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Educational Quality Improvement Program
Policy ▪ Systems ▪ Management

Quarterly Report July to September, 2006



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, July to September 2006

The quarter ending September 30, 2006 includes work done in July, August and September 2006. During this period, EQUIP2 emphasized work in decentralization, complementary education, school fees, and the generation of cost-share for the Leader Award. The Decentralization team held three video conferences; the complementary education team began disseminating findings from the nine-case cost-effectiveness study; the school fees team completed a comprehensive literature review and met with USAID to determine next steps for future research; and the EQUIP2 team participated in a public-private partnership conference. EQUIP2 also received and responded to a new Associate Award for Liberia. The details of all activities are provided below.

Specific Activities this Quarter

Program Management

Project management efforts in this period were focused on accelerated implementation of activities, budget planning and management, and preparation for up-coming events. Highlights included:

- The EQUIP2 Director participated in meetings with USAID CTOs and members of EQUIPs 1 and 3 to discuss, plan, and review the scope of work for the USAID mid-term evaluation. The purpose of the mid-term evaluation is to inform decisions about the continuation and use of the EQUIP LWA mechanisms and adjusting EQUIPs as needed for the future.
- The EQUIP2 team held a retreat in Harper's Ferry in August 2006 to begin workplan discussions for 2007. The team brainstormed ideas on how to restructure the internal

operations of the teams, improve communication strategies (both internal, and external), and prepared for the Quarterly meeting, to be held in October 2006.

Highlights of program accomplishments, described in more detail in the main report, include:

- Joe DeStefano (CCFS) and Luis Crouch (RTI) completed the final draft of the revised Education Sector Reform paper and presented the findings at a USAID Brown Bag seminar
- The EQUIP2 Complementary Education team of Joe DeStefano (CCFS), Audrey Moore (AED) and David Balwanz (AED) conducted a brown bag seminar at USAID on August 17, 2006.
- Joe DeStefano (CCFS) represented the EQUIP2 Complementary Team at a meeting on Alternative Approaches to Schooling, hosted by the IIEP.
- Tom Lent and Don Winkler managed two preparatory video conferences and the first of four videoconferences for 100 participants from five countries.
- As part of AED's cost share, the Conference Board Business and Education Partnership Conference was held on September 11-12, 2006 with over 200 representatives of corporations, government, and NGOs.

Cost-Share Activities

EQUIP2 cost share activities for the quarter included an international conference, co-sponsored by AED and the Conference Board, on the topic of Business and Education Partnerships. The two day conference, followed by a workshop managed by EQUIP2, had major sponsorship by Hewlett Packard, INTEL, and Merrill Lynch. It highlighted a number of successful strategies for public private partnerships in education.

A joint collaboration with the World Bank Institute for designing, supporting, and implementing a series of four video conferences on decentralization in Africa was initiated. The WBI contribution is donated professional time, production facilities for CDs and learning tools, in-country facilitators, and the GDLN network in five countries and Washington DC.

EQUIP2 Communications

During the third quarter of Project Year 2006, the EQUIP2 Communications Team has focused on outreach and systematizing lessons learned from the past two years. In July, Communications Manager Ryan Goldman presented successful strategies, best practices, and resource utilization methods to 12 Associate Award representatives at the first EQUIP Communications Workshop in Johannesburg, South Africa. The workshop is now being broadened by the EQUIP Communications Working Group and adapted to serve a more general USAID audience. It will be presented to Latin American EQUIP Associate Awards and interested USAID staff, partners, and project staff in Antigua, Guatemala early next year.

In July, Audrey Moore and Joe DeStefano presented their conclusions on the nine case studies highlighted in the Meeting EFA series as part of the EQUIP2 brownbag series at USAID.

EQUIP2 also presented findings from research on Education Reform Support (ERS) in August as part of the EQUIP Seminar Series at USAID. At this event, Joe DeStefano presented a draft EQUIP2 technical paper and Ash Hartwell, Mary Joy Pigozzi (AED), and Victor Young (CCFS) presented methodology from various development perspectives, details of which can be viewed online at <http://www.equip123.net/webarticles/anmviewer.asp?a=486&z=24>.

