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Educational Quality Improvement Program  
Policy ▪ Systems ▪ Management

## Quarterly Report January to March, 2009



Submitted by:

Academy for Educational Development

4/30/2009

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

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

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

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

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

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

### **II. Leader Award: Activities and Accomplishments, January to March, 2009**

The quarter ending March 31, 2009 includes work done in January, February, and March 2009. The primary activities focused on completion of the school effectiveness case studies in Guatemala, Nepal, and Ethiopia; initiation of a new study in Honduras; initiation of the Patterns analysis, several Project Director and CTO meetings, and start-up of the Malawi Associate Award project. The details of this quarter's activities are discussed below.

#### **Specific Activities this Quarter**

##### ***Program Management***

Project management efforts in this period were focused on development of the EQUIP2 Annual plan, school effectiveness activities, initiation of the patterns analysis, presentations at the 2009 CIES conference, and starting-up a new Associate Award in Malawi. Highlights include:

- John Gillies, Audrey Moore, Arushi Terway, Eva Grajeda, Elizabeth Adelman, and Erik Lundgren all served as shadow moderators for the USAID online Education Strategy Discussions held in January-February 2009. In addition to shadow moderating, members of the EQUIP2 team and partnership contributed to the various thematic discussions that were held over the three-week discussion.
- Two EQUIP Project Director-CTO meetings were held at USAID in February and March 2009. The focus of the meetings was to discuss the closure of the EQUIP mechanism in two years as well as a specific lessons learned study being requested by USAID. Discussions centered on the role of each EQUIP in the lessons learned study as well as timelines for completion of the activities.
- An EQUIP2 partners meeting was held on March 5, 2009. In attendance were Patrick Collins (USAID), John Gillies (AED), Audrey Moore (AED), Ash Hartwell (EDC), Don

Winkler (RTI), Judy Benjamin (AIR), Melinda Taylor (RTI), Arushi Terway (AED), Elizabeth Adelman (AED), Eva Grajeda (AED), Erik Lundgren (AED), and members of the Aga Khan Foundation. The focus of the meeting included the following:

- An update from USAID on the education strategy discussion; funding for basic education; possible government procurement reform; and the status of the MCA.
- An in-depth discussion on the USAID-requested study of lessons learned across the EQUIPs. The assessment will reflect on two aspects of the EQUIPs: the procurement mechanism and the technical work, with the EQUIP partners focusing more on the technical assessment rather than the mechanism assessment. Possible research questions were identified.
- The EQUIP2 School Effectiveness team also shared preliminary results from the Guatemala, Nepal, and Ethiopia case studies.
- American University intern Keisha Robinson joined the EQUIP2 team in February to assist in initiating the EQUIP Patterns study. Keisha worked with the team to begin collecting documentation on new Associate awards and develop an expanded protocol for review of the documents for the Patterns analysis.
- John Gillies, Audrey Moore, Elizabeth Adelman, and Joe DeStefano participated in panels at the 2009 Annual Comparative International Education Society Conference. Audrey Moore chaired and presented on a panel with Joe DeStefano and Elizabeth Adelman. The panel – entitled *A Day in School: Are students getting the opportunity to Learn?* - presented the preliminary findings from the school effectiveness research. John Gillies chaired a panel that included Donna Kay LezCel, and Mark Ginsburg. The panel was a round table discussion focused on the results of the EQUIP2 Capstone research. Robert Prouty of the World Bank served as a discussant on the panel.
- Nagwa Megahed, former M&E Specialist for the EQUIP2 Egypt ERS program presented at an evaluation conference in Cairo, Egypt held March 22-27, 2009. The focus of her presentation was the results of the systems evaluations that the EQUIP2 evaluation teams conducted in Egypt and Jordan.

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

EQUIP2 has documented all required cost share, but will continue to generate additional cost share from the school effectiveness research. Cost share documentation will be collected in the next quarter for field work in Guatemala, Nepal, and Ethiopia, as well as technical support in developing the analysis and instruments. Over the coming year, significant cost share will be generated as the partner organizations develop and implement interventions designed to strengthen the opportunity to learn and learning outcomes, based on the study results.

