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## **Quarterly Report April - June 2005**



Submitted by:

**Academy for Educational Development**

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## **EQUIP2: Education Policy, Systems Development, and Management**

### **I. Objectives of EQUIP2**

The Education Quality Improvement Program 2 (EQUIP2) Leader with Associates (LWA) Award for Education Policy, Systems Development, and Management was awarded on January 30, 2003. The broad objectives of the Cooperative Agreement are to:

- Assist countries to develop, manage, and monitor education sector policies and plans that support national macroeconomic plans;
- Reinforce the national Education for All (EFA) planning committee, the decentralization of education, and the involvement of civil society in planning for education and out-of-school children and youth programming;
- Support the design, development, and improvement of education data collection, storage, analysis, and application systems; and
- Strengthen education administration, management, finance, and planning.

The report is divided into sections addressing the Leader and Associate Awards.

### **II. Leader Award: Activities and Accomplishments, January-March, 2005**

The quarter ending June 30, 2005 includes work done in April, May, and June 2005. The emphasis in this period was on making substantive progress in the research program areas, setting up steering committees for each research area, hiring new staff and interns, and contributing to the development of a training program for USAID Education Officers. The EQUIP2 team contributed to its broader objectives through initiating in earnest work in the areas of organizational development and donor effectiveness, finalizing the sabbatical arrangements for Drs. David Plank and David Chapman, and responding to two new associate awards in Georgia and Sudan. The EQUIP2 team also began preparations for the USAID/EGAT bi-annual conference to be held in August 2005.

#### **Specific Activities this Quarter**

##### ***Program Management***

The EQUIP2 team continued to accelerate Leader Award work this quarter. Team efforts centered around establishing steering committees for each of the program areas, holding meetings with various stakeholders regarding potential for collaboration on EQUIP2 activities – particularly around cost share activities, initiating work in the program areas of organizational development and donor effectiveness, and planning the quarterly meeting. Specific activities related to program management are discussed below.

- EQUIP2 hired two interns for the summer to support research work in the areas of donor effectiveness, organizational development, and complementary education. Jessica Jester Quijada joined the EQUIP2 team on May 1, 2005. She is working with John Gillies and Tom Lent on the donor effectiveness and organizational development research. David

Balwanz started with EQUIP2 on May 25 and is working with Audrey Moore and Joe DeStefano on the complementary education models research.

- The EQUIP2 team also hired a new program assistant, Carolyn Pugliese. Carolyn joins AED from the National Democratic Institute and will be working half time on the EQUIP2 Leader award providing administrative support to the team and half time on the EQUIP2 Associate Award Namibia BES3 as the administrative backstop.
- The EQUIP2 team of Stephanie Lehner, Audrey Moore, and Laurie Cameron continued to finalize the EQUIP patterns analysis. Stephanie Lehner interviewed the EQUIP3 representative to gather information on the EQUIP3 projects in Haiti and Afghanistan. Final drafts were shared with all the EQUIP mechanisms and USAID for comment. The team is finalizing the patterns analysis and it will be completed in July 2005.
- John Gillies, Tom Lent and Jessica Quijada began compiling literature for review of donor effectiveness and organizational development in international education. Will finalize the literature review in August, prior to presentations at the USAID EGAT conference.
- EQUIP2 held its quarterly meeting on June 8, 2005. The meeting had the highest participation of EQUIP2 partners since the initial kick-off event in 2003. Key USAID staff joined the morning sessions to participate in the program area steering committee meetings. Their input into the research agendas assisted the research teams in thinking about how to reframe or approach certain issues, develop dissemination strategies, and engage USAID staff in the peer review process. Other key outcomes of the quarterly meeting include:
  - Steering committees for the Donor effectiveness/organizational development and HIV AIDs program areas will be initiated later in the summer.
  - Dr. Wes Snyder from the University of Montana joined the quarterly meeting to discuss the work being conducted by the complementary education team to develop a simple literacy assessment tool. Wes stressed the importance of aligning the general literacy instrument to the objectives/curriculum of the country where the tool is used. Dr. Snyder will begin development of the tool in July. USAID expressed interest in monitoring and learning from this activity.
  - The principle investigator for each program area provided an update on work completed since March. Details are provided in the following sections of the quarterly report.
  - Dr. David Chapman discussed the upcoming sabbaticals that he and Dr. David Plank will be doing with EQUIP2/AED, beginning in October 2005. The proposed focus of Dr. Chapman's research will be to do a meta-evaluation of USAID projects in the last decade, focusing on donor effectiveness. Dr. Plank will be directing research around the use of school fees in education.
  - Tom Lent discussed the results of the COP meeting that was held in Palo Alto in March 2005. 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.
  - Tom Lent, Kurt Moses and Audrey Moore shared success stories related to three EQUIP2 Associate Awards – Guatemala, Uganda, and Jordan respectively. Tom discussed the successful completion of the first Guatemala project – particularly the process of collaborative dialogue among the MoE and donors, which has been a highly successful and visible process. Kurt discussed the use of data mapping in Uganda. Audrey discussed the successful launch of early childhood centers in Jordan, which had high media coverage and the participation of the Queen.

### ***EQUIP2 Communications***

During the second quarter of Project Year 2005, the EQUIP2 Communications Team focused on the continued development of its website ([http://www.equip123.net/equip2/index\\_new.html](http://www.equip123.net/equip2/index_new.html)) and improvement of the Associate Awards' online presence. During the quarter, the EQUIP2 website homepage was visited 243 times in April, 255 times in May, and 249 times in June.

