



**Annual Report  
Covering the period  
February to September 2006**

Presented to:

Robert Rhodes, CTO,  
USAID / Madagascar

by

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October 30, 2006

Signature: -----

This report was prepared by:

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## **FIRST ANNUAL REPORT** **(for the period February to September 2006)**

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### *Executive Summary*

Although the first four months of the ATEC program were challenging and resulted in significant delays in the start up of most program activities, since June the program has made impressive gains in the implementation of technical activities in all areas. At the time of the writing of this report, 66 of the 82 technical activities (80%)<sup>1</sup> specified in the original work plan submitted in April 2006 have been accomplished and 12 additional activities have been undertaken and successfully completed.

The program met or surpassed established performance targets in three areas: Administration and Management, Face-to-face training of parent teacher groups, and Support to the decentralization of teacher education. It is anticipated that by the end of the calendar year, the project will have made up for the significant start up delays experienced in the other domain areas.<sup>2</sup>

Major accomplishments over the past few months include the following:

- Memorandums of understanding have been signed with the Direction of Information Technology (DTI), the Direction of Planning (DPEFST) and the Direction, Institut National de Formation Professionnelle (INFP) outlining the goals of the ATEC-MENRS partnership and the responsibilities of each partner with respect to the achievement of these goals;
- Memorandums of understanding have been signed with the INFP and three DRENs to allow ATEC offices to be established in the regional education offices. Office space has been renovated. Each of the regional offices has been staffed with a Coordinator, a Community Mobilization Specialist and a Financial and Administrative Assistant; selected jointly by MENRS Central Authorities, the Regional Director of Education, and ATEC personnel;
- A design document for Distance Education for the 2006-2007 academic year has been drafted and approved by the MENRS harmonizing the various initiatives in the distance education sector and ensuring that the proposed radio programs are complementary;
- Terms of reference have been negotiated and approved by the DTI and the Director, Appui Administratif aux Régions d'Éducation Nationale (DAAREN) for MENRS staff assigned to INFP and regional scriptwriting teams;
- The design document for the grades 1 and 2 programs was approved by the MENRS distance education validation community.
- A MENRS scriptwriting team has in place at INFP since mid July and has produced 20 scripts and 22 master plans for the grade 1; accompanying pages of the grade 1 teachers' guide have been produced for 15 of the programs;
- A fully functional, state of the art, digital production studio has been installed at the INFP and a studio technician hired and trained;

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<sup>1</sup> At the request of the MENRS, three of the 82 activities were not undertaken or scheduled for later in the year. If that is taken into consideration, the completion rate rises to 84%. O

<sup>2</sup> Of the 13 activities not accomplished, four are underway and should be completed in the next month. Five are a function of the inability of INFP and regional scriptwriting teams to meet production targets established in April. In the case of the INFP team, this is a direct result of the significant delays experienced in the identification of MENRS scriptwriters for the grades 1 and 2 programs, and in the validation of terms of reference for their work. The production process began 3 months later than expected, and terms of reference were not approved by the MENRS until September. In the case of the regional teams, involving the Ministry in the selection process of NGO partners resulted in delays in the overall production. The regional teams are also producing at a much slower pace than was originally anticipated.

The final four activities in the area of monitoring and evaluation are a direct consequence of the DPEFST being overextended and unable to provide the ATEC program with the names of the schools in the representative sample. It is anticipated that that will be corrected in the coming weeks, allowing the monitoring and evaluation program to proceed as planned.

- Adult and child actors have been hired for the main characters, initial recordings of 7 of the grade 1 programs have been completed and a theme song has been created;
- Sub awards have been given to local NGOs to support the development of regional radio programs on enhanced school-community partnerships in all three ATEC pilot regions;
- MENRS regional script writing teams are in place in all three regions and have completed and submitted design documents to the regional validation committee for feedback and approval;
- Nine hundred wind up/solar radios have been procured for distribution to ATEC pilot schools to facilitate listenership of the regional and national programs;
- Community representatives from twenty-five schools in Toamasina II and Vatomandry received a five day training in the development of community-based school improvement plans and will submit, by November 5<sup>th</sup>, three year plans to improve the performance of their school in three key areas: access, quality of teaching and learning, and school governance;
- An action research project has been launched with representatives from the 6 ATEC CISCOS to :
  - collect and analyze data on the professional development needs and priorities of teachers, principals,, Chef ZAPs and CISCO personnel
  - develop professional development plans for 2006-2007 that acknowledge the results of the data collected
  - encourage local structures (schools, ZAPs) to initiate trainings to meet the particular professional development needs of teachers in their area
  - establish effective partnerships between the various structures responsible for supporting teacher growth and development (CISCO, DREN, CRINFP)

Draft data collection instruments and protocols for each structure have been developed by CISCO, DREN and CRINFP personnel and timelines established for the collect and analysis of information.

- Effective and productive working partnerships have been established with four national directions (INFP, DIE, OCMEC, DTI), as well with three regional directions;
- ATEC pilot schools have been identified, in partnership with DREN/CISCO officials and ATEC regional staff, for the different program-supported initiatives;
- A comprehensive monitoring and evaluation plan has been developed in partnership with the DPEFST.

This report reviews in greater detail progress made to date in all targeted areas, as well as challenges encountered and concerns raised. It is organized into the five sections:

- Administration/Management, In-service Teacher Training
- Community Support to Primary Schools
- Local Support to Teacher Professional Development
- Monitoring and Evaluation

The following home office staff assisted with the implementation of Project activities during this period:

**Table 1: Consultants, February to September 2006**

Name	Area of intervention	Dates
Rosemary Lombard, EDC Washington	Administrative, logistical, legal and financial start up	February 4 to March 3, 2006
Rebecca Rhodes, ATEC Project Director, Washington	Administrative and technical start up	February 12 to April 6th, 2006
Abdenour Boukahmi, EDC Washington	Administrative and logistical support	March 13 <sup>th</sup> to 30th 2006
Yvette Nall, EDC Washington	Establishment of EDC and USAID-compliant financial management systems	May 11th to 27 <sup>th</sup> , 2006
Abdechafi Boubkir, EDC Washington	Technical support to INFP scriptwriting team	July 22 <sup>nd</sup> to August 4 <sup>th</sup> 2006
Jennifer Swift Morgan, EDC Washington	Technical support to development of regional radio programs on enhanced school-community partnerships  Technical support to development of training program on the development of school improvement plans (CPRS)	July 22nd to August 9th
Martin Pittman, Consultant	Technical support to the development of DREN-ATEC partnerships  Technical support to the development of regional implementation plans for ATEC offices	July 1 <sup>st</sup> to 18 <sup>th</sup> , 2006

## DOMAIN A: ADMINISTRATION/MANAGEMENT

### DA.1 Expected Activities

#### Administration/Management

##### *Communication/Partnership building*

- Organization of information meetings with key ministry personnel (Minister, Director –DTI MENRS, Coordinator-APC DEF, Coordinator-UAT, Director-Statistics and Planning MENRS, Coordinator AGMAD MENRS etc.) to review program implementation plan and establish partnerships
- Organization of information meetings with key partners (Cooperation Française, Aide et Action etc.) to review program activities and identify potential partnerships
- Participation in technical coordination meetings with MENRS and other funding agencies
- Participation in EFA joint reviews
- Establishment of terms of reference for partnerships with other funding agencies (UNICEF) and various services/departments of the MENRS

##### *Technical Planning*

- Submission of revised implementation/work plan to USAID
- Submission of semi-annual report to USAID

##### *Logistics*

- Negotiation of space at INFP for ATEC administrative offices and establish memorandum of understanding with Director of INFP for allocation and use of space
- Publication of *RFP* for renovation of ATEC INFP office and select contractor
- Completion of renovation of office space for ATEC INFP office
- Procurement of vehicle (4 x 4) for Program activities
- Institution of USAID compliant purchasing procedures for procurement of key project equipment for all ATEC offices (computers, office furniture, etc.)
- Purchase and installation of computer and communications facilities in ATEC offices
- Purchase of motorcycles for Toliara, Toamasina and Fianarantsoa offices

##### *Financial*

- Establishment of financial relationship with local bank
- Submission of necessary documentation to ensure registration of EDC as NGO in Madagascar
- Organization of two-week training program for Chief Accountant in USAID and EDC-compliant accounting procedures

##### *Personnel/Human Resources Management*

- Implementation of hiring procedures for administrative and professional positions for all ATEC offices (chief accountant, administrative assistant, script writing coordinator, Assistant Director, regional coordinator, regional administrative and financial manager, community mobilization specialists)
- Preparation of EDC employment contracts compliant with Madagascar labor law

## **DA.2 Status and Progress**

All of the activities listed above were accomplished during the February to September period, including the signing of memorandum of understanding with key Ministry departments (DTI, INFP, DPEFST). (See Appendix, 1, 2, 3.) The sole exception is the signing of a partnership agreement with UNICEF. Although initial terms of reference were drawn up, they were never signed. Since then UNICEF has shifted the nature of its support to distance education. During a recent meeting with UAT, UNICEF, ATEC and USAID representatives the signing of a partnership agreement was raised. The position of UNICEF is that until the Ministry is able to provide a clear medium or long term vision for the distance education sector, it is difficult for individual partners to stabilize the nature of their support, making the drafting of bilateral agreements between partners unadvisable.

The section below reviews in greater detail progress with respect to individual areas of attention.

### **DA.2.1 Communication/Partnership building**

The first two to three months of the ATEC program were spent reacquainting Ministry officials and partner organizations with the mandate and terms of reference of the ATEC program. One page descriptions (see documents, Appendix 4 and 5), pamphlets (see Appendix 6) and handouts (see Appendix 7) were developed and distributed. In addition, the program description was translated into French for and forwarded to the National Directors of Education, MENRS, as well as regional education authorities (see Appendix 8).

Information meetings to review ATEC goals and objectives were held with the National Directors of Education (see invitation, Appendix 9, Agenda, Appendix 10 and Power Point presentation, Appendix 11), as well as with partner agencies (see invitation, Appendix 12 and Agenda, Appendix 13). Individual planning sessions were held with key MENRS partners, including the Director-OEMC, the Director-DIE, the Director-DEF, the Director – DPEFST, the Director – INFP and the Coordinator – AGEMAD, to review specific elements of the ATEC work plan and identify areas of synergy. Multiple meetings were also held with the Coordinator - UAT, to clarify how ATEC activities will enhance and support the achievement of EFA outcomes. (See documents, Appendix 14). Information sessions were also held with national and regional partners (UNICEF; Aide et Action, Toliara; Coopération française, Toamasina; Coopération française, Fianarantsoa) to explain the ATEC program and identify potential areas for collaboration. Finally, ATEC representatives participated in the EFA joint reviews and in various technical coordination meetings with MENRS and partner agencies.



*The ATEC presentation during the UNESCO sponsored Education Week display*

In May the Program began producing a weekly bulletin of activities for distribution to the Minister (MENRS), the Secretary General (MENRS), the various National Directors, the Coordinator – UAT, as well as to USAID Madagascar and EDC Washington staff. The bulletin ensures that all key partners are aware of upcoming activities and are able to follow the Program's progress.



A public logo contest was launched in mid June through the national media. (See ad, Appendix 15.) A committee consisting of representatives of the MENRS, USAID and the ATEC program evaluated some 20 entries before deciding on the winning logo, selected for its simplicity and its ability to communicate key elements of the program (children, teachers, parents, radio, schooling, partnership and collaboration).

### **DA.2.2 Technical Planning**

A detailed annual work plan was submitted to USAID for approval. (See document, Appendix 16.) In addition, summary work plans for each of the three technical areas of intervention were submitted to key MENRS partners: the Unité d'appui technique (UAT), the DTI, the DIE, the Office d'Éducation des Masses et du Civisme, and the INFP. (See documents, Appendix 17, 18, 19.) The work plans provided a concrete basis for identifying necessary revisions to the ATEC program to ensure better alignment with the latest iteration of the EFA plan. (See sections D1, D2 and D3 of this report.)

### **DA.2.3 Logistics**

Space for the ATEC office in the INFP was negotiated with the MENRS and a memorandum of understanding drafted and signed to clarify respective roles and responsibilities (see document, Appendix 20). The agreement served as a template for the drafting of subsequent space agreements with the three regional directors of education.

Extensive renovations were completed to the ATEC office at the INFP (see photos below). An RFP was also issued for the renovation of the new MENRS/ATEC scriptwriting office. Necessary renovations were completed by mid May. (See photo, page 13.)