### ***EQUIP2 Communications***

During the first quarter of Project Year 2009, EQUIP2 Communications focused on the dissemination of existing products and the development of new products.

When approved, all new EQUIP2 publications are submitted to the Development Experience Clearinghouse in compliance with USAID accessibility and marking requirements. The full list of EQUIP2 Leader Award products can be found at:

<http://www.equip123.net/webarticles/anmviewer.asp?a=21&z=24>

From January to March 2009, EQUIP2 disseminated approximately 300 hard copies of Leader Award products, including copies of the *Reaching the Underserved: Complementary Models of Effective Schooling*, *Education Reform Support*, and the Meeting EFA: Complementary Education Case Studies. The main dissemination venue was the 2009 Comparative International Education Society Conference.

The EQUIP website accumulated 666,301 total hits. The website had 121,189 total views and 49,447 unique visitors during the quarter. The EQUIP2 portion of the website is located at [http://www.equip123.net/equip2/index\\_new.html](http://www.equip123.net/equip2/index_new.html).

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

Significant progress was made in the school effectiveness work during the months of January – March. Data analysis was completed for all three case studies and preliminary drafts of Ethiopia and Guatemala were shared with the EQUIP2 partnership for review. Based on comments, the two cases are undergoing revisions and will be completed in April 2009.

The School Effectiveness team also met with staff from IRC who is interested in conducting a similar study in several African countries. The research team shared the instruments and approach with IRC staff and is waiting for feedback on whether a fifth case study will emerge. Researchers also finalized plans with CARE International to conduct a case study of school effectiveness in Honduras. The team will partner with CARE to collect data from 38 schools, including several Educadodos schools. Elizabeth Adelman will travel to Honduras in April to initiate the study and lead the CARE team in data collection.

Audrey Moore and Elizabeth Adelman met with Barbara Bruns and Helen Abadzi from the World Bank to share their experiences in training and using the Stallings Observation instruments. Contributions from our team led to modifications to the instrument for use in Brazil. At the invitation of the World Bank, Audrey Moore then traveled to Brazil in March 2009 to conduct a week long training for 25 people – including representatives of the Secretariate of Education in Sao Paulo, Rio de Janeiro, and Minas Gerais. Other participants in the training included researchers, teachers, and supervisors from the three states as well as Pernambuco. The World Bank will be initiating a large time on task study across 400 schools in three states later this year.

Finally, Joe DeStefano also traveled to Senegal in March at the request of the USAID Mission to assist the Mission with their Education Strategy plan. Joe drew on the EQUIP2 ERS and School Effectiveness work to assist in designing the strategy and discussed the possibility of future case studies of school effectiveness in Senegal.

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

The decentralization training program with the World Bank Institute (WBI) is no longer directly supported by EQUIP2, as it has been adopted by the WBI as a core program. The WBI has

contracted with EQUIP2 staff who developed the initial course to help implement the third Distance Learning Course on "Accountability, Governance and Quality of Decentralized Education in Africa", which was initiated in January 2009. The current course has participation from Ghana, Uganda, Tanzania, and Zambia.

Work continued on finalizing the EQUIP2 policy brief on teacher effectiveness in decentralized systems. A final draft is expected to undergo peer review in the next quarter.

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

Audrey Moore and Wes Snyder began to develop standards for evaluation that will be applied to all EQUIP2 projects in the AED Global Education Center. These standards are currently under revision and will be shared with EQUIP2 management in April for approval and initial implementation. The standards for evaluation on projects includes:

- Quality of the PMP;
- Focus on the presence of evaluation questions;
- Design, baseline and implementation of evaluation vs. monitoring activities;
- Evaluator credibility;
- Capacity building in evaluation; and
- Quality of impact evaluation

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

The “capstone” research on education system reform moved forward on several fronts. A draft summary report was prepared for the USAID Education Strategy discussion in January. Final revisions were made to the El Salvador and Egypt case studies (long form) in February and March, with additional interviews to be conducted in Zambia in April. The findings were presented in a panel discussion at CIES with Mark Ginsburg, Donna Kay Leczel, and Bob Prouty (FTI). The capstone paper was reviewed in the EQUIP2 partner meeting for technical feedback and guidance for revisions, which led to a second editing stage for the analysis. Work on the Nicaragua case study moved forward with intensive document review in preparation for interviews with key stakeholders in April and May.