Communications Officer Stephanie Lehner and Communications Associate Ryan Goldman worked with country and home office staff to review and update each Associate Award's mini-site, building on Stephanie's website presentation at the EQUIP2 Chiefs of Party meeting last quarter. Significant new content was added to the Honduras, Namibia, Mali, Egypt, and Ghana sites and similar efforts will be applied toward the other country pages over the next quarter. The EQUIP2 Associate Awards pages can be found at <http://www.equip123.net/webarticles/anmviewer.asp?a=19&z=28>.

New Leader and Associate Award tools and products posted on the website this quarter include *The Implementation of Education Decentralization: A Three-Day Workshop for National and Sub-National Stakeholders*, *Understanding Decentralization*, Issues Brief: *Educating Children with Disabilities: Who Are the Children with Disabilities?*, Success Story: *Education Decentralization and Accountability*, the Honduras MIDEH brochure, the Jordan ERfKE fact sheet, and a Community YouthMapping photo journal from Qena, Egypt. The full list of EQUIP2 Leader Award products can be found at <http://www.equip123.net/webarticles/anmviewer.asp?a=21&z=24>.

The EQUIP2 Communications Team also took part in the first three EQUIP Communications Working Group meetings to plan the EICC strategy and activities calendar for the next remainder of the fiscal year. EQUIP2 identified decentralization of education as its focus and accordingly published its new guide to *Understanding Decentralization* and a success story on *Education Decentralization and Accountability* online, began planning the upcoming decentralization issue of the EQ Review-in addition to major contributions to the June issue focusing on school readiness and early childhood education-scheduled and completed preliminary work for a five-country decentralization videoconference in October 2005, and prepared three new decentralization-focused EQUIP2 Policy Briefs for publication: *Education Decentralization and School Grants*, *Information Use and Decentralized Education*, and *Increasing Accountability in Education in Parana State, Brazil*.

### ***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 arranged for the completion of four case studies; initiated research in the field for three of the four case studies; and began preparing for the ADEA conference to be held in Africa in February 2006. The following activities were accomplished during this quarter.

- The EQUIP2 team of Joe DeStefano, Audrey Moore, and David Balwanz held a phone conference with Rebecca Winthrop of IRC to discuss the possibility of completing a case

study on the Afghanistan Home-based schools. It was determined that IRC staff member Jackie Kirk would be working in Afghanistan from June – August and would be able to collect the data needed to write the case study. Work in the field began in June.

Accomplishments to date include: visits to the schools to gather information on teacher recruitment, payment, and supervision; community participation in the schools; cost data for the home-based and government schools (initiated); and current status of the project. The case study draft is expected to be ready for review in September.

- A second case study on the Afghanistan COPE schools was initiated in June as a joint venture with EQUIP1. CARE staff member Hassan Mohammed traveled to Afghanistan to begin the data collection process. This case study is also expected to be completed in draft by late September.
- EQUIP2 consultant Bienvenido Argueta began collecting data and information for the Guatemala case study on the PRONADE program. He met with PRONADE Director Regina de Caffaro to introduce the research study and garner her support for data collection – particularly the cost data. Mr. Argueta has been working with PRONADE staff to complete the case study and is expected to provide a draft report in mid to late September.
- Principle Investigator Joe DeStefano completed the case study for the Egypt Community Schools program. Cost data was provided to Audrey Moore for analysis of the cost-effectiveness. Completion of this case study is expected in August. The complementary education team is awaiting additional enrollment and cost data from the EQUIP2 Egypt ERP project to complete the cost analysis.
- Joe DeStefano and Audrey Moore met with Sarah Bouchie of CARE to discuss the possible inclusion of a case study on a Zambia HIV AIDs education model. It was agreed that CARE would provide the case study as cost share, with some financial support for administrative items from EQUIP2. This case study will be initiated in August.
- Joe DeStefano held meetings with EDC to discuss the possibility of writing a case study on the Zambia Radio Education program. EDC indicated that they are currently writing a case study and would be willing to share the findings with EQUIP2. Follow-up on the status of this activity will be done in the next quarter.
- Audrey Moore has been working with Graham White, whose organization collaborates with BRAC, to initiate a case study of the BRAC schools. The case study will do a comparison of the BRAC schools to the government schools using the same framework as the other case studies. The case study will focus on a specific region where BRAC works and utilize the expertise of local to collect government data.
- Audrey Moore and Joe DeStefano met with Dr. Wes Snyder to discuss the options and processes of creating a simple literacy assessment tool to allow the complementary education team to compare literacy between the government schools and the complementary models. EQUIP2 will collaborate with the Center for Linguistics to adapt their literacy tool being piloted in Ghana to other models. A meeting with that organization will be held next quarter to finalize next steps.
- David Balwanz began to develop a matrix of all complementary programs in Africa for the ADEA conference. He reviewed more than 100 programs and identified 20 “promising” programs that EQUIP2 could highlight at the ADEA conference. He is compiling overview information on all the programs for 50 African countries, including the number of schools and enrollment. David is also looking for hard data on students enrolled in Koranic schools. He is in the process of accessing more detailed information on each of the 20 programs and

establishing standards for differentiating between the models we chose and those that were not chosen to be showcased. We are also working to define the key characteristics of effective complementary education programs in order to attempt to define benchmarks for complementary education success. The ADEA conference will be held in March 2006.

- The Complementary Education team held their first meeting with the steering committee. The Complementary Education steering committee is comprised of Joe DeStefano (LCN), Audrey Moore (AED), Ash Hartwell (EDC), Jane Benbow (AIR), David Chapman (UMN), Sara Bouchie (CARE), Rebecca Winthrop (IRC), Wes Snyder (UMT), Yolande Miller-Grandvaux (USAID), Jim Hoxeng (USAID), Seema Argawal-Harding (USAID). Discussions centered mainly on the literacy assessment tool and updating the committee on accomplishments to date.

