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Quarterly Report January to March, 2010



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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 to March, 2010

The quarter ending March 31, 2010 includes work done in January, February, and March, 2010. The primary activities included completing the current school effectiveness work, preparing to initiate a school effectiveness case in Mozambique, completing the capstone and patterns work, and initiating the lessons learned and non-project assistance activities. 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 Guatemala, Honduras, and Nepal case studies; patterns and capstone work; holding an EQUIP2 partner meeting; presentations at CIES; and negotiating the EQUIP2 retrospective. Details of the technical activities are discussed below.

- Patrick Collins, John Gillies, and Audrey Moore met at USAID to discuss the final EQUIP2 workplan and finalize agreement on planned activities. The workplan will be submitted for approval the first week of April, 2010.
- Audrey Moore (AED), Joe DeStefano (RTI) and Elizabeth Adelman (AED) chaired and presented on two panels at the 2010 Annual Comparative International Education Society Conference, held in Chicago March 1-5, 2010. The first presentation, entitled *A Day in School: How much opportunity to learn do schools provide?* Discussed research findings from case studies of time use in Guatemala, Honduras, Ethiopia, and Nepal. The second panel entitled *Improving Time Use in Classrooms: From Research Tools to National Implementation*, focused on research initiatives that seek to develop, implement and refine research tools to measure school effectiveness that can be used by local level

managers to track and monitor school and student performance. Presentations by Barbara Bruns (World Bank) on research work using the Stallings Observation tool in Brazil and Helen Abadzi (World Bank) framing time use data collection contributed to the panel. Amber Gove (RTI) served as a discussant.

- John Gillies presented on a panel at the 2010 CIES conference focused on education reform in Latin America with Alec Gershberg, Luis Crouch, Amber Gove, and Kelly Bay.
- John Gillies presented findings on Latin American education reform to a University of Virginia workshop sponsored by the faculties of Education and International Relations.
- The EQUIP2 team held a partners meeting in January 2010. The focus of the meeting was to finalize the EQUIP2 retrospective activity by receiving input from USAID counterparts and EQUIP2 partners. The team received updates from USAID; shared findings from the Patterns study. Following discussions on the EQUIP2 retrospective activity, the team discussed potential uses for the lessons learned findings. In attendance were Patrick Collins (USAID); John Gillies (AED); Joe DeStefano (RTI); Amber Gove (RTI); Linda Ulqini (AKF); Jeff Davis (AIR); Anita Anstacio (IRC); James Jacob (University of Pittsburgh); Robert Burch (USAID), Leann Quan (USAID); Jim Hoxing (USAID); Michelle Chen (USAID); Sandra Bertoli (USAID); Barbara Knox-Seth (USAID); Julia Richards (USAID); Audrey Moore (AED); Mark Ginsburg (AED); Felix Alvarado (AED), Erik Lundgren (AED); Hiba Rahim (AED).

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 contributions from SAVE, CARE, and Aga Khan.

EQUIP2 Communications

During the first quarter of Project Year 2010, 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 January to March 2010, EQUIP2 disseminated over 500 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 education practitioners and academics. Publications were disseminated at the Comparative International Education Society Conference and at university study tours at AED.

In the first quarter of 2010, the EQUIP website accumulated 881,915 total hits. The website had 166,698 total views and 69,811 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 EQUIP2 team of Audrey Moore, Joe DeStefano and Elizabeth Adelman continued to elaborate the school effectiveness research. The Nepal and Guatemala case studies were finalized and are in the process of being edited and sent to USAID for approval; and the Honduras case was reviewed and suggestions for changes made to the author. The Honduras case will be finalized in April 2010, following input from CARE.

The EQUIP2 team initiated the case study with Aga Khan Foundation in Mozambique. The team approved a Scope of Work and budget for the study. The sampling was completed in March and dates set for training data collectors in country set for April, 2010. Audrey Moore and Elizabeth Adelman will travel to Mozambique in April, 2010 to conduct the training and launch the field data collection teams.

The School Effectiveness team also began work on the SE toolkit. An outline of the components of the toolkit will be shared with USAID in May 2010 for input and approval.