*The ATEC INFP  
Office*

*before.....*

*.....after*



A project vehicle was purchased, as well as all necessary furniture and equipment for the ATEC INFP office, as well as the new scriptwriting room. A wireless network was installed as well as rudimentary telecommunications facilities. Computer and telephone equipment as well as wireless networks were also installed in the three newly opened regional offices.

An ATEC policies and procedures manual (see document, Appendix 21) was developed to ensure staff compliance with procurement and financial procedures.

### **DA.2.4 Financial**

Rosemary Lombard of the EDC Business Services Division, traveled to Madagascar in January to establish appropriate financial relationships with local banking authorities and to begin legal and administrative procedures required to register EDC legally as an NGO in Madagascar. After a long, arduous four month process, EDC has finally obtained administrative status in Madagascar and as of August 1<sup>st</sup> was be in a position to offer legal contracts to ATEC employees.

In May Yvette Nall, EDC Accountant, traveled to Madagascar to train staff in USAID and EDC compliant financial procedures.

### **DA.2.5 Personnel/Human Resources Management**

In February/March/April, the program completed recruitment for the positions of Chief Accountant, Administrative Assistant and Driver for the INFP office. (See documents, Appendix 22.) The positions of Script writing and Monitoring/Evaluation Coordinator were also advertised. The former position was not filled for two reasons: 1) a lack of qualified candidates and 2) the MENRS' preference that the



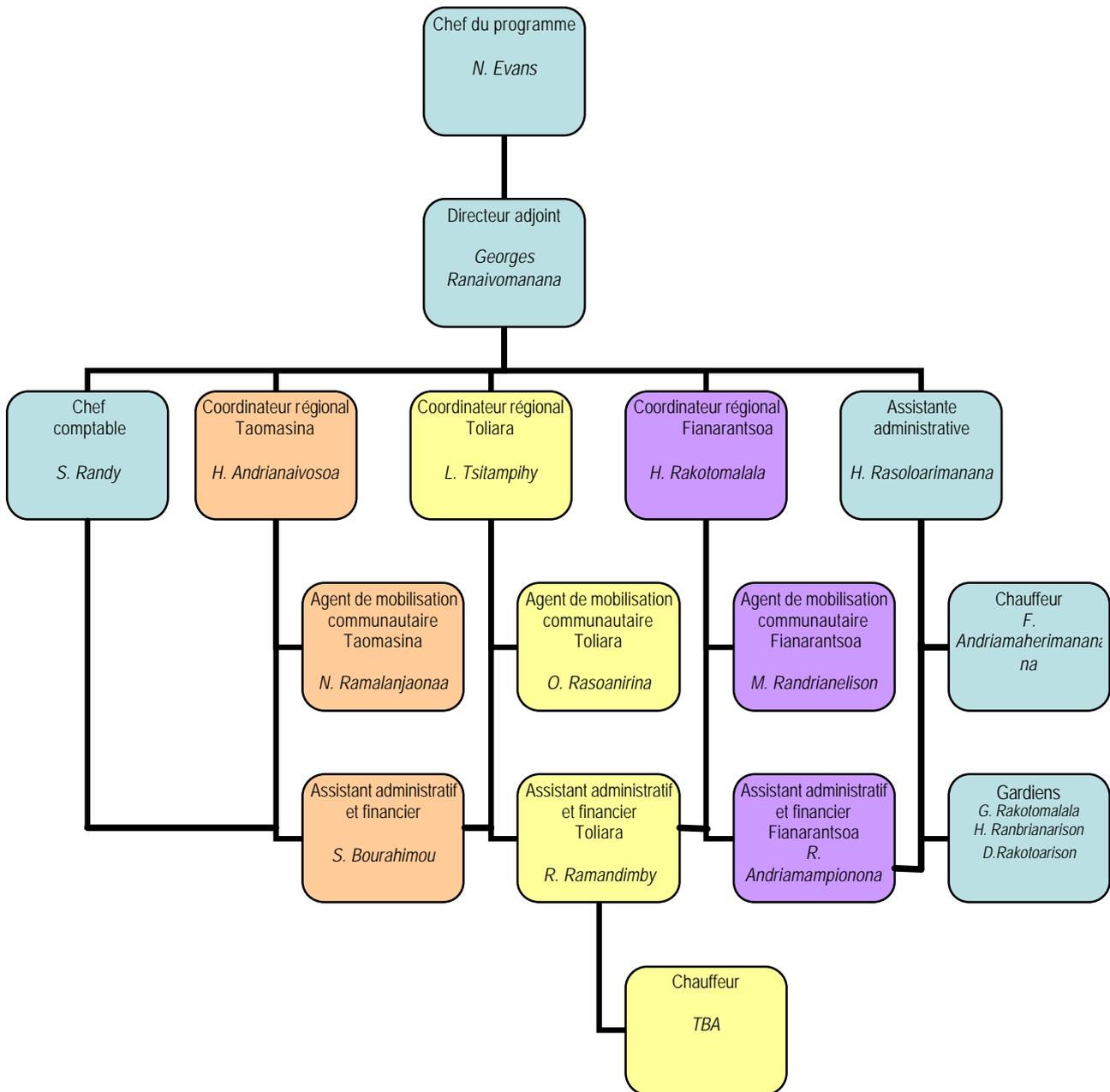
*Henderson Patrick, USAID Madagascar Director, presents the ATEC Toamasina office with the keys to their motorcycle.*

position be occupied by someone from the MENRS. In the case of the Coordinator, Monitoring and Evaluation, it was decided to convert the position to that of an Assistant Director with responsibilities for Monitoring and Evaluation as well as a number of other areas. The position was filled in mid May.

In May the positions of Administrative/Financial Assistant, Community Mobilization Agent and Regional Coordinator were advertised for the regional offices in Toamasina, Fianarantsoa and Toliara. (See document, Appendix 23.) In

an effort to solidify ATEC-MENRS partnerships at both the regional and the national levels and to ensure the seamless integration of the ATEC teams into local educational structures, national and regional directors of education (M.

Jocelyn Ratisferana, DAAREN; M. Bruno Randriranasolo DIE, M. Georges Rakotoson, DREN Haute Miasra, M. Victor René, DREN Atsino Andrefana, M. Rateloloany, DREN Atsinanana) were asked to participate in the selection/interview process. By mid July all staff had been hired. (See staffing chart below.)



### DA.3 Comments and Concerns

#### DA.3.1 Communication/Partnership building

The efforts spent presenting, explaining, re-explaining and re-negotiating the parameters of the ATEC program to Ministry officials and representatives constituted an unexpected but necessary, expenditure of time and energy. The situation resulted from the juncture of a number of circumstances:

- Significant shifts in the education landscape since the finalization of ATEC terms of reference, including the establishment of the Unité d'Appui Technique (UAT) and the launching of the Fast Track Initiative (FTI). Both the EFA plan, administered by the UAT, and the Fast Track Initiative (FTI), have the development of radio programs and enhancing school-community partnerships as key areas of focus. Many of the activities and outcomes outlined in the two programs (EFA, FTI) are similar to ATEC's. This is not surprising, given that the same Ministry officials were involved in identifying priorities areas of intervention for all three programs. Unfortunately, many of the individuals subsequently assigned the task of developing implementation plans for both the UAT and FTI initiatives were not involved in drafting the terms of reference for the ATEC program. As a result, considerable time*

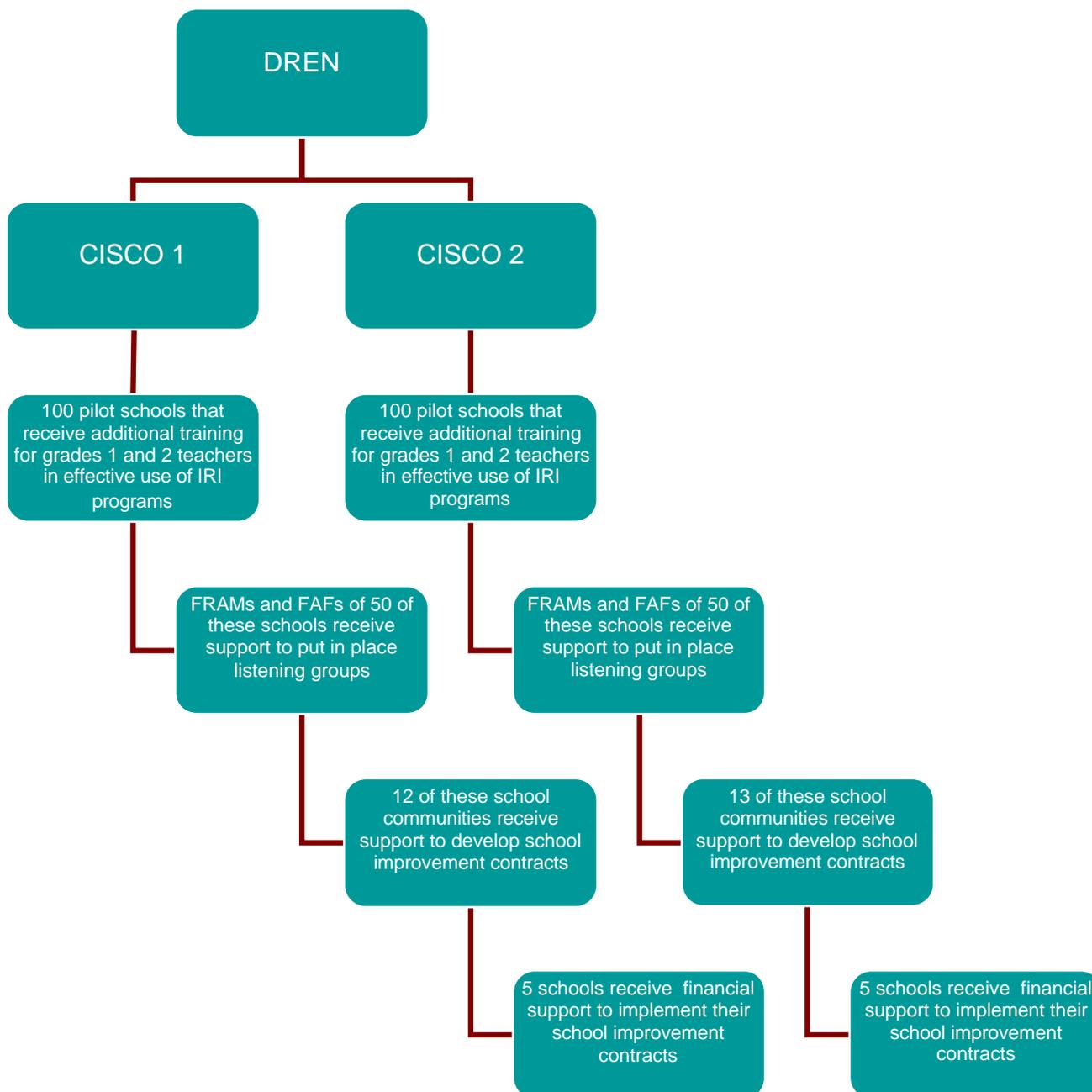
has had to be spent helping MENRS representatives understand the complementary nature of ATEC/UAT/FTI initiatives, and how ATEC support and resources can assist them in achieving the goals and outcomes outlined in the MENRS EFA plan.

- *A shift at the national level of MENRS staff responsible for overseeing particular aspects of the EFA program.* Apart from the Minister of Education, the person most closely involved in reviewing the terms of reference of the ATEC program was Romain Kléber, the Director of the INFP. Mr. Kléber had been identified by the Minister as the Ministry representative who would oversee IRI program development should the ATEC program be funded. In late 2005, however, distance education, and in particular the development of educational radio programs, was identified as a priority area for EFA and the FTI and placed under the direction of Ridjanirainy Randrianarisoa, the Director of Information Technology. Three months into the start up of the ATEC program it became apparent that although Mr. Randrianarisoa had participated in numerous planning meetings with ATEC and USAID representatives, he was not completely familiar with the program's terms of reference. It was thus necessary to back track, clarify with him the program's mandate and secure his support.
- *Significant changes in the MENRS' administrative structure.* When ATEC's terms of reference were finalized, Madagascar was divided into 6 DIRESEBs. By the time the program was launched, the DIRESEBs had been replaced by 22 somewhat virtual DRENs. Although the DRENs' specific roles and responsibilities remain to be clearly defined and/or understood, they are functioning with minimal staffing, although many do not yet have designated office space or satisfactory infrastructure.

