



EdData II

Task Order 7: Learning Outcomes Research and Assessment-Related Projects

Annual Report

October 2011–September 2012

EdData II Technical and Managerial Assistance, Task 7
Task Order No. EHC-E-07-04-00004-00
Strategic Objective 3
RTI Project No. 09354.007

October 31, 2012

This publication was produced for review by the United States Agency for International Development. It was prepared by RTI International.

Task Order 7: Learning Outcomes Research and Assessment-Related Projects

Annual Report

October 2011–September 2012

Prepared for
Sandra Bertoli, Contracting Officer's Representative (COR)
Bureau for Economic Growth, Education, and Environment (E3)
United States Agency for International Development

Prepared by
RTI International
3040 Cornwallis Road
Post Office Box 12194
Research Triangle Park, NC 27709-2194

RTI International is a trade name of Research Triangle Institute.

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

Task Order 7 Annual Report

October 2011–September 2012

EdData II Defined

In much of the developing world, a lack of reliable data hinders realistic education policy and decision making. Without good measurements of access, learning, and management factors, local and national stakeholders base their policies on vague or erroneous ideas about the needs of their students and schools. Similarly, international donors lack sound data and often must make program decisions based on this incomplete and unreliable information.

EdData II, sponsored by the United States Agency for International Development (USAID), provides survey expertise to help national and local governments as well as the donor community assess education status in low income countries. Project advisors collaborate with USAID Missions, Ministries of Education, and other donors and stakeholders to find innovative and cost-effective ways to gather and analyze education data. They can then jointly establish relevant benchmarks that help governments, teachers, and parents or guardians provide meaningful education for their children.

The project offers diverse services such as school-based, household, and national surveys. Assessments can examine student-focused issues such as literacy outcomes, the education needs of orphans and vulnerable children, and gender disparities. They can also measure school and district management capacity, highlight education needs as perceived by the business sector, and reveal potentially useful applications for information and communication technology (ICT).

The Purpose of Task Order 7

The purpose of this task order is to build on the measurement instruments developed and piloted under other EdData II task orders and to coordinate data, analysis, and reporting on learning outcomes with specific attention to early grade reading proficiency, early grade numeracy, and conditions of learning as indicated by school management effectiveness measures in a number of priority countries.

Activity Statement, Year 1:

Year 1 activities aimed to establish a reading performance baseline using the Early Grade Reading Assessment (EGRA) protocol in the FY 2008 President's Initiative to Expand Education (PIEE) countries (with the exception of Liberia, where this had already been done under EdData II Task Order 6). The findings from EGRA were used to conduct policy dialogue activities designed to raise awareness about the importance of reading in the early grades and to inform policy makers, and other education stakeholders, of the current status of students' reading performance. In general, work done under Task Order 7 consisted of:

- Measuring the state of reading in the early grades in ways that could be easily understood by both educators and policy makers.
- Carrying out sufficient policy dialogue to ensure that learning in the early grades, and in particular literacy, would receive appropriate attention.
- Assisting USAID in the development of global indicators of quality education, focusing on learning outcomes.

Some countries identified for Task Order 7 support already had considerable assessment activity in progress. EdData II assistance, in those cases, gathered existing data, engaged in some extra or supplementary assessments that would render the knowledge more accessible (e.g., by carrying out oral assessment of children using simple protocols), and collated the data, to produce a user-friendly picture of learning outcomes. All Task Order 7 Year 1 efforts were carried out with maximum coordination with Ministries of Education as well as existing projects and activities, to avoid working at cross-purposes.

Activity Statement, Year 2:

Year 2 work, in most cases, has seen combined SSME, EGRA, and EGMA applications in multiple countries (as of the end of FY 2012, the Dominican Republic remained the only Year 2 country with Task 7 activities still in progress). The combined application of these three instruments has yielded rich data sets affording users a clear picture of students' foundational reading and numeracy skills and also of the management and teaching practices that are impacting student performance. This combined information has provided Ministries, USAID, and other donor organizations with information needed to develop policies and strategies aimed at improving learning outcomes. By working closely with Ministry counterparts, RTI and its local partners have ensured full local ownership of both the assessment methodologies and the resulting findings. Ministries now have the option of adapting this trio of EdData II tools for their routine monitoring of learning outcomes and school practice within their systems. In general, the Year 2 work has:

- Measured early grade student performance in literacy and numeracy in five additional priority countries to be selected in conjunction with the Basic Education Coordinator, Regional Bureaus and Missions. The countries are the Dominican Republic, Kenya, Morocco, Rwanda, and Zambia.
- Conducted Snapshot of School Management Effectiveness (SSME) assessments in the selected priority countries to evaluate what management factors may be impacting (hindering or enhancing) student performance in reading and numeracy.
- Produced and disseminated reports on the findings of the EGRA, EGMA, and SSME for each country.
- Engaged in policy dialogue based on these findings.

