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Quarterly Report October to December, 2009



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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, October to December, 2009

The quarter ending December 31, 2009 includes work done in October, November and December, 2009. The primary activities included planning for 2010; completing the current school effectiveness work and negotiating with partners about additional school effectiveness case studies; and completing the capstone research project. The details of this quarter's activities are discussed below.

Specific Activities this Quarter

Program Management

Project management in this period was focused on implementing the current activities, with a primary focus on completing the school effectiveness case studies and synthesis paper; capstone work, and planning for an EQUIP123 retrospective. Details of the technical activities are discussed below.

- John Gillies attended several meetings with the EQUIP AOTRs and Project Directors for EQUIP 1 and 3 to develop a common approach for the EQUIP123 retrospective. The focus of the lessons learned activity will be finalized in the next quarter.
- John Gillies and Audrey Moore met with Patrick Collins to review activities that were accomplished during 2009 and plan for the 2010 annual workplan. Among the activities discussed were school effectiveness; the EQUIP lessons learned and an assessment of non-project assistance.
- The EQUIP2 partner meeting was dedicated to exploring the issue of lessons learned in both the EQUIP mechanism, the leader award, and the associate awards. The meeting generated numerous perspectives on what constitutes a lesson learned.

- John Gillies presented the EQUIP2 Capstone publication to USAID/EGAT in October 2009.

Cost-Share Activities

EQUIP2 has documented all required cost share, but will continue to generate additional cost share from the school effectiveness research. Additional documentation is being collected for the latest school effectiveness cost share contribution.

EQUIP2 Communications

During the fourth quarter of Project Year 2009, 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 October to December 2009, EQUIP2 disseminated approximately 100 hard copies of Leader Award products, including copies of the *Reaching the Underserved: Complementary Models of Effective Schooling*, *Education Reform Support*, the *Meeting EFA: Complementary Education Case Studies*, and *Opportunity to Learn*. The main audience was USAID Field Offices and Education Officers. Publications were disseminated at a EQUIP2 partner meeting and AED Field Directors Conference and Workshop.

In the fourth quarter of 2009, the EQUIP website accumulated 769,488 total hits. The website had 126,369 total views and 65,361 unique visitors during the quarter. The EQUIP2 portion of the website is located at http://www.equip123.net/equip2/index_new.html.

The EQUIP website information was not available from EQUIP1 in time for the 2009 third quarter report. In the third quarter of 2009, the EQUIP website accumulated 639,111 total hits. The website had 107,849 total views and 55,866 unique visitors during the quarter.

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

The EQUIP2 team of Audrey Moore, Joe DeStefano and Elizabeth Adelman continued to finalize the School Effectiveness research. The synthesis paper was approved for publication and entered into the editing process. The Ethiopia case was finalized and is awaiting approval for publication. The team received comments and feedback on the Nepal case from Save the Children and is in the process of revising the case. It will be finalized and published in January 2010 along with the Guatemala case study. A draft of the Honduras case study was completed and is undergoing preliminary review by the team.

The EQUIP2 team also continued conversations with the Aga Khan Foundation to conduct a fifth case in Mozambique. The team drafted a Scope of Work for the study and shared it with Aga

Khan. The team also had several telephone conferences with the field team to assist them in completing the sample template and the budget for the study.

Activities in the upcoming quarter will focus on publishing the initial three case studies; publication of the synthesis paper; completion of the Honduras case study; and initiation of the study in Mozambique. The team will also explore follow-up work with Save the Children on the first three case studies.

Donor Effectiveness and Education System Reform

Capstone: In October, John Gillies and David Balwanz presented the system reform case studies and synthesis at a workshop in USAID/EGAT. The presentation highlighted the dynamics of reform in each of the countries and sought to draw the broader lessons learned. Follow-up workshops will be held to fully discuss the implications for program design, evaluation, and implementation.

The capstone document continues to be refined, with an expanded executive summary, short policy briefs, and additions to the Nicaragua and Namibia case studies with new information.

