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Educational Quality Improvement Program  
Policy ▪ Systems ▪ Management

## Quarterly Report October to December, 2008



Submitted by:

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

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

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

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

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

### **II. Leader Award: Activities and Accomplishments, October to December 2008**

The quarter ending December 31, 2008 includes work done in October, November, and December 2008. The primary activities focused on analysis of the school effectiveness case studies in Guatemala, Nepal, and Ethiopia; delivery of the EQUIP2 systems approach at the USAID Test training; capstone and associate award research, and responding to associate award requests in Pakistan, Malawi, and Mali. 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 budget planning and management, school effectiveness activities and responding to several EQUIP2 Associate Award requests. Highlights include:

- Joe DeStefano (CCFS), Tom Lent (AED) and Audrey Moore (AED) prepared for delivery a 4 hour training at the USAID TEST training in October. The EQUIP2 session focused on presenting the EQUIP2 systems approach to education reform support and included a specific focus on decentralization and education financing.
- John Gillies and Audrey Moore presented papers at the 2009 American Evaluation Society's Annual Conference. John Gillies served as part of a panel entitled "Using Developmental Evaluation in Complex Dynamic Systems" chaired by Michael Patton. The title of his presentation was "Evaluating USAID's EQUIP2 Program for Education Policy, Systems and Management. Audrey Moore chaired the panel entitled "Shaping Policy and Practice: Contributions to the delivery of Education Technology and

Professional Development in Jordan”. Presenters included Dr. John Rich, David Balwanz and Audrey Moore.

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

No new cost share activities were initiated in this period. The planned capstone workshop for the WBI decentralization distance course was canceled by WBI. EQUIP2 has exceeded the targeted cost share substantially and currently has achieved 31% cost share.

### ***EQUIP2 Communications***

During the fourth quarter of Project Year 2008, EQUIP2 Communications focused on the dissemination of existing products.

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 October to December 2008, EQUIP2 disseminated approximately 250 hard copies of Leader Award products, including copies of the *Reaching the Underserved: Complementary Models of Effective Schooling* and the *Opportunity to Learn Working Paper*.

The EQUIP website accumulated 697,600 total hits. The website had 137,910 total views and 82,837 unique visitors during the quarter. The EQUIP2 portion of the website is located at

[http://www.equip123.net/equip2/index\\_new.html](http://www.equip123.net/equip2/index_new.html).

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

The months of October, November and December were spent finalizing data collection for the school effectiveness study and formulating the data analysis model. Nawsheen Elaheebocus and Joe DeStefano completed data collection in Ethiopia and began preliminary cleaning of the data.

Eva Grajeda, Lizzie Adelman and Audrey Moore completed data entry and cleaning of the Guatemala and Nepal data and finalized the databases used to house the data. The team also met with World Bank personnel and was trained on the Stallings Observation database, which enabled them to enter all the classroom observations and convert the data into excel files for analysis. The school effectiveness team met in December and began to define the data analysis model and process, which will likely include the creation of school profiles related to the OTL factors and multi-variate analysis. Draft case studies for Guatemala, Nepal and Ethiopia are expected in early February with a draft of the synthesis paper in March.

Audrey Moore, John Gillies, Lizzie Adelman and Eva Grajeda also met with Margaret Meagher (CARE) to discuss the possibility of conducting a fourth case study in Honduras. CARE has expressed interest in the study. The team is currently defining the budget, sample and timeline for data collection in Honduras. It is expected that the Honduras case will begin in March/April 2009.

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

Arushi Terway designed and moderated an on-line discussion from September 15 to October 17 with participants in the Distance Learning Course on "Accountability, Governance and Quality of Decentralized Education in Africa" (co-designed and co-delivered by the World Bank Institute and EQUIP2 under USAID). Participants from Cameroon, Ghana, Kenya and Liberia joined the online discussion and shared information in three sessions on the following issues of teacher management: Teacher Education and Professional Development; Teacher Supervision and Accountability; Teacher Qualification, Recruitment and Service Condition. The purpose of the on-line discussion was to complete a policy brief on decentralization and teacher education based on the country experience.

