



**ABE/BE Annual Performance Monitoring Report
EDC Consortium
October 1, 2007-September 30, 2008**

I. Introduction

This annual Performance Monitoring Report describes the activities related to the Assistance to Basic Education/Basic Education indefinite quantity contract undertaken by the consortium led by Education Development Center, Inc., for the period of October 1, 2007 to September 30, 2008. It includes the quarterly report for the fourth quarter of fiscal year 2008, July 1, 2008 through September 30, 2008. EDC's major subcontractors are the Academy for Educational Development and RTI International. Its Small Disadvantaged Business partners for technical matters are Aurora Associates International, Inc., and L.T. Associates, Inc. Its resource institutions are AmidEast, Mississippi Consortium for International Development and MSI (Management Systems International).

II. ABE/BE Management

The EDC consortium maintained periodic contact with USAID during this quarter and throughout the year, but no formal meetings were held. The consortium's ABE/BE management team continued to support the implementation of the Egypt Environmental Education and Outreach Program (E³OP) and the Evaluation of the Jordan Education Initiative throughout the year and oversaw the conclusion of both programs during this quarter, in addition to supporting the startup of the *Programme Harmonise d'Appui au Renforcement de l'Education* (PHARE/USAID) in Mali.

III. Task Orders

A. Current Quarter, July 1-September 30, 2008

When the quarter began, EDC had submitted a proposal in response to RFTOP number 688-P-08-004, "Improved Quality of Instruction to Reinforce Literacy and Numeracy in Grades 1-6", for Mali, and had received questions from USAID regarding that proposal. EDC submitted responses to the questions and a revised proposal on July 11. EDC and its subcontractor RTI International, along with several local subcontractors, were selected to implement the task order. The agreement was fully executed on July 17, and the start date

for the resulting *Programme Harmonise d'Appui au Renforcement de l'Education* (PHARE/USAID) was August 1, 2008.

Both the Evaluation of the Jordan Education Initiative and E³OP came to successful conclusions during the quarter. Technical summaries of those two projects and the EDC consortium's active task order are included in Attachment A to this report.

B. Fiscal Year 2008

As indicated previously, two task orders were ongoing at the beginning of the year and concluded during this quarter. EDC received five Requests for Task Order Proposals during fiscal year 2008. Due to various reasons, EDC and its consortium chose to submit proposals in response to two of the RFTOPs, the Georgia Training for Employment Program and PHARE/USAID in Mali.

Attachment A ABE/BE Task Order Summaries

EGYPTIAN ENVIRONMENTAL EDUCATION & OUTREACH PROGRAM (E³OP)

1. Check one: ___Annual Summary Quarterly Summary
2. Task Order Number: **263-00-P-016**
3. EDC Project Director: Dr. Rachel Christina
4. Period Covered: July-September 2008
- 5 Task Order Start Date: August 1, 2006
- 6 Task Order End Date: September 29, 2008
- 7 Task Order Issuing Body (USAID Mission or Bureau): USAID/Egypt

I. Progress of Major Activities

- 25,000 copies of what had been called the GreenCorner Environmental Education Activity Book, now entitled simply the *Environmental Education Activity Book*, were reprinted. Copies of this book were distributed to all primary and preparatory school libraries, as well as to the MOE governorate and district offices, with the oversight of the head of libraries.
- 9,000 copies of the *Environmental Law Activity Book* were developed, printed and distributed. Designed for young people, the book includes an introductory overview of Law #4, as well as cartoon illustrations of key articles of the law along with the original text so that children can have fun while becoming acquainted with the law.
- 310,000 copies of an *EE Newspaper Supplement* for young people and their families were developed, printed and distributed. 300,000 copies of this colorful 8-page supplement on a variety of environmental topics was distributed along with the leading national newspaper *Al Ahram*, and the additional 10,000 copies were distributed through the network of schools and community organizations working with the project.
- 6,000 copies of each of a series on the project's focal governorates (*Our Environment...Our Life: Exploring Alexandria, Exploring Beni Suef, and Exploring Fayoum*) were developed, printed and distributed. These books were designed to be easily read by students and adults alike, to encourage a better appreciation for the environment of their own governorate. Each book consists of approximately 80 pages presented in magazine format so that stories can be read independently of each other. Teachers can use the book to help plan field trips and to enhance science, social studies or other standard curriculum with environmental messages and relevant information.
- 3,000 copies were developed, printed and distributed of *Our Environment...Our Life: We Are Part of the Solution*, a book about individuals working all over Egypt in a wide variety of businesses, industries, institutions, and organizations who are taking wise actions in favor of the environment, and benefiting themselves and the society as a whole in the process. Teachers can use the book to prepare and present environment related lessons in their science, social studies, or other classes. The book can also be used to prepare students for out-of-class assignments and field visits.
- 3,000 copies of a book entitled *Climate Change for Teachers & Other Adults* were developed, printed and distributed. The book was developed in response to teacher requests.
- 6,000 copies of the *Climate Change Activity Book* were developed, printed and distributed. This colorful book provides young people with a range of fun hands-on experiments and activities that they can do alone, together in small groups or with minimal adult supervision.
- The project developed and printed a *Teacher's EE Supplement* for the General Department of Environment and Population Education of the MOE. The book provides an introduction to