Non-Project Assistance Paper: John Gillies, Joe DeStefano and Ash Hartwell began discussions on reviewing the literature on the experience with non-project assistance in both USAID and other donors. The work will result in a policy brief and a workshop with USAID on the experience.

Other Program Support

Patterns Analysis: In October, the Patterns Analysis team at EQUIP 2 produced the first draft report of the third edition of the Associate Award: Project Analysis based on preliminary data collection and analysis. The results were shared at the EQUIP 2 partners meeting and later with EQUIP 1, 2 and 3 Directors and AOTRs. Following the preliminary analysis, interviews were conducting for further data collection and verification of data. In January, a second draft was written incorporating data on current levels of funding on all Associate Awards. The team in the next quarter is finalizing analysis of the new awards that were added to the mechanism towards the end of 2009. The final report will incorporate data from all awards under the EQUIP mechanism from year 2003 to 2009. The current report will be completed in February, but the database will be kept current with any new projects or modifications.

Lessons Learned and EQUIP2 Retrospective: The EQUIP2 team began discussions on the design of the lessons learned steady. As a first step, Hiba Rahim began collecting project publications and tools for review. An EQUIP2 partner meeting will be held in January 2010 to draw input from our USAID counterparts on what should be included as well as finalize the design of the activity.

Obstacles and Proposed Solutions: No significant obstacles were encountered.

Financial Summary for the Period Ending December 31, 2009

Type of Expenditure	Obligation	Current Quarter Expenditures	Total Expended	Obligated Balance Remaining
Core Funding	9,087,171	180,621	9,125,933	
Federal Share	8,163,416	180,621	7,209,809	953,607
Recipient Share*	923,755	0	1,916,124	(992,369)
Total Cost Share %**		0	26.58%	

* Recipient share of obligation (cost share requirement of AED) amount is proportionate to the obligated amount (Obligation/Budget*Contract cost share requirement).

** % of federal share amount.

++ remaining balance does not include funds committed to subcontracts and consultants.

+++ Please note AED has already exceeded the total contract value of cost share by \$841,124 (total contract value of cost share requirement \$1,075,000 minus cost share expenditures \$1,916,124).

III. Associate Awards: Activities and Accomplishments, October to December, 2009

Existing Associate Awards

El Salvador

As a result of prior technical assistance from the EQUIP2 El Salvador Project, the MINED now has an educational information system which integrates 16 databases and provides geographic information to public schools through the Google Earth program. As El Salvador experienced a change in government last year, the new administration wanted to learn about the information system and understand how it could be used to assist them in efforts to improve education quality in El Salvador. Therefore, the Planning Director of MINED and other representatives from USAID and EQUIP2 visited Guatemala over the last quarter to learn about the development of the information system under the USAID/AED "Dialogue" project and to meet with the Ministry of Education from Guatemala to learn about their experiences implementing this system. As a result of the trip, the MINED gained a better understanding of the system and the Project will be able to evaluate the status of the information system in El Salvador to identify, in accord with the new MINED strategies, the next steps to integrate all databases and to redefine and adjust the access and security policy.

EPDC

Commissioned by the International Household Survey Network (IHSN), EPDC completed "Guidelines for Measuring Education in Household Surveys," a report recommending standard practices for measuring education through household surveys. The report distills best practices from a cross-section of existing survey questionnaires to recommend a coherent, coordinated suite of education questionnaire modules that can be adapted to local contexts.

EPDC collaborated with the Education for All Fast Track Initiative to design and produce country profiles that will be published with the EFA FTI 2009 Annual Report. The profiles document the status of education provision and financing for 40 countries participating in Fast Track Initiative and will be released along with the report when it is published in February 2010.

