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# **MISSION SURVEY REPORT: ISSUES & NEEDS IDENTIFIED BY FIELD STAFF**

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

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## **Executive Summary**

The Education Office in the Economic Growth, Agriculture and Trade Bureau (EGAT/ED) contracted the Aguirre Division of JBS International to conduct an assessment of the current status and assistance needs of USAID Missions worldwide. As education funding and programming demands have greatly increased in recent years, EGAT/ED recognizes the need to more effectively address the education needs of countries receiving USAID assistance. In an effort to foreshadow requests for the upcoming year, Aguirre/JBS was asked to develop a qualitative instrument to collect the requested information for EGAT/ED. Aguirre/JBS worked closely with EGAT/ED to develop a survey to ascertain feedback from Missions staff on the inner-workings of their Mission including sections devoted to:

- Mission priorities and programming,
- Technical assistance,
- Data,
- Higher education, and
- Public-private partnerships (PPPs).

After pilot testing, Aguirre/JBS strongly recommended EGAT/ED change their requested data collection method (online) to more personal interaction (in person or by phone), which provided more detailed and actionable information. All education officers were contacted and invited to share their feedback, as well as suggest other staff members who should contribute to selected sections of the survey. Data collection took place from June through October, 2009. Fifty-four Mission staff were surveyed, representing 30 Missions.

This report presents major findings from the Mission survey both by region and country. Results are reported in aggregate by region to protect anonymity of respondents, except for non-sensitive reporting on Mission programming and specific technical assistance requests. Many common themes emerged in the technical assistance needs and challenges facing Mission staff. Conclusions are presented by region in addition to overarching recommendations in the final section of this report.

## **Overall Findings**

Mission staff in all regions are open to and would often welcome additional support from USAID/W. Respondents were generally thankful to have the opportunity to give their feedback and talk about their experiences and additional needs for assistance. Though differing in size, there appears to be a significant gap between the field and Washington - many field staff are not aware of the resources (and people) available to them, or how to go about accessing them. Further, all field staff reported relying on staff in USAID/W with whom they have established relationships. While field staff feel more comfortable doing this, they are then limited to a few perspectives from USAID/W. Upon further discussion of their priorities, Mission staff would very much like to have more assistance from specialists in EGAT/ED, particularly in the areas of fragility, gender, and youth and workforce development. It is important however, that when providing assistance or recommendations, USAID/W provides the requested assistance with the approach of supporting the field rather than dictating the way USAID/W wants them to handle programming. EGAT/ED can take the following steps to meet these needs:

- Provide more opportunities for face to face interaction with EGAT/ED team members and regular communication- workshops, TDYs, virtual communication (video conferencing, phone calls) to build relationships. Provide an EGAT/ED staff contact list with areas of specialization for each member of the team.
- Provide a clear, concise document that outlines: (1) the different responsibilities of EGAT/ED and regional bureaus, and define the role of the regional platforms; (2) areas in which EGAT/ED

can provide assistance; and (3) the process for applying for or receiving assistance from EGAT/ED (including who is financially responsible).

- Clarify preferred methods of communication- should field staff go through their regional bureau to contact EGAT/ED, or should they contact someone in EGAT/ED directly.

In addition to clarifying the responsibilities of EGAT/ED and the services it can provide, respondents from all regions consistently requested further clarification or better assistance related to several common themes: an effective knowledge sharing tool, cross-sectoral work, and further training. In an effort to address these issues, the following recommendations can be made:

- **Knowledge sharing tools:** EGAT/ED should lobby to dramatically overhaul DEC, or create a completely new knowledge sharing tool with advanced search functions that work - a tool that is easily updated and up to date with project reports, and send reminders to field staff shortly after reporting periods reminding them to submit their relevant documents to the knowledge sharing tool. Some respondents would like an education specific resource library where outside research and data can also be shared within the education sector.
- **Cross-sectoral programming:** Take the opportunity to review Missions' portfolios and work with Mission staff to brainstorm how their Mission could incorporate other sectors as appropriate in their region and given their Mission's priorities. Create some how-to guides, and/or write up best practices and lessons learned from those Missions that have effectively engaged in cross-sectoral programming.
- **Training:** EGAT/ED should offer more trainings virtually- for both FSOs and FSNs. Washington trainings should be offered more consistently, on an annual or biennial basis. After these workshops, EGAT/ED should continue to build on the momentum built and personal relationships established. Quarterly discussions on state of the art topics would help maintain the camaraderie of education officers in the field and help promote sharing of ideas and communication.



## **Introduction**

The Office of Education in the Economic Growth, Agriculture and Trade Bureau (EGAT/ED) contracted the Aguirre Division of JBS International to conduct an assessment of the current status and assistance needs of USAID Missions worldwide. As education funding and programming demands have greatly increased in recent years, EGAT/ED recognizes the need to more effectively address the education needs of countries receiving USAID assistance. In an effort to foreshadow requests for the upcoming year, Aguirre/JBS was asked to develop a qualitative instrument to collect the requested information for EGAT/ED. Aguirre/JBS worked closely with EGAT/ED to develop a survey to ascertain feedback from Missions staff on the inner-workings of their Mission including sections devoted to: (1) Mission priorities and programming, (2) technical assistance, (3) data, (4) higher education, and (5) public-private partnerships (PPPs). The survey underwent several iterations and incorporated feedback from numerous working groups and individuals within EGAT/ED.

This report details findings in the five aforementioned priority areas. Due to vast differences between regions and countries within regions, findings will be presented in regional or sub-regional chapters to allow for the presentation of regional trends, as well as country specific programming and technical assistance requests. Overarching recommendations will be included in the final section of the report.

## **Data Collection Methodology**

EGAT/ED initially requested an online survey to collect all of the data requested by EGAT/ED working groups, however after the first round of pilot testing, it quickly became evident that such format would likely discourage participation due to several factors: the sheer length of the instrument and amount of time it required from overburdened field staff, the likelihood that online responses would ascertain generic or non-actionable information, or very low response rates. Aguirre/JBS then conducted an in-person pilot test in the field, revealing that in-person implementation allowed for more conversational interchange, which proved invaluable in obtaining the kind of detail that would provide actionable information. During the conversation, respondents answered more freely and offered additional information which provided key insights into the strengths and needs of the Mission. In-person pilot findings were shared with EGAT/ED and the survey implementation plan was altered to reflect findings. This pilot confirmed initial recommendations that the type of information sought from the survey would best be gleaned from personal interaction (in person or by phone) in order to get an accurate picture of work at the Mission and to accurately report on Mission priorities and needs.

Data collection took place during individual or small group interviews conducted either in person or by phone from June through October 2009. Exceptions were made for a couple of Missions that specifically requested a written format allowing for response via email due to time constraints. Fifty-four Mission staff responded to the survey representing 30 Missions. Following an internal announcement of the survey, email invitations to participate in the survey were sent out to all education officers in the field based on a staffing list provided by EGAT/ED. As a certain amount of staff turnover was expected due to rotations and internal changes, interviewers followed all leads to locate and contact the appropriate current staff members. In most cases interviewers successfully found the correct staff members, however in a couple of instances direct contact was not established as staff were on extended travel or did not respond to inquiries. Once contact had been made with the education officer(s), interviewers asked the education officers if there were additional respondents whom they felt should respond to the various sections of the survey, providing the opportunity for the inclusion of program officers. One member of the Aguirre team was assigned to each region, eliminating confusion by having one point of contact which allowed for continuity in data collect and identifying regional trends.

## Regional Responses

### AFRICA

In the Africa region, 17 Missions were identified as having education teams. These were: Benin, Democratic Republic of Congo (DRC), Ethiopia, Ghana, Kenya, Liberia, Madagascar, Malawi, Mali, Namibia, Nigeria, Senegal, South Africa, Sudan, Tanzania, Uganda and Zambia. In an effort to assess the current status and needs of Missions in the region, education officers from these Missions were contacted and invited to share their feedback. Seventeen individuals representing ten Missions were interviewed individually or in small groups to gather information about their Missions' programming and needs. Of those with an education portfolio, seven Missions did not respond to the survey. Those interviewed were experienced staff members with USAID and in Africa- three were new to their current posts, though each comes from another Africa Bureau post, while several team members interviewed who are Foreign Service Nationals (FSNs) have more than ten years' experience at their Mission.

Challenges for the Africa region's education teams include schools critically low in resources, low attendance by students and teachers, lack of classroom learning materials or assessment systems, untrained or undertrained teacher corps, the toll of the HIV/AIDS epidemic on families and teachers, and lack of reliable state educational infrastructure within highly centralized systems. For some countries, fragility and instability in large regions also affects the ability of the national education system to effectively offer quality education, and children are often deeply affected by conflict and post-conflict situations.

#### ***Mission Priorities and Programming in Africa***

Missions in the region largely shared a common set of priorities including: achieving EFA- FTI goals, improving educational quality through teacher training, mitigating the toll of HIV/AIDS on educational systems and individuals, bringing literacy and numeracy issues to the fore, engaging at-risk youth, and providing technical assistance to build national and local capacity at Ministries of Education (MOEs). The Missions in the region focus on basic education, though workforce development is quickly becoming more important in many countries.

As the Africa Education Initiative (AEI) enters its last fiscal year of funding, many Missions retain significant budget gains as a result of the Initiative. At least five Missions reported that they are designing new programs or activities across their education portfolio. Since AEI-supported teacher training programs were managed by the Missions themselves, these programs are generally marked by close collaboration and integration with MOEs. The following table outlines Missions' primary current and upcoming education programming, where they are in the planning stages, and the degree to which they support cross-cutting programming. The table also denotes potential needs for technical assistance as expressed by respondents; details of these needs are included in greater detail later in this report.

