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Educational Quality Improvement Program
Policy ▪ Systems ▪ Management

Quarterly Report January to March, 2011



Submitted by:

Academy for Educational Development

4/30/2011

U.S. Agency for International Development
Cooperative Agreement No. GDG-A-00-03-00008-00

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, 2011

During this quarter, EQUIP2 received approval for a budget re-alignment that allowed the team to move forward with several research activities planned for the last year of the Leader Award. Primary activities included completion of the first draft of the School Effectiveness case study in Mozambique, review and finalization of several State of the Art Knowledge briefs, write-up of EQUIP2 Associate Award Review drafts and several Just in Time policy briefs. The details of this quarter's activities are discussed below.

Specific Activities this Quarter

Program Management

Project management in this period was focused on planning and implementing the activities finalized within the workplan for year 2011. Details of the management activities are discussed below.

- During this quarter EQUIP2 management requested and received AO approval for a budget realignment to allow the team to complete the activities for 2011 workplan. Approval for the realignment was granted in February 2001.
- EQUIP2 Project Director Audrey Moore met with AOTR Patrick Collins to finalize the 2001 workplan. Approval for the final workplan was granted in January 2011.
- EQUIP2 team members Audrey Moore, Arushi Terway, Erik Lundgren and Brian Dooley participated in an EQUIP123 meeting hosted by EQUIP1/AIR. The objective of the meeting was to review the status of the EQUIP123 retrospective studies to ensure alignment across the projects. The meeting also provided an opportunity to discuss alignment in dissemination

of EQUIP123 research to USAID and other audiences in the field of education development. Outcomes from the meeting included:

- Agreement on an end of EQUIP2 event to disseminate project findings.
- Updates on status of EQUIP Lessons Learned activities
- Agreement to not evaluate EQUIP mechanism as part of the lessons learned activity.
- Discussion of communications activities for the year.
- EQUIP2 communications team members, Erik Lundgren and Brian Dooley had several meetings with EQUIP1 and 3 to plan a combined communication and dissemination plan for the last year of EQUIP123 Leader Awards. As a result of these meetings, EQUIP123 teams are planning to host an end of project event to bring together education development professionals together to discuss work done under the Leader Awards. \

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 2011, EQUIP2 Communications focused on the dissemination of existing products and the completion of new products. EQUIP2 completed the following publication during the first quarter:

- *Policy Brief: School Effectiveness: Improving the Use of Financial Investments in Education*

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 through March 2011, EQUIP2 disseminated over 100 hard copies of Leader Award products, including copies of the *Power of Persistence*, *Education Reform Support*, the *School Effectiveness series case studies and synthesis*, and *Opportunity to Learn*. Publications were disseminated at an internal AED meet and greet with the EQUIP2 team and by delivering copies of the *Power of Persistence* to select recipients. The EQUIP2 team is gearing up for a series of presentations and the dissemination of publications at CIES in early May.

In the first quarter of 2011, the EQUIP website accumulated 986,284 total hits. The website had 140,101 total views and 70,787 unique visitors during the quarter. The EQUIP2 portion of the website is located at http://www.equip123.net/equip2/index_new.html. It should be noted that the EQUIP2 Leader Award activities have been updated and reorganized to allow visitors unfamiliar with EQUIP2's work to easily find publications and tools. The activities are now organized as follows:

- Complementary Education Models and Strategies for Achieving EFA
- Decentralization in Education Systems

- Education Data, Information, and Learning Outcomes
- Education System Reform
- The Impact of Education Across Sectors
- Opportunity to Learn
- School Fees
- Secondary Education Expansion and Teacher Shortage

Opportunity to Learn

The EQUIP2 team, led by Elizabeth Adelman completed the first full draft of the Mozambique case study. The paper was reviewed by peers on the EQUIP2 Brain Trust and comments are being incorporated into the final version. The final case study should be completed by April 30, 2011. Elizabeth Adelman also traveled to Mozambique in March to co-present the findings of the case study with staff from the Aga Khan Foundation. The team made two presentations. The first presentation was held in Pemba for local education officers in the Ministry of Education. The second presentation was held in Maputo and focused on disseminating findings to the Ministry of Education and the broader international donor community. The findings were well received by all parties and EQUIP2 has received numerous requests for the publication.

