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Educational Quality Improvement Program
Policy ▪ Systems ▪ Management

Quarterly Report April to June, 2006



Submitted by:

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EQUIP2: Education Policy, Systems Development, and Management

I. Objectives of EQUIP2

The Education Quality Improvement Program 2 (EQUIP2) Leader with Associates (LWA) Award for Education Policy, Systems Development, and Management was awarded on January 30, 2003. The broad objectives of the Cooperative Agreement are to:

- Assist countries to develop, manage, and monitor education sector policies and plans that support national macroeconomic plans;
- Reinforce the national Education for All (EFA) planning committee, the decentralization of education, and the involvement of civil society in planning for education and out-of-school children and youth programming;
- Support the design, development, and improvement of education data collection, storage, analysis, and application systems; and
- Strengthen education administration, management, finance, and planning.

The report is divided into sections addressing the Leader and Associate Awards.

II. Leader Award: Activities and Accomplishments, January - March 2006

The quarter ending June 30, 2006 includes work done in April, May, and June 2006. During this period, EQUIP2 emphasized forward movement on Leader Award Research Activities particularly in the areas of complementary education, decentralization, evaluation, and school fees. No new Associate Awards were received this quarter; however, technical support was provided to several existing Associate Awards.

Specific Activities this Quarter

Program Management

The EQUIP2 team began to share the EQUIP2 evaluation framework and initiated new research on schools fees. Specific activities related to program management are discussed below:

The EQUIP2 team held the annual COP meeting in Washington DC from May 1 to 5, 2006. Sessions for the COP included:

- **Setting the Stage:** How are national/international contexts changing; how does that affect our work in development and education reform? The discussion was led by Patrick Fine (USAID perspective) and George Ingram (congressional perspective on defense, diplomacy, and development).
- **Strategic Issues of Effectiveness: Education Reform** led by Joe DeStefano. The purpose of the session was to create a common framework and apply project experience so lessons will not have to be continually re-learned. Joe focused his presentation on Policy and Institutions (big picture); Conditions for Success (middle ground); Teaching and Learning (educational bottom line)

- **Building Knowledge and Research on Effectiveness: Contributions to the Field:** led by John Gillies. John discussed the focus of EQUIP2 research, and how the project works to support technical advances for use in Associate Awards, donors, and practitioners. The session shared some of the E2 work, and identified ways that a) it can better support Associate Awards, and b) how Associate Awards can better contribute to knowledge building. John also discussed the importance of thinking together about how to maximize use of Leader resources to make substantive contributions to the field and learn/share from Associate Awards lessons, particularly in the last two years. John asked the group to consider these challenges and help us plan forward. Audrey Moore, Joe DeStefano, and Tom Lent discussed their respective work under Leader Award activities.
 - **Technical and Management Challenges Over the Project Life Cycle:** led by Thomas Lent, EQUIP2 Deputy Director for Associate Awards. Tom introduced the framework of the project life cycle and led participants through all the stages. He highlighted that throughout all stages, we face the same process and challenges: representation/leadership/strategic relationships, technical issues, management/admin issues, and project backstopping. Small group work focused on what is working and what is not on their respective projects.
 - Simultaneous sessions were held on the following topics: school fees, school report cards, measuring learning outcomes, teacher preparation, and decentralization. COP with technical expertise in these areas led the discussions and shared best practices, challenges, and lessons learned.
 - **Building Effective Relationships: COP Panel: Donors, USAID, Ministry, Partners, HO/FO:** COP Bill Darnell, Lorraine Denakpo, Lynn Mortensen, Lynn Ilon, Ernie O'Neill shared their experiences with the group in terms of building relationships with donors, USAID, MOE, partners, and the home office.
 - **Leveraging Learning for Education Sector Reform: Evaluation and Beyond:** led by John Gillies and Audrey Moore focused on bringing together elements of what was discussed in the previous sessions, and work toward a process of learning together. John and Audrey led discussions on monitoring and evaluation and the group agreed to work together to develop rubrics for measuring systems change; create more opportunities for the COPs to meet and exchange information and experiences; and develop concrete communication strategy for each of the Associate Awards.
 - **Management Technology** led by Eric Rusten with representatives from Intel and Satelife focused on introducing ICTs into the COPs' programs to increase impact, accelerate learning, and improve teacher training. Eric also helped the COP to better understand how to apply ICTs to our work by: managing projects, communicating, implementing projects (work with programmatic goals to achieve sustainability), M&E, partnering with the private sector; and getting help and creating solutions.
- Following up on issues raised by the COPs about the challenges of measuring and reporting on systems change, John Gillies and Audrey Moore convened meetings of senior Equip2 and AED staff to review possible approaches to the challenge, and to integrate the discussion into the overall donor effectiveness and monitoring/evaluation initiatives. The outcome was a draft framework developed by Dr. Moore based on existing policy reform measures, which will be field tested and shared with projects. This is discussed in the technical section below.

