

Academy for Educational Development

Aga Khan Foundation

American Institutes for Research

CARE

*Center for Collaboration and the Future
of Schooling*

East-West Center

Education Development Center

International Rescue Committee

Joseph P. Kennedy, Jr. Foundation

Michigan State University

*Mississippi Consortium for International
Development*

ORC MACRO

Research Triangle Institute

University of Minnesota

University of Pittsburgh

*Women's Commission for Refugee
Women and Children*



Quarterly Report January – March 2005



Submitted by:

Academy for Educational Development

4/30/2005

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-March, 2005

The quarter ending March 31, 2005 included work done in January, February, and March 2005. The emphasis in this period was on completing the annual workplan and initiating activities in each of the program areas. The EQUIP2 team contributed to its broader objectives through improving the integration of the Leader and Associate Awards through a CoP conference, presentations at the 2005 Annual Meeting of the Comparative International Education Society (CIES), engaging the United States Agency for International Development (USAID) and the Africa Bureau on the potential of conducting a decentralization conference in Africa in November 2005, and completing analytical work.

Specific Activities this Quarter

Program Management

The EQUIP2 team began accelerating Leader Award work this quarter. Team efforts centered around completion of the annual workplan, establishing management and steering committee for each of the program areas, holding meetings with various stakeholders, centers, and organizations to discuss the potential for collaboration on EQUIP2 activities, finalizing presentations for the 2005 CIES conference, and planning the first EQUIP2 Leader and Associate Award team meeting, which was held in conjunction with the 2005 CIES conference. Specific activities related to program management are discussed below.

- The EQUIP2 team completed the draft annual workplan for 2005 and began to implement activities to meet the goals and objectives of this year. With an expected reduced number of new Associate Awards, the team plans to accelerate research in the areas of complementary education, decentralization, learning outcomes, and monitoring and evaluation. The team

also plans to begin developing and implementing the research agenda around HIV/AIDS and organizational development. Details on these activities can be found in the following sections of this report.

- The EQUIP2 management team held meetings with the Education Policy and Data Center (EPDC) to discuss possible areas of collaboration. Specific areas of collaboration that were discussed include the development of an HIV/AIDS projection model for teacher populations, sharing sub-national data with the complementary education team to support the development of case studies, and joint activities with Dr. Plank and Dr. Chapman during their sabbatical time in Washington, D.C., including possible donor effectiveness studies, evaluation, and projection modeling.
- The EQUIP2 team of Stephanie Lehner, Audrey Moore, and Laurie Cameron finalized the EQUIP patterns analysis and shared the draft report with EQUIP2 Chief's of Party at the CIES conference. The study showed that approximately \$313 million has been invested by USAID in EQUIP projects since 2003. More than half of all funding is for projects in North Africa and the Middle East. The focus of the EQUIP projects can be divided into three main educational development strategic areas: access and equity, education quality, and education systems, policy, and capacity building. Within these strategic areas, activities and approaches cluster around nine key themes: curriculum and materials development, education policy, education systems, infrastructure and supply of learning materials, measuring learning outcomes, public demand and support for education, reaching underserved populations, school management and leadership, and teacher quality. Fifty-seven percent of the funding, or \$179 million, is concentrated in reaching underserved populations, increasing teacher quality, fostering demand and support for education reforms, decentralizing systems, and improving data quality.
- John Gillies met with Catherine Miles of the USAID Africa Bureau to discuss topics of mutual interest, including the options for a regional conference on decentralization in Africa, and for technical collaboration on issues of mutual concern.
- Meetings were held with the new CARE management team to discuss various research efforts and the potential for expanded future participation in leader research, depending on future budget availability.
- Members of the EQUIP2 Leader team made presentations at the 2005 Annual Meeting of the Comparative International Education Society.
 - The Complementary Education team of Joe DeStefano (LCN), Audrey Moore (AED), Ash Hartwell (EDC), and Jane Benbow (AIR) presented the findings from the complementary education case studies completed last year. Audrey Moore discussed cost effectiveness analysis, Joe DeStefano led the discussion about policy implications, Ash Hartwell focused on alternative models, and Jane Benbow discussed the role of civil society.
 - Stephanie Lehner presented the findings from preliminary research done on the strategies for mitigating the impact of HIV AIDS on teacher absenteeism along with research team member Brynja Gudjonsson. Stephanie also chaired the panel on HIV AIDS and presented an overview of the research and methodology. Brynja Gudjonsson (University of Minnesota) presented the results of three case studies which looked at government strategies to mitigate the impact of HIV AIDS on teachers. Babette Wils (EPDC), presented findings from her preliminary work on a projections model for estimating the number of teachers being impacted by HIV AIDS in Africa; Amy Javeed (AED/ EQUIP2