The EQUIP2 team of Audrey Moore, Elizabeth Adelman, Joe DeStefano, Erik Lundgren and Brian Dooley met in February to finalize the design for the OTL video activity, which is anticipated to begin in June/July 2011. The OTL video is intended to inform key decision-makers of the limited opportunities for children to learn and the impact on children's literacy rates. The video will walk the audience through a series of potential scenarios and ask them to consider the complexity of the potential solutions. The OTL activity is awaiting USAID approval before commencing.

The EQUIP2 team also made progress on the OTL toolkit. The first two sections were completed and decisions made by the team on how to present information in the policy section of the toolkit. While the activity is behind schedule for completion, we anticipate having a draft for USAID review by mid-May.

Donor Effectiveness and Education System Reform Capstone/ Power of Persistence, Non-Project Assistance

The Communications team completed printing the *Power of Persistence* and began the process of disseminating the publication in March.

Joe DeStefano received feedback from USAID on the NPA paper and is incorporating suggested edits. The document will be ready for publication at the end of April.

Lessons Learned and EQUIP2 Retrospective

State of the Art Knowledge

Lessons Learned and EQUIP2 Retrospective- State of the Art Briefs/Best Principles

The EQUIP2 team gained momentum during the first quarter of 2011 and completed several of the SOAKs according to the workplan schedule. The following is an update on each SOAK.

1. *Decentralization* – The decentralization brief underwent a peer review process in January/February. It was suggested that the SOAK needed to combine or include information also presented in the Associate Award review. Robin DePietro-Jurand (AED) is finalizing the edits and suggestions and the final brief will be provided to the AOTR for final review on April 27, 2011.
2. *Policy Dialogue* – The Policy Dialogue SOAK also underwent peer review and is now undergoing the editorial process. The final brief is expected to be published by the end of April 2011, pending comments from the editor.
3. *School Report Cards* – The University of Pittsburg finalized the SRC brief in December. The brief is currently undergoing peer review at AED.
4. *Teacher Management Systems* – The SOAK on Teacher management Systems and Professional Development was completed in March, 2011. It is currently under review by the EQUIP2 AOTR. The SOAK will be finalized once comments from the AOTR are received and incorporated into the SOAK.
5. *Secondary Education* – Based on the vast amount of information that is found under the theme of secondary education, the EQUIP2 team met and decided to break the brief into three modules: Access and Equity in Secondary Education; School to Career transition; and Understanding the Teacher Gap in Secondary education. All three SOAKs are currently being commissioned and will be completed by the end of June.
6. *EMIS* – Kurt Moses (AED) is in the process of writing the SOAK on EMIS, which will complement the work he completed on the EMIS Associate Award review. A draft of the brief will be available in May 2011.
7. *Opportunity to Learn, Monitoring and Evaluation, Country-led Development* – These three briefs will be completed by the third quarter of 2011.

Associate Award Reviews

1. *Decentralization* – The decentralization Associate Award review was completed in February 2011 and underwent an extensive review process by the contributors and selected members of the EQUIP2 Brain trust. The final Review is currently being edited and will be finalized by May 2011.
2. *EMIS* – The EMIS Associate Award review was completed in March 2011 and is currently under review by AED peer reviewers and the EQUIP2 AOTR. Once comments are received and incorporated into the document, the brief will be sent to the editor. We anticipate completion of this Review in May 2011.
3. *Student Assessment Systems* – AIR completed the first draft of the Student Assessment Associate Award review. It is currently under review by the EQUIP2 team.