### ***Improving Educational Outcomes and Management Efficiency in the Context of Decentralization***

The 1<sup>st</sup> Decentralization Steering Committee Session was held during the June 8 EQUIP2 Quarterly Meeting. Members of the committee are Don Winkler (RTI), Boon-Ling Yeo (RTI), Jim Anderson (MCID), Nina Papadapolis (Aga Khan), Ally Mack (MCID), Norm Rifkin (USAID), Rebecca Adams (USAID), Catherine Miles (USAID), Luis Crouch (RTI), David Plank (MSU), Joe Cohen (AED), Cheryl Kim (USAID) and Tom Lent (EQUIP2). Not all members were able to attend, but all have expressed interest in participating. Those present agreed upon the ground rules of the Committee, including the roles and responsibilities of the Steering Committee, Technical Working Group, and EQUIP2 Program Area Manager.

The objective of the decentralization program component is to improve the design and implementation of education decentralization programs to improve educational outcomes through four principle activities: 1) participatory research into decentralization programs and impact; 2) assessment of organizational development challenges in implementing decentralization; 3) development of an international community of practice to share experiences with decentralization strategies and practices; and 4) engagement with the national policymakers and donor community to improve project design and identification of appropriate indicators of success.

The research and policy questions include: What specific decentralization practices are being applied in USAID-supported countries? Under what circumstances can/does decentralization improve school quality? What are the most effective approaches to decentralizing different aspects of the education system? What practices effectively create systems of accountability and create strong incentives for performance? How can education ministry clients best be advised and assisted in developing their decentralization policies? A lot more needs to be known and disseminated on the reasons for decentralization, how it is done in different contexts, what systems need to be in place, and its impact and effects on access, quality, equity, and equality. What are the possible benefits and linkages decentralization has to different issues (transparency, accountability, democratization)? How does it relate to community demands, community resources, the private sector? What are the blockages and how to move forward? What do we know, and what do we do not know about decentralization?

Activities for the remainder of 2005 will be directed towards applying the decentralization workshop toolkit, developing working papers and policy briefs, developing a professional network on education decentralization, organizing and implementing decentralization conferences/brownbags/workshops, and developing an e-course on education finance. Future efforts to create or identify tools, approaches, parameters, best practices and lessons learned in the theme of decentralization should be of practical benefit and use for USAID officers, missions and other stakeholders.

A key element of the 2005 workplan was a regional conference on decentralization in Africa. Plans for the conference were developed, along with draft budgets and a proposed agenda, and possible sites and invitees. A proposal for this conference was submitted to USAID, but USAID organizational or scheduling conflicts will prevent EQUIP2 from hosting the conference during 2005. As a result of this decision, the EQUIP2 team is reconsidering the rollout of activities for the year. A structured communications strategy for decentralization had been developed as a lead up to the conference, incorporating a series of events, including a brownbag presentation, a featured issue on decentralization in the EQUIP Review, a video conference, and a web-based discussion of key issues. These activities will continue, but will be refocused in light of the cancellation of the conference.

Several policy briefs were finalized in this quarter after a full peer review process, editing, and printing. The decentralization workshop/ toolkit was applied in Namibia and additional lessons learned about integrating the process into a multi-donor environment.

### ***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. The third quarter was an active period for the information component, largely in preparation for EQUIP 2's involvement in the EGAT August training, and in USAID's deliberations regarding a results framework based more on select indicators. The work conducted included:

- Revision and substantial expansion of the Completion Rate analysis in conjunction with USAID's Tracy Brunette including a detailed comparison of Survival Rates versus Completion Rates as indicators of performance for fragile and transition countries.
- Completed, in preparation for a revised Dashboard presentation, literature of new approaches including Force Field Analysis, and graphic presentation approaches. These materials will be used in the upcoming EGAT presentation on Education Information.
- Completed the Final version of the School Report Card paper begun during the first quarter. The Final version includes process comparisons, additional samples of Report Cards in use, and a continuum of use and types.
- School Attendance, Process and Summary report. This Descriptive Paper outlines the issues surrounding Attendance tracking, its application in both software and forms, and outlines the process that Uganda is currently following to track School Attendance on a daily basis. Some elements of this work will be used for the EGAT presentation on Quality in Education.

- Data Mining for existing EQUIP 2 EMIS efforts. Leader staff have assisted in extracting data on the effect of three major inputs, Pupil/Teacher ratio, Pupil/Classroom ratio, and Pupil/Textbook ratio on school performance in terms of Retention, Survival and recently Drop-out. The same data will be used in the future to review academic performance. The cell sizes for this work exceed 6,000 schools per country and three countries have been analyzed—namely Uganda, Zambia, and Namibia. Emerging results will be presented at EGAT—significantly the data indicate “threshold” Pupil/Teacher ratios, which, if exceeded, result in effectively no educational improvement.

Following EGAT in August, we expect to modify, with CTO concurrence, some of the presented items and sharpen the use of analytic data from the data mining exercise.

## **Cross-Cutting Activities**

### ***HIV/AIDS and Teacher Absenteeism***

Stephanie Lehner continued to edit the paper on strategies for mitigating the impact of HIV AIDS and teacher absenteeism. The paper, written in collaboration with Brynja Gudjonsson, will be finalized in the next quarter. Stephanie Lehner and John Gillies will also meet with USAID staff member Joe Kitts to discuss the USAID policy agenda on HIV AIDs and how this research might contribute to their goals. This meeting is expected to take place in the upcoming quarter.