- Zambia) presented the results of HIV AIDS health interventions in Zambia and Donna Kay LeCzel (EQUIP2 Namibia) discussed the HIV AIDS work in Namibia, including an upcoming study on teacher absenteeism and HIV AIDS.
- The EQUIP2/EPDC data and information team of Kurt Moses, Laurie Cameron, and Babette Wils presented the data quality tool, country profiles based on sub-national data analysis, and a new look at management information needs based on the “dashboard” idea.
 - Team members from EQUIP2 Associate Awards also held panel discussions at CIES, including discussions of public-private partnerships (Senegal), secondary education (Senegal, Jordan), education reform (Egypt, Namibia), HIV/AIDS (Zambia, Namibia), and teacher education (Namibia, Senegal).
 - EQUIP2 held a two-day EQUIP2 Leader and Associate Award Annual Meeting in conjunction with the CIES conference. The meeting brought together leading staff from EQUIP2 Associate Awards in Ghana, Namibia, Honduras, Egypt, and Senegal, EQUIP2 Associate Award home office project team members, EQUIP2 Leader Award research partners, the USAID representative, and EQUIP2 core management team members. The purpose of the meeting was to bring together those working on both Leader and Associate Award issues and begin to connect projects and research topics together under one framework. Each Associate Award and Leader activity presented brief overviews of its work, which led into a longer discussion around the development of an evaluation and learning system for EQUIP.
 - Stephanie Lehner and two other Global Education Center (GEC) staff members presented a brownbag seminar on their experiences at the 2004 CIES World Conference in Cuba.
 - Meeting with Bob Munson from Northrop Grumens to discuss possible partnerships in support of USAID, NGOs and EQUIP2.
 - Meetings on Global Learning Portal and how to integrate into EQUIP2 Leader and AAs for hosting communities of practice.
 - EQUIP2 team members attended various presentations, conferences, and workshops in Washington, D.C. related to emerging education issues, including The World Bank workshop on Balancing Change and Tradition in Global Education, a training demonstration on the use of youth community mapping in developing countries, and an EFA discussion that presented the most recent findings on progress towards the six Dakar goals.

EQUIP2 Communications

EQUIP2 has significantly improved project communications during this quarter. The communications team, consisting of Stephanie Lehner and Research Associate Ryan Goldman, has taken an active role in both collaboration with the EQUIP Information Communication Center (EICC) and participation in the new EQUIP Communications Working Group (CWG), which met for the first time in April. EQUIP2’s briefs format has become the standard for all of EQUIP and will remain the prevailing ‘EQUIP look’ on all publishable products for the immediate future. The following specific activities were accomplished during the quarter.

- The seven existing EQUIP2 Policy and Issues Briefs were presented in hard copy alongside other EQUIP materials on an EQUIP-dedicated table at the CIES conference. EQUIP2 also presented its newest Issues Brief at CIES, *Educating Children with Disabilities: Who Are the*

Children with Disabilities? by Margaret McLaughlin and Krisin Ruedel (Joseph P. Kennedy, Jr. Foundation), and its newest toolkit, *Indicator Handbook for Primary Education: Abridged* by Laurie Cameron, as part of a CD-Rom designed by the EQUIP2 communications team and produced by EICC.

- As part of the EQUIP2 Leader and Associate Awards meeting prior to the CIES conference, Stephanie Lehner presented a tutorial on accessing and utilizing the EQUIP2 website, which was fully revamped with new content during the first quarter. Each Associate Award has a dedicated webpage with an overview, links to products, photos, and space for a quarterly activities focus or updates. The communications team is currently developing a plan to further engage country staff in information sharing, resource dissemination, and knowledge management via the website.
- Regular website updates have also become a method for presenting EQUIP2 success stories and tracking progress on Leader Award products, including the launch of a framework for *Understanding Decentralization* by Donald R. Winkler (Research Triangle Institute International), which will be the model for similar frameworks. In addition to the new Issues Brief and toolkit presented at CIES, draft briefs on “Report Cards: Some Recent Experiences” by Laurie Cameron, John Gillies, and Kurt Moses, “HIV/AIDS, Teacher Shortages, and Absenteeism” by Stephanie Lehner and Brynja Gudjonsson, “Strengthening Gender and Education Programming in the 21st Century” by Nancy Kendall (Stanford University), and “Meeting EFA: Lessons from Complementary Approaches” with case studies by Joseph DeStefano, Ash Hartwell, Jane Benbow, and Audrey Moore, and three draft decentralization briefs by Donald R. Winkler, John Herstein (Research Triangle Institute International), and Alexandra Schlegel (Research Triangle Institute International)—“Education Decentralization and School Grants,” “Increasing Accountability in Decentralized Education in Paraná State, Brazil,” and “Information Use and Decentralized Education”—have progressed to the peer review and external edit stages of production prior to full print and online publication.

