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Educational Quality Improvement Program
Policy ▪ Systems ▪ Management

Quarterly Report January to March, 2008



Submitted by:

Academy for Educational Development

04/30/2008

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

EQUIP2: Education Policy, Systems Development, and Management

I. Objectives of EQUIP2

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

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

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

II. Leader Award: Activities and Accomplishments, January to March 2008

The quarter ending March 31, 2008 includes work done in January, February, and March, 2008. During this period, EQUIP2 focused on completing the capstone case studies; completing the secondary education policy briefs; completing the decentralization policy briefs; and developing a scope of work for the 2008 school effectiveness research. The EQUIP2 team also participated in or led several presentations at the 2008 CIES Annual Conference in New York. The details of this quarter's activities are discussed below.

Specific Activities this Quarter

Program Management

Project management efforts in this period were focused on accelerated implementation of capstone activities, budget planning and management, and preparation for CIES and ADEA. Highlights include:

- The EQUIP2 team held a management retreat on January 13, 2008. The purpose of the retreat was to review activities from 2007 and develop the 2008 workplan, which was submitted to USAID at the end of January.
- EQUIP2 presented their systems approach to monitoring and evaluation at the Basic Education Coalition Meeting (BEC) on February 26, 2008. .
- Members of the EQUIP2 Leader and Associate Award teams presented at the 2008 CIES Annual Conference in New York, held March 17-21, 2008. The following presentations were given during the week:
 - Audrey-marie Schuh Moore (AED), Joe DeStefano (CCFS), David Balwanz (AED) and Arushi Terway (AED) presented the panel, *Secondary Education: Action to Fill the Teacher Gap*. The focus of the panel was quantifying the

teacher gap, particularly in Sub-Saharan Africa and leading a discussion on the policy implications and recommendations for alternative mechanisms to meet the expanding needs of secondary education.

- Audrey-marie Schuh Moore (AED), Kristen Roggeman (AED), and John Rich (ESP consultant) presented the evaluation findings for the EQUIP2 ESP Jordan project. The evaluation findings are focused on the effectiveness of the online instruction; teacher development program; and institutional capacity building.
- John Gillies, Mark Ginsburg, Donna Kay Lezcel, and Antionetta Harwood presented on the panel *Donor Effectiveness and the Dynamics of Education Reform*. The panel focused on presenting the findings from the EQUIP2 capstone case studies in Namibia, Egypt, and El Salvador, which attempt to show how politics, leadership, institutional structures and capacity, civil society, and resources integrate and impact the course of education reform.
- Joe DeStefano (CCFS), Emily Miksic, Harold Narcisse (SAVE), and Elenud Schweitzer (SAVE) presented on the panel *Measuring School Effectiveness in Maissade, Haiti*. The panel presented the findings of EQUIP2 Complementary Education work completed in Haiti in 2007 and re-enforced the findings that complementary forms of education are both cost-effective and increase student's opportunity to learn in school.
- Ana Florez chaired a panel that brought together EQUIP2 Associate Awards from Namibia and El Salvador to discuss the use of school report cards. Members of the panel included Mohamed Liman (COP Namibia); Donna Kay Lezcel (AED); Ray Chesterfield (Mariposa Marketing); and Maria Acevedo.
- Monterrey Institute Fellow Dariga Tukayeva began working with the team in January 2008. Dariga will be focusing on two main studies: (1) Reviewing all EQUIP2 project M&E plans and approaches to determine the number of projects that implement evaluation studies beyond USAID reporting requirements; and (2) writing two additional case studies for the EQUIP2 capstone (Jordan and Afghanistan).

Cost-Share Activities

No new cost share activities were initiated in this period. The planned capstone workshop for the WBI decentralization distance course has been delayed due to scheduling difficulties in WBI. Cost share for the WBI course is being collected. Cost share documentation for the Business and Education Conference in 2007 was submitted and approved. EQUIP2 has exceeded the targeted cost share substantially and currently has achieved 33% cost share.

EQUIP2 Communications

During the first quarter of Project Year 2008, the EQUIP2 Communications focused on the production of new Leader Award products and dissemination of existing products. Between January and March 2008, EQUIP2 completed the following products, the latter two of which are awaiting final approval before publication:

- *Compilation: Reaching the Underserved: Complementary Models of Effective Schooling*
- *Working Paper: Expanding Secondary Education for Sub-Saharan Africa: Where are the Teachers?*

- *Working Paper: Opportunity to Learn: A high impact strategy for improving educational outcomes in developing countries*

When approved, all new EQUIP2 publications are submitted to the Development Experience Clearinghouse in compliance with USAID accessibility and marking requirements. The full list of EQUIP2 Leader Award products can be found at <http://www.equip123.net/webarticles/anmviewer.asp?a=21&z=24>

From January to March 2008, EQUIP2 disseminated approximately 800 hard copies of Leader Award products, the majority of which were distributed at the 2008 CIES Conference at Teachers College, Columbia University in New York City. In particular, almost all of the 200 copies of the *Reaching the Underserved: Complementary Models of Effective Schooling* book have been disseminated.