The shift from DIRESEB to DREN required a rethinking of the ATEC work plan. After weighing the logistical and financial implications of a variety of possibilities, it was decided to concentrate efforts on 3 DRENs, one per province, and give priority to those located in the provincial capital. This would ensure that ATEC pilot regions had a functioning DREN, as well as a functioning CRINFP, a requirement for the implementation of Domain 3 activities.

In order to minimize the dilution and disbursement of ATEC resources through excessive travel, it was proposed that ATEC efforts be concentrated on six CISCOS, two per DREN. (See diagram below for a summary of the nature of ATEC interventions planned for each of the three DRENs.)

**Diagram 1: Overview of ATEC-supported technical activities in each DREN**



The two pilot CISCOs, in each DREN would be chosen based on the following criteria:

- Existence of a dynamic and interested Chef CISCO;
- Ability to capture local radio stations;
- Mixture of rural versus urban contexts.

DRENs would be asked to propose the two pilot CISCOs. Their proposals would then be validated at the national level.

- *Less than satisfying past experiences in educational radio program development.* In 2005-2006 the MENRS, in partnership with UNICEF, developed a series of educational radio programs for the early primary level. The development process proved problematic for a variety of reasons, including a lack of clarity and transparency with respect to involvement of MENRS and non MENRS personnel in the

development of the programs themselves, insufficient consultation with MENRS officials as to the nature and purpose of the programs and lack of clarity as to the target audience. The level of dissatisfaction with both the process and the end product were such that the Minister has refused to broadcast the programs.

The legacy of this less than successful experience has left some MENRS representatives wary about the involvement of outside agencies in the development of educational radio programming.<sup>3</sup> The ATEC program has had to explain and re-explain, sometimes to the same audience, the nature and purpose of interactive radio programs, and how they differ in both content and form from those produced in 2005-2006. A total of 5 separate meetings were held with the same Ministry representatives between March 19, 2006 and April 30<sup>th</sup> to re-validate the Minister's expressed commitment to developing interactive radio programs for grades 1 and 2, based on the new competency-based curriculum. It has also been necessary to assure, reassure and re-re-assure MENRS authorities that the ATEC program will honor the consultative and collaborative program development process outlined in its terms of reference.

As a means of ensuring that the mistakes of the past are not repeated, the Ministry recently established an interdepartmental Distance Education Product Validation Committee. The Committee is to follow closely the development of all distance education products and review the products at different stages of development (initial design, initial script, initial recording, etc.) to ensure that they conform to the Ministry's definition of quality educational programming. (See discussion, domain 1.)

The Ministry's need to identify ways of ensuring that last year's less than rewarding experience in radio production is not repeated added considerably to the time required for initial consultation and partnership building.

### **DA.3.2 Development of terms of reference of partnerships with other funding agencies (UNICEF) and various services/ departments of the MENRS**

As a result of the significant delays experienced in getting ATEC technical activities up and running, it was recommended that the ATEC program develop clear terms of reference for their partnership with the various national directions of education (MENRS), a recommendation that was supported by the Secretary-General, MENRS. Although general terms of reference for an ATEC-MENRS partnership were drafted by the COP (see Appendix 24), the Secretary-General recommended that individual terms of reference be developed with each National Direction involved in the implementation of the various components of the ATEC program.

Memorandums of understanding have been signed with the DTI (for the production of interactive radio programs), the INFP (for support to the decentralization of teacher education), and the DPEFST (for the design and implementation of a monitoring and evaluation program).

In the case of UNICEF, the development of terms of reference has proved problematic, primarily because the agency has changed the nature and focus of their support to the distance education sector at least three times over the past 4 months. In April, UNICEF announced that they would develop audio-cassette-based instructional resource kits for teachers. Given that the resource kits could complement the new USAID-sponsored IRI programs for grades 1 and 2, terms of reference for a UNICEF-ATEC/USAID partnership were drafted by the ATEC COP, in partnership with the UNICEF Education Specialist. (See document, Appendix 25.). The document stressed the complementary nature of USAID and UNICEF initiatives and proposed a sharing of technical resources.

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<sup>3</sup> The Minister, MENRS, however, remains firmly committed to the development of IRI programs.

Since then, UNICEF has dropped the idea of teacher resource kits in favor of 5 to 10 minute radio programs for young children to be broadcast Saturday or Wednesday afternoons (outside of school hours).

Although at a recent UAT, UNICEF, USAID, ATEC meeting UNICEF expressed reservations about entering into bilateral partner agreements given the MENRS' inability to develop a clear short, medium or long term plan for the distance education sector, and for radio programming in general, co-planning sessions have been held with UNICEF to ensure that the radio programs for CP are complementary in nature and to identify how to best share existing resources.

## **DOMAIN 1: STRENGTHENING IN-SERVICE TEACHER TRAINING**

### ***D.1.1 Expected Activities***

<b>Domain 1: Strengthening In-Service Teacher Training</b>
<p><i>Identification of overall plan for radio programming for the MENRS</i></p> <ul style="list-style-type: none"> <li>• Establishment of Committee for Distance Education</li> <li>• Identification by Committee members of the nature of radio-based educational programming to be produced in 2006-2007</li> </ul> <p><i>Recruitment of MENRS scriptwriting team</i></p> <ul style="list-style-type: none"> <li>• Establishment of transparent recruitment process for identifying MENRS radio script writers</li> <li>• Elaboration of terms of reference for assignment of MENRS scriptwriters to script writing unit at INFP (work hours, expectations, remuneration, etc.)</li> <li>• Organization of workshop on basic elements of radio script writing to assess skill level of potential script writers and select final team members</li> <li>• Negotiation of space for script writing unit at MENRS/INFP</li> <li>• Renovation of space at INFP allocated for script writing unit</li> <li>• Development of harmonized plan of financial and technical support for the production and broadcast of educational radio programs</li> </ul> <p><i>Training of MENRS scriptwriting team</i></p> <ul style="list-style-type: none"> <li>• Organization of 2 week workshop on scriptwriting for MENRS staff chosen for script writing unit</li> </ul> <p><i>Development of grades 1 and 2 programs</i></p> <ul style="list-style-type: none"> <li>• Completion of audience research for USAID-funded radio programs</li> <li>• Development of 'dossier de production' (design document) for USAID-funded radio programs</li> <li>• Validation of design document by Committee for Distance Education</li> <li>• Development of master plans for first 50 programs</li> <li>• Recording of first 40 programs</li> <li>• Field testing and revision of first 30 programs</li> <li>• Design of data collection procedures and instruments for formative evaluation of initial radio programs</li> <li>• Development of master plan for teacher's guide</li> <li>• Development of support material for teacher's guide for first 20 programs</li> <li>• Identification of partner schools for formative evaluation of initial radio programs</li> <li>• Identification of artists and musicians for recording of programs</li> <li>• Negotiation of broadcast times and costs with national and rural radio stations</li> <li>• Design and implementation of media campaign to foster interest in the new radio programs</li> </ul>

- Broadcast of first set of radio programs for grades 1

*Support to installation of technical infrastructure to support radio production*

- Recruitment by MENRS of studio technicians for recording and editing MENRS radio programs
- Identification and purchase of additional equipment for sound recording studio

### **D1.2 Status and Progress**

Of the 25 principal activities listed above, 17 were accomplished.

Four others are well underway, but have not met production targets originally established, namely:

- Development of support material for teacher's guide for first 20 programs (*materials have been developed for 15 programs*)
- Development of master plans for first 50 programs (*master plans have been developed for 24 programs*)
- Recording of first 40 programs (*initial recordings of 7 programs has been done*)
- Field testing and revision of first 30 programs (*field testing is scheduled to begin shortly*)

One was not accomplished, due to delays in the start up of the production process:

- Broadcast of first set of radio programs for grades 1

Two activities related to the recruitment of scriptwriters did not take place, despite the best efforts of ATEC personnel:

- Establishment of transparent recruitment process for identifying MENRS radio script writers
- Organization of workshop on basic elements of radio script writing to assess skill level of potential script writers and select final team members

Finally, the MENRS has asked that one of the activities be removed from the ATEC work plan and transferred to the MENRS/UAT:

- Negotiation of broadcast times and costs with national and rural radio stations.

Three other activities not specified in the original work plan were also undertaken:

- 900 windup and solar radios were ordered and should arrive in the port of Toamasina in the next few days
- A contest to name the new radio programs was launched in the national press. Over 80 entries were received for the grades 1 and 2 programs
- A contest to suggest songs, games, and puzzles for the grades 1 and 2 programs was also launched in the national press. Authors of winning entries will receive a cash prize and their contribution acknowledged during the radio programs.

The sections below provide specifics as to the implementation of the various activities.

#### **D1.2.1 Identification of overall plan for radio programming for the MENRS**

In February Ridjanirainy Randrianarisoa, Director of Information Technology, MENRS, established, at the encouragement of Rebecca Rhodes, ATEC Program Director, a MENRS distance education committee with the goal to harmonize efforts of partner agencies and develop an overall plan for the sector. A series of meetings were organized in March and April with that objective in mind.

Unfortunately, the meetings did not produce the desired result, for a variety of reasons, including:

- *Lack of a shared understanding of the committee's terms of reference.* It was never made clear to participants whether the committee had a decision making or merely an advisory role. Members were surprised to find that decisions taken consensually and unanimously at previous meetings were subsequently either reversed by the Ministry, without further consultation, or put back on the table at subsequent

meetings for re-consideration, again without explanation. The result was confusion as to the purpose of the committee, and a general feeling among partners that MENRS officials were less than committed to transparent and collaborative decision making.

- *Inability of MENRS to determine and maintain a clear direction.* As mentioned above, issues that committee members considered resolved reappeared on subsequent agendas for reexamination. The reluctance of the Ministry to take or distribute minutes of the meetings, to make firm commitments, to respect commitments made previously, or to established deadlines for moving issues forward contributed to participants' general perceptions that little progress was being made.
- *A constantly changing cast of characters.* Membership changed significantly from meeting to meeting. There appeared to be a correlation between the individuals invited to attend the meeting, and the particular conclusion or decision that the MENRS hoped the committee would make. This reinforced the perception that the Ministry/UAT was less committed to open exchange and dialogue than it was in controlling the outcome of the decision making process.

By the end of April, the DTI had decided that the existence of the committee was detrimental to the advancement of the distance education sector. In its place he established a MENRS <Validation committee>, with a mandate to review and validate products for the distance education sector. (See section D1.3 below.)

The DTI has, however, identified the types of radio-based educational programming to be produced in 2006-2007. During a one-week workshop organized in June by the DTI, UAT and ATEC to produce an overall design document for the distance education sector for 2006-2006 (see letters of invitation, Appendix 26), the following priority products were identified:

**Table 2: Overview of MENRS-supported radio programming for 2006-2007**

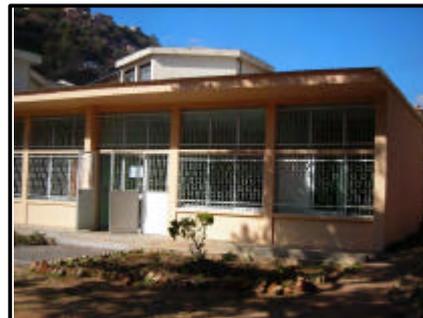
Product	Primary audience	Length of broadcast	Frequency of broadcast	Broadcast schedule
Interactive radio programs for CP1 (ATEC/USAID)	Students and teachers, CP1, nation wide	25 minutes	3 times a week during the 24 'semaines d'apprentissage ponctuel'	Monday (Malagache) Wednesday (Français) and Friday (Mathematics) mornings
Interactive radio programs for CP2 <sup>4</sup>	Students and teachers, CP2, nation wide	25 minutes	Once a week during the 24 'semaines d'apprentissage ponctuel'	Tuesday mornings (Français)
General Pedagogy	Elementary Teachers nation wide	15 minutes	Once a week for 40 weeks	Early Saturday evening
'Le métier de l'enseignant'	Teachers and community members nation wide	10 minutes	Once a week for 52 weeks	Early Wednesday evening
Radio programs for young children (UNICEF)	CP level students	10 to 15 minutes	Once a week, with possibility of rebroadcast	Wednesday or Saturday afternoon (outside of school time)

<sup>4</sup> The MENRS has requested that ATEC support the production of 1 program a week for grade 2 students, in order to launch student and teacher interest in the programs. Unfortunately, the rate at which the current team of scriptwriters are working will not accommodate that. Should production pick up, a weekly grade 2 program will be added.

