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Educational Quality Improvement Program
Policy ▪ Systems ▪ Management

Quarterly Report July to September, 2008



Submitted by:

Academy for Educational Development

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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, July to September 2008

The quarter ending September 30, 2008 includes work done in July, August and September 2008. Due to the uncertainty of the obligation timing, activities during this period were limited to meeting existing commitments and completing outstanding work with close management of the budget and cash flow. The primary activities focused on completing and/or initiating the school effectiveness case studies in Guatemala, Nepal, and Ethiopia; conducting an online discussion on teacher quality; and dissemination of EQUIP2 publications. The details of this quarter's activities are discussed below.

Specific Activities this Quarter

Program Management

Project management efforts in this period were focused on accelerated implementation of budget planning and management, school effectiveness activities and responding to several EQUIP2 Associate Award requests. Highlights include:

- The EQUIP2 team hired Eva Grajeda and Elizabeth Adelman as temporary hires in August to assist the school effectiveness team to complete the Guatemala, Nepal and Ethiopia case studies.
- The EQUIP2 team of Audrey Moore, Tom Lent and Joe DeStefano worked together to plan a session on decentralization/financial decentralization for the USAID TEST training. The session outline was presented and approved by the TEST planning group in September. The session will be held October 23, 2008.

Cost-Share Activities

No new cost share activities were initiated in this period. The planned capstone workshop for the WBI decentralization distance course was canceled by WBI. EQUIP2 has exceeded the targeted cost share substantially and currently has achieved 31% cost share.

EQUIP2 Communications

During the third quarter of Project Year 2008, EQUIP2 Communications focused on the dissemination of existing products.

When approved, all new EQUIP2 publications are submitted to the Development Experience Clearinghouse in compliance with USAID accessibility and marking requirements. The full list of EQUIP2 Leader Award products can be found at:

<http://www.equip123.net/webarticles/anmviewer.asp?a=21&z=24>

From July to September 2008, EQUIP2 disseminated approximately 500 hard copies of Leader Award products, the majority of which was the *Reaching the Underserved: Complementary Models of Effective Schooling* and the *Opportunity to Learn Working Paper*.

The EQUIP website accumulated 742,289 total hits. The website had 141,107 total views and 54,319 unique visitors during the quarter. 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

The school effectiveness team of Audrey Moore, Eva Grajeda, Lizzie Adelman and Joe DeStefano focused on initiating two new case studies and completing a third during this past quarter. Eva and Lizzie completed data collection in Guatemala in July and began working at AED in August. In the past two months they have reviewed and cleaned the Guatemala data; developed databases for storing all case study data; and entered all the data into the databases for analysis. The Guatemala data analysis will begin in October-November.

Audrey Moore trained Don Russell on the school effectiveness protocols so that he could travel to Nepal and train intern Elliot Friedlander to collect the data. Don and Elliot kicked off the school effectiveness case study in Nepal in early September. Twenty-six schools were included in the sample and data collection was completed in early October. The school effectiveness team is in the process of cleaning, reviewing and entering the Nepal data into the databases. Data analysis for the case should be initiated in November.

Eva Grajeda, Lizzie Adelman and Audrey Moore provided training on the school effectiveness protocols to Joe DeStefano and intern Nawsheen Elaheebocus in late September. Joe and Nawsheen will travel to Ethiopia in early October to train data collectors and initiate the Ethiopia case study.

Audrey Moore and John Gillies finalized plans with CARE and IRC to include additional case studies in Sierra Leon, Honduras, Liberia, and Bangladesh. These cases will be finalized in the 4th quarter of 2008 and first quarter of 2009.

John Gillies presented at the Guatemala National Workshop on Education Quality in Guatemala City in August, presenting initial findings about the opportunity to learn study and moderating a discussion on education policy.