The EQUIP website accumulated 674,047 total hits. The website had 88,017 total views and 45,049 unique visitors during the quarter. The EQUIP2 portion of the website is located at http://www.equip123.net/equip2/index_new.html.

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

The Complementary Education team focused on completing two main activities and initiating a third this quarter.

The Complementary Education Compendium Book was completed and published in January 2008. The book consolidates the policy briefs and case studies completed over the past four years into a single publication. The publication has been widely distributed this quarter.

Joe DeStefano and Audrey Moore were invited to submit an article on the non-state provision of education to the *Development in Practice* Special journal issue, edited by Pauline Rose. The article, which draws on the 10 country analysis of state and non-state provision of education to assess the nature of state – non-state collaboration, identifies four critical aspects of NSPs that assist in helping the programs more effectively deliver education to the underserved:

- **Institutional and Legal Frameworks:** Official recognition of student achievement in non-state schools;
- **Institutional Conditioning Factors:** Selection, management, training, support, and payment of teachers in non-state schools;
- **Governance and Accountability**
- **Financing and Financial Dependency**

The paper concludes that investment in state/non-state partnerships would be far more effective at moving countries towards EFA. Each dollar spent to expand and support non-state roles in the provision of education may have a greater return, in terms of the amount of education produced, than the dollars being poured into state managed education systems. The paper also demonstrates how progress towards EFA can be accelerated through forging these partnerships. This article will be out for peer review in May 2008.

The EQUIP2 Secondary Education team also completed two policy briefs on secondary education and teachers. The first paper entitled, *Secondary Education: Action to Fill the Teacher Gap* draws regional comparisons among Africa, LAC, and South and East Asia to show how the need for secondary education teachers to meet growing demands and compares strategies for building the teaching workforce to meet those needs. The second paper entitled *Secondary Education: Where are the Teachers* identifies the extent to which inefficiencies and supply mechanisms impact the expansion of secondary education in Sub-Saharan Africa. The study uses existing demographic and education system data to quantify the demand for teachers for six countries in Sub-Saharan Africa: Ghana, Kenya, Malawi, Senegal, Uganda, and Zambia. Data from the most recent Global Monitoring Report, Education Policy and Data Center, UIS, World Bank, and other existing sources are used to examine how primary completion, transition to secondary, secondary completion, entry to post-secondary teacher training and/or higher education combine to determine the pool of potential teachers at the secondary level. Data analysis scenarios examine the impact on the number of teachers that will be needed, should countries begin to expand secondary education. These data are then used to illustrate how conditions inherent in the traditional system create a bottleneck at critical points of entry - in particular showing how transition and completion rates constrain the generation of adequate teacher supply. A model demonstrating the number of potential teachers that drop out at various points of entry is used to show teacher stock and flow into the primary and secondary education system. This paper will be presented at the ADEA Bi-Annual Conference in Maputo, Mozambique May 5-9, 2008.

Finally, the complementary education team began to develop a scope of work for a study examining school effectiveness. The SOW frames a series of country case studies to be carried out over the next two years that will build on EQUIP2's previous complementary education work, but more specifically evaluate learning outcomes, time on task and school support programs to identify effectiveness and cost-effectiveness to assuring consistent opportunities to learn and improved learning outcomes for students. EQUIP2 will work in partnership with IRC, CARE and Save the Children to implement the studies in country and meetings were held in March with each of these partners to delineate their contributions and interests. EQUIP2 resources will be combined with the financial and institutional resources of the partnering organizations.

Improving Educational Outcomes and Management Efficiency in the Context of Decentralization

Decentralization activities in the first quarter of 2008 were focused on preparing for a Capstone Event of the second Distance Learning Course on Governance, Accountability and the Quality of Decentralized Education in Africa. The course, sponsored and coordinated by the World Bank Institute, the British Council, and EQUIP2 under USAID, took place from August-December 2007 and included Cameroon, Ghana, The Gambia, Kenya, Liberia, Malawi, and Zambia. Due to funding difficulties and scheduling difficulties with key resource people, the Capstone Event has been postponed until the latter part of 2008.

The course consisted of modules, research, readings, discussions and videoconferences around key issues of decentralization: school quality; teacher quality; governance and accountability; and the restructuring/reorganizing of ministries. EQUIP2 is presently preparing chapters/policy

briefs on each of these topics. These stand alone policy briefs will also be put together as chapters of a “book” or reference guide/tool kit on decentralization. The content of the chapters will be derived from international research and experience on the issues as well as experiences and insights from the participating 7 countries in the course. Preparation for the Capstone Event will center on filling the gaps of the chapters/policy briefs, and the Capstone Event will review, enrich, and finalize the policy briefs and tool kit on decentralization and education quality.