<b>Mission</b>	<b>Program Name</b>	<b>Focus</b>	<b>Planning Stage</b>	<b>Cross-Cutting</b>	<b>Possible need for TA</b>
Benin	TBD	BE- quality is the new focus. Considering secondary to deal with youth bulge.	Early Design phase- – writing SOW for an ed sector	Not at present	Yes

**Mission Survey Report: Issues & Needs Identified by Field Staff**

			assessment		
Congo, Dem Rep. (DRC)	PAGE: Pour une approche globale de l'éducation	Basic education – quality, teacher training with a focus on interactive learning.	One year remaining	Some overlap with health, water and sanitation (wat-san)	No
	TBD		Just completed proposals, new team on board at the end of this month.		Perhaps
Ethiopia	TBD	Basic education: informal education for out-of-school youth; increasing efficiency in early grade literacy (new focus); training school administrators.	Design Phase-Strategy was just revised in February, project has just been awarded.	Health in school grants, PEPFAR OVC	Yes
	Civic education program		One year remaining	DG	No
Ghana	EQUALL	Basic education: teacher training, targeted WKFD (new focus); different interventions for schools at different stages (refined focus.)	Sixth year of a ten year strategy (just renewed).  Also contracting for three new activities.	Funds are shared with Health for wat-san, and a paired DG project	Possibly
	GRAIL	TA to MOE structures at local levels to improve accountability	Ongoing	No	No
Madagascar	Comoros - BE	BE- Madagascar program was BE and was to be funded by FTI	Suspended, was to have closed as of 09/30/2009	None at present	Yes
Mali	Mali USAID/PHARE Program (Programme Harmonisé d'Appui au Renforcement de l'Education)	Project on national scale with IRI and focusing on primary literacy, TT, engaging parents, creating materials	Ist phase- Newly awarded	Yes – adult literacy, gender, HIV/AIDS, parallel with DG	Yes
	Mali Regional Action Planning/Decision Making Program (RAP-DMP)	Assisting MOE to devolve responsibility, build capacity and provide resources to district and local levels	Ist phase- Newly awarded	Yes, with DG in fragile areas	Yes
	TBD	TBD	Developing Annual Program Statement to determine next steps	Yes – adult literacy, gender	Yes
Tanzania	New ed strategy starting- TBD	New ed strategy with focus on lower primary literacy and numeracy (new focus)	Design phase- Just authorized from Washington, beginning new activities	Not yet: PEPFAR possible in near future	Perhaps

	EMIS	Support to MOE at national and regional levels to develop, use and maintain EMIS systems	Design phase- Just authorized from Washington, beginning new activities	No	No
Uganda	UNITY	Basic education: teacher training, community participation, education policy agenda, and HIV/AIDS education.	UNITY is at mid-point. Looking at strategy for third program.	PEPFAR and gender	Yes
	EMIS	Assisting national and regional education offices with EMIS creation and use	Design/1st phase- About to be signed, for a term of three years	No	No
Zambia	EQUIP2 policy support	Policy support/TA to MOE; TT, health, IRI for primary grades; HIV/AIDS education.	One year remaining.	No	No
	Basic Education, TBD	Basic education: new focus on quality, testing/assessment, monitoring teacher training outcomes	Design phase- Developing follow-ons.	Yes, with PEPFAR	Yes, esp. on student assessment

South Africa is the Mission that stands out as remarkably different from other Missions in the region as they have closed out the education portfolio, though many of their other programs include cross sectoral activities that include education. South Africa has teacher training programs in the health sector, workforce development under economic growth (EG), and several higher education (HE) partnerships. Despite the lack of direct education programming, respondents from South Africa were eager to participate in the survey and to share some of their experiences with education programming and technical assistance. Given South Africa’s successes in some areas, the respondents felt strongly that there was ample opportunity to function as a sort of hub providing assistance to the region on educational issues. Respondents from South Africa felt that their AEI-developed English-language reading materials (and some tribal-language materials for neighboring counties) could be shared with other Anglophone countries. The respondents also recommended tapping South Africa’s higher education institutions for technical assistance and training resources for the region. Though they have had some successes and have much to offer other Missions and countries, respondents also noted that continuing engagement in education in South Africa is both needed and sought to combat ongoing deficiencies in the basic education system. Moreover, they noted South Africa’s supportive education ministry provides a good testing ground for educational activities because pilots with strong outcomes are often scaled up.

### **Technical Assistance- Africa**

Across all Missions in the region represented in the survey, staff related their interest in timely and appropriate technical assistance from USAID/W to support their activities. Overwhelmingly, respondents reported calling on their regional bureau backstops most regularly when seeking support for their Missions. Respondents generally cited good relationships with their backstops as one reason this was so, and most also noted that their relationships with EGAT/ED team members were not yet as

strong.<sup>1</sup> Respondents reported that their relationships with their backstops formed the basis for requests for assistance – without such a foundation, some added, they were not likely to request technical assistance, at least not to make a “cold call” to someone in Washington. Another respondent said that when she called the Africa Bureau, she knew that they were funded and would support her activities, while EGAT/ED’s ability to support needs from the field seemed more limited or unpredictable. Several staff noted the benefit of attending the EGAT/ED workshop in August, in part because it introduced EGAT/ED’s team to them in a concrete and functional way. One respondent commented, “attending those sessions and meeting the people involved – sometimes it has seemed like there’s no personalized connection, but the workshop helped to establish that.”

There was some evidence of a lack of information about EGAT/ED, and at times respondents’ perceptions of EGAT/ED’s manner of functioning were somewhat negative. Five respondents felt that there might be tension or a disconnect between EGAT/ED and the Africa Bureau, leading to less cooperation between the two groups and, as a result, a greater disconnect between EGAT/ED and the field. Another two respondents were uncertain how to access EGAT/ED’s assistance, and whether the Mission would have to find funds to do so or if EGAT/ED would cover their support to Missions. Two respondents also said that, according to their understanding, EGAT/ED’s assistance was limited to its IQCs. The sense from these two respondents was that EGAT/ED would assist Missions but would do so based more on what EGAT/ED wanted to push out to the field, not what the Mission needed or requested.

Specific technical assistance needs were largely based on where each Mission was in their planning cycle and the availability of staff, though common themes emerged. Overall, Mission staff welcomed the idea of assistance from EGAT/ED, when that assistance could be tailored to Mission priorities and strategies.

Respondents from Africa Missions were glad to be able to consider technical assistance from EGAT/ED in particular areas. Most commonly mentioned were the following requests:

- I. **Communicating technical knowledge** – Mission staff respect the value of USAID/Washington’s regional and worldwide perspectives, and would like to take better advantage of best practices and lessons learned from other sites and programs. Some portfolios are run by program officers rather than education officers, and in some cases international education research results could be helpful if disseminated. Mission staff would like EGAT/ED to function as a conduit for important innovations, research, and guidance. Some respondents felt that this was an important role for EGAT, given the perspective across programs. Three respondents said the most help EGAT/ED could provide would be to respond quickly to requests for research and/or bibliographies to keep field staff up to date and help them use data for decision-making. “There’s a lot of research out there,” remarked one respondent, “but we need help in analyzing and interpreting the data, and then in transforming that information into policy or programs.” Another said, “I’d love to have a place or a person to whom I could submit a request on a research topic, and receive back a response quickly that was targeted to my question.” Two respondents also noted that the assistance of this sort should be neutral: “I don’t want EGAT/ED telling us what’s best, or coming to a conclusion. But the research would help.” These respondents also suggested creating a fellowship program to create a small research unit in EGAT/ED specifically for this purpose.

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<sup>1</sup> The only staff mentioned in EGAT/ED were Yolande Grandvaux-Miller who was mentioned by three respondents, Patrick Collins by two, and Kristi Fair by one.

2. **Assistance with strategies and writing scopes of work** – Several respondents said that this would be helpful, and many Missions in Africa are currently in the planning stages or plan to be in the coming year. The thematic area most often mentioned was youth and workforce development, which they noted was a priority and often new to a Mission’s programming.
  
3. **Assistance with assessment and evaluation** – Several respondents noted an increased Mission strategy focused on learner outcomes and said they would like help from EGAT/ED in supporting national assessment systems and/or assessing student impact for USAID activities. Five respondents from three different countries said they would like to see EGAT/ED conduct program assessments in their countries, again including student assessment. Evaluation and assessment of program (and learner) outcomes were seen as a high priority by many respondents, and an area where Mission staff had too little technical knowledge to carry out on their own. Missions also reported such limited resources allocated for these purposes that help from EGAT/ED in this area would be much appreciated.
  
4. **Staff development** – Some respondents, particularly those Missions with significant FSN staff (including one Mission with only FSNs on staff), requested support with development of those team members. Respondents mentioned the following topics for training: monitoring and evaluation (especially hands-on training), education statistics, core education sector knowledge with regional information, changes in education practices, writing skills and how finances work in program management. One respondent asked that more prerequisites be offered in the online university so that field staff could take the classes despite their distance from Washington, and still be prepared to continue their education with higher level courses.
  
5. **Public-private partnerships** – Several Missions indicated that they would appreciate support in this area, in terms of establishing appropriate relationships, or help with understanding the regulations of GDAs and how to initiate them. Four respondents noted the management demands of GDAs and PPPs, with one saying, “the thinking-through, the following through with all partners to see that they comply – you can’t just assume it’s going to run without issues.” The respondent went on to say that, because of these demands, setting up such activities properly would be an area where EGAT/ED’s help would be appreciated.

In addition to these frequently mentioned areas of technical assistance outlines above, there were additional requests to meet each Mission’s specific needs. Country-specific requests for technical assistance are detailed in the table below.