Improving Educational Outcomes and Management Efficiency in the Context of Decentralization

During the past quarter, EQUIP2 facilitated an on-line discussion with participants from the 2007 Distance Learning Course "Accountability, Governance and Decentralization Education in Africa". Since the Capstone Event of the course was postponed due to funding and scheduling conflicts with WBI, Arushi Terway initiated and moderated an on-line discussion to respond to the interest in keeping cross-country exchange active. The discussion had three threads: 1) Teacher Education and Professional Development; 2) Teacher Qualification, Recruitment and Service Conditions; and 3) Teacher Supervision and Accountability. In this quarter, AED obtained funding from WBI to direct and roll out the third course in 2009 and to convene a Capstone Event. This course and the capstone will provide more materials for our documentation of experiences in decentralization and education quality across Africa. This Capstone Event will have participants from the 2007 course as well as the new participants from the 2009 course. In the coming quarter, we should have draft policy briefs on "Teachers in Decentralized Systems", as well as a policy brief on the Distance Learning course experience.

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

Audrey Moore, David Balwanz, and Mark Ginsburg provided support to the development of M&E sections for EQUIP2 proposals in Pakistan, Malawi, and to additional proposals. No additional activities were completed this quarter.

Donor Effectiveness and Education System Reform

Additional work was done on the capstone case studies in this quarter, including more in-depth interviews with key policy makers in El Salvador and Egypt. A structure of summary questions and insights was developed to enable easier comparability across cases.

Obstacles and Proposed Solutions: No significant obstacles were encountered beyond the funding uncertainty, for which the CTO’s guidance was particularly helpful in planning.

Financial Summary for the Period Ending September 30, 2008

Type of Expenditure	Obligation	Current Quarter Expenditures	Total Expended	Obligated Balance Remaining
Core Funding	7,974,013	191,642	8,117,058	(143,045)
Federal Share	7,163,416	191,642	6,200,934	962,482
Recipient Share*	810,597	0	1,916,124	(1,105,527)
Total Cost Share %		0	31%	

Recipient share of obligation (cost share requirement of AED) amount is proportionate to the obligated amount (Obligation/Budget*Contract cost share requirement). We have surpassed the contract cost share requirement (1,075,000) by 841,124.

III. Associate Awards: Activities and Accomplishments, January to March, 2008

Summary: EQUIP2 received and responded to three Associate Award requests: Pakistan (2) and Malawi.

Existing Associate Awards

Projet AIDE/Djibouti

The last and final quarterly report for the Project AIDE Djibouti EQUIP 2 award covers the period from July 1 through September 30, 2008. This quarter falls within the very hot summer period in Djibouti when almost all public institutions in the country are closed and people travel to neighboring countries in search of cooler temperatures. In addition, Ramadan was observed starting September 1, further slowing activities. Project activities in areas requiring close coordination with MENESUP personnel were reduced. The project continued to perform core functions and important results were achieved for Intermediate Results 1, 2 and 3. The two implementing partners (AED and Save the Children) continued working together to identify areas of concern and adjust their plans to ensure that key project contractual obligations are met. On September 30, 2008, Save the Children closed its activities in Djibouti.

Upon the departure of the Chief of Party, Lamine Sow, on July 15, project direction was assumed by Barnabé Diarra, Community Mobilization Advisor.

- 32 water and sanitation projects are completed. During this quarter, the projects in Randa and Assa Gaila, sanitation in PK 12, including Medeho were successfully completed. Communities and PTAs collaborated closely on these projects through the provision of unskilled labor, supervision and raw materials.
- Project AIDE continues to work with MENESUP on the validation of the legal framework for PTAs and SMCs. Official validation is expected in October 2008. An order for 1000 copies of training materials for PTAs and teachers on the proper utilization and maintenance of school latrines was signed with a local printing firm and materials delivered. Refresher training for school management teams and PTAs was expected to take place in this quarter but postponed to early October.
- Following the end of year national workshop on follow-up and validation of tools and techniques to support teachers and conseillers pédagogiques held from 11 to 12 June, 2008. In addition, observation instruments from nearly 100 classroom observations were collected from Conseillers Pédagogiques. The results of the observations are currently being analyzed and tallied and will be used to inform the preparation the 2008-09 training plan.
- Due to summer holiday leaves of the MENESUP Strategic Planning Team, activities under this IR were limited. In early July, accompanied by consultant Hassane Diallo, the team analyzed and evaluated the results of the June nationwide data collection and made recommendations on improvements to the FASE. Data are currently being processed for further analysis and recommendations. Recommendations on the FASE data collection instrument were gathered from Tadjourah and Dikhil in September, 2008.