Activity Statement, Year 3:

A no-cost extension to May 2013 was added to the task order contract to complete remaining activities.

Lot Quality Assurance Sampling (LQAS)

In February 2011, Dr. Luis Crouch led an informational presentation to USAID's Education Sector Council on ways in which the LQAS method might be used for education-sector monitoring and evaluation. This approach, used originally by industry and more recently in the health sector, is designed to efficiently monitor the quality of products and services. USAID interest continued, and in April 2012 RTI prepared a draft concept note for USAID briefly explaining the technique and proposing a pilot implementation in Ghana. This pilot would be able to take advantage of Ghana's scale-up of its National Literacy Acceleration Programme (NALAP), for which EdData II had performed a cursory (not comprehensive) evaluation earlier under Task 7 funding; as well as the recent establishment of a National Inspection Bureau (NIB).

During the last week of May 2012, with partial funding from Task 1, EdData II staff and Contracting Officer's Representative (COR) Sandra Bertoli organized an introductory course on LQAS. Dr. Joseph Valadez, LQAS expert and professor at the Liverpool School of Tropical Medicine, came to provide introductory training. RTI, USAID, and U.S. Department of Agriculture representatives attended.

Meanwhile, revisions to the concept note proceeded and a final version was submitted to USAID/Ghana in July. As of the end of the fiscal year, the EdData II Director was waiting to hear back from USAID/Ghana as to whether RTI could proceed with a pilot implementation of the LQAS methodology in conjunction with the NIB. RTI continued planning the approach and a revised detailed implementation plan will be completed in November 2012. Task 7 Year 3 funds will cover the costs of the pilot study. (Note that funding from Rwanda to expand the assessment there was added to the task order, and used up some of the available space under the ceiling, causing there to be reduced funding available for year 3 activities.)

YEAR 1

ETHIOPIA

Under Task Order 7 in Ethiopia, RTI and our partners were expected to:

- Carry out a full-blown EGRA baseline application in a total of 80 schools in two languages and produce a technical report; and
- Carry out a policy dialogue workshop based on the report and presentations.

The 80 schools were to be selected in such a way that they would constitute regionally representative samples, with a sample size that would allow us to make statistically significant statements about early grade reading proficiency in each of the languages of instruction.

RTI's work in Ethiopia under Task 7 (with parallel funding from Task Order 9, which covered additional languages and locations) was completed during the October–December 2010 quarter, with the final activity in FY 2011 being the policy dialogue workshop.

Activities

- None. All project activities have been completed.

Difficulties Encountered

- None.

GHANA

At the outset, work under Task 7 in Ghana was expected to assist in three areas:

- Better understanding data generated by assessment work already under way in Ghana, and collaborating and cooperating with other partners and government in enhancing understanding of data implications and applications;
- Preparing policy dialogue presentations for use in a workshop held to assist in keeping literacy on the government's agenda and deepening authorities' understanding of the issues; and
- Assisting in an evaluation of the National Literacy Acceleration Program (NALAP) by doing some small comparisons of English reading in NALAP vs. non-NALAP schools.

In area 3, it was assumed that the evaluations would not be fully rigorous, as the sample sizes that could be reached would not allow it. Instead, these evaluations would produce numerical data, but not narrow confidence intervals. Thus, they would be more like numerically assisted qualitative evaluations. RTI completed its Task 7 activities in Ghana in March 2011, including a final report on the findings.

Activities

- None. All project activities have been completed.

Difficulties Encountered

- None.