4. *Teacher Professional Development*- Mark Ginsburg, Elizabeth Adelman and Jennifer Rose (AED) worked on data analysis for the lessons learned document as they reviewed program documents and interviews that were completed during the last quarter.
5. *Country-led Development* – John Gillies completed all of the interviews for the Associate Awards related to this theme area in March. He is currently in the process of writing up the findings.
6. *Secondary Education* – Arushi Terway and Audrey Moore drafted case studies for Senegal and Jordan. Arushi is currently drawing lessons learned from the two cases and is in the process of writing the lessons learned synthesis for the two case studies.

Just in time/Cross-Sectoral papers

In January 2011, the EQUIP2 AOTR requested that EQUIP2 commission a series of policy briefs that examined the links between education and health, democracy, stability, and food security. The following is the status of each policy brief.

1. *Education and Democracy* – Joe DeStefano (RTI) revised the education and democracy brief originally drafted by Brian Yoder in 2006. The brief was reviewed, edited and published in March 2011.
2. *Education and Economic Growth* – Audrey Moore (AED) revised this policy brief – also written originally by Brian Yoder. The brief is currently with USAID for review and comments. It is not clear whether this brief will be finalized by the EQUIP2 team.
3. *Education and Food Security* – Michelle McNabb (AED) was commissioned to write the policy brief on the links between education and food security. An outline was submitted to USAID for approval in March 2011. The draft brief is expected to be shared with the EQUIP2 AOTR in early April.
4. *Education and Health* – Felix Alvarado (AED) was commissioned to write the policy brief on the links between health and education. The brief will be available for review in mid-April.
5. *Education and Stability* – Jerry Wood (AED) and Jessica Quijada (AED) will be commissioned to write the brief on the links between education and stability. Work on the brief is expected to begin after a meeting with Yolande miller-Grandveux (USAID), who will help the team frame the content of the brief. A draft brief is expected by May 2011.

Other Program Support

EQUIP 2 Tools Collection: Brian Dooley took the lead in designing a database for documenting all the tools developed in EQUIP2 Associate Awards. The database has been piloted for documenting tools from Djibouti, Egypt, El Salvador, Georgia, Ghana, Jordan, Liberia, Malawi, Namibia, Senegal, South Sudan, Uganda, Yemen, and Zambia. The EQUIP2 developed simple criteria for reviewing these tools for applicability to other programs. The review will be carried out throughout this year.

Obstacles and Proposed Solutions: The suspension of AED in December delayed the initiation of several activities planned for the first quarter of 2011 as EQUIP2 awaited approval of a realignment request. Upon receiving the approval in February, the team has made efforts to accelerate work on the workplan. No other obstacles are foreseen at this time.

Financial Summary for the Period Ending March 31, 2011

Type of Expenditure	Obligation	Current Quarter Expenditures	Total Expended	Obligated Balance Remaining
Core Funding	\$10,200,329	\$236,782	\$10,089,060	
Federal Share	\$9,163,416	\$236,782	\$8,172,936	\$990,480
Recipient Share*	\$1,036,913	0	\$1,916,124	(\$879,211)
Total Cost Share %**			23.6%	

* 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 \$879,211 (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 2010

Existing Associate Awards

Education Policy and Data Center

EPDC continued to collaborate with Fast Track Initiative (FTI) on the development of milestones for the FTI results framework. The methodology of producing trend-based projections was revised and the number of countries for which milestones were generated was increased to nearly 80, which included both countries endorsed and eligible to receive FTI funding. Subsequently, EPDC worked on developing finance projections which demonstrate the gap between the projected budget resources for primary and lower secondary education, and the cost of accommodating the demand for teachers, classrooms, textbooks, and other aspects of education system that resulted from projected enrollment.

In collaboration with the Research Triangle Institute (RTI), EPDC travelled to Maputo, Mozambique under the auspices of the USAID-funded EdData II Project. The purpose of the trip to Maputo was to participate in an assessment of the collection and use of education data by the Mozambique Ministry of Education, and to work with the USAID mission and the Ministry of Education to identify areas of need that EPDC would be in a position to address.