In September, AED hosted the Conference Board's first Business and Education Conference: Public-Private Partnerships in Education. This conference, sponsored by Merrill Lynch, Hewlett Packard, and Intel, was attended by approximately 200 professionals from the corporate, government, and nonprofit sectors. The EQUIP2 Communications Team will soon publish a detailed proceedings from the conference, which will capture lessons learned by and guidelines for all three sectors.

In support of the Decentralization Steering Committee, EQUIP2 Communications is assisting development of the Accountability, Governance, and Quality of Decentralized Education in Africa series in collaboration with the World Bank Institute and the British Council. The first two of six scheduled videoconferences took place in September, and the final four, as well as a series of intersession activities in Ethiopia, Ghana, Kenya, Uganda, and Zambia, are scheduled for next quarter.

In support of the Complementary Education Steering Committee, EQUIP2 Communications will soon publish the final EQUIP Case Studies in the Meeting EFA series, including reviews of models in Zambia, Bangladesh, Afghanistan, and Guatemala, as well as present findings from the full course of research over the past two years in an EQUIP2 Working Paper entitled *Meeting EFA: Reaching the Underserved through Complementary Models of Effective Schooling*. A new EQUIP2 Issues Brief and an EQUIP2 Policy Brief will also accompany the Meeting EFA series. The full list of EQUIP2 Leader Award products can be found at <http://www.equip123.net/webarticles/anmviewer.asp?a=21&z=24>. All new EQUIP2 publications are submitted to the Development Experience Clearinghouse in compliance with USAID accessibility and marking requirements.

From July to September 2006, the EQUIP website accumulated its second-highest quarterly total of hits at 687,413, including a monthly record of 8,475 average hits per day in September; its second-highest quarterly total for visits at 68,809, including a monthly record of 19 minutes and 39 seconds average visit length in September; and its second-highest quarterly total of unique visitors at 36,610, including a monthly record of 12,780 first-time visitors in September. The EQUIP2 portion of the website is located at http://www.equip123.net/equip2/index_new.html.

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

Work for the Complementary Education team focused on initiating new research and implementing the communications strategy to disseminate existing case study findings.

The EQUIP2 Complementary Education team is currently developing two new papers that provide more in-depth analysis on the issues of school effectiveness and policy implications. The first paper, initially drafted by Stephanie Lehner (AED) was focused on how

Complementary Education programs more effectively recruit, retain and train teachers. However, after reviewing the initial draft, the team shifted the focus of the paper to school effectiveness and how complementary models more effectively create an opportunity to learn for students. The paper argues that complementary models use resources in different ways – investing in the supervision of teachers, in-service training, and time on task to produce better learning outcomes for students. Carolyn Pugliese and Arushi Terway, with support from David Chapman (UMN) will finalize a draft of the paper for peer review by November 2006.

The second paper, being drafted by Joe DeStefano, expands on the policy implications originally presented in the Complementary Education synthesis paper. This paper elaborates the policy implications related to how governments work with complementary education models, and the ways that policy can shape the playing field for non-governmental provision of basic education in areas such as teacher training, curriculum, language policy and location of schools. The paper discusses ways to improve the effectiveness of schools and how low cost, politically feasible, but potentially high impact policy changes such as the flexibility of school day and calendar (local decision-making); limited, focused curriculum, especially in the early grades, with teachers who are trained specifically to facilitate literacy acquisition; and proactive partnerships with NGOs and communities contribute to effective schools.

A third paper on education finance and sustainability is under development by Audrey Moore. The structure for the research will be completed in the following quarter.

Finally, the EQUIP2 Complementary Education team held several presentations and brown bag seminars this quarter to disseminate results of the 2006 case study research. Joe DeStefano and Audrey Moore presented the findings from the synthesis paper at a USAID Brown Bag seminar in August 2006. The meeting was attended by more than 25 EGAT staff members, who contributed to ideas for expanding the research in 2007. Joe DeStefano also presented findings from this study at an IIEP meeting in Paris in September 2006. Additional presentations to the Council for Foreign Relations, Interaction, SID, and SAVE are planned for October – December 2006.

