

*Academy for Educational Development*

*Aga Khan Foundation*

*American Institutes for Research*

*CARE*

*Center for Collaboration and the Future  
of Schooling*

*East-West Center*

*Education Development Center*

*International Rescue Committee*

*Joseph P. Kennedy, Jr. Foundation*

*Michigan State University*

*Mississippi Consortium for International  
Development*

*ORC Macro*

*Research Triangle Institute*

*University of Minnesota*

*University of Pittsburgh*

*Women's Commission for Refugee  
Women and Children*



Educational Quality Improvement Program  
Policy ▪ Systems ▪ Management

## Quarterly Report January to March, 2007



Submitted by:

**Academy for Educational Development**

04/30/2007

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

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

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

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

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

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

### **II. Leader Award: Activities and Accomplishments, January – March, 2007**

The quarter ending March 31, 2007 includes work done in January, February, and March, 2007. During this period, EQUIP2 focused on planning the Capstone project that will culminate work completed under EQUIP2, prepared sessions for the USAID training (TEST) to be held in May 2007, and held a decentralization capstone event in Addis Ababa, Ethiopia. The EQUIP2 team also participated in the 2007 Annual Comparative International Education Society Conference in Baltimore where the team chaired or participated in more than 10 panels. The details of the panel presentations are described in the communications section. The details of all other 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 include:

- The EQUIP2 management team held several meetings with USAID CTO Patrick Collins in January to finalize the EQUIP2 workplan for 2007. Discussions included a narrowing of focus for the complementary education and decentralization work due to potential reductions in funding; expansion of school fees research; and development of the EQUIP2 capstone project.
- The EQUIP2 management team also met with Marcia Bernbaum throughout January, February and March to provide additional information on the EQUIP evaluation. Questions and concerns that were addressed included the mission and purpose of the EQUIPs; the ideal use of the mechanism for foreign assistance in education; and

strengthening linkages among the Leader Awards and Associates. The evaluation will be finalized in April 2007. Results will be officially released in May 2007.

- EQUIP2 managed the School Fees online discussion entitled “Removing Barriers to Accessing Quality Basic Education.” The discussion was held from January 18 to February 2, 2007. More than 160 participants from 35 countries participated in the activity.
- The EQUIP2 monitoring and evaluation team of John Gillies, Audrey Moore, and Jessica Quijada met with Judith Oakey to provide input into the Liberia M&E plan. The EQUIP2 framework was discussed in more depth. Jessica and Winnehl Tubman subsequently traveled to Liberia in February to implement the EQUIP2 M&E framework with the LTTP team.
- The EQUIP2 team of Gillies, Moore, Lent, DeStefano, Hartwell, Ginsburg, Quijada, and Balwanz met on February 21-22, 2007 to discuss and plan for the EQUIP2 Capstone project. Outcomes of the meeting included an outline for the first half of the book; identification of potential case study countries; and next steps. The following policy pieces are currently being drafted:
  - An introduction focused on the quality of teaching and learning.
  - Education sector reform (the seven frames) and monitoring and evaluation.
  - A protocol for selection of case studies.
  - A protocol for engaging stakeholders.
- John Gillies and Audrey Moore presented the capstone proposal to the USAID Education Sector Council in late March. The presentation led into a dialogue about system reform issues and the framework. The Council provided numerous suggestions on how to frame and expand the capstone project, including conducting a factor analysis.
- Members of EQUIP2 participated in the 51<sup>st</sup> Annual Comparative International Education Society’s conference. The conference was held in Baltimore from February 25 – March 2<sup>nd</sup>. The Communications section details the panels presented by the EQUIP2 team.
- EQUIP2 hired a consultant to complete two policy briefs for USAID in March. The first brief focused on the linkage between education and economic development. The second brief focused on the linkage between education and democratization. The two briefs will be finalized for USAID in April.
- John Gillies, Audrey Moore, Luis Crouch, and Joe DeStefano traveled to Egypt March 2-14, 2007 to provide the EQUIP2 ERP project with policy support. The purpose of the visit was to inform USAID and the MOE about the nature of the political will for substantive reform, and the adequacy of the ERP strategy for achieving the policy and system goals. The team met with relevant stakeholders (i.e. MoE officials, business leaders, opinion leaders, and civil society) and prepared a paper of recommendations. The outcomes of the technical support led to USAID approval of the EQUIP2 ERP workplan and continuation of activities under that associate award.

### ***Cost-Share Activities***

Cost share was generated by two events this quarter: the on-line discussion on school fees, and the Decentralization Video Conference capstone event in Ethiopia. No estimates are available for the value of the school fee activity. The Ethiopia workshop generated approximately \$156,000 in cost share, documentation for which is forthcoming.

