

BASIC EDUCATION AND POLICY SUPPORT (BEPS) ACTIVITY

YEAR 5 ANNUAL REPORT

INCORPORATING JANUARY-MARCH 2005 QUARTERLY REPORT



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Year 5 Annual Report

incorporating the January-March 2005 Quarterly Report

The Basic Education and Policy Support (BEPS) Activity

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EXECUTIVE SUMMARY

On February 4, 2000, the United States Agency for International Development (USAID) awarded the Basic Education and Policy Support (BEPS) IQC-type activity to Creative Associates International, Inc. (CAII), with its partners—the Cooperative for Assistance and Relief Everywhere (CARE), the George Washington University, and GroundWork. The purpose of BEPS is to assist the USAID Bureau for Economic Growth, Agriculture, and Trade Office of Education (EGAT/ED) in its efforts to improve and expand basic education, especially for girls, women, and other underserved populations. The contract's duration was for five years, including both a three-year base period and two option years. BEPS activities are financed through both core management funds and mission buy-ins. BEPS became operational on March 6, 2000 following finalization of the first core management task order, with a contracted end date of February 3, 2005, a date since extended to February 3, 2006. Highlights of each year's activities are as follows.

Year 1 (3/2000-3/2001)

The first year of BEPS was intense in both launch and implementation. Demand for BEPS technical assistance (TA) was constant, and resulted in TA being extended to USAID in Latin America and Caribbean (LAC), Africa, and Europe/Eurasia Regions via BEPS core funding and twelve basic education technical assistance buy-ins, most of which were from USAID missions. In addition, one task order originated in USAID's LAC Regional Office, while another task order, the Education to Combat Abusive Child Labor (ECACL) task order, was a buy-in from USAID's Global Bureau/Office of Human Capacity Development. Areas of technical assistance through these task orders included teacher training, school health and nutrition, community involvement, national- and regional-level sector assessment and strategic planning, prevention of abusive forms of child labor, policy development and advocacy, minority languages in basic education instruction, public/private sector collaboration, and the demobilization of child soldiers. Additionally, BEPS designed and loaded a comprehensive website (www.beps.net) of BEPS themes, services, and activities, with hyperlinks to other relevant websites. This website serves as a primary vehicle for disseminating information about the BEPS Activity and basic education issues.

Year 2 (4/2001-3/2002)

During Year 2, BEPS made a more concerted effort in the development and implementation of technical assistance initiatives corresponding to BEPS core deliverables. Under the two core task orders, CAII conducted activities that contributed to basic education in developing countries at national, regional, and worldwide levels: the coordination and management of "No One Left Behind," G/HCD's biennial workshop on Basic Education; technical assistance to assess and guide education reform in Afghanistan, El Salvador, and India; an assessment of the educational needs of recently demobilized child soldiers in the Democratic Republic of Congo; an evaluation of the

Office of Transition Initiative's nonformal education program for soldiers and at-risk youth in Sierra Leone; and research on language of instruction and perspectives from private sector and policy stakeholders on the support of basic education in developing countries.

Also during Year 2, Creative launched one multi-year task order—CHANGES in Zambia—and three other task orders—a participatory education sector assessment in Bangladesh, a follow-up of the Falconbridge Foundation program in the Dominican Republic, and a second core activity, to continue and expand core support. In addition, BEPS continued work on the task order with the LAC Bureau, with most of the Year 2 work focused primarily on technical assistance in establishing the Centers of Excellence for Teacher Training. Work on other existing task orders involved supporting education reform in Uganda by expanding the Ministry's Teacher Development and Management System (TDMS) and advising the biannual education sector review process, researching issues related to the use of education to combat abusive child labor, and planning the Africa Bureau's biannual regional conference, the Basic Education Exchange (BEE), scheduled for September 2002. The ECACL task order produced two applied research documents: an introductory guide to the issues involved in combating child labor as well as a publication summarizing best practices in the field.

Information was disseminated via the BEPS website and presentations at various conferences and meetings. The BEPS team also prepared two informational documents for G/HCD: *Progress in Education: USAID 2000-2001*, which highlighted USAID's major action areas in basic education during that reporting period and USAID's emerging trends in basic education; and the companion document, "Country and Regional Profiles," which provided statistics on various indicators of progress in basic education.

Year 3 (4/2002-3/2003)

During Year 3, the BEPS team focused even more on implementation and application of innovative approaches, strategies, and methods.

Under the core task orders, CAII conducted assessments or evaluated programs in Burundi, Macedonia, Sierra Leone, Somalia, and Uganda in an effort to improve education, particularly in conflict and post-conflict situations. To further education in post-conflict Afghanistan, BEPS planned, organized, and facilitated a meeting for the Afghanistan MOE, NGOs, IOs, and specially invited stakeholders on the revision of the national school curriculum and teacher training. This effort served as a precursor to a large-scale, USAID-funded TA initiative in Afghanistan.

Additionally, BEPS continued to work on several existing task order buy-ins. BEPS continued to strengthen and expand Uganda's TDMS and to advise the biannual education sector review process. BEPS and its partners also implemented school health/nutrition and community mobilization activities in Zambia to improve cognitive performance, facilitated the launching of the Centers of Excellence for Teacher Training in the Latin American and Caribbean Region, and published a third applied research

document and launched two pilot projects to use education to combat abusive child labor. CAII also provided administrative and logistical support for the second biannual regional G/HCD Africa conference, the Basic Education Exchange (BEE), which was held in September 2002. Upon the signing of two new task orders, BEPS worked to develop an education programming plan in India and to provide additional project assistance in Uganda related to UPE advocacy, participatory teaching practices, early childhood development, reproductive health and sexuality and HIV/AIDS.

The dissemination of existing documents was more focused. Although BEPS continued to respond to individual requests, the BEPS team initiated contacts with Chiefs of Party and Project Managers/Directors of other CAII basic education activities to introduce them to the available documents and discuss which ones might be relevant. As a result, BEPS shipped larger quantities of copies to people working in the field.

With BEPS completing its third year of operation, documenting activities through new documents also became a focus. The BEPS team initiated a process for selecting interesting, high-value, research-based and innovative activities and themes to be written and published, with the intent of leaving a BEPS legacy from which others could benefit. Team members made presentations at Congressional hearings as well as conferences sponsored by USAID and professional organizations.

Year 4 (4/2003-3/2004)

Year 4 marked the completion of several long-term activities: the CHANGES Project in Zambia; the comprehensive technical support effort in Uganda; and the establishment of the CETTs in the Latin America and Caribbean Region. As a result of these successes, BEPS was contracted to continue and expand the interventions in Zambia and Uganda into other districts throughout those countries and to continue the technical support for the CETTs that had been started in Year 1 and extended into Years 2 and 3. For the LAC Bureau, the team also began planning, identifying consultants, and conducting programmatic research for eight USAID mission education profiles for the time period 1999-2004. Under the task order with USAID's Africa Bureau, CAII also coordinated the Africa/SD Bureau regional education workshop, held September 28-October 2, 2003 in Mbabane, Swaziland.

The BEPS Education to Combat Abusive Child Labor (ECACL) team added to its Year 3 pilot intervention efforts in Ghana and Honduras, successfully launching and implementing pilot interventions to combat abusive child labor in Bulgaria, Romania, and Nepal. Programs incorporated such elements as teacher training, vocational education, student choice, and public awareness to convince parents and students to avoid work and child trafficking and continue school. The ECACL team also completed the third in a series of applied research documents, "ECACL: Education and Economic Incentives." The three-document series was disseminated to more than 200 USAID staff, outside donors, and other practitioners.

BEPS also signed new task orders to provide assessment, technical assistance, monitoring, and/or research assistance in various countries throughout the world. In the Dominican Republic, BEPS began a project devoted to enhancing quality monitoring and evaluation systems for the DR's Ministry of Education. In Bangladesh, BEPS began studies on three educational sector areas of interest in Bangladesh: Early Childhood Learning; Students' and Teachers' Use of Time in Primary Schools; and Madrassah Schools. In India, BEPS continued a phased assessment and implementation analysis of the Indian education sector and began negotiations with the Child and Police Project (CAP) for a pilot program to provide formal, full-time education opportunities to very difficult-to-reach children of Muslim minority communities in Hyderabad. In Morocco, a BEPS team launched work on an effort to assess and document the impact of the Morocco Education for Girls (MEG) project, a six-year initiative funded by USAID to improve girls' participation in schools. Task order activities also involved the design and testing of two training modules for school directors. In Jamaica, BEPS continued supporting USAID in designing a large-scale, interactive education database for Jamaica's Ministry of Education, Youth, and Culture (MOEYC), with training for MOEYC staff early in Year 5.

Under the core task orders, BEPS conducted a mid-term evaluation of the adult literacy program being implemented by Alfalit International in Bolivia, began negotiations for conducting a similar effort in Angola, assessed cross-border conflict among the Mano River Union countries of Guinea, Sierra Leone, and Liberia and subsequently designed a comprehensive peace-building framework; assessed youth reintegration needs to inform the design of a prospective OTI program in Burundi; completed an Education Sector Assessment conducted in Somaliland and initiated the design of a program to support primary teacher training in the region; and assessed the capacity of governorate and district education officers and other stakeholders in Yemen to plan and manage educational activities.

Through BEPS partner, CARE, BEPS continued to provide support to USAID missions in countries faced with providing education and other basic needs for children and families in emergency/postwar situations. The Youth-at-Risk Specialist provided various assistance to USAID's Office of Transitional Initiatives, including the development of "Innovation in Reintegration," a practice note on Youth Reintegration Training and Education for Peace Program, and a longer draft document on community-focused reintegration. The BEPS Youth-at-Risk Specialist also worked with the BEPS headquarters team in producing two resource publications: "Urbanization, War, and Africa's Youth at Risk: Towards Understanding and Addressing Future Challenges;" and "Crossing Lines: 'Magnets and Mobility' among Southern Sudanese," which were posted on the BEPS website and disseminated at various presentations and workshops.

To disseminate information of accomplishments and findings, the BEPS team designed and began implementing a more comprehensive strategy to document and inform policy makers and practitioners of various BEPS activities. Documents to be produced would include case studies to highlight BEPS work in Uganda and Zambia, and previous USAID-supported work in Morocco, and research papers on accelerated learning and the

utilization of grandmothers as change agents. To disseminate USAID achievements in the field of education, CAII supported USAID's Bureau of Economic Growth, Agriculture, and Trade in drafting "Progress in Education, 2002-2003."

Year 5 (4/2004-3/2005)

While some BEPS activities wound their way to conclusion during Year 5, the BEPS contract was extended to February 2006 in order to accommodate the continued implementation of several existing activities as well as the initiation of others. BEPS continued to build and expand activities in Zambia, Uganda, and India, while the LAC task order sustained its assistance to the Centers of Excellence for Teacher Training. With regards to basic education and policy support, BEPS completed task orders in Year 5 through which it achieved the following:

- conducted and published research on three educational issues in Bangladesh: teachers' and students' use of time; early childhood education; and pre-primary and primary madrassah education;
- completed development of a new central census data collection system in Jamaica; and
- documented Morocco Education for Girls project activities, collected data on primary school access and participation, and designed training modules for school directors.

In addition, BEPS signed new task orders to do the following:

- launch a program to increase access to learning opportunities, improve instructional capacity, and facilitate policy reforms in the Philippines;
- conduct and publish research on the educational needs of disabled children in Bangladesh;
- initiate a study, sponsored by OTI, to gather, examine, and disseminate lessons that can be learned about designing effective community-focused reintegration programs based on experiences in Liberia, the Democratic Republic of Congo, and Burundi; and
- design and implement National Education Accounts in Morocco to track and analyze education allocations and expenditures.

Under the core task orders, BEPS performed work as follows:

- assessed education programming options for the newly established USAID/Philippines Office of Education;

- revised the Somaliland program to incorporate school improvement activities and teacher training scholarships for girls;
- conducted a mid-term evaluation of the adult literacy program being implemented by Alfalit International in Angola;
- conducted a needs inventory and procurement of equipment and furniture for Yemeni governorates offices;
- provided technical assistance to USAID/Guatemala to design program activities for upcoming years and to research teachers' unions and private education in the country;
- completed an education options assessment for the newly established USAID/Philippines Office of Education;
- completed a study on private sector donor coordination in El Salvador; and
- completed the initial planning phase for National Education Accounts in Morocco.

Also during Year 5, the BEPS ECACL team successfully implemented pilot interventions to combat abusive child labor in Bulgaria, Romania, Honduras, Ghana, and Nepal. All pilots, with the exception of the project in Ghana, were completed by the end of March.

BEPS continued to provide assistance in emergency and postwar situations during Year 5 as well. The BEPS Youth-at-Risk Specialist provided assistance to USAID's Office of Transitional Initiatives on the three-country study mentioned above, collaborated with OTI on the draft of a paper entitled, "Community-focused Reintegration: How and Why," and also worked with the BEPS headquarters team in producing two resource publications: "Education in Emergencies: Critical Questions and Challenges;" and a toolkit on marginalized urban youth programming for the Africa Bureau's Conflict Prevention, Democracy and Governance Division, Office of Sustainable Development. The latter publication was still being finalized at year's end.

In addition, BEPS continued or completed work on the following documents:

- "A Healthy Child in a Healthy School Environment," a case study documenting the work in school health and nutrition in the Zambia CHANGES program;
- "Reaching for the Sky: Uganda's Quest for Universal Primary Education," a case study of the education policy reform activities in Uganda;
- "Making a World of Difference: BEPS Achievements 2000-2004," a publication summarizing BEPS accomplishments to date.

- publications prepared by BEPS-contracted researchers on two “cutting edge” topics in basic education: accelerated learning; and the utilization of village-based grandmothers as health advocates and community change agents;
- USAID’s *Progress in Education, 2002-2003*, which was drafted in cooperation with USAID’s Bureau of Economic Growth, Agriculture, and Trade;
- a lessons learned document, which will summarize lessons learned throughout the five-year activity and the 32 task orders; and
- a publication summarizing and analyzing programmatic efforts in the field of education-in-crisis.

Finally, BEPS fully reviewed, organized, and republished completed reports, final deliverables, and publications for submission to the Development Experience Clearinghouse.