Feedback from the USAID brown bag seminar led the Complementary Education team to conduct a literature review of Secondary Education programs in developing countries along with the range of complementary models currently active in secondary education. The research will lead to the development of a concept paper for researching Complementary Education models in secondary education. This research is likely to be a focus of activities for 2007.

Improving Educational Outcomes and Management Efficiency in the Context of Decentralization

In this past quarter, the EQUIP2 Decentralization Working Group together with the World Bank Institute and the British Council launched the Distance Learning Course on *Accountability, Governance, and Quality of Education Decentralization in Africa*. Over 100 participants from 5 countries in Africa - Kenya, Ethiopia, Ghana, Uganda and Zambia - are exploring how and under what conditions and contexts decentralization has led to real improvements in education system performance. Participants represent the different levels of the government, civil society, NGOs

and the donor community, and are learning about decentralization theory and practice while sharing knowledge and experiences from national, regional and local stakeholders across the five countries. The program consists of:

- 4 videoconferences reinforced by modules and materials produced by renowned experts in the respective themes;
- facilitated, in-country and cross country discussions and problem-solving over the 4 month period;
- “inter-sessions” in the weeks between video conferences with discussions, activities, readings, research, mapping exercises and writing;
- and a Capstone Event in early 2007 (March) that brings together the experiences, lessons learned, instruments, research/studies, policy briefs and materials from the preceding process – pending interest and funding.

The team initiated two successful “zero” videoconferences with the facilitators in each country and the coordination team in Washington in July and August 2006. A brochure was distributed to promote the course, and the team produced a facilitators’ guidebook to support individual and group learning that helps build on and sustain learning from the video-conference series. Prior to the first videoconference, the team provided participants with the first module, *Quality Education in a Decentralized Context*, on a DVD/CD Rom. Participants worked in groups in their respective countries to review the module and then came together at the first video conference to discuss the materials. The interchange among the countries was substantive, fluid and insightful and the team experienced minimal technical/operational difficulties. More importantly, a dialogue across countries was developed on real issues that people face in decentralization, and the approaches that they find useful.

The second videoconference will take place October 26, with supporting materials on *The Supporting Environment for Quality Decentralized Education*; the 3rd, *Accountability and Governance in Decentralized Systems*, on November 9; and the 4th, *Restructuring Ministries for Effective Systems Reform*, on December 7, 2006.

The expectation from this video conference series is that the course and learning process will generate new insights for policy and practice in each country and the region so that present and future efforts in decentralization result in better education system performance, improved schools and higher learning outcomes. The course will seek to build up a community of practice, network and system of mutual support. Participants will be able to see and make the linkages between governance, accountability and decentralization to educational quality.

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

The Data component will be incorporated into a new broad category of EQUIP2 leader research focused on education reform and donor effectiveness. Over the past six months, John Gillies and Audrey Moore have continued to develop and refine tools to measure and support education reform. This has included an initial emphasis on Monitoring and Evaluation as a core program support function – providing formative feedback for institutional development, capacity building, and policy reform. This work has been blended into the overall effort to define and support a

theory of change for education sector support, and an effort to measure and track system changes.

John, Audrey, and Jessica Quijada continued to conduct seminars on effective evaluation techniques for home office staff of Associate Awards. The techniques, drawn mainly from the EQUIP2 framework for evaluation, will help to create improved capacity to support evaluation on the EQUIP2 Associate Awards. The team developed a draft M&E plan for the AED/USAID Afghanistan HEP project, refined the new evaluation plan for the Georgia GEDA project, and developed and refined the system reform rubrics in Georgia and Jordan.

Maria Stephens (AIR) completed the final draft of the Learning Benchmark study. The report lists out the assessment activities, and the structure and intent of assessment protocols in 20 countries. The study is currently being reviewed by selected EQUIP2 partners and will be finalized in the next quarter.

Donor Effectiveness and Education System Reform

Joe DeStefano (CCFS) and Luis Crouch (RTI) completed the final draft of the revised Education Sector Reform paper. The paper updates and expands the original series, completed under the USAID ABEL project. A USAID Brown Bag seminar was held during the first week of August to present the draft report. At this event Joe DeStefano presented a draft paper and Ash Hartwell (University of Massachusetts), Mary Joy Pigozzi (Academy for Educational Development), and Victor Young (Center for Collaboration and the Future of Schooling) served as panelists and discussants.

