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Educational Quality Improvement Program
Policy ▪ Systems ▪ Management

Quarterly Report July to September, 2009



Submitted by:

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EQUIP2: Education Policy, Systems Development, and Management

I. Objectives of EQUIP2

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

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

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

II. Leader Award: Activities and Accomplishments, July to September, 2009

The quarter ending September 30, 2009 includes work done in July, August and September 2009. The primary activities focused on planning for 2010; completing the school effectiveness work; exploring the possibility of doing some additional school effectiveness case studies; and completing the capstone research project. The details of this quarter's activities are discussed below.

Specific Activities this Quarter

Program Management

Project management in this period was focused on implementing the current activities, with a primary focus on completing the school effectiveness case studies and synthesis paper; capstone work, and planning for an EQUIP123 retrospective. Details of the technical activities are discussed below.

- John Gillies attended several meetings with the Project Directors for EQUIP 1 and 3 to elaborate the focus of the EQUIP123 retrospective. The focus of the lessons learned activity will be finalized in the next quarter.
- John Gillies along with his Capstone Contributors Mark Ginsburg and Donna Kay LeCzel presented the Capstone work at the 2009 UKFIET conference in Oxford, England in September.
- Audrey Moore, Joe DeStefano, and Elizabeth Adelman presented the School Effectiveness case studies and synthesis paper at the 2009 UKFIET Conference in Oxford, England in September.

Cost-Share Activities

EQUIP2 has documented all required cost share, but will continue to generate additional cost share from the school effectiveness research.

EQUIP2 Communications

During the third quarter of Project Year 2009, EQUIP2 Communications focused on the dissemination of existing products. When approved, all new EQUIP2 publications are submitted to the Development Experience Clearinghouse in compliance with USAID accessibility and marking requirements. The full list of EQUIP2 Leader Award products can be found at: <http://www.equip123.net/webarticles/anmvviewer.asp?a=21&z=24>

From July to September 2009, EQUIP2 disseminated approximately 400 hard copies of Leader Award products, including copies of the *Reaching the Underserved: Complementary Models of Effective Schooling*, *Education Reform Support*, the *Meeting EFA: Complementary Education Case Studies*, *Opportunities to Learn*, *Identifying the Impact of Education Decentralization on the Quality of Education*, and EQUIP2's Secondary Education Working Papers. The main audience was USAID Field Offices and Education Officers. Publications were disseminated at the USAID Education Officer's Workshop in August and through a mailing to all USAID Missions with an education officer.

The EQUIP website information was not available from EQUIP1 in time for this quarterly report. This information will be included in the subsequent Quarterly Report.

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

The EQUIP2 team of Audrey Moore, Joe DeStefano and Elizabeth Adelman continued to finalize the School Effectiveness research. The team completed the Ethiopia case study, which is currently undergoing the editing process and wrote the Nepal case. The team also finalized the synthesis paper and is awaiting peer review to finalize the case. The final synthesis paper will be published in the next quarter.

In addition to the original three cases, Elizabeth Adelman and Analia Jaimovich completed the data analysis for the Honduras case study. The Honduras case will be finalized in November 2009.

The EQUIP2 team also initiated discussions with Aga Khan to conduct a fifth case in Mozambique. The team will hold a telephone conference with the field office in October to determine the timing and next steps on the study.

Finally, Joe DeStefano and Audrey Moore published their paper entitled *State - Non-State Relationships: A Review of the Roles of Non-State Providers in Ten Complementary Education Programs*. The paper will appear in an upcoming issue of the *Journal Development in Practice*. The School Effectiveness team was also invited to contribute a book chapter to an upcoming book entitled, *Policy Debates in Comparative, International, and Development Education*. Our

Chapter, entitled *Time Misspent, Opportunities Lost: Use of Time in School and Learning*, focuses on the instructional time debate in education and draws on findings from Ethiopia, Guatemala, Honduras, and Nepal. The book, which will be published by Palgrave MacMillan, is expected to be available in 2010.

Activities in the upcoming quarter will focus on publishing the initial three case studies; publication of the synthesis paper; submission of the book chapter; completion of the Honduras case study; and planning/initiation of the study in Mozambique.

Donor Effectiveness and Education System Reform

In the July-September period, the initial draft for the Nicaragua case study was completed and the synthesis paper and executive summary were revised to include this case and to more fully explore the implications and issues. The revised draft working paper report was submitted to the AOTR for review in preparation for a presentation to the education council in October. Activities in the coming quarter will focus on dissemination, discussion, and refinement of executive summaries for different audiences.