The Ministry has recently announced its intention to develop radio programs or audio support materials to reinforce teachers' language skills in French, Malagasy and English. Specifics have not yet been provided as to the nature of the radio programs or the development process.

### **D1.2.2 Establishment of a scriptwriting room**

Space was negotiated at INFP for a scriptwriting room and necessary renovations identified and completed. What was to be the ATEC storage and archival closet has been transformed into a scriptwriting office for one of the MENRS teams working another program. A third team has been allocated space in the corridor outside the recording studio.



*The newly renovated ATEC scriptwriters' room at INFP*

### **D1.2.3 Installation of a recording studio and hiring of studio technician**

INFP now possesses a state of the art digit production studio. The physical space was renovated by UNICEF. UNICEF also purchased the initial recording equipment. Unfortunately, a lot of the equipment purchased was more suitable for a radio station than for a production studio. After discussions with UAT and the DTI, it was decided to augment the existing equipment with two Mac computers and digital editing equipment and software. The following items were purchased and installed:

Item	Quantity
Imac 17" 1.83GHz	1
Imac 17" 1.83GHz	1
1Gb DRAM	4
Microsoft Office (Academic) for 3 computers	1
AKG K55 Closed headphones	3
Audio Technica ATH-M20 headphones	1
Digidesign Mbox 2	1
Elephant Mini 250Gb HD	2
Digidesign 002 Rack Audio interface	1
Pro Tools All-in-one Desk reference for dummies	1

In the upcoming weeks the entry-level microphones will be replaced with cardioid and condenser microphones, equipped with pop filters, ensuring the highest quality recording. A headphone amplifier will also be purchased, allowing the studio technician to communicate with up to 4 different artists in the production studio.



*Fen, MENRS studio technician, tries out the new Mac computers*

A studio technician has been hired to oversee the recording of all MENRS programs. The DTI has also promised to assign at least one intern to the studio. The long term plan is for the intern to gradually take over production tasks and to be integrated into the civil service, providing the MENRS with a full time studio technician.

#### **D1.2.4 Recruitment of scriptwriters**

It is difficult to get a clear picture as to what caused the derailment of the recruitment process.

The processes outlined in the ATEC work plan were presented to the Minister in early March and received his full support. Based on that, terms of reference for script writers were drafted and presented to the DTI and UAT in early April for the launch of the recruitment process. (See Appendix 27.) Two weeks later ATEC personnel were surprised to learn that the recruitment process had not been instituted as promised. Subsequent meetings were held with the Minister and the Director of Human Resources (DRH), MENRS, to reconfirm their support for an open, criteria-referenced recruitment and selection process. Based on their assurance that the Ministry was firmly behind the initiative, an official recruitment ad was drafted by ATEC staff, in collaboration with the DHR and USAID representatives, and presented to the DTI. (See MENRS recruitment circular, Appendix 28.) Once again, despite verbal assurances from the DTI and the Coordinator, UAT, that the ad would be circulated nation wide prior to the Easter holiday, the ad was not circulated. Nor was the decision not to proceed with an open recruitment communicated to the ATEC program or to USAID representatives, despite multiple inquiries to that effect.

The blockage may have resulted from differing perspectives as to how to best ensure access to quality educational radio programming. Although the Fast Track Initiative stresses the importance of establishing an educational radio production unit within the MENRS, not all partners are equally committed to that goal. Some, and in particular consultants working for UAT, and UNICEF, feel it would be preferable to outsource educational radio production to the private sector.

The Ministry's reluctance to identify scriptwriters meant that further meetings had to be organized with the Minister, the Secretary-General, the DTI, the Coordinator UAT and representatives of the World Bank to re-assess the level of commitment to establishing a MENRS radio production unit. (See work plans and conditions for success, Appendix 29.) Assurances were received that the activity remained a priority, but that rather than holding an open recruitment, the MENRS would hand pick the team. The decision rendered moot the principle of an open, transparent selection process that would identify qualified scriptwriters based on merit.

The MENRS recently assigned five MENRS staff members to the ATEC scriptwriting team: two from the Office d'Education des Masses et du Civisme, one from the DEF, one from INFP and one from a local DREN. Unfortunately, the scriptwriters are only <on loan> to the DTI and are often asked to combine their work on the radio programs with other professional obligations. As a result, attendance is sporadic and the team can not maintain the level of production necessary to meet broadcasts targets.



*Josée and Judith, MENRS scriptwriters assigned to the ATEC program, work on a script*

The situation has been raised with the DTI, UAT and INFP on numerous occasions. Unfortunately, the Ministry says that it is not in a position to assign more staff to the scriptwriting unit. Individuals with the skills and dedication needed to be productive scriptwriters are already assigned to the myriad of projects implemented under EPT. The Minister is also adamant that teachers not be removed from the classroom to work on MENRS projects.

The idea of hiring interns, who would then be absorbed into the public service at the end of the production process to form the nucleus of a newly created distance education production group, has also been proposed. Although the MENRS agrees with the solution in principle, it is reluctant to

implement it as it does not have the financial resources to increase the size of the civil service. It is currently unable to fully meet its obligations with respect to payment of salaries for newly recruited teachers and newly trained pedagogical advisors.

If the team is to meet production targets for 2006-2007, it must be expanded. Should the MENRS be unable to find a way to recruit additional resources, the ATEC program will recruit recent communication graduates as <ATEC interns> for a 6 to 8 month period. Although the interns will not necessarily be integrated into the public service at the end of their internship, they will develop skills that should enable them to secure positions on other projects.

#### **D1.2.5 Establishment of terms of reference for MENRS scriptwriters**

One of the primary reasons why MENRS staff assigned to the scriptwriting team have been reluctant to focus 100% of their attention on the radio programs has been the lack of terms of reference governing their participation. After four long months of negotiations, terms of reference acceptable to UAT and the MENRS were finally established and presented to the scriptwriters. Since then, motivation and participation have improved significantly.

#### **D1.2.6 Training of MENRS scriptwriting team**

Despite the absence of a transparent and open selection process, training of MENRS/ATEC script writers has progressed. In June all MENRS scriptwriters, both ATEC and non ATEC, participated in a one-week workshop to identify priority products for the distance education center and develop design documents for each of the products. (See design document for grades 1 and 2 programs, Appendix 30.) The documents were submitted to the Distance Education Validation Committee for review and approval in early July.

Since then, ATEC script writers have developed a scope and sequence for their programs (see document, Appendix 31) and received training in basic elements of radio production. They have also defined a generic format the Français and Malgache programs (CP1 and CP2) (see documents, Appendix 32). In July MENRS/ATEC script writers benefited from a two week workshop with Abdechafi Boubkir, EDC IRI specialist, on writing for interactive radio.

Although the production schedule has not kept up with the rather ambitious work plan submitted to USAID in April, for reasons outlined above, work is progressing slowly but surely. Since July, the team has:

- Developed master plans for 24 programs
- Transformed 20 of these master plans into scripts
- Developed a master plan for the accompanying teacher's guide
- Developed support material for 15 of the programs (i.e., accompanying pages of the teacher's guide)
- Supervised initial recordings of 7 of the programs
- Identified schools for the field testing/formative evaluation process
- Written the theme song for the program.

The team's skill level has gradually increased, resulting in better quality scripts. The time required to turn a master plan into a script or to develop a master plan has also reduced significantly.

#### **D1.2.7 Recruitment of voice artists for recordings**

A recruitment poster was developed (see appendix, 33) for adult artists and posted at various cultural and community centers throughout the city. Some 15 individuals attended the castings, which resulted in the identification of the adults who will interpret the roles of Lemazoto, the classroom teacher, and Maeva, a teaching colleague in the same school.



*65 children and their parents responded to the search for child actors*

The project also developed a pamphlet to recruit children from neighborhood schools for the roles of Vaviroa, Mendrike and Faly. (See appendix 34.) Scriptwriters visited 12 neighborhood schools to present the project to principals and seek their help in identifying suitable candidates (see letter from DTI, appendix 35.) An information session was held with interested parents to explain the parameters of the project and ensure that they fully understood what would be required of their child should he or she be chosen.



*Trying out for the part of Mendrike or Vaviroa*

A total of 65 children showed up for the first casting. Twelve children were short listed and invited back for a second casting. Three students were eventually selected for the principal roles. The MENRS is drawing up a memorandum of understanding for the three families clarifying the roles and responsibilities of each partner.

The project has obtained a letter from the Work Inspector giving permission for the children to work on the radio programs. (See appendix 36.)

### **D1.2.8 Negotiation of air time for radio broadcasts**

The MENRS, through UAT, is negotiating air time and broadcast fees for all MENRS radio programs, including the grade 1 programs. The MENRS hopes to negotiate a standard fee for all MENRS-approved audio products that will be low enough that the government can continue to absorb the costs once EFA funding is no longer available.

So far the ATEC program has respected that wish. However, should it become apparent that the MENRS is unable to complete the negotiations in a timely fashion, the ATEC program will step in and negotiate a separate broadcast schedule with regional and local radio stations that will ensure that all ATEC pilot schools benefit from the programs.

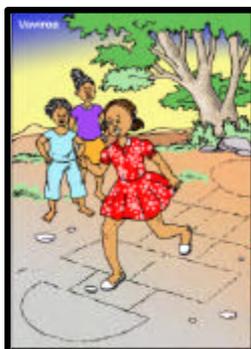
### **D1.2.9 Launching of a media campaign to raise awareness of the new programs**

Preliminary activities designed to raise interest in the new programs were carried out. A contest was launched nation wide in July to propose a title for the program (and for the two other programs being developed by the MENRS). A second context was launched encouraging teachers and members of the public to suggest songs, games and puzzles for the program.

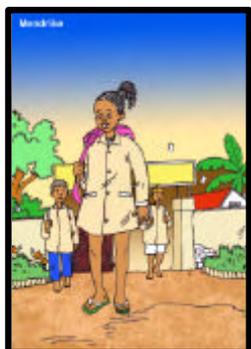
The program hired a group of young artists to provide visuals for the upcoming media campaign. The team came up with illustrations of each of the five main characters and will shortly produce a poster announcing the program that will be sent to all 600 ATEC pilot schools.



*Maeva*



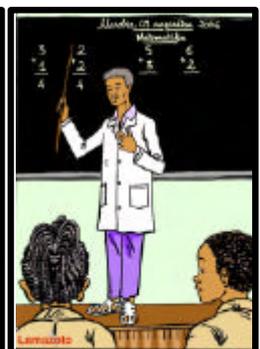
*Vaviroa*



*Mendrike*



*Faly*



*Lemazoto*

### **D1.3 Comments and Concerns**

As mentioned above, most of the delays encountered in the start up of domain 1 stem primarily from an initial lack of commitment on the part of the MENRS to building technical capacity in the area of educational radio programming. This has resulted in delays in the recruitment of script writers and in the drafting of clear terms of reference for MENRS staff now assigned to the scriptwriting unit.

Although the delays have been frustrating, there has been some indication lately that the DTI, is coming to recognize, belatedly, the wisdom of the approaches and procedures outlined in the original ATEC work plan.

A final bright and promising development has been the decision by the Director, DTI, to have the ATEC COP appointed to the Distance Education Validation Committee. The ATEC representative is the only non MENRS person on the committee.

#### **D1.3.1 Production of grades 1 and 2 programs**

For reasons outlined above, the production schedule is behind that proposed in the April work plan. The MENRS would like to begin broadcasts this fall, preferably before the December 3<sup>rd</sup> election. Meeting that ambitious target will require considerable and coordinated efforts on the part of all involved.

#### **D1.3.2 Air time for IRI broadcasts**

The decision to move from a regional to national radio broadcasts for has left the MENRS with a dilemma: a lack of available airtime on the national airwaves for educational broadcasts. Currently, the plan is to broadcast the grade 1 programs this year, as well as one program per week for grade 2. In 2007-2008, the MENRS plans to broadcast the grade 2 programs - and not rebroadcast the grade 1 programs - due to the limited availability of airtime on the national frequency. In 2008-2009, they hope to broadcast interactive programs for grades 3 (and not grades 1 and 2), and so on. If the MENRS follows through with this plan, students who begin grade 1 in September 2006-2007 will be the only students who benefit from IRI programming.

Obviously the MENRS needs to rethink this decision. Producing high quality education programs, and then only broadcasting them once, is a tremendous waste of resources and energy. This should become apparent to the MENRS in the coming months.