<b>Mission</b>	<b>Request</b>	<b>Priority</b>	<b>Timeframe</b>
Benin	Program impact evaluation	High	Near future
Congo, Dem Rep. (DRC)	Assistance in assessing labor market or workforce needs; designing workforce development and fragility work; conceptualizing strategy or portfolio in that field	Future	In one or two years
	Assistance with PPPs	Future	Not sure – potential but no plans as yet
Ethiopia	Research on learning achievement and baseline for early reading efficiency program	High	Considering a request at present for help
	Identifying training needs for staff, how-to for PPPs, analysis of evaluation results, establishing relationships with agencies, groups, developing early grade reading indicators	Medium	Future
Ghana	Subject matter expertise, such as labor market	Low	No request at present;

	economist	(would have helped recently)	assessing Mission needs
Madagascar	Writing scopes of work and conceptualizing, finding appropriate indicators	Unknown	Will depend on political situation
Mali	Helping to analyze the OPS and development of programs	High	Very interested now
South Africa	Seeking ways to continue to be active in South Africa, as a regional center	Medium	Appears that USAID will not pursue this
Tanzania	Assistance seeking potential PPP partners	Low	Future
Uganda	Creating stronger youth programming	Medium	Near future – still adjusting to new post
	EMIS programming		Near future
	Historical assessment of Uganda’s programming	High	Very interested now
Zambia	Assistance with assessments and creative thinking on that topic, including support for national assessment system, psychometrics, and as a formative ongoing tool for programming	High	Near future
	Assistance to program in workforce development and to improve gender thinking and activities	Medium	Near future
	Negotiating PPPs	Medium	Near future

In addition to areas in which they would like assistance, Mission staff also discussed the obstacles they face in their Missions. Issues with Ministries of Education were less about transitions to new governments and MOE cooperation – which was reported to be very high – than about decentralization and supporting capacity development at the district and local or school levels. Teachers’ unions and teacher absenteeism were cited three times as issues in the respondents’ countries. Respondents reported that absenteeism is very high and strikes or threats of strikes threaten program activities and success. A third area posing challenges to Mission staff was geographic location; the remoteness of schools and difficulty of transportation and follow-up were cited by three respondents as major obstacles to successful implementation in Missions’ priority issues. In all three cases the issue of security and fragility were also tied to geographic difficulties, as fragility tended to exacerbate the challenges in large measure.

Funding levels were discussed as another set of challenges for Missions. While the scope of problems in many countries makes any funding level seem “too low,” other, more specific comments were made about funding that warrant discussion. Two team members noted that they foresaw greater demands on their teams as a result of changing policies: “We’ll need education officers with that specific [education] knowledge set, particularly if [Secretary of State] Clinton wants us to take back design and monitoring,” one remarked. Most respondents said they were eager to recruit and hire more staff, particularly with educational experience. The promised corps of DLIs was actually a worry for some, who felt that incoming staff might not know enough about how USAID does business, about development, or about procurement, and might need significant training and/or have a long learning curve to get up to speed. In one Mission, the loss of their education officer left the remaining FSNs feeling like their resource levels were actually too high for them to program without leadership in a short time frame.

## **Data**

All Missions reported relying on implementing partners to report data based on PMP indicators. Several Missions also made use of other data sources – particularly data from the MOE in their countries. Each Mission had had a recent data quality assessment (DQA), and some were conducting DQAs on additional, new indicators at present. One respondent said that she felt the DQA process was a bit superficial, since she would not have selected the implementers working on her activities had they had any data quality issues. Another respondent supported adding girls' education indicators to the standard indicators, as there was presently only one such indicator. Most Missions did not request data assistance, including on indicators, with the exception of qualitative indicators for cross-sectoral projects.

About half of the Mission staff interviewed said that they could not include evaluation and assessment with their current budget levels, but that they appreciated and utilized the other sources available to them from other donors' studies and from their host country's MOEs. These included data on student achievement, management information from MOEs on district and local performance levels, and needs assessments by geographic region (including in fragile states and areas).

Additionally, Mission staff from five Missions reported that their Missions have sponsored or supported significant research. Studies included the following themes:

- **Research on their own programs:** Baseline and periodic student assessment activities; research on teacher training outcomes and acquisition of new skills.
- **Sector-wide research:** Assessment of private schools; assessment of basic education quality across the sector; survey of teachers including the impact of HIV/AIDS on their teaching and their own health; in addition to another survey of teachers examining their motivations and beliefs.
- **Other research:** Contributing to or supporting MOEs' DHS studies (at times in collaboration with other donors); a survey of families' conditions in target communities to understand parents' and students' life issues and obstacles; workforce or labor market survey.

Generally this research was used in-country, though the interview team noted that some requests for data assistance coincided with research already conducted in other Missions. This could signal the need for research dissemination across Missions, to avoid duplication of effort or to inform further research.

## **Higher Education in Africa**

Most Missions interviewed in Africa had little or no focus on higher education, and did not have any HED partnerships active in their countries. About half of those interviewed were involved with teacher education institutions (TEIs) as part of their basic education programming, in which pre-service TEIs were part of the strategy for implementing new training models and methodologies. For three Missions, this also included the creation of new curricula and materials for the TEIs. In five Missions, the institutions' lecturers and instructors were included in the teacher training provided to in-service teachers so that they could disseminate the new methodologies. Two Missions' work with TEIs also included technological support to the TEIs, such as setting up internet connections and training lecturers in how to access teacher education data and methods online. Another three respondents reported that their Missions supported information systems improvements at TEIs so that lecturers and student teachers would benefit from streamlined administration at the institutions. Finally, one Mission reported

collaboration with universities when looking for consultants, particularly in writing test items for student assessment instruments. Respondents from that Mission added that they had heard that participant training (specifically, sending host country lecturers and professionals to the U.S. for masters' degrees) was being revived and that that would be a priority for them.

South Africa was markedly more involved with HED partnerships, which respondents called “across-the-board” in terms of sectors, involving community colleges and universities alike. However, these partnerships are not part of their education strategy as their education portfolio has been closed. Nevertheless, the South Africa respondents emphasized the possibility of using South Africa as a regional hub for HE training.

### ***Public Private Partnerships (PPPs) in Africa***

Public Private Partnerships related information technology were occurring or being planned in several Missions. One set of these PPPs involved supporting MOEs in the development and use of EMIS for the governments' tracking of education indicators. Another set of Missions were using or pursuing PPPs with cell phone companies as a way to reach remote teachers with easily downloadable lesson plans and short videos to support their teaching skills. One such effort is experimenting with using cell phone minute “prizes” to motivate teachers' use of the system. In this example cell phone companies were quite enthusiastic about participating as teachers were seen as a strong and important market for their phones and service. In another Mission, a PPP has begun with a mobile phone provider to roll out free internet access to all high schools in the country. Some respondents also said there were Washington-managed GDAs or other activities in their host countries, such as PEPFAR. One respondent shared that their Mission preferred more direct involvement with the host government and working at a district level, bringing in companies that can work in specific regions.

Other Mission respondents said their attempts at PPPs were still in the beginning phases. Two respondents from one country reported that getting these activities off the ground is very time consuming, and sometimes only brings small investments on the part of the partner. Two respondents noted that the legal requirements of collaboration – especially when different types of organizations are involved (other donors, non-profit implementers, for-profit companies) – also make the process much more complicated. Missions generally thought technical assistance to support PPPs was a positive idea, though two respondents urged Washington to be careful not to “step on toes” as some implementers actually have PPP requirements in their contracts.

### ***Africa Conclusions***

There were a number of common themes that emerged among respondents with regard to technical assistance and services from EGAT/ED. First, Missions are generally open to the idea of such assistance, but they currently tend to seek it from their AFR/SD backstops. A small number of exceptions were found where a Mission team member already had a strong relationship with an EGAT/ED team member and would call that person. There seemed to be a need for greater communication about what EGAT/ED's contributions could be, and what process the Missions should take to seek and receive assistance- including the costs, and who pays for them. The relationship between EGAT/ED, the Africa Bureau, and the field should also be clarified. A number of respondents felt there was a lack of communication or even a negative relationship between the Africa Bureau and EGAT/ED, limiting opportunities for collaboration.

That said, Mission respondents were open to discussing their needs for technical assistance and how EGAT/ED could be engaged in those efforts. Most respondents felt that EGAT/ED could enhance its role by assembling and communicating technical knowledge more effectively. The regional and worldwide outlook that EGAT/ED enjoys could be employed to distill research and trends to provide useful analyses and input to strategic and programming discussions in various Missions, up to and including assisting in the strategic process and in writing scopes of work. Receiving and answering requests for certain types of information (research and appropriate bibliographies were mentioned) would be of great help to some Mission respondents. However, others urged neutrality in offering assistance with analysis – EGAT/ED should inform, rather than direct.

Though some Missions are engaged in their own assessment and evaluation efforts, many mentioned this as an important area for assistance from EGAT/ED. Assessment may mean assisting with program impact assessments of students and teachers, or in supporting MOEs as they construct national assessment systems, depending on country priorities. Evaluation needs could mean formative or summative program evaluations, again depending on the needs of that Mission.

EGAT/ED's role as a resource for staff development was also an area that respondents saw as possibly very beneficial. Requested trainings fell into two categories: operational knowledge and basic skills like writing or M&E, and education content knowledge.

Mission respondents were also open to assistance on PPPs, when necessary. Those contemplating PPPs in general or an idea in particular were more eager to seek assistance. Two Mission respondents noted that their implementers had PPP components in their activities, and therefore assistance from EGAT/ED was welcome but would need to be coordinated with the implementers so as not to undermine their efforts.