Other Program Support

A team led by Arushi Terway continued to work on the detailed document review for the EQUIP123 patterns study. The team reviewed project documents from all three EQUIPs and began to conduct individual interviews with project directors to complete data collection activities. A first draft of the Patterns report is expected on October 23, 2009.

Obstacles and Proposed Solutions: No significant obstacles were encountered.

Financial Summary for the Period Ending September 30, 2009

Type of Expenditure	Obligation	Current Quarter Expenditures	Total Expended	Obligated Balance Remaining
Core Funding	9,087,171	262,693	8,945,312	
Federal Share	8,163,416	262,693	7,029,188	1,134,228
Recipient Share*	923,755	0	1,916,124	(992,369)
Total Cost Share %**		0	27.26%	

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

** % of federal share amount.

++ remaining balance does not include funds committed to subcontracts and consultants.

III. Associate Awards: Activities and Accomplishments, July to September, 2009

Existing Associate Awards

El Salvador

Throughout the past quarter, EQUIP2 El Salvador has focused on forming alliances with the private sector. The strategy will be to strengthen the impact on learning through social responsibility programs supported by private businesses in the area of education, coinciding with exercises that EQUIP2 has developed with the Ministry of Education. The Project has held a total of 24 meetings with a variety of companies, and four of these companies are now in the final activity planning stage with the Project. EQUIP2 El Salvador recently published several publications, including copies of the *National Education Accounts General Vision 2009*, which outlines the purpose and results of the National Education Accounts and how to use it as a methodological tool. This document was shared at USAID's EGAT meeting in Washington, where the AOTR from EQUIP2 presented the advancements made in the NEA. The Project is currently working with the new government to define both new and continuing activities for the 2009-2010 implementation period, as the Project was recently granted a one-year extension.

EPDC

EPDC worked on several projects using its High-level Interactive Projections for Education (HIPE) model. EPDC continued to work on the development of the HIPE-GMR model to make projections for the UNESCO's 2010 Global Monitoring Report and run several scenarios with different assumptions and alternative components. In response to a request from USAID, EPDC compiled and graphically presented national and subnational data for Mozambique in an education profile and adapted the HIPE model to provide education projections for Mozambique at the national and regional level. Using the HIPE model, EPDC also performed an analysis for the USAID Africa Bureau, estimating the impact of changes in fertility rates on school age population and education costs. EPDC started work on the development of a new projection model for South Sudan, which will be based on the HIPE model, and discussed the new model's requirements and design. With the help of interns and consultants, EPDC redesigned its website to make it more informative and user-friendly, an effort which will be completed in the last quarter of this year. EPDC started working on a report for the International Household Survey Network, recommending best practices for questionnaire modules dealing with education and creating instructions on how to calculate education indicators. EPDC submitted a concept paper to the International Comparison Program at the World Bank, which is seeking to develop a system to compare education services across countries.

Ethiopia

The EQUIP 2 Ethiopia project closed on August 31, 2009. Some of the key components of the Ethiopia EQUIP 2 project were creating greater awareness among the woreda officials about the education and development policies of the federal and regional governments, strengthening the link between the woreda, regional, and federal education structures, providing training to the woreda officials in planning, budgeting, monitoring, supervision, community participation, and leadership, and building a participatory, teamwork spirit in conducting education planning and management among the members of the Woreda Education Offices.

During the extension period, the project focused on enhancing the capacity of primary education curriculum developers by creating innovative approaches for implementing assessment and in-service teacher training that focused on subject matter. In addition, the Monitoring, Evaluation, Research and Analysis (MERA) was responsible for developing and measuring performance indicators for the outputs and finalizing two national studies – the Ethiopian Third National Learning Assessment and the Ethiopia

Education and Training Policy Review. MERA conducted an additional six studies on program impact in the last extension period.

Honduras MIDEH

Due to the political situation and in accordance with instructions from USAID, the majority of the activities planned for the EQUIP2 MIDEH Honduras Project over the past quarter were suspended because they required collaboration with the government. Therefore, EQUIP2 MIDEH focused on planning for next year and implementing activities that involved NGOs and civil society rather than government entities.

The Project designed a strategy and developed a proposal to reinstate students who have dropped out of basic education. This strategy will be carried out in coordination with NGOs during the 2009-2010 implementation period. The Project is also working with 15 different NGOs, businesses, and foundations to coordinate support offered to community pre-school centers in an effort to increase the number of trained volunteers and improve learning conditions. The Project also worked internally to finalize support materials to assist teachers who work in multi-grade classrooms. Once the political situation normalizes, EQUIP2 MIDEH will work to get these materials distributed to multi-grade schools, and will resume teacher training and support actions.