### ***Special Topics***

- Peru Conditions Study: This activity was not directly supported by EQUIP2, but was heavily influenced by the EQUIP2 research. In collaboration with the USAID ApreDes project in Peru, the Audrey Moore and John Gillies drew on the EQUIP2 ERS and system change framework to design an ERS Conditions study. This study seeks to gain a deeper understanding of the underlying conditions that allow the technical interventions of the ApreDes project to be successful and sustainable. The study proposes to answer the following questions:
  - What are the institutional and political conditions that allow ApreDes technical interventions to be successful?
  - What institutional, technical and political conditions allow the ApreDes schools to be good, weak or mediocre?

- What conditions would be essential to expansion and sustainability? How would those conditions need to be sustained?
- What institutional and political conditions could be taken away and still allow the model to expand and successfully reach additional communities in Peru?

Ms. Ana Florez traveled to Peru in March 2009 to conduct initial interviews and pilot test the critical incidence approach as well as gather initial data for the study. Final data gathering and analysis will be conducted in May and June 2009.

- Keisha Robinson and Arushi Terway, under the guidance of Audrey Moore and John Gillies initiated the EQUIP patterns study in March. The 2009 patterns study will update the previous report by reviewing new associate awards, identifying new educational activities and themes, as well as expanding the analysis previously conducted in 2005. The team collected project documents from all new EQUIP2 associate awards; began revising a protocol for review of the documents; and contacted EQUIP1 and 3 to collect documents on their new associate awards. The report is expected to be completed in August 2009.

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

**Financial Summary for the Period Ending March 31, 2009**

Type of Expenditure	Obligation	Current Quarter Expenditures	Total Expended	Obligated Balance Remaining
Core Funding	7,974,013	272,758	8,535,799	(561,789)
Federal Share	7,163,416	272,758	6,619,675	543,741
Recipient Share*	810,597	0	1,916,124	(1,105,527)
<b>Total Cost Share %**</b>		0	28.95%	

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

\*\* % of federal share amount.

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

**Summary:** EQUIP2 did not receive any new associate awards this quarter. The EQUIP2 Malawi team traveled to the field to start-up the new associate award in March. The Mali associate award underwent a series of revisions during February and March as negotiations on activities and processes continued. The Mali associate award is expected to be signed in April 2009.

**Existing Associate Awards**

*Projet AIDE/Djibouti*

Project AIDE experienced an increase in pace, as demonstrated by a range of high profile visits and successful activities. One of the highlights of the quarter was the signature by the President of the Republic of Djibouti of the Parent Teacher Associations (PTAs) as legal entities, thus establishing guidelines on the role of the PTA and the School Management Committees (CGE) within the educational system. Additionally, the 2008-2009 National Training plan is being implemented. *Projet AIDE* also sought the services of Dr. Joshua Muskin to conduct a gender study aimed at reinforcing the MENESUP gender committee and better integrating gender into all *Projet AIDE's* components. The main problems encountered by *Projet AIDE* during this quarter were the delay in the production of the *Annuaire Statistique* caused mainly by delays in collecting necessary data for the Education Management Information System (EMIS) and the shortfalls in the implementation of the 2008-2009 Training Plan due planning and organizational problems at the CFPEN level.