### ***EQUIP2 Communications***

During the first quarter of Project Year 2007, the EQUIP2 Communications Team focused on more effective integration of Associate Award and Leader Award efforts to reach new audiences. In March, EQUIP2 Communications Officer Ryan Goldman collaborated with members of the EQUIP Communications Working Group from EQUIP1 and EQUIP3 to facilitate the second EQUIP Communications Workshop in Antigua, Guatemala. The workshop was revised to meet the specific needs of Latin America- and Caribbean-based projects and was enhanced to include a fourth day to focus more clearly on planning, strategizing, and managing knowledge. The workshop also included participation from four non-EQUIP USAID-supported project representatives, a half-day presentation by EQUIP Nicaragua Chief of Party Jose Ignacio Mata, and direct involvement from USAID/Guatemala. The event, which received superlative feedback from all participants, will result in a new online community of practice for Latin America EQUIP Associate Awards, hosted by the EQUIP Information and Communications Center (EICC) in May.

Along similar lines, EQUIP2 began to roll out Spanish and French translations of key Leader Award publications during the quarter. Translations of *Working Paper: Meeting EFA: Reaching the Underserved through Complementary Models of Effective Schooling* will be available shortly in electronic and hard copy. Various other EQUIP2 papers and briefs will be translated and made available throughout the course of the upcoming quarters, in accordance with Associate Award demand.

In February, EQUIP2 published and began widely disseminating its first long-format booklet, *Education Reform Support Today*, which was featured at the Comparative and International Education Society (CIES) conference in Baltimore, Maryland. The following panels were presented by EQUIP2 members at CIES.

- Audrey Moore, John Gillies, David Balwanz, Arushi Terway, and Carolyn Pugliese presented “Opportunity to Learn: A High Impact Strategy for Improving Educational Outcomes,” assessing the nature of the opportunity to learn and the extent to which common failings form a significant barrier to learning.
- John Gillies, and EQUIP2 Georgia Chief of Party Wes Snyder presented “Education Sector Reform: Sustainability, Scaling Up, and Donor Effectiveness”, focusing on the essential elements necessary to achieve sustainable, systemic improvements in the quality of education, while addressing both access and equity issues.
- EQUIP2 Namibia Deputy Chief of Party Muhammed Liman presented “Enabling Sustainable Education Reform in Namibia,” sharing analysis of system reform in Namibia over a 10-year period and the resulting strategies for scaling up.
- Arushi Terway and AED Global Education Center Information and Communications Officer Carrie Willimann presented “Abolition of School Fees: Impact, Issues, and Options for Improving Education Quality and Access,” exploring the key issues and challenges associated with school fee abolition.
- Audrey Moore, Jessica Jester Quijada, Sala Ba, Clive Cavanaugh (ESP Jordan) and Wes Snyder presented “Avoiding Strange Loops: What Have We Learned about the Design and Evaluation of Development Assistance Projects in Education?” discussing the insights that were gained from an evaluation of development assistance projects in education, the development of an evaluation framework, and recommendations, based on practical project

experiences, that might help to shape the future of evaluation and design of education development assistance programs.

From January to March 2007, the EQUIP website accumulated 688,627 total hits. The website had its highest quarterly total for visits with 130,454, including a monthly record of 33,395 visits in March. It had its highest quarterly total of unique visitors at 49,257, including a monthly record of 19,192 visitors and a monthly record of 3,489 repeat visitors in January. The EQUIP2 portion of the website is located at [http://www.equip123.net/equip2/index\\_new.html](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***

During this past quarter, the EQUIP2 Complementary Education team began to implement its 2007 workplan. Principle tasks and accomplishments include presentations to various organizations on the findings of the case study research, development of a template for secondary education data collection, and initial development of the toolkit. The summary below details the tasks associated with each activity.

Significant progress was made in developing a data collection template for gathering information on teachers, teacher training, and the teacher training systems in Brazil, Egypt, Uganda, Namibia, and Indonesia. The purpose of the work in secondary education is to clearly identify the teacher gap and make recommendations for how countries might address the gap as an increased focus is placed in increasing enrollment in secondary education. Arushi Terway worked to finalize the templates and began gathering initial baseline data for several countries. The template was reviewed by Joe DeStefano and Audrey Moore and will be distributed to key contacts in each country to gather the additional data needed to complete the data collection. The main data collection for this activity will take place in April and May, 2007.

David Balwanz began developing a template that will facilitate the development of a Complementary Education Practitioner's guide. The purpose of the guide is to provide support to governments and NGOs on how to develop, implement and sustain complementary education programs. The guide will provide recommendations for curriculum development, establishment of NGO-Government partnerships, monitoring and evaluation, and recruitment of teachers. Work on the guide book will begin in earnest in May 2007.

The complementary education team of Audrey Moore, Joe DeStefano, John Gillies, David Balwanz, Arushi Terway, and Carolyn Pugliese conducted a panel presentation at the 2007 CIES annual conference in Baltimore. The presentation, entitled, "Creating the Opportunity to Learn: A High Impact Strategy for Improving Educational Outcomes" presented the findings from the case study analysis and linked the findings to on-going EQUIP2 research on opportunities to learn. The session was attended by approximately 65 people and the findings well received.