I. INTRODUCTION AND OVERVIEW

This annual report is intended to summarize the activities carried out under BEPS for the Year 5 period of April 1, 2004 – March 31, 2005, and encompasses the quarterly report for the January 1, 2005 – March 31, 2005 period. As such, it is intended as a synthetic and synoptic exercise to focus on key performance issues and not intended as a substitute for the more qualitative, detailed quarterly reports.

A. Background: Goals/Purpose of the BEPS Activity

In March 2000, the United States Agency for International Development (USAID)'s former Global Bureau/Center for Human Capacity Development (G/HCD), now the Bureau for Economic Growth, Agriculture, and Trade (EGAT), funded the Basic Education and Policy Support (BEPS) Activity, a framework designed to be responsive to USAID's overall goal of "human capacity built through education and training." Within this framework, EGAT seeks to support improved and expanded basic education, especially for girls, women, and other under-served populations, as well as an increased contribution by host-country institutions of higher education to sustainable development.

More specifically, BEPS is a multi-year, worldwide, indefinite quantity-type contract by which USAID is working to achieve four objectives:

- improve the quality, efficiency, access, and equity of education, particularly basic education;
- support educational policy dialogue and reform;
- carry out restorative and beneficially additive basic education, educational policy, and planning activities in crisis and non-presence countries; and
- carry out pilot projects, and provide technical assistance and information on child labor.

BEPS is financed through both core funds and mission buy-ins.

The core funds available for BEPS are derived from two separate task orders – USAID Task Order No. 1 (Central Management Capacity) and Task Order No. 7 (Central Response Capacity II) – that support the same core set of deliverables. On January 31, 2005 the period of performance for both task orders was extended to February 3, 2006, which, in effect, exercised the CTO's option to extend the overall BEPS contract by an additional year.

Task Order No. 1, Central Management Capacity, was awarded on March 6, 2000 with a total five-year budget of \$5,943,364. As of March 31, 2005, the full amount has been obligated, and a total of \$4,877,041 has been expended. The second core task order, Central Response Capacity II, was awarded effective October 1, 2001 with a total budget of \$2,800,328. This amount was raised by a total of \$1,500,000, and was approved on September 20, 2002. Together this provides a current total budget of \$4,300,328, all of

which has been obligated. As of March 31, 2005, a total of \$3,489,612 has been expended.

Thus, the total, combined core budget via the two core task orders through February 3, 2005 is \$10,243,693. In addition to the general core task order responsibilities, core activities have involved the management and oversight of 30 other task orders.

The total available ceiling price for the entire BEPS Activity is \$65,000,000, which was raised from \$35,000,000 in early January 2003. At the close of Year 5 (March 31, 2005), a total of \$50,987,065 in contracts has been awarded to BEPS. This figure represents 78 percent of the total permissible \$65 million six-year BEPS contract ceiling amount.

Through core task order activities and buy-ins from USAID missions and Regional Bureaus, BEPS has provided technical assistance to almost 40 countries in every region of the world (see map on following page; countries added in Year 4 are colored in orange).

Creative Associates International, Inc. (CAII) and its team members—the Cooperative for Assistance and Relief Everywhere (CARE), the George Washington University (GWU), and GroundWork (GW)—have been implementing this effort since the initial contract became operational on March 6, 2000.

B. BEPS Statement of Work

The BEPS SOW for the core management Task Order #1 assigns BEPS responsibilities across three different subcategories of tasks:

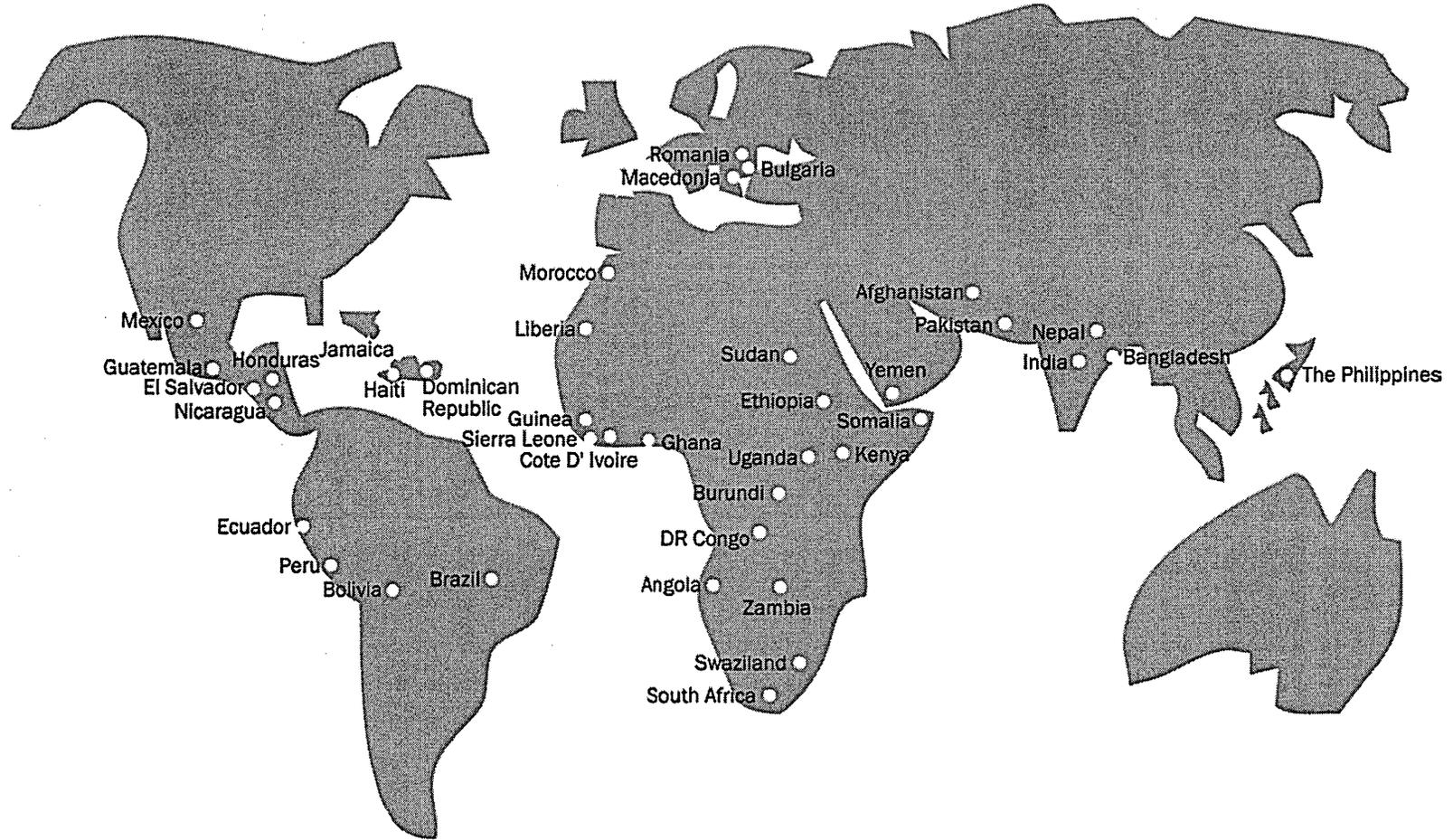
- General Tasks – those intended to be achieved by BEPS as a whole;
- Specific Tasks – deliverables to be achieved by BEPS over the life of the activity; and
- Management and Administrative Tasks – planning, monitoring, communications, and information dissemination tasks required to develop and achieve quality.

The SOW, which includes a complete list of tasks, is provided in Appendix A.

C. Organization of This Report

This report's sections are organized according to each of the aforementioned task categories: general; specific; and management and administration. Key Year 5 achievements for that category are provided within each section. As this report incorporates the quarterly report for the January-March 2005 period, a quarterly summary is reported separately for activities where progress was made during the fourth quarter.

BEPS Involvement to Date



II. YEAR 5 ACCOMPLISHMENTS: GENERAL TASKS

A. Overview

As stated in the BEPS SOW (see Appendix A), BEPS was faced with four general tasks:

- provide a mechanism for USAID to introduce innovative changes for improving education, particularly basic education;
- serve as a principal provider of expertise for USAID on assessing and implementing education policy reforms;
- establish capability and expertise for diagnosing and designing rehabilitative and reconstructive education activities in crisis countries; and
- act as a source of technical advice and information to USAID Missions, Regional Bureaus, the Human Capacity Development Center, and other USAID Offices regarding education and assistance thereto, and education policy analysis and reform.

Together, these aforementioned subtasks form a broad vision of the roles and responsibilities that BEPS is charged to fulfill. General technical assistance corresponding to each of these areas provided during Year 5 is summarized in Table 1. Descriptions of each of the activities listed in the table follow.

B. Major Accomplishments**Table 1: BEPS Active Task Orders During Year 5
(April 2004 – March 2005)**

USAID Task Order Number	Country/ Region	Title	Performance Period (With Option Years)
HNE-I-00-00-00038-00 Task Order 1 (CAII Internal Task Order 1)	EGAT/ED (Worldwide)	Core	2/00-2/06 (extended from 2/05)
HNE-I-00-00-00038-00 Task Order 03 (CAII Internal Task Order 9)	EGAT/ED (Worldwide)	Education to Combat Abusive Child Labor	9/00-6/05 (End date extended from 2/3/03)
HNE-I-00-00-00038-00 Task Order 807 (CAII Internal Task Order 15)	Zambia	CHANGES extension	4/01-7/05 (End date extended from 3/04)
HNE-I-00-00-00038-00 Task Order 7 (CAII Internal Task Order 19)	EGAT/ED (Worldwide)	Core II	10/01-2/06 (extended from 2/05)
HNE-I-00-00-00038-00 Task Order 20 (CAII Internal Task Order 21)	India	TA for Education Programming Plan	9/02-2/06 (End date extended from 10/04)
HNE-I-00-00-00038-00 Task Order 26 (CAII Internal Task Order 24)	LAC/EHR	LAC III	6/03-12/05
HNE-I-00-00-00038-00 Task Order 815 (CAII Internal Task Order 25)	Bangladesh	Three-part Study	9/03-8/04
HNE-I-00-00-00038-00 Task Order 816 (CAII Internal Task Order 26)	Morocco	Data Collection and Modules Development	10/03-7/04
HNE-I-00-00-00038-00 Task Order 817 (CAII Internal Task Order 27)	Uganda	Uganda Extension	11/03-7/05
HNE-I-00-00-00038-00 Task Order 818 (CAII Internal Task Order 28)	Jamaica	Design of national MIS system for MOEYC	1/04-8/04
HNE-I-00-00-00038-00 Task Order 820 (CAII Internal Task Order 29)	Philippines	EQuALLS	9/04-8/05
HNE-I-00-00-00038-00 Task Order 819 (CAII Internal Task Order 30)	Bangladesh	Assessment of the Educational Needs of Disabled Children	8/04-4/05
HNE-I-00-00-00038-00 Task Order 29 (CAII Internal Task Order 31)	OTI (Burundi, Congo, Liberia)	Community-focused Reintegration Comparative Study	11/04-5/05
HNE-I-00-00-00038-00 Task Order 821 (CAII Internal Task Order 32)	Morocco	National Education Accounts	10/04-8/05

1. *Education to Combat Abusive Child Labor (USAID/EGAT/HCD) (USAID TO# 3, CAII/BEPS TO # 9)*

The ECACL team completed implementation of all five pilot projects during Year 5. A summary of activities follows.

a. Pilot Activity: LAC/Honduras - Educación para Niños Trabajadores (ENTRA).

The implementation of the 21-month pilot program to provide education to the children of migrant worker populations in Honduras was completed in July 2004. Classes were provided to migrant children in their temporary communities by education facilitators who conducted afternoon interactive distance education classes using the EDUCATODOS program framework. CARE has been very successful in parlaying the ENTRA project into a handful of additional projects to combat child labor. They have been contracted by IPEC to implement a project very similar to ENTRA in the department of Choluteca. CARE has also been contracted by IPEC for a short-term project in the Tegucigalpa garbage dump that will receive future funding from an Italian donor. CARE has received a commitment from a Washington, D. C. Lions' Club to fund the ENTRA project for one to three years starting in 2005. On the basis of this commitment, CARE has committed its own funds to continue the project until the Lions Club funding begins.

Also during Year 5, the final copies of the three modules of complementary materials developed by the project, as well as the final evaluation report, were submitted.

b. Pilot Activity: Europe & Eurasia/Bulgaria - Combating Prostitution and Trafficking of Economically Disadvantaged Children in Target Areas in Ruse, Bulgaria.

The pilot project in Ruse, Bulgaria was designed to raise youth, parent, teacher, and local authority awareness about the dangers of prostitution and trafficking. The project also sought to improve the retention of economically disadvantaged students, particularly ethnic minorities, through teacher training and summer programs, and to provide vocational training, job counseling, and life skills classes for at-risk youth. Five local Bulgarian NGOs teamed with BEPS on this pilot project using education to combat child prostitution and trafficking in and around this border city.

The six-month extension of the Bulgaria project was completed on June 30, 2004. The extension included continued work to raise awareness of child labor/trafficking, continued support for improved teacher performance, and additional vocational training courses. A particularly exciting accomplishment of the extension was the repetition of the summer program using local resources. The program was organized by an advisory board of parents, teachers, municipality education representatives, students, and United Nations Association (UNA) volunteers led by Step-by-Step.

A final draft of the evaluation conducted in February 2004 was completed during the second quarter. All deliverables for the project have been received.

- c. *Pilot Activity: Europe & Eurasia/Romania - Reduction of Child Labor, Sexual Exploitation, and Trafficking of Children in Selected Rural Communities in Two Economically Disadvantaged Target Counties of Suceava and Botosani, Romania.*

The Romania project officially ended on November 31, 2004. Alternative Sociale (AAS), of the local NGO partners, completed the vocational module in May 2004 and piloted it in schools in Botosani and Suceava during a three-week period. They also received a two-month extension and approximately an additional \$12,000 to develop and test an abbreviated version of the module. Both AAS and the International Foundation for Child and Family have received additional funding from other donors to combat trafficking based on their work with ECACL. The final evaluation of the project took place in October 2004.