During this same quarter, the World Bank Institute approved funding for the roll-out of the third Distance Learning Course, to be held from February-May 2009 with Uganda, Ghana, Zambia and Tanzania. Although EQUIP2 is no longer supporting this activity, the modules, materials, and design will build from the previous two courses (co-funded by WBI and EQUIP2 under USAID). The incomplete EQUIP2 decentralization policy briefs that were planned but not achieved in the year plan will be done through improvements in the way the course organizers have built in new systems to obtain data, research and materials for the briefs and guidebook from participants. Specific research and policy questions to fill in the information gaps for the publications are a part of the reporting mechanism, assignments, videoconference discussions, and group intersession activities. Funding for a Capstone Event to bring DLC participants in a face-to-face conference (May 2009) has been approved by WBI, and an essential part of that agenda will be to review and revise the draft chapters/briefs.

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

No data or evaluation activities were conducted during this quarter.

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

On the Capstone case studies, additional interviews and data analysis were completed for El Salvador and Egypt, and revised versions of the case studies were prepared. Summary versions of the case studies were prepared for the synthesis, and a draft synthesis and summary document were prepared.

### ***Special Topics***

Several policy briefs for experiences in associate awards were drafted and moving into revision. For Guatemala, a brief was prepared on the innovative uses of information for sector reform, but requires substantial revision in consultation with USAID/G. For El Salvador, two briefs were prepared about the National Education Accounts and continuous assessment.

In coordination with a Master's student in South Africa, a brief was prepared on the impact of school fees on school quality and equality from interviews with school principals.

**Obstacles and Proposed Solutions:** No significant obstacles were encountered.

### **Financial Summary for the Period Ending December 31, 2008**

<b>Type of Expenditure</b>	<b>Obligation</b>	<b>Current Quarter Expenditures</b>	<b>Total Expended</b>	<b>Obligated Balance Remaining</b>
<b>Core Funding</b>	7,974,013	226,052	8,316,182	(342,169)
<b>Federal Share</b>	7,163,416	226,052	6,400,058	763,358
<b>Recipient Share*</b>	810,597	0	1,916,124	(1,105,527)
<b>Total Cost Share %**</b>		0	29.94%	

\* Recipient share of obligation (cost share requirement of AED) amount is proportionate to the obligated amount (Obligation/Budget\*Contract cost share requirement).

\*\* % of federal share amount.

### **III. Associate Awards: Activities and Accomplishments, October-December, 2008**

**Summary:** EQUIP2 received and responded to the Mali Associate Award. A design team was fielded to Bamako to assist in preparing the proposal response to USAID. A design team also followed up on the Malawi submission to revise the proposal based on Mission request.

#### **Existing Associate Awards**

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

This quarter was characterized by the transition of the project from phase II to phase III. The project actively re-engaged dialogue with MENESUP to develop a work plan that outlines a set of proposed activities consolidating and building upon the results achieved during the first two phases. Projet AIDE also continued maintaining regular contacts with USAID through the weekly Education Implementing Partner meetings, and with MENESUP and other partners. Below is an overview of key activities and challenges.

Project accomplishments include:

- Workshop on training needs assessment and setting up training priorities: Projet AIDE conducted a workshop targeting 5 regional directors, 4 French language inspectors and 2 Arabic language inspectors to assess in-service training needs and priorities for primary education.
- Finalization of work plan and Performance Monitoring Plan: Projet AIDE conducted workshops targeting focus groups from MENESUP to develop the project work plan along with a Performance Monitoring Plan.
- Development of the 2008-2009 National Teacher Training Plan: In collaboration with the MENESUP's training center CFPEN (Centre de Formation des Personnels de l'Education Nationale), Projet AIDE conducted a workshop targeting 5 regional directors, 3 primary school inspectors, 13 Pedagogical Advisors, 7 School Directors, 7 primary school teachers

and 8 coordinators, for a total of 43 people of which 16 were women, to develop the first national training plan.