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

The complementary education team continued to move forward on activities initiated in 2004. In the past quarter, the team finalized the cost effectiveness methodology and protocol, identified additional case studies to be completed, began to identify in-country partners to complete the case studies, and presented the findings from last year’s Fast Track Initiative (FTI) paper and case studies at the CIES conference. The following activities were accomplished during this quarter.

- The detailed protocol and methodology for the complementary education case studies was finalized and a generic scope of work was developed to be shared with in-country partners who will complete the research and writing of the case studies.
- The team has begun work and has achieved the following status on these case studies:
 - Egypt: The materials that will be the basis for a case study that can be written without any additional field research are in hand.

- Zambia: Initial meetings with the Education Development Center (EDC) have been held and EQUIP2 is working out the details of how to develop a case. Whether or not this case can be completed during 2005 is still questionable.
- Guatemala: An in-country researcher has been identified, and discussions have been initiated regarding the case study.
- Bangladesh Rural Advancement Committee (BRAC): EQUIP2 is still trying to identify an in-country researcher.
- Afghanistan: A scope of work and budget are being finalized with the International Rescue Committee (IRC) for completion of a case study on home-based schools.
- Joseph DeStefano and Audrey Moore initiated discussions with several potential partners to develop a simple literacy assessment tool that can measure students' reading comprehension at a basic fourth grade level. A proposed scope of work was received from Jeff Davis (American Institutes for Research), and another proposed scope of work will be submitted in April by Dr. Wes Snyder (University of Montana). By the end of April, the team will have decided on which approach to take and have begun work on developing the assessment tool.
- The complementary education team finalized a list of desired members for the steering committee. Letters of invitation to potential members will be sent in April.
- The complementary education team began establishing linkages with the EQUIP Associate Awards. Ash Hartwell contacted the Egypt Basic Education Program (ERP) and attempted to establish a working relationship with the EQUIP2 Associate Award team, although progress has been slow. The team is considering Uganda and Ethiopia in place of Egypt because they present cases in which complementary models are already being discussed as features of EFA strategies and sector plans. The complementary education team may document the aspects of the policy environment that have contributed to the Uganda and Ethiopia models' consideration and bring these cases to the Association for the Development of Education in Africa (ADEA) Biennial Meeting in January 2006.
- Joseph DeStefano met with the ADEA Executive Secretary in March, who invited EQUIP2 to play a major role in the Biennial Meeting. Preparations include completion of the cases study reports and inclusion of the stories of incorporation of complementary education into sector plans from Ghana, Ethiopia, and possibly Uganda.
- In March, Joseph DeStefano, Audrey Moore, Ash Hartwell, and Jane Benbow conducted a panel presentation at the 2005 CIES conference on "An Analysis of Complementary Approaches for Reaching EFA Goals in Underserved Areas"—a summary of the paper and case studies presented in November 2004 to The World Bank Working Group on Education Finance in Brasilia, Brazil.

Improving Educational Outcomes and Management Efficiency in the Context of Decentralization

At the request of the EQUIP2 Egypt ERP, Donald R. Winkler and Joe Cohen (AED) prepared and conducted a three-day workshop on decentralization in March 2005. Based on a tool developed by the EQUIP2 team, the hands-on workshop had four objectives:

- Clearly define the government's intent of decentralization.
- Determine the current status of decentralization.

- Build consensus among different stakeholder groups about decentralization.
- Prepare a plan to accelerate achievement of decentralization goals.

The focus of the workshop toolkit is to link the concept of decentralization to quality improvement of the education system. The participants from several ministries and regional and sub-regional offices worked in small groups to complete a series of activities and in a large group to view PowerPoint presentations and hold discussions. The workshop received very high ratings from participants and is now under revision to be used in Namibia in May. Based on the revisions to the toolkit, EQUIP2 will publish the toolkit on the EQUIP website for broader dissemination and application.

- Three draft decentralization briefs by Donald R. Winkler, John Herstein, and Alexandra Schlegel—“Education Decentralization and School Grants,” “Increasing Accountability in Decentralized Education in Paraná State, Brazil,” and “Information Use and Decentralized Education”—have progressed to the peer review and external edit stages of production prior to full print and online publication.

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

This component promotes the effective use of information and data in support of policy decisions, with a particular focus this year on measuring learning outcomes, alternative assessment approaches, and accountability for tracking performance results. This quarter, the education data team completed its work on a report cards study and initiated a review of the definition and measurement issues around completion rates. The American Institutes for Research (AIR) completed the data collection process for a study on measuring learning outcomes and is preparing the final report. Activities this quarter included the following.