Other activities that were initiated this quarter included: finalizing the draft of the school effectiveness paper, scheduling of presentations with the World Bank, IRC, CARE, and Interaction, which will occur in the following quarter; preparing for a presentation of the complementary work at a conference on the effectiveness of community schools in Haiti, hosted by SAVE/Haiti; and work on an article for submission to Comparative Education review.

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

During this past quarter, the partnership of World Bank Institute, the British Council and EQUIP2 under USAID designed and implemented the Capstone Event of the Distance Learning Course on Accountability, Governance and the Quality of Decentralizing Education in Africa. 70 participants from Ghana, Ethiopia, Kenya, Uganda, Zambia and the Washington, DC coordinating team convened in Addis Ababa, Ethiopia from March 12-14. The Capstone Event agenda was co-designed by the participants and the coordinating team. Each team prepared rigorous and thorough country case studies in preparation for each topic. The event deepened the understanding of the salient issues of decentralization and school quality because of the diversity represented by the participants. Each country team was comprised of high and mid-level Ministry of Education officials, district education officers, head teachers, NGO representatives, education consultants and other ministry officials involved in decentralization reform.

Participants provided case studies and country experiences in such topics as school quality, teacher professionalization and deployment, governance, education finance, the need to restructure Ministries and the education system. After each of these presentations the larger group then met in plenary to draw conclusions and recommendations regarding what works and what does not work in bringing about increased education system performance, school quality and learning outcomes.

During the Event, participants shared the outcomes that were a result of their participation in the four month Distance Learning Course that took place last September-December. The course was a blended learning experience that included four interactive workshops using modules designed the coordinating team, four videoconferences across the 5 countries and Washington, and, four inter-sessions periods that involved participatory action research and group discussions on issues of interest in education and decentralization in each country. The Capstone Event came out of participant demand for more in-depth discussion on several topics highlighted in the course.

Participant comments confirmed that the overall experience was more than just a course, and had begun to generate results and changes in the way individuals, organizations and institutions think, act, and relate to each other in working for greater education quality.

In Ghana, course participants facilitated a country-wide roundtable discussion, a forum for 450 Accra education staff members on effective schools, and a workshop for Ministry staff using the courses modules. One course participant has been recently promoted to be the Director General of Education Services, and another is now spokesperson of the National Education Reform Board. Materials are being produced to contribute to radio discussions and newspapers on education topics.

In Kenya, the course structure has been used and applied by the Kenya Education Services Institute (KESI) in their work with the districts. Radio programs are being prepared to reach out to the public. The Kenya Education Institute will help KESI develop education modules to be used in the decentralization process. The Ministry of Education has asked that a second course be delivered by the same course facilitator for Ministry of Education Officers and District

Education Officers. The goal of the Kenyan teams is to work together as a group to advocate for a new decentralization policy in Kenya and produce a joint report on the course to education stakeholders.

In Uganda, participants commented that decision-makers now have a better appreciation of the role of community involvement in education service delivery. They have formed an advisory committee to the Ministry of Education to provide insights into decentralization reforms in Uganda. A better linkage exists now between the research and policy dialogues. The variety of stakeholders (MOE officers, NGOs, headteachers, etc.) among the participants from Uganda gave a different perspective of what was working and what was not. The team is organizing a symposium for additional education stakeholders and presentations will be made to funding agencies, the MOE and other ministry officers.

In Zambia, participants plan on applying what they learned in how Malawi trained teachers rapidly in order to respond to increased enrolment rates, how to engage civic leaders at the local level, how to better address full scale free education (from the Ghana experience) and how to better motivate teachers (from the Kenya experience). The Ministry would like to run the course again with officials at the provincial and district levels. Participants had a roundtable discussion on national TV which has led to a greater national debate on the issue of education decentralization. One participant from an NGO has begun to implement a monitoring exercise with local school boards as a result of this course. Participants will be part of enacting and reforming the next Education Bill.

In Ethiopia, participants used the course content in a recent training of other colleagues, and helped UNICEF prepare a document on governance. The content of the course was used to resolve some issues on decentralization in the Amhara region. In the southern region, participants helped re-write a decentralization check-list used to ensure accountability from district to district. A course and trainings are being planned for multiple regional education leaders and principals, building on the contents and process of the course. Participants will provide input into the new education sector blue book.

A 9 minute DVD was produced to highlight the process, content and outcomes and learning journey of the course. This will be used to promote the course, to explain the distinguishing qualities and innovative nature of the course, and to cultivate interest and funding to roll-out and refine the course and the methodology over time. A presentation was made to the annual CIES conference in Baltimore, Maryland in February that included the DVD as well as contributions from the partners.

In the next quarter (April-May-June), the WBI, British Council and EQUIP2 partnership will select the countries and plan for the next course in Africa and possibly Latin America, building on the demands, successes and lessons learned in this first pilot course. In 2007-2008, a “parallel text” will be written to reflect the experiences, approaches, tools, and lessons learned in each country and in the priority themes that emerge and cut across the countries in this and subsequent courses and research.