Egypt Reform Project (ERP)

The Egypt Education Reform Program (ERP) is organized in the five program areas of: Decentralization, Governance and Management (DGM), Professional and Organizational Development (POD), Monitoring and Evaluation (M&E), Social Marketing (SM), and Participant Training.

Below are some highlights of the last quarter for the EQUIP2-managed program areas:

DGM

DGM continues to support MOE in the area of developing leadership skills. The Leadership Program (LP) started its second stage on August 3, 2008 in Dar El-Modarrat. The program provided training in three modules: Strategic planning, Decentralization, and School-Based Reform. The training lasted three weeks in August and then paused for the administration of the Teachers' Cadre tests.

POD

Under POD, two conferences titled "Strategies for Quality Education" were held in Alexandria and Minia. The events were headed by H.E. Dr. Youssry El Gamal, Minister of Education and the Alexandria and Minia Governors. Two main themes were presented: a) Strategic Planning; and b) Accreditation Pilot. The aims of the conferences were to discuss the steps towards quality education, and further recommendations to raise the output to meet international standards. The Alexandria and Minia Strategic Planning were presented in detail. Also, Accreditation Pilot procedures results and lessons learned were highlighted. The MOE Alexandria and Minia staff and the external reviewers were in charge of presenting their work, activities and achievements so far. Their presentation showed how enthusiastic and committed they are towards education reform in Alexandria and Minia. Both Governors praised the effort exerted by all partners, and promised to accelerate the work and support to keep the momentum of work for better results and achievements during the next period. More than 300 participants attended both conferences, and represented key MOE officials, USAID, Alexandria and Minia MOE senior staff and stakeholders, and community representatives.

In August, under the activity for the Development of National Academic Reference Standards (NARS) for Faculties of Specific Education (FOSE) and Faculties of Kindergarten (FOKG) five international consultants, 19 local consultants, 7 POD Advisors, and 2 POD Accreditation Specialists conducted two five-day workshops on the development of the outline and the training package materials for the workshop on the development of NARS and intended learning outcomes (ILOS) for FOSEs and FOKGs that were held during the last week of August.

They conducted eight five-day workshops simultaneously for a total of 176 participants representing all FOSEs and FOKGs. Some 20 FOSE and FOKG Sector Committee members also attended the workshops. The purpose of the workshops was to build the capacities and skills of FOSE and FOKG participants to define each specialization, develop a list of graduate roles in each program, and to finalize NARS documents for each program as well as train the participants in the development of Intended Learning Outcomes (ILOS) for each program and a sample of courses.

M&E

This quarter, the M&E Division hosted Critical Thinking, Achievement and Problem Solving (CAPS) test Retreat. A total of 22 NCEEE technical specialists and ERP staff and consultants discussed the challenges, expectations and opportunities for CAPS testing and its impact on the examination system and the work of NCEEE. They also discussed the capacity building plans and the future of NCEEE in the area of standardized testing beyond CAPS. The results of the workshop included a discussion of the results of the CAPS testing in 2008 with those results from 2007. Recommendations were made regarding different publicizing strategies to increase awareness of the standardized testing and improve the results of future CAPS implementation.

M&E also supported the installation and operation of an effective Education Management Information System (EMIS) at MOE and muddiriya levels. The ERP EMIS strategy is to develop a process model that can be utilized in all Governorates around Egypt. The model is predicated on the fact that we are not developing new EMIS systems; but rather take advantage of opportunities to enhance and strengthen an existing system from within the MOE. In this sense, and based on the knowledge that the Aswan

Governorate provided the MOE muddiriya with a powerful SQL server, an extensive highly technical training on SQL Server 2005 programming has been delivered to the Aswan EMIS/SMS team.