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

The EQUIP2 team of John Gillies, Audrey Moore and Jessica Quijada continued to work and support associate awards with implementation of evaluation activities.

- Audrey Moore traveled to Jordan in January 2008 to assist in the implementation of the third round of data collection for the institutional capacity evaluation under the ESP program. While in country, she continued to work with ESP M&E staff to develop and refine their evaluation skills.
- In February, Audrey traveled to Egypt to work with Mark Ginsburg, Doug Baker and Nagwa Megahed on the development of an institutional/systems level evaluation for the EQUIP2 ERP program. The team developed and adapted the *measuring systems change* rubric and then met with the Directors of each technical component to review and finalize the data collection rubrics. The rubrics were piloted in March and the baseline data collection process will take place in April 2008.
- Winnehl Tubman, M&E Specialist for the EQUIP2 Liberia LTTP program completed the first round of data collection for the *Systems Change Evaluation* in Liberia. Audrey Moore worked closely with Winnehl to adapt the rubric and develop the data collection protocols.
- Audrey Moore developed the concept for an M&E policy brief series, which will be completed during the second quarter of 2008. The series will include the following briefs:
 - *Why Evaluation: The Challenges of moving beyond the PMP*
 - *Evaluation: What are we measuring and how are we using M&E results?*
 - *Changing mental models around evaluation: The systems approach*
 - *The M&E Tool Kit*

Several draft versions of the policy briefs are currently under internal review.

Donor Effectiveness and Education System Reform

The case studies for the EQUIP2 capstone neared completion this quarter. The various case study authors are working through the challenge of presenting the complex information in a usable and useful format.

Namibia: Donna Kay LeCzel completed another draft of the case study after additional interviews in Namibia, and presented the initial findings at CIES.

Egypt: Mark Ginsburg completed the first draft of the Egypt case study. While in Egypt in February, Mark held interviews with key Ministry stakeholders and former Ministers to better understand the dynamics of reform in Egypt. The case study is currently being finalized for internal review, pending a second set of interviews to be held in April. Initial findings were presented at the CIES conference.

Zambia: The document review for Zambia was completed and initial draft of the case study was presented to the EQUIP2 project Director. David Balwanz will be traveling to Zambia in May 2008 to conduct the interviews and focus groups required to complete data collection for this case study. A final draft of the case will be completed by June 2008.

El Salvador. Antonieta Harwood and Jessica Jester Quijada have worked together to prepare a presentation for CIES, and an initial draft case study has been prepared. Interviews in El Salvador and with the donor community are proceeding.

Nicaragua. Initial data collection and desk research has begun. Field work and interviews will be initiated in collaboration with the schedule of USAID/Nicaragua.

Obstacles and Proposed Solutions

There are no significant obstacles other than the uncertainty about funding levels and timing. This has delayed startup of work on school effectiveness and applying the Opportunity to Learn framework with partners.

Financial Summary

Type of Expenditure	Current Quarter Expenditures	Total Expended	Obligated Balance Remaining
Core Funding	865,924	7,722,628	
Federal Share	221,609	5,806,504	356,912
Recipient Share	644,315	1,916,124	(1,218,664)
Total Cost Share %	291%	33%	

III. Associate Awards: Activities and Accomplishments, January to March, 2008

Summary: No new associate awards were awarded in the first quarter of 2008.

Existing Associate Awards

Projet AIDE/Djibouti

As the project reached the end of its first year, a second year work plan (March 08-Sept. 08) was submitted to the USAID CTO for approval. Also, Project AIDE participated in both the Education FY 07 portfolio review and the USAID/Government of Djibouti Joint Education Program Bilateral Review. Both activities were reported to be very successful.

On March 8-16, the Secretary General at the Ministry of Education accompanied by the COP completed a study tour in Washington, DC to learn about decision making and strategic planning at the central/district level as well as the school level. The visitors met with central key officials such as the superintendents and department heads in the school districts of Montgomery, Fairfax,

and Arlington counties in the states of Maryland and Virginia. Following this visit, the SG will be preparing an action plan conjointly with Projet AIDE's COP.

Water and sanitation projects continued to be implemented in close collaboration with schools and communities. 18 out of the total 30 projects are underway, with 8 fully completed. One of these projects was jointly done with the US military and the Djibouti national army. Communities and PTAs contributed to these projects through the provision of unskilled labor, supervision and raw materials.