EPDC began extracting data from household surveys for at-risk populations: orphans, child-laborers, and slum-dwellers. The education indicators that were included in the extractions were gross attendance rate, net attendance rate, repetition rate, dropout rate, promotion rate, over-age pupils, under-age pupils, on time pupils, and % who have ever attended school. Additionally, EPDC developed over 600 new maps displaying education indicators using household survey data and uploaded 200 of them to the EPDC online database of maps.

Finally, EPDC continued to redesign and improve its website. The Search Data feature was re-organized for easier use and a new feature "National Search" was developed that would allow for a simple search with only selectable options of country, year, indicator, and school level. Also, EPDC added a new feature to its website, Profile Builder, capable of producing new custom templates to generate multiple country profiles. The Profile Builder will be used to produce profiles internally at the EPDC with the possibility of making it publicly available to EPDC users.

Djibouti Projet AIDE

December through March marked the first third of the project year for Projet AIDE. According to the restrictions demanded by the USAID suspension order on AED, times tables of AED programs with the Ministry of Education were interrupted as most activities ceased for a month until approval to continue was obtained. Project achievements included:

Capacity building/enhancement training through design of training modules and training for 65 pedagogical advisors and for 58 primary school directors continued in all regions. Special trainer-training was piloted in two of the five regions to assist teachers in remote and difficult-situation primary schools. Eighteen young out-of-school girls completed basic computer and office regional training and will begin apprenticeships with local regional employers. After several years of drafts, The National Policy for In-Service Training was finalized and now under review by MENESUP.

MENUSUP completed and distributed the 2010-11 issue of the Annuaire Statistique (EMIS data book). After several intensive hands-on training courses the Ministry data team analyzed the data for this school year, allowing MENUSUP to provide updates to funding partners.

Data on pupil-demographics indicated regions where low-numbers of girls are enrolled in primary schools, and a competition was organized among schools to promote awareness for the enrollment and retention of girls in school. In addition to the PR spotlight, winning schools will receive gifts of equipment and academic materials.

Projet AIDE's 2010–2011 work plan focuses on the major task of strengthening the capacities of the targeted service-groups in MENESUP. This year and for the first time, Projet AIDE's training efforts has provided a new focus on primary school teachers in selected regions and their impact on the acquisition of reading skills of their pupils. In Year-2 support for decentralization of the Ministry's education management information system includes providing regional offices with the equipment needed to connect them to a country-wide system. Implementation of small-grants for 13 school-projects has started, with the PTAs working with the school management to cost-share and manage the projects.

El Salvador

During the last quarter, the EQUIP2 El Salvador project delivered activities within its two main components. In the component focused on improving investments in education, the project presented results from the National Education Accounts update and the estimated investment in education indicators. With this update, El Salvador has accurate information that tracks

investments in education between 2005 and 2009. This investment in education data was received from all sources of public funding as well as private and international corporations and was shared with UNESCO as part of the indicators that El Salvador is committed to reporting.

Within the component to improve basic education, the project presented the results of the study about the reorganization of the education system based on current population data, availability and use of school infrastructure, and urban and rural migration tendencies. This study was shared with the National Technical Secretariat and the World Bank and included a proposal to create school clusters (nuclearización in Spanish) to support the Ministry of Education's (MINED) New Holistic Approach Program (Escuela Inclusiva de Tiempo Pleno in Spanish). The project has been working closely with the MINED and other donors such as the Spanish and Italian Corporations to support the pilot implementation phase of this program. The World Bank has joined efforts to coordinate with the project in developing an exchange of successful experiences of school reorganization in Argentina and Uruguay for members of the MINED. This is an example of donor coordination utilized to improve education.

As part of ongoing technical assistance to departmental directorates in school management and decentralization, EQUIP2 developed a study tour to the United States from January 27th to February 5th. There were eight departmental directors and two technicians from the MINED central level that participated in this tour. The main objective was to increase the knowledge of various experiences and lessons learned about school management in the United States. The first stage took place in Miami where participants learned about an after-school program and from renowned educators in Miami Dade County, including an ex-superintendent and a professor at Florida International University. Participants then traveled to Washington, D.C. in the second phase, which was coordinated by the United States Department of State. The participants were able to experience firsthand the efforts of relevant educational reform that have taken place in Washington.