### ***El Salvador***

During this quarter, EQUIP2 El Salvador focused on training 4,245 school principals on the school management methodology known as the PEI and PEA. These two strategies are defined as tools for school principals to work with communities to improve quality. This training was performed by MOE Quality Evaluation Teams at the school level with support from EQUIP2 facilitators. In addition, EQUIP2 El Salvador has finished integrating the MOE information system and has initiated discussion among MOE officials about the access and security policies which will protect the information system and allow access to various users. Additionally, the project has worked to identify and establish partnership activities, one of which was a second delivery of English books for teachers who were part of the COMPITE program to promote learning English as a second language. There were 860 teachers that received English textbooks for their classrooms.

### ***EPDC***

EPDC completed its annual data collection from administrative websites, formatted standard education data from MICS3 reports 2005/6, calculated student flow data (dropout, repetition, survival) by each school grade based on post-2000 UIS data, and uploaded new data into its data system. EPDC further developed a pupil-teacher-cost projection tool HIPE (High-level Interactive Projections for Education), and continued to produce global, continent, and national education maps based on recent MICS and DHS extraction data. EPDC coordinated and led three panels at the CIES conference-education projection workshop, EPDC research findings panel, and data visualization panel-in collaboration with its partnering organizations. EPDC collaborated with the USAID and BEC in organizing a workshop on measuring data gap and quality, in which close to 70 experts around the world from various sectors were invited and participated. EPDC revised its new publication, Global Educational Trends 1970-2025, with feedback from colleagues and continued to prepare for the education profile training and workshop in Zambia.

### ***Ethiopia***

The project was supposed to end on April 30, 2009, however, a four month extension was granted. This training of school principals' activity was for the first time implemented in the USAID-AED/ EQUIP II project. To start the program, a training needs assessment was

conducted to select topics that were used to develop modules followed with validation workshop and revisions. The modules were used to reach 3126 out of the targeted 3,100 school principals, thus exceeding the target. In the current extension, an additional 1,218 school principals have been trained thus extending the overall program target to 4,318. The same training materials and strategy was used. The modules were translated from Amharic to English. Camera ready copies (WCB, KETB and SPT) of the modules are under preparation in four languages to be reprinted for the conducting of training for the next four months. The project has distributed 5 copies of both Policy study executive summary and a full report to MoE.

***Georgia (GEDA)***

The Georgia GEDA project closed on February 28, 2008.

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

The Ghana BECAS project closed on January 31, 2007.

***Guatemala Social Investment and Policy Dialogue (SIPD)***

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

***Honduras MIDEH***

During the past quarter, the EQUIP2 Honduras MIDEH Project was busy with activities for the start of the school year. Training and support activities continued at the departmental and district level, with the implementing NGOs collaborating with JICA in a math training for the facilitators providing support to schools and with the EQ1 Project in a training on how to apply curriculum support materials in the classroom.

The Project also provided extra support to students who needed remedial help in order to be able to move on to the next grade level, and carried out technical accompaniment and support visits to schools with critical repetition, desertion, and achievement indicators. The EQUIP2 MIDEH team also distributed materials and supplies to 5,400 preschools throughout the country.

***Jordan ERfKE Support Project***

The Jordan Project closed on November 30, 2008.

***Liberia LTTP***

The project conducted subject-area skills building workshops for 30 Teaching and Research Assistants in mathematics and language arts at the University of Liberia (UoL). The project provided technical assistance sessions for Academic Deans, Field Liaison Officers, and Response Corps Volunteers on accountability mechanisms, strategic planning for the field-based clinical experience, and format/content of the comprehensive final examination. The project provided on-going technical assistance to UoL regarding the continued discussion in the Faculty Senate and Administrative Council concerning the incorporation of the National Principals' Modules and the accompanying delivery system for the Masters' Program. The project engaged with members of the UoL administration transition team, more specifically, with the President of the University of Liberia and the newly appointed Vice President for Academic Affairs. The project conducted Training of Trainer (TOT) Sessions for 13 participants at KRTTI/WRTTI and for ten participants at ZRTTI focusing on the use of the draft 'Guide for Pre-service Field-based Clinical Experience'