- d. *Pilot Activity: Africa/Ghana - The Youth Education Skills (YES) Project*

Quarters 1-3: The YES Project integrates multiple reinforcing education strategies and methods, including radio outreach, village-based facilitation, and English literacy classes using materials that focus on the theme of child labor in cocoa production and safe work practices. Community mobilization activities have been conducted, radios have been distributed, and radio programs have been aired. A functional literacy curriculum was completed, and the project began training and mentoring learning facilitators in its use during the second week of August 2004. Literacy classes, using materials specific to cocoa production that were developed by the project, have been underway for seven months. The project, originally planned for May 2003-May 2004, was initially given a no-cost extension through September. Later, a funded extension through November 2004 was added to ensure a 3-month implementation period for the functional literacy groups.

Quarter 4: The only active ECACL pilot project active during the fourth quarter was the Ghana YES Project. BEPS contracted directly with Promag to extend the functional literacy groups through March, resulting in a seven-month implementation period. The project is now completed. A regional seminar on the Ghana YES project to disseminate the results of project activities is planned for May 2005.

- e. *Pilot Activity: Asia & Near East/Nepal - Using Education to Prevent Abusive Child Labor, Trafficking, and Unsafe Migration for Children Affected by Conflict in Nepal.*

The Nepal project closed just after the start of Year 5, in April 2004. Due to the security situation, our BEPS representative for the evaluation was not granted country clearance to travel to Nepal. Consequently, in mid-April, two local consultants were hired to conduct the final evaluation from Katmandu. A draft of this final evaluation has been submitted and reviewed by ECACL staff. The final draft is pending.

2. *USAID/Zambia Communities Supporting School Health, HIV/AIDS, Nutrition, Gender, and Equity Education in Schools (CHANGES) (USAID TO #807, CAI/BEPS TO # 15)*

On March 31, 2005, the CHANGES Programme completed its fourth full year of operations; the Programme will close down on July 31st of this year. Highlights for each component for the year and for Quarter 4 are as follows:

a. Community Sensitization and Mobilization

The Community Sensitization and Mobilization (CSMC) component of the CHANGES Programme focused its efforts this year on several key dimensions: strengthening the overall CSMC campaign in terms of upgrading the skills of the Zonal-level Community Facilitators (ZCFs), School Focal Point Persons (SFPPs), and Community Focal Point Persons (CFPPs); building the capacity of local NGOs, especially in HIV/AIDS service delivery; training teachers—both in-service and pre-service; and advocacy amongst local leaders in each district of the province. In all, 728 schools are now involved in the CSMC to strengthen girls' education and to mitigate the effects of HIV/AIDS. Over the course of the year, 517,794 pupils were sensitized and 5,000 teachers were sensitized and now participating in activities focusing on HIV/AIDS prevention and mitigation, and girls' education, including 2,184 teachers trained as SFPPs. At the community level, 4,368 communities (villages in school catchment areas) and nearly 500 influential elected and community leaders were sensitized and mobilized to take action concerning girls' education and HIV/AIDS. A further 2,912 CFPPs were trained to sensitize and mobilize community members to take action on issues related to girls' education and HIV/AIDS. A 30-minute television documentary on the CSMC and 12 radio programmes were developed and broadcast, and thousands of copies of CSMC Success Stories booklets, newsletters, district profiles were printed and distributed.

Quarter 4: As in previous quarters, the CSMC for girls' education and HIV/AIDS made good strides during the reporting period. During the quarter, 1,118 school and community action plans were developed, 836 of which were implemented. In terms of teacher training, 190 in-service teachers were trained on policy issues related to girls' education and HIV/AIDS (including life skills) by District Resource Center staff who themselves had been trained on the same topics by the CSMC team last quarter. An additional 186 teachers and head teachers were trained in the same content areas by local NGOs who also had been previously trained by the CSMC team. During this quarter, five district advocacy meetings were held, in Siavonga, Itezhi Tezhi, Mazabuka, Namwala, and Monze Districts, in which 222 key stakeholders participated. As part of the same advocacy effort, the production and dissemination of IEC materials continued, including the recording and broadcasting of 12 radio programmes on local radio stations, and the production of 1,350 copies of the Mazabuka District Profile. Finally, as part of the ground-laying for possible expansion of the CSMC to provinces adjoining Southern Province, one-day orientation meetings were held in Central, Lusaka, and Western Provinces during which the CSMC team presented the rationale for the CSMC, its design,

its achievements, and challenges to a total of 29 senior-level officers from the MOE, MOH, and Ministry of Community Development and Social Services (MCDSS).

b. School Health and Nutrition

During the past year, the School Health and Nutrition (SHN) component of the CHANGES programme focused on: strengthening implementation of the SHN programme in all eight districts of Eastern Province (EP); expanding SHN to three districts (Gwembe, Siavonga, and Sinazongwe) of Southern Province; and supporting national-level SHN activities, such as the MOE's expansion of the SHN programme to Central and Lusaka Provinces, and strengthening the GRZ's recently launched Schistosomiasis Control Initiative (SCI). As of year's end, 608 basic schools are now participating in the SHN programme in Eastern, Southern, Central, and Lusaka Provinces, and 243,200 pupils have received deworming medications and micronutrients; 127,584 of these were brought into the SHN programme during the year. The programme is also currently serving 843 OVCs. A further 283 pupils were trained as HIV/AIDS peer educators, with a focus on abstinence and being faithful. In addition, 1,169 pre- and in-service teachers, head teachers, health workers, and community development assistants were trained to implement the SHN programme in schools, and 632 teachers were trained and provided with anti-AIDS materials for use in their teaching. On the IEC front, short SHN and HIV/AIDS radio spots and a 12-part SHN radio series (in both English and Nyanja) were produced and aired in EP. SHN and HIV/AIDS messages were also promoted through the distribution of t-shirts, posters, and audiotapes. In all, 977,500 people were reached with abstinence and being faithful messages through the mass media.

Quarter 4: Much of the SHN component's focus during the quarter was on HIV/AIDS activities. Forty-one (41) teachers, who are Anti-AIDS Club patrons, were trained in issues related to HIV/AIDS and how to more effectively manage their clubs. In addition, 283 pupils from among the SHN schools in EP were trained in life skills and in how to be effective HIV/AIDS peer mentors in their schools and communities. Also during the reporting period, another HIV/AIDS motivational meeting was held, this time for 67 teachers, of which 40 agreed to be tested (six of which were positive). Following the motivational meeting, 60 teachers were trained in positive living and advocacy, and another Positive Living Support Group was formed, this time in Petauke District.

In terms of more mainstream SHN activities, two SHN technical drug administration workshops were held for teachers, health workers, and community development assistants from Gwembe, Siavonga, and Sinazongwe Districts of SP. As a result, all schools in those three districts are now participating in the SHN programme. Meanwhile, in EP, 97 zonal in-service providers, who are part of the ZEST (Zonal Educational Support Team) system, were trained in SHN technical drug administration, the aim being that they will, in the future, train teachers in their zones in the same content areas. As such, SHN training and capacity building will now be able to be carried out through the government's institutionalized in-service training system.

c. *Ambassador's Girls Scholarship Program*

During the reporting year, the Ambassador's Girls Scholarship Program (AGSP) is being supported through two different funding earmarks: the African Education Initiative (AEI) and the President's Emergency Plan for AIDS Relief (PEPFAR). While AEI funds mostly scholarships, PEPFAR funds are utilized to award scholarships and to integrate HIV/AIDS activities throughout the programme. During the reporting period, a total of 2,007 scholarships were awarded to mostly girls, all of them OVCs, in Grades 8-12; 480 girls graduated from Grade 12 in 2004 due to the scholarships they received through the AGSP. In addition, HIV/AIDS-related activities were incorporated into the AGSP and carried out during the reporting year. A total of 78 SAFE Clubs have been established and resourced and 59 SAFE Club overseers were trained, with the remaining 19 overseers to be trained soon. Also, 108 scholarship recipients (two each from the original 54 AGSP schools) were trained as HIV/AIDS peer mentors, and are undertaking peer education activities in their schools and communities.

Quarter 4: The AGSP also registered significant progress during the quarter. A total of 1,235 bursaries were awarded to mostly female pupils in Grades 8-12; 414 of the bursaries were funded with AEI funds while 821 were provided through PEPFAR funds. In addition, 104 scholarship recipients were trained as peer mentors and are now conducting peer mentoring in their schools and surrounding communities.

d. *MOE's HIV/AIDS Initiatives*

During the extension phase of the CHANGES Programme, a relatively small amount of funds were earmarked to support the MOE's HIV/AIDS initiatives, particularly those that follow from, or build upon, the HIV/AIDS impact assessment CHANGES had supported during 2003-2004. To this end, 122 MOE officials and staff from Northern and Lusaka Provinces were trained as peer educators and counselors as part of the MOE's HIV/AIDS in the Workplace initiative, each of which is expected to mentor 20 colleagues on a regular basis. Additionally, 24 senior-level MOE officers participated in a week-long workshop to finalize the MOE's HIV/AIDS in the Workplace Policy Guidelines. This document has not become the official MOE policy statement on its workplace programme.

e. *Small Grants Mechanism*

The CHANGES Programme's Small Grants Mechanism, which continues to be overseen by CARE International through a sub-contract, achieved solid progress during the previous year. A total of 54 small grants were awarded in SP and EP, bringing to 130 the total number of small grants awarded over the past four years (81 in SP and 49 in EP). Approximately 40 of the grants have been closed and the remaining 90 will be closed by July of this year.

Quarter 4: A total of 46 new grants were awarded during the quarter, 30 in SP and 16 in EP, most awards being made to schools rather than to local NGOs. The types of activities funded through the grants this quarter included construction of toilets in schools, rehabilitation of classroom blocks, OVC support, and HIV/AIDS training. Also, work was nearly completed on the grants manual, which outlines CARE's approach to implementing the small grants scheme, and which will be made available to interested stakeholders. It is anticipated that much of next quarter will focus on reconciling all outstanding disbursements and closing out the small grants component of the CHANGES Programme.

f. CHANGES evaluation

Quarter 4: Because the CHANGES Programme will wind up its operations in July of this year, a major activity that was carried out this quarter was a summative evaluation to assess the impact as well as the challenges faced by the programme during its four-year period of operation. For approximately seven weeks from January to March, a four-person evaluation team, comprised of two Zambian and two expatriate consultants, collected information and data from both national and field-level stakeholders. In mid-March, their findings were compiled in a draft report that will be finalized by the end of April. In mid-March a meeting of national-level stakeholders was held to present the main findings and recommendations from the evaluation.

3. USAID/India Education Sector Strategic Planning (USAID TO #20, CAII/BEPS TO # 21)

Quarter 1-3: During Year 5, BEPS continued providing technical assistance to the new USAID/India Education Officer in managing the education portfolio. The third of four planned technical assistance activities concluded in May 2004, with the fourth trip planned for Quarter 4. BEPS also commenced support for the Child and Police (CAP) project, which provides formal, full-time education opportunities to difficult-to-reach children of Muslim minority communities in Hyderabad.

In September 2004, CAII managers traveled to India and met with Pratham, the Dr. Reddy Foundation and the Azim Premji Foundation, local NGOs being proposed for grants by USAID. The BEPS team conducted a due diligence review and studied various education programs that are being implemented by the three organizations. The team also assisted in synergizing the activities of the organizations so as to maximize the impact of projects and programs that would be funded under the newly-formed QUEST-Alliance. The partners decided to focus more on the educational technology aspects of the Alliance partnership. In this regard, a study detailing the experience of India in the utilization of ICT in education was being commissioned by USAID/India.

Quarter 4: A contract was signed with the Dr. Reddy Foundation for the extension of the Child and Police Project. The new contract, however, focuses on mainstreaming Madrassas in the Hyderabad vicinity. Through the new project, a consortium of

Madrassa administrators and their board members will create programs to integrate secular education into their curriculum. The Dr. Reddy Foundation has identified 13 additional Madrassas that will participate in this program.

In addition, the Chitoor contract was signed with the Azim-Premji Foundation, and the first batch of funds was dispersed to APF. Creative is currently awaiting the progress report for the North Conference that was held a few months ago, after the receipt of which another tranche of funds will be provided to APF for the next conference.

4. *LAC III Task Order (USAID TO #26, CAII/BEPS TO # 24)*

a. *Technical Assistance to the CETTs*

- *SEP Literacy Materials Review:* A BEPS consultant traveled to Mexico City in August to review literacy materials at the Secretariat of Public Education (SEP) for potential usage in Central American/DR CETT classrooms. The consultant led a three-person team that also included representatives from the Central America CETT and INMED (the USAID grantee charged with mobilizing and coordinating private sector support for the CETT). A final report providing information on the appropriateness and availability of materials and making recommendations for purchase was submitted to USAID and the Central American CETT in September.
- *Quarter 4: INMED Evaluation:* At the LAC Bureau's request, BEPS contracted a consultant to carry out an assessment of INMED's fundraising activity from January 3 to February 18, 2005. Personnel from INMED, CETT, and USAID were interviewed, and a select number of in-country activities were assessed. The report was submitted directly to the USAID/LAC Team Leader for review and later revised and accepted in March.

b. *Conferences and Workshops*

- *2004 CETT Directors' Workshop:* The Regional CETT Directors' workshop was held in Lima, Peru from April 21-23, 2004, hosted by the Andean CETT (UPCH) and USAID/Peru and facilitated by BEPS. The purpose of the event was to facilitate communication among the three sub-regions of the CETT program. This was done through sharing of best practices and lessons learned from around the hemisphere, effective communication and coordination within CETTs, and establishing next steps on issues identified at the meeting. BEPS staff worked to organize all content-based and logistical arrangements for the 38 participants, and submitted a complete report on the workshop to USAID.
- *Central American CETT Executive Meeting:* The BEPS LAC Activity Coordinator presented and participated at the Executive Committee meeting of the Central American/DR CETT in Managua June 17-18, 2004 to discuss overall

progress in training implementation, materials development, private sector investment, and managerial matters.