SM

This quarter, the SM division in Alexandria held a workshop to build the capacity of the MOE SM team in the areas of Negotiation skills, Public relations, and Monitoring and Evaluation. The Workshop goals were to:

- Raise the awareness of the participants about the basics and skills of negotiation;
- Teach the behavior of a successful negotiator and how to evaluate the success of the negotiation;
- Provide participants with techniques and practices of the PR department;
- Teach ways to develop relations with the media;
- Train the participants in the application of the concepts of M&E to improve the planning of projects; and
- Help participant distinguish between different models of evaluation and social outreach campaigns.

El Salvador

Throughout this quarter, EQUIP2 El Salvador has worked in coordination with the MOE to support the Presidential Monitoring Commission for the Plan 2021 (PMC) in the generation of dialogue for the sustainability and continuity of the national education plan. EQUIP2 prepared a third study on learning at the classroom level led by EQUIP2 team members, Ernesto Schiefelbein, Ana Flórez and John Gillies, who flew to El Salvador to interview and facilitate discussion between teachers, students and teacher training institutions. The results of this study were given to key stakeholders at the end of September. Additionally, EQUIP2 provided technical support to the PMC by conducting opinion surveys which gathered insight from over 800 students, teachers, principals and parents on the status of education in the country. The results of the opinion survey were published in major newspapers in El Salvador and will be an essential resource, along with the third study on learning at the classroom level, for 30 representatives from Salvadorian media, political parties, the private sector and the Ministry of Education, who will meet this coming October for a conference in Washington D.C. The conference will serve as a forum for bipartisan discussion regarding the current status of education in El Salvador and will seek commitments from all parties to support educational objectives for the Plan 2021 following the political elections of 2009.

As leader of EQUIP2 El Salvador and in partnership with the International Book Bank (IBB), AED acquired a second donation of 59,351 English and Spanish books which will assist in strengthening the reading and writing skills of students at the primary and secondary education levels nationwide.

Ethiopia

Planning and Management: There are five activity areas with this component and most were accomplished as planned, except for LAN procurement, MoE Archives and the principals training in four regions. Woreda Capacity Building training was completed, bringing the total number of to 1,586, slightly short of the targeted 1,600. KETB training is completed at 2450 members versus the target of 2400. Regarding the Principals training, 109 participants from seven Regional States and City Administration were trained, and others are in progress due for completion within the first two weeks of October. PMIS handing over to the newly selected 40 Woredas was completed. Comprehensive refreshment training for 292 participants of the 40 new woredas and for the previous 60 PMIS implemented woredas was also conducted. File registration and data entry of MoE Archives Automation system is in progress.

Pre-service Teacher Education: The main activity of the component is to develop Formative Continuous Assessment Handbook that will help both TEI instructors and primary school teachers to improve student learning. The activity is completed, the handbook revised and being translated –the printing is deferred pending further revision in the intended extension period. Library automation

workshop for TEI librarians conducted and book entry completed/updated for 21 TEIs. Authorware e-lesson training was for 18 IT instructors resulting in developing 17 new lessons, 23 customized existing lessons and 7 sets of exercises and will be placed in the library or departments in October for staff and student use. A follow-up workshop for 40 participants drawn from 20 TEIs (2 were absent) on the SRMIS was conducted and officially handed over the software to the beneficiaries –all TEIs expected to enter a cohort year student record.

In-service Teacher Education: The major key activity under the component in the third quarter was the revision of the Teachers' Mathematics Handbook for grades 5-8. To revise the Handbook after piloting, the in-service component collected and summarized major comments provided by pilot school mathematics teachers in collaboration with regional in-service teacher education officers. The summarized data has been analyzed and interpreted by experienced researchers for the purpose of writing the full report of survey finding of the piloting process. The draft English version of the Teachers' Mathematics Handbook (Grades 5- 8) has been revised by an international consultant and local experts based on suggestions and comments by teachers and the findings of the piloting process. Finally, the revised Teachers' Mathematics Handbook has been edited by component team members and sent for printing. The translation of the handbook into four local languages is in progress.