Details on each of the technical assistance requests, by Mission, made during the interviews are found earlier in this chapter. In addition to these, it should be noted that the obstacles faced by Missions were largely parallel across the region's interviews. This commonality suggests that there may be, if not already, interest in TA relating to these issues. These were challenges such as working with teachers' unions and teacher absenteeism, logistical challenges often related to instability or fragility, and having adequate staff to implement priorities and plan for the future. Staff with education backgrounds were seen as especially crucial in some Missions.

Mission respondents were industrious in their search for data to inform their policies and strategies; sometimes they funded or partnered to fund appropriate research, while other times their implementers' research provided important data points. Other donors' educational research and MOEs' data on, for example, district level management outcomes were also part of the set of information resources they make use of in their planning. Respondents clearly supported potential EGAT/ED assistance with additional research on educational data – particularly student assessment and research on associated factors like teacher conditions and motivation. Missions reported using their data in-country, but there was little evidence of sharing the research regionally. Such interchange could avoid duplication of efforts and/or inform further research.

## ASIA

In the Asia region, six Missions were identified as having significant education programming: Bangladesh, Cambodia, India, Indonesia, Philippines, and the Central Asian Republics.<sup>2</sup> Fourteen staff members (education and program officers) participated in the survey and provided feedback on their Missions' programming and needs. Most of those interviewed had at least three years of experience at their Mission. Due to time constraints, eight staff members from the Indonesia Mission filled out and returned the survey via email in place of a phone interview. All of the Missions contacted responded to the survey.

Challenges facing successful investment in education in the region include: access to quality education, high drop-out and repetition rates, out-of school youth and growing youth bulge, high student to teacher ratios, poor workforce readiness training, inadequate higher education, and lack of early childhood education.

### ***Mission Priorities and Programming in Asia***

Most of the Missions focus mainly on basic education. Several Missions had more specific concentrations within basic education such as pre-primary or lower secondary. Workforce development was also a key issue for several Missions. Higher education however played a smaller role in the Missions' priorities. Additionally, several Missions also discussed involvement with Madrassa education in their countries.

Most Missions in the region are currently closing out existing programs and are designing new education strategies and/or programs. With much of their programming still in the early planning stages without concrete programs established, specific technical assistance needs for several Missions remains yet to be determined.

Discussions about Missions' engagement with the private sector yielded mixed responses. Some Missions reported positive experiences with programs that continued with private sector support beyond the end of USAID funding, while others cited a lack of strong interest or resources in the private sector of their country to assist with their education activities.

The following table outlines primary current and upcoming education programming for Missions in the Asia region.

Mission	Program Name	Focus	Planning Stage	Cross Cutting	Possible need for TA
Bangladesh	Early Learning for School Success Program (SUCCEED)	Prepares children ages 5-13 to achieve greater success in school through extra-curricular activities, small peer support	Near closeout	Health, environment and social issues	Yes

<sup>2</sup> The Afghanistan and Pakistan Missions were not contacted as the team was advised by the regional bureau that these Missions were overwhelmed with other requests and this would not be an opportune time to attain their participation.   
 in school manager, and supporting successful teaching methodologies. It specifically

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		targets inclusive education.			
	Promoting Talent Through Early Education (PROTEEVA)	Follow on for SUCCEED Program. Planning on contain an Interactive Radio Instruction (IRI) component.	Design/1 <sup>st</sup> phase		Yes
	Sisimpur (Sesame Street)	Pre-primary education through TV programming, addresses the environment, hygiene, and disability issues	Officially closing in 2009. The second grant is an add-on that will end September 2011	Health, the Environment, Disability	No
	No name	Pilot activity which is conducting a study on workforce development and a pilot Youth Employment Project	Pilot stage		
	Madrassa Education Reform	Working with <i>madrassas</i>	Design/1 <sup>st</sup> phase		
Cambodia	Improved Basic Education	Lower secondary education, including life skills curriculum, teacher training on the curriculum, scholarships, school improvement grants, and school manager training.	Design/1 <sup>st</sup> phase- Recently completed design project, set to launch October 2009	WKFD	No
Central Asian Republics	Quality Learning Program (QLP)	Expand access to quality primary and secondary education in Kyrgyzstan, Tajikistan, and Turkmenistan. Supports government effort to implement national education strategy and FTI.	Mid-cycle, currently designing midterm evaluation	Gender	No
	National Testing Initiative (Kyrgyzstan)	Provides a fair opportunity for high-school graduates to receive government funding for higher education.			No
India	No name given	Activities will fold into three main pillars: 1) Global Climate Change 2) Food Security and 3) Health	Evolving a this strategy for next 5 years which all education programs will be part of	Climate change, food security, health	Yes
	Technology and Tools for Teacher Training (T4)	Provides technology tools for teacher and training. Supports improving quality education in public schools	Closing		No
	Workforce Development Initiative – Ek Mouka (One Opportunity)	Skills Development programs that trains school youth with skills and links them to jobs	Closing	WKFD	No
	Quality	Public-private partnership	USAID funding		No

	Education and School Training (QUEST)	grouping that promotes the use of technology in education	ending,, program will be run completely by partner (after PPP)		
	Madrasa Quality Education	Introducing formal education and government approved curricula in the <i>madrasa</i>	Near closeout		Yes
Indonesia	Decentralized Basic Education	Improving quality of BE in primary and junior secondary schools, public and private. Specifically focusing on more effective decentralized management and governance of schools; improved quality of teaching and learning; and increased education relevance and workforce skills and youth	Performing M&E of project activities. Will close September 2010	WKFD	No
	The Education and Employment Alliance (EEA) program (locally Youth Employment and Entrepreneurship Initiative YEEI)	Establishing a multi-sector group of public and private sector leaders to prepare underserved youth in becoming productive employees and entrepreneurs using public-private alliances.	Performing M&E of project activities. Will close September 2010	WKFD	No
	No Name Given	Teacher training and distance education to improve primary school teacher certification	Performing M&E of project activities. Will close September 2010		No
Philippines	Education Quality and Access for Learning and Livelihood Skills (EQUALLS)	Improving quality and access to BE in areas affected by poverty and conflict, particularly Mindanao. Also WKFD and out of school youth.	Mid-cycle. Just completed mid-term evaluation	WKFD, conflict mitigation and management	No

### Technical Assistance

Several Missions noted that EGAT/ED has been particularly helpful in providing assistance to support their program development and answering their questions. The Missions reported relying on both EGAT/ED and the AME Bureau for support. Most of the respondents identified specific people within EGAT/ED or AME who they go to when they need assistance. Additionally, about half of respondents indicated that they also utilize the Regional Development Mission for Asia (RDMA) in Bangkok for assistance. However, several respondents felt that clarification is needed on the differences and specializations between EGAT/ED, AME, and RDMA. Staff in both bilateral Missions and the RDMA office were unclear as to the role and function of the RDMA office. Some Missions were under the impression that RDMA runs its own programs and therefore does not have the capability to provide support, however RDMA has not had funding for its own education programming. If the regional platform is strictly to provide TA to Missions, it would function like a satellite office for USAID/W, but USAID/W treats it as if it's a Mission with its own programming. Clear-cut roles and responsibilities should be defined so all in the region are clear. Guidance is needed on who would be the best resource

for specific technical assistance requests on certain topics. All Missions agreed that the Washington offices should help keep Mission staff up to date on current international education practices and programming.

One issue discussed by many respondents was the need for a database or website that houses information on all the education projects being implemented by USAID Missions. This would give Missions exposure to all types of projects being done in education and the opportunity to share best practices and lessons learned. Respondents stated that they currently do not have an appropriate research center available to them when they can share research that they have done themselves. In addition to the need for the knowledge sharing tool, RDMA staff reported providing assistance to Missions in the region related to a variety of topics including: funding across sectors, technology, HE, and youth and workforce development, demonstrating the array of activities taking place in the region. Other technical assistance request included general staff development, including additional regional trainings. Several staff interviewed reported finding the recent August workshop very useful and informative. Several missions would like EGAT/ED to build on these trainings to find more ways to further the career development of FSNs. This was seen as particularly important as FSNs are usually the staff members who stay in the Mission the longest and have the most experience working within the country context.

Several other common areas of interest for Mission staff were identified; those of greatest importance included monitoring and evaluations tools and how-to guides on developing agency program documents. Related to evaluation, one respondent requested that EGAT/ED provide a mechanism for informal assessments where experts could be brought in for a brief, informal consultation where a sort of roundtable discussion could take place with program staff analyzing progress and outcomes and making recommendations for the future. This respondent reported this method as preferable over a more formal evaluation in certain circumstances. Most Missions also reported an interest in EGAT/ED's assistance in developing and tracking quality indicators for their programs. Staff would also welcome assistance from EGAT/ED on how to better analyze and interpret education data.

In addition to the aforementioned common technical assistance requests, there were many country-specific requests for technical assistance which are detailed below.