Donor Effectiveness and Education System Reform

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

Non-Project Assistance Paper: John Gillies, Joe DeStefano and Audrey Moore completed discussion about the nature of the initial work. Joe DeStefano will draft an outline of the proposed paper to share with USAID in April and obtain input and feedback prior to initiating the research. The work will result in a policy brief, online discussion and a workshop with USAID on the experience.

Other Program Support

Patterns Analysis: The Patterns analysis has been completed and is undergoing a final editing. It will be submitted to USAID in USAID.

Lessons Learned and EQUIP2 Retrospective: The EQUIP2 team finalized discussions with EQUIP1 on the teacher professional development thematic area. Despite the changes in the EQUIP1 approach, the work will be coordinated.

EQUIP2 also drafted scopes of work for completing the SOAKs, which will be shared with partners in early April. Hiba Rahim developed a template for collecting data from the Associate Awards as a summary matrix, which will inform the author's of each thematic analysis. Felix Alvarado and Arushi Terway began development of the interview protocols.

Obstacles and Proposed Solutions: No significant obstacles were encountered.

Financial Summary for the Period Ending March 31, 2010

Type of Expenditure	Obligation	Current Quarter Expenditures	Total Expended	Obligated Balance Remaining
Core Funding	9,087,171	125,299	9,251,232	
Federal Share	8,163,416	125,299	7,335,108	828,308
Recipient Share*	923,755	0	1,916,124	(992,369)
Total Cost Share %**			26.12%	

* 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

EQUIP2 responded to a BAFO for the Liberia LTTP II program. The Associate Award is expected to be awarded in April, 2010.

Existing Associate Awards

EQUIP2/Djibouti Projet AIDE

The Projet AIDE first report for Phase-IV covers activities for the period December 1, 2009– March 31, 2010 and presents accomplishments and challenges under each of the project's components, and continued dialogue with USAID and MENESUP partners. At USAID's request, the report covers the first quarter and includes the month of Mar-2010 in order to align it with the schedule of reports that follow the calendar year.

Phase-IV began with additions to and modifications in project staffing. After AED's extensive search for a candidate qualified and experienced in gender issues in Djibouti, Ms. Samira Ismael Abdou joined the team on Feb. 7, 2010 as Gender Specialist whose primary duties are to insure that cross-cutting efforts in gender equity are made in Projet AIDE's activities with MENESUP. Her orientation included detailed briefings from her fellow Advisors on the gender activities that they were coordinating within their own scopes of work.

Barnabé Diarra continued his appointment as interim Chief of Party to the end of Feb-2010. USAID approved AED's nomination of Randy Martin as Chief of Party, and Martin arrived in Djibouti on March 1, 2010. Also in Djibouti, AED/WashDC Deputy Director Ken Rhodes of Africa Education Team in the Global Education Center that supervises Projet AIDE provided Martin with a week of detailed history and orientations to the components of Projet AIDE, and

introduced him to the USAID team, and the major partners in MENESUP, AFD and the NGO community.

Staff who worked on components in Phase-III were encouraged to continue their participation with the team in Phase-IV but with increased scopes of work and additional responsibilities:

Baranabé Diarra Senior Advisor Community Mobilization & Out-of-School Youth
Chantal Lelong Senior Advisor Teacher Formation
Hassane Diallo Senior Advisor Planning System & EMIS
Zahra Ali EMIS & PMP Officer
Madina Oudoum Finance Manager
Nima Abdillahi Operations Manager
Elmi Ahmed Logistics Agent
Ali Abdallah Driver

The interim COP continued to hold his regular meetings with the Executive Secretary as well as other MENESUP officials to keep them updated on project activities and to solicit feedback. The two other Senior Advisors (Chantal Lelong for Teacher Education and Hassane Diallo for EMIS) assisted Barnabé by representing Projet AIDE at numerous meetings including the GTE (Donors' Education Technical Group meetings), USAID/MENESUP meetings and the biweekly USAID/education-partner meetings.