the basic principles and benefits of environmental education, the historical background of the discipline, how environmental education supports the National Standards, and criteria for assessing supplementary EE materials. It also gives practical examples of ways in which teachers can analyze the curriculum and integrate environmental education concepts into their classroom teaching, field trips and other activities.

- 1,200 sets of the 11 **Environmental Law Posters** were produced, packaged in tubes and distributed to schools, NGOs, libraries and community centers.
- A 30-minute video on How to Plan, Implement, and Integrate Field Trips was produced, including footage from training and implementation of field trips by the project schools. 200 copies were packaged and distributed to schools, NGOs, and Learning Resource Centers.
- 1,000 CD copies of both the *Journey to the Red Sea and the Desert* Video and the *Treasures of Egypt's Eastern Desert & Red Sea* Interactive CD originally produced under GreenCOM/Egypt were reproduced and distributed to teachers, schools and NGO libraries and Learning Resource Centers.
- 1,000 DVDs of the IUCN Wadi Hitan video program were purchased and distributed to teachers, school and NGO libraries and Learning Resource Centers.
- 100 sets of a collection of story books and 5 claymation video programs on biodiversity in Egypt for young people produced by the Bio-map Project were purchased and distributed to E³OP school libraries and Learning Resource Centers.
- 10 cabinets and carrying cases along with tools and supplies to support environmental education activities were purchased: one for each of the Learning Resource Centers.
- In August 2008 E³OP held Book Distribution Workshops in Alexandria, Beni Suef, and Fayoum. The events were held to introduce the 400+ teachers and NGO practitioners trained through the project to the eight new environmental education books produced by the project. Each workshop was attended not only by the cadre of trained EE teachers and practitioners, but also by headmasters and librarians of the ERP schools and representatives of the Learning Resource Centers. At each event an LRC representative introduced the center and invited teachers to make use of the materials and equipment available. The EE trained teachers were also encouraged to share their knowledge with others by hosting seminars at the facility. All ten LRCs now have a collection of EE books and materials, as well as a cabinet containing supplies that teachers can use with students to do hands-on activities described in the books.
- In addition to establishing or expanding environmental education resources in all E³OP schools, the ten LRCs, and to a lesser extent in all ERP schools as well as GreenCorner and Integrated Care Society libraries throughout the country, E3OP has established two “virtual” resource centers. All publications to which the project had copyright are available on two web-sites, that of the Bibliotheca Alexandrina and the Center for Environment and Development for the Arab Region and Europe (CEDARE).

Management

- E3OP officially closed on September 29, 2008.

ABE/BE Task Order Summary

EVALUATION OF THE JORDAN EDUCATION INITIATIVE

1. Check one: ___ Annual Summary X Quarterly Summary
2. Task Order Number: EDH-I-02-05-00031-00, Task Order #02
3. EDC Project Director: Daniel Pier
4. Period Covered: July-September, 2008
5. Task Order Start Date: June 10, 2007
6. Task Order End Date: August 15, 2008
7. Task Order Issuing Body (USAID Mission or Bureau): USAID/Jordan

I. Progress of Major Activities

A. Technical

Daniel Light, the evaluation Team Leader, presented the findings and recommendations of the evaluation to a meeting of the Jordan Education Initiative's partners held July 1 and 2 in Amman. Attendees included the many private companies who have contributed to the JEI, both Jordanian and international; USAID; the JEI leadership; the Ministry of Education; and Her Majesty Queen Rania. Response to the evaluation and Dr. Light's presentation were very positive, and by all accounts the meetings were productive.

EDC printed and distributed extra copies of the evaluation reports to the major stakeholders, including the JEI and USAID, for future dissemination to interested parties. Dr. Light made himself available to discuss the findings with a consultant hired to support the JEI in developing its strategic plan for the next phase.

With these steps, the program's technical activities were completed.