<b>Mission</b>	<b>Request</b>	<b>Priority</b>	<b>Timeframe</b>
Bangladesh	Final evaluation/end of program assistance for SUCCEED program	High	They have been in contact with EGAT
	Developing scopes of work, baseline data and indicators	Medium	They will contact EGAT
	Support for creating baselines and design the new project	High	They have been in contact with EGAT
	Coordination with other USG for madrasa education reform	Future	In Future
Cambodia	Templates on curriculum design, teacher training, school management, etc	Future	In future
Central Asian Republics	Understanding the division of funds they receive for HE	High	When they receive yearly budgets
	Dealing with management structure and different priorities of regional office vs. country office vs. USAID/W	Medium	Now
	Developing project indicators and data expert to provide analysis once data is collected	High	Future
India	Will need support on how to create and integrate education programs that fit within the	Medium	In near future

	new strategy focusing on climate change, food security, and health		
	Assistance on university partnership and collaboration in Higher Ed	Future	In future
	Research needs: literacy, teacher education, HED, PPPs	Future	In future
Indonesia	Assistance in research on the Sesame Street program, inclusion in the integrated external evaluation	Medium	
	Assistance in coordinating with the Ministry of Religious Affairs on Islamic basic education	Future	In Future
	Assistance on workforce development needs, refining program designs	Medium	
	Courses and/or toolkits and manuals on ICT for education	Medium	
Philippines	Assistance in fleshing out ideas for RFP/RFA on 3-yr WKFD project	Medium	

Missions reported a wide range of challenges to the successful implementation of their education programs. One common issue revealed in the discussion of specific research needs to help support their priority areas was the issue of funding. Several Missions explained that all of their resources are tied up in their programming, thus they do not have the funds to address any additional research needs. Other challenges revealed include: difficulties with donor coordination, limited staff and budget constraints, the bureaucratic process involved in in-country work, working within the basic education earmark and determining the relationship between workforce development programs and basic education, and the ability to advocate and get additional resources. For the Central Asian Republics Mission, coordinating and meeting each county office’s differing set of priorities and balancing that with the priorities of the regional office and USAID/W is particularly challenging.

### **Data**

Most Missions in Asia reported that they rely on their implementing partners to collect and manage data on their programs. One Mission reported depending mainly on the Global Monitoring Reports for data for their country. DQA procedures were followed by all the Missions, with one Mission conducting annual audits to keep their partners “on their toes.” Some unmet data needs discussed by the respondents included understanding the importance of standard versus custom indicators, clarification on minimum standards for indicators (i.e., what constitutes teacher training or classroom renovation), and assistance on how to best use, interpret and analyze data from other donors and sources in international education. One Mission suggested that EGAT/ED develop a web-based database that program implementers could access and enter data in real time. This way, the numbers and statistics on programming implementation would be easily and instantly assessable to the Missions. Otherwise, Missions generally felt their current data collection needs were met.

### **Higher Education in Asia**

Most Missions in the Asia region do not focus on higher education as lower secondary falls under BE, but several mentioned the desire to develop HE programming in the future. Only one of the Missions surveyed reported a more extensive focus on HE. In this Mission, HE was focused on working with universities to develop training materials for uncertified teachers so they could receive university credit for attending USAID workshops. Their HE work has mostly been in University Capacity Development

in teacher training and distance education. One other Mission reported having HE partnerships linking U.S. universities with their host countries' counterparts. Additionally, one Mission noted the use of HE in its teacher and administration training.

### ***Public Private Partnerships in Asia***

Several respondents noted that the foundation for PPPs and private sector involvement in basic education was not very well established in their host countries. In addition to the capacity for such partnerships not being in place, there was often also little interest from local and international private sector groups. However, despite these challenges, PPPs remain a priority for Missions and many plan to try to incorporate them into future programming whenever possible. PPPs were seen as particularly crucial for workforce development projects. Missions would like guidelines on how to optimize writing proposal concept papers for PPPs (like those out of the GDA) to aid them in this process. Staff in India specifically noted that they will need assistance on how to incorporate the private sector and establish PPPs in their new planning focus on climate change, food security, and health. USAID Indonesia reported that it is seeking one major PPP to work with due to the management burden associated with having these relationships, and has reported the need for a PPP staff person to be housed within their Mission.

### ***Asia Conclusions***

In general, the Missions in Asia are open to and welcome assistance from USAID/W. However, Mission staff do not appear to have a clear understanding of the different roles of EGAT/ED and their AME backstop(s). It would therefore be beneficial to clarify the division of responsibilities between the two bureaus so that Mission staff are aware of the services available to them, and to whom they should go.

Most of the Missions in the Asia region are in the process of closing out existing programs and creating new umbrella strategies, under which future education programs will be created. Therefore, much of the assistance needed in the upcoming year will be related to evaluating the closing programs and then analyzing results and designing new strategies and programs. Basic education continues to be the main focus of most Missions in the region though workforce development is quickly also becoming a high priority. Collaboration with *madrassas* is another growing area of interest that several Missions in the region are working to include. Future assistance requests will likely relate to these emerging topic areas. Additional assistance in developing and refining program indicators also appears to be a high priority. Respondents indicated a desire for more follow-up training and workshops for their staff to improve staff development and communication.

## **THE MIDDLE EAST**

Six out of the seven Middle East countries that were identified as having significant education programming participated in the survey: Egypt, Jordan, Lebanon, Morocco, Yemen, and West Bank/Gaza. The seventh Mission (Iraq) does not yet have an education portfolio and funding for 2010 was still undecided, so they did not feel that they had any substantial requests for the coming year. A total of nine Mission staff members were interviewed.

Challenges facing successful investment in education in the region include: security issues in some countries limiting outreach efforts, high unemployment rates and poor alignment of labor markets to job opportunities, the youth bulge and high youth unemployment contributing to political instability, quality

issues within basic education systems, and a need for increased donor coordination in a high profile and high investment region.

### Mission Priorities and Programming

Overall, Middle East Missions' priorities centered around youth programming, addressing the youth bulge with workforce development programs to foster economic growth, and quality in basic education. However, several Missions mentioned that the bulk of their funding came from basic education earmarks, thus inhibiting their ability to do workforce development programming despite these priorities. Sometimes, funding had to be made up through GDAs, which have limited sustainability potential after the period of performance and are very labor intensive to organize. Others respondents reported trying to organize cross-cutting programs with Economic Growth (EG) sectors but often found a lack of will on the part of their EG counterparts to follow through on coordinating the projects. A couple of Missions mentioned their wish to strengthen their programs in higher education and foster better relationships with Ministries of Higher Education. The table below lists current and upcoming primary education programs in the region by Mission.

Mission	Program Name	Focus	Planning Stage	Cross-cutting	Possible Need for TA
Egypt	Education Reform Project	School-based reform in basic education	Nearing completion		No
Jordan	Education Reform Support Program	Supports Ministry of Education's reform in early childhood education	Starting implementation		Perhaps with Private Sector partnerships
Lebanon	Basic Ed TBD		Procurement phase		Yes
	Higher Ed TBD		Design phase		Yes
Morocco	Morocco Education Quality Program	Basic education teacher training	Procurement phase	Youth, teacher training	Yes
Yemen	Basic Education Support and Training Program	Basic education support and training	Mid-cycle		No
Yemen	TBD	Higher education	Planning phase		Yes
West Bank/Gaza	Model Schools Program	School improvement for basic education grades 1-9	Mid-cycle	BE and HE	No
	Technical and Vocational Education and Training (TVET) Program	Improve quality and relevance of TVET education	Mid-cycle	WKFD	No
	TBD	Basic Education	To be implemented at the end of FY10		Yes

### **Technical Assistance in the Middle East**

In general, Mission staff reported receiving technical assistance from both EGAT/ED and the regional offices in Washington and Cairo (OMEP). As the desk officer for AME has changed hands a few times in the recent past, they were not mentioned as frequently as a resource. A number of respondents identified specific people with whom they had built a personal relationship within EGAT/ED. However, smaller Missions tended to rely more heavily on their regional bureaus for support whereas the larger Missions had more funding to request technical assistance through TDYs from EGAT/ED. Overall, most respondents indicated that they were more comfortable working with someone with whom they had already established a personal relationship, most often developed through TDY visits or through workshop networking opportunities.

TDY support received very positive reviews and most Missions expressed a desire for more EGAT/ED assistance in the field. Areas in which respondents felt assistance would be most valuable included: strategic planning, youth and labor market issues, fragility, cross-sectoral collaboration, as well as technical assistance on program development, funding, and evaluation activities. Knowledge management and staff development assistance were also mentioned as areas that EGAT/ED could develop in order to improve Missions' efficiency and efficacy. However, there was some sense among Mission staff that EGAT/ED staff were already overloaded, and they therefore exercised caution when calling upon them as a resource.

Missions in the Middle East region identified security issues as one of their biggest challenges. Some of the Missions experience extremely limited mobility, which restricts their ability to monitor programs and to ensure that interventions are practically and culturally relevant to the communities they intend to target. While these issues are beyond the scope of EGAT/ED's control, these contexts must be considered in designing programming and selecting contractors who will be the de facto representatives of these programs in the field. Other challenges revealed include: building host country capacity, dealing with the basic education earmark in funding programs, and having sufficient time to devote to all of the various aspects of program management. The table below illustrates country-specific technical assistance needs.

<b>Mission</b>	<b>Request</b>	<b>Priority</b>	<b>Time Frame</b>
Egypt	Labor markets, youth and employability research	Medium	Ongoing
Jordan	How to determine the most cost-effective programming priorities	High	Immediate and ongoing
Lebanon	Assessments, drafting scopes of work, RFAs	Medium	Future (feels that OMEP is more useful in providing assistance as they work more closely within the country context)
Morocco	Sectoral assessment	Medium	Future
West Bank/Gaza	Developing teacher training incentives	High	Immediate
	Training for new education officers in the field	High	Immediate

### **Data**

Most of the Missions in the Middle East region rely on the FACTS system to track data. Other data capturing methods included PMPs and EMIS systems. Other collection was done *ad hoc*, maintained in

simple spreadsheets or even done by contractors on behalf of the Missions on a programmatic basis. Most of the respondents indicated that they would like to see data tracked more comprehensively and to have tools that would enable them to capture the valuable qualitative data that are most often lost when a Mission is solely reliant on FACTS.

Several respondents indicated that ad hoc data requests from Washington put additional strain on already limited resources in terms of staff time. Furthermore, short turn-around times on these requests are exacerbated by time differences between Washington and the field, causing undue stress on already overloaded staff.