- The Quarterly Meeting of EQUIP2 partners was held on April 18, 2006. The purpose of the meeting was to review and discuss the major elements of the annual workplan with USAID stakeholders and EQUIP2 partners. Attendees from USAID included Patrick Collins, Rebecca Adams, Tracey Brunette, Catherine Miles, Yolande Miller-Grandvaux.
- Mr. Gillies and Dr. Moore finalized the EQUIP2 evaluation framework this quarter and used it for an in-house evaluation seminar for interested staff. The objective of the seminar is to engage project managers for both EQUIP2 and other USAID projects in developing more substantive and useful M&E systems to support policy and system change. It is also expected that all EQUIP2 associate awards will begin to adopt the EQUIP2 framework, which includes methods for evaluating conditions of sustainability, so that lessons can be drawn across awards and advance knowledge on the sustainability for reform.
- Stephanie Lehner completed her work with the EQUIP2 team in May 2006, but will continue to support the project with consulting from Montreal.
- The EQUIP2 team hired three interns to support various areas of EQUIP2 Leader activities this summer. Hansell Bourdon, an MA graduate in Public Policy from Indiana University will be supporting the Communications Team to edit and publish the various EQUIP2 policy briefs and ensure that the EQUIP2 website meets USAID 508 compliance. Karen Wiener, a first year Doctoral student at Harvard and Suzanne Miric, a first year Doctoral student at the University of Minnesota will be supporting the school fees research.
- EQUIP2 staff continued to support Associate Awards as needed with technical and strategy support. John Gillies, Audrey Moore and Jessica Quijada traveled to the Republic of Georgia June 17 to July 2, 2006 to support the GEDA project on monitoring and evaluation, to finalize the work plan, and develop tools for measuring systems reform. The team held two workshops – one in Batumi for the GEDA decentralization team and one in Tblisi for the accreditation team. Results of the technical support included team-building, a revised M&E plan, and several rubrics for measuring systems reform. Tom Lent and Felix Alvarado traveled to Guatemala to address project leadership, systems reform, and strategic direction issues.

Cost-Share Activities

John Gillies continued to work on opportunities for cost-share for EQUIP2, and presented a proposal for cost share to the C TO. The primary focus during this period has been on the Conference on Public-Private Partnerships for Education, co-hosted by AED and the Conference Board. Intensive negotiations on the Middle East Youth Employment Seminar with the Qatar government were conducted, with several trips conducted by AED and the Education for Employment Foundation to meet with the Qatar Foundation. By the end of June, it appeared that prospects for the seminar being hosted in Qatar this year are slim.

EQUIP2 Communications

During the second quarter of Project Year 2006, the EQUIP2 Communications Team has focused on the development and production of technical papers in its Meeting EFA series. In support of the Complementary Education Steering Committee, EQUIP2 Communications will soon publish the final case studies in the series, including models in Zambia, Afghanistan, Bangladesh, and

Guatemala, as well as a synthesis paper presenting findings from the full course of research over the past two years. Additional entries in the Data & Information and New Voices series are also expected next quarter. The full list of EQUIP2 Leader Award products can be found at <http://www.equip123.net/webarticles/anmviewer.asp?a=21&z=24>. All new EQUIP2 publications are submitted to the Development Experience Clearinghouse in compliance with USAID accessibility and marking requirements.

Following the annual EQUIP2 Chiefs of Party summit at AED in May, the Communications Team launched a series of new online communities of practice through the Global Learning Portal (GLP) at www.glp.net. The GLP brings together people from around the world to discuss important issues in education. Each community of practice allows members to upload and download documents, participate in online discussions, post links to related websites, maintain a calendar, and share news from the field. The communities of practice are designed to facilitate exchange between key actors and partners within the EQUIPs, building synergy between the Leader and Associate Awards and advancing research and discussion around key thematic topics such as abolition of school fees and quality of decentralized education. The GLP will also be employed to manage review of new EQUIP2 Leader products prior to publication.

In June, Don Winkler presented a review of research on education decentralization and an update on findings surrounding the quality of decentralized education as part of the EQUIP2 brownbag seminar series at USAID. Tom Lent also announced the upcoming year-long course on Accountability, Governance, and Quality of Decentralized Education in Africa, which will comprise a series of videoconferences, in-country discussions, DVD modules, and a regional forum among participants from Ethiopia, Ghana, Kenya, Uganda, and Zambia. The course results from a cost-leveraging collaboration between EQUIP2 under USAID, The World Bank Institute, and The British Council and follows on the success of the November 2005 EQUIP2 videoconference on the Decentralization of Education in Africa.

From April to June 2006, the EQUIP website accumulated its highest quarterly total of hits at 742,780, including a monthly record of 268,818 in May; its highest quarterly total for visits at 74,794, including a monthly record of 27,142 in May; and its highest quarterly total of unique visitors at 38,417, including a monthly record of 14,958 in May. The EQUIP2 portion of the website is located at http://www.equip123.net/equip2/index_new.html.

