected areas.

This document presents the Pilot Design Plan for the dropout mitigation intervention aimed at Grades 4, 5 and 6 that SDPP will implement and assess in schools in five target districts in Timor Leste. The intervention proposed is the Dropout Mitigation Program comprising two components: (1) an Early Warning and Response System to assist schools to identify, track and provide “first response” support to at-risk pupils, and (2) an after-school Pupil Social Support Program offering pupils recreational opportunities to enrich their social and academic skills and build a sense of community. The intervention fits into the Ministry of Education’s (MOE) strategic sector plan, builds on previous local experience, and conforms to ministry policies and procedures already in place.

The intervention and its components are the result of the SDPP Intervention Consultation Workshop that brought together more than 50 stakeholders from the Ministry of Education, district education authorities, school principals, teachers, USAID, donors, NGOs and other projects to review the findings from the global SDPP literature review, as well as the Timor Leste-specific dropout trend analysis, policies and programs inventory, and in-country situational analysis. Based on this information and their knowledge and experience, the participants identified and prioritized promising interventions. Following a consultative process that progressively triaged proposed interventions from a pool of potential interventions, a smaller group of participants then made the final intervention selection and defined its design.

The Pilot Design Plan comprises two sections: the description of the intervention and a detailed work plan that focuses on its further design and operationalization up to the point that it will be introduced in the schools. The Intervention Description presents the objective, purpose and rationale for the intervention, and provides a description of the intervention and where it will be implemented, the sample selection methodology, resource/implementation provisions, an assessment of its sustainability/replicability, and issues associated with its implementation. The Work Plan for the interventions is organized by task, activity, expected products/outputs and timeline.

## SDPP Pilot Design Plan for Timor Leste

**INTERVENTION NAME/TITLE:** The Dropout Mitigation Program

**OBJECTIVE:**

To reduce Grades 4, 5 and 6 student in-grade dropout and between-grade dropout and increase attendance in treatment schools in the target districts of Bobonaro, Ermera, Liquica, Manatuto and Viqueque.

**PURPOSE/RATIONALE (dropout factors addressed):**

SDPP will implement a two-component intervention in 100 treatment schools in the target districts. It comprises: an (1) Early Warning System (EWS) to identify pupils who are at risk of dropping out and allow educators to intervene and positively interact with the student and his/her family, and (2) a Pupil Social Support program to provide support to the at-risk pupils through supervised non-academic high interest activities. Intervention selection and design is based on the following:

Evidence from the SDPP Situational Analysis indicates the top causes of student dropout among pupils in Grades 4-6 in the target districts are economic: over half the at risk student, dropout and parent/guardian respondents cited inability to pay for school related expenses as a factor leading to school dropout. Over one-third of the respondents reported pupils needed to supplement household income which led to high rates of school absenteeism: 30 percent of at-risk pupils and 42 percent of dropouts missed more than 15 consecutive days of school; 40 percent of at-risk children and 24 percent of dropouts typically reported missing up to 2 days of school a month; and 39 percent of at-risk pupils and 29 percent of dropouts missed up to 4 or more days of school a month. High absenteeism was a major factor influencing low academic performance, which was identified as one of the five top causes of school dropout. About 50 percent of at-risk parents and 65 percent of dropout parents reported their child had not mastered basic skills in reading and math, and nearly 60 percent of the at-risk pupils and dropouts indicated they had failed a subject.

Schools fail to adequately track and provide timely support to at-risk pupils. Attendance records are kept sporadically and performance only monitored twice a year. The situation for at-risk pupils is especially difficult in rural areas which may also suffer from poor teacher attendance, low levels of training on motivational and interactional approaches to pupils, and difficult access to school (mountainous terrain, poor road conditions, long distances between school and home, difficulties with flooding and landslides during the rainy season).

Despite high absenteeism among at-risk pupils, school interventions are limited coupled with little attention by parents of their child's school attendance. Only 40 percent of at-risk parents indicated they were aware of their child's school attendance patterns, and 7 percent had no idea whether or not their child was regularly attending school. Fewer than 60 percent of the parents had been contacted by the school about their child's absences. When taken, the primary action was a discussion between the teachers and the truant pupils. Even though parents expressed a high level of awareness on the importance of daily school attendance (92 percent) almost half of the parents reported keeping their child home from school to help with domestic chores.

Although district officials reported high motivation to address school dropout,<sup>1</sup> at-risk pupils seldom received the support they needed to improve their academic performance, pass exams and keep up with their studies. Even though over half the teachers and school administrators interviewed for the situational analysis reported they received professional development within the past five years including training focused on working with at-risk pupils, almost none reported taking any actions to directly help at-risk pupils. Furthermore, there was little consensus among them on how to define or help an at-risk student or on what constitutes being a school “dropout”.

Both teachers and school directors reported dropout as a major problem within their school, but almost none felt any sense of responsibility to address it and suggested keeping pupils in school was the primary responsibility of the parents/guardians (97 percent). In general, the majority of teachers and school directors emphasized they should focus their attention on pupils who attended school regularly and wanted to be there. Almost 90 percent of the teachers suggested it takes too much time to develop teaching and learning activities that are interesting and more engaging to at-risk pupils. Despite this, however, nearly 54 percent of teachers and 75 percent of the at-risk pupils and dropouts recommended making school more interesting and suggested after-school activities and sporting events as a means of increasing school attendance.<sup>2</sup>

The data clearly suggests that at both the school and home/community level there is a tremendous need to increase understanding about school dropout as a major educational concern and assist school personnel and parents in identifying simple but effective strategies to respond to the problem of school dropout.

Evidence from international experience<sup>3</sup> shows that drop out is greatly reduced when:

- Early warning systems<sup>4</sup> are routinely used in which schools keep accurate and detailed records to track attendance and monitor course performance and behavior.
- Parents and guardians are actively involved in monitoring their child’s attendance and progress.
- There is close and regular communication between the home and school.

Evidence also suggests that at-risk pupils benefit from extra-curricular activities and are more likely to maintain attendance at school when:

- They are aided in developing supportive social bonds.
- They are able to work collaboratively.
- They are able to collectively address issues and examine problems that are rarely considered in a more formal classroom setting.