Respondents reported unmet data assistance needs in designing PMP indicators and baseline data collection. A couple of respondents indicated that their data issues are due to a lack of capacity within the Ministries of Education, which was not an area in which they felt EGAT/ED staff assistance would be useful or productive.

### ***Higher Education in the Middle East***

The Middle East Missions' higher education programming generally focuses on participant exchanges and scholarships for students to attend institutions of higher education either in the United States or at private universities in the region. Most other development assistance going into higher education in the region is focused on pre-service teacher training programs in order to improve the quality of basic education programs, support innovative pedagogical practices and address unemployment through developing a qualified teaching workforce.

The main obstacles to developing more and better higher education programs in the region included a need for more productive cooperation with Ministries of Higher Education and greater availability of funding to conduct higher education activities. More than one Mission indicated that they had planned higher education programs that were never implemented due to lack of funding. Respondents indicated that they would welcome assistance from EGAT/ED in promoting higher education activities.

### ***Public Private Partnerships in the Middle East***

All of the Mission representatives interviewed from the Middle East indicated a very strong commitment to GDAs. Several of the Missions' portfolios include strong public-private partnerships, both with local private businesses as well as international corporations such as Intel and Microsoft. In a few instances, these PPPs provided a bulk of the funding for workforce development projects, due to earmark limitations. However, as previously mentioned, such activities are less sustainable because once the project is over, respondents reported a lack of will on the part of the private partner to continue the activity alone.

Mission staff reported complex legal and procurement issues as the main obstacles to successful PPPs. A couple of respondents suggested that EGAT/ED employ a staff person who is a subject matter expert in GDAs, in order to help facilitate the process. One respondent stated "I didn't even ask for assistance to address my challenges because I knew the assistance wasn't there." All respondents agreed that assistance from EGAT/ED on facilitating these partnerships would be welcome and valuable assistance.

### ***Middle East Conclusions***

Overall, the areas in which the Middle East Missions requested assistance most frequently included: funding streams and guidance in using earmarked funding more effectively; facilitating cross-sectoral programs with offices such as Economic Growth; donor coordination in a high profile region; staff development, especially for FSNs; and assistance with data collection and tracking, including better data capturing tools, baseline data collection and benchmarking, and streamlining data requests from Washington to minimize level of effort spent on ad hoc requests.

The security issues experienced by a few countries severely limits Mission staff's ability to manage programs, as they are seldom allowed to conduct visits to the actual programs and thus must rely on contractors' reports to assess the performance of their programs. In these cases, having a strong relationship with the project implementer is essential, and further investment in security improvements may have implications for the effectiveness of education programs.

## **LATIN AMERICA AND THE CARIBBEAN**

In the LAC region, ten Missions were identified as having significant education programming: the Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Jamaica, Mexico, Nicaragua, and Peru.<sup>3</sup> Fourteen staff members representing eight Missions were interviewed individually or in small groups to garner information about their Mission's programming and assistance needs. Of those with an education portfolio, two Mission did not respond to the survey. Those interviewed were experienced staff members, most having been at their Mission for anywhere from two to twenty years.

Challenges facing successful investments in education in the LAC region include large percentages of the population living in poverty, limited access and poor quality of education, lack of widely accepted education standards, poor attendance by students and teachers, untrained teachers, and lack of stable infrastructure to support a robust education system. Additional important factors, more influential in some countries than others, were issues related to country fragility and at-risk youth.

### ***Mission Priorities and Programming in LAC***

Missions in the region largely shared common priorities such as: achieving EFA goals, providing improved teacher training, instituting standards in learning and testing focusing on literacy and math, engaging at-risk youth, and providing technical assistance to build local capacity at MOEs. With the exception of one country in the region, all Missions focus heavily on basic education, though several also have smaller supplementary higher education programs. With access to and quality of basic education still a problem in the region, many Missions have decided to remain focused on BE and have therefore not moved into higher education. However, many Missions are beginning to design programs to expand into the area of workforce development and basic skills for out of school youth.

In several interviews the regional CETT program was discussed in its relevance to the countries' education strategies and future programming. As the CETT program is winding down in all three sub-regional centers, several Missions are working with local governments to incorporate CETT methodologies into new USAID programs and/or MOE initiatives. Upon reflection on the CETT program, a couple of respondents expressed frustration related to the program which they viewed as

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<sup>3</sup> The Bolivia Mission reported not having education programming, and due to the political situation, staff did not foresee an education portfolio being developed in the near future.

duplicative and managed “illogically.”<sup>4</sup> One respondent in particular felt the regional program was not implemented efficiently since some MOEs were also running other national teacher training initiatives concurrently. Since the program was managed out of three countries, those Missions which were not directly involved in program management were not regularly informed about CETT activities in their countries. One respondent reported confusion within USAID as well as for implementers related to the management structure. However, those Missions directly involved in the CETT program reported many successes and are working to incorporate these positive outcomes into future programming. This topic led to a discussion of the importance of communication, both with other donors and within USAID, so that efforts are not duplicated at the regional and country levels.

As in the CETT program, teacher training has been a major focus for USAID’s education efforts in the LAC region. Though many Missions are still involved in providing this type of assistance, several respondents discussed a recent shift in Mission priorities from providing direct service to providing more technical assistance to local Ministries in an effort to build local capacity. This shift is most often seen in countries classified as middle-income countries in an effort to build capacity and support local government. Most Missions also reported increased focus on engaging the private sector in education-related activities and addressing the increasing numbers of out of school or at-risk youth. Many Missions have recently closed out programs and are thus in the process of designing or implementing new activities. The following table outlines current and upcoming major education programs across those Missions surveyed.

<b>Mission</b>	<b>Program Name</b>	<b>Focus</b>	<b>Planning Stage</b>	<b>Cross Cutting</b>	<b>Possible need for TA</b>
Dominican Republic	Effective Schools Program	BE- math and reading in-service teacher training for grades 1-4, school management, and safe schools (WID model)	Planning stage	Possible future areas- Health, DG, EG, Youth	Yes
Guatemala	Ed Standards and Dialogue	BE focus, assesses status of education by region and develops appropriate partnerships to address specific need areas	Reassessment stage- closed out to reassess need and decide on future partnerships	Gender, multicultural education	No
Haiti	No name given	Programs in BE, HE, and WKFD: school feeding, school construction, scholarship programs, and small HE partnership	Mid-cycle	Fragility, Wkfd	No
Honduras	CETT, EDUCATODOS	BE focus- implementing standards and testing, policy reform, teacher training, scholarship programs. All to achieve EFA and PRS goals.	Both near closeout- being transitioned to MOE	Gender, Wkfd	No
Jamaica	Jamaica Education Transformation Project	Support to MOE in transformation of national education sector through	Planning stage/1 <sup>st</sup> year	Youth, gender, fragility	Yes

<sup>4</sup> It is worth mentioning that those who expressed frustration with CETT were not in one of the three Missions managing the program.

		numerous activities- incorporating EEH and CETT methodologies, early grade reading and math tests, PPP assistance and piloting WB tools. Development of National Education Trust			
Mexico	TIES	HE- university partnerships and scholarship programs	Ongoing- extended through 2015	Depends on partnership	No
Nicaragua	TBD	Designing new country strategy	Design phase		yes
Peru	TBD	BE- policy based, providing TA to MOE	Design phase/1 <sup>st</sup> yr		yes

Respondents from all Missions spoke of the importance of working cross-sectorally, something they would like to see more often in Missions. Cross-sectoral programming was an area of great interest where staff felt they would greatly benefit from outside assistance to help them find ways to coordinate and work collaboratively across sectors. Most respondents had basic knowledge of programs run by other Mission teams, but reported having little communication or opportunity for collaboration with staff in health, economic growth, and democracy and governance areas which they felt could provide natural wrap-around activities.

### **Technical Assistance in LAC**

Across all Missions, staff discussed the importance of having the Washington and international perspective to balance their country viewpoint. Several respondents mentioned assistance they had previously received from specific EGAT/ED staff members and the utility of having this kind of specialized input. Whether from a TDY or virtual help, all respondents commented on the importance of personal relationships. Field staff consistently relied on DC staff members with whom they have an established relationship and trust. Many staff members mentioned one particular member of the EGAT/ED basic education team who has provided several Missions valuable support, though that team member is no longer part of EGAT/ED. Though specific technical assistance requests were largely based on where each Mission is in their program cycle and the availability of their staff, there were a few common themes emphasized by all those interviewed.

First and foremost, Mission staff felt the primary role of the DC office should be to lobby and advocate for the field. Respondents highlighted the importance of having staff in the USAID/W office who have field experience and understand the issues they face working in-country. Field staff believe EGAT/ED should stay up to date on current programming and activities in the field, and lobby in DC and the international arena to increase funding and create additional opportunities for USAID’s Missions. Several staff also asked that USAID/W work to nurture relationships with other donors, and to continue education specific relationships, such as that with PREAL. LAC field staff see this particular relationship as extremely beneficial, and would like to see more such cooperative work.

All those interviewed brought up the need for improved communication and the necessity of an effective knowledge sharing tool. Many staff voiced their frustration with the current tool (Development Experience Clearinghouse or DEC), which they find too time consuming, inefficient, and ultimately lacking the up to date information they need. Some respondents specifically requested an education website to serve as an online library of education related programming and studies. Mission

staff know that the agency as a whole has extensive experience implementing a variety of programs throughout the world, and would like to make use of best practices and lessons learned from other Missions' experiences in their Mission's planning. In addition to an effective online resource, many staff asked that EGAT/ED act as a sort of reference itself. The impression from the field is that EGAT/ED functions as the central point, knowing what is going on in all of USAID's Missions, and should therefore serve as a natural reference point directing field staff to particularly relevant country studies or programs. On a regional level, many staff also requested increased communication between Missions within the LAC region in an effort to have regular discussions on programming challenges and successes. Several education officers remarked that they greatly benefited from attending the EGAT/ED workshop in August, and one respondent suggested that EGAT/ED host quarterly forums for state of the art topics in education through videoconferencing to build on that momentum.