Achieving EFA Goals through the Use of Cost-Effective Approaches and Alternative Models that Reach Underserved Populations

Through year three of the project the complementary education research has focused on identifying and documenting the impact and cost effectiveness of complementary models for providing education. With nine case studies and a synthesis paper completed, objectives for 2006 include:

- Using findings from the case studies to influence the policies and education sector plans of developing country governments, most notably the members of the ADEA;

- Using findings from the case studies to influence the education policies and programs of international development agencies and non-governmental organizations (e.g. USAID, the World Bank, UNICEF, CARE, Save the Children, etc.);
- Deepening our understanding of three critical components of complementary education models with an eye towards understanding how complementary models become features of the formal education system:
 - The structure, operation and supports required for effective local governance of schools;
 - The mechanisms for allocating resources to community-based, complementary schools and for generating local resources;
 - The characteristics, training and support required for effective use of locally recruited teachers.
- Developing a tool kit based on the research that will improve the work of agencies, organizations and Ministries supporting complementary models, in particular in the areas of assessment of student learning, data collection and analysis, and monitoring and evaluation;
- Developing a graphic representation of the impact of complementary models on the educational attainment of underserved areas and populations in developing countries.

Accomplishments to Date:

- Audrey Moore completed the final case study on Guatemala's PRONADE program and integrated it into the EQUIP2 Synthesis paper. The paper was shared with a peer review panel in May and comments were integrated into the paper. The final draft of the synthesis paper was edited and prepared for publication. The final published version will be available in August for dissemination.
- Joe DeStefano and Audrey Moore followed up with potential contacts from ADEA to determine whether additional presentations and meetings could be placed on the workplan agenda. Audrey Moore spoke with Mark Bray from the IIEP in Paris, who agreed to assist the complementary education team to disseminate their research through IIEP publications in the coming year. Mark also indicated possible interest in hosting an EQUIP2 presentation at IIEP on the teams case study findings.
- Audrey Moore contracted Kathryn Toure from WEAC in Mali. A phone conference to discuss a possible follow-up presentation was scheduled for May 30th; however, we were unsuccessful in holding the phone conference that day. The team will continue to follow-up during the next quarter.
- David Balwanz continued his work on the development of benchmarks or standards for defining complementary models. The objective of this short activity is to help the EQUIP2 team better articulate the definition of complementary models through the use of standards. The establishment of standards will also allow the team to clearly identify complementary models from alternative or non-formal education.
- All nine case studies are in the process of being edited by the EQUIP2 Communications Team. The final four cases (Afghanistan COPE and HBS, PRONADE, and Zambia) will be finalized and printed for dissemination next quarter.
- Stephanie Lehner and Carolyn Pugliese began to research and write an in depth paper on teacher training and recruitment in Complementary Education systems. The focus of the paper is to understand how communities successfully recruit, train, and retain teachers in

comparison to the formal systems. It is hoped that lessons drawn from the study will contribute to improved teacher recruitment and training efforts, as well as identify institutional conditions that need to change to better support countries in reaching EFA targets. A draft paper will be shared with the Complementary education team in July.

- Audrey Moore began to design the Education Finance research paper. The paper seeks to explore four case studies: the Egypt Community Schools, the Zambia Community Schools, Honduras Educadores Program, and the Afghanistan Home-based schools – to understand the sources, structure, and decision-making patterns that develop to support these community-based education models. Work on the paper will begin next quarter.

Improving Educational Outcomes and Management Efficiency in the Context of Decentralization

The objective of this program area is to improve the design and implementation of education decentralization programs to improve educational outcomes. For the remaining period of EQUIP2, this objective will be achieved through a) development of an international community of practice to share experience with decentralization strategies and practices; and b) engagement with the national policymakers and the donor community to improve project design and identification of appropriate indicators of success. The following objectives will be the focus of the decentralization work in 2006:

- Foster an African community of practice and disseminate lessons learned in education decentralization by collaborating with the World Bank and DFID to:
 - Produce distance learning materials to be distributed to education officers at various levels of government, as well as representatives of USAID and other donor agencies;
 - Coordinate and sponsor a series of videoconferences to engage key policymakers the process of implementing education decentralization programs;
 - Sponsor a conference on Education Decentralization in Africa.
- Apply the decentralization workshop toolkit to associate award countries and other venues as possible.
- Disseminate lessons learned in the form of policy briefs on decentralization and quality of schooling and education finance, as well as country briefs on selected decentralization cases.