In terms of teacher training activities, training sessions were conducted in each of the 5 circumscriptions of Djibouti ville to help school directors reflect upon their practice and better understand the concept of instructional supervision, and help them implement and monitor their school education improvement plans. Also, following the distribution of the revised school director's guides, Projet AIDE training team with the support of MOE's core trainers organized training workshops for all master teachers in the 5 regions and Djibouti ville on the effective use of the revised guide.

Forty-five out-of-school youths who received training as interns at the Uteh Bokah vocational training center in Djibouti graduated in January. Discussions are underway to find internship opportunities for them. Another group of 16 youths is still undergoing similar training. In all of these programs, Projet AIDE helped in the identification and placement of the youths and paid for the related training expenses.

Projet AIDE also continued working with the MOE's strategic planning team on further developing the Fundamental Quality and Equity Levels (FQEL) planning approach. During the months of February and March, several workshops and retreat were held to share the developed planning framework and seek a large and shared consensus around the criteria, norms and ratios contained in the framework.

Education Policy and Data Center (EPDC)

EPDC worked principally in four areas in this quarter - updating the website, adding new data, research and analysis, and outside presentations. The website was updated with a new data and graph search interface, the ability to add special pages for groups, a news blog for center updates, and features on UIS and EdStats. The EPDC website had more visits and hits in this quarter than in any previous quarters (11985 visits and 253536 hits). The new data added to the EPDC data system includes the following: new administrative data for 50 countries (for 15 of which 2007 data was found), acquired through accessing 56 national websites; 2006 MICS data from 22 country reports; EPDC extraction of 10 new DHS country datasets; various non-DHS surveys from IHSN; updated UIS data; and additional household survey indicators and national exam and assessment data for the commissioned GMR study. The Center advanced its goal to improve accuracy and comparability of survey data by initiating a dialogue with partnering organizations EdStats, UIS, and DHS and by revising Stata files accordingly.

The EPDC wrote proposal for four GMR commissioned studies, three of which were accepted -- attendance by wealth over time; attendance by age groups; and sub-national quality differentials. The Center finished revision of the comparative study on 30 education modules for IHSN, completed a mapping overview of the contents of international education websites (OECD, UIS,

EdStats, EFA GMR), and drafted a policy brief on short-term projections to 2007 that was sent to UIS and MinBuza for comment. EPDC's presentations include: a panel on EPDC at CIES (March 20); highlights of the EPDC data system at ADEA Consultative Workshop on the Merger of the WGs on Education Statistics, Education Finance and Education Sector Analysis (Feb. 25); workshop on the use of EPDC resources at Harvard (March 1) and for a Georgetown class (Jan. 20); and an invited paper on "Education Trends in Africa" at Afrika Kongres at the Ministry of Foreign Affairs in the Netherlands (Feb. 14).

Egypt Reform Project (ERP)

The Egypt Education Reform Program (ERP) is organized in the five program areas of: Decentralization, Governance and Management (DGM), Professional and Organizational Development (POD), Monitoring and Evaluation (M&E), Social Marketing (SM), and Participant Training. Below are some highlights of the last quarter for the EQUIP2-managed program areas:

DGM. The underlying DGM theme for the current Annual Work Plan (AWP) is "Decentralization through Mentoring and Peer Professional Support". During the past quarter, activities in support of the MOE National Strategic Plan have endorsed this thematic approach to increasingly strengthen system changes and policy reform congruent with the education reform agenda approved by the government. Quarterly activities that engage both horizontal and vertical reform issues include those scheduled in the AWP plus additional items addressing needs that arise from implementation actions and some others more recently identified as priorities by the MOE.

The Inter-Ministerial Work Group on Organizational Transformation of the Pre-University Education System (IMG-OT) continued the policy review and systems change work actively begun last quarter and with direct endorsement by the Minister of State for Administrative Development (MSAD) and the Minister of Education. The IMG-OT met formally twice this quarter (January and February) with effective participation by MOE and MSAD and ERP continuing as the technical secretariat and process facilitator.

In addition, system change was further advanced as six of the targeted governorates had their completed strategic plans reviewed and approved. The remaining governorate of Alexandria now has also completed its strategic plan after a series of intensive workshops and considerable technical assistance. Despite the distinctive context of Alexandria, its having had access to the experience of other governorates and their lessons learned encourages the observation that its finalized plan may be one of the best.

POD. In this quarter, POD continued its support to the National Authority for Quality Assurance and Accreditation (NAQAA) staff members as they began the process of operationalizing the agency which will oversee the process. Training and technical papers were provided to the agency. Assistance was also provided to the governorate-based Internal Quality Assurance and Accreditation Units (IQAAU) on the process of preparing schools for accreditation in the pilot governorates of Alexandria and Minia and later in the quarter, extended to Cairo, Beni Sweif, Fayoum, Qena, and Aswan. The basis of the accreditation process is

quality as expressed in standards, and in this quarter, the Effective School Standards, indicators, and rubrics were finalized.