Honduras MIDEH

During the past quarter, the EQUIP2 Honduras MIDEH Project focused on printing and distributing classroom materials for the start of the 2011 school year, including diagnostic and monthly formative tests, planning guides, and materials for parents, all developed by the EQUIP1 MIDEH Project. Due to the 2009 political crisis, these materials were not available in classrooms during the 2010 school year, so ensuring their availability and use during the 2011 school year is a priority for USAID & the project.

The team also conducted trainings in the use of these materials, and carried out follow-up visits to ensure that materials were in use in classrooms, although these were limited in some areas by the cancellation of classes and instability due to confrontations between teacher unions and the government.

The EQUIP2 MIDEH team also prepared materials for a no-cost extension though May 31, 2011, which was approved during this quarter. This will provide additional time to verify classroom use of the materials for primary, secondary, and pre-school and for continued work with municipal level committees organized to support education quality, before final project closeout.

Liberia LTTP II

The USAID-funded EQUIP2 Liberia in Partnership with RTI International supports the Ministry of Education and nine counties to train teachers, promote student learning and strengthen capacity of the Ministry of Education (MoE) to manage the education system through policy reforms, leadership training and monitoring and evaluation.

Overall summary: In this quarter, the significant accomplishments can be viewed as stepping stones for bridging end of year one AWP and the beginnings of developing the new year two AWP. These accomplishments include (1) successfully sponsoring, with other partners, the first post war national consultative conference attended by 395 participants representing the 15 counties of the country; (2) revisions of the education law that established the framework and legal basis for policy framework and strategies for educational reform; (3) integrated Early Grade Reading into preservice and inservice programs in a 5-day workshop attended by 600 participants; (4) successfully carried out training of 1000 teachers conducted a maiden workshop on decentralization for 50 staffs of central MoE to help prepare them to implement decentralization policy; (5) concluded assessment for installing eGranary (portable electronic library); (6) established a scholarship program for 100 female students enrolled for bachelor degrees in primary and secondary education and (8) initiated a linkage program connecting Stellenbosch University in South Africa with the Association of Liberia Universities that will result in faculty capacity building through short courses and long-term advance degree training.

The overall impression of MoE is that all the revised curricula of the Senior Secondary School now compare favorably with those of other member-nations of WAEC. This is the first unified curriculum produced in Liberia; since the war. This curriculum is aligned to the WAEC curriculum, providing the foundation for Liberian students to successfully compete with other students internationally, and specifically in West Africa.

Kosovo Basic Education Program

The program has enjoyed excellent cooperation with the MEST, municipalities, other donors and other stakeholders. MEST officers participate in all component working teams. A joint donor IT working group, which meets regularly, has been formed with the MEST. The January study tour organized in partnership with Microsoft Partnership In Learning (PIL) led to further collaboration and support to BEP activities

Component 1 School Management

Our experts have begun work on the development of professional standards for school directors. A strategy has been agreed with the MEST which involves involving key stakeholders in working groups. Twenty four municipalities have applied to partner with the program and committed to provide cost-share to the establishment of local Professional Development Centers (PDC) and a teacher development program.

Component 2: School-based Assessment

A set of standards for school-based assessment has been agreed with the MEST and these have been revised following field testing in eleven lead schools. During this reporting quarter, the Assessment Expert was “embedded” within the MEST Assessment Unit. This has given the program even greater access to MEST staff.

Component 3: Teacher Development

BEP has developed professional standards for facilitators who will lead courses in the program and a number of master trainers have successfully completed courses in these standards. Their quality has been recognized by other donors and an Austrian organization, Kultur Kontakt, has committed to funding its trainers to attend a BEP facilitation course. Four teacher development courses are being developed by our local partner, KEC, with the support of program experts. These are in the fields of: Environment Related Learning, Technology, Science, and English Language.

Malawi EDSA

During this quarter, the Malawi Education Decentralization Support Activity (EDSA) implemented several key activities to support the Primary School Improvement Program (PSIP).