Achievements to Date

- The overall conceptualization and strategy of the video-conference series was revised by Tom Lent and Felix Alvarado, working closely with Don Winkler and the WBI staff. The revised approach will concentrate on in-country work that will build on the material introduced in the video-conference. The interactive approach will establish a process of generating insights and knowledge from each of the participating countries
- Plans were finalized for working in up to five countries (Ethiopia, Ghana, Kenya, Uganda, and Zambia). Facilitators were identified to work in each of these countries over the next six months. Co-financing agreements were reached with the WBI to support the facilitator work.
- Detailed planning was completed for the four video events, inter-session activities, and a training program for the facilitators.

- Joe DeStefano worked closely with the World Bank Institute to develop and film the module on governance and management in complementary education. The module is in the final stages of development and will be piloted at the “zero conference” in August with the five country facilitators.

Improving Access and Use of Data for Effective Management of Education Strategies

Research under this program area will focus on four main activities:

- Meta-evaluation of USAID investment in education from 1995 to 2005.
- Meta-evaluation of EQUIP projects to date, using same methodology.
- Update the Trends in USAID/EQUIP2 LWA investments study for the third program year.
- Complete pending work on the learning outcomes benchmarking and explore the development of an early literacy activity.

Achievements this Quarter

- Jessica Quijada continued to analyze data on the associate award activities and approaches for the 2006 Patterns analysis. Initial issues and structure of the analysis was developed in May 2006. The completed draft report will be ready for initial review by USAID in August.
- David Chapman and Jessica Quijada continued work on the Meta Evaluation of USAID projects during April. The work will be completed when Dr. Chapman returns in September.
- The Learning Benchmark study was being completed by AIR and the draft report is currently being reviewed by the EQUIP2 Home office team. Comments will be shared with AIR and a final report is expected by the end of August 2006.
- Audrey Moore, John Gillies, and Sala Ba continued to move the evaluation study forward. Based on requests from the EQUIP2 CoP for rubrics to measure systems reform, John and Audrey began to explore existing frameworks for measuring systems reform. The new rubric, which was elaborated in the Republic of Georgia, uses three of the elements of reform (politics and leadership, institutional framework and institutional capacity) to measure changes along a continuum. The rubric will be pilot tested in Georgia and Jordan in the coming year.
- John Gillies and Audrey Moore presented the EQUIP2 framework for monitoring and evaluation at the 2006 Interaction Forum held April 10-12, 2006. The framework focuses on the importance of comprehensive, multi-level evaluation – examining formative questions at both the project and institutional level. Discussions with the audience focused on the importance of identifying the conditions for success, particularly in education, and how to emphasize sustainability. The framework was well received.

Cross-Cutting Activities

Donor Effectiveness

Revision of the ERS Documents: The EQUIP2 Leader Award activity designed to update the ERS manuals has as its primary objective to produce a single, easy to access document that

updates and summarizes the education reform support research, documented experience and concepts as well as provide operational guidance to USAID and other international agency education officers in promoting and providing assistance to national education reform efforts.

Joe DeStefano (CCFC), Luis Crouch (RTI), Victor Young (CCFC), and John Gillies met with USAID officials to discuss issues and opportunities for updating the study. DeStefano and Crouch completed the first draft of the ERS summary manual and shared it with John Gillies, Audrey Moore, Patrick Collins and David Plank for initial comments. The document effectively brings together the newest education reform support literature and integrates both domestic and international examples to illustrate major points. Suggestions for improving the document included organizing it according to the seven elements of reform (politics and leadership, resources, institutional framework and capacity, civil society, driving forces and leverage); highlighting some of the examples by using text boxes; and emphasizing the conditions necessary for reform and integrating examples that demonstrate how countries have successfully tried to complete this task. A second draft will be completed by August and shared for the EQUIP Seminar Series.

Opportunity to Learn: Research continued in gathering evidence and studies related to providing the basic conditions necessary for children to learn. A brief will be completed on the topic in the next quarter.

School Fees

The work on school fees continued to move forward slowly, stymied in part by the delayed release of the World Bank and UNICEF reports. Case studies from the Kenya conference were shared with the team. EQUIP2 began to develop scope of work to assess family perspectives on paying for school in circumstances where community schools require parental contribution. In an effort to move the activity forward, EQUIP2 staff met with USAID in June in a relatively large meeting with stakeholders to develop a common vision for moving forward. EQUIP2 hired two interns for the summer who will focus specifically on school fees research – both interns attended the USAID meeting. Kristi Fair was appointed to coordinate the on-line moderated discussion, and EQUIP2 continued to work with the GLP to address capacity issues in hosting the dialogue.

Obstacles and Proposed Solutions

No specific obstacles or issues were addressed this quarter. The continuing challenge of funding levels and reliance on external sources for coordination (e.g. the World Bank and school fees) were addressed in a collaborative fashion with the CTO.