Liberia LTTP

During this quarter, LTTP was awarded a five month extension. Part of the work this quarter had completing the workplan for the 5-month extension of LTTP (November 01, 2009 – March 31, 2010). In addition, the project continued capacity building with UofL faculty including (1) a work session with graduate faculty on program review, (2) two separate development sessions for faculty and for the Teaching Assistants and Research Assistants (TARAs) on instructional strategies and test development in mathematics, and (3) targeted assistance in the graduate faculty process of syllabi collection and review. The project sponsored six LTTP scholarship awardees in their Masters degree acquisition from University of Cape Coast - Ghana, with the awardees attending a graduation on 10 October. The LTTP supported a 1-day working session in Monrovia with MoE staff from the Offices of Teacher Certification, Curriculum, and Accreditation to identify critical processes and documentation needs for teacher education. The project is working to continue capacity building with the RTTI staff, including (1) training for administrators regarding formative and summary evaluations of trainers, (2) 1-day session for the RTTI trainers on how to formulate a uniform grading system for trainees, and (3) 5-day in-depth Trainer of the Trainers workshop at Zorzor RTTI for RTTI faculty of all three campuses in anticipation of the new year's activities (training emphasis included planning, assessment and evaluation, session planning and implementation, field experience implementation, and trainee grading). Lastly, the project submitted to local publishers all planned LTTP curriculum and MoE support materials, including the Pre-Service "C" Certificate Trainer Booklets and Certificate Trainee Handouts, In-Service "C" Certificate Trainer Booklets and Certificate Trainee Handouts, RTTI Student Handbook, RTTI Staff Manual, Principals' Training Manual and Training of Trainers' Guidelines, and PTA Operational Manual and PTA Training Guide

Malawi EDSA

At the beginning of the third quarter, MoEST gave the Education Decentralization Support Activity formal approval to work in the six districts: Mangochi, Mulanje, Blantyre Urban, Dowa, Dedza, Nkhata Bay. Following implementation of District Assessments, EDSA completed District Profiles and Capacity Building Plans and implemented its first set of District Interventions. This quarter, interventions covered areas of EMIS and Information Use, School Improvement Planning and Decentralization Implementation. Through these activities EDSA developed guidelines for the development and implementation of SIP and OVC grants, trained district staff on EMIS and created district DEMIS

databases. EDSA also supported the formation of District Capacity Building Teams and developed relationships with representatives from District Education Networks and T'LIPO in each district to support development of zonal and school level support and implementation of School Improvement Planning activities. In the next quarter, EDSA is prepared to distribute over 200 SIP grants to schools in six districts and initiate distribution of 5500 OVC bursaries. Information from the completion of assessments and initial interventions has been used to guide the development of policy support activities including finalizing themes for EDSA policy briefs and has been integrated into district capacity building activities. One example of the policy work being linked to current capacity building work: District EMIS databases have been updated to include indicators that will provide information on one of the perceived risks to decentralization.

At the headquarters level - EDSA provided technical assistance to MoEST development of the Education Sector Implementation Plan and its application in areas of Basic Education and Monitoring and Evaluation. The EMIS Section of the MoE is in the process of decentralizing EMIS to districts, with the intention of enabling Districts to use the EMIS for planning and decision-making. In this quarter, EDSA worked with the EMIS Unit to develop a SOW that would support extension of the ED*ASSIST module to capture and filter district and other de-central data and link to the ESIP. EDSA also provided technical assistance to the EMIS Unit in MoEST HQ to fix data errors with the 2008 AEC dataset and to make modifications of the ED*ASSIST program to process the 2009 AEC Primary and Secondary School forms.

Mali Education Decentralization Project

The Mali Education Decentralization Program (EDP) is intended to assist the GRM in realizing its vision of a decentralized system that provides quality education for all Malian children. The first objective is to improve the capacity of the Ministry of Education to implement decentralization. EDP will also improve the effectiveness of an increasingly decentralized MEALN by improving intra-ministerial coordination and improving performance of central MEALN services and decentralized services. The second objective is to improve coordination among the Centres d'Animation Pédagogique (CAPs), the Communes and the schools.