- EDSA finalized the revised Primary School Improvement Program (PSIP) Financial Management Guidelines for approval by World Bank, MoEST and Office of the Director of Public Procurement. The Guidelines were approved.
- EDSA provided technical assistance to develop (working draft) PSIP Information Management Guidelines.
- EDSA facilitated Training of Trainers in PSIP school financial management. In early February, a four-day meeting was held in Lilongwe to review the PSIP School Financial Management Guidelines with PSIP Phase 1 District representatives and clarify outstanding issues. Thirty (30) master trainers (11 females/19 males) from the PSIP Phase 1 districts were trained.
- EDSA provided technical assistance to PSIP Phase 1 District Capacity Building Teams to train Primary Education Advisors in school financial management. As part of the capacity-building plan to rollout the PSIP, EDSA facilitated four-day training to PSIP Phase 1 District Capacity Building Teams on financial management and a review of record keeping. 164 district education staff (100 males/64 females) were trained.
- EDSA provided funds to PSIP Phase 1 districts for school-based training on financial management. MK 40,811,500 (or US\$ 270,632) provided to the six districts to train 1,086 schools.
- EDSA worked with PSIP Phase 1 districts to develop district education calendars to strengthen the implementation of the district education plans by developing a calendar of key planning and decision making activities that DEMs make in each quarter.
- EDSA disbursed \$63,500 to nine local NGOs/CBOs in PSIP Phase 1 districts. The most vulnerable zones in each PSIP Phase 1 district, as identified by the District Education Office, were targeted for additional assistance to support School Management Committees (SMCs) and Parent Teacher Association (PTAs) participation in the PSIP.

EDSA provided key technical assistance by analyzing the SWAp Readiness Assessments; funding and providing input into the EMIS Revision workshop; and working with the M&E Unit to develop unit work plan and research plan.

EDSA disbursed term 1 and term 2 CDSS OVC Bursary grants. In total, 1139 grants totaling MK 5,030,500 reached 613 male and 526 female pupils in 29 community day secondary schools. In addition, 224 schools have been reached in six (PSIP Phase 1) districts with an OVC bursary

package that includes support for uniforms, shoes, stationery and umbrellas. Finally, Care, Treatment and Support (CTS) grants were disbursed to 212 learners (103 males and 109 females) in Blantyre Urban.

Pakistan Pre-STEP

Pre-STEP work in the second quarter of FY 2011 was heavily influenced by USAID's suspension of the Academy for Educational Development (AED) on December 8, 2010. AED's primary effort was focused on maintaining progress in achieving key program objectives while working within the restrictions imposed by the suspension. On January 5, 2011, the Ministry of Economic Affairs and Statistics (Economic Affairs Division – EAD) cancelled the Memorandum of Understanding between the Government of Pakistan and AED, effective April 5, 2011. After efforts by AED to address the issue, on February 23, 2011, USAID directed AED to conclude its in-country presence in Pakistan by April 5, 2011. Compliance with this directive to close country operations became an overriding priority for the last half of the quarter as the project went into an accelerated closedown process. AED submitted a closeout plan and schedule, asset disposition plans, and closeout budget to allow an orderly completion for the cooperative agreement, and is awaiting USAID response.

Overarching Program Highlights:

Despite the complexities of working within the suspension and closeout, Pre-STEP continued to provide programmatic support in this period. To ensure the sustainability of ADE/B. Ed. (Hons.) teachers program, service and recruitment rules for each provincial and area governments have been framed, finalized and submitted to the education departments for their approval and notification. The syllabi and detailed courses of six subjects of second semester have been developed and orientations for college and university faculty members were organized during this quarter. The quarter ended with successful distribution of 410 scholarships to the students pursuing Associate Degree in Education (ADE) in 8 teachers training colleges and 60 scholarships in 4 universities for the students enrolled in B. Ed. (Hons.) Elementary.

In December/January of Year 3, Pre-STEP organized two rounds of provincial meetings to increase understanding among teacher educators of how to collect and assess evidence prior to evaluating prospective teachers. A toolkit was distributed which consists of a collection of protocols and instruments for use during the practicum session of the ADE teaching program.