- *LAC/EGAT Workshop in Puerto Plata:* A BEPS representative traveled to Puerto Plata, Dominican Republic to attend the annual LAC/EGAT Workshop September 20-24, 2004. Discussions centered on USAID education strategy and policy in Latin America, as well as on past and future investments. An analysis of challenges and lessons learned was among the topics addressed at the conference, setting up outlines for future work.
- *Quarter 4: 2005 CETT Directors' Workshop:* Partners continued to meet during the fourth quarter to prepare and commence specific activities for the CETT Directors' Workshop. The workshop date was confirmed for May 9-13, 2005 in Kingston, Jamaica to be hosted by the Caribbean CETT. The primary agenda topic of the workshop will focus on covering gaps identified as a result of the Aguirre evaluation. A secondary topic will regard working with appropriate CETT staff to improve specific techniques in securing private/public sector support for CETT activities. The BEPS team began work related to all workshop logistics, including contracting hotel, conference and equipment services, interpreter services, translation of presentations, and additional group events outside of the hotel. BEPS also contracted two external consultants for session facilitation.

c. *Research and Evaluation*

- *D.R. Food for Education Evaluation:* BEPS conducted an evaluation of the Global Food for Education Initiative in the Dominican Republic. The evaluation reviewed the strengths and weaknesses of the GFEI program and provided input for the preliminary design of subsequent activities. Field work was performed in the Dominican Republic during July and August, and a draft report was submitted to the USAID/DR mission in September for feedback. Subsequent to receiving feedback from the USAID/DR mission, the final report was submitted in October.
- *Quarter 4: Research and Writing Publications for LAC:* Work on the Mission Education Profiles continued throughout the year, with field research completed for every mission except Haiti (where the security situation was not permitting). As a result of the new LPA and USAID branding guidelines issued during the fourth quarter, numerous changes were made to the already-reviewed Guatemala Mission Education profile, and the other profiles were revised accordingly. The Guatemala profile was completed and immediately forwarded to the USAID LAC Bureau Team Leader for final review. The BEPS team incorporated the feedback submitted by USAID missions in Peru, Nicaragua and Honduras into their respective profiles, which were then forwarded to Graphics to be laid out. The Jamaica profile, which had already completed editing with the editing consultant, was also handed over to Graphics. Partial comments were received from USAID/El Salvador, and incorporation of these changes and additions begun

during the quarter. Efforts continued to encourage response from USAID/Dominican Republic to complete the first draft of the DR profile. Finally, USAID/Haiti informed the LAC Activities Coordinator in February that the first week of April would be appropriate to carry out in-country research and meetings and write the draft of the Haiti profile. Logistical preparations for the trip began immediately.

5. *USAID/Bangladesh Technical Assistance (USAID TO #815 and #819, CAII BEPS TO # 25 and #30)*

Quarters 1-3: During Year 5, BEPS completed work on the third of three educational sector studies in Bangladesh. Consultants for this study on Madrasah education visited Bangladesh during April and May, and submitted their final report and recommendations in August 2004, thereby completing Task Order 25.

A new task order was signed in August for a study on the educational needs of disabled children in Bangladesh. Field research was originally scheduled for November, but at the request of the USAID/Bangladesh mission, was re-scheduled for January/February 2005.

Quarter 4: During this quarter, two international consultants and a national consultant carried out the disability study in Bangladesh with the assistance of a local logistics/support organization, Unnayan Shamannay. A draft report and separate recommendations document were submitted in-country to USAID/Bangladesh during the second week of February 2005. The final report is scheduled for submission in April.

6. *USAID/Morocco Technical Assistance to Design Training Modules for the Ministry of Education and Youth (USAID TO# 816, CAII/BEPS TO # 26)*

After the first of three training modules for school directors was completed in March 2004, in close collaboration with the Ministry of National Education and Youth, a master copy of the module and training guide, copies of training team documents (e.g. evaluation questionnaires, session presentations), and a CD-ROM with all the relevant files were distributed to academies in March and April. Design and development of the second and third modules (on administrative, pedagogical, and financial management and on monitoring and evaluation in school management) continued through April and May, and each module was pre-tested with a sample group of 25 School Directors at workshops in June. Both modules were completed in July, with workshop training of core teams of trainers from each of 16 regional academies. A master copy of the modules and training guides, copies of training team documents, and a CD-ROM were distributed to academies in September. The task order officially completed on July 31, 2004.

7. *Uganda Technical Assistance (USAID TO #817, CAII/BEPS TO # 27)*

a. *UPE Advocacy*

Quarters 1-3: Various activities in the area of UPE Advocacy continue to be supported by BEPS: head teacher management training, Early Childhood Development (ECD) pilot rollout, UPE manuals, multimedia UPE campaigns, UPE parent/community campaigns, and Madrassa outreach activities. During May 2004, five regional workshops were held on UPE advocacy, drawing 300 participants representing a cross section of stakeholders, including government officials, school administrators, and teachers. The workshops sought to review stakeholder perceptions and experiences and evaluate the progress of the implementation program. Moreover, a retention campaign focuses on identifying the factors leading to school dropout, absenteeism and retention, using channels of communication to support education and help keep children in school until they complete the primary cycle of education, and empowering parents and communities to become promoters for EFA by sending school-age children to school. BEPS also supported the Ministry of Education and Sports (MOES) in developing two modules: Leadership in Education (Module I) and Managing School Improvement (Module II). In addition to these modules, a professional development improvement tool kit was developed. Workshops were conducted to introduce participants to the modules and the tool kit, as well as to train trainers.

Quarter 4: During the fourth quarter, the distribution of ECD Kits targeted at lower primary (P1-P2) in the ECD pilot districts was completed. The kits are comprised of an assortment of educational materials appropriate to ECD classes. These assorted materials are expected to stimulate children's thinking ability, develop cognitive abilities, and enhance literacy and numeracy competencies. A total of 7,040 Kits were distributed to all pilot schools in the pilot districts. Other institutions, such as all 45 PTC's of Uganda, the Madrasa Resource Centre, FABE Project (LABE) and the MOES, also benefited from the kits. Currently, Mango Tree Education Enterprises, which was sub-contracted to supply ECD Kits to selected districts, is conducting a monitoring exercise to gain insight into how effectively they are being utilized by schools.

b. *Responsible Sexuality and Health Education*

Quarters 1-3: Following the successful pilot of the PIASCY in the limited districts, the rollout plan was developed by the MOES. During the month of June, eight regional workshops were conducted concurrently (two workshops per region) in the Central, Eastern, Western, and Northern Regions, attended by over 1,000 participants. It is expected that the persons trained will facilitate the district-based trainings, which are meant to train primary school teachers country-wide. Also during Year 5, 200,000 primary PIASCY teacher handbooks were printed and delivered to all of the 15,000 primary schools in Uganda, each receiving five copies of the handbooks for P3-P4 and P5-P6, respectively. Following the successful pilot and roll-out of PIASCY at the primary school level, the MOES seeks to accomplish the same at the secondary level.

Quarter 4: The development of the PIASCY handbook for post-primary teachers and students is progressing. The MOES opted to use Straight Talk Foundation (STF), a well-suited firm to develop the handbooks given that they were contracted to develop the teachers' handbook for primary PIASCY. The handbooks are expected to support and facilitate dialogue between teachers and students on responsible sexuality and HIV/AIDS. The process of developing the PIASCY handbook for primary schools has facilitated the identification of thematic areas for inclusion in the student's post-primary handbooks.

The implementation of PIASCY in primary schools continues to register success. The MOES, with the support of implementing partners, rolled out PIASCY to all primary schools in Uganda, both public schools and private schools. To support the roll out process, 30,000-revised trainers' manuals have been printed and ready since mid-January 2005; however they are awaiting an MOES decision on distribution. The Ministry used the Teacher Development and Management System (TDMS) model as a conduit for rolling out PIASCY to primary schools. The Coordinating Centre Tutors (CCTs) played a pivotal role in organizing and facilitating the Coordinating Centre-based meetings. This was done in close collaboration with the District Education Departments. The Ministry's focus is now on ensuring the consolidation of school-based PIASCY implementation. Furthermore, feedback from the PTC/District monitoring and evaluation initiative provides emerging issues, success, challenges and opportunities for MOES to address.

c. Teacher Effectiveness

Quarters 1-3: Increasing teacher effectiveness by focusing on quality learning through the promotion of child-centered learning continues to be successful in both the Kabulasoke PTC and Kibuli PTC where a cross section of stakeholders are targeted, including Head teachers, teachers, Coordinating Centre Tutors (CCTs), and district inspectors of schools. Monitoring and evaluation was conducted at the two PTCs. A final draft of the head teacher training guide is now in place, and pre-testing of the manual was conducted in the Kabulasoke catchment area.

Quarter 4: Mentoring of teachers is an approach embedded in the Teacher Effectiveness Program, which was piloted in Kabulasoke and Kibuli Core PTCs using a cascade model. Mentoring training has primarily been targeted at school teachers in order to increase their effectiveness as facilitators of the teaching and learning process (Head teachers, Deputy head teachers, class teachers for Upper and Lower Primary). This training was supposed to occur in the third quarter of last year, but due to some systemic problems, this could be conducted as planned. Therefore, during the fourth quarter, the training of mentors was conducted in Kibuli PTC catchment area. A total of 331 schools were covered by the training, 10 more than expected. The total number of teachers trained during mentoring was 1,209 out of 1,284 expected.

d. Guidance and Counseling

Quarter 1-3: Following the rapid needs assessment that was conducted in March 2004, the rollout plan was developed for conducting training in guidance and counseling for teachers in the districts of Kaseses, Ntungamo, Luwero, Lira, Katakwi, and Masindi. Three trainings were then conducted that focused on three levels of training: 1) National Training of Facilitators (ToF); 2) district-based training of trainers; and 3) school-level training. For the purpose of the pilot, 20 schools were targeted from each of the six pilot districts.

Quarter 4: Additional PEPFAR funds are being used to further implementation of other guidance and counseling materials in the BEPS activities. The monitoring of school-based implementation of G&C in the pilot primary schools was conducted at two levels: the MOES Team Monitoring and the PTC/district-based monitoring conducted by the officials from the PTCs in collaboration with the District Education department. At all levels, a team approach was employed during the field monitoring, with the aim of making the process participatory and synergistic so that all key stakeholders identify with the project and clearly understand their role in the implementation of the pilot.

e. Support to Disadvantaged Children:

Quarters 1-3: The MoES drafted a policy framework for promoting educational opportunities for out-of-school children, or disadvantaged groups, with a focus on complimentary or nonformal education programs. In moving forward with this policy framework and deepening their understanding of the various alternative options, an additional study was needed to inform the NFE Working Group of the quality and impact of these different programs. A qualified local consultant was contracted to conduct this assessment. A final draft report was subsequently presented to the Monitoring and Evaluation Working Group of MoES. The draft roadmap for implementation of the recommendations of the NFE study was developed, and a technical team was put into place to develop a framework for the training of the NFE instructors on the training modules.

In October 2004, the 5th NREF Northern Region Education Forum (NREF) meeting was held in the Lira District. Key stakeholders, as well as children, met to discuss the education service delivery in the conflict area. A team from the Ministry's Department of Special Needs Education made a trip to Gulu District to assess the needs for psychosocial support required in primary schools for both teachers and pupils. Key findings and recommendations have been presented.

f. The Reading Pilot

Quarter 4: While the introduction of UPE in Uganda revolutionized access to primary schooling, concerns still remain about the quality of education. A range of performance and achievement tests in Uganda over the past four years have demonstrated very low levels of pupil performance in basic skills of reading, writing, comprehension, speaking and number work. In response, the government commissioned a review of the primary

curriculum to look into the causes for these poor results. The MOES has initiated a reform for lower primary curriculum, which should be ready by 2006. It is hoped that the outcomes of the pilot study will be used to test new approaches to literacy, numeracy and use of local languages. This will then be integrated into the revised curriculum by enhancing the thematic curriculum at P1, P2, and P3 levels.

The pilot study is covering 120 schools in four districts. Districts participated in the selection of schools and teachers. One guideline to districts was that the schools to be selected needed to be under a TDMS cluster that has a fully functioning Coordinating Centre Tutor. All schools in the pilot are using a local language as their language of instruction and the first language of literacy. The selected teachers have been trained in a variety of classroom techniques and how to make local learning materials and effectively adapt existing English Language literacy materials for use in local language. The pilot involved a baseline study aimed at establishing the levels of learning in the pilot schools at the start of the project. An impact study will be conducted in September 2005 to assess if there is an improvement in performance in literacy and numeracy in the pilot schools.

g. School Management Committees

Quarter 4: School Management Committees (SMCs) are charged with the responsibility of improving the quality of education provided to children. However, the majority of SMCs, particularly in rural areas, are not aware of their roles and responsibilities. To better promote awareness of these roles and responsibilities, BEPS is facilitating the process of developing a handbook. A writer's workshop was held February 27-March 6, 2005 with the purpose of developing a handbook that is user friendly and that will empower School Management Committees to play their critical and indispensable role in improved school management and performance. A total of 20 selected participants took part in drafting the handbook. The draft handbook has been reviewed by the SMC Taskforce Meeting of the MOES and will be undergoing final editing in order to be completed by June 2005.

8. *Jamaica Technical Assistance to the Development of Central Census Data Collection System (USAID TO#818, CAII/BEPS TO # 28)*

BEPS continued supporting USAID/Jamaica in designing a large-scale, interactive education database for Jamaica's Ministry of Education, Youth, and Culture (MOEYC). This software, developed and adapted by BEPS, will allow the MOEYC to improve the school census data collection process. It uses basic hardware to allow the MOEYC to do a variety of data manipulations not possible with its previous database. Training was conducted for MOEYC staff in June/July and August 2004. The two-month extension of the task order was completed on August 31.

9. *Philippines: Technical Assistance: (USAID TO#820, CAII/BEPS TO #29)*

Quarters 1-3: In September, BEPS was issued a \$4 million task order by USAID/Philippines's newly established Office of Education for the Education Quality and Access for Learning and Livelihood Skills (EQuALLS) project to support basic education in underserved areas of the Philippines, particularly in conflict-affected portions of Mindanao. While EQuALLS is slated to last until 2009, the task order was signed for the initial ten months of the project, a period extending to the then-foreseen conclusion of BEPS in July 2005.