HONDURAS

Work under Task Order 7 in Honduras was expected to:

- Qualitatively supplement work on concurrent validity analysis (completed in 2011 under EdData II Task Order 3) to help develop a joint baseline that included oral and written factors;
- Develop videos and training materials for teachers, parents, and policy makers on the importance of reading and on ways to improve and track in the early grades, using oral assessment components from the EGRA toolkit; and
- Hold one workshop (training-of-trainers or policy dialogue) to which key actors in other projects (such as Centros de Excelencia para la Capacitación de Maestros [CETT] or Mejorando el Impacto al Desempeño Estudiantil de Honduras [MIDEH]), Ministry representatives, or Education Quality Improvement Program (EQUIP2) partners would be invited.

No independent sample-based data collection activities were envisaged; small nonrandom samples could be used for concurrent validity analysis.

Activities

In the second quarter of FY 2012, Jessica Mejia completed the activities for Honduras with the support of EduAccion project staff and consultant Josefina Vijil of the Nicaraguan education nongovernmental organization Centro de Investigación y Acción Educativa Social (CIASSES). The EGRA workshop was held February 7-10 in el Zamorano. Edwin Moya and Ligia Aguilar supported the logistics of the workshop, including inviting and managing all participants and responding to their needs. Ms. Vijil co-facilitated the workshop with Ms. Mejia. Participants at the workshop represented 40 municipalities in Honduras. The majority were staff members from the Education Secretariat. Also in attendance were district or municipal-level technical assistants charged with working directly with teachers and school directors, as well as six teachers. Representatives from the EduAccion project also attended, along with representatives from American Institute of Research, Save the Children, and Childfund.

Specific activities that took place during FY 2012 included:

- With the support of EduAccion, RTI planned logistics for the EGRA workshop held in the municipality of Zamorano.
- Ms. Mejia and Ms. Vijil prepared materials and presentations for the EGRA workshop. The workshop materials were posted to the EdData II project website and submitted to the USAID Development Experience Clearinghouse (DEC) in May 2012, along with the video completed in 2011.

Ms. Mejia and Ms. Vijil traveled to Honduras to facilitate the EGRA workshop.

Anticipated Activities

- None. All project activities have been completed.

Difficulties Encountered

- None.

MALI

Work under Task Order 7 in Mali was expected to:

- Allow for the data collected under the projects funded by USAID and by the William and Flora Hewlett Foundation in Mali to be compiled and analyzed together.
- Allow for policy dialogue, presentations, and/or dissemination activities involving results across projects—tasks that would involve funding beyond what was individually budgeted under any of the original projects.

No data collection took place under this task order; data already collected from Hewlett-funded and Mission funded baselines were considered nationally representative. These data were collected in April–May 2009 and presented to the Ministry of Education and donor partners in November and December 2009.

Activities

As has been described in previous reports, repeated attempts to develop a plan for a policy dialogue activity that would involve collaboration between RTI and various in-country partners active in education and, in particular, improving reading outcomes did not result in a clear plan.

In August 2011, the USAID/Mali mission indicated interest in using remaining EdData II Task Order 7/Mali funds to support a communications campaign related to the implementation of mother-tongue curriculum in three regions (where Bamanankan is the language of instruction). Based on discussions with the mission, RTI developed a concept note focused on providing capacity development and technical assistance for the ministry to develop a communications strategy, and to utilize recent EGRA and other research reports in order to inform the development of messages that could be used in such a strategy. The concept note was revised based on additional feedback received from the mission during the team leader's trip to Mali in January. As per those discussions, the concept note described a scope for providing some immediate messaging around mother tongue instruction and reading in the short term, through radio spots, while also using an action-research approach to develop and test messages at the local level. This effort would have served to both undertake messaging in communities where three of the Centres d'Animation Pédagogiques (CAPs) are rolling out the intensified mother-tongue efforts initially, while also providing important information about the perceptions of stakeholders and effectiveness of particular messages and materials for potential use in larger-scale communications activities when/if the mother-tongue efforts reach a national scale.

The team leader intended to finalize the work plan and seek USAID/Mali approval for the concept note during her trip to Mali in March. Unfortunately, a coup d'état took place two days after her arrival, which led to the permanent suspension of work involving Malian government entities and officials.

Anticipated Activities

- None.

Difficulties Encountered

- As mentioned above, activities in Mali were permanently suspended due to the coup d'état which took place on March 22.

YEMEN

Work under Task Order 7 in Yemen was expected to:

- Carry out a full EGRA baseline application in 40 schools in the Arabic language; produce a technical report with EGRA findings; and prepare presentations for USAID, government, other donors, and education stakeholders; and
- Carry out a policy dialogue workshop based on the report and presentations.