How they will resolve this dilemma is unclear. One option would be to broadcast on regional radio stations as opposed to the national frequency. Although this is more challenging logistically, and means that the MENRS will have to negotiate and monitor contracts with a variety of actors, it will increase access to air time. Whatever the solution, it is clear that without access to sufficient airtime, the MENRS will never be able to meet its commitments in the area of distance education.

#### **D1.3.3 Lack of variety in distance education products**

One of the issues raised with the DTI during the June work shop was the lack of variety in the distance education products proposed for 2006-2007. All are radio based, a format that is not ideally suited to achieving the goals outlined in the EFA plan. Certain areas, general pedagogy for example, are better dealt with in small group discussions, facilitated by a local educational leader, and supported by either visual (video or DVDs) or audio (audio cassette or CD) tools. Although the DTI is in agreement with this, UAT seems reluctant at this point to support anything other than radio products.

#### **D1.3.4 Lack of training and material support for non ATEC supported script writers**

Although the ATEC script writing team has benefited from constant technical support since mid June, the other MENRS teams have not. The latter continue to produce master plans and scripts with minimal or no training or oversight. No one reviews their work for quality and they receive no

feedback on how to improve their programs. The situation has been raised with the Director, DTI, who has promised to identify a local technical assistant with specialization in radio production to work with them.

As well, the MENRS did not include in their 2006-2007 distance education budget material support for MENRS script writing teams. As a result, the DTI has had to petition ATEC to use some of the funds allocated for studio equipment to purchase necessary equipment (computers, printer) for the non ATEC scriptwriting teams. That request has been honored.

## **DOMAIN 2: INCREASING COMMUNITY SUPPORT TO PRIMARY SCHOOLS**

Domain 2 integrates two complementary activities: the development of radio programs to strengthen school-community partnerships (Domain 2a) and the facilitation of trainings to help communities develop and implement action plans to improve the quality of teaching and learning in local schools (Domain 2b).

One important accomplishment has been the clarification of primary partners within the MENRS for the implementation of Domain 2 activities: the Office of Mass Communication and Civic Education (OCMEC) and the Direction of Inspection and Training (DIE). In addition, ATEC is working with the AGEMAD group, DPEFST, to ensure that the regional radio programs incorporate themes AGEMAD considers important in increasing parental involvement in school-based management. (See document, Appendix 37.)

### **Domain 2a: Training MENRS Personnel to Create Community Outreach Radio Programming**

#### ***D2a.1 Expected Activities***

<b>Training MENRS Personnel to Create Community Outreach Radio Programming</b>
<p><i>Communication/Partnership Building</i></p> <ul style="list-style-type: none"> <li>• Meetings with DRENs in Toamasina , Toliara and Fianarantsoa to explain program and establish partnership</li> <li>• Procurement of Ministry support to allocate office space in DRENs in Toamasina , Toliara and Fianarantsoa for ATEC program</li> <li>• Negotiation of space agreements with DRENs of Toamasina , Toliara and Fianarantsoa</li> </ul> <p><i>Development of Radio Programs on School-Community Partnerships</i></p> <ul style="list-style-type: none"> <li>• Advertisement and awarding of a sub-award to a local NGO in Toamasina , Fianarantsoa and Toliara to train DREN and CISCO staff in how to develop effective radio programs</li> <li>• Appointment of DREN and CISCO representatives to Toamasina , Toliara and Fianarantsoa regional scriptwriting teams</li> <li>• Identification, in partnership with the MENRS, the DREN of Toamasina , Fianarantsoa and Toliara, and other educational partners, of the 100 schools that will be the primary audience for ATEC interactive radio programming</li> <li>• Negotiation of contract with local and/or regional radio stations in Toliara, Toamasina and Fianarantsoa for recording, editing, post production and broadcasting of parent programs on enhance school-community partnerships</li> <li>• Organization of planning workshop with writers and other educational partners to review Guinea parent programs and identify themes to retain, as well as to add</li> </ul>

- Organization of workshops for script writing teams on the development of effective radio programs
- Development of design document for radio programs
- Development of overall scope and sequence for 25 programs, based on results of planning workshop
- Development of detailed master plans for first 15 programs
- Recording , field testing, and revision of the first programs
- Recruitment of artists to record programs in local language
- Development of formative evaluation protocols and instruments to test effectiveness of radio programs
- Organization of information sessions with FRAMs in targeted schools to explain purpose of the programs and organize listening groups
- Orient individuals and FRAM members in these 100 communities to the use of radio programming

### ***D2a.1 Status and Progress***

Of the seventeen activities listed above, all but the four activities listed below were carried out during the February to September period:

- Orient individuals and FRAM members in these 100 communities to the use of radio programming
- Development of detailed master plans for first 15 programs
- Recording , field testing and revision of the first programs
- Recruitment of artists to record programs in local language

All of these activities are scheduled to begin in the late October- early November period.

One activity was removed from the ATEC work plan, at the request of the DTI and UAT

- Negotiation of contract with local and/or regional radio stations in Toliara, Toamasina and Fianarantsoa for recording, editing, post production and broadcasting of parent programs on enhance school-community partnerships

Seven additional activities not in the original work plan were also carried out, namely:

- The launching of local media campaigns in all three regions to inform communities of the initiative and to facilitate the nomination of a local facilitator to organize listening groups
- The development of a pamphlet information interested individuals of the roles and responsibilities of a listening group facilitator (see appendix 38)
- The completion, in Toamasina, of an audience research survey to determine the needs and interests of FAFs and FRAMs that should be addressed in the program, as well as preferred times and dates for broadcasts (see appendix 39)
- The establishment of regional validation committees, headed by the Director, DREN, to oversee the radio program development process and the validation by the DTI of terms of reference for these committees (see appendix 40)
- The drafting of a guide for community-based listening group facilitators and a facilitator's manual for the two-day training.
- The procurement of 300 radios for community listening groups.
- The development of distribution procedures to ensure the community listening groups receive their radios.

### D2a.1.1 Communication/Partnership Building



*The ATEC Toamasina office, nestled in the heart of the DREN*

During the March-May period EDC Washington and Antananarivo staff conducted field visits to Toamasina, Fianarantsoa and Toliara to present the ATEC program to partners and local education officials and to assess the technical resources available locally for radio production and/or broadcasting. USAID and UAT representatives accompanied ATEC staff on the Toliara mission (see letter to Coordinator, UAT, Appendix 41).

A letter was issued by the Minister to the DRENs of Toamasina, Fianarantsoa and Toliara announcing their selection as pilot regions for the ATEC program and requesting the allocation of office space for the program. The letter was presented to the DREN of Toliara during the March mission and to the other two

DRENs during an information and planning meeting held Saturday, May 6<sup>th</sup> in Fianar. (See power point presentation, Appendix 42.) During the meeting Directors validated the terms of reference for Domains 2 and 3 and proposed pilot CISCOS for ATEC interventions, based on criteria supplied by ATEC staff.

**Table 3: List of Pilot CISCOS, by DREN**

Fianarantsoa	Toamasina	Toliara
Fianarantsoa II	Toamasina II	Toliara II
Ambohimahasoa	Vatomandry	Betioky Sud

An information circular summarizing ATEC supported initiatives was produced and distributed to DRENs for use in follow-up information sessions with regional and local education staff and partners.

Space agreements for the ATEC program were negotiated and signed by all three DRENs. (See documents, Appendix 43, 44, 45.) In Toamasina, the ATEC program is housed in a small cottage located in the center of the quadrangle. In Fianarantsoa, ATEC has been assigned two offices in the same building that houses the Regional Director's office, as well as the AFD and other regional educational partners. In Toliara, ATEC shares a pavilion with the English Resource Centre and has an additional room for meetings and workshops.



*The ATEC offices in Fianar (above) and Tulear (below) undergo renovations*

In all three regions, necessary renovations were identified jointly by ATEC staff and the Regional Director and a local call for proposals issued. (See documents, Appendix 46, 47, 48.) The renovations were completed by the end of August.

The establishment of ATEC offices in all 3 regional directions of education is an important accomplishment. It is a concrete manifestation of the MENRS' commitment, at both the national and the regional level, to working in close partnership with ATEC and it clearly communicates to pilot CISCOS the importance of the ATEC-supported initiatives. It also conveys to partner agencies the extent and nature of the USAID/EDC-MENRS partnership.



### **D2a.1.2 Development of Radio Programs on School-Community Partnerships**

In early May ads were placed in local papers soliciting proposals from local NGOs to provide technical support to regional MENRS teams responsible for the development of radio programs on enhanced school-community partnerships. (See copy of ad, Appendix 49, as well as cover letter and terms of reference, Appendix 50). The RFP was also sent to key partners working in the area of radio production (Andrew Lees Trust, Dom Bosco).

A committee consisting of representatives of the MENRS (M. Jocelyn Ratisferana/DAAREN, M. Jean Jacques Rakotoarison./OCMEC, M. Ridja Randrianarisoa/DTI, M. E. Rasoamanambola/UAT), of USAID (M. Roland Ramanonjisoa) and of the ATEC Program (M. Georges Ranaivomanana/ Assistant Director, Ms. Norma Evans/COP) was established to review and evaluate the proposals, based on evaluation criteria outlined in the RFP (see invitation letter, Appendix 51 and evaluation sheet, Appendix 52).

The review of initial proposals revealed insufficiencies with all those received. Detailed feedback was provided to respondents and a two week deadline established for the submission of revised proposals. (See letters to SDI, FAWE and Mediascope, Appendix 53, 54, 55.)

A second meeting was held to review the revised proposals. Although further minor revisions were deemed necessary, the decision was made to award the contract for the Fianar and Toliara regions to FAWE (Federation of African Women Educators). Mediascope was awarded the contract to support the team in Toamasina. (See revised proposals, Appendix 56, 57.)

While the NGO proposals were being reviewed at the national level, ATEC regional staff worked with DRENs and CISCOs to identify MENRS representatives for the regional scriptwriting teams. In all, 4 MENRS representatives were identified for each region, from both the DREN and the CISCO levels:

**Table 4: Members of Regional Scriptwriting Teams**

<b>DREN</b>	<b>DREN de Haute Matsiatra</b>	<b>DREN de Atsimo Andrefana</b>	<b>DREN de Atsinanana</b>
<b>ONG Partenaire</b>	<b>FAWE</b>	<b>FAWE</b>	<b>Mediascope</b>
Agent de mobilisation communautaire ATEC	RANDRIANELISON, Marcellin	RASONIRINA, Omega	ANDRIHERISOA, Noelimanjaka
Rédacteurs	RAKOTONDRAIBE, Nicola Evariste, DREN Haute Matsiatra  RAJOANA Martin, DREN Haute Matsiatra  RANDRIAMANAMAMONJY Philippe, CISCO Fianarantsoa II  RAPOMBO Jean Marie, CISCO Ambohomahasoa	Clotilde, DREN Atsimo Andrefana  RAVAONIRINA Claire, Betioky Sud  Belle Maison, CISCO Toliara II  ZANATANY Andriamanantena, CISCO Toliara II	RAOKONTIAINA, Jean Joseph, DREN  RAZANARISON, Daniel, CISCO Toamasina II ANDRIANALINA Joseph, CISCO Vatondry  RASOLOFOMANANA Espera, DREN

Terms of reference similar to those drafted for INFP script writers were developed, validated by the DTI, UAT and the DAAREN, and distributed to regional scriptwriters. (See appendix, 58.)

Finally, the FAWE and Mediascope teams, as well as the regional scriptwriting teams from all 3 DRENs, attended a 5-day orientation workshop starting the 24<sup>th</sup> of July to launch the radio program development process. (See overview of workshop, appendix 59.) During workshop, co-facilitated by Jennifer Swift-Morgan of EDC Washington and ATEC regional coordinators, participants:

- reviewed the goals and aims of the radio programs
- identified common themes related to enhanced school-community partnerships that should be addressed in each series of programs (see appendix 60.)
- examined the key elements of a radio program design document (see appendix, 61)
- examined possible formats for the radio programs (see appendix, 62)
- examined the goals and objectives of a formative evaluation (testing) program (see appendix 63).

The list of common themes was subsequently amended and validated by the Director, DIE, the Director, DTI and the Director, OEMC.