- Maria Stephens (AIR) completed the data collection process for the benchmark study on measuring learning outcomes. The study is based on a survey administered to projects in the field that collected data on how ministries of education measure student learning outcomes. Six case studies form the study’s basis. The final report will be completed in May 2005.
- Particular emphasis this quarter was placed on building a database to capture the themes and approaches by world region and school level that were collected through the EQUIP patterns analysis. Laurie Cameron and Stephanie Lehner conducted follow-up interviews for verification of information gleaned from the proposals, and revisions were made to the database as needed. The team then analyzed the emerging statistics and patterns and summarized the findings in a final report, which is currently being reviewed by USAID/Washington.
- An overview of school report cards, “Report Cards: Some Recent Experiences” by Laurie Cameron, John Gillies, and Kurt Moses, was prepared as a draft Issues Brief, showing the landscape of school report cards, including audience, purpose, contents, and structure. This working paper will be published next quarter.
- Two analyses of completion rates from Demographic and Health Survey (DHS) data were initiated in the first quarter of 2005 and will be completed in April. The papers examine the limitations and measurement issues and seeks to answer the following questions:
 - Does the primary completion rate provide useful information to policymakers?

- Does it provide information for valid cross-country comparisons?
- Can it be used to track changes in a country’s educational system across time?
- Work on the new dashboard of intermediate school quality indicators continued in the first quarter. A literature search was conducted under a short-term consultancy to identify indicators of effective schools, with a particular focus on student and teacher attendance, in-service teacher training, time-on-task, and the presence of a curriculum in the classroom. This activity will provide the rationale and background for the recent student attendance tracking activity in Uganda.

Cross-Cutting Activities

HIV/AIDS and Teacher Absenteeism

Stephanie Lehner conducted an EQUIP2 panel presentation on issues linked to HIV/AIDS-related teacher absenteeism and attrition at the 2005 CIES conference in March. The panel comprised an overview of and introduction to EQUIP2’s HIV/AIDS work, case studies on teacher attrition and absenteeism due to HIV/AIDS in Malawi, Namibia, Zambia, and Uganda, presented by Brynja Gudjonsson, sensitization, screening and workplace prevention programs for teachers in Zambia, presented by Amy Jarvaid (AED), a baseline study to establish real estimates of teacher attrition and absenteeism in regions of Namibia, presented by Donna Kay LeCzel, and projection models for predicting and planning for teacher shortages, attrition, and absenteeism in the face of HIV/AIDS, presented by Annababette Wils. The large audience supplied very positive feedback that will contribute to the elaboration of this work over the coming year.

Working with Brynja Gudjonsson, the EQUIP2 team moved into the final stages of drafting three Issues Briefs to be finalized by the end of the second quarter of 2005 : “Developing an Accurate Picture of HIV/AIDS-related Teacher Absenteeism and Attrition,” “Policies and Plans that Address HIV/AIDS-Related Teacher Absenteeism and Attrition,” and “Strategies and Actions that Address HIV/AIDS-Related Teacher Absenteeism and Attrition.”

Organizational Development

The organizational development team of EQUIP2 Tom Lent and John Gillies completed its workplan during the first quarter. They met with Dr. David Chapman (University of Minnesota) and Dr. David Plank (Michigan State University) at the CIES conference to further discuss the coming year’s collaborative work in the areas of donor effectiveness, evaluation, and organizational development. Chapman and Plank are expected to provide a scope of work and methodology for two potential studies in the next quarter, which will be shared and discussed with USAID for approval.

Obstacles and Proposed Solutions

Due to USAID program changes, the anticipated budget obligation for FY05 was reduced approximately 20% below planned levels for the year. This reduced budget resulted in some adjustments in planned program expansion, and an increased focus on high visibility, high

impact activities for the year. The EQUIP2 strategy for the year is to bring Leader work and issues directly to the field programs in support of country education reform.

Financial Summary

Type of Expenditure	Current Quarter Expenditures	Total Expended	Obligated Balance Remaining
Core Funding	302,788	2,195,426	973,212
Federal share	286,660	2,147,278	
Recipient share	16,128	48,148	
Total cost share %	1%	1%	

III. Associate Awards: Activities and Accomplishments, January-March 2005

Education Policy and Data Center (EPDC)

The Education Policy and Data Center fulfilled several key objectives during the past quarter. Using faster production techniques, the EPDC team produced 30 country profiles. These profiles provide a quick overview and evaluation of education issues in a particular country, using multiple data sources and data at the sub-national level. EPDC also initiated the data extraction process of United Nations Children’s Fund (UNICEF) Multiple Cluster Survey (MICS) data to continue making headway towards the goal of producing country profiles for all 84 IDA countries.