In line with the MOE's plan to implement a Teachers' Cadre, POD is involved with the procedure for selecting and inducting teachers, their promotion, and advancement based on standards, accountability, and professional growth. The major activity during this quarter was POD's role in revising and finalizing a total of 62 tests in four forms for the teachers' cadre placement tests.

In addition, the induction and mentoring pilot program was successfully launched in Beni Sweif. Three draft courses were developed and delivered to pilot participants: the "Mentoring Skills" course was designed to provide experienced teachers with essential mentoring skills; the "Assistant Teacher Assessment Skills" course was designed to provide supervisors and school principals with necessary skills for standards-based, objective assessment of novice/assistant teachers; and the "Introduction to Teaching" course was designed to provide novice teachers with the essential teaching skills to achieve national teaching standards.

M&E. M&E has continued to support the MOE in its re-structuring process for the Information and Communication Technology (ICT) entities. This represents the implementation of one of the major objectives of the MOE strategic plan: 'Restructuring the Technology Departments within the Ministry.'

SM. In this quarter, the Minister of Education held a Policy Dialogue Forum in Bibliotheca Alexandrina to discuss the National Strategic Plan and its implications on society. Ninety three (93) participants representing University professors, educators, lawyers, scientists, economists, research experts, policy advisors, media editors, reporters, MOE officials, and Alexandria Library key personnel were present. Five committees (Social, Economic, Scientific, Environmental, and Cultural) were held to openly discuss the strategy of education and recommend points of improvements to ensure the strategy included all society's sectors and achieved maximum social aim, that is, Quality Education for All so as to graduate students apt to meet actual labor needs. H.E. Dr. Yousri El-Gamal, Minister of Education, and Dr. Ismail Serageddin hosted the event.

El Salvador

EQUIP2 El Salvador is supporting the Presidential Commission for Education Plan 2021 by providing a series of technical assistance visits to assess the sustainability and impact of the Plan 2021, and strategies for addressing some of the core challenges to its success. EQUIP2 has fielded a senior advisory team of Luis Crouch, John Gillies, and Ana Florez to work with the Presidential Commission on finalizing its recommendations to the President. Building on a number of project initiatives and research, including the policy dialogues on the findings of the National Education Accounts and development of a sophisticated information system, the EQUIP2 team is working with the Commission on a final report, a more detailed inquiry into the challenges and options for financing education, and report on strategies for providing an effective opportunity to learn for all students. The EQUIP2 assistance will support a national dialogue to make education a central focus during the upcoming elections.

With regards to school management, EQUIP2 El Salvador implemented two new strategies to reach out to rural schools. The first is a call center designed to provide immediate support to schools while keeping costs low. The center has already received 80 calls. The second strategy consists of organizing district meetings for schools in rural areas or with high delinquency rates. Schools that have the best successes model for others and share their experiences. EQUIP2 plans to sustain both of these strategies by passing them on to the Ministry of Education after Project close.

Georgia (GEDA)

After receiving repeated assurances from the GEDA CTO that emergency funds would be available by the end of January, AED received word from the Agreement Officer mid-January stating that funding was not available and project closeout should be initiated immediately. As a result, all programmatic activities ceased, staff was given notice, property disposition plans were prepared and submitted, and GEDA's offices were closed by March 1.

The COP, Dr. Wes Snyder, was on approved home leave in January, and AED home office project director, Jerry Wood, was in Tbilisi for several weeks in January and February, first covering as acting COP and finally making arrangements for the project to close both expeditiously and judiciously. Dr. Snyder returned to Tbilisi at the end of January as previously planned and oversaw the final logistical arrangements before his repatriation in early March.

Below is a brief list of accomplishments within the final months of the project:

- Finance training for Education Resource Centers (ERCs) was completed; this was seen as a success and was approved to extend it to Russian translation;
- The final phase (for this project) of the strategic planning for the National Education Accreditation Center (NEA) was finished;
- The startup phase of the accreditation manuals and reports for higher education accreditation were completed;
- Accreditation work in the identification of standards for general education was initiated;
- Several handbooks on school boards, school management, and ideas for running meetings, as well as a piece on how ERC personnel might serve as consultants were completed.
- A manual for strategic planning for ERCs was developed, with data on 32 ERCs, illustrating the commonalities of missions and the variability of strategies, dependent on resources, community involvement, and location;
- Three evaluation reports were completed illustrating the range of stakeholders for ERCs, and the effectiveness of the training of school boards, school directors, and ERC economic officers. These latter reports verified GEDA's strategic intents for the professional development of ERCs as the locus for the nexus of reform, and they were part of the strategic planning process for decentralization.

Ghana Basic Education Comprehensive Assessment System (BECAS)

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

Guatemala Social Investment and Policy Dialogue (SIPD)

The Guatemala SIPD project closed October 15, 2007. The activities in Guatemala have been continued under the ABE-Link mechanism.