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<sup>1</sup> See USAID School Dropout Prevention Program Dropout Trend Analysis: Timor Leste Creative Associates, Inc. August 2011

<sup>2</sup> See USAID School Dropout Prevention Program Situational Analysis: Findings on Dropout from Bobonaro, Ermera, and Liquica Districts, Creative Associates Inc. (November 2011).

<sup>3</sup> See USAID School Dropout Prevention Program Review of the Literature, Creative Associates Inc. (May 2011).

<sup>4</sup> Research suggests that missing more than 10% of instructional time is cause for concern particularly at the beginning of the school year. This percentage translates to roughly 2 weeks (10 days) of school per semester. In addition to the number of absences, course performance and delinquent behavior are also high predictors of risk for dropping out of school.

- They are able to experience success, achievement and self-expression in an informal but structured environment.
- Success is recognized in a variety of settings.
- There is a clear link between attendance and participation in extra-curricular activities.
- Pupils gain skills, knowledge and experience which will aid them in their learning.

Pupils are able to express and advocate the importance of staying in school to others. Anecdotal evidence from schools in Timor Leste (e.g., Humboe in Ermera) and areas (e.g., Cova Lima) provides further indication that drop out is greatly reduced when:

- At-risk pupils are identified and supported before they drop out.
- Schools keep accurate and detailed records to track attendance and performance.
- Parents and guardians are actively involved in monitoring their child’s attendance and progress.
- There is close and regular communication between home and school that monitors attendance.
- Community leaders and groups are actively involved in liaising between school and home, and positively reinforcing the messages of regular attendance.

**DESCRIPTION OF INTERVENTION COMPONENTS AND ACTIVITIES:**

**Component 1: Early Warning and Response System (EWRS)**

The Early Warning and Response System will use existing school level data to identify pupils at-risk of dropping out of school, more closely monitor them, and target them for additional support. The EWRS will enhance the capacity of schools to address the needs of at-risk pupils, strengthen the partnership between the parents/guardians and school personnel to monitor and improve school attendance and performance, and raise awareness among parents/guardians about the value-added of children staying in school and provide guidance on what they can do to support their child. Teachers and school directors participating in the SDPP treatment schools will engage in a data-driven, evidence-based process to identify pupils most at-risk of dropping out of school. They will then use a case management approach for pupils identified as at-risk to monitor their attendance, behavior and course performance and work with them to address issues that make them vulnerable to dropout.

The EWRS aims to address attendance issues, to support pupils by more closely tracking and monitoring their ability to come to school, and by drawing the links between home, school and community more tightly together. Parents/guardians, teachers and community leaders then become mutually supportive in paying attention to both individual pupils and cohorts, and to actively building and reinforcing positive messages of school attendance. “First response” guidance will include simple actions to support children identified to be at risk of dropping out. It will consider the more common reasons that children become at risk of dropping out and explore avenues by which these are addressed.

Activities under this component include:

### **Tracking At-risk Pupils**

- Develop at-risk pupil identification and tracking system
  - Develop profile of at-risk pupil
  - Develop procedures for using profile at school to identify at-risk pupils (data needs, data sources, data collation, data analysis)
- Develop a series of handbooks/guides describing tracking system implementation and use by school directors and teachers and community members, including guidance on:
  - communications with parents to notify of problem including form letters
  - one-on-one meeting with parents
  - home visits with parents
  - teacher discussion groups addressing dropout
  - program supervision (by school director)
  - informational materials (posters, pamphlets)
- Develop training modules based on handbook
- Train school directors, teachers, and community (parents, pupils) in at-risk pupil tracking strategies
- Work with teachers and a group of community members to set up a system to follow up on cases of pupils with poor attendance through home visits and parental sensitization

### **Strategies for At-Risk Pupil Support**

- Develop teacher guides on:
  - Identification of at-risk pupils (using Scoring of At-Risk Pupils)
  - Techniques for providing in-school and in-class support to at-risk pupils
  - Parent-teacher conferences
- Develop training modules
- Deliver teacher training
- Provide training to community leaders on identification of at-risk pupils and support teachers on supporting at-risk pupils

### **Parental Support and Action for the At-Risk Pupil**

- Develop awareness raising materials (posters, dramas)
- Orient and train parents on ways to support their children

## **Component 2: Pupil Social Support Program**

The Pupil Social Support program aims to make school a more welcoming and receptive place for pupils, particularly at-risk pupils, creating strong interactive bonds between pupils, and teachers and pupils, to aid learning and make school more attractive. Comprising extra-curricular activities, it will build on pupils' interests to broaden pupils' skills and capacities, increase pupils' social networks (particularly for at-risk pupils), and advocate for greater student empowerment. Activities are also expected to broaden their views on perspectives for the future, particularly for professional careers, thus enhancing the value of education in their eyes.

Recreation facilitators<sup>5</sup> will conduct after-school activities in each school approximately two hours each week. Proposed activities will target skill sets appropriate for Grade 4 pupils, in light of the low learning levels in primary school, but will offer fun and interesting activities appropriate for the different age groups—ranging from 10 to 16 years old--attending Grades 4, 5 and 6. Although it is not required that teachers participate in the after school activities, anecdotal evidence from pilot programs in the country suggest they do remain for the after-school program.<sup>6</sup>

To strengthen the link between participation in the after-school program and improved school attendance, the after-school activities will be conditioned on school attendance. During the initial months of implementation school attendance will not be linked to participation in the after-school activities. However, once an interest has been established among the at-risk student population in the after-school activities an attendance clause will be introduced requiring school attendance on the day of the after-school activities. Over the implementation period the school attendance requirement will escalate until participation in the after school activities is predicated on regular school attendance for a certain percent of the school week (e.g. 80 percent or 4 days out of 5), as appropriate.

#### **Equip After School Recreation Program Classrooms**

- Identify materials, supplies, and equipment needed and their specifications
- Procure and deliver to schools

#### **Strengthen/Prepare Facilitators**

- Hire facilitators
  - Prepare facilitators scope of work
  - Hire facilitators
  - Establish criteria and procedures for selecting facilitators
- Develop guide and training module for recreation activities
- Conduct training for facilitators

#### **Establish After School Recreation Program**

- Develop recreation schedule for each school
- Prepare/adapt recreation activities
- Prepare class journals (registers) and other administrative materials
- Identify at-risk pupil participants and obtain consent from parent/guardians and village head
- Hold after school activities
- Celebration of success and achievement (awards / recognition / competition prizes)
- An advocacy campaign that recognizes and celebrates student success in connection with regular attendance
- Parental awareness of and involvement in extra-curricular activities

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<sup>5</sup> In addition to the two hour activity sessions, the facilitators will also work with school personnel and community leaders on EWRS activities to further support at-risk pupils.