A framework for education sector reform continued to be refined and revised, incorporating both tools for measuring system change and a refinement of the elements. A discussion was held with Dr. Beryl Levinger to explore options for research on scaling up and adoption of innovation, using the experience of Escuela Nueva in five countries as a basis. A draft paper outlining the factors influencing Opportunity to Learn is being completed by John Gillies and Jessica Quijada.

School Fees

The school fees research this quarter focused on finalizing the literature review and knowledge map and preparing for the online discussion activity. Building on a strategy session with USAID, EQUIP2 identified a series of concrete work products that would move the discussion forward: knowledge map, literature review, physical mapping of school fee issues, a historical review of private contributions to education, and a paper on school quality and school fees. Draft versions of all of these products were presented to USAID in August.

Karen Weiner and Suzanne Miric compiled more than 200 resources into a comprehensive literature knowledge map around school fees. The document synthesizes what is known about the impacts of removing school fees and identifies clear gaps where EQUIP2 research could make contributions in 2007. This document was shared with USAID in September for review and comments. Next steps will be articulated in October 2006.

In collaboration with EPDC, a series of world maps were created to show the prevalence of school fees and other economic barriers around the world.

Suzanne Miric also completed a short policy brief, which related education financing to family contributions and school fees, as well as a draft literature review. A draft of the policy brief is currently under review and will be completed in the next quarter.

The School fees team also met with USAID throughout the past quarter to plan and design the online discussion series on the Global Learning Portal. Progress was made in designing a web interface for the discussion, revising a series of framing questions and structuring the discussion to be engaging and meaningful, and to begin to identify possible moderators. The first online discussion has been postponed to January 2008.

Obstacles and Proposed Solutions

The challenges faced during this period were not really obstacles, but rather a growing recognition that the process of working on policy issues for a central project like EQUIP is similar to that faced in a partner country in terms of pace, deadlines, and non-linear movement. Indeed, much of the value of engagement at the policy level comes from the process of dialogue itself, opening and utilizing targets of opportunity. Delays reflect the particular challenges of working with high stakes policy issues – something that is common when working with Ministries and educational stakeholders around the world. A perfect example of this dynamic is the component on school fees – an activity that has moved slowly this year as EQUIP2 and USAID have worked to identify opportunities, to create some consensus about approach, and to clarify issues. The rather lengthy process of getting to agreement within USAID, and with the Bank and other stakeholders, about a role for USAID and a way to structure useful products, contributed to a sense of stagnation. At the same time, the delay has also allowed for greater input, discussion, and depth into the methodology and approach that might be used in the future. Similar processes have happened under the complementary education research and evaluation work – both of which ended up with deeper, more rigorous approaches to research and hence, important contributions to the field. The flexibility of CTO and other USAID stakeholders in allowing EQUIP2 team members to mold and contribute to the discussions has been extremely important in this process. This type of continued support will be critical as the team finalizes the scope of work for 2007.

The overall uncertainty about budget support levels for the year, which was inevitable given the reforms in USAID, has continued to inhibit or at least delay some commitments and planning. While EQUIP2 had a substantial pipeline, the fluctuation in planned obligations was a factor creating some hesitancy in making new commitments and finding staffing solutions when the work and team was overextended. The teams have started to restructure responsibilities for senior staff, so that they have more time to focus on writing; increasing the involvement of partners; and hired additional assistance/consultants to help complete the work. The new obligation for 2006 has assisted the team in the restructuring process.

Financial Summary

Type of Expenditure	Current Quarter Expenditures	Total Expended	Obligated Balance Remaining
Core Funding	\$363,925	\$4,019,042	\$2,089,666
Federal Share	\$350,804	\$3,931,796	\$1,531,620
Recipient Share	\$13,121	\$87,246	\$558,046
Total Cost Share %	3.7%	2.2%	36.4%

III. Associate Awards: Activities and Accomplishments, October to December 2005

Summary: The third quarter of 2006 brought another Associate Award to the EQUIP2 family. A request for application for the **Liberia Teacher Education and Training project** was received on September 28, 2006. The project will provide extensive capacity building to both around teacher development in Liberia. The proposal, which required a 24 hour turn around was submitted on time. Christopher Ashford will lead a design team to the field to finalize design in October 2006. The project is expected to be signed in early October.