EQUIP2/El Salvador

As part of EQUIP2 El Salvador's commitment to support decentralization in the national education system, the Project is providing technical assistance to the Ministry of Education at the departmental level in the definition of processes, description of roles, and improved lines of communication. The Project has developed a professional intensive course for the 14 departmental directors and their teams (100), as well as a strengthening plan for school management advisors, principals, and vice principals. This support will also enable decentralization of the departmental offices, and establish tools that enable transparency, efficiency and effectiveness.

EQUIP2/Honduras MIDEH

Due to the continued suspension of many project activities due to the political situation, EQUIP2 MIDEH was unable to complete most of its planned start of the school year training and support activities. However, the Project did finish the systematization of the strategic planning process at the district and departmental levels, and a total of four meetings were held to define, review, and set guidelines for strategic planning activities for the coming year. EQUIP2 MIDEH also completed a review and analysis of the community pre-school database and developed recommendations for changes in the data collection instruments for the coming years. Additionally, the team was permitted to reestablish contact with the Ministry of Education (SE) during this quarter, so preliminary meetings with the new SE officials were held.

EQUIP2 Malawi EDSA

During this quarter EDSA contributed to the education Sector-wide Approach (SWAp). Contributions included: 1) technical assistance to MoEST and districts; 2) funding to districts for governance and management capacity-building activities; 3) grants to schools and orphans and vulnerable children; and 4) procurement actions such as printing of key education documents.

EDSA officially launched their School Improvement Planning and Orphans and Vulnerable Children (OVC) grants program in Dedza on 14th March 2010. The guest of honor was the Deputy Minister of Education Honorable Otilia Jere, MP. Schools in six districts in Malawi will be receiving grants to support school improvements and a total of 10,000 OVC will receive funds to cover their schooling expenses over the next two years. The project further contributed significant technical assistance to the advancement of the national school grants program; this includes both Enhanced Direct Support to School (EDSS) and in-kind (Primary School Package/OVC bursary) transfers. Key technical assistance activities included:

- Revision of the SIP Guidelines with inputs received from meetings held with MoEST in September and December 2009, input from Joint Sector Review December 2009 and input from District Education Managers in late January 2010.
- Completion of District Readiness Assessments, which provide a basis for documenting the districts' capacity to do school planning, financial management and monitoring and evaluation. The assessment findings are the basis for expanding the national school planning process to districts over a three-year period.
- Disbursement of funding to the districts for 221 SIP grants. Districts developed budgets and received funding to conduct school-based trainings in this topic area.
- Disbursement of 561 (324 males/237 females) Secondary OVC Bursaries to 28 CDSSs in five districts (Dedza, Dowa, Mangochi, Mulanje and Nkhata Bay).

Pakistan Pre-Step

During this quarter the "Teacher Education Rationalization" was completed and vetted by the National Steering Committee. Data for teacher mapping was collected from NWFP and included in the projections model database. A national "Research in Teacher Education" training workshop was held in Islamabad in which more than 80 teacher educators and researchers participated. Agendas were set to conduct research in teacher education themes for all provinces. Pre-STEP trained staff from 15 Pre-STEP universities in curriculum development. Syllabi were developed for Associate Degree in Education and B. Ed. (Hons). Pre-STEP also designed and delivered a 3 day practicum training workshop with 247 faculty (93 men and 154 women) from 14 colleges and 77 practicum school head teachers; also 203 faculty from 17 colleges provinces and AJK completed basic computer training (118 women and 85 men) in 14 on-site, 6-day training sessions. In addition, 231 faculty from all five provinces and AJK completed Foundation Module 1 on active learning (125 women and 106 men) in 14 on-site, 6-day training workshops (split into two 3 day sessions). The Pre-STEP organized four workshops (114 educationists) in provinces with provincial education departments and one national workshop (38 university, elementary college and PED staff) to design rubrics for the National Professional Standards for Teachers in Pakistan.