The sample of schools was to be randomly selected and cover both large and small schools in each of three governorates, with 20–30 pupils to be assessed in each school, divided equally among each grade. Schools sampled were to include those in or around Sana'a, and to be selected from among the eight governorates of greatest priority to USAID: Amran, Al Jawf, Marib, Shabwah, Abyan, Al Dhale'e, Lahj, and/or Aden.

Activities

Activities in Yemen in the first quarter of FY 2012 mainly involved reviewing, editing, and finalizing the EGRA analysis report, which was then accepted by Abdulhamid Alajami of USAID/Yemen. In the third quarter, the policy dialogue took place in Yemen (via a remote connection from the United States), at which RTI presented the ministry with the EGRA results for the country.

Anticipated Activities

- None. All project activities have been completed.

Difficulties Encountered

- None.

YEAR 2

DOMINICAN REPUBLIC

As noted, work in the Dominican Republic was the only Year 2 country activity still in progress under Task Order 7 at the end of FY 2012. It can be summarized as follows:

| Countries | Possible Actions | Sample Size | Milestones |
|---------------------------|--|---|---|
| Dominican Republic | <ol style="list-style-type: none">1. Collaborate with local university and provide technical assistance in adapting EGRA, EGMA, and SSME to the needs of existing projects. Analyze results for concurrent validity.2. Use results to further policy dialogue on education quality. | An appropriate number of schools, sufficient to cross validate with existing assessments and feed policy dialogue, will be sampled. | <ol style="list-style-type: none">1. SSME/EGRA/EGMA instruments tailored and piloted2. SSME/EGRA/EGMA data collection completed3. Data analysis and reporting completed4. Policy dialogue activity completed |

Activities

RTI communicated with USAID/Dominican Republic and the American Chamber of Commerce to coordinate needs and the purpose for this assessment. Due to the Ministry of Education's (MOE's) current lack of interest, it was decided that the SSME application could be used to help the American Chamber of Commerce better understand the student outcomes of its project schools. However, as of the end of the fiscal year, the MOE had participated in the adaptation of the SSME/EGRA/EGMA instruments and the training of assessors and supervisors in instrument administration. The goals are to introduce further policy dialogue focused on (1) students' current early grade math and reading development and (2) ways in which such assessments can support quality improvement. RTI worked with subcontractor Entrena to coordinate logistics for workshops and fieldwork. They will monitor the quality of the fieldwork and assist in data analysis and reporting in the upcoming quarter.

Task 7 specific activities in the Dominican Republic during FY 2012 included:

- RTI released a Request for Proposals (RFP) and engaged Entrena as a local subcontractor.
- With the help of Entrena, RTI coordinated logistics for the adaptation workshop with the American Chamber of Commerce, MOE, and local stakeholders.
- During September 3-7, 2012, RTI's Jessica Mejia, with consultants Dr. Alejandra Sorto and Dr. Cesar Guadalupe, facilitated a workshop at which the EGRA, EGMA, and SSME instruments were reviewed and adapted.
- September 25-29, Ms. Mejia, with Ms. Castro and Ms. Vijil, trained 25 data collectors on all instruments. Twenty data collectors were chosen based on performance throughout the training.

- During October 5–7, all instruments were piloted. The team analyzed the instruments and made final changes and adjustments. Also, the Tangerine™ data collection software, as tailored for the Dominican Republic, was finalized along with additional training.

Anticipated Activities

- Data collection will be completed by end of October 2012 in 50 American Chamber of Commerce schools in grades 1 and 2. Approximately 1000 students will be tested in math and reading.
- Following data collection, analysis and report writing will be conducted by RTI and Entrena with likely assistance from consultant Dr. Cesar Guadalupe.
- Results will be disseminated following the finalization of the analysis and report writing. This will include a policy dialogue event with the American Chamber of Commerce, MOE, and other stakeholders.

Proposed Changes in Key Personnel and Reallocation of Level of Effort Across Staff

- None.

Difficulties Encountered

- Start-up was delayed due to political and other challenges, including difficulty coming to agreement with the MOE regarding the specific activities to occur in the DR. USAID/Dominican Republic is now working with the American Chamber of Commerce and the MOE has sent representatives to the workshops.