### ***Malawi EDSA***

The **EQUIP2 Malawi Education Decentralization Support Activity (EDSA)** Associate Cooperative Agreement was signed in February 2009. EDSA is a three-year initiative that focuses on providing technical assistance to the Malawian Ministry of Education, Science, and Technology to *strengthen decentralization implementation at the headquarters, district and school levels, implement school improvement planning in six district and provide direct support to increase OVC access to and retention in learning environments.*

EDSA works within the framework of the Malawi National Education Sector Plan (NESP) 2008-2018 which articulates goals of improving system-wide (i) Access and Equity, (ii) Quality and Relevance, and (iii) Governance and Management, and is guided by three intermediate results. IR 1: Strengthen MoEST policy and strategy articulation, interpretation and implementation. IR 2: Improve decentralization implementation, planning and data utilization for informed decision-making. IR 3: Enhance role and participation of communities in monitoring education service delivery. Project technical and management start-up activities initiated in March 2009 and included the development of a NESP policy framework to support MoEST internal communication and coordination around the NESP and supporting policy and implementation documents. EDSA will focus project activities in six districts: Dowa, Dedza, Nkhata Bay, Mangochi, Blantyre City and Mulanje.

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

BES 3 is pleased to report consistent progress in all areas of project implementation. Under PO6 as well as IRs 2, and 3, the project team, in close collaboration with NIED, PAD, PQA, DNEA and the Regional Offices, continues to make significant progress:

- Work on the Teacher Demand Supply and Utilisation study has been completed and various recommendations made and accepted by the Ministry. Of these recommendations, the most critical one is the creation of an in country projection model. This model will be in place by the end of May this year and is being set up through a hands on approach that builds capacity to later alter and adapt the model to suit prevailing needs.
- The national standards of schools have now taken root as the core guiding principle for monitoring education quality in Namibia. In our efforts to ensure that the standards do not become punitive, we have strategically supported the Ministry to begin to understand the importance of listening to teachers views as far as teaching and learning are concerned. This has led to the previously lowly regarded self evaluation being done by teachers to become a critical component of the overall assessment under the national standards.
- The highly regarded system of site based teacher in service training, an innovation whose basis is data driven through the use of data from the annual learner assessment linked to the teacher classroom observations from the national standards has now become the approach of choice for all training in Namibia. The ministry having adopted and adapted the model has made plans to role this out to the other seven non project target regions.
- The adoption through adaptation of the diagnostic learner assessment, a key measurement and evaluation tool of USAID impact on the education sector after four years of use has now become a Ministry led innovation that is the anchor of the Education and Training

Sector Improvement program (ETSIP). Through USAID support, the directorate of National Assessment is on track to hold the first assessment for 5<sup>th</sup> grade that will serve as baseline for future years as well as a test run for the 7<sup>th</sup> grade assessment which will come on stream next year.

- Despite its slow pace of take off, the site based continuous professional development (CPD) for teacher educators continue to gain ground. At two of the four colleges we feel confident that the CPD process is well grounded and guided by college management whose involvement is critical to its sustainability. Based on an assessment we recently conducted on management engagement in CPD activities we have begun to support the National Institute for Educational Development with TA to mentor the other two colleges to get CPD entrenched in their system.

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

During second quarter (January – March 2009) the Pre-STEP implementation moved from program mobilization to more substantive engagement with government counterparts on various aspects of the program. The Pre-STEP team organized the national launch of the program in which government officials from all provinces participated. In addition, several meetings were organized to develop plans to address teacher education policy issues. An important step was the formulation of a National Pre-STEP Steering Committee.

In general the Terms of Reference for the National Steering Committee are:

- a. Provide an overall direction for implementation of Pre-STEP Project;
- b. Review and evaluate standards, curriculum and modules for Pre-Service Teacher Education Degree;
- c. Review the progress of Pre-STEP implementation;
- d. Review future plans and ensure that project interventions are in line with the national education policy;
- e. Identify and address issues related to policy and implementation.