Pakistan HEC-FAD

HEC-FAD organized the third meeting of the National Steering Committee on Financial Assistance and University Advancement. The meeting was attended by 26 participants (21 male and 5 female), including senior management of the partner institutions and staff of the financial aid and development offices. The meeting involved presentations by the HEC-FAD team and feedback from participants on implementation plans for the newly created financial assistance offices. Consistent follow-up by the HEC-FAD team with its partner universities and HEC resulted in substantial improvement in the establishment of offices and placement of dedicated staff. At the end of the second quarter, 9 out of 11 and 7 out of 11 partner universities have now hired their full time staff for the financial assistance and university advancement offices respectively, with HEC in the process of hiring their team. For better execution of their responsibilities, the HEC-FAD program invited staff from its partner institutions to participate in customized trainings and tailored workshops. HEC-FAD program, in collaboration with the partner universities also produced a new Financial Aid Management Information System (FAMIS). The Alumni Database Configuration and Customization training has enabled currently 3 out of 7 partners, who needed HEC-FAD's support to develop their alumni association. As a result of successful US study tour and follow-up, Monsanto - one of the largest international hybrid seed companies, and a consortium of four HEC-FAD partner agriculture universities, have agreed to sign an MoU to collaborate and benefit from each others' expertise with the aim of contributing towards the growth of agriculture sector in Pakistan and joint research projects.

BEST Project, Yemen

In the past quarter, the BEST Project completed the AWP 2010 and had it approved by USAID; launched a series of community participation training for nineteen new social workers and social worker trainers from the governorates of Amran, Rayma and Hodeida; and conducted training of trainers (ToTs) for sixty-one headmaster trainers from the governorates of Amran, Rayma and Hodeida that was followed by headmaster training for a total of six hundred and twenty (620) school headmasters and their deputies from 400 schools in the governorates of Amran, Rayma and Hodeida.

The project also conducted a series of 150 supervisory and evaluation visits (over a period of two months) to fifty (50) adult literacy classes in the governorates of Amran, Rayma and Hodeida to evaluate the reading and writing skills of the adult learners and the performance of the literacy facilitators; finalized major renovation work of seven schools in Amran and Hodeida; and hosted a public bids opening meeting for Phase II Major Renovation, where three hundred and nine (309) bids received were opened by the Opening Committee.

BEST staff also completed a series of training workshops, including a series of Educational Management Information System (EMIS) training workshops on "Education Indicators" and "Basic Computer Skills" Training Course for the Heads of Divisions in Amran, Hodeida and Rayma; a Training Course on "Using the ISA Server Software" for General Directorate of the ITC in the Central Ministry; hosting an international consultancy in the area of EMIS and Planning; and a workshop on "Classroom Assessment" and other technical assistance activities by the International Learning Assessment Specialist.

Zambia

Over the past 12 months, the EQUIP2 project in Zambia has worked with key education stakeholders to design a capacity building program for all basic school Head Teachers (Principals) in Zambia. For years, Head Teachers have been promoted from the ranks of teachers and have taken on HT responsibilities without formal training, orientation or opportunities for professional development in school management and leadership. After a thorough process of consultation in the design of the overall program and the development of individual modules, this past quarter select staff from the Colleges of Education were trained by EQUIP2 to roll out the course. These Colleges of Education are located throughout the country, and Head Teachers will attend the face-to-face sessions of the course in the one closest to their schools. It is expected that 3000 Head Teachers will received the 18 month course, which uses a blend of face-to-face sessions, school-work based assignments, and distance learning. The modules and the face to face sessions are interactive, dynamic and practical. All participating Head Teachers will do a "School Improvement Project" as part of his or her final grade that incorporates what is learned about school quality, instructional leadership, involving parents and communities, record keeping, HIV/AIDs, managing curriculum, managing change, and the other themes of the course. International research shows that the school is the basic unit of change, and that head teachers can play an instrumental role in building school effectiveness by supporting teacher professional development, maintaining information systems for taking evidence based decisions, mobilizing parents and community members around school quality, and creating an environment for better learning outcomes.

No updates are available for the following projects.

1. Ethiopia
2. Liberia
3. Mali
4. Senegal PAEM
5. South Sudan TAP

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:

Southern Sudan