- Teacher Resource Centers (TRC) assessment: Projet AIDE conducted a quick assessment of the 6 TRCs to determine how to increase the use of TRCs.
- Thematic meetings with MENESUP's divisions, NGO and other partners intervening in the education sector: Projet AIDE held several meetings with CFPEN, IFESH, CRIPEN, CERD (Centre de Recherche de Djibouti), the English Language Inspectorate, SIRAD (Service d'Informatique et de Recherche Appliquée e Djibouti), AFD, UNICEF and the Port Authority of Djibouti to explore areas of collaboration and/or identify training opportunities.
- EMIS: Hassane Diallo, the Advisor for Improved Education Systems undertook a training with Kurt Moses and his team at AED/Washington on the use of the ED\*ASSIST application. This was an opportunity for the application developers to adapt the software to the MENESUP's needs.

### **Challenges:**

Major challenges include working with the CFPEN and the delay related to the validation of the legal framework for PTAs. These two problems consequently caused more delays in the appointment of the core group of experts for the decentralized teacher training component and carrying out activities related to community participation.

### ***El Salvador***

EQUIP2 El Salvador has invested heavily in increasing the participation of parents and community leaders to improve the quality of education in El Salvador. By developing a learning-centered school management strategy called PEI and PEA, EQUIP2 has up-scaled the project from the original 500-targeted schools to include all schools nationwide. This quarter, EQUIP2 exercised the lessons learned from the implementation of the original 500- targeted schools to train supervisory teams from the Ministry of Education in the 14 departments on “how-to” strategies to support the execution of the PEI and PEA tools within the schools. Furthermore, the EQUIP2 team enhances training to a group of teacher trainers from nine local higher education institutions on how to include the PEI and the PEA strategy in their official study plans for pre-service and in-service teacher training programs.

Improvements in quality require that schools are provided with sufficient and effective material inputs to support student-centered, active, and participatory teaching and learning. EQUIP2 El Salvador is contributing to this effort through the development of Spanish language textbooks and workbooks for students between first and six grade, as well as teacher guides for all educators nationwide. In this quarter, EQUIP2 delivered the final version of these materials to the MOE and provided input on its distribution and use to a group of MINED officials. This activity will continue into the next quarter. In an MOE organized press conference, the Minister thanked the US Mission Director and highlighted the commitment of USAID to improve education throughout EQUIP2.

EQUIP2 El Salvador is connecting its work at the school level by complementing the Spanish learning materials and the learning-centered school management strategy (PEI and PEA) with a toolkit for parents. In this quarter, the project team initiated the creation of a toolkit that offers

general information about the focus of the Spanish learning materials, providing parents with strategies to support their children's learning at home. While the MOE is distributing the Spanish textbooks, workbooks and teacher's guides, the toolkit will appear in the national newspapers and will be distributed to the schools.

### ***Ethiopia***

All training has been completed in the Woreda Capacity Building Program. The overall target was 2600 and 2513 were trained. The project fell short of the 87 all in Somali Region and Afar due to the ongoing system re-organization that, at first, caused delay in scheduling. When the workshops were conducted, many woredas were not able to send the required number or sent inappropriate officers. The CTO has recommended that the project train the remaining officers in the next 3 months including additional 600 officers. The project believes that it will be able to fulfill this request.

The Kebele Education and Training Board members have all been trained as of August 2008. The CTO has recommended that the project train 600 board members in the next three months, and the project believes that this task can also be accomplished.

The Principals Training was completed. The overall target was 3100 teachers to be trained between January and December 2008 and the project trained 3126, exceeding the target but falling short of 65 in Somali and Afar for the same reason as in WCB training. The shortfall was anticipated and the numbers were made up by increasing the number of participants from other regions. The CTO has recommended training an additional 1,100 principals in the next 3 months. The project will add the 65 principals missed in the current extension November 2008 - January 31, 2009.