## ***Donor Effectiveness and Education System Reform***

### School Fees

During the January –March 2007, the EQUIP2 School Fees team conducted an online discussion entitled “Removing Barriers to Accessing Quality Basic Education.” The online discussion was a collaborative effort under the umbrella of the Fast Track Initiative (FTI), organized by USAID in partnership with the World Bank and UNICEF.

The discussion was designed to elicit workable, cost-effective approaches to reaching and sustaining EFA goals, while also identifying areas in which additional research and analysis are needed. More than 160 participants from over 35 countries around the world contributed to conversations about the barriers to basic education, learning and quality, monetary costs of schooling, and the School Fee Abolition Initiative (SFAI).

The team also prepared a Summary Report of the online discussion. The report included a synthesis of the session summary reports and identified topics for future research activities. The Summary Report will be disseminated at a presentation at an upcoming FTI Partners Meeting in Bonn (May 24, 2007).

### Opportunity to Learn

The working paper on Opportunities to Learn was completed this quarter and disseminated internally for EQUIP2 staff review. Based on feedback from the team, the paper will be revised and distributed for Peer review in May, 2007. It is expected that the paper will be released and completed by June 2007.

## **Obstacles and Proposed Solutions**

Not applicable.

## **Financial Summary**

<b>Type of Expenditure</b>	<b>Current Quarter Expenditures</b>	<b>Total Expended</b>	<b>Obligated Balance Remaining</b>
<b>Core Funding</b>	\$356,293	\$5,806,131	\$1,193,858
<b>Federal Share</b>	\$356,203	\$4,655,290	\$808,126
<b>Recipient Share</b>	\$90	\$1,150,841	\$(100,843)
<b>Total Cost Share %</b>	0.02%	19.82%	

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

**Summary:** The first quarter of 2007 brought no new associate awards to EQUIP2. The summary below synthesizes activities for the existing EQUIP2 Associate Awards.

#### **Existing Associate Awards**

##### **Projet AIDE/Djibouti**

This period represents the effective start date of the EQUIP 2 Cooperative Agreement with USAID/Djibouti. The first step was to organize a team building workshop to introduce staff and establish harmonized project rules and regulations, as well as general practices and communication guidelines. Accomplishments to date include mobilization of project staff, move to a shared office space, production of contractual deliverables (annual work plan, implementation plan, etc.) and partnership building meetings with key partners, including the MENESUP and other education donors.

Based on Save the Children's staff field visits and discussions with schools and PTAs, a list of communities where water and sanitation projects are most needed was established in consultation with local authorities. The MoE and UNICEF are currently preparing a mobilization campaign involving the country's stakeholders and implementing partners to increase the school enrollment rate by 10% by the beginning of the next school year. The project is also working with the Executive Secretary/Inspector General and other key Ministry personnel to explore ways in which the project can facilitate the development of a national in-service teacher training policy and strategy. A first step is the organization of a two-day round table discussion to develop a consensus on fundamental standards for in-service training.

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

During the past quarter the Education Policy and Data Center continued to expand the website and data system. The EPDC team added new data from household surveys, Ministries of Education, censuses, and other international sources, increasing the number of countries with subnational data available to over 90 countries. In preparation for further household survey data extractions, the team created several stata macros, adding new indicators such as survival, repetition, and dropout rates. The team also initiated the data collection and extraction for the GMR 2008 report, providing information on non-formal education, attendance over time, and attendance versus enrollment.

The Center developed several projects in the area of research and analysis. The EPDC team revised five policy briefs based on findings from the reports- *The Untapped Opportunity: How Public-Private Partnerships Can Advance Education for All* and *Educating the World's Children: Patterns of Growth and Inequality*. Babette Wils completed a draft of *The Human Capital Boom: Young Adults and Better Education 2000-2025*, a report analyzing the impact of major socio-economic trends in the generation of human capital. The Center also produced Kenya District Profiles for over seventy districts.

Lastly, the EPDC made several strides in building networks and collaborating with other organizations. In February, Babette Wils and George Ingram visited several organizations to discuss the possibility of future support and partnerships. The EPDC also received vital feedback on the data system, website, current research and analysis during the Advisory Board Meeting in March.

### ***Egypt Reform Project (ERP)***

The Education Reform Program is organized in the five program areas of: Community Participation (CP), Decentralization, Governance and Management (DGM), Professional Development (PD), Monitoring and Evaluation (M&E), and Participant Training. The newly reorganized divisions of ERP target school-level reform, institutional capacity building, and policy reform. This multi-level approach stimulates interest and commitment to quality education at all levels of society, from the parents, the community, and local education officials up to MOE officials at the highest levels. The integration between school-level reform and policy-level reform allows ERP to capture the best practices and lessons learned from both levels and reinforce education quality reforms at schools, communities, and MOE institutions.