III. Associate Awards: Activities and Accomplishments, October to December 2005

Existing Associate Awards

Education Policy and Data Center (EPDC)

During the past quarter the Education Policy and Data Center launched the new website and data system. In June the EPDC hosted a week long contest at AED to market the new system and to receive feedback. The contest highlighted EPDC products like the Country Profiles, Projections, and the *Educating the World's Children* report, as well as suggesting ways to utilize the site for proposal writing, policy analysis, program management, and monitoring and evaluation. The AED launch was extremely successful, allowing new users to become familiar with the EPDC website and tools as well as providing useful feedback to the team on ways to improve the site.

The Center also achieved many goals in gaining wider exposure through various presentations. In May, George Ingram, Felicity Townsend and Babette Wills made presentations on the new EPDC data system, website, and projections model at DFID, MinBusa (Dutch Foreign Ministry), Europaid, and UNESCO. Also in May, Bidemi Carrol showcased the new data system and website to participants at the ADEA biennial conference in Gabon. Lastly, in June Babette Wils demonstrated the projections methodology at the World Bank.

El Salvador

During this quarter, EQUIP2 El Salvador has been refining project activities in consultation with USAID, MINED and other partners. The project's three main activities are the following: a) institutionalization of a National Education Account (NEA) methodology; b) development and validation of reading and writing materials for 1-6 grades (study programs, teacher's guide, textbooks and student notebooks); and c) definition of a school management strategy to strengthen a participatory PEI (Proyecto Educativo Institucional).

Regarding the institutionalization of the NEA, EQUIP2 El Salvador is working with MINED counterparts on detailed workplan for this component. In addition, the project staff continues to work with the household survey databases and have begun analysis of the Higher Education and MINED expenditures databases. Finally, the project has developed and deepened a collaborative relationship with MINED counterparts, and there is considerable ownership of the NEA.

Regarding the development of reading and writing materials for 1st-6th grades, EQUIP2 El Salvador has completed the development of the study programs for grades 1-6. Furthermore, the project staff is developing reading and writing materials (textbooks, teacher guides and student notebooks) for grades 1-3.

Finally, the project staff is developing procedures and strategies for strengthening the PEI in 250 schools. A team of project facilitators has been trained to reach the schools. To ensure sustainability and ownership from MINED, EQUIP2 is working with the MINED follow-up

teams that are responsible for monitoring and supporting the schools as they track the PEI indicators. EQUIP2 has trained 60 members of the follow-up teams in the PEI process.

Egypt Basic Education Program (ERP)

TBD

Georgia General Education Decentralization and Accreditation (GEDA)

Project activities accelerated during this past quarter for Education Resource Center (ERC) institutionalization. Refurbishment has begun in earnest over the past three months with the first ten sites nearing completion. Tenders for an additional 25 sites were issued, reviewed, and will be awarded within the coming weeks. Staffing of the ERCs has been a priority of the Ministry during this quarter. Sixty-two ERC heads were hired in May; they will serve as ministry personnel responsible for the oversight of regional centers and their coordination with schools and the central Ministry. Participant trainings for all newly-hired ERC directors were conducted in May with the Ministry in Tbilisi and in June in Batumi.

Regional staff for both Batumi and Telavi were selected and began supporting the decentralization activities under the direction of the two Regional Advisors, Drs Dori Nielson and Howard Williams. Project Director Jerry Wood served as COP while Dr. Wes Snyder attended the EQUIP2 COP meeting in Washington DC in May. GEDA Tbilisi offices were relocated to a new ministry building and now share the recently renovated third floor with two other semi-autonomous Ministry departments: DeerLeap and the State Accreditation Service. The State Accreditation Service (SAS) was formally established as an autonomous accreditation agency in April. GEDA continues to support the SAS's institutionalization and organizational development through regular meeting with GEDA's accreditation team. Dr. Tom Welsh traveled to Georgia in May and facilitated the strategic planning and development of the SAS, as well as the ERCs. Jon Herstein of RTI also provided STTA in support of EMIS, for which the Ministry has requested further assistance.

EQUIP2 supported the further development of GEDA's monitoring and evaluation plan. In June, John Gillies and Audrey-marie Moore, with the assistance of GEDA Program Officer Jessica Jester Quijada, conducted M&E workshops with GEDA staff and articulated policy-, institutional- and project-level evaluation questions to help inform Georgia's broad education reform agenda. The M&E plan is aligned to the updated project workplan and is undergoing final revisions for submission to USAID. GEDA is still awaiting final Mission approval of the revised workplan and reprogrammed budget based on a twenty-five percent reduction in March.

Ghana Basic Education Comprehensive Assessment System (BECAS)

The focus of the second quarter of 2006 has been the School Education Assessment (SEA) which will be administered throughout Ghana on July 19th. Ghana BECAS Program Manager, Bess Long, and Policy Advisor, Emmanuel Acquaye, met frequently with USAID Education Officers Larry Dolan and Nicole Tobin, CRDD Director Sarah Agyeman-Duah and GES Director General Michael Nsowah to finalize the funding for the School Education Assessment, which will be administered in every Primary 2 and Primary 4 class in the country. The Ghana

BECAS project staff completed preparations for the SEA test administration trainings. The three training workshops were conducted simultaneously throughout the country during the month of June, and led by Drs. Etsey, Mereku, and Amedahe from the Universities of Cape Coast and Winneba. Approximately 485 test administrators participated in the training workshops. The School Education Assessment tests for English and Mathematics were finalized and printed for all schools. The printed tests were packed and are ready for distribution to the regional offices (Ghana BECAS) and then to the schools (GES).