<sup>6</sup> Evidence also suggests that teachers learn how to use the student-centered active learning strategies implemented in the recreational activities and introduce them into their own teaching during the regular school instructional time which in turn increases student interest in regular school activities.

**TARGET IMPLEMENTATION AREAS:**

District	Dropout Rate	Number of Schools
Bobonaro	4.73	52
Ermera	8.03	66
Liquica	7.98	27
Manatuto	6.64	28
Viqueque	5.72	51
<b>Total</b>		<b>224*</b>

\*SDPP will work with 100 treatment and 100 control schools for this intervention.

**SAMPLE SELECTION METHODOLOGY AND CONSIDERATIONS:**

To achieve a MDI of 5 percentage points, a total of 150 schools (75 treatment, 75 control) is needed in the sample which includes 10 percent attrition. Because additional attrition is anticipated during the course of the project, the number of schools has been increased to 200 (100 treatment and 100 control) by adding the districts of Manatuto and Viqueque (which offer 79 eligible schools). This number of additional schools provides for a robust combined pool of 224 schools from which to select target schools.

Only schools that have Grades 4, 5, and 6, are accessible, have no other donor interventions, and agree to participate in SDPP will be eligible for inclusion in the sample. The sample schools will be equally divided between and randomly assigned to the treatment (100) and the control (100) groups. All schools with Grades 4-6 from the Bobonaro, Ermera, and Liquica, districts that meet eligibility criteria will be included in the sampling frame as these were originally agreed with the Ministry of Education based on their composite ranking scores including dropout rate. The power calculation for Timor Leste was also based on the rates from these districts and representatives from these districts participated in the design workshop. The remaining schools will be sampled from the Manatuto and Viqueque districts.

Prior to the random assignment of schools, the school “recruitment” process will introduce schools to the project and its requirements so schools can determine whether they wish to participate (before they know which group they are in to avoid attrition, especially among control schools). School directors will be convened in each district, where they will be informed about the research, random assignment, the interventions, their responsibilities for implementation and the data requirements. All of the eligible schools in the districts will be invited, although it is more than required, to ensure that if some schools don’t want to participate, a sufficient number is obtained. Schools that agree to participate will be provided with a very simple Memorandum of Agreement (MOA), which will cover what the study is about, what is expected of the schools, and that they agree to participate and cooperate with the study. From those schools which have signed the MOA, 200 schools will be selected and randomly assigned to one of the two groups.

**RESOURCES/IMPLEMENTATION AND MANAGEMENT PROVISIONS:**

- Grades 4-6 teachers; school administrator; parents of at-risk pupils; community leaders

- Anti-school dropout toolkit including posters, parent alert forms
- Training materials (Guide, and Toolkit) for EWRS and after school activities guide
- Rooms for after-school activities
- Visual Aids (Posters, Pictures, Charts)
- Stationery and supplies
- Games, puzzles, sports equipment, etc.
- Books (textbooks, reference books, recreation reading)
- Participation rewards (for treatment and control schools at the end of the project)

**SUSTAINABILITY/REPLICABILITY:**

The EWRS builds on existing MOE procedures to collect school level data and is consistent with ministry policies to monitor and track both the attendance and performance of pupils. The school-based activities require modest changes and effort by teachers. This activity is also something that is scalable since it demands minimal investments (school director and teacher training). The PSSW program will rely on SDPP facilitators, which the MOE is unlikely to replicate, but the use of community volunteers will be explored and it is anticipated that teachers will participate in the after-school program.

Overall, the components of the intervention are replicable by the government.

**ISSUES (e.g., target school selection):**

**MDI v. Sample Size:** The reported dropout rate in Timor Leste is low, around 6 percent in the primary cycle, although dropout is most severe in the upper grades. This requires a low MDI. If we lower the impact magnitude, we need more schools in the target grades. Because of the remoteness of many of the schools and a range of interventions through other funding partners (Save the Children, UNICEF, etc.) that restricts their participation in the RCT, identifying enough schools eligible to participate remains a challenge. Consequently, an MDI of 5 percentage points is as low as feasible. However, given the short time period for project implementation there is concern on whether we can show a detectable change at this level by the end of the project.

**Simple, focused and transparent program:** This intervention demands minimal change in teachers' behaviors and responsibilities in terms of how they track and use information to make decisions to support at-risk pupils. Although the EWRS is designed to place minimal demands on the teachers' time there is the potential teachers will not follow through on the response strategies. For this reason, it is imperative both the tracking and follow-up activities of the EWRS be simple, focused, very transparent and demand a minimal level of effort on the teacher as possible.

**Potential contamination:** Whenever awareness campaigns are conducted there is a risk that their outreach will expand beyond the targeted audience. Within the context of the RCT it is important that positive messages about staying in school do not reach beyond the targeted communities especially those where there are control schools.

**Ensuring the participation of the most at-risk pupils.** After-school activities are an excellent way

to increase student interest in school. However, the challenge will be to ensure the pupils at greatest risk of dropping out are able to participate in the activities. There is little incentive for parents to agree to the additional time these activities will take and given the heavy work demands placed on children to support domestic chores (nearly 90 percent of the children reported they have 1-2 hours of chores each day) or help with sibling care or taking care of ill family members it is likely a percentage of them will not be allowed to participate. Coupled with this is whether the draw for participation in the activities will be strong enough to leverage improved school attendance. Although participation in the after-school program will be linked to school attendance it is unclear whether or not a weekly program will generate a significant enough improvement to leverage any kind of impact to increase overall attendance rates or lower dropout rates.

**Timeframe:** The primary challenge in implementing the intervention is the limited timeframe available for training the facilitators and evaluating the outcomes of the activity, all of which must be completed before the project end date of September 2013.

**Incentive/Reward Payments:** It is typical to provide some form of incentive for schools—both for treatment and control—participating in the research study to ensure their cooperation and to compensate them for their effort. SDPP proposes to reward at the end of the project with an in-kind package of materials or equipment that the school selects from a limited menu, in order to motivate their participation. The packages will be negotiated with the MOE.