USAID/Philippines is implementing EQuALLS through an innovative combination of public-private alliances (PPAs) and an institutional contractor through the BEPS IQC. Through EQuALLS, implementing partners share the following goals: increase access to formal and nonformal basic education; improve the quality of instruction, particularly in English, Math, and Science; facilitate education policy reforms; and link with private sector initiatives that provide livelihood skills for out-of-school youth. A dual role is assigned under the BEPS task order: a) technical assistance/coordination in support of the USAID/Philippines Office of Education and EQuALLS implementing partners; and b) implementation of field activities in Mindanao.

Most activities during the initial three months of EQuALLS were related to the start-up process, including deployment, mobilization, consultation, and work planning. Local key staff were on board and working by mid-October. During the start up phase, BEPS undertook a thorough assessment of deployment options, which resulted in a strategy focused on a) Cotabato City as the hub of technical interventions and liaison with the ARMM Department of Education (DepEd-ARMM); b) Davao City as a small management office and liaison with the USAID GEM-2 project and other important partners, and c) a small office in Metro Manila dedicated to supporting the USAID Education Office, liaising with DepEd-National, coordinating with Manila-based PPAs, and responding to other Manila-based concerns.

In terms of technical planning and coordination, frequent consultation with partners and stakeholders informed the first Annual Work Plan submitted to USAID in December. BEPS also submitted a Special Report on the Policy Environment in December to orient the Education Office and other partners, to recent and significant developments within the education sector in Mindanao, particularly in the ARMM. The first bona fide Partners Workshop was conducted on December 13. This full-day meeting was considered the "soft launch" for the project. A more ceremonious project launch for EQuALLS, to include high-level GRP and USG representatives as well as stakeholders at all levels from the private sector and civil society, is being planned for May 2005 in Mindanao.

Quarter 4: The fourth quarter was a busy period in terms of BEPS' role as both program coordinator and activity implementer. The BEPS EQuALLS team participated in regular meetings with both USAID/Philippines and the COPs of partner organizations. Development of an EQuALLS website and brochure began during the quarter, and a draft Comprehensive Programmatic Framework was submitted to the Mission in February.

The quarter also saw intensive consultation and planning in preparation for the implementation of field activities. Highlights are described below, organized by the three IRs under which BEPS activities are carried out: increased access to learning opportunities, improved instructional quality, and improved education sector policies and strengthened capacity for implementation.

a. Increased Access to Learning Opportunities

Social mobilization and community advocacy activities, aiming to increasing school enrolment and participation and reduce student drop-out rates, are underway. BEPS engaged in participatory consultations with Division Superintendents from the ARMM to inform the planning and implementation of a school enrolment campaign. A number of IEC strategies and materials have been identified to support the enrolment campaign in target areas, including posters, streamers, flyers, and radio plugs. Also during the quarter, the concept and mechanism for providing targeted incentive packages for disadvantaged children were formulated through consultation with DepEd-National. Discussions are underway with Save the Children to engage its network of local NGOs to implement this activity. Additionally, BEPS conducted a series of consultations and workshops in January and February with DepEd-National and DepEd-ARMM to review DepEd's Effective Alternative Secondary Education (EASE) Program and consider its expansion into the ARMM. The program provides in-school/out-of-school flexible learning options for students who cannot regularly attend school due to economic, social, cultural or geographic barriers. These consultations resulted in a decision to implement the program in four ARMM schools. Two three-day orientation and planning workshops for administrators and school personnel were then held in February and March.

Another key component of the EQuALLS project is the nonformal Alternative Learning System (ALS). During the quarter, subcontractor NDFCAI-WED and five network members started social preparation activities to lay the foundation for learning support services to some 5,000 learners from 14 municipalities and 96 *barangays*. Extensive area-based coordination and consultation planning meetings were held to orient and disseminate information among stakeholders. One hundred (100) instructional managers (IMs) were recruited, and learning supplies for 5,000 ALS learners and the IMs were procured. A seven-day basic training of the 100 IMs was developed, and will be conducted during the next quarter.

b. Improved Instructional Capacity

Extensive consultations took place with DepEd-ARMM and DepEd-National regarding planning and preparation for the in-service teacher training program. It was agreed that 1000 teachers will have their competencies tested during the following quarter. BEPS also explored the potential to collaborate on in-service and pre-service teacher training with the AusAID BEAM program. It is likely that EQuALLS will co-implement in-service training in the ARMM, taking responsibility for elementary teachers while BEAM takes responsibility for secondary teachers. This collaborative effort will allow EQuALLS to reach nearly 2000 teachers, instead of the 720 originally targeted in the

workplan. Further discussion with BEAM, USAID, and AusAID is required before finalizing a collaborative pre-service implementation strategy. Regarding ALS instruction, consultations with NDFCAI-WED led to agreement on the competency areas where training of IMs will be focused during the upcoming quarter. To inform the rehabilitation of NFE learning centers, a comprehensive assessment of existing facilities in the project barangays in Tawi Tawi and Basilan has been completed.

c. Improved Education Sector Policies and Capacity for Implementation

The main objective of this component is to identify policies that can visibly and effectively address disparities in access to quality basic education, formal and non-formal, in the ARMM and other conflict-affected areas. To this end, activities for this quarter included regular consultation and meetings with key policy stakeholders and senior officials from DepEd-National and DepEd-ARMM with respect to the objectives, strategies, and targets of the EQuALLS project, as well as the initiation of policy dialogue. On 21 March, Creative helped arrange a jointly-sponsored World Bank and USAID-EQuALLS *Workshop on Policy Initiatives for Alternative Learning Systems and Alternative Delivery Modes*. The event was very well attended with senior representatives from DepEd-National, DepEd-ARMM, NEDA, USAID and NGOs. This was Part I; A follow-up workshop is planned for late April, which will result in specific policy-related proposals that will be submitted to DepEd and DepEd-ARMM.

10. Morocco: Design and Implementation of National Education Accounts (USAID TO #821, CAII/BEPS TO #32)

Quarters 1-3: The task order for Phase II—Design and Implementation of the Moroccan National Education Accounts—was signed in October. Phase II was initiated by a technical team visit to Morocco from October 31 to November 6 to reach agreement with the Moroccan NEA Team on needed technical assistance and the outline of a training program; prepare Terms of Reference (TOR) for needed surveys of private providers and/or donor assistance to the education sector; review and revise the work plan and the data categories as needed; and identify and brief the NEA Steering Committee. The trip was successful on each count, and also resulted in the design of an initial training session for the Technical Working Groups held during the last week of November 2004. A second trip was conducted to provide technical assistance to the ministry as well as training on data collection from November 27 through December 8. During this period, *Developing and Implementation of National Education Accounts in Morocco, Context and Classification Framework* was also finalized, and equipment was procured and delivered to the Ministry.

Quarter 4: A technical team visit to Morocco was conducted February 14-25 to assist the MOE in organizing the data collection process of the NEA. The objectives of this TA visit were: to assure that the NEA team is able to operate successfully; clarify certain aspects of boundaries and data collection, such as time period for the NEA; review availability of secondary data sources and finalize categories of expenditures; finalize terms of reference and procurement methods for the Private Sector Survey and the Donor

Survey; train representatives from AREF (Provinces) financial and strategic planning offices; and review arrangements for ongoing management with USAID. The technical team reported that they had a successful visit and that they were able to accomplish these objectives. The BEPS team found the Moroccan NEA team to be very highly qualified, eager to work together as a team, and genuinely enthusiastic about the NEA.

Since the BEPS team's return, there have been delays in implementation due to leadership issues in Morocco. A conference call was conducted with USAID/Morocco to provide updates and to propose possible solutions to ensure the implementation of activities on time. It was agreed that a revised workplan would be proposed and submitted to USAID for comments and approval. Also during this period, the final terms of reference for both the donor and private sector surveys were issued. A consultant has been hired to conduct the donor survey.

III. Year 5 Accomplishments: Specific Tasks

Through the BEPS core task orders, BEPS is contracted to conduct the following specific tasks:

- undertake at least five (5) educational policy appraisals or assessments of either part or an entire national education system and to design, where appropriate, strategies that fortify educational policy dialogue and reform;
- undertake at least five (5) short-term training events linked to policy dialogue, reform, basic education and crisis country activities in the field;
- carry out at least five (5) short-term training activities either country-specific, regional, or based in the US or overseas;
- design and implement a minimum of five (5) pilot projects, feasibility studies and applied research efforts that test ideas and approaches on a small scale;
- carry out diagnostic and programmatic activities in at least five (5) USAID crisis and/or non-presence countries that assist in restoration or reform of the educational system; also include, in cases of pre-crisis, efforts through formal and non-formal educational means to prevent undue strife and conflict; and
- compile results and lessons learned from work on policy reform and basic education and develop dissemination plan.

The demand-driven nature of the BEPS activity, with Missions requesting certain types of activities more than others, has influenced somewhat the BEPS team's emphasis on particular types of activities. Nevertheless, since the activity's inception, BEPS has made significant progress towards the achievement of these specific tasks. A summary of the activities to date, by activity type, is provided in Table 2. Descriptions of the core-specific tasks initiated or completed during Year 5 also follow.

Table 2: BEPS Core Activities to Date

Core Activity Type	Completed Activities, Years 1-4	Ongoing/Year 5 Activities
Educational Policy Appraisals/Assessments (Appraisals, Assessments, and Policy Dialogues)	<p>Haiti: Needs Assessment in Support of Public/Private Partnerships in Education (Policy Dialogue), 4/2000</p> <p>Brazil: Situational Analysis and Needs Assessment for Development of USAID/Brazil Child Labor Strategy (Assessment), 6/2000</p> <p>Dominican Republic: Assessment of the Needs for Developing a Monitoring and Evaluation System (Assessment) Summer 2002</p> <p>Dominican Republic: Comparative Baseline Assessment of Student Performance in MOE and Falconbridge Foundation-funded Schools (Assessment)</p> <p>Egypt: Initial Assessment of Education Policy Reform Needs (Assessment), 10/2000</p> <p>El Salvador: Assessment to Support Post-Earthquake Assistance (Assessment), 4/2001</p> <p>LAC: Support for Assessment and Design of Caribbean Center of Excellence in Teacher Training (Assessment), (Graybill trips to Jamaica 12/01 and Barbados 1/02)</p> <p>Worldwide: Policy-focused Proceedings for “No One Left Behind: G/HCD Biennial Workshop (Policy Dialogue) 8/2001</p> <p>Afghanistan/Pakistan: Development of Collaborative Education Strategy Between International PVOs Seeking to Respond to Post-conflict Development Needs in Afghanistan (Assessment), 1/2002-2/2002</p>	<p>Guatemala: Technical Assistance to Design New Program Activity and Research Teachers’ Unions and Private Education (Assessment) 3/2004 - 6/2004</p> <p>Angola: Mid-term Assessment of Alfalit Program (Assessment) 4/2004 - 5/2004</p> <p>Philippines: Education Options Assessment (Assessment) 4/2004-5/2004</p> <p>Yemen: Needs Inventory and Procurement (Assessment) 5/2004-2/2005</p> <p>El Salvador: Private Sector Donor Coordination Study (12/2004 – 2/2005)</p>

Core Activity Type	Completed Activities, Years 1-4	Ongoing/Year 5 Activities
	<p>India: Progress in Education Partnership (Short-term Technical Assistance on Alternative Education Program Strategies) (Assessment), 2/2002-4/2002</p> <p>Uganda: Assessment of Uganda Nonformal/Complementary Education (Assessment), 7/2002-10/2002</p> <p>Kenya/Sudan: Assessment of Teacher Training Needs for Sudanese Refugees in Kenya (Assessment), 6/2002– 8/2002</p> <p>Supporting Basic Education in Developing Countries: Perspectives for the Private Sector and Policy Stakeholders (Assessment) 10/02</p> <p>Macedonia: Mid-term evaluation of OTI Confidence Building Initiative (Assessment) 11/02-12/02</p> <p>Round Table Dialogue: Educating Children with Disabilities in Developing Nations (Policy Dialogue), 11/14/2002</p> <p>Policy Dialogue on Alternative Sector Assessment Strategies (Policy Dialogue) 1/2003</p> <p>Burundi: Assessment for Community-based Reintegration and Non-Formal Education Program (Assessment), 2/2003 – 4/2003 (see also Crisis/Non-presence Country Intervention)</p> <p>Bolivia: Mid-term Assessment of Alfalit Program (Assessment) 5/2003</p> <p>Somaliland/Somalia: Education Sector Assessment (Assessment) 5/2003 – 6/2003</p> <p>Yemen: Policy Decentralization Sector Assessment (Assessment) 2/2004 – 4/2004</p>	

Core Activity Type	Completed Activities, Years 1-4	Ongoing/Year 5 Activities
Short-term Training Events (In-country, US-based, or Third Country)	<p>Global: Planning and Management of “No One Left Behind,” the four-day G/HCD Biennial Workshop in Basic Education and Training (US-based Training Event), Spring/Summer 2001</p> <p>Global: Planning and Management of EGAT/HCD Biennial “Building Bridges to Peace and Prosperity” Workshop held 8/11-15/2003 at GWU in DC</p>	
Short-term Training Activities	<p>Worldwide: Introduction to Social Mobilization for Comparative and International Education Society 45th Annual Conference (US-based Training Activity), 3/2001</p> <p>Global: State-of-the-art in Basic Education: Participatory Research Workshop (US-based Training Activity) 5/2001</p> <p>Global: Delivery of separate training sessions on Basic Education, Child Labor, and Education in Crisis Countries as part of “No One Left Behind,” the four-day G/HCD Biennial Workshop in Basic Education and Training (US-based Training Event), at NIH in Bethesda, MD, August 2001</p> <p>Global: Delivery of separate sessions focused on basic education, child labor, and Islamic education as part of EGAT/HCD Biennial “Building Bridges to Peace and Prosperity” Workshop held at GWU in Washington, DC, 8/11-15/2003</p>	<p>Worldwide: Presentations on “HIV/AIDS Prevention in Schools – Case Studies from Uganda and Zambia” and “A Healthy Child in a Healthy School Environment: The CHANGES Program in Zambia”, at the Comparative and International Education Society Annual Conference, 3/05</p>
Pilot Projects, Feasibility Studies, or Applied Research	<p>Zambia: Feasibility Study for School, Health, and Nutrition task order (Feasibility Study), 7/2000</p> <p>El Salvador: Feasibility Study for Early Childhood Social Mobilization Campaign 4/2001</p>	<p>Morocco: National Education Account (NEA) pilot activity to develop methods and tools for analytic overview of national education financing 3/04 – 10/04</p>
Crisis/Non-presence Country Intervention	<p>Congo: Situational Analysis of Educational and Policy Needs for Demobilized Child Soldiers (Diagnostic) 6/2000; Summer 2001</p> <p>Congo: Situational Analysis of Educational and Policy Needs for Demobilized Child Soldiers (Diagnostic) 6/2000; Summer 2001</p>	<p>“Education in Emergencies: Critical Questions and Challenges” (research and publication)</p> <p>OTI: “Community Focused Reintegration: How and Why.” (research and publication)</p>