Honduras Improving Student Achievement Project (MIDEH)

During the first quarter of calendar year 2008, the EQUIP2 Honduras MIDEH Project hired an in-country technical director to oversee and strengthen the decentralized technical training and assistance component, through which the Project provides support to the Ministry of Education at the departmental and district levels. The project finalized agreements with 3 NGOs to carry out activities under this component, and was in final discussions with several others.

The MIDEH team, in collaboration with the Ministry and GTZ, provided technical support to the development and revision of 16 departmental strategic workplans for 2008, focused on the achievement of EFA goals. The Project finalized an impact study of community preschool centers (CCEPREBs), and provided supplies and materials to 3,800 preschool centers. EQUIP2 MIDEH also launched a media campaign, Education Changes our Lives (*Educación nos cambia la vida*) which garnered strong support from print, radio, and television media.

Jordan ERfKE Support Project

With ERfKE completion scheduled for the end of 2008, and a follow-on project, ERFKE II, scheduled to initiate at the beginning of 2009, ESP has offered regular technical support to Donor Coordination Unit (DCU) and MoE committees to support planning for ERfKE II.

The **Early Childhood Education (ECE)** component of ESP completed the training of supervisors and kindergarten teachers on the modified KG curriculum, completed renovations and furnishing of over 20 KG classrooms, and supported the roll-out of the Parent Involvement Program from the original 28 classrooms to 190 kindergartens in all 36 Ministry of Education directorates. Roll-out of the initiative included Parent-Teacher meetings in all 190 classrooms and Appreciation Ceremonies for principals, teachers, and volunteers including awarding certificates to over 1900 program volunteers.

In the **Youth, Technology and Careers (YTC)** component, Storylines 1-4 were completed with the delivery of the Online Resource Library (ORL), the glossary and the first teacher modules in Eduwave. Pilot testing on Storyline 4 for students began in early January. The project is on course to deliver MIS-Online for Grade 11 by the end of the project, comprising six storylines. *Dokkaneh*, ESP's e-commerce application is being integrated into MIS-Online. ESP has identified and MoE approved some 65 learning resources of 200 resources for loading into the online resource library to date. Reviews of the program by the field have thus far been positive. Some 65% of the students believe strongly that MIS-Online is a better way to learn MIS materials than the standard textbook. Teachers equally find the collaborative teaching and co-planning that are a part of the trans-disciplinary design to be effective. Interest has been generated within higher education and in other countries for this pilot program.

Project support for Teacher Professional Development received significant national attention when the Minister of Education Dr. Tayseer Al-Noaimi and USAID-Jordan Mission Director opened School-Based Teacher Professional Development Conference in Aqaba with 200

participants from MoE, members of the Royal Commission for Education Reform and representatives from stakeholders and partners. The conference culminated in the Minister requesting the formation of a committee to prepare a plan to apply conference recommendations. The Teacher Standards-Tracking/Portfolio Application (based on MIS curriculum-specific standards) is near completion and will be presented to the Minister in the next quarter.

The **Shorouq** component supported on-going ICT lab renovation in over 20 schools, initiated lab renovation in an additional 15 schools and installation of sports fields in 15 schools, procured 600 PCs and peripheral hardware to upgrade lab equipment in renovated schools, supported implementation of Right to Play sports and wellness activities in 15 schools, including one school for hearing-impaired youth, and made initial steps in providing solar power to two rural schools without electricity. In the fall of 2007 ESP-Shorouq and the MoE Central Training Team refined the MoE train the trainers content to better fit the content and pedagogy of the 70 hour Shorouq Professional Development Content. In the first quarter of 2008, Shorouq supported the MoE Central Training Team in delivering the content to the Directorate Team – who will lead the Professional Development program in 10 schools in Aqaba governorate. At the end of the quarter, the Aqaba Professional Development Centre was formally opened by the Minister of Education Dr. Tayseer Al-Noaimi.

Liberia LTTP

This quarter was marked by the visit of US President George Bush to Liberia. The US President, President Ellen Johnson-Sirleaf, First Lady Laura Bush, and Secretary of State Condoleezza Rice attended the “Partners in Education” event at the University of Liberia on 21 February. This visit highlighted the American education development assistance to Liberia. The main accomplishments around the studies this quarter were the pilot of the institutional rubrics for the RTTIs and the University of Liberia, College of Education, and the assessment of the pilot C-Certificate program. LTTP/IRC staff participated in a six-day training on student centered teaching methods presented by the Open Society Institute in February. Chamberlain Diala, the lead study evaluator, traveled to Liberia in mid-March as part of his preparation of the development of the teacher performance study design. While on the ground he engaged with local staff, LTTP technical team members, and partners to become more familiar with the workings and context of the project. He also conducted an assessment of the pilot C-Certificate program to determine its effectiveness and initial impact on teacher performance.