During the 4th quarter, EDP finalized start-up activities on the ground. July and August were devoted to staff recruitment, team-building, orientation and work planning activities. A number of technical meetings/work groups, including collaboration with the Ministry, local partners and project partners, focused on the Year 2 Work Plan were held during the early part of August. These activities set the stage for implanting EDC in an important number of CAPS and communes in close collaboration with PGP2; they also allowed us to begin work in earnest with the Ministry, including positioning ourselves for the selection of the "demande" Communes in the 10th CAP reserved for that purpose.

Key Activities this quarter included:

- Work with the central MEALN and decentralized structures. A number of technical assistance and support activities continued virtually uninterrupted and represented the most opportune environment for rapid construction of a platform from which to approach Year 2 results.
- Work at the CAP, Commune, and school level. The team was able to begin early identification of the majority of our 75 targeted CAPS and 10 targeted Communes, most of them negotiated as joint sites with PGP2. Throughout August and September, EDP and PGP2 moved strategically to select pilot CAPs and Communes, as well as local NGOs, for joint implementation, targeting the four Communes of Segou which USAID had already identified as likely sites for collaboration and which cover approximately 40 schools.

Pakistan Pre-Step

An important programmatic strategy of the Pre-STEP program has been to coordinate closely with government at national and provincial levels in building support for teacher education interventions. To achieve this, we have encouraged full engagement of government officials in the planning and implementation of various aspects of the program. We have utilized provincial level steering committees and advisory groups to ensure that government officials take full ownership of all that happens under the auspices of Pre-STEP.

In fulfillment of this approach, joint meetings of the Provincial Steering Committees and Advisory Groups were held in the provinces of Punjab, Sindh and N.W.F.P during the fourth quarter of 2008-2009. The members of these committees and groups deliberated upon the framework of the Pre-STEP program and provincial plan for teacher education. It was agreed in the meetings that provincial priorities of teacher education are in agreement with the programs of pre-service teacher education program. It was also agreed that the Advisory Groups should regularly meet to discuss as well as take part in implementation activities of the program.

The Pre-STEP provincial launching ceremony was held in Lahore, Punjab on July 21, 2009 where a memorandum of understanding (MOU) was signed between USAID and Punjab Education Department. The Minister of Education of Punjab, Mian Mujtaba Shuja-ur-Rehman, and USAID Mission Director, Mr. Robert Wilson, attended the ceremony.

The fifth bi-weekly Pre-STEP Liaison Committee meeting was held in Islamabad on July 14, 2009. The various forms and time frames of teacher certification programs being implemented in the provinces were discussed in the meeting along with other agenda items. To address this issue, Pre-STEP has commissioned a “rationalization of teacher education” study which aims to harmonize the teacher education certification programs to allow for greater mobility of teachers within and outside their provinces and link teacher certification provided in GCET and in the universities. The final report of the rationalization study will be available in November 2009. In coordination with these changes, another planned study aims to improve incentives for teachers by recommending new service rules for the pay and grade scales for teachers.

As year one is ending, Pre-STEP management thought it would be appropriate to hold an in-depth review of achievements and challenges of the last year and develop a year 2 plan that would be realistic and achievable. A week long planning session for year 2 was held in Islamabad from July 27 – 21, 2009. The planning session aimed at chalking out the activities to be undertaken during the year two (October 1, 2009 - September 30, 2010) and to prepare cost estimates for each activity. The year 2 work plan is a comprehensive document and is aimed at achieving relevant and tangible results. The year 2 work plan was submitted to USAID in September 2009.

During the quarter, seven Ph.D. scholars departed in September to pursue Ph.D. in education programs at Michigan State University and in University of Minnesota. An eighth scholar will leave in January for Ph.D. study at the University of Arkansas.

In late September, Pre-STEP initiated an assessment of the education facilities’ upgrading needs of the faculties of education in 15 universities and a sample of 4 GCETs. Associates in Development (AiD), a local construction company, was contracted to conduct this assessment. The final report from AiD will be available by October 15, 2009.

To avoid any duplication and explore joint collaborative activities, donor coordination has been an area of high priority for Pre-STEP. Pre-STEP continues to coordinate with other USAID implementers, including Ed-LINKS, UNESCO STEP and CIDA, GTZ, UN, and the World Bank projects on a regular basis.