Existing Associate Awards

Education Policy and Data Center (EPDC)

During the past quarter the Education Policy and Data Center continued to expand the new website and data system. The EPDC team completed several new additions to the website, building on the tools available for visitors. Users can now query and retrieve projections data on the new Search the Projections page. The team also developed a new page for the Education Projections model, which provides links to videocast training course with Babette Wils and allows users to download the model and required software. Finally, the EdPop Human Capital Projections model is now available on the EPDC website for over sixty countries.

The Center also achieved many goals in gaining wider exposure through various presentations/reports. The Center published the *The Untapped Opportunity: How Public-Private Partnerships Can Advance Education for All*, providing an update on the status of primary and secondary education in developing countries and an overview of the nature and role of public-private partnerships in education. The report was distributed at the Conference on Business and Education sponsored by AED and the Conference Board in September. During the conference, George Ingram facilitated a panel on EFA and Bidemi Carrol presented the findings of the report. Beyond AED, the Center continued its efforts to collaborate with other organizations. Babette Wils delivered a training course on the projections model to a group of education ministry officials at The Hague for MinBuza. Bidemi Carrol also presented on the EPDC at the Human Science Research Council in Pretoria, South Africa.

El Salvador

EQUIP2/ El Salvador made progress developing language instruction materials based on competencies for grades 1-6. Specifically, a curricular map developed by the EQUIP2 team was approved by the Ministry of Education (MINED). Textbooks for grades 1-3 were developed by a local team of language specialists. Additionally, a strategy to incorporate continuous evaluation

within the instructional materials as a tool for teachers to measure student progress is being designed.

In the second component, the team focused on strengthening school management. The team held an introductory meeting with 517 school community members -school principals, teachers and parents to present the activity and to recruit voluntary members from the school communities. By the end of August, 615 school community members were recruited and trained in the first training session of a series to coordinate the strengthening of school management plans.

Finally, in the third component, EQUIP2 made progress on the National Education Accounts (NEA) model by increasing MINED awareness of capacity for analyzing and reporting on effectiveness, efficiency, and equity in education investments. In September, the NEA Team received databases from three of these four key institutions. Work also began on the analysis of data and its input into tables for development of the first NEA Report. EQUIP2 staff continue to work with the household survey databases and are analyzing the Higher Education and MINED expenditures databases.

Ghana Basic Education Comprehensive Assessment System (BECAS)

The BECAS field staff supported the GES and ASU through the development and implementation of the School Education Assessment. Bess Long and John Adu completed preliminary test development last quarter, while John Buckle developed lists of schools and their enrolment for test printing. Emmanuel Acquaye and Bess Long finalized the funding responsibilities with Ghana Education Service and USAID. The team developed and printed more than 420,000 (P2) and 380,000 (P4) test booklets and answer sheets in Accra. These test books were distributed to the regional education offices in late May and early June. Under the direct supervision of GES circuit supervisors trained by Ghana BECAS staff, 25,000 headteachers and assistant headteachers administered the test in every Primary 2 and 4 classrooms in Ghana to approximately 1 million primary school children. Following administration, the tests were collected and scoring commenced at the district level, under the supervision of the Assistant Director in charge of supervision. The scoring process will be completed in October 2006. Delays, including GES personnel having multiple duties, which compete with the time needed to complete the scoring exercise, kept the BECAS team from compiling the results this quarter. Additionally, the summer break was extended for 2 weeks further contributing to the delay in reporting since principles, teachers, and district personnel were unavailable to complete scoring of the tests.

To ensure completion of the SEA and BECAS final report, the BECAS project was granted a low cost extension through December 2006. The extension will also allow the BECAS field staff to plan and complete an item writing workshop with CRDD personnel, and OPSCAN training for regional education officers.