MERA (Monitoring, Evaluation, Research and Analyses): The two key activities of the component are the revision of the Ethiopian Third National Learning Assessment (ETNLA) and the National Policy Study. In this quarter, the findings of ETNLA and the Policy study were disseminated at a national Dissemination Conference held in Harar City. The executive summary of grade four and eight ETNLA studies have been translated in to four local languages. The EETP study report considering comments given from participants of the national validation conference was refined and the executive summary of EETP study report was translated into four local languages (Amharic, Afan Oromo, Tigrigna, and Somali). However, PMP surveys: WCB, KETB, and PMIS surveys postponed to some future time.

Georgia (GEDA)

The Georgia GEDA project closed on February 28, 2008.

Ghana Basic Education Comprehensive Assessment System (BECAS)

The Ghana BECAS project closed on January 31, 2007.

Guatemala Social Investment and Policy Dialogue (SIPD)

The Guatemala SIPD project closed October 15, 2007. The activities in Guatemala have been continued under the ABE-Link mechanism.

Jordan ERfKE Support Project

The **ERfKE Support Project (ESP)** is in its last five months of a four year education reform project in Jordan. The completion and presentation of several major project deliverables highlighted the third quarter. The **Early Child Education** component completed distribution of educational materials to 220 kindergarten classrooms, distribution of 15,000 KG report cards and submitted a final draft of the ESP developed and field tested KG Quality Assurance documents to the Ministry of Education. ESP and partnering sub-contractor, Whiz Kids, completed Orientation and Implementation Training for 150 kindergarten classrooms opened in August 2008 and completed Parent Involvement Committee follow up with 392 kindergarten classrooms opened prior to August 2008 in order to provide guidance with Yearly PI Plan development.

The **Youth, Technology and Careers** component completed the MIS-Online package including six storylines, an introductory module, an on-line resources library and glossary, a teacher's guide and CDs for participating schools. It is expected that MIS-Online will reach all MIS schools in the coming year.

MIS-Online was prominently featured in USAID sponsored International Youth Day Event at Iraq Al Amir, August 12. Large numbers of youth came to the MIS room which showcased both MIS Online and Dokkaneh (an ESP developed e-commerce application). ESP continued its support to the MoE Queen Rania Center's development of a strategic plan. Successes included reaching agreement with Quality Assurance Directorate on divisions, functions and processes for an e-Learning Directorate. Learning Resource Center (LRC) workshop results included recommendations for technical affiliation of LRCs in field directorates with the QRC. Technical affiliations will mean the QRC is building an implementation arm for initiatives and innovations that can directly reach schools. Netcorps Jordan, an ESP subcontractor, successfully completed phase II of Jordan Education Initiative – Change Management Program at Discovery Schools.

The **Shorouq** Component held a capstone event in Aqaba, August 17, at First Faisal School where over two hundred principals, family members and students from Aqaba Governorate joined USAID, the Ministry of Education, and ESP at the opening ceremony of the sports area at First Faisal School. Minister of Education Dr. Tayseer al Noaimi and USAID Mission Director Mr. Jay Knott officially opened the largest play and sports area in Aqaba. Right to Play, an ESP subcontractor, held soccer and basketball games at the new facilities and 15 teachers and principals were honored for their contribution, support, and leadership in working with ESP. In this quarter – ESP completed all ICT lab renovations, delivered furniture to all MIS Labs, Professional Development rooms and Aqaba ICT Labs, renovated 15 sports fields and installed equipment, including soccer and basketball goals, at all sport and play areas. The ESP Shorouq office closed at the end of September.

Liberia LTTP

During the third quarter, the Liberia LTTP submitted an LTTP Year 3 Annual Work Plan developed with the full engagement of MoE and program technical staff. This plan was approved by USAID. A 2-day workshop was conducted in mid-September at the University of Liberia (UoL), involving faculty and administrators from across all university sectors. The workshop focused on the relationship between teacher standards and teacher education standards, the College of Education (CoE) self-study process and its value, and the components of an accreditation-like process. The LTTP provided technical assistance to the CoE on the self-study process; facilitated work sessions with the UoL Self-Study Steering Committee supporting review of draft benchmarks, rubrics, and format for the Teacher Education Program Standards (TEPS) document. The LTTP staff also facilitated follow-up sessions with the newly appointed Self-Study Committee at the UoL on the use of matrices to align professional teaching standards with curriculum.