## WORK PLAN: SDPP TIMOR LESTE

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments / Required Resources
				October 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	March 2012	April 2012	May 2012	June 2012	July 2012	August 2012	Sept. 2012	
<b>Intervention (Early Warning and Response System)</b>																
<b>Activity (Initial Preparations)</b>																
Task 1: Develop and share a common definition for dropouts and criteria for at-risk pupils	1. Review Basic Education Act <sup>7</sup> for definition of dropout and mechanisms of action	Legal arguments to present to administrators and teachers on definition of dropout  Identify existing mechanisms to address and prevent at-risk pupils and dropout	Education and M&E teams			X										Work with National Commission of Child Rights, the Ministry of Social Solidarity
	2. Define criteria for at-risk student	Criteria for at-risk pupils defined.	Education and M&E teams				X									
	3. Sharing criteria with other organizations	Criteria for at-risk pupils shared with relevant stakeholders	Education and M&E teams				X									
Task 2: Collaborate with EMIS	1. Review of existing policies and data-collection methods (forms and processes)	Existing policies and data collection methods reviewed  Summary of criteria for dropout and reporting mechanisms currently in use in schools	Education and M&E teams				X									
	2. In collaboration with EMIS and Dept. Planning develop a data collection form. 1. Modify the existing forms to better fit the data collection needs of the project. 2. In collaboration with EMIS, create new data collection forms, where there are no existing forms.	Data collection toolkit developed.	Education and M&E teams			X	X									
	3. Sharing the information gathered by SDPP project	Information shared with stakeholders	Education and M&E teams						X	X	X	X				
Task 3: Basic School Profile and Criteria for Dropout	1. Create a basic profile of schools (including mechanisms for identifying and reporting dropout at school level)	Database comprising enrollment data, # of teachers and classrooms, type of classroom, distance to the main catchment area and markets	M&E team			X	X									
Task 4: Selection of Intervention and Comparison schools	1. Randomization of schools		Mathematica/M&E team			X	X									
	2. Selection of schools	List of target schools	Mathematica/M&E team			X	X									

<sup>7</sup> Note that a review of the Basic Education Act was completed as part of the initial input for the Inventory of Policies and Practices. However, this activity includes gathering further information on how dropout is being reported and defined under official mechanisms related to compulsory education.

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments / Required Resources
				October 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	March 2012	April 2012	May 2012	June 2012	July 2012	August 2012	Sept. 2012	
	3. Coordinate with MOE regarding the selection of the schools		Mathematica/ M&E team			X	X									
	4. Conduct the baseline	Final Baseline Report	Mathematica/ M&E team					X	X							
	5. Production of the Baseline Report	Meeting with MOE and other stakeholders on the Baseline Report	Mathematica/ M&E team						X							
	6. Sharing the Baseline Report with MOE and other stakeholders	Meeting with MOE and other stakeholders on the Baseline Report	Mathematica/ M&E team						X	X						
Task 5: Procurement and Logistics	1. Procure motorbikes, vehicles, computers etc.	Motorbikes, vehicles, computers etc. purchased				X	X	X								
	1. Establish field offices	Field offices established		X	X	X	X	X								
Task 6: Recruit and orient field staff (Facilitators/M&E Officers)	1. Recruit field staff	Facilitators and M&E officers are recruited	M&E and Education team	X	X	X	X	X								
	2. Develop the orientation materials	Training materials developed	M&E and Education team			X	X									The orientation will cover a number of topics: introduction to CARE and SDPP, CARE (departments) policies and procedures, SDPP interventions, roles and responsibilities
	3. Develop reporting and activity templates	Templates: Signup sheet, facilitators activity plan, post-activity write-up, monthly progress report	M&E and Education teams			X	X									
	4. Develop staff performance management and support system	Monitoring forms and protocols established. Agreement with staff on performance management and appraisal processes	M&E and Education teams				X									
	5. Prepare for the orientation (logistics and procurement)	Training schedule and materials list shared and all necessary resources sourced	Procurement and Education teams				X									
	6. Translate the orientation materials and templates	Materials translated into Tetun and ready for printing one week before workshop	Education team				X	X								
	7. Conduct the orientation	Orientation conducted	Education and M&E team					X								
	8. Produce a brief report on the orientation	Orientation report produced	Education and M&E teams					X								
Task 7: Deploy and support staff	1. Group schools (based on language and distance)	Lists of grouped schools established	M&E and Education teams			X	X									Communities in the target areas speak various dialects and languages. In order to ensure effective

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments / Required Resources	
				October 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	March 2012	April 2012	May 2012	June 2012	July 2012	August 2012	Sept. 2012		
															communication between the facilitators and community members, the schools speaking the same dialects/languages will be grouped together.		
	2. Assign groups of schools to the facilitators and M&E and Research officers	Lists of assigned schools coordinated with relevant staff	M&E and Education teams				X										
	3. Conduct follow-up visits to provide on-the-job support	Feedback / review protocols established and completed	M&E and Education teams						X	X		X		X			
	4. Conduct staff performance reviews	Feedback / review protocols established and implemented	M&E and Education teams							X		X					
<b>Activity (Intervention Design, Materials Development, and Trainings)</b>																	
Task 8: Defining components of the EWRS and extra-curricular Intervention	1. Define components of EWRS	Identification of successful local experiences (literature and existing programs)	Education and M&E teams			X										Work with MOE, teachers, and other key stakeholders	
	2. Identify possible response activities	A list of possible response activities	Education and M&E teams			X	X										
Task 9: Materials development	1. Create an inventory of the existing projects/materials	Inventory of the existing materials – INEE teacher guides, Lafaek and YWYN, and others	Education team			X										2. Create an inventory of the existing projects/materials	
	3. Develop materials for the facilitators on ‘How to work with community members and parents’	Materials developed	Education team			X	X										
	4. Develop materials for the teachers on ‘How to interpret the data, identify at-risk pupils and respond’	Materials developed (including how to collect and use the data)	Education and M&E teams				X	X									
	5. Develop materials and activities for the Stay in School (SiS) Task Force	SiS activities developed	Education team			X	X	X									
	6. Develop contents/Messages for advocacy materials.	Developed contents and messages for developing posters, flyers, certificates, bracelets, ribbons, t-shirts, stickers.	Education Team				X	X									
	7. Identify and contract materials design and development consultants.	Design and development consultants identified and contracted.	HR and Education teams				X	X									(e.g. contents developers, graphic artist and writers)
	8. Develop extra-curricular intervention activities, materials, and guidelines	Extra-curricular intervention activities, materials, and guidelines developed	Education team			X	X	X	X	X	X	X	X	X	X	X	
	9. Translate the materials	Materials translated	Education team				X	X	X	X	X	X	X	X	X		The materials will be developed in Tetun and then back translated into English.
	10. Pilot test the kits/materials/activities	Kits/activities/materials pilot-tested	M&E and Education team				X	X	X	X	X	X	X	X	X		