Honduras Improving Student Achievement Project (MIDEH)

The MIDEH Project team completed the Spanish and math standards for grades 1-9, and began preparations for October launch events in collaboration with the Ministry of Education, in Tegucigalpa and San Pedro Sula. The technical team developed summative test items in math

and Spanish, and plans for validating project materials. Training in the classroom application of the materials continued with teachers, local Ministry personnel, and NGO staff members, and dissemination activities and consensus-building events with civil society were held. Communication and mobilization activities were also an important element in this quarter's work.

Under Component 3 of the Project, work was started on the second MIDEH Project study, which focuses on alternative delivery mechanisms for secondary education. The team began designing the study and selecting the research team.

Jordan ERfKE Support Project

The following activities were completed in Jordan during the third quarter of 2006.

Component 1: Early Childhood Education

The ECE team made significant progress in the period covered by this report. In service training which had begun in March 2006 was completed in 26 ESP renovated schools. The MoE's early childhood education supervisors contributed to the development and modification of the Supervisory Observation and Assessment Form and kindergarten teacher booklets in a series of technical workshops in conjunction with the ministries technical committee. The technical committee took the lead, assisted by ECE, in the formulation for the new Basic/Comprehensive Teacher Training Manual. During the same period 22 kindergartens were renovated and a further 41 furnished and opened for use by the schools. To date 72 kindergartens have been renovated. Refurbishment continues on track with clusters 9 (Irbid B and Zarqa) and 10 (Mafraq) now under way.

Important developments were made in the initiation of the Parental Participation Initiative which will break new ground in Jordanian kindergarten classrooms and is showing real promise, receiving very positive input from Secretary General Tayseer and others within the Ministry of Education.

All new teachers underwent ESP Teacher Training which was completed in early September.

Component 2: Youth Technology and Careers (YTC)

During the past three month period, YTC continued to work with MIS-Online content developer JAID productions to finalize the first three storyline for the MoE MIS E-learning modules. The first storyline will be piloted in November 2006, with the other two storyline pilots following closely behind. School-to-Career finalized its Idea Book and Resource Manual at the end of August, following a co-sponsored Project-Based Learning training conducted by Buck Institute in July. Community Youth Mappers celebrated their graduation from the program in the presence of Dr. Tayseer Al-Nahar Al-Noaimi in July. In the area of professional development, an ESP consultant team finalized the quality assurance review of 19 MIS teachers' guides, which were subsequently all brought up to minimum standards and prepared for printing in August. The MIS professional development program finalized instructional design work on the subject-specific training program and accompanying manual. CADER finished Phase II training of in the ESP pilot schools for 90 teachers. YTC continued discussions on technologies and models to be rolled-out in 2006-07, the most important of which are the MIS learning environment and professional development centers. Technology infrastructure continues to be improved as efforts shift downstream from the Hashem Data Center to the Internet connections and school servers.

Hashem succeeded in disseminating Tawjihi examination results via Internet and SMS to graduating secondary seniors. David Balwanz and Audrey Moore traveled to Jordan in late September to support strategic planning in YTC, complete the annual formative evaluation, and assist with writing the USAID mid-term review. Their technical assistance will be completed in October.

Component 3: Sharouk

Shorouq office officially opened Jun 1, with a full compliment of staff. Shorouq Signing Ceremony took place Jun 5, in the presence of HE Minister Toukan, Nader Al Dahabi, Chief Commissioner of AZEZA and Ms Ann Aarnes Head of USAID, in Aqaba. First equipment distribution and installation was in early August when over 25 servers were delivered to schools. Shorouq team has established numerous contacts with private sector businesses taking part in the AZEZA/MoE sponsored adopt a school program. Shorouq team regularly updates AZEZA on progress and program implementation.

Namibia Basic Education Support, Phase 3 (BES 3)

BES 3 is now entering its third year of operation and with it a new chapter in our partnership with the Ministry of Education. In its third year of implementation, the BES 3 project will strive to maintain and expand the collaboration that it has built in all its activities. These activities include supporting national and regional Ministry of Education officials in the Education and Training Sector Improvement Program (ETSIP) program, the teacher education professional development program, the introduction of HIV/AIDS activities into the curriculum, main streaming of OVC support into the general Ministry plan, continued site based teacher professional development, and the Writing for Kids series of supplementary readers. These efforts contribute to building local capacity and ensuring that these activities can continue to be carried out by Ministry personnel. To date, School self assessment has become a national effort in the form of the national standards of schools; Grade 4 data has been linked to classroom observations and is used for informing teacher improvement training programs; and 3,124 OVC received support to attend school.