Pakistan HEC-FAD

The Public Private Partnership conference organized in May 09 contributed significantly in setting the direction of activities for the 4th quarter. The highlights of the 4th quarter included following:

- Establishment of a National Steering Committee on University Development (Advancement) -
 - Establishment of National Steering Committee on Financial Assistance
 - Training on Online Donations
 - Work on proposals and a Multi-Partner National Proposal Writing Workshop
 - Launch of the Scholarships Calendar
 - US Study Tour Preparation
 - Financial and Policy Analysis of New Financial Aid Programs and Student Loan Programs
 - Meetings with Corporate sector and Chambers

Senegal PAEM

PAEM Equip 2's summer quarter was filled with summer camps for students in the four target regions. In all, more than 4000 students participated in summer camps that included computer training, sports, art, reading, and environmental projects.

In addition, a teacher manual containing a dozen model experiments using the new digital microscope that the project has distributed to middle schools in the region was developed. Following the production of the manual, 100 science teachers in the four regions were trained on how to use the manual and science equipment.

EQUIP2 Zambia

This July-September 2009 quarter had several key milestones in the 5 year old EQUIP2 Project.

Provincial Component – With a focus on improving educational quality through enhanced systems and evidence-based decision-making, the provincial component (Eastern, Northern, North Western and Western Provinces) continued to assist the provincial education offices with capacity building initiatives to improve education planning and management skills of staff at the provincial and district levels. The other common focus of all the four provinces is the emphasis placed on strengthening counseling and guidance services; learner performance improvement and encouraging stakeholder participation and partnerships.

Education Leadership and Management Program – The program produced 4 modules under Theme 1 to final draft stage. These were used in the induction program for all the 9 provincial education officers and 14 principals from colleges of education. Based on the induction workshop the modules have been revised and are now ready to be used in the training of trainers. The implementation schedule was also reviewed and revised to cover the periods – December 2009 to December 2011.

The Policy and Research component - This quarter, the component worked with 8 districts that were trained in Evidence-Based Decision making in the last quarter to finalize district profiles. The district profiles gives and tracks achievements and constraints of the 8 districts against a set of 23 indicators. The profiles are due for printing in the next quarter. The component also trained 98 provincial and district planners and statisticians in evidence research. Other outputs include the development of a draft proposal for Teacher-Pupil Contact Study and the production of the Research Symposium Report.

Monitoring and Evaluation – The draft M&E implementation guides and reporting formats for both the MOE and the Project itself were presented to Top Management for final approval. This will help the

MOE and all stakeholders to monitor and evaluate progress on national education plans, commitments, and indicators. Three M&E Technical Committee meetings which deliberated on various issues including development of the Monitoring Matrix for 2009 and review of the PAF indicators also took place this quarter.

Under the **School Health and Nutrition Program** component, the project supported the launch of the School Health Month in July led by the Minister of Education. A number of activities were carried out throughout the country. Eight (8) Radio programs on School Health and Nutrition were aired on the National Broadcaster, Zambia National Broadcasting Corporation. These were aired in local languages and were meant to create awareness on the importance of SHN. The Project also continued its efforts to forge partnerships with UNICEF and National Food and Nutrition Commission to collaborate on issues associated with SHN.

The Project worked with the MOE to pilot the **KAP survey** in Central and Lusaka Provinces. Training in Palliative Care Giving was also started during this quarter. An innovative way of fighting HIV/AIDS stigma through disclosure was started by the production of a draft Testimony Book. The book is a compilation of testimonies of teachers who are living with HIV and have come out in the open about their status and experience.

No updates are available for the following projects.

1. Southern Sudan Technical Assistance Program
2. Projet AIDE/Djibouti

Completed EQUIP2 Projects:

1. *Djibouti AIDE 1*: September 2008
2. *Egypt Education Reform Project (ERP)*: March 31, 2009
3. *Ethiopia*:
4. *Georgia (GEDA)*: February 28, 2008.
5. *Ghana Basic Education Comprehensive Assessment System (BECAS)*: January 31, 2007.
6. *Guatemala Policy Dialogue*: June 2005
7. *Guatemala Social Investment and Policy Dialogue (SIPD)*: October 15, 2007. The activities in Guatemala have been continued under the ABE-Link mechanism.
8. *Jordan ERfKE Support Project*: November 30, 2008.
9. *Mali RAP-DM*: August 2009
10. *Malawi EMIS*: September 2008
11. *Namibia BES 3*: August 31, 2009.
12. *Namibia PEPFAR*:
13. *Senegal SITT*: December 2007
14. *Sudan TAP Phase 2*: May 2007
15. *Uganda TDMS Evaluation*: February 2004
16. *Uganda Support for Education Management Information System (EMIS)*: November 30, 2005.

Anticipated Associate Awards:

None