ASU members were committed to CRDD development activities related to the Continuous Assessment program outside of Accra. As a result, they were unable to participate in most of the training activities planned for them last quarter.¹ During the quarter, the BECAS management team also participated in meetings with members for the USAID Education office, as well as with representatives from CRDD, GES and the Ministry of Education. The focus of the meetings was GES involvement in the School Education Assessment administration which is planned for July 2006, as well as for the future planning of assessment activities in CRDD. The concerns that CRDD/ASU will be unprepared to take over the assessment work established by Ghana BECAS grew with the absence of the CRDD/ASU members from all project activities last quarter.

Guatemala Social Investment and Policy Dialogue (SIPD)
TBD

Honduras Improving Student Achievement Project (MIDEH)

During this quarter, the MIDEH team has focused on the development of standards for grades 7-9. The process was initiated in May 2006 and includes comparison with internationally and regionally recognized standards systems, as well as the competences and standards that underlie the ACT Workkeys. Vertical alignment of the standards from grades K through 9 will be conducted in July. The complete standards document will be presented at two national conferences being organized for later in the year. Work on summative test items also continued, with a workshop bringing together 100 primary school teachers to develop summative test items for grades 3 and 6.

Intensive teacher training sessions on standards, testing and communicative methodology have continued. The project has also provided training to 58 technical staff from 14 NGOs, all members of the NGO umbrella organization COMCORDE.

MIDEH has also led meetings in each of the country's 18 departments, reporting on the contents of the report on national educational transformation and introducing national standards and aligned testing to civil society. The meetings were attended by over 1,200 participants, including departmental education authorities, local government officials, teachers and students from pre-school, primary, middle and secondary education, as well as parents. A 30-second radio ad has aired on major national radio chains and local radio stations across the country, highlighting student and parental participation in school activities.

Jordan ERfKE Support Project

The following activities were completed in Jordan during the second quarter of 2006.

Component 1: Early Childhood Education

The draft ESP/MoE kindergarten teacher in-service booklet was finalized in preparation for review by the Ministry of Education Technical Committee. The committee consists of all ECE/MoE supervisors, curriculum, training, and Kg section staff. This booklet will be used by supervisors during their field visits to ESP kindergartens and will also be provided to all ESP kindergarten teachers. In preparation for kindergarten teacher basic training, the Ministry, assisted by ESP reviewed all kindergarten teacher training manuals to incorporate them into one training document. This new manual will be used to train newly appointed teachers in August/September 2006. The ECE team also completed the assessment of kindergarten clusters 11 and 12 in Aqaba (7 Kg's) and Tafila (12 Kg's) and opened renovation bids for clusters 9 (Irbid and Zarqua) and 10 (Mafrak). Procurement procedures for classroom materials (stationary, toys etc) for clusters 9 and 10 is ongoing and the preparation for procurement of price offers for classroom heaters and plaques for clusters 7-10 continued this past quarter.

The higher committee for curriculum headed by the Secretary General reviewed and endorsed the National Curriculum Framework. The framework was sent to the Board of Education for final review and approval. The curriculum department will review the specific outcomes with ESP in preparation for review and endorsement by the curriculum's higher committee. The Accreditation Advisory Committee met, Jun 25 and Jul 3 to discuss the strengths and challenges of each of the three presented scenarios. The main challenge facing the committee is estimating the cost for developing and running the system. Jeff Davis (AIR) will visit Jordan in August to support both design of forms and scoring systems for piloting standards and criteria and designing the structure of the accreditation system for Jordan. Several meetings took place with the consultants of the four technical committees to revise the standards and criteria document. A budget for the accreditation activities implementation plan for 2006 has been drafted.

Three proposals for the parental involvement activities have been received from three local organizations. A five member committee consisting of three ESP and two Ministry of Education members was formed. The committee reviewed the technical proposals and a final decision will be made upon reviewing the budget proposal submitted by each organization. Work on the parent participation activities will begin in August. The final phase of the formative study on grade I which is collecting data on the academic performance of the students in the second semester was completed this past quarter. Data from 8 targeted schools was collected in cooperation with MoE staff in the Training Department and kindergarten section. The ESP M&E team met Jun 27 and was updated concerning M&E activities taking place in YTC, STC and ECE.