During this quarter program activities have continued in the three main areas of Learner Assessment, Information Management (HIV and AIDS) and Decentralization, and Teacher Professional Development. The BES 3 team successfully administered Grade 4 LPAI in sample schools and the analysis and reporting of the results will commence in October. The team also provided site based teacher professional development activities in schools and colleges of education to improve instruction in maths, science and language based upon the Grade 4 and Grade 7 baseline data; Provided site based professional development for teachers and teacher educators on integrating HIV and AIDS topics into instructional programs using life skills materials developed at NIED; and the team developed, piloted and monitored strategies for responding to teacher absenteeism in schools in target circuits. Additional BES3 activities in the third quarter included: implemented National Standards training workshops, development and piloting of standardized tool for measurement of classroom quality, and provision of site based professional development on teaching writing and strategies for incorporating the use of supplementary materials (Writing for Kids).

South Sudan Technical Support Project

Within the GoSS Ministry of Education, Science and Technology, the EQUIP2 team has focused technical assistance on four Directorates: Quality Promotion and Innovation, Planning and Budgeting, General Education, and Administration and Finance. Within the Directorate of Quality Promotion and Innovation, the team has contributed expertise in the areas of teacher training and language of instruction for Southern Sudan; in support of the Directorate of Planning and Budgeting, EQUIP 2 (along with the UNICEF-funded EMIS Project) launched a comprehensive EMIS system that incorporates the Annual Education Census data and plans a way forward. The Directorate of General Education benefited from research and analysis conducted on Alternative Learning Programs and Education Quality and School-based Management; Administration and Finance has received technical support in the areas of payroll, human resource management, and budgeting. All Directorates have benefited from EQUIP2's contribution to the MoEST Policy Handbook.

Senior Education Advisor Martina Nicolls was in Nairobi from 9 June – 17 August due to illness, and was thus limited in her capacity to carry out work within MoEST. Her contract with AED terminated in late August. She will be replaced in the next quarter by Dr. Elizabeth Leu, a teacher education specialist and long-time AED employee with significant experience in East Africa. Education Advisor Kenneth Masungu was in Juba for the entire quarter, during which period he developed a Code of Conduct, Terms of Reference for Diaspora volunteers, assisted with preparations for the launch of LIFE Campaign and the strategic plan for the Alternative Education Program Department, and conducted research and situational analysis on Education Quality and School-Based Management. Short-term consultancies carried out by Ian Smith and Joan Sullivan-Owomoyela produced the guidelines, content, and agenda for the proposed Language Workshop for Southern Sudan and the draft Policy Framework for MoEST. During this quarter, Project Director Ken Rhodes and Nancy Nachbar, AED Regional Director, made trips to Juba to monitor performance of Kenneth Masungu and maintain relationships with key MoEST officials in the absence of a Senior Education Advisor. Joseph Cohen spent three weeks in Juba to provide support to Kenneth Masungu and facilitate AED systems in Juba. Sarah Smith spent three weeks in Juba during the quarter to provide administrative, financial, and policy support to MoEST and operational support to AED.

Uganda Support for Education Management Information System (EMIS)

On November 30, 2005, the Uganda EMIS project came to a close.

No updates are available for the following projects.

- Egypt Basic Education Program (ERP)
- Georgia General Education Decentralization and Accreditation (GEDA)
- Guatemala Social Investment and Policy Dialogue (SIPD)
- Malawi Education Sector Policy, Planning, EMIS Support Activities and Higher Education Strategic Plan Development
- Mali Regional Action Plan/Decision Making Project (RAP-DMP)

- Children's Learning Access Sustained in Senegal (CLASS) and Senegal's Improved Teacher Training Program (SITT)
- Zambia: Improving Information and Strengthening Policy Implementation

Anticipated Associate Awards

None