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments / Required Resources
				October 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	March 2012	April 2012	May 2012	June 2012	July 2012	August 2012	Sept. 2012	
Task 10: Facilitators' trainings	1. Develop facilitator profiles – used as a basis for identifying needs	Facilitator profiles established and up-dated Outline list of training needs identified	Education and M&E teams				X			X			X			
	2. Print and procure materials for the facilitators trainings	Training materials produced/procured	Education team				X			X			X			
	3. Train the facilitators and M&E Officers	2 day training on 'How to work with community members and parents and community sensitization'	Education team				X									
	4. Train the facilitators on how to use the materials developed for the teachers	1 week training on definitions of dropout, at-risk student, data management and community sensitization  Development and maintenance of a log book	Education and M&E teams					X			X				X	
	5. Train the facilitators on how to use the SiS task force materials/conduct activities	Facilitators trained in how to conduct activities/use materials	Education team					X	X							
	6. Train the facilitators in how to use the extra-curricular materials and conduct the activities	Facilitators trained in how to conduct activities/use materials	Education and M&E teams				X			X			X			
	7. Revise the materials/activities based on the feedback from the facilitators during the trainings	Revised materials/activities established and agreed	Education team					X			X			X		
	8. Produce brief training reports and compile them into one report.	Trainings reports produced and compiled	Education and M&E teams					X			X			X		
	9. Print and procure the teacher, SiS task force, and extra-curricular activity materials.	Materials printed and procured	Education, Logistics, & Procurement team				X			X			X			
Task 11: Teachers' trainings	1. Develop (costed) training plan	Costed Work Plan	Education team					X								
	2. Conduct the trainings/orientation for the teachers	Teachers oriented	Education and M&E teams					X			X			X		
	3. Produce brief training reports and compile them into one report.	Trainings reports produced and compiled	Education and M&E teams					X			X			X		
<b>Activity (Conduct School Activities – for Teachers and Pupils)</b>																
Task 12: Conduct school visits and support the teachers	1. Develop visit schedule for the facilitators	Facilitators' visit schedules produced	Education team				X	X								
	2. Conduct school visits for mentoring – filling the forms, collecting basic information, and filing the forms	School visits conducted	Education team						X	X	X	X	X	X	X	
	3. Help the teachers interpret the collected data	Teachers are supported with interpreting data	Education team						X	X	X	X	X	X	X	

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments / Required Resources
				October 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	March 2012	April 2012	May 2012	June 2012	July 2012	August 2012	Sept. 2012	
	4. Assist the teachers and Task Force leader with developing work plans for the at-risk pupils	Teachers are assisted with developing work plans	Education team						X	X	X	X	X	X	X	
	5. Assist the teachers and Task Force leader with structuring and conducting intervention activities	Teachers assisted with conducting intervention activities	Education team						X	X	X	X	X	X	X	
	6. Conduct regular monitoring of the teacher activities	Monitoring conducted	M&E team						X	X	X	X	X	X	X	
	7. Monthly progress report	Monthly progress reports produced	Education team						X	X	X	X	X	X	X	
Task 13: Conduct the extra-curricular activities	1. Organize the kits into school boxes	Materials sorted into relevant kits and readied for dispatch	Education and M&E teams						X			X			X	
	2. Rent vehicles for transporting kits to districts/sub-district offices	Appropriate vehicles rented one week before dispatch date	Education and Procurement teams						X			X			X	
	3. Distribute the kits to the facilitators	All kits dispatched from nearest warehouse	Education team						X			X			X	
	4. Together with the teachers develop the schedule for extra-curricular activities	Schedule established for each school District-level lists of activities collected	Education team						X							
	5. Conduct the activities	Full participation of pupils A review of activities / feedback from pupils recorded	Education team						X	X	X	X	X	X	X	
	6. Conduct observations of the activities	Observations conducted and documented	M&E team						X	X	X	X	X	X	X	
	7. Fill the signup sheet for the activity	Sign-up sheets collected at end of activity	Education team						X	X	X	X	X	X	X	
	8. Produce a post-activity write-up	Post-activity report completed and submitted	Education team						X	X	X	X	X	X	X	
Task 14: Identify the Role Models and Champions	1. Develop criteria for selection of role models and champions.	Criteria for selection of potential role models and champions created.	Education and M&E teams					X	X							
	2. Identify role models and champions.	List of role models and champions	Education and M&E teams					X	X							
	3. Organize for the visits of the role models and champions (preferably during the recognition periods)	Role model and champion visits take place	Education and M&E teams								X	X	X	X	X	
<b>Activity (Partnership Building and Community Outreach)</b>																
Task 15: Establish and support the Stay in School Task Force	1. Conduct initial community visit and orientation	Initial community orientations carried out	Education team					X	X							
	2. Develop community contracts	Format for Community Contracts created	Education and Protection & Gender teams						X							Involve CARE's Community Awareness, Protection, and Gender Officer (Anato)