During the first quarter, the Center made several presentations on EPDC’s capabilities and tools, highlighting the data system, current research, and the country profiles, in efforts to identify areas for collaboration and to promote the use of EPDC resources. Presentations included The World Bank, the Inter-American Development Bank, the Hewlett Foundation, and the General Electric Foundation. EPDC also presented current research at the CIES conference in March, including a panel on “Data Quality: Using Data for Effective Programming.”

Planning for the next phases of the project, EPDC hosted the first meeting of the Advisory Council. Four out of the six advisory board members were in attendance: Joel Cohen (Rockefeller and Columbia), Denise Lievesly (United Nations Institutes of Statistics), Luis Crouch (Research Triangle Institute International), and Michael Clemens (Center for Global Development). Greg Loos from USAID and other senior AED staff also attended the meeting. The discussion was particularly useful in helping to articulate the Center’s strategy and value-added niche. The members also critiqued and provided suggestions for improvement on the data system and country profiles and offered advice on the planning of the Millennium Development Goals (MDG) report.

Egypt Basic Education Program (ERP)

ERP activities in the past quarter were multifaceted, reflecting the wide range of program targets, including increasing awareness and cooperation in establishing community-based school-to-work

programs, training for mapping activities that included participation of youth and adults, and preparations for baseline studies.

The ERP school-to-work activities began in earnest this year. A series of workshops focusing on school-to-work were held throughout the seven governorates, which led to the establishment of functioning subcommittees in all seven areas, demonstrating the growing involvement and commitment of governors, civil society, and educators in improving student quality for the national and international job markets. The subcommittees also provide evidence of ERP's growing influence on the creation of a more participative, inclusive school-to-work reform process.

During this quarter, five of the seven governorates, excluding Alexandria and Cairo, received training in Community Youth Mapping (CYM) to approximately 80 youth and eight facilitators in each governorate. Following training, participants are ready to begin the mapping activities in the governorates. CYM is a developmental approach to community resource information collection that requires meaningful participation by youth and adults. Cairo and Alexandria will hold CYM trainings during the next quarter.

AED and Research Triangle Institute International (RTI) presented a workshop on Education Decentralization Issues and Challenges on March 6-12. The Decentralized Governance and Management (DGM) Division of ERP conducted a three-day training for 70 staff from the Ministries of Education and Finance, local administration, the Agency for Auditing and Administration, and the Central Agency for Organization and Administration. Muddiriya and Idarra staff from the seven ERP governorates were introduced to various international education decentralization approaches and lessons learned from around the world. Participants left the workshop with draft vision statements, priorities agendas, and workplans. DGM helped participants understand that successful, sustainable decentralization requires inter-ministry and community-based cooperation and support to bring decentralization to its most important beneficiaries. Final workplans will be discussed and approved by each governorate's education advisory committee or the ministry first undersecretary.

Several studies were planned to establish baseline data to measure program outcomes and impact. A market research study was planned to measure the value and importance of various education issues and services in the seven target governorates. A teacher motivation study is looking at non-salary motivational factors for teachers and professors to understand the impact on the reform process. Three joint EQUIP1 and EQUIP2 studies were planned this quarter to measure teacher/classroom methodology practices, student reactions to reform-based methodologies, and community needs for education reform support. Training needs assessments were carried out for both central and local training systems and a CYM study started to identify all local contacts, organizations, and institutions that contribute to and/or impact the delivery of education services. A baseline study on education quality, Standards-based Classroom Observation Protocol for Egypt (SCOPE), was also initiated this quarter.

EQUIP1 and EQUIP2 conducted capacity building/data collection training exercises in March. This activity prepared 56 supervisors from Alexandria and Cairo and additional field coordinators to effectively use SCOPE in collecting valid and reliable data to establish the

education quality baseline. The study has also incorporated the Egyptian National Teacher Performance Standards into its methodology. In addition to training observers, this program served as an opportunity to jumpstart classroom-focused activities, build community, and initiate communication among different stakeholders. This training also helped build partner evaluation capacity and encouraged a sense of ownership. With the recent changes in the Strategic Objective 22 framework, this activity is of high importance, as it will provide the baseline from which ERP will later measure impact in two strategic program areas—students and teachers (i.e., Intermediate Result 11: Improve the Quality of Basic Education through Sub-Intermediate Result 11.2: Improved Instructional Methods).