Core Activity Type	Completed Activities, Years 1-4	Ongoing/Year 5 Activities
	<p>El Salvador: Assessment to Support Post-earthquake Assistance (Diagnostic) 4/2001</p> <p>Sierra Leone: Final Evaluation of the Office of Transition Initiatives (OTI Program, to include the Youth Reintegration and Education for Peace Program and the Diamond Management Program, 1/2002-8/2002</p> <p>Afghanistan: Assessment of Needs for Coordinating Afghanistan NGO and INGO Educational Interventions, 2/2002</p> <p>Kenya/Sudan: Field Assessment for Teacher Training Center for Teachers of Sudanese Refugees, 5/2002 – 12/2002</p> <p>Afghanistan: Sharing Perspectives on Curriculum Development (National Curriculum Commission Workshop), 12/2002</p> <p>Kenya/Sudan: Field Assessment for Teacher Training Center for Teachers of Sudanese Refugees, 5/2002 – 12/2002</p> <p>Afghanistan: Sharing Perspectives on Curriculum Development (National Curriculum Commission Workshop), 12/2002</p> <p>Burundi: Assessment of educational needs for Burundi youth in demobilization and disarmament phase of post-war peace transition (2/2003)</p> <p>Somaliland/Somalia: Education Sector Assessment in Somaliland/Somalia(5/2003 – 6/2003)</p> <p>Mano River Union Conflict Assessment and Peace-building Program Design Project for Guinea, Sierra Leone, and Liberia (5/2003 – 6/2003) (English and French)</p> <p>Urbanization, War, and Africa's Youth at Risk</p>	<p>Africa Bureau: Urban Tool Kit (research for publication)</p> <p>Burundi, Liberia, Congo: Comparative Case Study of Youth Reintegration (research for OTI-11/04-present)</p>

Core Activity Type	Completed Activities, Years 1-4	Ongoing/Year 5 Activities
Information Dissemination	<p>OTI: YRTEP Practice Note Progress in Education, 2001</p> <p>Worldwide Development of Language of Instruction Policy Database with the World Bank (Assessment), 6/2001 – 2/2003</p> <p>EGAT/ED Technical Assistance to Support Development of USAID Education Sector Strategy Paper (Assessment) 8/2003-11/2003</p>	<p><i>Publications:</i></p> <p>“Accelerated Learning for Children in Developing Countries” (anticipated publication 6/05)</p> <p>“If No One Is Left Behind” (anticipated publication 6/05)</p> <p>Morocco Education for Girls (MEG) Case Study, 10/2003 – present (anticipated publication 7/05)</p> <p>“Progress in Education” Annual Report (Assessment) 8/2003 – present (anticipated publication 6/05)</p> <p>“Reaching for the Sky: Uganda’s Quest for Universal Primary Education” Case Study (published 3/05)</p> <p>“Making A World of Difference: BEPS Achievements, 2000-2004 (published 02/05)</p> <p>“Grandmothers: The Learning Institution” (anticipated publication 7/05)</p> <p>BEPS Lessons Learned document (preparation for submission 01/06)</p> <p><i>Dialogues:</i></p> <p>“Education for Children with Disabilities in Bangladesh”</p>

Highlights follow.

A. Year 5 Education Policy Appraisals/Assessments

1. *Philippines Education Options Assessment*

During April and May 2004, a BEPS team visited Manila and assisted USAID/Philippines in defining and refining the parameters of a new education program. The Missions newly established Education SO aims to increase access to quality education and livelihood skills in selected areas, particularly those affected by conflict and poverty, most notably Mindanao. The BEPS team met with key representatives of USAID, the Philippines Department of Education, and a wide variety of donors, project personnel, INGOs, foundations and NGOs. Several of these groups had existing education projects in Mindanao or intend to start such projects in the near future. Thus part of the team's assignment was to assess how USAID interventions could complement existing initiatives. BEPS also organized a workshop for ten senior education officials from Mindanao to make specific recommendations on project targets and objectives. The BEPS team made weekly presentations to the "transition team" at the USAID mission (a multisectoral team leading the new education initiative while the permanent SO team is recruited). The team also submitted a report to the mission outlining several implementation options for each IR (with associated indicators) as well as geographic targets.

2. *Angola Mid-term Evaluation of Alfalit Adult Literacy Program*

BEPS conducted a mid-term evaluation of an adult literacy program being implemented in Angola by Alfalit International, a faith-based NGO involved in grassroots literacy and community development. Upon the conclusion of field work, the team leader made an oral presentation to USAID of the evaluation's findings and conclusions.

3. *Guatemala Technical Assistance to Design New Program Activity and Research Teachers' Unions and Private Education*

At the request of the USAID/Guatemala, BEPS initiated three studies to support the newly installed Ministry of Education's need for information in order to better respond to Guatemala's education needs. The first study, which was conducted by a local institution, FLACSO, was a report on the status and relationships of teacher unions and associations in Guatemala. The second study, which was performed by another local institution, CIEN, updates a 1998 initial study on the situation of private education in Guatemala. Both of these reports were finalized and submitted in July. After receiving Mission feedback, BEPS submitted the final report in August for the third technical assistance, the design of an Activity Design Document for USAID to assist in a final outline of activities for upcoming years.

4. *Yemen Needs Inventory and Procurement:*

Quarters 1-3: BEPS conducted an assessment of equipment, supply, and furniture needs of educational offices in five designated Yemeni governorates in July 2004. Between July

and September, a consultant met with USAID/Yemen and the Ministry of Education to discuss and review the results of the needs assessment report and determine procurement requirements. The procurement plan was then drafted by the consultant and reviewed and approved by USAID. Bid advertising and a bidding process followed, through which a supplier was chosen.

Quarter 4: A request for a waiver allowing for local procurement was approved in January, and the delivery of procured equipment and furniture was completed in February.

5. *El Salvador Private Sector Donor Coordination Study*

At the request of USAID/El Salvador, BEPS completed a report on El Salvador's Informed Policy Dialogue, investigating the strengths and weaknesses of research and participatory activities in affecting policy decision-making. In-country research and interviews were conducted March 4-18, and the report was submitted to USAID/El Salvador on March 31 2005 for review

B. Year 5 Pilot Projects

Morocco National Education Accounts:

Implementation of Phase 1 of the National Education Accounts (NEA) pilot project began during the first quarter. A Phase 1 orientation trip to Morocco was conducted in July 2004. The goals of the trip were 1) to engage Moroccan education officials in a joint effort to adapt the approach and methods of National Health Accounts (NHA) in order to develop NEA, which had already been listed as part of the National Education Strategy in 2003; and 2) to develop agreed-upon approaches and methods for developing NEA over the following twelve months as a prototype for their development in other developing countries. The NEA team completed its visit to Morocco by reaching agreement with the MOE Planning Division and with USAID on an NEA development project scheduled for completion by the end of July 2005. The project would include five discrete collaborative technical assistance exercises that would be timed to support data collection efforts and build the capacity of the MOE to conduct NEA. Subcontractor Abt Associates developed and submitted a draft entitled, *Developing and Implementation of National Education Accounts in Morocco, Context and Classification Framework*. Based on discussions with the Moroccan MOE and the NEA team in July, USAID/Morocco developed and issued an RFP, and BEPS was issued a task order for Phase 2 in October (See Section II for NEA Phase 2 update).

C. Year 5 Crisis/Non-presence Country Intervention

As a result of collaborative efforts between CAII and its subcontractor, CARE/USA, BEPS continued to provide technical assistance in planning, monitoring, and evaluating rehabilitative and reconstructive education activities for children and youth in crisis countries. Assistance included working on a variety of reference manuals and other documents as follows:

1. *Liberia, DR Congo, and Burundi Comparative Case Study (USAID TO #29, CAII/BEPS TO #31):*

Quarter 1-3: During Year 5, BEPS started work on a study for USAID/OTI entitled “Community and Individual Capacity-Building in Post-War Reintegration: The OTI Experience.” The project seeks to gather, examine, and disseminate lessons that can be learned about designing effective CFR programs based on the experience of OTI’s application of the CFR model in Liberia, the Democratic Republic of Congo, and Burundi. The research and writing process got underway with interviews and meetings in Washington, DC in September, and a discussion draft of the study was submitted in October.

Quarter 4: A workshop with USAID/OTI colleagues on the discussion draft of the study was held in Washington, DC in January. This was followed by extensive field research carried out in Liberia during the month of February. Field research in Congo is planned for the month of April.

2. *Africa Bureau/Urban Youth Toolkit:*

Quarter 1-3: BEPS continued work on a toolkit for marginalized urban youth programming being produced for the Africa Bureau’s Conflict Prevention, Democracy and Governance Division, Office of Sustainable Development (AFR/SD/CPDG). A second complete, fully revised draft of the toolkit was submitted during the third quarter. The toolkit includes an issues paper and four tools: *Seven Principles; Assessments, Monitoring, and Evaluation; Gender; and Useful Resources.*

Quarter 4: During the fourth quarter, the BEPS Youth-at-Risk Specialist worked with officials in the Africa Bureau to facilitate pre-publication revisions of the toolkit.

3. *Somaliland School Improvement Program (SSIP)*

Quarters 1-3: Due to security concerns and US government restrictions on travel to Somaliland, USAID-Nairobi and BEPS began to consider reconfiguration of the previous Somaliland scope of work in the face of travel issues and other on-the-ground realities. A BEPS team traveled to Nairobi in early July 2004 and modified the Somaliland program, with the collaboration of CARE-Somalia staff and USAID officials in Nairobi. The refocused BEPS program builds on activities previously completed in the field by CARE in May/June 2004 to improve access to education. SSIP capitalizes on the strengths of CARE’s Somali staff based in Hargeisa to undertake school improvement efforts, including rehabilitation of school infrastructure, provision of classroom furniture/materials, and mobilization of community support for education, and provides scholarships for girls to attend the Somaliland Teacher Education College (STEC). BEPS identified 20 schools to benefit from the school improvement program and 19 scholarship recipients to enter the STEC in September. The project has focused on communities from which graduates hail so that support for female teachers is rewarded locally, and

schools with a potential for higher girls' enrollment following school improvement have also been given priority. Communities have made commitments such as labor and/or a contribution of sand, stones or other basic building material to the school rehabilitation effort.

Quarter 4: During this quarter the SSIP completed the reconstruction of 14 of the 15 schools planned for rehabilitation. CARE SSIP project staff closely monitored the completion of the school rehabilitation work and continuously mobilized communities to ensure community inputs and participation throughout the project. Additionally, the procurement of school furniture, teaching aids and school kits for all 15 schools was completed. The overall time frame for school commissioning and handover to the communities is scheduled to take place in April. The SSIP CARE project staff continued to work with the communities to sensitize them on the importance of educating the girls, the rationale for the schools selected, identification of contractors, bidding process and the award of contracts to successful bidders, as well as the completion of activities that were started in January.

The 19 girls awarded scholarships at Somaliland Teachers Education College (STEC) resumed their studies for the second semester that started in mid-February 2005. The STEC Director arranged for a tutor to teach the students on the following subjects as part of their course load: Methods of teaching; Philosophy of education; Principles of education; Child psychology; Child growth and development; and Management of education and lessons planning.

4. *BEPS Education-in-Crisis Publications*

During Year 5, BEPS conducted work on education-in-crisis publications as follows:

- Finalized and initiated the distribution of the publication, "Education in Emergencies: Critical Questions and Challenges."
- Continued collaborative work with OTI on discussion draft of the paper, "Community-focused Reintegration: How and Why" for USAID. Paper is scheduled for final revision and publication release soon.
- Initiated work on a publication summarizing and analyzing programmatic efforts in the field of education-in-crisis. A final draft was submitted during the third quarter and is under review, with a targeted publication date of July 2005.

IV. YEAR 5 ACCOMPLISHMENTS: MANAGEMENT AND ADMINISTRATION

The BEPS SOW-associated management and administrative tasks include the following five subtasks:

- Subtask 1: Elaborate an overall program plan and implementation outline for planned field support activities highlighting the mechanisms for providing quality control and coordinating the work to be done through the other task orders under BEPS;
- Subtask 2: Develop a workable plan to provide linkages between/among educators (individuals, organizations, institutions) in USAID-assisted countries, the education and development community in the United States, and selected other countries and organizations;
- Subtask 3: Develop a preliminary framework with indicators and related benchmarks;
- Subtask 4: Provide basic information on the objectives and capabilities of the BEPS activity to USAID technical staff through seminars and an activity publication; and
- Subtask 5: Establish a system of information collection, dissemination, and exchange, as indicated above, to allow continuous communication with host-country, USAID, and other donor institutions.

A. Subtasks 1-3

During Year 5, BEPS activities related to Bullets/Subtasks 1 - 3 of the Management and Administration tasks involve the implementation of plans and frameworks that were completed in Year 1 and reported in the Year 1 and Year 2 Annual Reports.

Monitoring and adaptations as necessary continue for each of those activity areas.

B. Subtask 4

Key achievements in this task included the following:

- included USAID CTO in bi-weekly BEPS team meetings to share information as well as monitor progress, discuss new opportunities, and resolve challenges; and
- conducted frequent independent, ongoing dialogues with BEPS CTO regarding project status, progress, and challenges.

C. Subtask 5

Major achievements in this area included the following:

1. Website

Continued to update and expand the BEPS comprehensive website, regularly adding detailed task order descriptions, project reports, summaries of key staff, and other relevant information. Key reports were also linked to the search engine, Google.

2. Publications

Completed and/or continued progress on a series of documents to summarize, disseminate, and exchange information about program implementation and successes with host-country, USAID, and other donor institutions and to report new research in certain technical areas. Various documents were completed. A summary follows.