KENYA

Work under Task Order 7 in Kenya was limited to SSME and can be summarized as follows:

| Countries | Possible Actions | Sample Size | Milestones |
|--------------|---|--|--|
| Kenya | 1. Conduct SSME in a nationally representative sample of schools. EGRA and EGMA are already being planned by USAID/Ethiopia. 2. Present findings via a policy dialogue activity. | Nationally representative sample. Actual sample size TBD | 1. SSME instruments tailored and piloted 2. SSME data collection completed 3. Data analysis and reporting completed 4. Policy dialogue activity completed |

Activities

Task 7 activities in Kenya were postponed until the Primary Math and Reading (PRIMR) project—EdData II Task 13—could be put in place. PRIMR was awarded on September 15, 2011, and the Task 7 SSME instrument adaptation took place during October 2011 along with the EGRA and EGMA adaptations for PRIMR. The joint EGRA/EGMA/SSME baseline assessment took place in January 2012. Task 7 work in Kenya is now considered complete. The summary below describes the activities and reporting surrounding the baseline and follow-up.

Training of Assessors

In order to effectively assess children and administer the SSME instruments, the PRIMR team spent five days training 66 data collectors. These data collectors were organized into the 17 teams that undertook the EGRA, EGMA, and SSME between January 9 and 27, 2012. The 17 supervisors were trained on the SSME tools at the school level, primarily by Benjamin Piper and Jessica Mejia. Particular care was taken with the training on the classroom observation instruments in reading and math, as reliable data collection using these tools is notoriously difficult. The PRIMR team found that, with practice, the observation reliability scores were slightly higher than those from a Harvard University classroom observation tool, also administered in Kenya. Most of the assessment team leaders had previous experience with other versions of the teacher, head teacher, and student instruments. The quality of the training was evident from the very high response rates and the lack of missing data in the databases.

Data Collection

Supported by signed letters from the MOE, written permission from the RTI Institutional Review Board (IRB), permission from the Kenya National Council of Science and Technology, and ethical approval from Kenya Medical Research Institute (KEMRI), the PRIMR team assessed children in 230 schools across PRIMR's sample in Nairobi, Thika, and Nakuru in Kiswahili reading, English reading, and math. Using EdData II Task Order 7 funds, PRIMR implemented the SSME in 230 schools. In 10 of these 230 schools, the Tangerine™ tool, on Kindle Fires, was utilized for SSME data collection to produce a unique set of data for analyzing outcomes.

Data Analysis

After RTI undertook the basic SSME analysis in the first quarter of 2012, the report writers worked with the MOE in joint writing workshops. On April 3 and 4, senior members of the MOE and Kenya National Examinations Council (KNEC) worked together on an interpretation exercise to inform the team on how to interpret the low findings and the SSME results. On April 17 and 18, key data analysts from the MOE worked with the RTI team to write the actual report. By the end of April the report was ready for sharing with the technical team at the MOE, and it was sent via soft and hard copy for them to read and review. All changes were then incorporated into the draft report.

Report Writing

The report writing was shared by Dr. Abel Mugenda and Dr. Piper. The report's first section looks at the EGRA and EGMA results. The rest of the report presents the SSME results, and connects the SSME variables to student outcomes to try and understand how and why the results were as low as they were. The report, at 212 pages with appendices, dedicated nearly 70% of the text to investigating how SSME variables mitigated the low outcomes.

The baseline findings report was submitted to USAID/Kenya on August 23, with acceptance on September 4. Some revisions were offered by participants in the policy dialogue sessions. However, in the meantime, the PRIMR scope was changed slightly to add a follow-up SSME to the midterm EGRA/EGMA assessment. As such, it was agreed that all the SSME updates would be incorporated into the midterm assessment report rather than a revised baseline report. Pretesting, programming of Kindles for the first time for electronic data collection, and training of evaluators took place at the end of September with the assessment itself scheduled for October. The analysis report will be completed during the next quarter.

In addition to the basic report, Joe DeStefano of RTI worked on policy briefs for reading and mathematics that looked at the results from the baseline and present policy discussions regarding the SSME factors that impact outcomes. These reports, 3 pages long, were used in several high-level meetings with key members of the MOE.

Policy Dialogue

Mr. DeStefano traveled to Nairobi June 11-15 for high-level policy dialogue meetings with the MOE and the Semi-Autonomous Government Agencies (SAGAs), in order to better explain the relationships between SSME and outcomes, as well as to discuss how the SSME findings can be used as part of the national reform effort. The RTI team analyzed the current versions of the education bill and the bills relevant to other organizations in the education sector in order to share some ideas on how they can organize their structures to maximize learning.