Accomplishments with Partner Universities:

Progress in strategic planning included conduct of a workshop aimed at rationalization of the process for gradual phasing out of old teacher education program/degrees, and identification of common elements to be included in strategic plans for education faculty in the universities.

In support of the Pre-STEP Program, USAID approved additional rehabilitation work at Institute of Education and Research, University of the Punjab, Lahore, Institute of Education and Research, University of Peshawar and University of Education, Lahore. USAID has also approved the construction of new academic blocks to house the Faculty of Education at Hazara University, Mansehra, University of Karachi, Shah Abdul Latif University, Khairpur and

University of Sindh, Jamshoro. In addition to these program facilities, a girls' hostel to accommodate 100 students coming from all parts of Balochistan will be constructed at the Sardar Bahadur Khan Women University. Close collaboration between the Pre-STEP and CRISP programs helped facilitated completion of the proposals that led to USAID authorization to undertake rehabilitation and construction activities at these universities.

Accomplishments with Government College Partners:

A strategy of blended learning was finalized that includes the coverage, content, and design of a package for formative evaluation and implementation planning. During this quarter, schools where student-teachers in the ADE program will do practice teaching were selected and notified. Pre-STEP also distributed the remaining set of books for semesters 1 and 2 to the first cohort of colleges. To date, 42 titles in multiple copies have been provided.

Piloting of ADE program in two colleges of Balochistan, the last province in the country to do so, began during this quarter. Pre-STEP provided support to finalize the admission policies, criteria and procedures of the Program. A well publicized media campaign encouraged qualified candidates to apply. More than 250 interested candidates in GCET Panjgoor and 34 in GCET Pishin applied for admission in ADE program.

Beginning in early January, Pre-STEP staff with colleagues from provincial teacher education management institutions assisted colleges with the development of their College Improvement Plans (CIPs). By the end of February 2011, 14 first cohort colleges had completed their CIPs. Four colleges were closed until early March (Quetta, Pishin, and two Gilgit colleges) and the staff person from the BoC in Quetta was unable to visit Panjgoor due to security situation.

Pre-STEP also finalized the list of 34 second cohort colleges to take part in the ADE program in the coming academic year and hosted a workshop with 29 staff nominated by the provincial teacher education apex institutions to roll out the orientation/preparation program. Initiation of the ADE Program by the second cohort of colleges will be pending a successful transition of Pre-STEP to a different implementer. This has been identified as a high priority.

Pakistan HEC-FAD

The Higher Education Commission - Financial Aid Development Program was a three year, EQUIP2 USAID funded program in Pakistan. While the program was scheduled to continue until September 2011, it closed April 5, 2011 due to the cancellation of the Memorandum of Understanding between the Government of Pakistan and AED. Early cancellation of HEC-FAD resulted in some critical training and two U.S. study tours being cancelled. In spite of the early closure, a number of achievements were made during this quarter:

Roundtable meeting on Corporate Social responsibility- HEC-FAD has been working to assist in creating linkages between its partner institutions and the corporate sector enhance the financial aid programs and to encourage a culture for private fundraising. A roundtable meeting on Corporate Social responsibility, organized by HEC-FAD and the Overseas Investors Chamber of Commerce and Industry (OICCI) was held on February 8, 2011. Attendees included

university and Merit and Needs Based Scholarship Program partners and representatives from Nestle' Pakistan Ltd, Standard Chartered Bank, Tetra Pack Pakistan Ltd, ICI Pakistan Ltd, HSBC, BASF, Lakson Tobacco and Mobilink. The discussion revolved around the conceptualization of CSR from the perspective of the public sector universities, understanding the community engagement initiatives of the corporate sector, and possibilities of mutually beneficial support and collaboration between the corporate sector and public universities.