Although many activities have taken place during the last quarter, the following activities are highlighted on-going work under ERP. The Education Reform Support Advisory Team consisting of Dr. Luis Crouch, Research Triangle Institute; Joseph DeStefano, Center for Collaboration and the Future of Schooling; and John Gillies and Dr. Audrey Schuh-Moore EQUIP2/Academy for Educational Development visited Egypt in March. The team consulted with key education stakeholders in Egypt and advised ERP on opportunities and challenges of implementing USAID's and the MOE's education reform agenda. As a result of three days of meetings with influential policy makers and other education stakeholders, the advisory team submitted a report to ERP and to USAID. The report notes that the MOE's approach towards decentralization and longer-term structural changes are based on school-based reforms. School-based reforms and successes can be used to develop the learning and systems at the idarra level as well as documenting the successes to promote reform practices. By documenting successful school-based reforms, ERP can assist the MOE to diffuse reforms nationwide.

In addition to the above team visit, an International Conference on Decentralization in Education was held on March 17 and 18. The conference was actively led by the Minister of Education. This Conference brought presenters to Egypt with government advisory and planning experience of decentralization from Brazil, Chile, Indonesia, Mexico, and South Africa. The conference was attended by Governors, MOE Under-Secretaries, and a total of about 230 participants. The Conference further raised the commitment to decentralization that the MOE has developed through its strategic planning process. It also gave participants first hand knowledge of the challenges and benefits of decentralization in education as it improves the quality of teaching and learning in schools and their efficiency.

In a succinct opening address, the Minister set out some characteristics of a decentralized education system in Egypt to be achieved through implementation of the MOE strategic plan. The Minister envisages needed change at all levels of the education system that includes new roles and responsibilities based on the following summary guidelines: (i) increase the authority of the school and extend community participation in decision-making; (ii) move authority for

administration and coordination to idarra level through the implementation, as a preliminary model for idarras, of some initiatives in the first three years of the plan; (iii) develop the role of muddiriyas an organizer and analyst at governorate level; (iv) develop the role of the Ministry as a supervisor and policies/standards maker.

### ***El Salvador***

This quarter demanded that EQUIP2 staff, contractors and international experts work at an accelerated pace, along with technical and managerial staff from the MINED to generate the following results:

- The publication of the first National Education Account (NEA) report. The published report is 84 pages and incorporates more than 40 graphs and tables, the most comprehensive review of education finance published by the Ministry of Education to date.
- The development of the first high level seminar to define the borders and limits of the education sector investment for the NEA purposes with more than 150 invited guests. Following the launch of the seminar, which included presentations by Jose Luis Guzman, Vice-Minister of Education and David Losk, USAID/Senior Human Investment Officer, participants proposed definitions and limits to the conceptualization of education, an exercise that was critical to the advancement of the National Education Accounts methodology;
- Completion of the final version of the curricular map and learning units from first to six grade in order to develop language competencies textbooks, teacher guides and workbooks for students.
- Development of the second training for three representatives from the school management teams from the first group of 249 participating schools under the school management activity. Of the 758 people involved in the process, 671 attended the workshop. Of the 671 attendees, 331 are members of the community, 327 are school principals and are 13 students. In addition to these activities, the project continues to prepare language materials and provide technical assistance to 500 schools as part of the school management plan (PEI) strategy.

### ***Georgia (GEDA)***

Along with public opening ceremonies for new Education Resource Centers (ERC) during this quarter, training for ERC staff continued with an emphasis on finance and networking. GEDA collaborated with the MES on processes and procedures for elections of Boards of Trustees (BOT) throughout the country. This was a critical step in the decentralization process; the elected BOTs formally break the old centralized hierarchy and activate a community role in schools.

Accreditation activities for higher education institutions continue to progress; a major agenda item for an Accreditation Council meeting in February was the transition from quality assurance (QA) criteria to QA standards. With technical support and guidance from GEDA, the National Education Accreditation Center (NEA) is working with two other semi-autonomous state agencies of the Ministry of Education and Science, the Heads of the Teacher Professional Development Center and of the Curriculum Development Center, to identify areas of potential cooperation for general education accreditation.

Chief of Party, Wes Snyder, traveled to the US to represent the GEDA project in the 51<sup>st</sup> Annual Comparative and International Education Society (CIES) Conference in Baltimore, Maryland at

the end of February where he presented on two panels, sharing work from GEDA project staff. Jerry Wood, AED Project Director, traveled to the field and provided project management support during the COP's absence. Dr. Dori Nielson returned to Batumi to continue her assignment as Western Regional Advisor. The new Regional Advisor for Eastern Georgia, Dr. Larry LaCounte, arrived the first week of March to take up his full-time resident position.

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

The Ghana BECAS project closed on January 31, 2007. Activities in January included final close down of the bank accounts; item analysis of the School education assessments (SEA) for the final report; and completion of both the SEA and BECAS Final reports.