LTTP continued its efforts to raise the profile of educational issues through the promotion of an increased public dialogue on educational issues via broadcasts on two radio stations in Liberia: UNMIL Radio and STAR Radio. UNMIL is the only radio station in Liberia that has national coverage, ensuring that listeners across the country have access to the information. Some of the programs aired were as follows: A total of eight programs were aired this quarter. The following is a list of those programs and the representatives who participated in the shows:

- Program 6: Girls’ and Women’s Education III
Topic: Efforts to promote girls and women’s education
Guests: Asst Minister Lorpu Mannah (Assistant Minister for Girls’ Education), Dr. Evelyn Kandakai (FAWE), Teacher, Christine Dartey (LTTP)

- Program 7: Curriculum I
Topic: C-certificate Curriculum Development
Guests: Moses Johnson (LTTP), Teacher, Student, Moses Yarkpawolo (UL)
- Program 8: Curriculum II
Topic: Curriculum development and alignment with national standards at Universities throughout Liberia
Guests: Moses Yarkpawolo (UL), Representative from NCHE, Representative from Cuttington University

One final program is being planned for this coming quarter that would complete the radio program series. LTTP is interested in getting the Minister of Education and the USAID Mission Director on the same show talking about the future plans of the education system.

In furtherance of LTTP university staff capacity-building goals, workshops were conducted on the University of Liberia campus during the week of 10-14 March, 2008. The targeted group of 38 included mid-level managers such as deans, directors, and department chairs and expanded to include Vice Presidents of the various colleges. Consultant Dr. Curtina Moreland Young was charged to work with CoE mid-level managers in developing a self-study outline based on the Teacher Education Program Standards. Activities included facilitating the examination and/or development of the institutional development plan at the University of Liberia's College of Education, assessment strategies, and staff development plans.

One of the ongoing challenges associated with the field operations for the Southeastern counties is providing a regular supply of fuel for the vehicles and generators in these two locations as there are no commercial fueling stations in either city. A possible solution to this challenge is procurement of fuel from the United Nations Mission in Liberia (UNMIL) through the UNMIL fueling stations already established in these cities. Several staffing changes occurred over the past quarter for both IRC and AED. AED's staffing changes included the departure of the Lead Education Manager and the Training & Curriculum Development Specialist, both Monrovia-based positions. Although interviews have been ongoing for the open finance assistant positions in Monrovia and for the field office in Zwedru, suitable candidates for the roles have not yet been identified. It is anticipated that all recruitment will be ongoing early in the next quarter so as to fill critical gaps in program staffing needs.

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

During this quarter the EQUIP2/Malawi project conducted its annual school census data dissemination workshops to share the results of the 2007 school census. The workshops took place from February 25 to February 29 in all 34 Districts in the country. The workshops provided an opportunity for the project and the Ministry to discuss the quality of data provided by schools, with school and District Education Managers (DEMs). Particular emphasis was placed on helping workshop participants better understand how the data is utilized, the importance of accurate reporting, and how they can use EMIS data for decision making in their day to day work. All DEMs and Divisional Managers received a CD containing 2007 Annual School Census Dissemination Modules and the 2007 Education Statistics Booklet.

The project also continued to provide support the MOE in its efforts to decentralize EMIS activities to twelve additional districts. Specifically, the project team organized workshops to teach basic computer skills as well as EMIS data collection procedures to District EMIS staff. In addition, AED/Washington DC procured and shipped over computer equipment and software to the field to facilitate the set up of these District EMIS offices. Distribution of the equipment is scheduled to take place beginning in April.

Namibia BES III

The Michigan State University (MSU) team spent about 2 weeks working with the National Institute for Educational Development (NIED) and the colleges of education to provide the entrenchment of a site based teacher educator continuous profession development. AED in collaboration with NIED and IFESH conducted a teacher educator seminar for the first time in about 10 years. At this conference, college faculty, NIED and PQA as well as all regional directors met over a four-day period and went through all components that have influence on pre service teacher training. The outcomes included action plans being drawn by each college working with its regions as well as professional development plans that are now being revised to be more specific, measurable and achievable. With technical assistance of consultants from MSU, AED and NIED have put in place mechanisms to ensure that each college is able to articulate its professional development needs, prioritise and identify resources as well as conduct training to remedy such deficits.

Various local consultants from the University of Namibia have been working with the circuit support teams (CSTs), NIED and the school teachers to plan for the implementation of the Learner Performance Assessment

Consultants Dr. Donnay KayLeCzel and Audrey Fielding have been providing support to launch the last “writing by kids” book series, a collection of personal stories and life experiences written by Namibian children and developed through collaboration between the publishers and the CSTs.