In August-September, the three partner NGOs began training sessions to introduce regional scriptwriting teams to the basics of radio production. (See supporting documents for Mediascope training, appendix 64.) All three regions were encouraged to complete audience surveys to determine the specific concerns and needs of FAFs and FRAMs in their areas, as well as to determine optimal times (dates, hours) for the broadcast. By the end of September, the Toamasina group had completed their study (see appendix, 65). The results of the Fianarantsoa and Toliara studies are expected shortly.

By September 30<sup>th</sup>, all three regional scriptwriting teams had completed their design documents and submitted them to ATEC and regional authorities for review and feedback.

#### **D2a.1.3 Establishment of regional validation committees**

In order to ensure that the messages broadcast during the radio programs are consistent with the views of the Ministry with respect to parent-community partnerships, and that programs meet the needs and expectations of local regional authorities, the DTI requested that regional validation committees be instituted to review the work of the NGOs and the scriptwriting team at key points throughout the production process. Terms for reference for the regional validation committees were established and approved by the DTI (see appendix, 66), and circulated to the three DRENs. The regional directors of education were given the task of selecting appropriate MENRS representatives to the committee.

The first task assigned of the regional validation committee is to review the design document submitted by the NGO and scriptwriting team. Meetings have been scheduled for October/early November. A national director (DIE, DTI, or OEMC) will be present at each of the initial meetings in an advisory capacity to ensure the regional committee understands its role and to assist with the deliberations.

#### **D2a.1.4 Establishment and training of listening groups**

During August/September CISCO staff worked with ATEC regional staff to identify the 50 schools per CISCO targeted to benefit from the establishment of ATEC-supported community-based listening groups. Criteria for the selection of the schools included:

- Accessibility
- Presence of a dynamic Chef Zap
- Existence of a functioning FRAM or FAF
- Ability to capture local radio stations

By the end of September the target schools had been identified.

In August, ATEC coordinators and community mobilization agents worked with Jennifer Swift-Morgan, EDC Washington, to define the goals of the listening groups and the individuals who ideally

should participate in the listening group. (See document, appendix 67.) It was decided that the listening groups should have two levels of membership:

- A nucleus of 18 members composed of 3 administrative officers of the FRAM and 3 administrative officers of the FAF, 3 members at large of each of the FRAM and FAF and 6 other community members who may or may not be members of the FAF and FRAM;
- A second tier of 6 interested individuals.

The 24 individuals would agree to attend all of the meetings of the listening group and to engage in subsequent discussions of the relevance of the issues raised during the programs on their particular community. Having a core group of 24 committed members ensures that there will be sufficient numbers for a rich exchange of ideas.

In addition to the core 24, participation in the listening group will be open to any interested community member.

A media campaign (radio and print) was launched to inform communities of the initiative and to request that each community identify 24 individuals who will form the core of the listening group. Once formed, the core group was asked to nominate someone from their group to act as facilitator and another member to act as manager of the radio.

Names of listening group facilitators and of radio managers were forwarded to CISCO authorities via Chef ZAPs.

In September ATEC community mobilizations began drafting support documents for the training of listening group members (see appendix RRR). A four-day training is planned:

Day	Target audience	Topics to be addressed
One	Chef ZAPs	Nature of radio programs Goals of listening group Constitution of listening group
Two and Three	Chef ZAPs and Listening Group Facilitators	Role of Listening Group Facilitator Effective Facilitation Skills Distribution of radios Management of radios
Four	Chef ZAP	Follow up and evaluation of listening groups

The training is scheduled to take place in each of the six CISCOs two weeks prior to the start of the radio broadcasts.

#### **D2.a.1.5 Distribution of radios**

Three hundred wind up and solar powered radios have been procured for the listening groups. The radios will be distributed during the training sessions. Each community will be required to sign a contract with the CISCO as well as ATEC representatives accepting the conditions for the use and storage of the radio.

### ***D2a.2 Comments and Concerns***

#### **D2a.2.1 Negotiation of contracts for local/regional radio stations**

In March, ATEC representatives began visiting local radio stations in the 3 target regions to determine resources available to produce and broadcast the programs. Since then, however, the DTI has requested that ATEC refrain from negotiating broadcast costs directly with the local radio stations.

Rather, the MENRS would like to negotiate with national, regional and local radio stations a standard broadcast cost for MENRS-approved radio programs. Once the standards are set, ATEC will be free to negotiate a contract that respects the set rate with stations in Fianarantsoa, Toliara and Toamasina.

Should the MENRS not complete the negotiations by the time the FAF and FRAM radio programs are ready for broadcast, the ATEC team will negotiate directly with the targeted stations to secure air time.

#### **D.2.a.2.2 Timeline for broadcast of the programs**

It had been hoped that the radio broadcasts would begin by mid October. It is now more likely that the broadcasts will begin in mid-late December. The delay is due to a number of factors:

- The length of the NGO bid-review process. Establishing a review committee composed of MENRS representatives (Director/OEMC, Coordinator Distance Education/UAT, DTI, etc.) was essential in ensuring that the radio programs have the support of central education authorities. However, it prolonged the selection process. Numerous meetings had to be held, submissions had to be revised and resubmitted, before the MENRS was comfortable selecting the partner NGOs.
- Some of the partner NGOs were not able to begin the regional training programs in August, as expected. Although Mediascope was able to begin the trainings in mid-August, FAWE was not able to send a team to Fianarantsoa and Toliara until mid September. The delay in the start of the trainings has resulted in delays in the entire production schedule.
- Overly optimistic assessments of the skill levels of the regional scriptwriting team. The production of quality radio scripts is a complex, labor intensive process. Although the regional teams are working, they are not able to produce at the rate outlined in the 2006 work plan.

The institution of the regional validation committees may also result in delays in the production schedule. Although their institution is probably a good thing in terms of MENRS ownership of the radio programs, should the regional committees recommend major revisions to the design documents submitted in late September, the production schedule will have to be adjusted accordingly.

## **DOMAIN 2b: Supporting Selected FRAMs through Face-to Face Training and Income Generating Grants**

### ***D2b.1 Expected Activities***

<b>Supporting Selected FRAMs through Face-to Face Training and Income Generating Grants</b>
<ul style="list-style-type: none"><li>• Meeting with educational partners to harmonize procedures and identify possible areas of collaboration and synergy</li><li>• Meeting with DREN and target CISCOs in Toamasina to review parameters of program and identify 25 FRAMs that will receive additional face to face support</li><li>• Identification of local facilitators who will provide training to 25 FRAMS</li><li>• Adaptation of participatory planning process (P4) to initiatives currently under way in Madagascar (AGEMAD, Plans communaux de développement de l'éducation d'AIDE et ACTION, UNICEF...)</li><li>• Training of local facilitators in participatory planning process known as the "P4"</li><li>• Organization of first round of face-to-face training on FRAM organization with these 25 FRAMs</li></ul>

### ***D2b.2 Status and Progress***

All activities scheduled to take place during the February to September period were completed. In addition, the following unscheduled activities were undertaken:

- The development and distribution of a comprehensive guide for community facilitators to assist them in developing effective school improvement plans (in French and Malagasy);
- The development by the DPEFST, in collaboration with representatives from the 6 ATEC pilot CISCOs, of a criterion referenced evaluation instrument for measuring the quality of a CPRS;
- The institution of a follow-up monitoring and supervision program by Chef ZAPs.

The sections below provide further detail as to the implementation of the various activities.

#### **D2b.2.1 Identification of areas of collaboration and synergy**

The terms of reference for the ATEC program call for 25 school communities per region to receive face to face training in the development of action plans to improve school management and finance, school access and retention (especially for girls), as well as the quality of teaching and learning.

In initial planning meetings with the Ministry of Education, it was revealed that the Ministry had already committed to having school communities throughout the country complete a <School Improvement Contract/Contrat Programme de Réussite Scolaire-CPRS>. The contract, to be developed by FAFs and FRAMs in collaboration with other members of the community, outlines the specific actions needed to improve the quality of education for students. (See document, Appendix 68.)

To avoid putting in place parallel and conflicting initiatives, it was decided to focus ATEC initiatives on helping communities develop a 'contrat programme de réussite scolaire', as opposed to a generic action plan. However, the process used to assist communities in developing their school improvement plans would be outlined in the original ATEC proposal. The DIE is very much intrigued with the participatory and appreciative inquiry process (P4) and is eager to pilot the approach in the three target regions (see reference documents, Appendix 69).

### **D2b.2.2 Identification of 25 FRAMS and FAFs in Toamasina II and Vatomandry that will receive support to develop action plans**

In August the list of the 25 schools that will receive assistance in developing comprehensive 'contrats de réussite scolaire' was finalized and validated by the respective DRENs.

### **D2b.2.3 Training of FAFs and FRAMs in the use of the appreciative planning process to develop effective CPRS**

In July Jennifer Swift-Morgan, EDC Technical Advisor in Community Participation, traveled to Madagascar to train them the ATEC team in the appreciative planning process. (See appendix, 70.) Following her departure, the team developed, in collaboration with DREN and CISCO representatives, a five-day training for FAFs and FRAMs in the 25 pilot schools to introduce them to the basic elements of an effective CPRS and to the appreciative planning process. (See guide, appendix 71, and facilitator's manual, appendix 72).

The trainings were held in Vatomandry and Toamasina II the week of September 25<sup>th</sup>. Each school was invited to send three representatives: A member of the FAF, a member of the FRAM, and the school principal. Chef ZAPs with pilot schools in their zone were also invited to participate in the training. All of the participants invited to attend the training completed the five days. Each three member team returned to their community armed with the resources and skills necessary to develop, in collaboration with school community, an effective three-year school improvement plan. (See evaluation report on training, appendix 73.)



*Lina from the DPEFST and Georges, ATEC assistant director, work with CISCO colleagues to develop criterion referenced evaluation instrument for CPRS.*

Pilot schools have been asked to submit the first drafts of the school improvement plans to their respective CISCOs by the end of October. The plans will be reviewed by an evaluation team at the CISCO using a criterion reference evaluation instrument developed by the DPEFST, in collaboration with CISCO representatives from the six ATEC pilot CISCOs responsible for the implementation of the CPRS program. The evaluation instrument was distributed during the training as a means of reviewing with the participants the essential elements of a quality CPRS. (See appendix 74.)

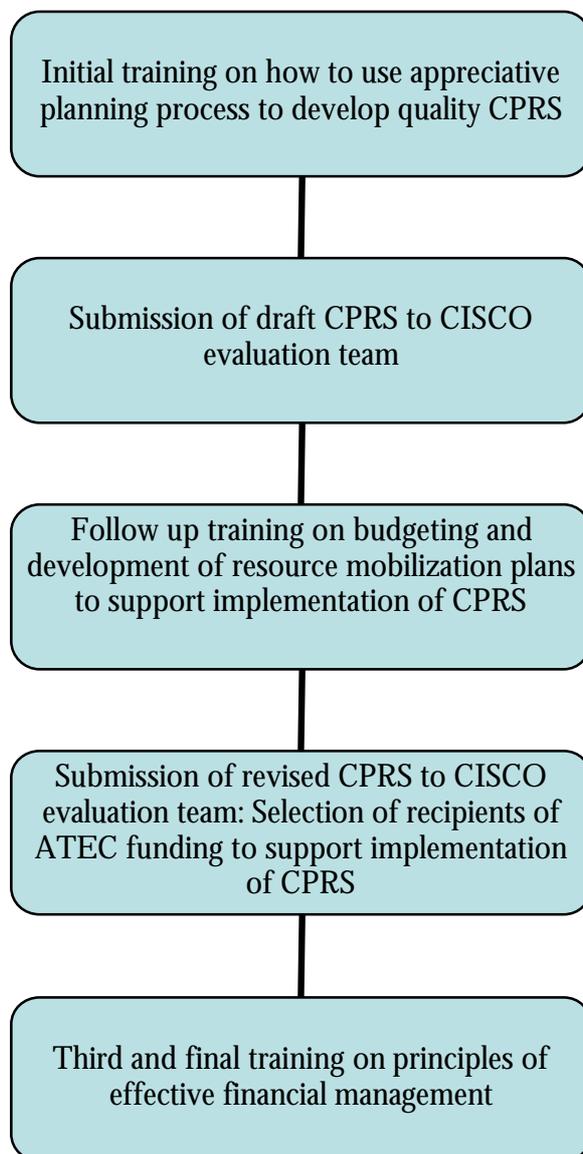
Following the evaluation sessions, schools will be provided with written feedback on how to improve the quality of their draft plans.