The project continues to use Liberian-based consultants to work with small groups of faculty in the CoE to provide added assistance in the completion of COE course syllabi and their alignment to standards. The project concluded the third in a series of 2-week TOTs on 11 July, 2008, at KRTTI to effectively prepare pre- and in-service MOE trainers. This third workshop focused on training skills necessary for the implementation of the in-service curriculum. This included coaching, mentoring and teacher observation skills; logistics of the upcoming four-week residential phase of teacher training to be delivered; and actual trainer/teaching practice. The full series of trainings resulted in the identification and hiring by the MOE of the necessary staff for both pre- and in-service programs. The project coordinated the completion of the writing and refinement of Pre-service “C” Certificate Curriculum session plans drawing upon input collected during TOT sessions and distributed Pre-service “C” Certificate Curriculum materials for 60 trainers, directors and select Ministry staff. The project provided a 6-day training September 22-27, 2008, for prospective Ministry of Education Rural Teacher Training Institute (RTTI) personnel on the proposed Pre-service “C” Certificate curriculum as well as related educational concepts, applications and practices.

There were several other accomplishments during this quarter, such as the concluding of the 1-year training of in-service Cohort 1 teachers serving schools in Montserrado, Lofa and Nimba on August 2,

2008. The final residential training and assessment resulted in the graduation of 324 teachers including 61 female teachers (185 total participants at ZRTTI, 139 at KRTTI). The project supported the provision of necessary documentation for the addition of teachers' to the MOE payroll. The project initiated the 4-week residential phase for a new cohort of in-service teachers on September 8, 2008, utilizing the newly developed in-service "C" Certificate curriculum, piloting teacher assessment tools, and trialing self-access materials with teachers for use in the upcoming school year. Following diagnostic screening of teachers identified 620+ potential candidates, with a resulting 592 joining the training from six LTTP counties (291 at ZRTTI, 302 at KRTTI). A program of trainer observation, feedback and support was also piloted and fully documented.

Namibia BES III/PEPFAR (3180-25)

In the past quarter, a number of consultants provided technical assistance to NIED, DNEA and PAD. These included:

- The Michigan State University team that is supporting the entrenchment of site based teacher educator continuous professional development through working with National Institute for Educational Development and the colleges.
- The American Institute for Research (AIR) sent two teams to support DNEA with the design of a 5th and 7th grade diagnostic assessment. The first team worked on the modalities and timeline while the second team, which came out in May, worked on item development for the proposed assessment. Work continues at an accelerated pace in this area.
- The teacher demand and supply study which will support the Ministry to initiate a sound policy on teacher supply and deployment was conducted by independent consultants from the University of Sussex.

Todd Malone, Deputy Chief of Party left the project and was replaced with Eurydice Rorick.

- To equip schools with the needed skills to conduct a realistic internal evaluation, AED has been working with PQA to develop a set of training tools including manuals and DVDs for site based training.
- Work on the teacher demand and supply study has been completed and the various recommendations will begin to be implemented once the draft report has been finalized after comments from Ministry stakeholders are received. This will, in the long run, inform the Advisory Council on Teacher Education and Training (ACTET) on the training needs to meet the demands of schools for teachers as well as mitigate the effect of teacher attrition which is further aggravated by the HIV and AIDS pandemic.
- EMIS has now been equipped and software upgraded to enable the unit to conduct data entry and basic analysis at regional level and on line while at the same time to handle the increased data flow as a result of additions and revisions to the annual school census forms. The unit is now up to date with its reporting and for the very first time and one of the first in Africa, able to produce a report on time. The 2007 EMIS report is already available and the 2008 report will be in by the end of the year.
- One of our biggest success stories, which will be the most visible legacy of USAID support to Namibian education system, is the introduction and scale up of a site based data driven teacher in-service program. With a regional focus, these activities are being held by facilitators and other teacher support providers in all schools and through a reporting loop that is now part of the national standards, progress is tracked and reported at annual education conferences and fed back to schools through the annual self evaluation process they undergo.