PMIS is established in all 100 target woredas. The remaining activities left that will complete PMIS is the installation of Anti-virus software and helping some woredas that have crashed computers and malfunctioning printers. The CTO has recommended that we add additional 15 new woredas in the next three months.

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

The Georgia GEDA project closed on February 28, 2008.

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

The Ghana BECAS project closed on January 31, 2007.

### ***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.

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

The ESP Jordan project closed November 30. Project activities for the fourth quarter of 2008 included completion of KG classroom and Sports Field Renovations; distribution of KG learning materials to 200 schools; conclusion of the Whiz Kids Parent Involvement Initiative in 189 KG classrooms and the Right to Play sports and wellness events reaching underserved youth in Aqaba governorate; delivery of 900 computers, servers and other peripherals to MoE schools and administrative offices to upgrade Ministry information systems; training

on Microsoft SharePoint 2007 to key MoE and MoICT staff supporting the Hashem Data Center; and the hand-over and training of MIS-Online to the Ministry of Education. In the final two years of the project - ESP staff remained deeply engaged with key Ministry staff in the Training Directorate to facilitate a smooth transition to MoE support of key ESP innovations supporting communities of practice, champion teachers, data driven decision-making and the development of professional learning communities in MIS schools. The project final report is on the DEC.

### ***Liberia LTTP***

The project conducted a series of skills building workshops for University of Liberia directors, department heads, administrative assistants, teaching and research assistants to build capacity in areas such as leadership, management, planning, and research methods. The project engaged critical university and MOE stakeholders to ensure continued progress in the College of Education self-study effort as well as the Bachelors' degree curriculum review and documentation project. The project also advocated for the inclusion of LTTP materials developed for principals in the Masters' degree revised curriculum. The project facilitated the planning for RTTI openings in October, 2008, and conducted two separate two-day trainings at KRTTI and ZRTTI on Field Experiences and Observation instruments. The program supported the University of Cape Coast scholarship awardees in the review and development of their master's degree research plans and data collection efforts. The project finalized a "C" Certificate session plan evaluation form and instituted its ongoing use to for ongoing input into the pre-service "C" Certificate curriculum revision process. The project continued its in-service training of Cohort 2 "C" Certificate candidates which begun in September 2008. The project conducted 115 official teacher observations, eight mini-workshops and five model lessons for teachers in addition to conducting one monthly cluster workshop for a total of 573 in-service teachers at 20 sites in six counties (141 in Lofa, 30 in Montserrado, 145 in Nimba, 143 in Grand Gedeh, 32 in River Gee, and 82 in Maryland).

The project piloted 76 in-service curriculum sessions during the four-week residential training and first cluster workshop, and collected feedback for the curriculum's revision. The project also conducted a two-day Distance Learning Symposium to engage critical MOE stakeholders in potential steps to utilize distance learning technologies in support of educational development in Liberia, and included discussions of potential use in teacher education. The project presented to both key donor and key implanting partner organizations the current status of LTTP implementation and relevant concerns, issues and factors to consider in future MOE sustainability and scale up of teacher education. Lastly, the project conducted a two-day Women Teacher Training Workshop with approximately 40 attendees to discuss child development, and gender-based violence concepts and issues currently affecting young girls' schooling.

### ***Namibia BES III/PEPFAR (3180-25)***

In this reporting period, and the last year of program implementation, the BES 3 program continues to ensure Ministry ownership of activities to facilitate sustainability by taking a more advisory role as the host county assumes almost full integration, and financial responsibility, of BES activities into their programs. In December some of the project targets were reported including *percentage increase in learner achievement scores of target primary schools in core subjects* (Language, Math, Science) and there was a 11.93% or higher increase from baseline (mathematics (13.5%), environmental science (11.93%), and English (16.9%)).

In pre-service teacher training activities Michigan State University (MSU), a BES 3 sub partner, conducted workshops for three of the four teacher colleges. The workshops covered: teaching literacy across the curriculum; organizational development of colleges and College Professional Development Committees (CPDs) and; team building with management and CPDs. In addition, BES 3 conducted an assessment at the four teacher colleges regarding the relationship between the CPD Committees and the college management in order to strengthen the foundation of key working relationships.