As a follow up to the original training, FAFs and FRAMs will be invited to a second training that will focus specifically on budgeting, the identification and mobilization of local resources and the implementation of revenue generating activities. The goal is to assist the pilot FAFs and FRAMs to budget each of the activities in the CPRS and to identify local resources (financial or non financial) that can be accessed to implement them. Following the workshop, FAFs and FRAMs will have one month to submit a revised, budgeted CPRS, accompanied by a resource management plan.

The revised plans will be evaluated by the CISCO teams with the view to identifying communities that will receive financial assistance from ATEC for the implementation of their plans. Those communities will be invited to a third and final training, in January, on financial management. The third training will focus specifically on procedures to ensure the ATEC funds, as well as all funds received for the implementation of the CPRS. These funds are managed appropriately and in accordance with the principles of good governance and transparency. (See diagram below of various FAF and FRAM trainings.) Martin Pittman, EDC Consultant, will travel to Madagascar in November to work with the Toamasina team on the design of the two financial management trainings. (See terms of reference for Martin Pittman, appendix 75.)

Chef ZAPs who attended the training have been asked to conduct follow up visits to assist the local facilitation group with the development of the CPRS. A data collection instrument has been developed and distributed to Chef ZAPs to focus their interventions during the visits and to provide the project with valuable information as to the degree to which the local facilitators are able to involve the community in the development of the CPRS. (See instrument, appendix 76.)

### **Overview of FAF and FRAM training on development and implementation of effective school improvement plans**



### ***D2b.3 Comments and Concerns***

#### **D2b.3.1 Income generating activities**

As Domain 2 activities begin to take shape, and as discussions with Ministry counterparts and other partners progress, potential concerns are surfacing about certain elements of the ATEC work plan, in particular the extensive focus on the development and implementation by FAFs and FRAMS of income generating activities to finance the 'contrat de réussite scolaire'. Partner agencies (Aide et

Action MADASUD and in Diego) report varying levels of success with the initiative. Although some communities have been able to identify a means of raising funds, and have invested funders' seed money wisely, others have not been able to generate any income at all, either through poor planning, poor management, or lack of follow through.

Rather than focusing exclusively on income generating activities, it might be advantageous to focus community efforts on the development of a 'plan de mobilisation des ressources locales'. Such a plan would specify all the resources – financial, human, and technical – that the community plans to access to support the implementation of the 'contrat', including perhaps funds obtained through income generating activities. A 'plan de mobilisation des ressources locales' has certain advantages, not the least of which is that it communicates that not all actions that can result in improved teaching and learning require a financial expenditure. It also encourages communities to think in broader terms when identifying means of supporting school improvement.

It is worth giving serious thought to the merits of an income generating plan versus a broader 'plan de mobilisation des ressources locales'. It is possible to change the focus of the activity without losing the competitive element outlined in the original ATEC proposal. Communities could be encouraged to submit or evaluation their 'contrat de réussite scolaire', as well as their plan for mobilizing local resources to achieve the goals outlined in the plan. Those with the most well thought out and justified 'CPRS', and with the best plan for mobilizing resources to implement that plan, would qualify for an ATEC grant.

### **D2b.3.2 Implications of the decision to support the development of <contrats de réussite scolaire>**

With the shift from generic action plans to 'contrats de réussite scolaire', ATEC activities in the area of school-community partnerships are better aligned with the MENRS' current EFA program. This has been interpreted by the MENRS as an indication of USAID's willingness to adapt its education program to MENRS priorities and has resulted in a more solid partnership with the Direction Nationale de l'Inspection et de l'Encadrement, the Ministry department responsible for the implementation of the 'contrats' on the national level, as well as with the OEMC.

However the change has implications for other aspects of the ATEC work plan, one of which is the determination of who should be the primary target of ATEC support: FAFs or FRAMs. The Ministry's vision is that the 'contrats de réussite scolaire' will be developed by the community (ie, FAF and FRAM members together), under the leadership of the FAFs. Given this position, it is important that ATEC face-to-face trainings target both FAFs and FRAMs and focus on how they can and should work together to develop the 'contrats' and the accompanying 'plan de mobilisation des ressources locales'.

The shift to 'contrats de réussite scolaire' also means that the ATEC-supported regional radio programs need to target both FAF and FRAM members. In addition to clarifying for all the different and complementary roles and responsibilities of FAFs and FRAMs (in an attempt to alleviate the current confusion as to the differences between the two structures), the programs need to address themes of interest to both groups. Finally, the community-based radio-program listening groups should target both FRAM and FAF members.

### **D2b.3.4 Contrats de réussite scolaire and the 'caisse compétitive'**

The shift from generic action plans to 'contrats de réussite scolaire' means that ATEC pilot CISCOS may be in a position to leverage additional EFA funds through the 'caisse compétitive'. The means of accessing funds is as follows:

1. Schools submit their 'contrats de réussite scolaire' to the CISCO for consideration.
2. The CISCO examines the various 'contrats' submitted, identifies common priority areas for support, and submits a funding application to UAT
3. UAT does a qualitative evaluation of the submissions received and attributes funds to CISCOS with the most comprehensive and thoughtful funding applications.

4. Successful CISCOs use the funds allocated to initiate activities that, in theory, will assist schools in achieving the goals outlined in their 'contrats'.

Although schools do not compete directly for the funds, or benefit directly from funds attributed to the CISCO, a fact that has discouraged schools from developing 'contrats de réussite scolaire', the process can assist CISCOs in accessing funding for local initiatives to improve the educational quality.

### **DOMAIN 3: STRENGTHENING LOCAL SUPPORT TO TEACHER PROFESSIONAL DEVELOPMENT**

#### ***D3.1 Expected activities***

<b>Strengthening Local Support to Teacher Professional Development</b>
<ul style="list-style-type: none"> <li>• Organization of consultation with MENRS staff to select software package for this component</li> <li>• Meeting with DRENs in 3 regions to identify CISCOs involved in pilot project</li> <li>• Identification by CISCO leaders of teacher support personnel directly involved in the ATEC program</li> <li>• Meetings with INFP, DEF, DREN and CISCO staff in Fianarantsoa, Toliara, and Toamasina to identify priority areas for teacher training</li> <li>• Meetings with DREN and CISCO staff to develop teacher observation protocols to collect information on teacher practice in selected domains</li> </ul>

#### ***D3.2 Status and Progress***

All five activities listed above were successfully completed during the February-September period. In addition, the focus of domain 3 activities was enlarged to cover the identification of the professional development needs not only of teachers, but also of school principals, Chef ZAPs and CISCO personnel.

In addition, two activities not originally scheduled were undertaken:

- The organization of a five-day workshop with school principals, Chef ZAPs, CISCO-based pedagogy advisors, heads of elementary education (DREN) and CRINFP directors from all 6 ATEC CISCOs and 3 regions to draft terms of reference of the action-research project and develop preliminary data collection instruments and protocols
- The organization of follow-up focus groups with teachers, principals and Chef ZAPs in Vatovandri and Tamatave to refine preliminary data collection instruments and protocols

The sections below provide specifics as to the implementation of the various activities.

#### **D3.2.1 Identification of modifications to Domain 3 action plan**

Under the original ATEC proposal, Domain 3 activities focused on implementing locally-initiated teacher in-service activities to complement in-service activities developed at the national level. For example, if the MENRS decided that all teachers in the country were to receive in-service on reading instruction during the 2006-2007 academic year, ATEC would provide CISCO staff with training in how to collect data on teachers' reading instructional practices, and as well as their perceived professional development needs and priorities with respect to reading instruction. The data would allow CISCO staff to develop trainings that both complement those initiated at the national level and ensure that local teachers receive in-service sessions that meet their specific needs and concerns.

After reviewing the ATEC proposal, the Director, INFP, requested that Domain 3 activities be modified to support the eventual decentralization of teacher education to the DREN, CISCO, CRINFP level. Although he acknowledged the original terms of reference represented a step in the right direction in terms of ensuring that in-service programs are more responsive to local teacher needs, he felt that they did not go far enough. He requested that the identification of local teacher needs and priorities **NOT** be limited to particular themes identified by the MENRS as priorities for 2006-2007. Rather, he would like CISCOs to work with DRENs and CRINFPs to collect data on overall teacher practices and priorities in the region. The data collected would then serve as the basis for the development, by DRENs of a regional teacher in-service plan that would be implemented at the CISCO/ZAP level, with technical assistance from local CRINFPs. The vision he articulated would see the following DREN/CISCO/CRINFP partnership established:

**Table 5: Responsibilities of regional structures with respect to the development and implementation of regional teacher in-service programs**

Structure	Primary area of responsibility
CISCO	<ul style="list-style-type: none"> <li>• Development of data collection instruments on teachers' practices and professional development priorities</li> <li>• Collection of data</li> <li>• Analysis of data</li> <li>• Production of summary report on teachers' needs and priorities</li> </ul>
CRINFP	<ul style="list-style-type: none"> <li>• Development of in-service modules on priority areas identified by CISCO staff</li> <li>• Development, in partnership with Inspectors at the DREN, of data collection instruments to measure impact of in-service sessions on teacher practices</li> <li>• Training of local facilitators (Chef Zaps, local facilitators)</li> </ul>
DREN	<ul style="list-style-type: none"> <li>• Collection and analysis of data on impact of in-service sessions on teacher practices</li> </ul>

His vision is congruent with the MENRS' expressed commitment to moving to a more decentralized teacher in-service design and delivery model. The recently-formed SFIC committee (système de formation initiale et continue), chaired by the INFP Director, has a mandate to identify improvements to the current teacher education design and delivery system to make it more responsive to teachers' needs. Although the modifications proposed to Domain 3, and in particular the respective roles and responsibilities assigned to CISCOs, CRINFPs and DRENs for the design and implementation of locally-initiated in-service sessions, have yet to be formally adopted by the committee, he feels that the Ministry would be better served by having the ATEC program pilot a new CISCO-CRINFP-DREN partnership than by expending considerable energies to improve an admittedly outdated in-service delivery model.

At the request of the Director, ATEC program staff met in June with INFP teacher educators and the AFD Technical Assistant for Teacher Education, to review the proposed changes. The proposal was accepted, with the following caveats:

- That the Conseillers pédagogiques in training in each of the pilot CISCOs be responsible for piloting the data collection process;
- That the tools developed for Conseillers pédagogiques and by AGEMAD to collect data on teacher's needs and practices serve as the starting point for the development of the data collection instruments;
- That the collection and analysis of data, and the development of the regional in-service plan occur during the 2006-2007 academic year;
- That the accompanying in-service training modules also be developed in 2006-2007;

- That the implementation of the in-service sessions, and the evaluation of their effectiveness, be scheduled for 2007-2008.

The revised proposal was presented to pilot DRENs, CISCOs and CRINFPs in late June/early July for consideration. Although all acknowledged that it represented a radical departure from current practices, the proposal was well received.

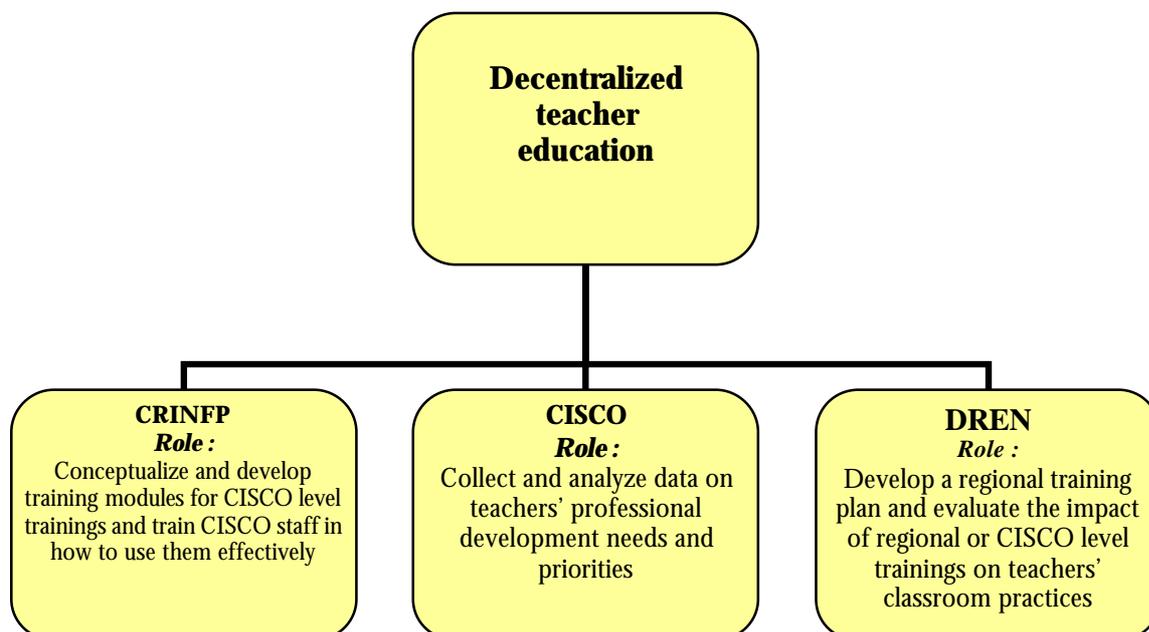
### **D3.2.3 Development of teacher observation instruments and protocols**

In early August planning sessions were held with the two INFP representatives selected by the director to implement ATEC activities, Madame Elmine Ranovovololana and Mme Yolande Randriamboa, to determine how best to support pilot CISCOs in the determination of teachers' professional development needs and priorities (see minutes, appendix 77.) It was decided to allow CISCOs to determine for themselves how best to proceed to meet that goal.