### ***Organizational Development and Donor Effectiveness***

The scope of research originally developed by the EQUIP2 team focused on the completion of a detailed review of the literature on “donor effectiveness”. Articles from major donors such as the World Bank, DfID, USAID, UNDP, and UNICEF were reviewed this past quarter, as well as reports from independent sources such as the Center for Global Development, AED, and publications from various universities. Based on this initial review, effectiveness was further defined in terms of: 1) aid effectiveness, meaning the international rhetoric and policy recommendations which frame the issue and lead to initiatives such as the MDGs and EFA/FTI; 2) donor effectiveness in terms of organization’s internal operating and reporting structures that may either inhibit or promote effectiveness; and 3) program or project effectiveness as it plays out in individual countries. Other themes that permeate the discourse on effectiveness are funding mechanisms, donor harmonization, capacity and ownership. The degree to which these themes can facilitate effectiveness on multiple levels will be investigated in the coming months. To date, the reviewed literature has been captured in abstracts and a table referencing themes from each article. An analytical framework is being developed to focus future research.

Another aspect of this work has included developing a case study of effectiveness. Based on a USAID project in Guatemala, this case study will explore the challenges of implementing external support to the education sector. A chronology of the case has been established, and a first draft is in progress. This case study will be presented at the USAID/EGAT conference in August.

## Obstacles and Proposed Solutions

The primary challenges faced by EQUIP2 in this quarter had to do with uncertainty around several key aspects of program management: funding levels and delayed obligation, cost-share criteria, and the cancellation of the planned decentralization conference. The challenge of finalizing a workplan in the absence of a firm funding level is not insignificant. While EQUIP2 had a degree of flexibility and a good pipeline, many decisions about how to expand the work and move into field trials were complicated by uncertain funding levels. The solution was to initiate work using several budget scenarios, with some activities planned in modular fashion (e.g. number of case studies, number of workshops, etc). In the end, a substantial reduction in funding from previously planned levels has required adjustments in planned activities and the role of some partners. The challenge is exacerbated by the difference in schedules – the workplan is developed in December-February while the funding levels were not finalized until June. EQUIP2 has addressed this challenge by developing multiple funding and programmatic scenarios.

Continuing discussions were held with USAID over the period on the criteria for allowable cost share contributions. A joint meeting was held with all EQUIP123 project directors and CTOs to review proposed cost share and determine allowability. As many of the proposals were not acceptable to USAID, the CTOs developed a set of guidelines on allowability. This is a continuing challenge, as a central project with an emphasis on research and advocacy, the EQUIP mechanism does not attract the kinds of cost share available in country level projects. Continuing discussions will be held with USAID to develop joint strategies for raising appropriate cost-share contributions.

The cancellation of the decentralization conference, which was the central point for decentralization activities for the year, has resulted in reprogramming and rethinking how to achieve the goals for the year.

## Financial Summary

Type of Expenditure	Current Quarter Expenditures	Total Expended	Obligated Balance Remaining
Core Funding	348,830	2,544,256	
Federal share	337,708	2,484,986	1,585,277
Recipient share	11,122	59,270	
Total cost share %			

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

**Summary:** The second quarter of 2005 was another intensive period for implementing existing associate awards and in responding to new requests. EQUIP2 signed one Associate Awards this quarter, and submitted another for review. The **Guatemala Social Investment and Policy Dialogue** project will accompany the MOE and the broader educational community in their efforts to create a new fiscal, legal, policy, institutional, and civic framework to achieve the educational goals of Guatemala. Carolina Nieto, the CoP, will be fielded to Guatemala in July.

This project is a follow-on to the previous EQUIP2 Guatemala Education Finance Policy Dialogue Associate Award. The **Georgia General Education Decentralization and Accreditation project** was submitted to the USAID/Georgia mission in late June. The main focus of this project is to institutionalize the education decentralization process in Georgia and establish an accreditation system for K-12, vocational education and higher education. A pre-award strategy team consisting of Dr. Wes Snyder and Jerry Wood will be fielded to Georgia in July. EQUIP2 also anticipated the arrival of three additional associate awards next quarter: El Salvador, Yemen, and Sudan.

## **Existing Associate Awards**

### ***Education Policy and Data Center (EPDC)***

The Education Policy and Data Center was able to fulfill several key objectives during the past quarter. The Center continued to make headway towards our goal of producing country profiles for 84 IDA countries by collecting data from Census reports and other household surveys. Production techniques of the Country profiles were shifted towards creating an access database that would allow for automatic updating of all country profiles in the database. The Center focused primarily on two research projects during the quarter. The first project is being completed jointly with the GE Foundation to provide the data and analysis to inform the foundation's international giving strategy focused on early childhood, primary, and secondary education. The second research project is the creation of a new report projecting when 70 poor countries will reach universal primary access and completion and identifying disadvantage populations. Data collection for this activity was initiated this quarter.

Planning for the next phases of the project, the EPDC presented a draft proposal for the Data Compiler in collaboration with Aguirre International. The EPDC has completed the redesign for the EPDC database to support Version 2.1 of the site, which will be launched in the next quarter. Using a series of data quality and validation steps and tools, we have continued to upload new data to the EPDC database. Finally, the Center is in the process of designing a web-interface with the country profile database, which will allow users to create customized Country profiles based on their own needs.