BES 3, through a subcontract with American Institute of Research (AIR), assisted the Directorate of National Examinations and Assessment (DNEA), tasked with developing a sustainable long-term assessment system to provide current diagnostic information to education stakeholders including the assessment of learner achievement at grades 5 and 7 (currently scheduled to be operational in 2009 and 2010 respectively). During this reporting period, there was training on using Fast Test, an item banking software. To date, more than 550 mathematics items have been included in the NNSAT-mathematics item bank.

The EMIS activities are now almost 100% decentralized. In this reporting period capacity enhancement (hardware and technical skills) was provided to EMIS national and regional level staff to strengthen their capacity to conduct regional analyses, reporting and use of school concuss data for planning purposes. During the last year of BES 3, web based interface will ensure complete decentralization of data collection, analysis and use. The EMIS unit is up to date with reporting and for the first time, and one of the first in Africa, able to turn out report on time with the 2008 EMIS report already available. The BES 3 project commissioned a study on teacher demand and supply to provide data on teacher production, deployment and national and regional needs to allow for an informed mechanism for teacher training and MOE decision making. The study was presented to key partners and BES 3 will continue to facilitate future key actions to be implemented from the study recommendations.

### ***Pakistan Pre-Step***

The overall 5-year objective of Pre-STEP is improvement of classroom teaching throughout the education system of Pakistan. This will be accomplished by building upon work already completed by the Government of Pakistan and donor agencies in areas of curriculum development for basic, secondary and higher education, and identification of standards and competencies for teachers. Over the next five years, Pre-STEP will improve systems and policies that support teachers and education managers by: 1) mapping teacher needs and preparing plans for meeting teacher demand in the future; 2) completing revision of teaching standards and developing standards for education managers; 3) building capacity of education managers; 4) developing proposals for licensing and accreditation of teachers and education managers as well as the minimum requirements for professional development; and 5) developing proposals for new pay and grade scales for teachers.

Since arriving in Pakistan in the middle of November 2008, the Pre-STEP management has been actively engaged not only in finalizing and streamlining the details of the program with USAID but also with counterparts at HEC and MoE. Pre-STEP is perhaps the first USAID program implementation group which, within two weeks of arrival in Pakistan, invited

relevant government counterparts from HEC and MoE (from all parts of Pakistan) to gather together in Islamabad and discuss the Pre-STEP vision and goals and guide us in setting achievable targets for the program. The two-day workshop was highly successful in that it instilled in government officials the confidence that Pre-STEP will work collaboratively with them and not dictate the program agenda unilaterally. The dialogue with the government is continuing. We visited several universities in Punjab, Sindh and NWFP to assess the potential for capacity building activities. We are also in regular contacts with government counterparts for further elaboration and clarification of program goals and implementation strategies for various aspects of the program.

In addition to the above consensus building with our counterparts, the operational and administrative aspects of the program are in the process of being completed. Some of these tasks were: security briefings with USAID; development of preliminary security plan for Pre-STEP; identification of the housing for the expatriate staff and Pre-STEP office facility; obtaining of resident visas for the CoP and DCoP; opening of the project bank accounts; hiring and training of the staff both for Islamabad and for the provinces; intensive financial training of the relevant program staff on accounting procedures that comply with USAID rules and regulations; setting up of the financial systems; development of draft employee manual; and submission of Marking and Branding strategy for Pre-STEP to USAID.

Given the magnitude of the program, program mobilization will continue during the coming months as more official procedures are established and the program accelerates the implementation of its core activities.

### ***Pakistan HEC-FAD***

HEC-FAD's aim is to provide technical assistance in both the financial aid and institutional development areas and work with the HEC and participating Pakistani universities to develop these two frameworks. While there has been some increase in the ability of universities to raise outside funding, the amount of funding brought in to date is nowhere near what is required to expand the institutions and at the same time increase quality. HEC-FAD will build on the existing scholarship and fundraising structures at the HEC and on those that exist at target universities. HEC-FAD will help the universities establish and strengthen the offices of development at target universities so that they are better prepared to solicit funds for scholarships and other needs of the students.