The Kenya SSME report was shared with the KNEC Steering Committee in mid-August. Afterward it was formally adopted by the MOE and is expected to become a report from which they will actively share the findings, not just a PRIMR deliverable. Preparations for this meeting included revising (and shortening) the baseline report, updating the policy briefs, and sharing hard and soft copies of these reports for review beforehand. This meeting also was used to roll out a dissemination plan.

Difficulties Encountered

The SSME was planned for the end of the 2011 academic year. However, due to the delay in the PRIMR start date, the SSME data collection occurred in early 2012. Scheduling the final meetings for the SSME results dissemination proved difficult because of turmoil in the education sector, particularly around reform of the MOE structure. On August 14, the SSME presenters solicited final additions to the report and scheduled the launch of the joint SSME and PRIMR baseline study.

MOROCCO

Work under Task Order 7 in Morocco involved the following:

| Countries | Possible Actions | Sample Size | Milestones |
|------------------|---|---|--|
| Morocco | <ol style="list-style-type: none"> 1. Conduct EGRA/EGMA/SSME in a nationally representative sample of schools. 2. Present findings via a policy dialogue activity | 40 schools will be randomly sampled to provide a nationally representative sample | <ol style="list-style-type: none"> 1. SSME/EGRA/EGMA instruments tailored and piloted 2. SSME/EGRA/EGMA data collection completed 3. Data analysis and reporting completed 4. Policy dialogue activity completed |

Activities

The initial draft of the Morocco report in English was submitted to USAID/Morocco in November 2011, along with an executive summary in French. Following this, the policy dialogue workshop was held in January 2012 with the team from the Ministry of Education which led the study, the director of the Regional Academy for Education (AREF) in Doukkala Abda where the study took place, and the AREF regional team leaders. The conclusions and suggestions drawn from the policy dialogue were integrated into the final version of the report. The final report, translated from English into French, was shared with USAID/Morocco and the Ministry of Education in May 2012.

Anticipated Activities

None. All project activities have been completed.

Difficulties Encountered

None.

RWANDA

The purposes of the Task Order 7 Rwanda activity were as follows.

| Countries | Possible Actions | Sample Size | Milestones |
|------------------|--|---|---|
| Rwanda | <ol style="list-style-type: none">1. Conduct EGRA/EGMA/SSME in a nationally representative sample of schools.2. Present findings via a policy dialogue activity | 40 schools will be randomly sampled to provide a nationally representative sample | <ol style="list-style-type: none">1. SSME/EGRA/EGMA instruments tailored and piloted2. SSME/EGRA/EGMA data collection completed3. Data analysis and reporting completed4. Policy dialogue activity completed |

Activities

All data collection and analysis activities were carried out during FY 2011. During FY 2012, RTI activities focused on presentation of EGRA/EGMA/SSME results in various venues.

- On November 14, 2011, the EGRA/EGMA/SSME results were to be presented at an MOE senior management meeting. Because of the multiple delays and rescheduling, and the high probability of further scheduling changes based on precedent, USAID/Rwanda and RTI determined that travel solely for this purpose would not be an efficient use of funds. RTI worked with the USAID Language, Literacy, and Learning (L3) project technical advisor, Norma Evans, who presented the results in conjunction with a presentation on the 2011 Learning Achievement in Rwandan Schools (LARS) program, funded by the United Nations Educational, Scientific and Cultural Organization (UNESCO). Wendi Ralaingita participated in the meeting through teleconference and was thus able to address questions raised by the senior management team. During and after this meeting, concerns were raised about the relationship between EGRA/EGMA

and the LARS, which had also been developed and implemented in 2011. Questions about methodology were also raised. The Permanent Secretary and John Rutayisire, Director General of the Rwanda Education Board, called for a meeting that would focus on the learning assessments (LARS and EGRA/EGMA) in order to do a more in-depth technical review of each and examine the relationships between them.