### ***Egypt Basic Education Program (ERP)***

The core focus of the ERP project in the third quarter of 2005 was the development of an integrated multi-dimensional Annual Work Plan for Year 2 of the program. The work plan development process included bringing together technical staff from all seven governorate offices with ERP headquarters staff, developing a vision for Year 2, working on the content of the plan in various theme groups (Standards, Community Participation, Decentralization, Professional Development, and Monitoring & Evaluation), writing a draft plan, vetting the plan and receiving input from the Ministry of Education; Governors, GEACs (Governorate Education Advisory Committees), and other partners; and sharing the plan with the Minister of Education for his feedback. The result was a clear plan of strategic interventions for Year 2, which was delivered to USAID on June 30, 2005.

In addition to the focus on the annual work planning efforts, the Education Reform Program conducted the following key activities: the National Forum for Educators; the completion of data

collection in the governorates of Beni Sweif, Minia, Qena, and Aswan for the Community Youth Mapping activity; the establishment of a Supervisors' Network and a series of workshops for supervisors involved in standards-based reform; and the development of a *Statement of Agreement on Cooperation and Collaboration between FOER/ERP and FOEP/HEEP*.

### ***Ghana Basic Education Comprehensive Assessment System (BECAS)***

Activities under the BECAS project focused on preparations for the national implementation of the National Education Assessment, which will be completed in July. Activities in April centered around analysis of the NEA and SEA pilot tests and revision of the items in the Math and English tests. Based on results of the pilot tests, it was determined that new items needed to be generated for the final NEA. As a result, a three day item writing workshop with the technical working group was held in Koforidua to write new test items. In May, Eric Smith traveled to Ghana to assist the team in completing the item bank and training the BECAS staff in its use. Bess Long, BECAS project manager created practice tests for students so that teachers could begin to prepare students for taking the tests – particularly how to complete the test answer sheets.

Activities accelerated in June as the implementation date for the NEA quickly approaches. The BECAS team trained 480 test administrators across Ghana; EARC began to print the answer sheets; the test booklets were sent to print; and BECAS staff began to prepare the test bags for delivery to the regional offices. Wes Snyder, Diane Fladmo, and Audrey Moore traveled to Ghana in June to assist with final preparations for the test administration. The SOW for the consultancy focused on finalizing the tests, conducting a strategic planning workshop with BECAS, CRDD, and partner staff, M&E Analysis, and completion of the draft continuous assessment draft. The NEA will be implemented in Ghana the week of July 11, 2005.

### ***Guatemala Education Finance Policy Dialogue***

In March, the EQUIP2 Guatemala Education Finance project was given a no-cost extension through June 24, 2005. By the close of the quarter, project staff had collected and analyzed 45 “success stories” from various parts of the broader educational community that illustrate the many efforts that are being made for education throughout the country. These success stories will be rolled out in the second half of 2005 with the support of local newspapers, radios and television, which has been made possible by a strategic alliance with key members of the advertising, publicity, financial and media communities. The idea is to inform and inspire other Guatemalans and the multiple sectors of society and multiple layers of government to do more for education. 25 interviews were conducted with leaders from different walks of life in Guatemala in order to see what “arguments” are most convincing to them in investing more in education.

In this quarter, Jorge Lavarreda, director of CIEN, a local partner organization, and recipient of a research grant by the Project, presented his findings on macroeconomics and education finance to various groups and decisions makers, including the multi-sector Vision Education group, and the social cabinet, presided by the Vice-President. 6 discussion papers on education finance were developed that will also be rolled out in the 2<sup>nd</sup> second semester. All of these products will guide our social communication, social marketing, social mobilization and advocacy strategy. In the second semester of 2005, the project will integrate the success stories, the elite survey, the discussions papers and the research to develop a series of presentations and advocacy kits to

influence the budget processes of 2006-7-8, to be used in the mass media, and to promote investment in educational goals. Up until now, the missing link for all of this has been the educational goals from the *Visión Educación* process, released in July 2005.

Inroads were made with Congress. The project assigned a consultant, Saul Morales, an expert in public administration and planning with experience in health and education reform, to work directly with the Commission of Education in Congress. This started when the President of the Education Commission asked the project to provide orientation and technical assistance on education issues, educational reform and education laws in other countries. Since then the demand has expanded to include the Commissions of Health and Finance as well as the *Junta Directiva* of Congress. The project is allying with PHR+ to develop a social investment advocacy strategy with Congress.

### ***Honduras Improving Student Achievement Project (MIDEH)***

The activities carried out under component 1 of the MIDEH project (Standards, Evaluation Criteria, and Testing) during the project's third quarter (April – June 2005) have focused on continued development, external review, revision, and completion of standards for Math and Spanish Language grades 1-6 (with the out-of-scope addition of standards for kindergarten grade); and, test specifications and item development for the purposes of assembling forms of the monthly process or formative tests for all process tests in Math and Spanish grades 1-6.

To ensure sustainability and more appropriate technical quality of the standards, the MIDEH team has conducted review meetings in all 18 departments together with other stakeholder groups including the SE, unions, donor community, ONGs, alternative education groups, universities, and others. The test specifications and item development process is contingent upon the final version of standards, so while work continues to progress in the area of testing, we are mindful of the fact that we will have to carry out additional review of work already carried out in light of possible changes in standards.