A special element of the project is the selection of up to 75 professionals from the HEC and partner universities to take part in U.S.-based study tours. These study tours will focus on introducing the Pakistani participants to best practices in the areas of financial aid management and university development, including fundraising. The focus of the study tours will be based on the findings of a capacity development needs assessment to be carried out at the HEC and other institutions shortly after the start of HEC-FAD.

During the first quarter, the project team consisting of the Chief of Party and a support group of senior staff and assistants from AED's office in Washington, arrived in Pakistan on November 11, 2008 (the CoP, Dr. John W. Shumaker, arrived on November 17, 2009).

Initial efforts focused upon introductory meetings with the CTO, AO and the Director and Deputy Director of the Education Office of the USAID Mission in Islamabad. These meetings concentrated on a review of the Agreement between AED and the USAID Mission as a preliminary step in developing the HEC-FAD Program's work plan for FY 2009.

There was also an introductory session with the Executive Director of HEC, Dr. Sohail Naqvi and his key staff in the area of financial aid. Dr. Naqvi immediately introduced Dr. Shumaker to his senior administrative staff and requested that they provide any assistance required by the HEC-FAD Program as it began its work at HEC. As of recently, the HEC has provided HEC-FAD staff the office space and other amenities to begin work. Dr. Shumaker is in regular contact with the HEC personnel to further refine the program objectives and action plans.

After initial meetings, HEC-FAD began immediately to develop a transparent competitive and merit-based search and hiring process for its core staff (Deputy Chief of Party, Program Manager, Development Specialist, Director of Research and Evaluation, Executive Assistant, and Program Accountant, and Transportation and Logistics Associate (the CoP deferred the search for MIS Specialist, IT Assistant and Office Assistant(s)) until the second quarter of FY 2009. The recruitment process was intense and occupied a great deal of time in November and December, 2008.

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

For the first time ever, community forums were held in the PAEM schools. Each forum provided an opportunity for the community to come together with the school administrators and teachers to talk about student performance, the school budget, and other important issues. The Minister of Education was so impressed with these that he has asked some of the subsequent forums to be televised. Teachers in two of the four target regions were trained on the newly-designed critical thinking module. This module aims to promote the teaching of critical thinking skills in all disciplines.

Library and other school books were delivered to schools in the PAEM regions. In addition, departmental and regional Pedagogic Advisors undertook training in how to use the library resources to design lesson plans that can enhance the curriculum. These Pedagogic Advisors will then train the teachers in the target regions how to design such lesson plans. The lesson plans will then be collected and shared among the schools in all four regions of the project.

Finally, science equipment was delivered to 119 elementary and middle schools within Senegal including the 58 PAEM middle schools. Scales, microscopes, thermometers, chemistry kits, plastic skeletons, and prisms were among the science and math equipment delivered to help students and teachers alike engage in Science experiments and observation. These materials are opening the door to a new world of teaching geology, chemistry, math and biology, allowing 307 biology teachers and 198 math teachers to teach effectively utilizing experimentation. "These materials are arriving at a crucial time. These science labs have been under-equipped, the materials now allow students to be at the heart of experiments", said Alioune Ndiaye, the Director of the Ministry of Education.

#### ***Southern Sudan***

The quarter under review completes the first year of work of the three Senior Education Advisors who were assigned to work in six of the MoEs in October and November of 2007. Within this

quarter, two additional Senior Education Advisors funded by MDTF were hired by GoSS-MoEST as part of the State Advisors Program which the TAP COP co-manages with GoSS-MoEST. By the end of the quarter, all of the ten TAP Diaspora Technical Assistants had been hired and posted to each of the ten State Ministries of Education.