Ghana Basic Education Comprehensive Assessment System (BECAS)

The implementation phase of the Basic Education Comprehensive Assessment System (BECAS) began this quarter. In collaboration with the Assessment Services Unit personnel and university consultants, the BECAS staff developed, revised, and piloted the National Education Assessment (NEA) tests in English and mathematics. This process involved the refinement of the NEA assessment components, development of new NEA items, development of the core NEA objectives, and specification of logistics for the administration of trial NEA tests on March 1-4. Dr. Wes Snyder and Audrey Moore traveled to Ghana in January to support the final phase of the pilot test preparations, finalize the design of the monitoring and evaluation system, and hire a program manager.

While in Ghana, Dr. Snyder and Audrey Moore held a day-long teambuilding retreat, which included members from ASU, the Director and Deputy Director of CRDD, and BECAS staff. The workshop's objective was to assist all team members in understanding the project's history and each member's contributions and expectations. By the end of the workshop, BECAS staff were able to identify clear strategies for addressing some of the challenges and a timeline for completing actions, which ranged from finalizing exams to establishing relationships with other projects.

With members of the Technical Working Group (TWG) and ASU personnel, the BECAS staff and consultants also began preparation for the School Education Assessment (SEA) pilots for April. In addition to test development, the project staff completed the procurement of all necessary equipment, including the optical scanners and risograph and computers for the regional offices.

Home office staff completed the request for modification to the contract, which was completed in March. The request included the addition of the program manager position, a request for additional funds for the procurement of the optical scanners, and additional travel for Dr. Snyder.

Guatemala Education Finance Policy Dialogue

The Equip2 Education Finance Dialogue Project in Guatemala continued to accompany the Vision Education process, an effort by the Ministry of Education to bring together a cross section of Guatemala to construct a common vision, direction and goals for education for the country over the next 15 years. This *grupo constructor*, consisting of 50 people from civil society organizations, NGOs, teachers' unions, the Ministry of Education, the private sector,

universities, Mayan organizations and other social sectors have come together once a month since August 2004 to create a response to the country's educational challenges and issues. Guatemala has among the highest rates of exclusion, repetition, and desertion in the world, and among the lowest rates of learning outcomes and investment in education. The vision, goals, and recommendation of this process will be released to the public in May 2005. The idea is that if Guatemala is to emerge from its educational crisis and have a different future, then education must be a "national project" and every one can and must do more.

The Project has had three basic roles thus far: 1) to support research and studies to provide insights on the realities and the alternatives of the financing of Guatemala's education goals in order to inform the debate at multiple levels; 2) to prepare a social marketing strategy that will cultivate a critical mass of support for the financing of educational goals among the public in general, decision and policy makers along the critical path of the national budget (especially members of Congress), leaders, parents, teachers, the business community, and others; and 3) to support the Vision Education process itself through the funding of some of their sessions, providing consultation on the facilitation of the process itself, and responding to the requests of the Ministry and the *grupo constructor*.

In the quarter from January-March 2005, the project obtained \$2.4 Million in cost share in a campaign to support education. The crisis in education has created a disbelief in the value of education and the system as it presently exists, and the status of and trust in teachers has gone down. The message was directed mostly to parents to encourage them to enroll their children in school for the school year, and to teachers and society to recognize the important role that teachers have in children's lives. For the better part of three weeks at the beginning of the year, TV and radio spots, and newspaper ads among the country's leaders permeated the mass media. The National Council of Publicists were responsible for putting together a high quality set of messages, and mobilized the influential owners of the media to volunteer spots and spaces in prime time and in key places.

To continue the momentum, the project interviewed 20 leaders in an "elite survey" in order to gather their opinions about the present and future of education, why the country should invest in education, what they would be willing to do in the future, etc. In addition, the project identified and wrote up 45 "success stories" on the mobilization of resources for education from different walks of life. The case studies will be transformed into a series of newspaper articles, special supplements, TV and radio spots that will be released to prepare the terrain for the Vision Education roll out in May, and the up-coming debates in the Ministries and in Congress about the 2006 budget. The leader survey will inform the advocacy strategy with decision-makers. The case studies will show that Guatemala and Guatemalans, in spite of the statistics and tendencies, have done much for education. By showing what is working, the "success stories" seek to inform and inspire many more citizens, businesses, social sectors, teachers, students, religious leaders, NGOs, to assume the responsibility of education quality for all to pursue the country's new vision and goals.

The Vision Education roll out strategy will be national and decentralized. The proposals and recommendations emerging from Vision Education have much to do with improving the quality, equity, relevance, quantity, model and system of education. People from all social sectors and

political tendencies will be naturally suspicious of investing more in the same education, but if an inspiring vision, changes, and concrete goals can be shared, then more people will become part of a societal movement for more and better education.

Honduras Improving Student Achievement Project (MIDEH)

The first quarter of 2005 was extremely busy and fruitful for the MIDEH project. The MIDEH revision of standards and alignment consultants met with stakeholders for a week in March and have drafted new standards to be thoroughly vetted by local groups in the upcoming weeks.