- RTI presented on EGRA/EGMA at the Achieving Quality Education for All Regional Summit in Kigali. Because the Rwanda results had not yet been approved by the ministry, the presentation focused on EGRA/EGMA/SSME as research tools, with Kenya as a case study. Following the presentation of EGRA/EGMA by Wendi Ralaingita and Benjamin Piper, the Deputy Director General of the Rwanda Education Board/Education Quality and Standard Department, Janvier Gasana, delivered a short presentation on EGRA/EGMA in Rwanda, discussing the purpose of its use, mentioning that results were forthcoming (pending validation by the MOE), and explaining the follow-up steps.
- The expected technical review meeting to examine LARS and EGRA/EGMA together was initially scheduled to take place on Friday, December 2, 2011, but was postponed by the ministry until January 2012. Instead, during the December trip, a meeting was held at USAID, where an in-depth presentation of EGRA/EGMA/SSME (including technical background of the instruments, as well as analysis and results) was given, using the presentations that had been developed for the expected LARS-EGRA/EGMA meeting. Similarly, the presentation was given to the L3 technical staff and partners on the project.
- On January 24, 2012, the LARS-EGRA/EGMA technical review workshop was held to review the findings of the EGRA/EGMA/SSME, along with those of LARS. The meeting was attended by key ministry officials as well as development partner representatives (UNICEF, UK Department for International Development [DFID], and USAID), for a total of 24 participants. Ms. Ralaingita of RTI presented and discussed findings from EGRA/EGMA/SSME, while Scott Murray presented and discussed findings from LARS. The objectives of this meeting were to ensure that participants thoroughly understood each study and the results; the different purposes/targets of each assessment; and the ways in which the ministry might use these two assessments in the future. Overall, the attendees received the results positively, and discussed the purposes of the instruments and how they might be used in Rwanda in the future. Recommendations for revising/finalizing the EGRA/EGMA/SSME were also solicited and recorded. During the meeting, the Deputy Director of the Rwandan Education Board, who is also responsible for assessment and research, indicated that once the recommendations were integrated into the report, it would be approved by the ministry. He specifically noted that no further validation meetings or presentations would be necessary.
- The recommendations from the technical review meeting were integrated into the report, and the finalized report was submitted to USAID/Rwanda on February 27, 2012. The report was reviewed by USAID/Rwanda and then submitted to the ministry on March 22. In the third quarter permission was granted by the ministry and USAID to release the findings report, which was submitted to the DEC as well as being posted on the EdData II website.

Anticipated Activities

None: All Task Order 7 activities have been completed.

Difficulties Encountered

Throughout the analysis/reporting period there were some challenges involved with ensuring that the ministry accepted and validated the results, and then allowed for them to be publicly disseminated. There was no indication of general resistance to do this—rather, turnover among high-level ministry personnel slowed things down, and following ministry processes, in order to ensure local acceptance and ministry buy-in, tended not to work quickly.

ZAMBIA

The purposes of the Task Order 7 Zambia activity were as follows.

| Countries | Possible Actions | Sample Size | Milestones |
|------------------|--|--|---|
| Rwanda | <ol style="list-style-type: none">1. Conduct EGRA/EGMA/SSME in a nationally representative sample of schools.2. Present findings via a policy dialogue activity | 40 schools randomly sampled from 4 Bemba speaking regions to provide a sample that is representative of these regions. | <ol style="list-style-type: none">1. SSME/EGRA/EGMA instruments tailored and piloted2. SSME/EGRA/EGMA data collection completed3. Data analysis and reporting completed4. Policy dialogue activity completed |

Activities

- A preliminary report outlining the findings of the EGRA/EGMA/SSME survey was shared with USAID/Zambia on November 11, 2011. This draft was then subsequently forwarded to participants of the policy dialogue workshop.
- The final policy dialogue workshop was conducted by Dr. Ash Hartwell at the InterContinental Hotel, Lusaka, November 21–22, 2011.
- On December 19, a conference call to close out the project was held between Amy Mulcahy-Dunn, Dr. Hartwell, and USAID/Zambia staff Wick Powers and MaryTyler Holmes. Revisions to the preliminary report incorporating recommendations from the policy dialogue workshop were completed and submitted to USAID/Zambia in mid-January 2012.

Anticipated Activities

- None. All project activities have been completed.

Difficulties Encountered

- Final results were not made public, per the Mission’s request, as they were waiting on an internal meeting with the MOE to discuss study implications, among other things. Until the Ministry grants final approval, the findings report will not be posted to the project website or submitted to the DEC.