Additional areas where staff would welcome assistance from EGAT/ED include providing technical assistance on how to integrate cross-sectoral programming in Missions (working with health, DG, and EG), and providing research related assistance. Numerous respondents shared that their Missions do not do as much cross-sectoral work as they would like, an area of possible technical assistance that sparked much interest. Several Missions also commented on the need for research in the increasingly important areas of at-risk youth and workforce development. Several respondents remarked that they know there is a lot of research out there in areas of interest, however they need assistance analyzing the data and learning how to interpret and transform that information into policy or programs. Many Missions also recognize the need for additional training in the area of monitoring and evaluation. One Mission suggested that EGAT/ED have its own M&E team that could go out to Missions to provide short term support and training. While this may not be feasible financially, staff understand the importance of evaluation and data collection, and would like to be better able to make use of that skill set.

A number of respondents reflected on positive experiences they had had when EGAT/ED provided assistance developing indicators in the design phase. Ensuring that indicators accurately measure progress is of great concern to Mission staff. In addition to the aforementioned common technical assistance requests voiced by multiple Missions, country-specific requests for technical assistance are detailed below.

<b>Mission</b>	<b>Request</b>	<b>Priority</b>	<b>Timeframe Specified</b>
Dominican Republic	Monitoring and evaluation assistance	Future	Over next couple of years
Guatemala	How-to for agency policies, developing scopes of work	High- for new staff	Immediate- while they do not have senior staff to mentor new staff
Haiti	Help with workforce development programming and fragility, assistance with M&E	High	They have been in contact with WFD team
Honduras	Research on at-risk youth and workforce development programs	Low	In future
	Fragility Issues	Medium	If current political situation is not resolved
Jamaica	Help integrating cross sectoral programming- education and health, addressing fragility issues	High	
	M&E assessment of data collection for more effective measuring performance/ refining indicators	Medium	
	Help leveraging large-scale PPPs	High	
	Research needs: technology in low	Low	

	income/performance regions; drop outs and retention rates in transition years (between primary and secondary); impact of income on education (urban vs. rural)		
Nicaragua	Help with at-risk youth and training, working with the BE earmark	Medium	
	Developing indicators that better tell their story to Congress and donors –staff would like feedback from EGAT/ED when they do reporting	High	
Peru	Developing indicators to measure success of policy initiatives for new program	High	
	Assessment and evaluation, M& E training for staff	Medium	

In the conversation about technical assistance needs, Mission staff also discussed the challenges they face in their Missions. Several common topics emerged: issues related to staffing, the political nature of their work, and funding. The greatest difficulty facing most Missions in the LAC region stems from low staffing numbers. Their staffing issues relate directly to funding- as the region’s funding has been cut drastically, education staff are thinly stretched and Missions are struggling to meet the increasing demand for education programming. Many Missions reported not having the staff to successfully manage all of their programs and deal with other requests and activities that come up. Some Missions reported that they will receive one or more DLIs, however they recognize that they will need additional training which will require more of their time. Staffing problems affect day to day program management and staff morale. Respondents have benefited in the past from EGAT/ED training sessions and would additional real world trainings offered for new FSOs on agency policies and processes, in addition to basic activities such as developing scopes of work. Another challenge shared by several Missions is the need to adapt to changing political climates within countries. The region has experienced several changes in governments and as new officials come in with their own agendas, Mission staff have to adjust or completely shift their work to function in the new political environment. This is one area where EGAT/ED could provide a how-to guide or manual to help staff foster relationships with local governments and adapt to changes in power.

**Data**

All Missions reported relying on implementing partners to report data based on PMP indicators. One Mission also reported using data from household surveys along with an additional data source. All Missions reported following DQA procedures, and several respondents shared that their Missions perform additional data quality assurance activities more frequently than required- some on a yearly basis. Respondents respect the importance of ensuring data quality, and one Mission reported placing great emphasis on this issue after being audited in a previous year. One respondent suggested that the education sector add to the standard indicators to collect more relevant information related to education programming. Generally, Missions felt comfortable with their current data collection methods, with only a couple specific data requests outlined below.

The Dominican Republic would like a data specialist to help the team measure if they are on track related to data collection and indicators. Staff would ideally like this data consultant to analyze student testing data in greater detail which could point to new efforts in programming. Due to limited staffing, Mission staff do not have the time to go through these reports to do the kind of in-depth data analysis that could help improve efficacy. This type of idea was echoed in other Missions as staff reported not having the time for in-depth data analysis and review. Related to data, some Missions also mentioned a

desire for a more organized system for tracking data. One Mission in particular requested an agency or sector-wide system for organizing, tracking and sharing education data.

### **Higher Education in LAC**

Most Missions in the LAC region do not focus on higher education. Though several reported participating in the regional SEED program run out of USAID/W, only two Missions reported having HE programming run out of their Missions. Haiti's HE programming consists of partnerships focusing on updating curricula within university departments and improving teacher skills and opportunities. Two of this Mission's partnerships involve degree completion, while another includes a faculty mentoring program. The only other Mission with HE programming is Mexico which only focuses on HE working to build capacity at the institutional level by increasing the level of training of faculty, conducting joint research, developing new university programs, improving curricula and creating new roles for institutions helping them become agents for development in their own communities. The TIES program involves specific sector partnerships (in areas such as nutrition and health and watershed management) linking them with the private sector, NGOs, and local government institutions. This Mission works with both public and private universities and involves all categories of HE institutions. Mexico's main focus is HE and staff spoke of the importance of private sector involvement. The Mexico Mission shared that their partnership program was established before GDA, and through their vast experience they have learned the value of sustaining a cost-sharing partnership from the beginning, where a 1 to 1 investment ratio can become a 1 to 5 or 6 ratio by the end of the program. Mission staff are very proud of this program which has been considered largely successful.

### **Public Private Partnerships in LAC**

Almost all respondents reported the development of public-private partnerships as a high priority for their Mission. With the exception of Haiti, which due to the country's instability does not have enough of a private sector to integrate into programming, all other Missions have at least begun to reach out to the private sector. Mission staff recognize the importance of involving the private sector to bring in another important player, raise awareness to the importance of education, and achieve local buy-in. Mission staff also recognize that private sector involvement often allows for greater diversification of activities and helps tailor skills programs to the needs of the local labor market. Several Missions also commented on the importance of having the USAID name attached to such partnerships, instilling a certain level of confidence amongst donors that the money will be managed well and backed by the U.S. government. Mission staff would like EGAT/ED to select a particularly successful public private partnership program from one Mission to serve as a model, detailing its best practices and lessons learned to allow other Missions to learn from their experience. A brief list of public private partnership efforts by Mission is listed below.

<b>Mission</b>	<b>Program</b>	<b>Possible need for TA</b>
Dominican Republic	American Chamber of Commerce- the Mission has a partnership with the local Amcham branch which works to cultivate relationships for the Mission	No
Guatemala	Allianzas- partnerships to refurbish schools, work with youth, and limited HE involvement	No
Honduras	Will be priority for upcoming WFD activity	Yes- when designing program
Jamaica	Have had several small partnerships. Currently working on building the National Education Trust	Yes- help soliciting additional larger partnerships

Mexico	Partnerships with universities and private companies	No
Nicaragua	Alliances in Education- currently working to increase number of partnerships	Yes
Peru	Empresarios para Educación- Foundation of local companies that support education and promote corporate citizen responsibility	Yes

In addition to the positive aspects of working with the private sector, Mission staff also reported some challenges. Respondents reported the greatest difficulty related to partnerships is the extremely limited funding available. Another major hindrance to the development of these relationships is the amount of staff time required to establish and maintain them. Several Mission staff spoke about the frustration in working with small partnerships which still require a large amount of their time, but provide relatively small monetary returns. Staff in general would prefer to have fewer large-scale partnerships which would be a more worthwhile investment for their time. Staffing shortages throughout the region are once again highlighted as a few education officers must manage all programs and develop and sustain partnerships.

### **LAC Conclusions**

Several key areas emerged where staff across LAC Missions felt additional attention is required: monitoring and evaluation and youth and workforce development. Due to increased emphasis and attention from the Obama administration and USAID, both monitoring and evaluation and youth have quickly become forefront issues. Most staff reported that they would benefit from more training in the area of M&E, and would like to see more assessments conducted on a regular basis to help them reflect on their work and use the results to inform programming. While some respondents requested a USAID unit specializing in M&E, others suggested TDYs from specialists in data, assessment and analysis would be sufficient. Also related to assessment, most respondents agreed that help developing or refining indicators would also be beneficial to ensure they are accurately capturing progress and areas requiring further attention. The issue of how to best tell their story was a topic brought up many times in interviews. Field staff want to report on their activities accurately and effectively and be able to make use of that information to lobby for additional funding. Respondents look to EGAT/ED to provide feedback on how to improving reporting, and then use those reports to advocate for the field.

Another emerging theme in the LAC region is the focus on programming for youth. The region has experienced significant growth in the numbers of out of school and at-risk youth. Most Missions either have programs in place or plan to develop them in the near future. In an effort to prevent violence and help reintegrate the population into the labor force, reduce crime, and foster economic growth, workforce development programs are seen as a necessity. Several staff pointed out that youth in their countries often cannot benefit from such programs because they lack the basic skills necessary to take part in these activities. Therefore, basic skills or life skills activities must be offered first to bring these youth up to speed. Several respondents mentioned the presentation on the youth bulge from the August workshop and how they would like to have more opportunities to discuss such state of the art topics. This is an area where EGAT/ED could provide support in program design, best practices, and guidance as many Missions embark in what is largely uncharted territory for the region.