With AED's Systems Services Center, EPDC created a first version HIPE model for the Ministry of Education, Science and Technology (MoEST) in Southern Sudan. The model will be revised by EPDC during 2010 based on Southern Sudan field experience. EPDC developed a scope of work to support the USAID funded Pre-STEP project in Pakistan in its efforts to establish a rational teacher deployment program. As part of this project, EPDC will develop a HIPE model and education profiles for the North-West Frontier Province (NWFP) to help in the allocation of teacher resources in the province. EPDC presented the HIPE model and discussed education modeling at the international conference Education and Demography in December 2009 in Vienna, Austria and traveled to Paris to discuss ongoing and upcoming projects with various UNESCO partners.

EPDC received a contract from UNESCO to develop a workforce projections model and sent the first draft to UNESCO at the end of December. EPDC wrote background papers for the

2010 EFA Global Monitoring Report costing projections, including a model manual and a description of the model methodology. EPDC finalized a concept paper for the International Comparative Program to engage in developing a model to calculate internationally comparable valuations of education services. Finally, EPDC continued to work on developing its new website which is planned to be launched in the first quarter of 2010.

Honduras MIDEH

Over the past quarter, the majority of the EQUIP2 MIDEH Project's regular activities were suspended due to the continuing political crisis, which has meant that the Project team can not work with any government institutions or counterparts. However, the Project staff and NGO partners did continue to work on internal technical planning for the next school year, due to start in early 2010. The Project also carried out small-scale activities that could be implemented through NGO and private sector partners, such as a pilot activity in support of community pre-school centers. Additionally, the Project finalized its study on the use of the "Play and Learn" pre-school methodology with children with special needs, providing information about ways to adapt and implement this methodology when working with special needs students.

Mali Education Decentralization Project

The Mali Education Decentralization Program (EDP) is intended to assist the GRM in realizing its vision of a decentralized system that provides quality education for all Malian children. The first objective is to improve the capacity of the Ministry of Education to implement decentralization. EDP will also improve the effectiveness of an increasingly decentralized MEALN by improving intra-ministerial coordination and improving performance of central MEALN services and decentralized services. The second objective is to improve coordination among the Centres d'Animation Pédagogique (CAPs), the Communes and the schools.

During this quarter the program was christened PRADDE-PC (Programme d'Appui à la Décentralisation/Déconcentration-Participation Communautaire) by the MEALN, and collaboration among the Ministry, USAID and PRADDE-PC has intensified on all fronts. In close collaboration with the MEALN and USAID, planning continued for the joint launch of PGP2 and PRADDE PC for a date to be set with the Prime Ministry in the next quarter.

Key Activities

In support of the Community Participation component, the SEGAL provided authorization for PRADDE-PC to work in the 10 CAPs selected in collaboration with the MEALN and USAID and notified the Directors of the CAPS of the impending installation of three project field-centers (antennes) in the CAPs of Fana, Segou and Sevare. Hiring for the teams to be stationed in the three antennes is nearing completion, and courtesy visits have been scheduled for early January. Strategic planning meetings were held with the 9 NGOs scheduled to start work under contract on January 1, and the first cycle of training was completed in collaboration with MEALN partners for the 111 agents who will begin implementation in the field, with the second cycles also scheduled for late January. Coordination meetings were held with the MEALN, JICA and SNV regarding synergies in common zones.

Via the Decentralized Management component, PRADDE-PC continued to provide technical assistance to activities supporting financial decentralization and *suivi sectoriel*. Within the

context of finalizing the framework for PISE III, scheduled for launch on January 1, 2010, PRADDE-PC provided support to the numerous studies and *concertations* which contributed to establishing the parameters and targets for PISE III. The team also launched its first cycle of training for members of the AEs and CAPs, to be followed by subsequent cycles scheduled throughout the month of January.

Both the Monitoring and Evaluation Specialist and the School Construction Engineer completed a number of preliminary consultations prior to coming on board on January 1, and studies were completed for activities to support the NGOs' work with the School Management Committees (CGS). Mobilization of remaining staff continued, with only a few positions remaining to be filled.