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

This quarter has seen many efforts come to fruition in the Guatemala Social Investment Dialogue Project. Research was completed and dissemination has started on two key studies: a) a study conducted with the Central American Fiscal Studies Institute (ICEFI) on the costs of reaching the education policy targets the country has set itself, and b) a study on the level of municipal investment in education. The first study showed how without an important commitment to increase the education budget the targets would be jeopardized, and rehearsed several scenarios with different mixes in taxing, debt and investment distribution that could address the issue. The second study found that most municipalities invest less than 7% of their budget on education, but that there are considerable differences in the amount and destination of these funds.

The project has now entered in full force into awareness raising, promotion and advocacy for educational investment in the context of the upcoming general elections this year. A major workshop was held in the city of Quetzaltenango with over 300 representatives from the MOE and other central government agencies, municipalities, political parties, universities, research institutions, teacher organizations, NGOs and donors to highlight the need for greater and better investment in education as well as to foster discussion and commitment to this topic.

International and national government and business leaders and researchers were invited as presenters and commentators. The project has also been organizing and facilitating presentations, discussions and workshops following up on the Quetzaltenango workshop with commissions in Congress (education, finance, human rights), political party representatives in Congress, campaign teams in political parties and municipal leadership teams to sustain this awareness and commitment. Additionally, a mass media campaign is being designed and will be launched to run between May and August raising awareness and promoting "voting for education." The project has continued to distribute its newsletter on a monthly basis to over 800 social and institutional leaders, as well as has set up a website with all its information and materials.

This quarter also saw the start of a diploma course for journalists covering education topics in association with the Latin American Faculty for Social Science (FLACSO) and a practical course in community social auditing in education for 100 community leaders in the three poorest departments in the country.

The project team is working with major partners representing a variety of segments of society (*Gran Campaña por la Educación, Comisión Nacional para la Reforma Educativa, Empresarios por la Educación, Asociación Vivan los Jóvenes*) to organize a presidential candidate forum for

education in August. Plans are also being developed with the National Majors' Association (ANAM) to organize one or more national municipal workshops on educational investment.

The project continued to develop the MOE's and other organization's capacity for the use of educational data through workshops and information dissemination. In March, with project technical support the MOE unveiled its educational information system, which makes school-level information freely available on the internet ([www.mineduc.gob.gt/ie](http://www.mineduc.gob.gt/ie)), including georeferences and performance indicators, and a state of the art dashboard system for using information in policy analysis and decision-making.

Furthermore, the project completed support to the MOE for the publication of a national system of educational indicators, a national municipal education status report, and started providing support to the Ministry of Health to apply the data management and use technologies deployed so successfully in the education sector.

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

During the past quarter the Project has been planning for an expected extension through 2007. During the 2007 extension year, the Project will: support the use of the curriculum developed by the Ministry of Education, as well as the curriculum support materials developed by the project as a tool for achieving Education for All goals through improved teaching and learning; build capacity for information based-strategic planning within the departmental, district, and school levels, as a means to achieve Education for All goals through improved achievement and reduced repetition, desertion, and failure; create a critical mass of civil society and local government support for the achievement of Education for All and Poverty Reduction Strategy goals.

Other activities this quarter have included teacher training for the start of the school year, and continued validation activities for the Project-developed materials.

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

**Early Childhood Education:** In February, all kindergarten teachers (339 teachers) received training on strategies for evaluating and assessing children's performance using a kindergarten report card. ESP/ECE distributed 10,000 report cards to all Ministry schools with kindergartens by the MoE. In February the draft modified curriculum was sent to the Curriculum Supervisory Committee headed by Secretary General Tayseer and the document has gone for review by four independent reviewers to provide final recommendations. Kindergarten renovation work is on track and has moved to kindergartens in the South of Jordan, work having been completed on 20 KGs in the North during this reporting period. ESP renovations are scheduled to be completed by the end of 2007. In November the draft accreditation standards and tools were field tested in 12 kindergartens. During this reporting period, the report on the pilot and two trainings, ESP Kindergarten In-Service Training and Training Kindergarten Teachers on Strategies to Evaluate and Assess Kindergarten Children's Skills, have been completed. Phase I of the Parent Involvement Initiative was successfully concluded in 14 schools in the Amman and Madaba areas. Phase II was launched in February for 12 schools in the Shouna and Badiya Wasta areas. Training workshops were held with the principals and teachers of the twelve identified participating schools and by the end of February most of the schools already had parents participating as teacher aides in their classrooms.

**Youth, Technology and Careers:** In March, the MIS-Online Technical Committee officially approved the general architecture for the MIS Online program. Piloting of MIS-Online began with a MIS-Online

pilot school teacher training workshop in the last week of March – with piloting in the 11 pilot schools scheduled to start in mid-April. At present - seven modules have been developed for MIS-Online and another six are in production. Integration of economics into MIS-Online moved ahead with the development on an ESP / MoE Economics Integration committee – supported by expertise from the National Council for Economics Education. The plan for the MIS Curriculum ‘Strategy Development’ Study Tour was drafted – with tentative tour dates set for April 29-May 12<sup>th</sup>, and including visits to areas IT-centered schools, business / teacher education experts and USAID/W.