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments / Required Resources
				October 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	March 2012	April 2012	May 2012	June 2012	July 2012	August 2012	Sept. 2012	
	3. Establish a SiS task force in each of the treatment communities	SiS task forces established in each of the treatment communities	Education team					X	X							Involvement youth where possible
	4. In coordination with SiS Task Force, develop a ToR for the task force	SiS task force ToR developed and agreed upon	Education team					X	X							
	5. Get the task force leader to sign the community contract with CARE	Community contracts signed	Education team					X	X							
	6. Create community visit schedules for the facilitators	Facilitators' visit schedules are created	Education team					X	X							
	7. Conduct community visits for awareness raising and assisting with Stay in School (SiS) Task Force meetings and follow-up activities	Community awareness raising activities are carried out	Education team						X	X	X	X	X	X	X	
	8. Conduct regular monitoring of the SiS Task Force activities	Monitoring activities are carried out	M&E team						X	X	X	X	X	X	X	
	9. Monthly progress report	Monthly progress reports are produced	Education team						X	X	X	X	X	X	X	
Task 16: Stay in School Task Force serving as a liaison between the school and the parents of at-risk pupils	1. Assist the Stay in School Task Force with the identification of local dropout/at-risk pupils' cases.	SiS are able to identify local dropout/at-risk pupils cases	Education team							X	X	X	X	X	X	
	2. Develop a common understanding of the local causes which affect pupils attendance and performance at school	A common understanding of the local causes affecting pupils attendance and performance at school is developed	Education team					X	X	X						
	3. Support the SiS Task Force with coming up with possible solutions (locally relevant and applicable)	SiS has a menu of possible solutions	Education team					X	X	X	X	X	X	X	X	
	4. By the end of each semester, SiS task force checks on the course performance of the pupils (in science, math, and languages)	Assessments are carried out each semester	Education team						X			X			X	
	5. At the end of academic year, analyze the reasons why pupils fail and repeat and find solutions to help them improve and stay in school	Pupils' failure and repetition reasons are identified and solutions found	Education team												X	To be undertaken during December 2012
<b>Activity (Monitoring and Reflection)</b>																
Task 17: Develop the Performance Monitoring Plan (PMP)	1. Identify and define performance indicators	Performance indicators identified	M&E team			X	X									
	2. Develop data sources and data collection tools	Appropriate data collection tools designed and printed	M&E team			X	X									
	3. Develop the PMP	Project PMP created	M&E team					X								
	4. Train the M&E staff in	M&E staff all undertake training	M&E team					X								

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments / Required Resources
				October 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	March 2012	April 2012	May 2012	June 2012	July 2012	August 2012	Sept. 2012	
	implementing the PMP	in PMP														
	5. Create the schedule for the M&E visits	Schedule for M&E visits established and agreed	M&E team					X								
	6. Collect the M&E data	Data collected and compiled	M&E team					X	X	X		X		X		
	7. Collate and report the collected data.	M&E reports compiled and published	M&E team					X	X	X		X		X		
Task 18: Planning and reporting	1. Develop intervention activity plan (combined version)	Agreement reached between all field implementation teams on an overall intervention activity plan	Education and M&E teams					X	X							
	2. Develop district intervention activity plan	Agreement reached within each field implementation team on locally-based intervention activity plan	Education and M&E teams					X	X							
	3. Develop facilitator and M&E and Research Officer activity plans	Agreement reached between M&E and Research Officer, facilitator and coordinator on individual facility activity plan	Education and M&E teams					X	X	X	X	X	X	X	X	
	4. Produce facilitator monthly progress reports	Monthly reports completed and submitted by each facilitator	Education and M&E teams					X	X	X	X	X	X	X	X	
	5. Produce monthly project reports.	Monthly reports collected and collated by Field Coordinator and Evaluative feedback submitted to central office	Education and M&E teams						X	X	X	X	X	X	X	
Task 19: Conduct the community feedback meetings	1. Organize a community feedback meeting	Community feedback meetings are organized	Education, M&E, and Procurement teams					X	X			X			X	
	2. Identify parents who are supporting the attendance of their children – provide recognition	Local advocates, ‘champions’ or role models identified Recognition certificates created and printed	Education team						X			X			X	
	3. Conduct the community feedback meeting	Feedback protocols established	Education team						X			X			X	
	4. Monitoring and data collection	Meeting check-list/form completed	M&E team						X			X			X	
	5. Produce the post-community feedback meeting write-up	Post-community feedback collected and collated	Education team						X			X			X	
Task 20: Quarterly intervention review	1. Consolidate the collected data and develop discussion points	A list of discussion points created	M&E and Education teams										X			
	2. Collate and analyze the data on attendance and performance and provide feedback (M&E)	Reports on attendance and performance presented	M&E team										X			
	3. Organize meetings between the SiS Task Force members and the schools	SiS and schools meetings organized	Education team											X		
	4. Assist with incorporating the	Action plans revised	Education and											X		

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments / Required Resources
				October 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	March 2012	April 2012	May 2012	June 2012	July 2012	August 2012	Sept. 2012	
	feedback from the review into the action plan.		M&E team													
	5. Disseminate the results to MOE and other stakeholders through the SDPP Coordination Body	Results presented at the SDPP Coordination Body	Education team										X			
	6. Fine tune and review the materials with the facilitators and revisit the implementation approaches	Materials reviewed and implementation approaches modified, if needed	Education and M&E team											X		
Task 21: Annual intervention review	1. Collate and analyze the data on attendance and performance and provide feedback (M&E)	Reports on attendance and performance presented	M&E team												It will take place in January 2013.	
	2. Consolidate the feedback received throughout the year and develop discussion points	Feedback consolidated and a list of discussion points created	M&E and Education team												It will take place in January 2013.	
	3. Organize meetings with project staff and other stakeholders	Meetings organized	Education team												The Annual Review will take place in February 2013	
	4. Disseminate the results to MOE and other stakeholders through the SDPP Coordination Body	Results disseminated	Education team												It will take place in February 2013.	
	5. Fine tuning and review the materials with the facilitators and revisit the implementation approaches	Implementation approaches revisited	M&E and Education team												It will take place in February 2013.	
	6. Incorporate the feedback from the review into the action plan	Results incorporated into the review into the action plan	M&E and Education team												It will take place in February 2013.	
	7. Reward and recognize pupils, teachers, and schools which have retained pupils/reduced dropouts	Top pupils, teachers, and schools identified and rewarded	M&E and Education team												It will take place in February 2013.	