Component Two (Decentralized Technical Assistance and Training) activities continue to progress at a rapid pace. ANEDH and the MIDEH team have been working to support the SE in their requests for assistance within and beyond the MIDEH project. The project 3<sup>rd</sup> quarter has focused on extensive training in focused schools where indicators have been identified as in need of significant improvement. Extensive materials design has taken place. Training has also taken place among students of the training colleges and among school tutors. Meetings have been held to facilitate dialogue between teachers of 1<sup>st</sup> grade and K grade teachers, as well as meetings with stakeholder organizations such as CIARH, CEEDUCA, and SAT. MIDEH-ANEHD has also continued to carry out its monthly evaluation meetings in all departments and has conducted 3 regional evaluation workshops. Planning is well under way for the teacher exchange visit to introduce Honduran educators of Spanish language to innovative techniques being employed in Mexico. The John P. Kennedy Foundation, with extensive support from MIDEH-ANEDH completed its organization of the training workshop on strategies for inclusion of students with learning disabilities, and the development of modules to be used in the training. The Foundation contracted with a local consultant in Tegucigalpa to liaise with the SE, ANEDH, and other groups in all of its organization work and adaption of training modules to the Honduran context. The workshop will be carried out during the project 4<sup>th</sup> quarter.

The first study under Component 3 (Research on Alternative Education Systems for Grades 7-12) has completed much of the work scheduled for this component of the project. Most of the required data has been collected, entered into the component database, cleaned and analyzed. Results are now currently being determined. Plans are being made for a presentation of results to the broader educational stakeholders in Tegugicalpa in order to obtain feedback on the implementation of results suggested by the study.

Component Four (Civil Society Participation in Education) established a consultative technical committee of key members from stakeholders in Honduran education, and created a work plan and budget for the next quarters. It has defined a draft plan for the dissemination and deliberation of standards and testing at the national level and potentially in each of the 18 departments. Such plan will clarify the integration of concepts of standards and testing within the broader vision for educational transformation in Honduras.

### ***Jordan ERfKE Support Project***

The Jordan ESP project accelerated activities in this past quarter, spending more than \$2 million in three months. Both the new CoP Dr. William Darnell and the new DCoP Jeffrey Coupe assumed their new positions in Jordan and began to hire additional staff including the M&E Director, the Coordinator for Pilot Projects, and several junior staff positions.

Under the Early Childhood Education component, the quarter was highlighted by the inauguration of the first four kindergartens, which was led by Queen Rania. The inauguration was widely publicized and attended by the project, USAID, and MoE personnel. Renovations for the kindergartens in clusters 1 and 2 were also completed this quarter and renovation plans were developed for clusters 3-4, along with a development plan for one of the literacy centers. The kindergartens were also visited by U.S. Secretary of Education Spellings on May 25. ECE staff also conducted several training workshops for kindergarten teachers in the past quarter.

The Youth, Technology and Career component was equally busy in the past quarter initiating major activities with the Discovery schools, JEI schools, and the Queen Rania Center. On May 17, Eric Rusten and Mayyada Abu-Jaber, gave presentations on the COW and Discovery School pilot projects at the In Classroom Technology session at the JEI Annual Review conference.

ESP/YTC project implementation was integrated within component 2 ERfKE under the leadership of the Secretary General and a committee has been established to ensure that ESP/YTC is effectively aligned with ERfKE activities. MoE conducted three workshops to review the ESP/YTC work plan and assign MoE staff from each of the concerned directorates to work with ESP/YTC. The ESP staff in Amman and DC prepared the technical section of the e-Learning RFP. AED technical and contract staff in Washington DC prepared the final RFP. An e-Learning MIS review panel was formulated by the Secretary General. The panel included 3 people from the MoE and 3 from the ESP/YTC. The draft e-learning RFP was shared with the MoE evaluation panel for review and comment. The ESP/YTC team, with help from the MoE, finalized the RFP for the MIS-Online e-Learning system. On May 25 the RFP was distributed to the following six firms: Minhaj, Rubicon, KITAB, LKD, JAID and Untitled Studios. A bidders' conference was held on June 1 to enable the firms to ask questions related to the RFP. MIS-

Online proposals from each of these firms were received on June 22. The evaluation of the bids was finalized by the evaluation team in Jordan and sent to AED staff in DC for assessment. Two firms, Minhaj and JAIDA were selected as providers of the best proposals. A best and final process will lead to a final decision about which firm to award the MIS-Online contract to in late July.

MIS supervisors under YTC team management initiated a national MIS needs assessment as part of ESP's M&E program for 16 centers teacher training centers (schools). A need assessment questionnaire and class observation checklists were developed by MoE staff and the YTC team. With MoE staff, ESP/YTC identified 16 locations across Jordan that will be used as teacher training centers and as focal sites for MIS Communities of Practice. A training workshop to establish the Community of Practitioners was conducted. The final need assessment questionnaires were collected in May 2005. Statistical analysis was conducted on the results of this assessment by two supervisors and the layout and framework of the report was developed by a local statistics consultant from the University of Jordan. A Technology visioning and planning workshops were also conducted by the Technology Committees (established by the YTC team) at the COW schools at Salt and Karak with teachers, students and principals from schools along with staff from MoE Amman. MoE and YTC staff carried out introductory visits to 3 of 4 COW schools in the three regions of the country, April 7.

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

The purpose of the Malawi Associate Award has been three fold:

- Strengthen EMIS in Head Office to allow timely reporting of statistics;
- Provide policy level Sector Analysis support to the MOE—specifically creation of a “National Education Sector Plan” and “Policy Discussion Papers.”
- Support to Higher Education planning and budgeting

The third activity ended in December 2004, but has been supported informally by AED's lead consultant. Formal project support for that has ended. In May, we were notified that funding for the Award would be reduced by almost \$500,000 and therefore the second part of the work has been ended, however both products listed have been created and circulated prior to the departure of the Senior Policy Advisor—Dr. Upali Sedere in June, 2005.