Component 2: Youth Technology and Careers (YTC)

The YTC team conducted in coordination with JAID a special training workshop for the e-MIS Subject Matter Experts on both project based learning and script writing with focus on ways for acquiring suitable resources. YTC sought final approval from MoE on the 11 schools identified from the different regions in the kingdom for piloting the MIS Online. The team also met with the MoE program coordinator in order to update the integrated plan. The e-MIS MoE technical committee submitted their first report to JAID approving the overall architecture of the program. The MIS online work plan was then reviewed and updated online.

YTC organized a workshop for MIS teachers' Guide authors at the Curriculum Department, demonstrating the Q&A procedure for the 19 teachers' guides. The team continued preparations for the PBL workshop with the YTC team and they met with Dr Ayasra and the training team at MOE, to discuss the work plan for the training department and ESP-YTC activities regarding Professional Development.

YTC staff worked on the training events for the Instructional Design materials and connections between the learning outcomes for the events and the teachers' standards. All MoE partners delivering training programs including ESP, met with the Secretary General. He called for collaboration between partners and the MoE to integrate their activities in the Training Department Master plan and avoid overlap and duplication. The YTC team also finalized the first draft of the MIS Professional Development Centers standards; the draft was distributed to the technical committee for their comments and recommendations.

The CYM certificate ceremony date moved to Jul 25 upon request of H.E Dr. Khaled Toukan. The CYM ceremony being prepared with PBYRC. Despite this change, video shooting to document CYM success stories took place Jun 29 - Jul 4. The STC Idea Book & Resource Manual training workshop was completed and the MoE formed the Employability Skills Technical Committee to develop the Knowledge Economy Skills Matrix. The revised the STC work plan was reviewed with MoE counterparts. It was decided by USAID that the STC activities under the ESP program will be outsourced to SAVE NAJAH next quarter. MoE STC Coordinator participated in preparations for STC events, and attended all the video taping sessions on success stories for the CYM film which will be presented in the CYM certificate ceremony, Jul 25.

The YTC Teacher training team prepared all necessary specification documents for QRC equipments, donated by USAID and delivered to QRC in Sep. Documents requested by MoE in order to proceed with formal acceptance of this donation. The team also prepared for second bidders conference for Teacher Standards/Competency tracking Web Application Tool. This included finalizing and documenting the preliminary scope of work and outlining a couple of scenarios for implementing the application. An initial meeting was conducted with IT Company, ITAC to look at the possibility of integrating e-Commerce application (Dokkaneh) with ITAC accounting application. First workshop on "Dokkaneh" was delivered for the MIS authors from MoE and ITAC team. ITAC gave a presentation on the ITAC accounting application, currently used in MoE schools as part of the MIS accounting curriculum. Reviewed the workshop outputs with ITAC in order to identify ways of integrating Dokkaneh with ITAC accounting system. The second workshop on "Embedding pedagogy in Dokkaneh" was delivered for the MIS authors from MoE.

Component 3: Shorouq

A Pilot Assessment of schools for pilot phase renovations in ICT labs in Aqaba began this past quarter. The Shorouq team also initiated and completed the assessment of KGs in Aqaba governorate and began planning the assessment of KG's in Maan and Tafila. Selection of EMIS labs in Maan and Tafila to be included in E-MIS pilot was initiated this quarter. Four rooms will be renovated in early phase of Shorouq activity to bolster E-MIS pilot. The rooms will be in Aqaba Girls Secondary, Hussen Bin Ali, Tafila Girls Vocational, and Maan Girls Vocational. The team also received confirmation of MoE approval of new curriculum in Vocational Education for computer and technology maintenance. The Girls and Boys vocational schools in Aqaba (Wasfi Tel and Aqaba Girls Secondary) will be locations for pilot of this program. Shorouq will work with MoE at centre and MoE Aqaba in preparing schools for pilot phase.

Malawi Education Sector Policy, Planning, EMIS Support Activities and Higher Education Strategic Plan Development

Project activities this quarter centered on preparing for, and conducting, the third annual school census training exercise. Six data collection teams were dispersed throughout the country, covering eight education divisions. Over 5000 primary school heads, and more than 1000 secondary school heads, participated in day long workshops geared to training them how to correctly collect data to complete the annual school census.

Divisional offices were given the task of visiting schools to validate their data prior to the census taking place. This allowed these administrative branches to take on greater leadership in the census process. The project also felt that this shift of responsibility will further enhance the validity of the EMIS data. Activities for the next quarters include:

- Data Editing and Cleaning (Sep – Oct 2006)
- Data Reports (Nov –Dec 2006)
- Coordination with other developing partners (Ongoing)

Mali Regional Action Plan/Decision Making Project (RAP-DMP)

The period April – June, 2006 was highlighted by a significant volume of activities in the two lines of activities of RAP-DM, including (i) deconcentration; and (ii) decentralization. This period was also marked by the conclusion of negotiations to modify the terms of reference of RAP-DM and about the reduction of its budget.