Capacity building workshops - The following three workshops were held :

1. Student Financial Aid Counseling: HEC-FAD conducted a customized one-day workshop for financial assistance staff on how to respond to students seeking information. The workshop was attended by 18 financial assistance staff members from 11 partner universities and HEC (3 female, 15 male).
2. Applied Communication and Product Development: This two-day workshop focused on developing communication plans and communication products. It was attended by 17 participants (three female, 14 male).
3. Annual Giving: HEC-FAD organized a two-day training on annual giving for the staff of university advancement offices. The workshop was attended by 15 participants (12 male, 3 female). And covered topics such as the purpose of annual giving, donor motivation, solicitation strategies, donor identification/segmentation, timelines, record keeping, stewardship/donor relations, use of volunteers and students in fundraising, goal setting, and measuring success.

Capital Campaigns – One component of the work plan was to assist a partner on execution of a capital campaign project on a pilot basis. The COP, Dr. Mary Bane Lackie, presented information on capital campaigns to the Vice Chancellor, Deans, University Advancement staff, and other senior officials of University of Agriculture Faisalabad (UAF). The purpose of the presentation was to explain what a capital campaign entails, including how to determine if the university is ready to undertake such a commitment. A concept paper on capital campaigns was written and shared with UAF to assist them in planning their campaign in honor of their 50th anniversary

SharePoint - The HEC-FAD Program launched a SharePoint site with the support of HEC IT Services. The design was finalized this quarter and user accounts were created for authorized access. This SharePoint site will provide a platform for all partners to share documents, training materials, links, best practices, and strategies for successful operations of financial assistance and university advancement offices. Partners can start discussions on any subject of interest and others will be able to comment and give feedback through available discussion boards.

Southern Sudan TAP

The Southern Sudan national referendum was held on January 9, 2011. This much anticipated major event required AED/SSTAP to take a number of security precautions, and all TAP senior technical advisors, working directly with the State Ministries of Education, were advised to take their R&R and vacation during the “critical period,” January 1-17, 2011, and be away from South Sudan during that time. The referendum went peacefully and the project resumed program activities toward the end of the month. USAID approved the annual work plan submitted by AED with some modifications.

SSTAP was involved in deliberations to assist the Government of Southern Sudan in developing the education sector strategic plan. Although UNICEF was responsible for coordinating this activity, SSTAP senior technical advisors were invited to participate in a week-long planning workshop on account of their expertise and firsthand knowledge of education sector in Southern Sudan.

There were a number of activities surrounding the return of people from the North in anticipation of the referendum and eventual separation of South Sudan. TAP staff, in sync with the Southern Sudan Education Clusters provided support to the State Ministries of Education during the planning process for re-integration of the returnees.

The FY11 work plan has proposed capacity building activities in each of the five system strengthening framework domains in a new approach focused on clearly identified capacity building skills in educational administration in various states. Most notably, TAP supported V-Sat reactivation initiatives in Western Bar el Ghazal and Jonglei states as part of their communication support work.; In Northern Bar el Gazal, a comprehensive screening process was drafted for the recruitment of alternative education system teachers and also supported the deployment across the state of 385 new teachers. A training workshop in financial management was held for County Education Directors in Unity state. Eastern Equatoria State held a SSTAP-supported workshop in planning and budgeting for the State MoE officials.

No updates are available for the following projects.

Mali Education Decentralization Program

Yemen BEST

Zambia

Completed EQUIP2 Projects:

1. *Djibouti AIDE 1*: September 2008
2. *Egypt Education Reform Project (ERP)*: March 31, 2009
3. *Ethiopia Building the Capacity of Primary Education Managers and Educators Program*: September 30, 2009
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. *Liberia LTTP*: May 31, 2010
10. *Mali RAP-DM*: August 2009
11. *Malawi EMIS*: September 2008
12. *Namibia BES 3*: August 31, 2009.

- 13. Namibia PEPFAR:**
- 14. Senegal PAEM:** September 30, 2010
- 15. Senegal SITT:** December 2007
- 16. Sudan TAP Phase 2:** May 2007
- 17. Uganda TDMS Evaluation:** February 2004
- 18. Uganda Support for Education Management Information System (EMIS):** November 30, 2005.