B. Management

The project concluded on August 15, 2008. EDC terminated all subcontracts and closed out business with subcontractors and USAID.

II. Problems Encountered and Solutions Proposed or Undertaken

No significant problems were encountered during this quarter.

III. Next Steps

This project has concluded. The evaluation reports can be located on line through the Development Experience Clearinghouse or at <http://ies.edc.org/news/articles.php?id=270>.

ABE/BE Task Order Summary

USAID/PHARE – *Programme Harmonisé d’Appui au Renforcement de l’Education (Road to Reading)*

1. Check one: ___Annual Summary ___X_Quarterly Summary
2. Task Order Number: **EDH-I-03-05-00031**
3. EDC Project Director: Dr. Helen Boyle
4. Period Covered: August – September 2008
5. Task Order Start Date: August 6, 2008
6. Task Order End Date: July 31, 2013
7. Task Order Issuing Body: USAID/Mali

II. Progress of Major Activities

A. Technical

Pilot of Revised Curriculum for Teacher Training Colleges

Consultations were held with concerned Ministry actors regarding piloting the new curriculum for the Teacher Training Colleges in Mali. The program organized and financed a five-day workshop for Directors and Program Directors from the Teacher Training Colleges as well as Ministry staff to develop a methodology for monitoring and evaluating the pilot and to clarify roles and responsibilities.

Establishment or upgrading of Teacher Training College Virtual Training Centers

As a first step to upgrading or establishing Virtual Training Centers in all fourteen Teacher Training Colleges, PHARE staff carried out a preliminary inventory of existing computer equipment available to students in each College.

Broadcasts of Grade 3-4 Radio Programs

Program staff made preparations for broadcasting the teacher training and student instructional radio programs for Grade 3-4. A database was created for all schools in the country providing information on which curriculum was being used (the classic or competency based.) Initial negotiations were held with the national radio station and are still in process. Contracts were signed to print the teachers’ guides for Grade 3-4 and to purchase radios for distribution to schools nationwide. Preliminary drafts of the teacher training model were developed. A workshop was held to develop guidelines for teachers on how to fit broadcasts into their daily schedules. The Director of Basic Education sent out a circular letter to all decentralized education offices informing them that the broadcasts are a part of the language arts curriculum and should be included in the daily schedule.

Adapting radio programs for medersa context

The program reading and pedagogy specialist made an analysis of the correspondence between the current 4th grade medersa French curriculum and the 4th grade radio broadcasts to facilitate use of the program in the pilot medersas this year. Twenty-five of the thirty programs will fit either easily or reasonably well into the medersa French program

Improving broadcast quality nationwide

Radio Specialist Max Graef conducted a study to determine the feasibility of establishing a dedicated broadcast frequency for educational programming in Mali. He met with a broad spectrum of public and private communications and radio broadcast providers as well as with concerned officials in the Ministries of Basic Education (MEBALN) and Communication and New Technologies. Maps showing actual government and private radio network coverage are being prepared. The final report and recommendations are due in November.

Environmental scan re. the use of technology in education

In preparation for the environmental scan, or “state of the art” study of the use of technology in primary schools to be carried out in November, program staff assembled and summarized a number of background documents.

Improving the teaching of reading

The Reading and Pedagogy Specialist and the Deputy Chief of Party for Pedagogy reviewed the objectives and content of both the competency based and classic curriculums, and drafted a first shaping of a scope and sequence for the 2nd grade radio programs.

Improved early intervention evaluation system (EGRA)

Dr. Jennifer Spratt held working sessions with the Research and Evaluation unit of the Ministry to go over the objectives and parameters of the EGRA instrument and methodology and what is envisaged for the Mali study. Preliminary discussions were held on adapting the EGRA model for Mali and the baseline studies to be carried out in Grades 2, 4 and 6 in December.

Partnerships

Initial consultations were held with Peace Corps regarding the possibility of using volunteers to monitor program activities around the country and to assist in supporting pilots using new technologies in the classroom.

Development of the Annual Workplan

Staff developed the year 1 annual workplan in consultation with Ministry counterparts.

B. Management

Much of the energy, resources and time during this initial period were devoted to program start-up: introduction of the program to stakeholders; recruitment of personnel for technical and administrative positions; establishing systems, processes and procedures for effective program management. Having already in place a nucleus of personnel from the FIER Program facilitated the transition period. A number of documents and PowerPoint presentations were developed to provide information on the goals, objectives and expected results of the program.

III. Problems Encountered and Solutions Proposed or Undertaken

Current office space is inadequate. The Ministry has offered a second building that will become available in October.