With the assistance of some \$50,000 from DfID to support the Annual School Census, the EMIS effort for 2005 has remained on schedule and, as of June 30, 2005, approximately 75% of the field work for primary and secondary schools was completed. The underlying ED\*ASSIST software has been modified to accommodate changes to the 2005 Questionnaire, and data capture is expected to begin in July. The target date of released 2005 primary and secondary education data remains mid-November 2005—just as last year.

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

Mali Regional Action Plan Decision Making Program (RAP-DM) team presented its draft work plan to an Education Decentralization Support Office-Office of Planning and Statistics team (CADDE-CPS ), which was working on the consolidation of the central and regional-level

Education Sector Investment Program (PISE) action plans. The result of this meeting was the identification of action plan activities that would be supported financially by the RAP-DM program. During this quarter, the RAP-DM fully integrated its work into the ongoing efforts of the Ministry in the area of devolution of responsibility and decentralization. At the end of March, the Ministry asked the RAP-DM to assist with the positioning of donor funding. The donor funding exercise was done over the period March 28 to April 14. A draft report from the funding exercise was sent back to the donors for comment. Donor comments and suggestions were taken into account in the Budget Programming document. This exercise contributed to the devolution of responsibility to the regional and local levels in the following ways:

- Sources of financing were organized by category, thereby avoiding the double-counting of funding that was destined to implementing agency staff and operations costs;
- Donors mastered the methodology of categorizing donor funding by type of funding;
- Specific constraints/conditions linking to sources of funding were understood and taken into account.

### ***Namibia Basic Education Support, Phase 3 (BES 3)***

During this quarter program activities under BES3 have continued in the three main areas of Learner Assessment, Information Management (HIV AIDS) and Decentralization, and Teacher Professional Development. Activities.

In April and May, a Grade 4 assessment tool was developed to measure learner performance outcomes in the three core subjects of math, science, and language and piloted in a sample of schools. Working with assessment specialists at AIR, the BES 3 team and Dr Bill Fanslow analyzed the results of this pilot and started planning for the administration of the assessment tool in a full sample of schools in September. In June, the project received funding through PEPFAR to develop a program to support OVC in schools. Data from the baseline data collection on OVC has been used to select target areas most affected by HIV/AIDS. A study was carried out to evaluate the impact and effectiveness of various grant programs in previous years, which will inform the development of grant programs under PEPFAR in the coming year.

An EQUIP2 decentralization workshop was held in May, facilitated by Joe Cohen and Punday Pillay (RTI/South Africa) on behalf of EQUIP2. The workshop involved 60 members of the Ministry of Education, officers from the Ministry of Regional, Local Government and Housing and other stakeholders from all levels of the education system. The BES 3 coaching and writing consultant, Audrey Fielding also facilitated workshops with teachers and advisory teachers to develop skills in using supplementary reading materials in the classroom.

The BES 3 steering group meeting took place on 19<sup>th</sup> May. The new Minister and Deputy Minister of Education attended the meeting. This was an opportunity for the project to report on progress so far, and to engender support for project activities planned during the second half of the year. Finally, Inservice workshops, and cluster and circuit support team workgroups, together with teacher/principal/parent conferences worked to improve the teaching/learning of math, language and science in primary schools.

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

**CLASS**

The third quarter of 2005 was filled with both accomplishments and challenges. Sixteen of eighteen construction/renovation sites in the first phase were inspected during this quarter. A detailed list of remaining modifications and work was made at each site with PAEM's consulting engineer and the construction firm. On April 12, one of the sites, the CEM of Karantaba in the region of Kolda, was inaugurated by the US Ambassador Richard Roth, as part of his visit to the Casamance. Also attending the inauguration was the Minister Delegate of the Ministry of Education, in charge of National Languages. Construction work also began at 8 of the remaining 12 sites from the last week of April until the end of May. There was a delay in beginning work at Bassoul because of a long standing dispute between two of the communities. PAEM organized a mediation meeting, which successfully resulted in the construction firm being able to begin work at the end of May.

In addition to construction activities, many of PAEM's target communities carried out activities to improve the school environment. On June 17, a group of American soldiers visiting Dakar, lent a hand in Diaoulé to help the community plant over 300 trees in and around the middle school. The community contributed 158 plants, that it had already grown from seedlings, and the regional forest service contributed another 162 young plants as well as shovels and watering cans needed for planting. The community of Diaoulé has agreed to ensure that the plants are watered and taken care of so that they can embellish and protect the middle school's environment.

An action research pilot activity began in quarter 1 and was completed this quarter. It involved 4 middle schools in the region of Fatick (Diakhao Sine, Diöhine, Loul Sessene and Thiaré Ndiougui) and had 3 objectives: (1) Contribute to capacity building of academic and administrative staff of the target schools by providing them with tools for the identification of problems and the development of solutions; (2) Develop plans for activities that would improve the performance of teachers and students; and (3) Identify lessons learned from the experience and see how and whether similar activities could be carried out in other schools in order to support the development of school improvement plans.

Several Quality Circles to discuss the action research activity and results was organized in various regions in June to bring the various teachers and principals of Diakhao Sine, Diöhine, Loul Sesséne and Thiaré Ndiougui from the region of Fatick together to show the results of their work to regional and central officials and actors. Their presentations provided over 60 Dakar participants with a detailed view of the problems confronting many rural middle schools. Additional activities this quarter included continued action on scholarships for girls and training for community members around the construction and renovation activities.