The BES III project team continues to work closely with IFESH on College of Education activities, with NIED on the teacher professional development activities, and with UNICEF on a number of studies to inform Ministry planning such as the relief teacher strategy and the teacher demand and supply study.

Senegal CLASSE and SITT

A number of activities took place during the second quarter of year five of the project.

In the area of school construction, construction of schools began in seven sites in the newly-added region of Ziguinchor, and construction continued for the new and rehabilitated schools in Fatick, Kolda, and Tambacounda.

In the regions of Fatick, Kolda and Tambacounda the members of thirty School Management Committees (CGEs) participated in training sessions on modules 4 and 5, which included conflict management and negotiating in a school environment, and management of a school’s financial and material resources.

This quarter also saw the beginning of radio spots and program broadcasts. The media plans included a trial phase for the radio spots that accompany awareness campaigns. These programs and radio spots address themes of alleviating domestic chores, the dangers of early pregnancy and marriage, as well as issues such as transparency, good governance and management at the school level. These spots were designed and broadcast in local languages on community radio stations.

The student performance tests in the subjects of Math, Physical Science, and Earth Sciences were given to 1913 students in the USAID/PAEM regions in January. Results from these tests will serve as a baseline for the ensuing years, and will help teachers and administrators identify where weaknesses lie. Questionnaires were also given to the same students to provide information on students' socioeconomic backgrounds.

The first activities of the "Amis de Collège" (Friends of Middle Schools) took place with initial training followed by school site visits.

A USAID/PAEM partners meeting took place in Ziguinchor, which gathered partners from Kolda and Ziguinchor to inform them about the project and its coming activities, and to address any concerns the partners had.

Following that, a team meeting was followed by a USAID/PAEM in Ziguinchor, attended by all USAID/PAEM staff and two representatives from the Ministry of Education. It also provided a chance for the team to visit a school site in Boukott Diembéring and help the community plant trees in the school courtyard.

Southern Sudan Technical Assistance Program

This quarter represents the first full quarter of the three senior State Advisors working in the State Ministries of Education (SMoEs) of Southern Sudan. The speed with which the advisors have settled in and started productive work has exceeded all expectations. Advisors started capacity-building work in six states:

- Dr. Charles Kanyarusoke in Western and Central Equatoria States
- Mr. Tsehaye Haile in Upper Nile and Unity States
- Dr. Grace Akukwe in Western and Northern Bahr el Ghazal States

Dr. Kanyarusoke worked on completion of the Stages 3 and 4 teacher professional development materials at Maridi Curriculum Development Centre during the quarter. Mr. Haile worked with his assigned SMoEs to set priorities for their annual work plans while Dr. Akukwe worked on coordinating and consolidating the efforts and resources of development partners in order to improve educational services within her assigned states. At GoSS-MoEST, Dr. Elizabeth Leu led an effort to coordinate ministry activities and introduce accountability measures, and led the State Advisors Program in the selection of candidates for two additional positions. The three State Advisors, along with the GoSS-MoEST TAP advisor, played an important role in completing the Education Act during this quarter, working with teams of advisors and ministry officers.

Uganda Support for Education Management Information System (EMIS)

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

Zambia

EQUIP2 demonstrated that partnership between various stakeholders is essential to strengthening the implementation of programs and reform. EQUIP2 facilitated the dissemination of community school guidelines by bringing UNICEF, MOE, CHANGES and QUESTT (the latter two are USAID funded education projects) together in ensuring guidelines were made available to, and correctly interpreted by, provinces, districts and schools in implementation. 26 people participated in an orientation and dissemination workshop, led by the MOE Director of Planning and Information, who will in turn orient and train approximately 360 district and 45 provincial officers. 25,000 copies of the guidelines were also distributed during this exercise.

EQUIP2 also assisted in the design and coordination of the February 2008 Joint Annual Review Meeting. More than 200 people from national, provincial, district and school levels as well as other stakeholders from universities, NGOs and Cooperating Partners participated in analyzing and providing suggestions to the MOE's annual work plan and the National Institutional Framework (the education sector's strategic plan within the broader Fifth National Development Plan). A research study, commissioned by EQUIP2 on the performance of community schools, featured prominently in the agenda. This presentation generated discussions and suggestions on how the community schools guidelines will be institutionalized in the Ministry's operations – particularly on the modalities and actions required by District Education Boards in the recruitment and deployment of teachers to community schools.

EQUIP2 participated in an independent assessment of targeted basic education activities funded by U.S. Agency for International Development (USAID) in Zambia, whose purpose was to strengthen the Ministry of Education's (MoE) support to community schools. The assessment was carried out from 10 March-25 April 2008 by DevTech Systems, Inc.

No updates are available for the following projects.

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

Anticipated Associate Awards: None