Pakistan Pre-Step

Quarter 1 of Year 2 (October – December 2009) of the Pre-STEP program was busy with activities and news related to program progress. Activities included, implementation of the Teacher Education Rationalization Study, National Teaching Standards Workshop, the HEC NAHE Professional Development Modules Writing Workshop, the B.Ed. and Associate Degree Curriculum Development Workshop, initiation of Teacher Mapping activities, Ph.D. student selection process, and other work occupied the partners at HEC, MoE and Pre-STEP team members.

Pre-STEP continues to build the relationships with various government agencies and partners at all levels. Through provincial level liaison and steering committees the provincial directors and other staff members are in continuous contacts with local stakeholders. Their efforts have made Pre-STEP a leading partner in teacher education in the government.

Senegal PAEM

During this past quarter, within the PAEM regions, 19 middle schools (PAEM and non-PAEM) participated in a general school beautification campaign. This campaign ensured that buildings were functional and ready for a successful return to the school year. Many activities were undertaken such as: weeding, repairing school benches, general structure maintenance, the sanitation of latrines, the repair of blackboards, and the installation of ICT equipment security. In the regions of Tambacounda and Fatick, the construction of 10 middle schools enabled more students to access schooling.

Three teacher training studies were also undertaken during this past quarter generating recommendations (observations, tests, and mapping). Representatives of these different teams observed classrooms, mapping and testing within the subjects of physical science, math and earth and life science. After three days of observations the results from these studies were documented and now serve as a means for improving teacher training in middle schools.

Southern Sudan (TAP)

During this quarter, TAP staff supported SMOEs to develop annual work plans and budgets. All the 10 SMOEs now have draft annual work plans and budgets for 2010 and this is a remarkable change from the previous practice where some ministries would not have consolidated plans. Another positive trend was the active involvement of development partners in the planning

process and this resulted into harmonization of the plans. TAP staff also supported SMOEs and GoSS-MoEST in organizing a diploma program for education officials. This is a capacity building program initiated by GoSS-MoEST and funded by UNICEF to strengthen the knowledge and skills of education officials in management of education institutions.

TAP did not plan to conduct any training this quarter. However, staff worked with education officials to leverage funds from education partners to meet the training needs of their respective SMOEs. The program also organized a team meeting in Juba from 5th-8th October 2009, focused on organizational change and decentralization attended by directors of planning from the 10 SMOEs. Further more, TAP staff spent significant number of hours providing support to education ministry officials in annual planning and budgeting and proposal development. Tangible results of this support are the draft state annual plans and budgets, and funds leveraged from development partners especially UNICEF to support various education activities in the SMOEs.

No updates are available for the following projects.

1. Projet AIDE/Djibouti
2. Ethiopia
3. Liberia
4. Malawi
5. Pakistan HEC-FAD
6. Zambia

Completed EQUIP2 Projects:

1. *Djibouti AIDE 1*: September 2008
2. *Egypt Education Reform Project (ERP)*: March 31, 2009
3. *Ethiopia*:
4. *Georgia (GEDA)*: February 28, 2008.
5. *Ghana Basic Education Comprehensive Assessment System (BECAS)*: January 31, 2007.
6. *Guatemala Policy Dialogue*: June 2005
7. *Guatemala Social Investment and Policy Dialogue (SIPD)*: October 15, 2007. The activities in Guatemala have been continued under the ABE-Link mechanism.
8. *Jordan ERfKE Support Project*: November 30, 2008.
9. *Mali RAP-DM*: August 2009
10. *Malawi EMIS*: September 2008
11. *Namibia BES 3*: August 31, 2009.
12. *Namibia PEPFAR*:
13. *Senegal SITT*: December 2007
14. *Sudan TAP Phase 2*: May 2007
15. *Uganda TDMS Evaluation*: February 2004
16. *Uganda Support for Education Management Information System (EMIS)*: November 30, 2005.

Anticipated Associate Awards:
Liberia LTTP II