Workshops have been conducted for department coordinators, assistants, and administrators in each of the 18 departments in support of the teacher training component, under the technical management of ANEDH. MIDEH has also worked closely with the Honduras Ministry of Education to collect and create a database of national education information and statistics.

Much of the data for the first of two studies on alternative education was collected from the field during the first quarter, and plans for the second part of field work scheduled for late April 2005 are underway.

The civil society component addressing government consensus has begun meetings with the consultative committee and laid out an ambitious plan for 2005.

Malawi Education Sector Policy, Planning, EMIS Support Activities and Higher Education Strategic Plan Development

During this quarter, EMIS activities were mainly focused on the data dissemination exercise. Six data dissemination workshops were conducted in each division. This is first time that primary education advisors (PEAs) from zonal offices along with representatives from district and divisional offices were invited in these workshops. Altogether more than 600 officials' participated in these workshops. The workshop content included the following: Good Practices for improving EMIS; Data Utilization /Selected Education Indicators; 2004 Statistics; and Ed*Assist DDM Module Application.

Data Outputs

The major reports like statistics book for 2004 and computer base data dissemination module were prepared in 2004. EMIS printed districts and zonal summaries and all districts and zone have provided hard copies of respective districts and zone summaries along with individual schools summaries to the main office. EMIS also produced interactive CD containing data dissemination module to distribute at divisional and districts offices where they have computers.

The following sets of reports were completed in the past quarter: Data dissemination module containing more than 70 reports; Statistics book for 2004; District Summaries; Zone Summaries; and School Summary

Indicator Report

At the 2004 Joint Sector Review (JSR) it was decided that for the next JSR, EMIS will produce a set of indicators for 2004 to see how the education system has performed during 2004 in Malawi.

The Ministry of education has been trying to calculate these indicators for several years but the exercise was not successful because of the unavailability of timely EMIS data. With the successful completion of EMIS 2004 dataset EMIS has produced almost all indicators which were required in the indicator paper. The JSR is scheduled for April.

EMIS Work plan for 2005

The EMIS work plan was prepared in January including EMIS 2005 activities, the Ministry initially showed its interest in including Geographic Information System but due to non-availability of funds, a separate plan for GIS was prepared. As soon as funding is available actual work on EMIS 2005 database will be started. The Work Plan for next quarter includes: Review of questionnaire for 2005; Printing and labeling of 2005 Questionnaire; Training and distribution of Questionnaire; Training and data collection at schools; and Coordination with other developing partners

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

The Mali Regional Action Plan/Decision Making Project (RAP-DMP) continued its activities, in accordance with the cooperative agreement signed between AED and USAID in August 2004. During this quarter, the project was successful in providing technical assistance to the Education Decentralization Support Office (CADDE) and to the Office of Planning and Statistics (CPS). As part of this effort, RAP-DMP assisted in a week-long session on budget planning of the Regional Action Plans for Education (PARE).

The team also provided support in finalizing the National Action Plan, implemented collaboratively with the Financial Management Directorate (DAF) staff under the supervision of the technical advisor, which will help clarify the types of funding from the Technical and Financial Partners (PTF) and assist the RAP-DMP in contributing to the completion of more realistic and operational PARE. The elimination of duplicate resource allocations to action plans represents just one advantages of this initiative.

During this quarter, the RAP-DMP also participated in the launching workshop of the education development plans in Bamako. This workshop gathered representatives from decentralized communities (i.e., mayors of district communes) and deconcentrated education services (i.e., CAP and AE). Using the new PDE development guide, written by CADDE, communities familiarize themselves with plan development.

Namibia Basic Education Support, Phase 3 (BES 3)

Namibia is expected to submit semi-annual reports to USAID rather than quarterly. The following sets of activities were completed in the past six months.

Work began towards the development of an assessment tool to measure student performance. Two consultants worked with NIED and the Regions to determine the key competencies that will be used to measure primary pupil performance in the three core subjects of language, math and science. The first draft of the assessment tool is being developed and will be piloted in June. A

baseline of learner performance in the core subjects will be available by the end of the 2005 school year.

Baseline data were collected, analyzed and reported on teacher absenteeism due to the impact of HIV and AIDS, and OVCs in school in the target regions. When PEPFAR funds are available in May, activities will be initiated to address these two issues. As a result of a series of meetings with the PAD officers and the Ministry's Decentralization Committee Chair, the first Decentralization Dialogue is scheduled for 9-12 May to be held in Ondangwa with senior representatives from the Ministry of Education, Regional Education Offices, Governors' offices, and the Ministry of Regional and Local Government, Lands and Housing. The dialogue will be facilitated by EQUIP2 partners, co-sponsored by EQUIP2 project funds.