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments / Required Resources
				October 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	March 2012	April 2012	May 2012	June 2012	July 2012	August 2012	Sept. 2012	
<b>Intervention (Extra-curricular Activities)</b>																
<b>Activity (Initial Preparations)</b>																
Task 1: Basic School Profile and Criteria for Dropout	1. Create a basic profile of schools (including mechanisms for identifying and reporting dropout at school level)	Database comprising enrollment data, # of teachers and classrooms, type of classroom, distance to the main catchment area and markets	M&E team			X	X									
Task 2: Selection of Intervention and Comparison schools	1. Randomization of schools		Mathematica/ M&E team			X										
	2. Selection of schools	List of target schools	Mathematica/ M&E team			X										
	3. Coordinate with MOE regarding the selection of the schools		Mathematica/ M&E team			X										
	4. Conduct the baseline	Final Baseline Report	Mathematica/ M&E team					X	X						Will a community orientation on the interventions prior to the baseline affect the situations in the community?	
	5. Production of the Baseline Report	Meeting with MOE and other stakeholders on the Baseline Report	Mathematica/ M&E team						X							
	6. Sharing the Baseline Report with MOE and other stakeholders	Meeting with MOE and other stakeholders on the Baseline Report	Mathematica/ M&E team						X	X						
Task 3: Procurement and Logistics	1. Procure motorbikes, vehicles, computers etc.	Motorbikes, vehicles, computers etc. purchased				X	X	X								
	2. Establish field offices	Field offices established					X	X								
Task 4: Recruit and orient field staff (Facilitators/M&E Officers)	1. Recruit field staff	Facilitators and M&E officers are recruited	M&E and Education team			X	X									
	2. Develop the orientation materials	Training materials developed	M&E and Education team			X	X								The orientation will cover a number of topics: introduction to CARE and SDPP, CARE (departments) policies and procedures, SDPP interventions, roles and responsibilities	
	3. Develop reporting and activity templates	Templates: Signup sheet, facilitators activity plan, post-activity write-up,	M&E and Education			X	X									

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments / Required Resources
				October 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	March 2012	April 2012	May 2012	June 2012	July 2012	August 2012	Sept. 2012	
		monthly progress report	teams													
	4. Develop staff performance management and support system	Monitoring forms and protocols established. Agreement with staff on performance management and appraisal processes	M&E and Education teams				X									
	5. Prepare for the orientation (logistics and procurement)	Training schedule and materials list shared and all necessary resources sourced	Procurement and Education teams				X									
	6. Translate the orientation materials and templates	Materials translated into Tetun and ready for printing one week before workshop	Education team				X	X								
	7. Conduct the orientation	Orientation conducted	Education and M&E team					X								
	8. Produce a brief report on the orientation	Orientation report produced	Education and M&E teams					X								
<b>Activity (Materials Development and Trainings)</b>																
Task 5: Develop school extra-curricular kits & activities	1. Create an inventory of the existing projects/materials	Inventory of the existing materials – INEE teacher guides, Lafaek and YWYN	Education team			X										
	2. Identify and contract materials design and development consultants.	Design and development consultants identified and contracted.	HR and Education teams			X	X								(e.g. contents developers, graphic artist and writers)	
	3. Develop intervention activities, materials, and guidelines	Intervention activities, materials, and guidelines developed	Education team			X	X									
	4. Pilot test the extra-curricular activities, materials, and guidelines	Pilot test conducted in 12 schools	M&E and Education teams				X	X								
	5. Revise the materials based on the feedback from the facilitators during the training	Revised training materials established and agreed	Education team					X								
	6. Printing and procurement	Printing and procurement completed.	Education and Procurement					X								

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments / Required Resources
				October 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	March 2012	April 2012	May 2012	June 2012	July 2012	August 2012	Sept. 2012	
			teams													
Task 6: Train the facilitators in the school extra-curricular kits and activities	1. Develop facilitator profiles – used as a basis for identifying needs	Facilitator profiles established and up-dated Outline list of training needs identified	Education and M&E teams				X			X			X			
	2. Conduct the training	Full attendance and participation	Education and M&E teams				X									
	3. Gather feedback about the developed materials	Feedback / review forms and protocols established and completed	M&E and Education teams				X									
	4. Write a brief report on the training	Training report produced	M&E and Education teams				X									
Task 7: Conduct refresher training for the facilitator	1. Develop/enhance the training materials	Training / facilitation materials collaboratively reviewed	Education and M&E teams							X			X			
	2. Translate the training materials	Revised training materials translated	Education and M&E teams								X			X		
	3. Conduct the refresher training	Full participation from facilitators	Education and M&E teams									X			X	
	4. Develop a training report	Training report agreed and published	Education and M&E teams									X			X	
	5. Develop follow-up visits (to support the facilitators on the job)	Schedule for follow-up and support visits agreed	Education and M&E teams									X			X	
<b>Activity (Conduct Extra-curricular Activities)</b>																
Task 8: Deploy and support staff	1. Group schools (based on language and location)	Lists of grouped schools established	M&E and Education teams			X	X									
	2. Assign groups of schools to the facilitators and M&E and	Lists of assigned schools	M&E and					X								
															Communities in the target areas speak various dialects and languages. In order to ensure effective communication between the facilitators and community members, the schools speaking the same dialects/languages will be grouped together.	

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments / Required Resources
				October 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	March 2012	April 2012	May 2012	June 2012	July 2012	August 2012	Sept. 2012	
	Research officers	coordinated with relevant staff	Education teams													
	3. Conduct follow-up visits to provide on-the-job support	Feedback / review protocols established and completed	M&E and Education teams						X		X		X		X	
	4. Conduct staff performance reviews	Feedback / review protocols established	M&E and Education teams							X			X			
Task 9: Conduct community and school orientation visits	1. Develop community contracts	Format for Community Contracts created	Education and Protection & Gender teams						X							
	2. Develop community and school orientation visit schedule	Community and school orientation schedule established and agreed	Education team					X								
	3. Conduct the orientation visits	Feedback / review protocols established	Education team					X	X							
	4. Identify a community focal person	List of designated community focal points stored in sub-offices and central office	Education team					X	X							
	5. Get the community focal point to sign the contract on behalf of the community	Contracts signed	Education team					X	X							
	6. Discuss and develop a feedback meetings schedule for the community	Feedback meeting schedule established and agreed	Education team					X		X		X				
Task 10: Distribute the extra-curricular kits	1. Organize the kits into school boxes	Materials sorted into relevant kits and readied for dispatch	Education and M&E teams						X			X			X	
	2. Rent vehicles for transporting kits to districts/sub-district offices	Appropriate vehicles rented one week before dispatch date	Education and Procurement teams						X			X			X	
	3. Distribute the kits to the facilitators	All kits dispatched from nearest warehouse	Education team						X			X			X	
Task 11: Conduct the extra-curricular activities	1. Together with the teachers develop the schedule for extra-curricular activities	Schedule established for each school District-level lists of activities collected	Education team						X							
	2. Conduct the activities	Full participation of pupils A review of activities / feedback from pupils recorded	Education team						X	X	X	X	X	X	X	