Senegal CLASSE and SITT

This fourth quarter was filled with summer activities. These included:

- Summer camps in 14 schools for more than 1400 students. The theme this year focused on citizenship and the importance of keeping the community school environment clean.
- A computer graphic design camp in Tambacounda brought together the 50 top students who had previously submitted drawings for a contest. This graphic design camp including training them how to take pictures, transfer pictures to a computer, and then how to incorporate the pictures to make posters, brochures, and power point presentations.
- Leadership camps brought together female teachers in the USAID/PAEM regions to acquire and practice strategies for improved leadership, pedagogy, and communication.
- A module on critical thinking was finalized, and training will take place during the first quarter of Year Six. This module will help both principals and teachers incorporate critical thinking skills in the curriculum.
- The math training guide that will be used to train teachers to better use the USAID-developed math textbook was finalized. This initial training will also take place during the first quarter of Year Six.

Southern Sudan

In the *fourth quarter* of FY08 (July-September 2008), intense activity continued. During this quarter, the State Advisors started to use the very limited funds they have through TAP for a few key training activities. Leadership and management workshops were carried out in Upper Nile and Western Equatoria. All Advisors participated in the roll out of the Payroll system and in the related development of the new GoSS-MoEST and SMOE Organogram. Advisors worked with SMOEs in the accomplishment of specific tasks such as payam and head teacher management training in Western Equatoria, the development of training plans for female head teachers in Western Bahr el Ghazal, and budgetary planning in Central Equatoria. The main technical activities at GoSS-MoEST included planning with the ministry for the ERDF in Rumbek in July, continued management of the expansion of the State Advisors Program, work on 2009-2010 budget and 2008 supplementary budget with the Budget Sector Working Group (BSWG), work on the capacity-building framework for GoSS-MoEST, and coordination of State Advisors Program with the Teacher Head Count, implementation of the Organogram, and roll out of the Payroll programs.

Uganda Support for Education Management Information System (EMIS)

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

Zambia

ED*ASSIST was successfully deployed to all nine provinces, with provincial and district staff now carrying out the data entry and cleaning exercise. Decentralized data entry will enhance data quality in terms of accuracy, completeness and timeliness. The number of students reached by the Continuous Assessment component of the project surpassed 10,000 in 69 schools. The School Health and Nutrition component developed a complete SHN assessment tool in 7 Zambian languages for 6th Grade. The HIV/AIDS Workplace component reached 6174 people with the prevention program of Abstinence/Be Faithful message; and 3575 people received counseling, testing and received their results for HIV/AIDS. The Policy and Research component trained 27 MOE officials on the basics in research for the longitudinal study on pupil-teacher contact hours to begin in the next quarter. 57 stakeholders and a myriad of organizations and institutions were consulted to assist in the elaboration of the design for the

new "School Management Training Program." This program will be rolled out in 2009 with the national in-service training institute in all districts and provinces, and provide a comprehensive capacity building for school managers/leaders. Nearly all School Directors obtain their position through seniority after teaching for a number of years, and few have had any training in school management and education leadership.

No updates are available for the following projects.

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

New Associate Awards

Pakistan PRE-STEP Program: The Pakistan PRE-STEP program will support changes at the Ministry of Education, both at the national and provincial levels, the Higher Education Commission, the Higher Institutes of Teacher Training and the Government Colleges of Elementary Training and enable individual teachers and schools to utilize and continually improve effective pedagogical practices. This Associate Award will be submitted to USAID in October with an anticipated start-up in November.

Pakistan Education Finance: The focus of this Associate Award to assist higher education institutions to develop a student financing program in higher education institutions. The team is currently responding to the RFA, which will be submitted to USAID in early October.

Malawi: The emphasis of the Education Decentralization Support Program (EDSuP) is on the improvement of quality processes related to three functions: planning, monitoring, and, evaluation. To support systemic improvement within the context of decentralization, EDSuP will work with the MoEST to support capacity building and quality-assurance at all MoEST levels. The project will then facilitate improved communication and linkages between MoEST central, division and district offices and between MoEST offices and counterpart institutions. The Associate Award will be submitted in October 2008 with an anticipated Design team traveling to Malawi in November to finalize design of the program.

Anticipated Associate Awards:

Mali