In the past six months, BES 3 has worked very closely with the Director of EPI, Mr. Charles Kabajani on integrating the indicators in the National Standards with the School Self Assessment System. CST members have been introduced to National Standards and BES 3 participated in the first training program for Inspectors and Advisory Teachers from all 13 regions. Additionally, BES 3 has worked with the EMIS staff and completed and published the 2002 statistical report, both in hard copy and electronically and held six sessions on science, language, and math instruction with over 250 teachers, teacher educators and circuit support team members.

Nine site-based sessions on School Self Assessment and School Development Planning have also been conducted, reaching more than 190 participants (including teachers, parents, principles, and circuit support teams).

Consultant Liz Leu, along with three College of Education conducted seminar and panel meetings to work with NIED and teacher educators on a new curriculum for trainee teachers.

Children's Learning Access Sustained in Senegal (CLASS) and Senegal's Improved Teacher Training Program (SITT)

The main accomplishments under the CLASS component this quarter included the additional USAID funding PAEM received to support more information and communication technology (ICT) and girls education activities in its three target regions, construction on two separate GDA agreements USAID/Senegal concluded with Microsoft and Fondation Sonatel, \$600,000 in additional funding added to the CLASS project to support computer learning centers in middle schools and manage a scholarship program helping needy middle school girls to move into and finish secondary school.

AED completed the second and final round of bids for the construction of the 12 remaining middle schools during this quarter. Three firms were chosen out of several applicants to undertake these construction activities, which should be completed by September 2005, in time for the 2005-2006 school year. Meanwhile, the first round of construction is in its final phase. On April 19, the U.S. Ambassador, USAID/Senegal Director, representatives from the Senegal Ministry of Education, and project staff will inaugurate a new middle school located in Karantaba, Kolda.

The SITT component of the project primarily focuses on teacher and school directors training. This quarter, more workshops were held on teachers' and school directors' performance standards and revisions of teachers and directors training modules. A successful workshop with female advisors was also held in Tambacounda around issues of training, responsibilities within the communities, capacity building, and maintenance of girls in middle school.

In March, three representatives from the Division of Middle School at the Ministry of Education and the PAEM Chief of Party participated in the 2005 CIES conference, where they conducted a successful presentation about the PAEM project entitled "More or Better: Senegal's Education Reform Tries to Do Both."

Uganda Support for Education Management Information System (EMIS)

The following activities were completed in the past quarter: Mapping of Coordinating Centers Progress Report was completed in 34 out of 56 districts (61%); an additional seven districts will be completed by end of April; Target fieldwork for all regions including the North, the printing of new GIS maps, training of MoES senior staff in use of GIS maps, training of DEOs in use of GIS maps and the presentation of GIS maps to Parliament Select Committee on Social Services will all be completed in the next quarter.

Zambia: Improving Information and Strengthening Policy Implementation

With work completed on the 2004 Ed*Assist Zambia compact disc, the field team began work on other system tasks, including development of an improved geographic information system interface and a human resources database. Equipment was ordered and is expected to be distributed to provincial education offices, as well as at the Zambia Ministry of Education headquarters next quarter. Training for provincial staff will coincide with the distribution of the equipment, and planning will take place on procuring computers and related equipment for district education boards (DEBs). The Ministry and project staff gave a presentation to the Informal Donors' Meeting in January. EQUIP2's managing field director presented a report from the USAID-sponsored Education Management Information Systems (EMIS) program and answered questions from the participants related to impact, challenges, and future plans. A representative from RTI made an initial visit to Zambia to begin the detailed planning of supported activities for decentralization through EQUIP2.

The HIV/AIDS work began in earnest this quarter with the mobilization and sensitization program. The program will consist of components planned under the EQUIP2 Associate Award with separate funds from the President's Emergency Plan for AIDS Relief (PEPFAR).

The policy research advisor has been working within the research unit of the Zambia Directorate of Planning and Information to identify appropriate research and policy activities to undertake, including development of research guidelines for the Ministry of Education, training on policy development and analysis, development of content for the head teachers training program, facilitation of training for planning officers in research methodologies and data analysis, and development of guidelines for school funding.

USAID/Zambia also contacted EQUIP2 to indicate concern with slow progress in meeting deliverables and a lack of strategy within the project itself. John Gillies and Janet Robb (AIR) traveled to Zambia in February to hold discussions with USAID and better understand the issues and challenges within the project. Project decisions including a change of program staffing and AIR will be responsible for fielding a Chief of Party. The team of John Gillies, Tom Lent, Janet Robb, and Cory Heyman will return to Zambia in April to conduct a teambuilding and strategic planning workshop.