- *Zambia*: Completed, printed, and began distribution of 2,000 copies of “A Healthy Child in a Healthy School Environment,” a case study about the Communities Supporting Health, HIV/AIDS, Nutrition, Gender, and Equity Education in Schools (CHANGES) program.
- *Uganda*: Completed, printed, and began distribution of 600 copies of “Reaching for the Sky: Uganda’s Quest for Universal Primary Education,” a case study of BEPS activities in Uganda from October 2002 – November 2003.
- *Morocco*: Continued work on a case study of the Morocco Education for Girls (MEG) project, a USAID-funded project implemented in Morocco that helped to increase girls’ access to education in eight rural provinces. BEPS also collected data for the MEG 2003 annual report and designed three additional training manuals for school directors.
- Completed and produced “Accelerating Learning for Children in Developing Countries: Joining Research and Practice,” a monograph that draws together knowledge from both the educational and development literatures to compile a definition of accelerated learning, related principles and practices, a framework for accelerated learning programs, and times to consider.
- *EGAT/ED*: Worked with USAID’s EGAT/ED Bureau in completing the *Progress in Education (PIE) Report*. BEPS team members helped to edit text, made revisions based on feedback from USAID reviewers, and finalized the graphic treatment. A final document, which is being printed by a USAID printer, is expected early in Year 6.
- *Global*: Continued work on “If No One Will Be Left Behind,” an overview of international development education policies.

- *Global:* Continued work on “Grandmothers: the Learning Institution,” a study highlighting the use of grandmothers to advance primary education to better reflect educational needs.
- *Global:* Completed, printed, and began distribution of “Making a World of Difference: BEPS Achievements 2000-2004,” a publication summarizing BEPS accomplishments to date.

3. *Information Dissemination*

The BEPS team also did the following:

- Continued to disseminate print copies of products and tools to support basic education based on more focused contact with Chiefs of Party of field-based projects. Also disseminated copies of materials in response to incoming requests to the BEPS Resource Center, a CAII-based center of products and tools developed under ABEL 2 and BEPS to be disseminated to USAID and the interested public. A log of Year 5 dissemination is provided in Appendix D.
- Designed announcements and conducted electronic distribution of four publications: “Reaching for the Sky: Uganda’s Quest for Universal Primary Education,” “A Healthy Child in a Healthy Learning Environment,” “Education in Emergencies: Critical Questions and Challenges,” and “Making A World of Difference: BEPS Achievements, 2000-2004.”
- Continued brainstorming ways to disseminate the ABEL II publication, *Paradigm Lost? Education Reforms in Sub-Saharan Africa*. Distributed approximately thirty copies at USAID-sponsored event on March 29, 2004.
- Explored process for deciding about the electronic conversion of documents produced under ABEL 2.
- Disseminated BEPS-related information to host-country, USAID, and other donor institutions via the 49th Comparative International Education Society (CIES) conference in March 2005. Conducted sessions on HIV/AIDS prevention in primary schools and the integration of school health and education and distributed copies of “A Healthy Child in a Healthy School Environment” and “Reaching for the Sky.” Also disseminated copies of other BEPS and ABEL II publications during the conference’s three-day book display.
- Attended conferences, meetings, seminars, workshops, and other events to obtain new information, share ideas, record and disseminate information, and/or expand networks in the areas of basic education, policy reform, youth-at-risk, countries in crisis, and abusive child labor (See Appendix E).

APPENDICES

APPENDIX A. STATEMENT OF WORK

General Tasks

- Provide a mechanism for USAID to introduce innovative changes for improving education, particularly basic education;
- Serve as a principal provider of expertise for USAID on assessing and implementing education policy reforms;
- Establish capability and expertise for diagnosing and designing rehabilitative and reconstructive education activities in crisis countries; and
- Act as a source of technical advice and information for USAID Missions, Regional Bureaus, the Human Capacity Development Center, and other USAID offices regarding education and assistance thereto, educational policy analysis and reform.

Specific Tasks

- Undertake at least five (5) educational policy appraisals or assessments of either part or an entire national education system and to design, where appropriate, strategies that fortify educational policy dialogue and reform;
- Undertake at least five (5) short-term training events linked to policy dialogue, reform, basic education and crisis country activities in the field;
- Carry out at least five (5) short-term training activities either country-specific, regional, or based in the US or overseas;
- Design and implement a minimum of five (5) pilot projects, feasibility studies and applied research efforts that test ideas and approaches on a small scale;
- Carry out diagnostic and programmatic activities in at least five (5) USAID crisis and/or non-presence countries that assist in restoration or reform of the educational system; also include, in cases of pre-crisis, efforts through formal and non-formal educational means to prevent undue strife and conflict; and
- Compile results and lessons learned from work on policy reform and basic education and develop dissemination plan.

Management and Administrative Tasks

- Elaborate an overall program plan and implementation outline for planned field support activities highlighting the mechanisms for providing quality control and coordinating the work to be done through the other task orders under BEPS;

- Develop a workable plan to provide linkages between/among educators (individuals, organizations, institutions) in USAID-assisted countries, the education and development community in the United States, and selected other countries and organizations;
- Develop a preliminary framework with indicators and related benchmarks;
- Provide basic information on the objectives and capabilities of the BEPS activity to USAID technical staff through seminars and an activity publication; and
- Establish a system of information collection, dissemination, and exchange, as indicated above, to allow continuous communication with host-country, USAID, and other donor institutions.

**APPENDIX B: SUMMARY OF BEPS ACTIVITIES
MARCH 1, 2000 - MARCH 31, 2005**

CODE:

Shaded Entries = activities approved and initiated through March 31, 2005

Non-Shaded Entries = activities possible and/or pending

AFRICA – COUNTRY ACTIVITIES				
Country	USAID Task Order Number and Budget	Summary of SOW or Potential Work	Implementation Dates	Status
Angola	Via core TO#7	Mid-project assessment of Alfalit literacy program	4/2004 – 5/2004	Completed; final report submitted
Burundi	Via core TO#7	Field assessment leading to possible buy-in task order focused on educational strategies to help stabilize post-war demobilization and disarmament accords	2/2003	Assessment completed
Congo	Via core TO#1 & TO#3	Rapid assessment of educational needs, options in support of demobilized child soldiers	9/2001	Completed; final report submitted & published (English & French)
Ghana	TO #3	Pilot focused on reducing children's hazardous work practices in the cocoa production industry	4/2004 - 3/2005	In progress
Guinea/Sierra Leone/Liberia	Via core TO#1	Assessment of Mano River conflict assessment and design of peace-building program for OTI	5/2003 – 6/2003	Completed, final report submitted
Kenya	Via core TO#1	Technical assistance to research need for teacher training center in Kenya for Sudanese refugees	6/2002 – 8/2002	Completed, final report submitted
Morocco	TO#816 (\$289,996 buy-in)	Data collection and development of three training modules	10/2003 – 7/2004	Completed
Morocco	Via core TO#7	Morocco Education for Girls (MEG) Case Study	2/2004 - present	Editing of draft in progress
Morocco	Via core TO#7	Design of National Education Accounts (Phase I)	4/2004 – 9/2004	Completed
Morocco	TO#HNE-I-822-00-00038 (\$420,000 buy-in)	NEA, Phase II	10/04 – 8/05	In progress
Sierra Leone	Via core TO#1 & TO #7	Evaluation of Non-formal Education (YRTEP) project funded by OTI	2/2002 – 3/2002	Completed, final report submitted
Somaliland	Via core TO#1 (\$800,000 buy-in)	Sector assessment and implementation of a set of basic education activities in Somaliland	Assessment conducted 5/2003-6/2003; implementation forecast 12/2003 - 8/2005	Assessment completed; project implementation in progress

AFRICA – COUNTRY ACTIVITIES				
Country	USAID Task Order Number and Budget	Summary of SOW or Potential Work	Implementation Dates	Status
South Africa	TO #802 (\$37,910 buy-in)	Gender equity field investigation & TOT workshop design	7/2000-10/2000	Completed; final report submitted
Uganda	TO#800 (\$26,832 buy-in)	Expert representative to participate in semi-annual Education Policy Sector Review donor meeting	3/2000-4/2000	Completed; final report submitted
Uganda	TO#801 (\$1,090,937 buy-in)	Long-term Educational Planning & Policy Development, GOU/MOE	6/2000-9/2002	Completed, reports submitted
Uganda	TO#805 (\$34,552 buy-in)	Expert representative to participate in semi-annual Education Sector Investment Policy Review	10/2000-11/2000	Completed; final report submitted
Uganda	TO#808 (\$38,429 buy-in)	Expert representative to participate in semi-annual Education Sector Investment Policy Review	3/2001-4/2001	Completed; final report submitted
Uganda	Via core TO#7	Cost & Policy Evaluation of Complementary/NFE Education Programs	7/2002-8/2002, 10/2002	Completed; final report submitted
Uganda	TO #813 (\$1,345,265 buy-in)	Uganda Education Project Assistance (Three separate SOWs focused on (a) teacher training in PLA; (b) training in community mobilization; (c) revision of national sex education curriculum)	10/2002 - 12/2003 (extended from 10/2003)	Completed
Uganda	TO #817 (\$8,055,216 buy-in)	Extension of SUPER Activities	11/2003 - 8/2005	In progress
Zambia	TO#803 (\$69,315 buy-in)	Design five-year School Health Program for GOZ/MOE for USAID SO Team review and approval	7/2000	Completed; concept paper approved by USAID/Zambia and GOZ/MOE
Zambia	TO#804 (\$98,074 buy-in)	Short-term technical assistance in school health planning to MOE	9/2000 - 11/2000	Completed; final report submitted
Zambia	TO#806 (\$91,919 buy-in)	Short-term (5-week) technical assistance task order to “bridge” towards the larger school health & nutrition and community involvement task order	3/2001-4/2001	Completed; final report submitted

AFRICA – COUNTRY ACTIVITIES				
Country	USAID Task Order Number and Budget	Summary of SOW or Potential Work	Implementation Dates	Status
Zambia	TO #807 (\$10,200,000 buy-in)	Large-scale 3- year task order focused on development and scaling up of school health nutrition pilot project (Eastern Province), increased community involvement in education (Southern Province), and HIV/AIDS interventions in both provinces	4/2001 – 7/2005	In progress. Extension approved to July 2005.
Zambia	Modification to TO #807	Acceleration and expansion of SHN component to other provinces	3/2003 – 7/2005 (extended from 3/2004)	Extension in progress
AFRICA – REGIONAL BUREAU ACTIVITIES				
AFR/SD	Buy-in via TO #5 modification	Management of 250-person EDDI conference to be held end of September/early October in Swaziland (rescheduled from May 2003)	9/2000-10/2000	Completed
AFR/SD	Via Core TO#1	Produce series of technical notes on youth-at-risk in crisis situations	8/2004 - present	In progress
EUROPE AND EURASIA – COUNTRY ACTIVITIES				
Bulgaria	TO #3	Pilot focused on educational needs and youth linked to sex trafficking, particularly Roma children in eastern Bulgaria	1/2003-6/2004	Completed; final report submitted
Macedonia	TO#2 (\$161,447 buy-in)	Assist with development of USAID/Macedonia strategy for supporting development of higher education system capacity to promote respect, diversity, minority languages, and culture in national teacher training and education	4/2000-5/2000	Completed; final report submitted
Macedonia	Via Core TO #7	Technical assistance to evaluate a USAID/OTI program in community education and governance	11/2002-12/2002	Completed, final report submitted
Romania	TO #3	Pilot focused on educational needs and youth linked to trafficking	10/2003-9/2004	Completed; final report submitted
LATIN AMERICA AND CARIBBEAN - COUNTRY ACTIVITIES				
Bolivia	Via Core TO#1	Mid-term evaluation of Alfalit literacy program	5/2003-6/2003	Completed; final report submitted
Brazil	Via Core TO#1	Assistance to accompany USAID/G/LAC Bureau representative to help refine USAID/Brazil's child labor strategy	6/2000	Completed; child labor strategy adopted by USAID/Brazil

LATIN AMERICA AND CARIBBEAN - COUNTRY ACTIVITIES, cont.				
Country	USAID Task Order Number and Budget	Summary of SOW or Potential Work	Implementation Dates	Status
Dominican Republic	TO#OUT-HNE-I-800-00-00038-00 (\$63,298 buy-in)	Assist USAID to formulate USAID strategy to promote educational reform in DR	4/2000-8/2000 (2 trips)	Completed; final report submitted
Dominican Republic	TO #812 (\$60,000 buy-in)	Follow-on to Falconbridge Foundation Evaluation	9/2001-10/2001	Completed; final report submitted
Dominican Republic	Via Core TO#7	Technical assistance to plan follow-up "Monitoring and Evaluation Systems for Quality Improvement of Education"	Summer 2002	Completed, final report submitted
Dominican Republic	TO #814 (\$99,991 buy-in)	Technical assistance to train and establish quality monitoring and evaluation systems for MOE	5/2003-9/2003	Completed; final report submitted
Dominican Republic	Via TO #26	Evaluation of Global Food for Education Initiative in the Dominican Republic	7/2004-9/2004	Completed, final report submitted
El Salvador	Via core TO#1	TA to assist mission (a) finalize SOW for BEPS buy-in on national early child hood development campaign; and (b) scope potential BEPS buy-in for post-earthquake education strategic design;	4/2001-5/2001	Completed; report submitted
El Salvador	Via core TO#7	TA to study private sector donor coordination	2/2005	Assessment completed; report under review
Guatemala	Via TO#26	Technical assistance to research education policy reform needs and priorities for development of future USAID/Guatemala strategic plan	8/2003	Completed; final report submitted
Guatemala	Via core TO#7 (\$100,000 buy-in)	Technical assistance to assist with (a) new program activity design and (b) research for MOE in support of working with teachers unions	3/2004-6/2004	Completed; final reports submitted
Haiti	Via core TO#1	Develop a policy framework for public/private collaboration; -Design potential future \$1 million buy-in.	4/2000	Completed; trip report submitted
Honduras	T0 #3	Child labor pilot focused on child labor in agricultural industries	10/2002-7/2004	Completed; final evaluation submitted
Jamaica	TO#818 and Core (\$60,198 buy-in)	TA to develop EMIS system for GOJ/MOEY&C	1/2003-8/2004	Completed; report pending