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments / Required Resources
				October 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	March 2012	April 2012	May 2012	June 2012	July 2012	August 2012	Sept. 2012	
	3. Conduct observations of the activities	Observations conducted and documented	M&E team						X	X	X	X	X	X		
	4. Fill the signup sheet for the activity	Sign-up sheets collected at end of activity	Education team						X	X	X	X	X	X		
	5. Produce a post-activity write-up	Post-activity report completed and submitted	Education team						X	X	X	X	X	X		
Task 12: Conduct the community feedback meetings	1. Organize a community feedback meeting	Community feedback meetings are organized	Education, M&E, and Procurement teams					X	X					X		
	2. Identify parents who are supporting the attendance of their children – provide recognition	Local advocates, 'champions' or role models identified Recognition certificates created and printed	Education team						X					X		
	3. Conduct the community feedback meeting	Feedback protocols established	Education team						X					X		
	4. Monitoring and data collection	Meeting check-list/form completed	M&E team						X					X		
	5. Produce the post-community feedback meeting write-up	Post-community feedback collected and collated	Education team						X					X		
<b>Activity (Monitoring and Reflection)</b>																
Task 13: Develop the Performance Monitoring Plan (PMP)	1. Identify and define performance indicators	Performance indicators identified	M&E team			X	X									
	2. Develop data sources and data collection tools	Appropriate data collection tools designed and printed	M&E team			X	X									
	3. Develop the PMP	Project PMP created	M&E team					X								
	4. Train the M&E staff in implementing the PMP	M&E staff all undertake training in PMP	M&E team					X								
	5. Create the schedule for the M&E visits	Schedule for M&E visits established and agreed	M&E team					X								
	6. Collect the M&E data	Data collected and compiled	M&E team					X	X	X				X		
	7. Collate and report the collected data.	M&E reports compiled and published	M&E team					X	X	X				X		
Task 14: Planning and reporting	1. Develop intervention activity plan (combined version)	Agreement reached between all field implementation teams on an overall intervention activity	Education and M&E teams				X	X								

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments / Required Resources
				October 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	March 2012	April 2012	May 2012	June 2012	July 2012	August 2012	Sept. 2012	
		plan														
	2. Develop district intervention activity plan	Agreement reached within each field implementation team on locally-based intervention activity plan	Education and M&E teams				X	X								
	3. Develop facilitators and M&E and Research Officers activity plans	Agreement reached between M&E and Research Officer, facilitator and coordinator on individual facility activity plan	Education and M&E teams				X	X	X	X	X	X	X	X		
	4. Produce facilitator monthly progress reports	Monthly reports completed and submitted by each facilitator	Education and M&E teams					X	X	X	X	X	X	X		
	5. Produce monthly project reports	Monthly reports collected and collated by Field Coordinator and Evaluative feedback submitted to central office	Education and M&E teams					X	X	X	X	X	X	X		
Task 15: Staff tracking and support	1. Bi-weekly follow-ups with the facilitators	Field Coordinators to hold regular feedback meetings with facilitators	Education team				X	X	X	X	X	X	X	X		
	2. Conduct spot-check visits	Field Coordinators and M&E and Research Officers to undertake 'spot checks' to monitor facilitator performance	M&E and Education team				X	X	X	X	X	X	X	X		
	3. Convene monthly staff meetings at the district level	Monthly SDPP meeting at the district level Minutes taken and a short report on decisions / key points of discussion produced	M&E and Education team				X	X	X	X	X	X	X	X		
	4. Undertake regular inventory of the materials.	List of available resources established at district level	M&E and Education team				X	X	X	X	X	X	X	X		
Task 16: Conduct the quarterly review	1. Conduct a participatory comparison of the collected data against the indicators with the community and schools	Schedule for participatory comparison meetings established	Education and M&E teams								X	X				
	2. Produce a brief report for each of the participatory comparison meetings.	Report for each participatory comparison meeting completed and submitted	Education and M&E teams								X	X				

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments / Required Resources
				October 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	March 2012	April 2012	May 2012	June 2012	July 2012	August 2012	Sept. 2012	
	3. Consolidate the meeting reports by sub-district/districts.	All meeting reports consolidated into an evaluative report	Education team										X			
	4. Conduct an all staff meeting to discuss the results of the meetings and new/modified approaches	Agreement reached on revised activities and approaches based on collected evidence	Education team											X		
	5. Produce a report to document best practices and lessons learned.	Report on best practices / lessons learned completed and disseminated	Education team											X		
	6. Share the results of the review with stakeholders through the SDPP Coordination Body.	Results presented to the SDPP Coordination Body	Education team												X	
	5. Fine tune and review the materials with the facilitators and revisit the implementation approaches	Materials reviewed and implementation approaches modified, if needed	Education and M&E team												X	
Task 17: Annual intervention review	1. Collate and analyze the data on attendance and performance and provide feedback (M&E)	Reports on attendance and performance presented	M&E and Education teams													The annual review will be conducted in Jan-Feb 2013.
	2. Consolidate the feedback received throughout the year and develop discussion points	A list of discussion points created	M&E team													
	3. Organize meetings with project staff and other stakeholders, including MOE and INGOs.	Meetings organized	Education team													
	4. Incorporate the feedback from the review into the action plan.	Action plan revised	Education and M&E team													
	5. Disseminate the results to MOE and other stakeholders through the SDPP Coordination Body	Results presented to the SDPP Coordination Body	Education team													
	6. Fine tune and review the materials with the facilitators and revisit the implementation approaches	Materials reviewed and implementation approaches modified, if needed	Education and M&E team													
	7. Reward and recognize schools which have retained pupils/reduced dropouts	Top schools identified and rewarded	Education and M&E team													January 2013