Task Order 7 Consolidated Implementation Plan

| Year 1 | Activity | Estimated Time Period | Expected Outcome |
|-----------------|--|-----------------------|------------------|
| Ethiopia | <p>Draft reports completed: Aug. 31 and Oct. 31, 2010</p> <p>Policy dialogue: Nov. 3-4, 2010</p> <p>Report finalized/submitted: Dec. 7, 2010</p> <p>Report to DEC: Mar. 15, 2011</p> | Work completed. | |
| Honduras | <p>Video completed: Jul. 5, 2011</p> <p>Training materials completed: Feb. 3, 2012</p> <p>Teacher training workshops: Feb. 7-10, 2012</p> <p>Submissions to DEC: May 8, 2012</p> | Work completed. | |
| Ghana | <p>Draft report completed: Apr. 25, 2011</p> <p>Policy dialogue: Mar. 24, 2011</p> <p>Report finalized/approved: Jun. 13, 2011</p> <p>Report to DEC: May 8, 2012</p> | Work completed. | |
| Mali | No final publications resulted from Task 7 work in Mali | Work completed. | |

| Year 1 | Activity | Estimated Time Period | Expected Outcome |
|--------------|---|-----------------------|------------------|
| Yemen | Draft report completed: Dec. 17, 2011 | Work completed. | |
| | Policy dialogue: Jun. 5, 2012 | | |
| | Report finalized/submitted: English–Mar. 18, 2012; Arabic–Jul. 24, 2012 | | |
| | Report to DEC: English–Jun. 27, 2012; Arabic–Aug. 21, 2012 | | |

| Year 2 | Activity | Estimated Time Period | Expected Outcome |
|---------------------------|--|--|---|
| Dominican Republic | Preparation for EGRA/EGMA/SSME adaptation | July–Aug 2012 | Logistics coordinated for workshop and draft instruments prepared with international and local experts. |
| | Subcontractor contract finalized | July 2012 | Subcontract signed. |
| | Adaptation workshops | August 2012 | EGRA, EGMA, and SSME instruments adapted for country context and pretested with students. |
| | Assessor training | September 2012 | Data collectors trained for 5 days to administer all instruments. |
| | Instruments piloted and finalized | October 2012 | 2-day pilot of all instruments followed by analysis of the items and finalization of all instruments based on the analysis results. |
| | Data collection | October 2012 | 2- to 3-week data collection from 1000 students in 50 schools completed. |
| | Data cleaning and database finalization | November 2012 | Database cleaned and ready for analysis. |
| | Analysis, initial dialogue, and report writing | Nov–Dec 2012 (exact dates TBD in late Oct 2012) | Data analysis on all instruments complete; draft report written and shared with American Chamber of Commerce. |

| Year 2 | Activity | Estimated Time Period | Expected Outcome |
|----------------|--|---|--|
| | Policy workshops | December 2012 (exact dates TBD in late Oct 2012) | Workshop to be held with American Chamber of Commerce, MOE, USAID, and other stakeholders. Workshop will focus on current students' early grade reading and math development, plus school management and instruction. Recommendations will be made to improve quality. |
| Kenya | Analysis, initial dialogue, and report writing | March–June 2012 | Analysis completed, report draft written, draft shared with Ministry and Mission. |
| | Policy workshops | June–July 2012 | Workshops held with Ministry, USAID/Kenya, and other stakeholders, with particular emphasis on the school management and pedagogical delivery characteristics associated with weak and strong instruction and student outcomes. |
| | Report adoption | July–September 2012 | After evaluation workshop, SSME report adopted and dissemination officially began. |
| Morocco | Draft report completed: Nov. 25, 2011 Policy dialogue: Jan. 19, 2012 Report finalized/submitted: English–May 7, 2012; French–Apr. 6, 2012 Reports to DEC: Jul. 11, 2012 | Work completed. | |
| Rwanda | Draft report completed: Nov. 22, 2012 Policy dialogue: Jan. 24, 2012 Report finalized/submitted: Mar. 22, 2012 Report to DEC: Jun. 27, 2012 | Work completed. | |

| Year 2 | Activity | Estimated Time Period | Expected Outcome |
|---------------|---|-----------------------|------------------|
| Zambia | Draft report completed: Nov. 11, 2011 Policy dialogue: Nov. 21-22, 2011 Report finalized/submitted: Jan. 18, 2012 (Ministry approval not yet received for public postings) | Work completed. | |

Annual Financial Statement, Task 7

[REDACTED]