The main activity under deconcentration included replication workshops. The second round of training, following the training of trainer workshop, took place in all academies (AE's). These workshops were attended by 15 agents from each AE and 4 agents from the CAP's. The training was conducted by CTR trainers who participated in the second round of trainer training. Each replication workshop was reinforced by the presence of trainers of trainers and lasted 3 days. A total of 502 agents including 222 from the AE's and 280 from the CAP's participated in these replication workshops.

The quarter witnessed the conclusion of the first round of data collection projected, for the 2005-2006 school year. It is anticipated that a feedback workshop will be organized in July. RAP-DM's overall strategy in the field of decentralization is to facilitate the process while highlighting the theme on capacity building of the educational system to meet the needs of those who remain outside of the system. Better understanding of their specificity requires a decentralization method that is well adapted to their case and which may contribute in improving certain strategies. Georeferencing is the first step in this process, which will help discuss issues about those populations who are, in theory, served by the education system and those who are not.

A revised technical proposal was submitted to USAID in May and USAID accepted this proposal by late June. Thus, RAP-DM may continue its activities until August 2007 with, however, a reduced budget, compared with what was agreed-upon. RAP-DM is continuing to seek additional funds in order to suitably meet new needs and opportunities.

Namibia Basic Education Support, Phase 3 (BES 3)

•During January, February and March this year, a total of 2823 (1350 male and 1473 female) teachers, teacher educators, student teachers and CST members participated in a series of 12 training sessions based specifically on the results of the baseline Grade 4 Learner Performance Assessment Instrument. The workshops resulted in development and implementation of teaching strategies and model lesson plans to improve instruction in the core subject areas. As was required by NIED and MOE, the LPAI was designed and implemented as a diagnostic tool to

inform teacher professional development and curriculum analysis as well as provide one measure of learner performance

- In March, the first round of 11 grants to schools and school clusters for a total of N\$481,327 serving 1365 OVC was launched at a ceremony officiated by the Minister of Education and the US Ambassador to Namibia. The programs of support are now underway.
- Baseline of teacher performance on key areas as defined in the Index of Classroom Electiveness, developed in collaboration with NIED, has been established by results of 170 classroom observations in the target regions.
- During the first six months of Year 2, each of the six target regions have added teacher facilitators or Resource Teachers to the Circuit Support Team system of providing ongoing, site-based support to primary school teachers in the regions. Teacher workgroup sessions, parent and community training on the School Development Plan process, and training activities for teacher educators at the colleges have been held during the same period.

Children's Learning Access Sustained in Senegal (CLASS) and Senegal's Improved Teacher Training Program (SITT)

TBD

South Sudan Technical Support Project

The Sudan Technical Advisors Project fielded two Long Term Technical Advisors (LTTAs) in April, Martina Nicolls and Kenneth Masungu, and has fielded two Short Term Technical Advisors (STTA) to develop deliverables outlined in the project workplan that increase legitimacy and capacity of the Ministry of Education, Science and Technology (MOEST) for the Government of South Sudan (GOSS). Within the first month of arriving in Juba, Senior Education Advisor Martina Nicolls developed the project's Workplan and Terms of Reference for LTTA, in addition to the Memorandum of Understanding between USAID and MoEST. A key goal of the project is to provide assistance to the Directorate of Planning and Budgeting; this was accomplished through the re-commencement of the Annual Education Census (AEC), and by documenting a Situational Analysis of the Data and Statistics Unit and the AEC, and the development of an Educational Management Information System (EMIS). This report was completed in June. In May, a STTA developed the critical thought, reasoning and language for the MoEST education policy speech to be presented by the Minister at the National Legislative Assembly. The teacher education strategy for the region was developed, focusing on a roll-out plan for recruitment and training. The Early Childhood Development Action Plan was completed. Other tasks commenced to date include: the formulation of a Code of Conduct; the development of Terms of References for Diaspora volunteers to carry out short-term assignments within the MoEST; and the development of an HR training matrix to identify MOEST staff training needs.

Uganda Support for Education Management Information System (EMIS)

On November 30, 2005, the Uganda EMIS project came to a close.

Zambia: Improving Information and Strengthening Policy Implementation

This was a productive quarter for the EQUIP 2/Zambia project. Major achievements included:

- The MOE signed agreement with Zamtel through which the remaining eight provinces outside of Lusaka will have Internet and email access at a discounted rate. The connectivity will allow for remote sharing of information between provincial offices and MOE HQ, improve coordination and efficiency of the MOE, and facilitate a decentralized working environment.
- Under the institutional management component, the project facilitated the development of strategic plans, performance assessment indicators and budget projections included in the Education Chapter of the *Zambian Fifth National Development Plan*.
- Continuous assessment field monitoring visits were conducted in Lusaka, Southern and Western provinces. The field report noted that head teachers, guidance teachers, and grade 5 teachers in each province were making good progress in assessing their pupils and recording marks in assessment booklets.