LATIN AMERICA AND CARIBBEAN – REGIONAL BUREAU ACTIVITIES				
Country	USAID Task Order Number and Budget	Summary of SOW or Potential Work	Implementation Dates	Status
G/LAC/RSD-EHR	TO#4 (\$1,404,497 buy-in)	Multiple basic education and policy support projects in region:	9/2000-3/2003	Task Order completed, final reports and deliverables submitted
		(1) PREAL Evaluation	11/2000-2/2001	Completed, final report submitted
		(2) TA to USAID/ES for strategy development	12/2000-2/2001 anticipated duration	Completed, final report submitted
		(3) Development of LAC/RSD-EHR strategic framework	12/2000-6/2001	Completed
		(4) TA USAID/DR for support of development of evaluation systems to support quality education	4/2001-5/2001	Final report submitted
		(5) Evaluation of Falconbridge basic education model in DR	5/2001-6/2001	Final report submitted
		(6) Technical assistance to document the First Hemispheric Conference on Indigenous Education held in Guatemala end of July	7/2001	Final report submitted
		(7) Sub-regional assessments and support for future design and implementation of White House initiative "Centers for Excellence in Teacher Training (CETT)	6/2001-5/2002	Assessments completed and reports submitted
LAC/RSD-EHR	TO#8 (\$3,578,268 buy-in)	\$ 1.3 million task order to (a) supplement resources for Centers for Excellence in Teacher Training, and (b) accomplish multiple technical assistance tasks envisioned over 3.5 years	1/2002-5/2003	Task Order completed, final reports and deliverables submitted
		Provision of TA to USAID/ Peru for education decentralization roundtable	10/2002-11/2002	Completed, final report submitted
		Organization and management of CETT 3-region conference in Austin, TX. April 29 – May 3	4/2003 – 5/2003	Completed; final report submitted
LAC/RSD-EHR	TO#26 (\$2,085,401 buy-in)	\$ 2.1 million task order to (a) supplement resources for Centers for Excellence in Teacher Training, and (b) accomplish multiple technical assistance tasks envisioned over 1.5 years	6/2003-9/2005	Task order underway

LATIN AMERICA AND CARIBBEAN – REGIONAL BUREAU ACTIVITIES (cont.)

	Provision of expert facilitation to CETT/Central America for Executive meeting in El Salvador and Technical Team meeting in Guatemala	6/2003-7/2003	Completed; report submitted
	Provide TA for field research re: ed. sector needs and trends for future USAID sector strategy	8/2003-8/2003	Completed
	Conduct Caribbean regional capacity-building assessment for rule of law and economic growth sectors	10/2003	Completed; final report submitted
	Organization and implementation of CETT Directors' Workshop in Lima, Peru April 21-23, 2004	4/2004-4/2004	Completed; final report submitted
	Mexico SEP Materials Review for CETT Classrooms	8/2004-9/2004	Completed, final report submitted

ASIA AND NEAR EAST - COUNTRY ACTIVITIES

Afghanistan	Via core TO#7	Technical assistance to support a meeting to assist in coordination of PVOs in responding to post-war education crisis and needs	1/2002 - 3/2002	Completed, final report submitted
Afghanistan	Via core TO #7	Technical assistance to organize and facilitate the first national meeting of the National Commission on Curriculum Dec. 6 – 11, 2002	11/2002-2/2002	Completed, final report submitted
Bangladesh	TO#811 (\$195,069 buy-in)	Technical assistance to conduct education sector appraisal to assist USAID plan for projected entry into education	1/2002 - 7/2002	Completed, final reports submitted
Bangladesh	TO #815 (\$499,964 buy-in)	\$490,000 to plan and implement 3 sector studies	10/2003-8/2004	Completed, final reports submitted
Bangladesh	TO#819 (\$169,539 buy-in)	Educational Needs of Disabled Children Study	11/2004-2/2005 (to be revised)	Assessment completed; final report pending
Egypt	Via Core TO#1	Early assessment of possible education reform needs in Alexandria	10/2000	Completed

ASIA AND NEAR EAST - COUNTRY ACTIVITIES (cont.)				
Country	USAID Task Order Number and Budget	Summary of SOW or Potential Work	Implementation Dates	Status
India	Via core TO#7	Short-term technical assistance to assist USAID/India evaluate and prioritize among alternative education programming strategies	3/2002	Completed, final report submitted
India	TO #20 (\$1,800,000 buy-in)	\$1.8 million task order to provide technical assistance in development and implementation of education programming plan	10/2002-2/2006 (extended from 2/2005)	In progress
Nepal	TO#3	Pilot to prevent abusive labor, trafficking, and unsafe migration for conflict-affected children	1/2003 – 3/2004	Completed; final report pending
Philippines	Via core TO#7	Options assessment for basic education in Mindanao	4/2004-5/2004	Completed
Philippines	TO#820 (\$3,994,013)	Education Quality and Access for Learning and Livelihood Skills (EQuALLS)	10/2004-8/2005	In progress
Yemen	Via core TO#1	Conduct policy decentralization sector assessment	2/2004-3/2004	Completed
Yemen	Via core TO#1 (\$300,000)	Technical support to inventory and provide equipment to Yemen MOE Governorates	5/2004-present	Needs inventory and procurement completed
OFFICE OF TRANSITION INITIATIVES (OTI) BUREAU ACTIVITIES				
Burundi	Via core TO#1	Field assessment focused on educational strategies to help stabilize post-war demobilization and disarmament accords	2/2003	Completed; report finalized
	Via core TO#1	Development of technical note focused on youth at risk interventions in crisis countries	3/2003-10/2003	Completed
	Via core TO#1	Development of research activity entitled, "Community-focused Reintegration: How and Why"	Summer 2004-present	In progress
Burundi, Liberia, DR Congo	TO#29 (82,076 buy-in)	Development of study on how Sierra Leone/YRTEP youth model is being adapted and applied to 3 African countries (Burundi, Liberia, Congo)	9/2004-7/2005	In progress

EGAT/OFFICE OF EDUCATION ACTIVITIES				
Country	USAID Task Order Number and Budget	Summary of SOW or Potential Work	Implementation Dates	Status
EGAT/HCD	TO#1 (\$5,937,348 buy-in)	Central Management Capacity to manage BEPS & achieve deliverables (pilots, training events and activities, applied research, policy assessments/diagnostics, etc.)	2/2000 - 2/2006 (extended from 2/2005)	Currently underway
EGAT/HCD	TO#3 (\$4,000,000 buy-in)	Child labor global technical assistance and support, including pilot projects	9/2000-6/2005	In progress – work progressing on research papers; pilot projects, and planning for workshops
G/HCD	Via core TO #1	Designed and implemented 4-day Human Capacity Development Workshop Aug. 20-23, 2001 for 300+ persons in Bethesda, MD.	4/2001-9/2001	Completed; final report submitted
EGAT/HCD	Via core TO #1	Development of "Language of Instruction" Database	6/2001-2/2003	Completed; final report submitted
EGAT/HCD	Via core TO#1	Organization, Design, and Development of Annual Basic Education Assessment Report (BEAR) and Country and Regional Overviews (CRO)	5/2001-5/2002	Completed; final report submitted
EGAT/HCD	Core TO#7 (\$4,300,329 buy-in)	Second Core Management Task Order, "Central Response Capacity II"	10/2001-2/2006 (extended from 2/2005)	Currently being utilized to support multiple technical assistance initiatives for missions, regional and global bureaus (noted in other subsections of the Country Updates document)
	Via core TO #7	Research on Support of Basic Education in Developing Countries: Perspectives from the Private Sector and Policy Stakeholders	1/ 2002-1/2003	Completed; final report submitted
EGAT/ED	Via core TO #7	Plan and Implement Biannual Worldwide Education Workshop Conference, "Building Bridges to Peace and Prosperity: Education for Action" to be held Aug. 11-14, 2003 in Washington, DC	8/2003	Completed; final report submitted
EGAT/ED	Via core TO #7	Facilitate development and finalization of the EGAT/ED sector strategy	8/2003 -8/2004 (previously 11/2003)	Draft completed and submitted; CAII has no further responsibilities
EGAT/ED	Via core TO #7	Facilitate research and production of EGAT/ED "Progress in Education" Annual Report	9/2003 – completion (Previously 11/03)	Text completed, laid out; awaiting final planning for photos and graphics.

APPENDIX C. BEPS YEAR 5 TOOLS AND PUBLICATIONS DISSEMINATION

BEPS-ABEL II Resource Library Distribution Log

April 2004 – March 2005

Name of Recipient	Organization	Publication(s) Requested	Quantity	Intended Use	Date Sent
Library Services	Stern-Verlag Janssen & Co. Duesseldorf, Germany	“Involving Communities: Participation and the Delivery of Education Programs”	1	Resource	4/04
Tom Hallahan	Graduate School of Education, Harvard University	“Involving Communities: Participation and the Delivery of Education Programs”	1	Resource	5/04
Numerous (100+ recipients)	Various	Education in Emergencies: Critical Questions and Challenges	Electronic announcement	General information	9/04
Iraqi Teachers	Education II Project in Iraq (USAID-funded)	DECIDE (education simulation)	6	Resource on decentralization	9/04
		“Education in Peru Revisited”	1		
Heidi Ross	School of Education Indiana University	EPICS (decision model)	2	Resource	9/04
Shweta Jain	Center for Global Development	“Learning from the BRAC Experience”	1	Resource	9/04
Rose Thomas	AIR/IEQ Project	“Beyond Enrollment: A Handbook for Improving Girls’ Experiences in Primary Classrooms” (Electronic Version)	1	Reference document	9/04
Renuka Pillay	CAII/Uganda	“Education in Emergencies: Critical Questions and Challenges”	1	Reference	10/04
Eileen St. George	CAII	“Teacher Development: Making an Impact” (Executive Summary)	25	Teacher training resource - Afghanistan Primary Education Project	10/04

Name of Recipient	Organization	Publication(s) Requested	Quantity	Intended Use	Date Sent
Matilda Macklin	AED/Education Project in Djibouti	“Beyond Enrollment: A Handbook for Improving Girls’ Experiences in Primary Classrooms” (French version)	100	Resource for technical consultative committee, teacher resource centers, and professional development grps.	10/04
Laila Mehta	MSI	“Making a World of Difference: BEPS Achievements, 2000-2004”	1	Reference	11/04
Ed Graybill	CAII/Zambia	“A Healthy Child in a Healthy Learning Environment”	50 (estimated)	Informational materials	11/04 (estimated)
Director, COMPASS Project, Nigeria	Pathfinder	“A Healthy Child in a Healthy Learning Environment”	50 (estimated)	Informational materials	1/04 (estimated)
Margaret Kajeckas	Basic Education Coalition	“Education in Emergencies: Critical Questions and Challenges”	30	Reference	1/05
Ian Smith	Consultant	“Reaching for the Sky: Uganda’s Quest for Universal Primary Education	1	Resource	1/05

Name of Recipient	Organization	Publication(s) Requested	Quantity	Intended Use	Date Sent
Nancy Keith	CAII COMPASS Project Coordinator	“Making Interactive Radio Instruction Even Better for Girls”	1	Resource Materials for project in Nigeria	1/05
		“How Educating a Girl Changes the Woman She Becomes”	1		
		“Beyond Enrollment: A Handbook for Improving Girls’ Experiences in Primary Classrooms”	1		
		“Exploring Incentives: Promising Strategies for Improving Girls’ Participation in Schools”	1		
CIES Attendees	Various	“A Healthy Child in a Healthy Learning Environment” “Reaching for the Sky: Uganda’s Quest for Universal Primary Education” “Education in Emergencies: Critical Questions and Challenges”	50 (estimated)	Reference/ Resource Materials	3/05

APPENDIX D. BEPS YEAR 5 ATTENDANCE AT MEETINGS, CONFERENCES, AND/OR WORKSHOPS

Name of Conference	Date	Location	Person(s) Attending	Focus
CETT Directors' Workshop	April 21-23, 2004	Lima, Peru	Rebecca Cusic, Maielle Helman, Siena Fleischer, Don Graybill	Facilitated communication between the three CETT subregions
International Literacy Day	September 8, 2004	Washington, DC	Cynthia Prather	Improving reading performance
Education in Emergencies: Coordination, Quality and Access in Situations of Conflict	September 23, 2004	Washington, D.C.	Marc Sommers	Education in Emergencies
LAC/EGAT Workshop	September 20-24, 2004	Puerto Plata, Dominican Republic	Don Graybill	Education strategy and Policy in Latin America
Securing Peace in Mindanao: Resolving the Roots of Conflict	September 28, 2004	Wilson Center, Washington, D.C.	Jon Silverstone, Constance Castrence, Nima Abbaszadeh	Conflict resolution in Mindanao
Financial Management of USAID Awards	October 28-29, 2004	Washington, DC	Juliana Guaqueta	Financial management of AID awards
CIES Northeast Regional Conference	November 12-13, 2004	Washington, DC	Don Graybill, Archer Heinzen, Juliana Guaqueta	Transitions and transformations in a challenged world: education's role
Global Inter-Agency Consultation on Education in Emergencies	December 2-4, 2004	Cape Town, South Africa	Margaret McLaughlin	Education in Emergencies

Name of Conference	Date	Location	Person(s) Attending	Focus
Mastering USAID Rules and Regulations	December 3, 2004	Washington, DC	Juliana Guaqueta	USAID rules and regulations
The Challenge of Civilian Management in Conflict and Post Conflict Societies: The Lugar-Biden Initiative	December 10, 2004	Washington, DC	Don Graybill, Sean Tate, Margaret McLaughlin, Nima Abbaszadeh, Juliana Guaqueta	Post-conflict civilian management
Financial Management of USAID Awards	October 28-29, 2004	Washington, DC	Juliana Guaqueta	Financial management of AID awards
Missing the Mark: Girls' Education and the Way Forward	March 2, 2005	Washington, DC	Nancy Keith	Status of Girls' education and how to accelerate progress
CIES Annual Conference	March 22-26 2005	Palo Alto, California	Cynthia Prather Joanne Murphy	Cynthia Prather Joanne Murphy