Following are highlights of some of the activities SSTAP undertook in this quarter:

1. All Senior Education Advisors and DTAs worked with GoSS-MoEST and SMOEs on budgeting exercises for 2009.
2. GoSS-MoEST introduced the new payroll system for all the SMOEs. Dr. Kanyarusoke and Mr. Haile worked with WES and UN state in implementing this new system. Salaries for October were done using the payroll system.
3. Advisors and DTAs organized the Education Sector Coordination Meetings within their states respectively.
4. In collaboration with Intermon Oxfam, the SMOE held a three day gender workshop for headteachers in Wau, WBG. DTA Simon Duku assisted the Department of Gender Equity and Social Change to develop materials for the training. He also facilitated the training of about 65 headteachers and their deputies and helped to organize a cross-collaboration meeting between the SMOE and the Ministry for Gender and Social Welfare on girls' education. This meeting is meant to be the first step towards operationalizing the PAGE program.
5. Dr. Leu also worked with the Directorate of Quality Promotion and the Department of Teacher Development on strategies for the "Year of the Teacher 2009" announced by MoEST during the quarter. Several concept papers were developed, a retreat was organized to which all state advisors attended, and presentations were prepared on this same topic for the ERDF.
6. Headteachers' and County Directors' management training – 23 participants in CES and 25 participants in Unity. Training focused on educational management, leadership, teamwork among other things. DTA Deng supported the SMOE to solicit funds from development partners for a headteachers' training that has stalled due to lack of funding. The training may take place next quarter.
7. State advisors Dr. Grace Akukwe, Ms. Joyce Yawa, Mr. Belay Hagos and Dr. Charles Kanyarusoke worked with GoSS-MoEST officers and technical advisors on the design and content of the capacity-building diploma program. It is intended to train about 400 government, MoEST and SMOE officials in educational management, leadership and governance. Program schedule has been derailed due to delays in the release of funding from Ministry of Finance and Economic Planning.
8. Senior State Advisor Mr. Haile worked with SMOE to introduce the double-shift system that he had proposed in the previous quarter. This approach was introduced to all schools in Malakal, overcoming some teacher and PTA resistance. This approach has reduced classroom congestion and maximized the use of available resources.
9. DTA Joseph Achaha supported the the Department of Alternative Education Systems in his SMOE to hold a 10-day workshop for Trainers of Trainers on AES.

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

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

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

- EPDC
- Egypt
- Honduras
- Mali Regional Action Plan/Decision Making Project (RAP-DMP)
- Zambia

**New and Pending Associate Awards**

**Malawi:** The emphasis of the Education Decentralization Support Program (EDSuP) is on the improvement of quality processes related to three functions: planning, monitoring, and, evaluation. To support systemic improvement within the context of decentralization, EDSuP will work with the MoEST to support capacity building and quality-assurance at all MoEST levels. The project will then facilitate improved communication and linkages between MoEST central, division and district offices and between MoEST offices and counterpart institutions. A application for assistance was submitted, and a design team was then sent to Malawi to revise and finalize the proposal. It is expected to be signed in the first quarter of 2009.

**Mali:** The Mali Education Decentralization program is intended to assist the GRM to realize its vision of a decentralized system that provides quality education for all Malian children. Working in the context of Mali's education sector program (PISE), EDP will finance system level investments to define new roles and responsibilities, formulate, test, and adopt new processes and procedures, create and use management and information tools to support and coordinate planning on multiple levels, and finally, make this all possible through training, practice, and technical assistance to build institutional and individual capacity in national Ministries (MEBALN, MATCL, MOF), key services at the national level (CADDE, CPS, DAF, DNCT, ANICT), decentralized services (AE, CAP), their administrative and/or government counterparts (Regional Assemblies/Governors, Cercles/Prefects, Communes/Sub-Prefects), and at the heart of it all, schools. A design team spent several weeks in Mali to complete the proposal. A BAFO was submitted January 23, 2009 and EQUIP2 is awaiting the Mission's response.

**Anticipated Associate Awards:**

None