In February, the MoE approved the ESP proposed 48-hour program for professional development of champion teachers in 14 pilot schools. In April, the champion teachers will receive the first round of training on ‘Establishing and Supporting the School Learning Teams. Subject-specific demand-driven training in 6 MIS-Subjects was delivered to 300 teachers in six different workshops in this quarter. ESP continues development of the teacher competency tracking tool with MoE approval to pilot it in 10 locations; the committee on MIS teacher competency development, headed by Drs. Mohammed Ayasara and Omar Al-Shaykh will work through the summer on standards domains 2 and 3 (Knowledge of Subject Matter and Planning for Instruction). Additionally, World Links trained 850 teachers in 50 workshops in Phase II of their training program ‘Introduction of Internet for Teaching & Learning’ in support of ESP objectives.

**Shorouq:** The ESP Shorouq component oversaw the completion of lab renovation and computer installation in six ICT lab and two MIS Labs in Aqaba city; signed a purchase order for renovations of 20 ICT Labs in the remainder of Aqaba City, and installed 37 ML150 servers (35 in Aqaba governorate, one in Ma’an and one in Tafila). The component team also continued working closely with the Directorate of Education-Aqaba, to develop a Professional Development Strategy for teachers in Aqaba governorate focusing on enhancing the MoE’s capacity for delivering training on Project Based Learning, ICT in Education and Lesson Plan development. A training program and implementation plan is currently being developed. Shorouq has also begun developing a four-hour training for ICT Technicians and Computer Teachers that will improve their knowledge of the physical network in the labs and emphasize basic trouble shooting of software/network issues. ESP has continued participation in the Aqaba Education Partnership – a committee of public and private sector actors committed to working on education in Aqaba. During the reporting period, ESP facilitated the engagement of the Aqaba Development Corporation and Save the Children in establishing the first School to Career Knowledge Center in Jordan at Abu Ayoub Al Ansary School in Aqaba.

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

Progress to date has shown that the RAP-DM technical approach to achieving project outcomes is most effective in the current Malian context particularly in leveraging existing information to achieve more rapid progress in the devolution of responsibility. RAP-DM largely met or exceeded expectations in terms of invigorating the regional action plan process, providing tools and technical assistance for transferring and managing resources. During this period, RAP-DM submitted a written proposal for continuation of activities in the current program agreement and for the proposed extension year. For the remaining period, RAP-DM will continue to build on the strategies that have proven effective while gradually changing the focus of support from the AE => CAP relationship to the CAP => commune dynamic.

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

During this quarter the EQUIP2/Malawi project, in partnership with the MOE, organized and conducted a series of workshops throughout the country to share the results of the 2006 annual

school census. The workshops provided an opportunity for the project and the Ministry to discuss the quality of data provided by schools, with school and district education managers. Particular emphasis was placed on helping workshop participants better understand how the data is utilized, and the importance of accurate reporting on their part. Copies of the 2006 Annual School Census Dissemination Modules and 2006 Education Statistics Booklet were distributed at the close of the workshops.

The project also began taking steps to assist the MOE in its efforts to decentralize EMIS activities. Twelve districts have been identified to take on EMIS data collection responsibilities. Visits were conducted to each of the district offices to assess their needs and commitment to taking on the activity. All District Managers were very supportive. To facilitate the set up of the offices AED/Washington DC procured and shipped over computer equipment and software to the field. Distribution of the equipment is scheduled to take place beginning in April when training for district EMIS staff is also scheduled to take place.

Activities for the next quarters include:

- Distribution of district EMIS equipment: April - May 2007
- Review and printing of EMIS questionnaire: April 2007
- Training for district EMIS staff: April 2007
- EMIS data collection April – June 2007

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

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

Work under basic education began with a training of CST members on the use of the index of classroom quality. The BES3 team also conducted site based teacher professional development activities in schools and colleges of education to improve instruction in Maths, Science & Language and continued to track teacher absenteeism trends via the EMIS data as well as data from benefiting opportunity schools to plan for interventions. A steering committee meeting was held at the end of the quarter to discuss progress on project activities.

The BES3 team working on PEPFAR activities continued to analyze and collect OVC and OVC support data, monitor small grants program implementation and reviewed the next round of grants proposals by regional grants committees. Based on an analysis of the grant applications, the team disbursed the next rounds of grants and then trained Regional Planners as part of EMIS decentralization process.

BES 3 staff also continued to work on AEI In-service training, including the development and implementation of a site based professional development on teaching writing and strategies for incorporating the use of supplementary materials (Writing for Kids); a site based professional development for teacher educators and student teachers on maths, science and language content and teaching strategies; a training on National Standards and School Self Evaluation Implementation; provision of technical assistance EMIS to complete data entry and analysis of

school census data and to be available online; and planning activities related to implementation of the College of Education professional development activities.