## **SITT**

Earlier in year two, PAEM worked with Ministry of Education staff to develop performance standards for teachers and principals. In order to develop training modules based on the standards, two teams of materials developers were formed, after a competitive search, and each team agreed to a schedule of deliverables over a period of two months. During this quarter, the teams worked both independently and together to draft 4 modules for each target audience, teachers and principals. Seven school management committees in the region of Fatick participated in a training program to pilot test one of the training modules developed for SMC members. After the training was completed, with the active participation of committee members, some of them in their first training program related to the school, a follow on mechanism was put in place to help each committee put some of what they learned into practice. The regional trainers returned two times to help each committee plan specific actions as a result of the training.

In preparation for the AGOA conference, to be held in Dakar in mid-July, and for campaigns to seek additional partnerships, PAEM prepared a dozen posters, in French and English, to provide vivid descriptions of the type of activities being carried out and the impact they are having on rural communities. The Project also worked with a Senegalese journalist to plan the development of a 15 minute film that can be used for promotional purposes. A small film crew travelled to two regions, Fatick and Tambacounda, to film interviews with regional and community partners, principals, students, teachers and parents. This film will be prepared in French and English versions in July.

### ***Uganda Support for Education Management Information System (EMIS)***

The purpose of the work has been the strengthening of the Ministry of Education and Sports EMIS efforts, with the addition of Geographic Information System (GIS) mapping capacity, nation-wide. During this quarter, AED and its subcontractor, AFRICON, completed the mapping of 570 Teacher Coordinating Centers (for primary school in-service teacher training); creation of a large number (1,000) of new maps for every District and County (which are being shared with every one of the 400 legislators in Parliament); expansion of the education indicators being tracked by three and formally included in the EMIS system--namely Completion Rate, Survival Rate, and District level examinations results; development of a District level analysis and monitoring system called "District League Tables;" and provision of detailed, intensive training in GIS maintenance for Planning staff at the MOES. We expect to have an extension of activities through November 30, 2005 to allow more time for these new capabilities to be absorbed within the Planning Unit in Head Office, as well as by District DEOs, and Planners.

### ***Zambia: Improving Information and Strengthening Policy Implementation***

The third quarter of fiscal year 2005, April – June 2005 marked the beginning of the second year of EQUIP2/Zambia (EQUIP2/Z) implementation. This milestone provided an opportunity for project implementers, USAID/Z, and MOE to reflect on the structure of the project and direction of project activities. The process began with a three-day retreat that included all local staff, five technical assistants, and members of the USAID/Z education team. The retreat was an opportunity to clarify project objectives, lines of communication, structures of supervision, and expected long term results for the project overall and each component.

Several key activities related to institutional management were completed this quarter. The team facilitated the 2005 MOE National Annual Work Plan and Budget to obtain final approval from USAID/Z; they helped manage the refinement of core MOE indicators; reinvigorated and facilitated MOE Top Management Team meetings, which the Minister of Education now chairs; created, printed, and distributed a Ministry-wide timeline of annual recurring events; and continued facilitation of key MOE committees and task forces, resulting in essential MOE actions;

The Zambia team also sponsored a policy workshop to improve the analytical abilities of central and provincial MOE planners in multiple directorates. This activity led to the production of three policy briefs, the first of which has generated substantial MOE debate about the feasibility of extending Free Basic Education to grades eight and nine.

In terms of integrated information management, the team made substantial progress in completing the first national *Statistical Bulletin* in ten years, providing data tables to inform key

policy and planning decisions; improving the efficiency and quality of annual school census data collection and processing, thereby building MOE capacity to manage the process in the future; and procuring and configuring computer hardware and software to decentralize Ministry communications and analytical capacity in provincial MOE offices. The team also compiled lessons learned on continuous assessment from regional study tours to improve the development of continuous assessment materials and procedures. Team members also supported the completion of technical and stakeholder activities for approving grade five assessment guidelines and schemes, including the refinement and validation of assessment specifications, all of which were prerequisites for the development of assessment materials; supported the procurement of seminal assessment texts for ECZ personnel who are leading the development of continuous assessment activities; and helped lead the design of the sampling frame and activities to pilot continuous assessment materials.

Finally, the Zambia project began to generate more awareness inside and out of the MOE about the successes of Phase I HIV/AIDS workplace programme efforts; catalyzed a process by which the MOE clarified its administrative structure for HIV/AIDS efforts, including housing the HIV/AIDS unit in the Directorate of Human Resource and re-aligning MOE staff; strengthened collaboration with a breadth of key HIV/AIDS stakeholders; and prepared for Phase II sensitisation and mobilisation planning.

## **New Associate Awards**

### ***Guatemala Social Investment and Policy Dialogue (SIPD)***

This USAID-funded project will accompany the MOE and the broader educational community in their efforts to create a new fiscal, legal, policy, institutional, and civic framework to achieve the educational goals of Guatemala. The project includes the generation of a short, medium and long term investment plan; the identification of model finance and investment strategies at national, Departmental and Municipal levels; creating a consensus platform of legal, institutional and policy reforms that facilitate more effective and greater education sector investment; and supporting the MOE in its efforts to improve administrative and financial management for transparency, accountability, efficiency and effective decision-making.

### ***Georgia***

The central objectives of the GEDA project are to: (1) develop a national strategy and action plan to implement the decentralization program for general education; (2) assist in establishing of regional bodies of educational management – the Resource Centers; (3) assist in the implementation of reforms at the regional level; (4) help develop and institutionalize an accreditation system for general, vocational and higher education institutions; and (5) build the capacity of the MES in such areas as education administration, financial management, and training in order to sustain the decentralization and accreditation programs.

## **Anticipated Associate Awards**

- Sudan

- Yemen
- El Salvador