In late August, a five-day work session was held with principals, Chef ZAPs, CISCO personnel, CRINFP directors and DREN representatives from all 3 CISCO regions. (See invitation letter, Director, INFP, appendix 78.) Participants were asked to:

1. Examine existing instruments and protocols for determining teachers' professional development needs;
2. Identify the roles and responsibilities of each structure (DREN, CRINFP, CISCO, Chef ZAP, Principal, Teacher) with respect to :
  - a. The identification and analysis of teachers' professional development needs;
  - b. The conception and implementation of trainings to meet those needs
  - c. The evaluation of the impact of those trainings on teachers' classroom practices
3. Improve, if necessary, existing instruments or develop new instruments for identifying teachers' professional development needs or evaluating the impact of trainings on teachers' classroom practices
4. Develop a calendar of activities that would result in all six CISCO having identified teachers' professional development needs by February 2007.

By the end of the five days, all of those goals had been accomplished. (See summary document, appendix 79.) Participants recommended the following partnership between the three primary structures, DREN, CRINFP and CISCO:



In addition, they recommended that the focus of domain 3 activities be enlarged to encompass the collection and analysis of data with respect to the professional development needs of all structures: teachers, principals, Chef ZAPs and CISCO personnel.

They also recommended that each structure have responsibility for identifying what it can do, with the resources available locally, to respond to the needs and priorities identified. At the school level, for example, principals would be asked to work with teachers to identify actions that the staff can initiate at the school level to meet the needs of the teaching staff. Chef ZAPs would be asked to review all of the data collected in the schools in their zone on teachers' or principals' professional development needs and work with principals to identify specific actions that could be taken at the ZAP level to respond to those needs.

In order to ensure an articulation between pre-service and in-service training, CISCO staff recommended that the identification of professional development needs be done via the use of personal, professional development continuums, similar to those use in pre-service teacher and pedagogical advisor training programs. Teachers would be presented with a table listing key teaching competencies and asked to evaluate their degree of mastery of each of the competencies, using a scale of 1 to 4, with 4 being complete mastery. (See draft teacher instrument, appendix 80.) Principals would be asked to aggregate staff responses to get an overall picture of the professional development needs and priorities of teachers in the schools. The aggregated information would then be presented to the staff and used to determine what actions could be taken at the school level to respond to the needs identified. The aggregated school-level information would then be submitted to the Chef ZAP, who would use the information to compile a picture of the professional development needs and priorities of teachers in his/her zone of intervention and to identify, in collaboration with principals, actions that could be taken at the ZAP level to respond to those needs. The aggregated ZAP level data would then be submitted to CISCO staff for final compilation and analysis.

Similar instruments and processes would be put in place for principals (see draft instrument, appendix 81), Chef ZAPs (see draft instrument, appendix 82) and CISCO personnel (see draft instrument, appendix 83).

The following timelines were established for the collection and analysis of information:

Activity	Period
Collection and synthesis of school based data ( <i>teachers' professional development needs and priorities</i> ); submission of data to Chef ZAPs	November 2006
Collection and synthesis of data at the ZAP level (teachers' and school principals' professional development needs); Submission of data to CISCO	December 22 2006
Collection and synthesis of data at the CISCO level (teachers', principals' and Chef ZAPs' professional development needs); Submission of that data to DREN and CRINFP	End of January 2007
Development of summary table of professional development needs at the CISCO and regional level and identification of priorities	February 2007
The collection and synthesis of data on professional development needs of CRINFP instructors; submission of that information to the INFP and to the DREN (for incorporation into the regional plan)	February 2007
Development of a harmonized regional in-service plan	March 2007

Following the August work sessions, focus groups were held with teachers, principals and Chef ZAPs in Vatomandy and with teachers in Toamasina II to refine and validate the data collection instruments.

A follow-up work session will be organized with pedagogical advisors from the 6 pilot CISCOS in October to present the revised instruments and finalize the protocols for their usage.

**D3.2.4 Consultation with MENRS staff to select software package for entering and analyzing data on teacher practices and professional development needs**

ATEC program staff met with the DTI, a member of the President's governance committee, to discuss the selection of a software package for entering and analyzing data on teacher practices and professional development needs. Based on his recommendation it was decided to use a software package such as Excel or ACCESS that is readily available, that can serve multiple functions and that CISCO staff will be able to manipulate with ease with a minimum of training.

**D.3.3 Comments and Concerns**

None at this point.



*Yolande Randriamboa from the INFP leads a focus group of teachers in Vatomandy*

## DOMAIN 4: MONITORING AND EVALUATION

### D4.1 Expected activities

<b>Monitoring and Evaluation</b>
<p><i>Development of evaluation indicators</i></p> <ul style="list-style-type: none"><li>• Submission of final PMP indicators to USAID for review and approval</li><li>• Submission of OPIN indicator sheets for each PMP indicator</li></ul> <p><i>Development of data collection protocols and procedures</i></p> <ul style="list-style-type: none"><li>• Identification by MENRS of DPEFST statistician who will provide primary support to development and implementation of ATEC M&amp;E program and ensure its integration into overall Ministry M&amp;E plan</li><li>• Organization of planning seminar with MENRS to establish general parameters for program evaluation (sample sizes, target schools, etc.) and ensure integration of ATEC evaluation program into MENRS program</li><li>• Drafting and field testing of data collection instruments and protocols for various indicators</li><li>• Identification of personnel in each province responsible for data collection and establishment of terms of reference for their work</li><li>• Training of data collectors in Toliara, Toamasina and Fianarantsoa on use of data collection instruments</li><li>• Collection of base line data for evaluation of impact of FRAM radio programs on parents' understanding of principles of school-community partnership</li><li>• Design data base for entry of project data</li></ul>

### D4.2 Status and Progress

Of the nine activities listed above, the first five have been completed. One (Collection of base line data for evaluation of impact of FRAM radio programs on parents' understanding of principles of school-community partnership) has been moved to April 2007, at the request of the DPEFST.<sup>5</sup>

PMP indicators have been developed and submitted to USAID for approval. OPIN indicator descriptions have been also been completed (see appendix, 84.)

A memorandum of understanding was signed with the Director, DPEFST, to secure the services of a MENRS specialist to oversee the development and implementation of data collection instruments, protocols and procedures for all ATEC indicators. Subsequently, a detailed monitoring and evaluation plan was drawn up with the DPEFST outlining the responsibilities of each party and presenting clear deadlines for the completion of key activities. (See appendix 85.)

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<sup>5</sup> The original monitoring and evaluation plan called for the ATEC program to collect data on FAFs' and FRAMs' understanding of key elements of effective school-community partnerships before the broadcast of the regional radio programs, and after. This would provide a measure of the impact of the radio programs. However, after reviewing the design document submitted by the three regional scriptwriting teams, the DPEFST felt that they did not have enough specific information as to how each of the themes listed would be dealt with in the programs to design a reliable instrument. They have requested that the instrument be designed **after** they have had a chance to review the actual scripts. Rather than doing a <before and after> study, they have proposed contrasting the knowledge and understandings of FAFs and FRAMs in ATEC pilot schools benefiting from the radio programs with those of FAFs and FRAMs in other regions. The data collection will be carried out in April, once at least 50% of the programs have been broadcast.

Initial instruments have been developed and revised for the collection of teacher, school and community profile data (see appendix 86, 87, 88).

Unfortunately, due to a heavy workload in September (preparation of APC evaluation, preparation of data for EPT review, analysis of PASEC data), the DPEFST has not been able to complete the identification of schools in the ATEC representative sample for the collection of program data. Until the sample schools are identified, it is impossible to proceed with the six remaining activities. Without knowing how many schools there are in each CISCO, or where the schools are located, it is impossible to determine how many data collectors will be required or to clarify their terms of reference. The DPEFST has promised to make the identification of the schools in the ATEC sample a priority over the next week so that the data collection process can be initiated.

#### ***D4.3 Comments and concerns***

Establishing a partnership with the DPEFST means that the ATEC monitoring and evaluation program is firmly embedded in the Ministry's monitoring and evaluation program. However, as experienced over the past few weeks, the DPEFST is often overextended and unable to respond in a timely manner to ATEC requests. Efforts will be expended over the next few weeks to ensure that conditions are put in place to allow the ATEC monitoring and evaluation program to proceed as planned.

## ABBREVIATIONS

AEI:	Africa Education Initiative
AGEMAD:	Amélioration de la Gestion de l'Éducation Madagascar/Improving School Management in Madagascar
AGSP:	Ambassador's Girls' Scholarship Program
ALT:	Andrew Lees Trust
APC:	Approche par les Compétences/ Competency-Based Approach
CBO:	Community Based Organization
CEG:	Collège d'Enseignement Général/ Middle School
CISCO:	Circonscription Scolaire/District Office of Education
COP:	Chief of Party
CRINFP:	Centre Régional de l'Institut National de Formation Pédagogique/Regional Pre-Service Training Institute
CPRS :	Contrat Programme de Réussite Scolaire/Contract for School Success
DEF:	Direction de l'Education Fondamentale/Direction of Basic Education
DIE:	Direction de l'Inspection et de l'Encadrement/Inspection Headquarters
DIRESEB:	Direction Régionale de l'Education Secondaire et de l'Education de Base
DIDEC:	Catholic Diocese of Madagascar
DREN:	Direction Régionale de l'Éducation Nationale/Region Direction of Education
DTI :	Direction des Technologies de l'Information/Direction of Information Technology
EDDI:	Education for Development and Democracy Initiative
EFA:	Education for All
EPT:	Education Pour Tous
EPP:	Ecole Primaire Publique/Public Primary School
EDC:	Education Development Center, Inc.
FAWE:	Federation of African Women Educators
FRAM:	Fikambanan'ny Ray Aman-dreny/Community Association for School Support
FTI:	Fast Track Initiative
GDP:	Gross Domestic Product
JP:	Journée Pédagogique/Professional Development In-service Day
MENRS:	Ministère de l'Education Nationale et de la Recherche Supérieure/Ministry of National Education and Scientific Research
IGA:	Income Generating Activity
INFP:	Institut National de Formation Pédagogique
LWA:	Leader With Associates
NGO:	Non-Governmental Organization
OCMEC:	Office de Communication des Masses et de l'Education Civique/Office of Mass Communication and Civic Education
PMP:	Performance Monitoring Plan
PRSP:	Poverty Reduction Strategy Paper
RFP:	Request for Proposals
RNM:	Radio Nationale Malagasy/Madagascar National Radio
SFIC:	Système de formation initiale et continue/Pre-service and in-service teacher education system
SO:	Strategic Objective
TSE:	Technology in Support of Education
UERP:	Unité d'Etude de Recherche Pédagogique/Pedagogical Research Unit
UNICEF:	United Nations Children's Fund
USAID:	United States Agency for International Development

Appendix 1	Memorandum of understanding, ATEC-DTI
Appendix 2	Memorandum of understanding, ATEC-INFP
Appendix 3	Memorandum of understanding, ATEC-DPEFST
Appendix 4	One page description of ATEC program (French)
Appendix 5	One page description of ATEC program (Malgache)
Appendix 6	Pamphlet: ATEC program
Appendix 7	Handout for DREN and CISCO staff on ATEC program
Appendix 8	French translation of ATEC program description
Appendix 9	Invitation, Information session on ATEC program for MENRS officials
Appendix 10	Agenda, Information session on ATEC program for MENRS officials
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