In general, Mission staff felt very positively about the assistance they have received from USAID/W. Respondents also spoke of the importance of having the DC and international perspective integrated into their policies. Staff in the field would very much like to see more open communication between headquarters and the field to promote more information sharing, regular contact and updates, and assistance. Staff discussed the opportunity they see for the agency to ramp up its education profiles in

many countries. In order to make the most of this opportunity, the field will need strong support teams in DC, as well as leadership to advance momentum and take advantage of the strategic opportunity. The field looks to USAID/W to be proactive and lobby for their in-country counterparts. Missions in the LAC region have suffered significant budgetary cut-backs in recent periods, which have had a lasting impact on Mission staff. Respondents overwhelmingly reported problems related to short staffing, and their inability to meet all of the needs with such limited resources. Some reported having open positions which they would like assistance in filling as soon as possible. Though LAC Missions' education portfolios may be relatively small monetarily, due to insufficient staffing, they require *more* support from USAID/W to supplement their limited resources.

## **Overarching Conclusions and Recommendations**

Mission staff in all regions are open to and would often welcome additional support from USAID/W. Respondents were generally thankful to have the opportunity to give their feedback and talk about their experiences and additional needs for assistance. Though differing in size, there appears to be a significant gap between the field and Washington- many field staff are not aware of the resources (and people) available to them, or how to go about accessing them. This can be remedied through outreach to smaller Missions that often do not have much contact with USAID/W, and more collaborative work with regional bureaus. Some respondents suggested EGAT/ED take a more proactive approach to field assistance, suggesting ways in which they can be helpful to Missions based on their programming and regional needs. All field staff reported relying on staff in USAID/W with whom they have established relationships. While field staff feel more comfortable doing this, they are then limited to a few perspectives from USAID/W. Upon further discussion of their priorities, Mission staff would very much like to have more assistance from specialists in EGAT/ED, particularly in the areas of fragility, gender, and youth and workforce development. It is important however, that when providing assistance or recommendations, USAID/W provides the requested assistance with the approach of supporting the field rather than dictating the way USAID/W wants them to handle programming. Missions appreciate the DC and international perspectives, but still have to work within their country context. In an effort to address the misconceptions surrounding EGAT/ED, the following simple steps can help resolve some of these fundamental issues:

- Provide more opportunities for face to face interaction with EGAT/ED team members and regular communication- workshops, TDYs, virtual communication (video conferencing, phone calls) to build relationships. Provide an EGAT/ED staff contact list with areas of specialization for each member of the team.
- Provide a clear, concise document that outlines: (1) the different responsibilities of EGAT/ED and regional bureaus, and define the role of the regional platforms; (2) areas in which EGAT/ED can provide assistance; and (3) the process for applying for or receiving assistance from EGAT/ED (including who is financially responsible).
- Clarify preferred methods of communication- should field staff go through their regional bureau to contact EGAT/ED, or should they contact someone in EGAT/ED directly.

In addition to clarifying the responsibilities of EGAT/ED and the services it can provide, respondents from all regions consistently requested further clarification or better assistance related to several common themes: an effective knowledge sharing tool, cross-sectoral work, and further training.

Whenever the discussion on technical assistance and tools that EGAT/ED can provide was broached with respondents, the first thing field staff brought up was the desperate need for an easily accessible knowledge sharing tool. The current tool, DEC, is viewed by most interviewed to be extremely cumbersome to use, not kept up to date, and not worth the time required to search through all of the posted documents. Search functions were reported to be insufficient, and respondents felt strongly that

an efficient knowledge sharing tool would help improve communication and promote the sharing of best practices and lessons learned, and help lessen the burden on already overwhelmed field staff who must conduct very time consuming research to find the kind of information they feel should be readily available to them. Mission staff would like USAID/W to understand that they often extremely short staffed and therefore always busy, and do not have the time to read and respond to all of the material they receive via email from EGAT/ED. They would much prefer to have an online library resource available to them so they can find information as they need it. A couple of respondents suggested EGAT/ED create their own online resource such as a website devoted specifically to education which would contain USAID documents, studies, data, and documents related to emerging issues such as the youth bulge. There is no question that USAID has extensive experience running a variety of programs across many different regions, however field staff cannot benefit from agency experience because they do not have a tool to help access the resources out there. Compounding the problem of DEC being almost a year behind in cataloging documents is the fact that overwhelmed Mission staff do not always remember to submit materials for online posting, partly due to the fact that DEC is not considered to be a useful tool.

Particularly relevant to Missions with smaller education portfolios that are always looking for more funding sources to enable them to offer more service, the issue of cross-sectoral programming was also a very important issue for field staff. Though some Missions are already working cross-sectorally with economic growth, democracy and governance, and/or health, many Missions reported that they would very much like to expand to cross-sectoral work, but do not have the know-how to begin doing so on their own. This is one area where Mission staff would very much like help from EGAT/ED. Some Missions in Africa are already making use of PEPFAR funds to involve education activities, however this largely has not yet happened in the Middle East and Latin America and the Caribbean where cross-sectoral programming is in great demand. As many Missions are currently designing new programs and/or strategies, this would be an opportune time for EGAT/ED to provide assistance in this area.

The final area in which almost all respondents would like assistance from EGAT/ED is in providing further training. Many education officers are new to USAID and/or the sector, and thus recognize the need for additional trainings in both education related activities and USAID policies and procedures. All those respondents who attended the August Worldwide Education Workshop reported that they found it highly informative and helpful to them, and they would like to see more such opportunities. Respondents also commented on the importance of the TEST course, and would look forward to more training either regionally, virtually, or in DC. Due to travel time and therefore the amount of time away from their Missions in order to attend trainings in DC, some respondents in Asia and Africa would prefer trainings in their region or virtually. Several Missions also expressed the need for more training, particularly for FSNs. FSNs make up a large percentage of staff and are usually the most long-term members of Mission teams. In a significant number of Missions, FSNs are the only staff working in education. Therefore, the agency should invest more in training FSNs so that they are better able to take advantage of additional higher level trainings and handle the bulk of the workload.

In an effort to address the three aforementioned issues, the following recommendations can be made:

- **Knowledge sharing tools:** EGAT/ED should lobby to dramatically overhaul DEC, or create a completely new knowledge sharing tool with advanced search functions that work - a tool that is easily updated and up to date with project reports, and send reminders to field staff shortly after reporting periods reminding them to submit their relevant documents to the knowledge sharing tool. Some respondents would like an education specific resource library where outside research and data can also be shared within the education sector.
- **Cross-sectoral programming:** Take the opportunity to review Missions' portfolios and work with Mission staff to brainstorm how their Mission could incorporate other sectors as

appropriate in their region and given their Mission's priorities. Create some how-to guides, and/or write up best practices and lessons learned from those Missions that have effectively engaged in cross-sectoral programming.

- **Training:** EGAT/ED should offer more trainings virtually- for both FSOs and FSNs. Washington trainings should be offered more consistently, on an annual or biennial basis. After these workshops, EGAT/ED should continue to build on the momentum built and personal relationships established. Quarterly discussions on state of the art topics would help maintain the camaraderie of education officers in the field and help promote sharing of ideas and communication.

The final areas in which Mission staff would like assistance from EGAT/ED relate to data and reporting and funding. Though most Missions reported being pleased with their data provided by their implementers, several Missions requested a better way to organize, manage, and submit data. Field staff would like a system that captures data relevant to education beyond FACTS, which many feel is not useful in telling their story. Mission staff want to report accurately on their programs' progress, and FACTS does not allow them to do so. Several respondents suggested adding education specific indicators to the standard indicators to make data more relevant. In the case of funding, many Mission staff (both experienced and relatively new staff) asked for assistance related to working with the basic education earmark. There are many areas where respondents would like to introduce new programming, but are unsure how to do so given the earmark constraints. In the discussion of public-private partnerships, the issue of funding was also raised. Respondents recognize the importance of PPPs in education, but many reported not having the funding to appropriately build them, in addition to the large burden creating and maintaining such relationships puts on already busy staff. This is an area where EGAT/ED could provide assistance in terms of helping foster relationships and relieving somewhat the time demands on Mission staff. To address these data and funding issues, we recommend the following:

- **Data:** EGAT/ED should work with regional bureaus and Mission staff to make a sector-wide decision about how data should be reported and what education data are required. Either adding to standard indicators, or creating a mandatory, sector-wide system for data collection would be beneficial. EGAT/ED could also provide feedback to Mission staff once they have submitted reports as to how Missions can improve reporting or better tell their story - both in terms of using reports to advocate for funding, and for highlighting their experiences from which others can learn.
- **Funding:** An additional training specifically dealing with how Missions can use their BE earmark money, and ways to work within the earmark is crucial to expanding programming to new priority areas. Also, working with the GDA office to provide assistance (and any funding possible) would be a valuable contribution.

In general, Mission staff have not taken full advantage of all of the resources available to them in part because they have not been aware of them, little communication between USAID/W and the field, and because many education officers are unsure as to how to go about getting assistance from anywhere other than their regional bureaus. Many of the issues revealed can be easily remedied by proactive measures. EGAT/ED has a natural opportunity to follow up with Mission staff following the August workshop which provided the first opportunity for many new staff members to meet other education officers and EGAT/ED staff. EGAT/ED should take advantage of this opportunity to build relationships with field staff which prove to be crucial in creating opportunities for EGAT/ED to work collaboratively with the field.