### ***Senegal CLASSE and SITT***

During this quarter, USAID issued a modification to the agreement funding CLASS. This modification re-aligned the project with USAID's new Strategic Objective and its Intermediate Results, expanded the project's target regions to include the region of Ziguinchor, increased overall funding and extended the project through May 2010.

Because of the changes made to CLASS, this quarter was one of re-connecting with partners on new directions, planning for new strategic interventions and preparing for hiring additional staff and identifying new local partners to ensure that the project can effectively manage its responsibilities. A revised Performance Monitoring Plan aligned with the results and objectives of the new strategic framework was also submitted in February.

For the SITT component, this quarter was particularly active as we tried to maximize the use of standards-based training modules, developed with the Ministry of Education, to reach as many unqualified teachers as possible in 10 regions of Senegal.

### ***Southern Sudan Technical Assistance Program***

The Southern Sudan TA Program focused its support for GoSS, MoEST on two Directorates, the Directorate of Quality Promotion and Innovation and the Directorate of General Education. The program also gave support to the Undersecretary's office.

The TA Program technical advisor, Elizabeth Leu, worked intensively throughout the quarter with the Directorate of Quality Promotion and Innovation on planning for and implementation of Phases I and II of the Fast Track Teacher Education and Training Programme and on planning for Phase III. Phase III is the actual fast-track training for 1,200 new teachers which will take place in April-May with Multi Donor Trust Fund funding. The work of this quarter involved assistance with coordinating between MoEST-GoSS and the MDTF as the two worked out the modalities for implementing the first large program that they are carrying out together. She also worked with the Directorate on preparations for expanding and strengthening the in-service teacher professional development program. Dr. Leu worked with the Undersecretary's office on preparation for and facilitation of the Education Planning and Mobilization Workshop in Rumbek and worked with the Directorate on planning of 2007 activities.

The TA Program technical advisor, Kenneth Masungu, completed his ten-month assignment on the Technical Assistance Program and left Juba on 26 February. He presented a summary of his accomplishments at a de-briefing meeting called by the Undersecretary on 23 February. Kenneth's work during January and February consisted mainly of gathering additional data for and completing the two major situational analyses on which he worked in the latter part of his assignment at MoEST. The major studies are: 1) A Situational Analysis of Alternative Learning Programs and 2) A Situational Analysis of School-based Management.

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

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

### ***Zambia***

In the past quarter, the Policy and Research Component and Institutional Management Component worked together to lead the development of the National Implementation Framework (the education chapter of the Fifth National Development Plan). The NIF document contains programs, strategic priorities, budget estimates and projected targets which spell out how performance will be monitored for the planning period (2007 – 2012). EQUIP2 input has helped ensure that policies exist for strengthening the management, coordination and funding of 2000+ community schools (the Zambian Community Schools Secretariat collapsed last year, and the community schools – which account for 25-30% of primary school students - are presently outside the MOE and a system of adequate support).

The EQUIP2 PEPFAR HIV/AIDS component has completed all of its agreements with partner organizations (2 NGOs and Teachers' Unions) and is achieving counseling, testing and sensitization results in line with its targets. By the end of the first quarter the project had provided counseling and testing to 2400 individuals including 1729 MOE employees and sensitized over 3500 people.

The Continuous Assessment Component launched Phase 2 and expanded to three more provinces and 28 more pilot schools within the first quarter bringing the total to 52 pilot and 52 control schools across 6 provinces (Zambia has 9 provinces). This expansion was achieved by successfully updating, printing and distributing teacher's guides and class mark sheets, coordinating in-school training for Grade 6 expansion within existing pilot schools and delivering in-school workshops for new pilot schools.

The Integrated Information Management Component's activities resulted in three more provincial education offices being connected (Eastern, Southern and Copper belt), joining Kabwe and Lusaka within the Ministry's network infrastructure. This connectivity immediately provides these provincial offices with email communications, internet research ability and file sharing access with both MOE HQ and each other.

The Global Learning Portal Component work plan is being finalized in consultation with stakeholders, and an implementation strategy is being elaborated to: enhance connectivity and ICT capacity in all 11 Teacher Training Colleges; establish a digital education resource library in Teacher Training Colleges; encourage education sector collaboration and donor harmonization through a secure collaboration environment to share information and improve communication and coordination; set-up a multi-stakeholder on-line community for HIV/AIDS and education in Zambia; and to provide training and support for skills development. The MOE has asked EQUIP2 to help develop a School Health and Nutrition component, and to recruit a planning and budgeting specialist to strengthen MOE systems. All components will help the MOE's process of building capacities at the national, provincial, district, zonal and school levels in order to reach national education/EFA/MDG goals.

**No updates are available for the following projects.**

- Liberia LTTP Program

**Anticipated Associate Awards**

None