The steering committee consists of ministers and education secretaries from all four provinces of Pakistan as well as education policy makers from federal ministry of education. The steering committee held its first meeting in March and devised plans to address an immediate issue of short teacher training courses vs. a well organized 2 year teaching diploma which must be obtained by any one who aspires to be a teacher in a Pakistani government school.

During this quarter, Pre-STEP and its subcontractors designed baseline survey instruments which will serve as a basis for collecting data on the situation in universities and government colleges, for monitoring project support to these institutions, and for measurement of key performance indicators. Three sets of baseline instruments have been prepared. They include instruments prepared by the Monitoring and Evaluation Unit of Pre-STEP with AED to examine progress toward project management outcomes; a survey of the situation in universities prepared by MSU; and an instrument for collection of basic data on the government colleges. These surveys are already being implemented in various cities of Pakistan.

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

A major activity for HEC-Fad during this quarter was the mapping exercise of the partner universities. The aim was to assess the current status of financial aid and development programs in these institutions. The assessment was also critical to establish the baseline for the HEC-FAD program to track its performance during the course of its implementation, keeping these in view, the HEC-FAD team carried out the assessment in February and March 2009.

The HEC-FAD project team developed a structured questionnaire to map essential information on the financial aid and development programs of 11 partner universities.

The mapping exercise appraised financial aid and development programs at these individual universities. HEC-FAD team designed the questionnaire to record both qualitative and quantitative information in order to identify individual university strengths, weaknesses, opportunities and threats concerning the financial and development programs. The draft questionnaire was developed while keeping in view the basic parameters of financial aid and development, and later refined after meeting with staff of the two partner universities in Islamabad and Rawalpindi. The HEC-FAD team is continuing Phase 2 of the mapping exercise for remaining 28 universities (25% of the remaining 113 higher education institutes) in April 2009; HEC-FAD team's anticipates this phase to be completed by May 26, 2009.

In addition to the mapping exercise, the program managers hold weekly teleconference with Vice Chancellors of partner universities and provide training on various aspects of financial aid management for their universities.

### ***Senegal PAEM***

On April 7 in Dakar, Senegal, the EQUIP2 PAEM project celebrated the conclusion of its public/private partnership with the Sonatel Foundation that has lasted 5 years. The partnership, in collaboration with USAID, provided scholarships for 300 disadvantaged girls in rural areas to attend high school. The scholarships included tuition fees, mentoring, tutoring, books and school supplies. The event, which also celebrated the performance of the best students from the three targeted regions of Senegal and their mentors, was chaired by the US Ambassador to Senegal, Mrs. Marcia Bernicat, the USAID Director, Mr. Kevin Mullally, and the director of the Fondation Sonatel, Madame Ndye Lala Traoré.

Additionally, as part of its efforts to improve the learning environments at rural middle schools in four regions of Senegal, the EQUIP2 PAEM project in Senegal has distributed library collections of 160 books to 120 schools over the last quarter. To help address the need to improve student performance in math and science, the project is in the process of delivering materials to support experimentation in math, physics, chemistry, biology and earth science to the same schools. Teacher training to promote more experimentation has already been provided to over 600 math and science teachers in the regions.

Finally, to help the many schools that are without electricity, the project installed the first of 9 solar panel kits at a rural middle school in the region of Fatick, and will be installing similar kits in 8 other schools in the coming months.

### ***Southern Sudan***

Dr. Grace Akukwe formally assumed the role of TAP Chief of Party in January 2009 replacing Dr. Elizabeth Leu who completed her assignment in December 2008.

A modification to the program increased TAP funding from \$7,999,534 to \$17,624,752. Included in this modification were the addition of four Senior State Advisors and expanding the work of ten Diaspora Technical Assistants. EQUIP2 partner the International Rescue Committee will post one state advisor in Northern Bahr El Ghazal. AED completed the hiring process for two state advisors during the quarter and identified candidates for three vacant DTA positions, all of whom will begin work in the first week of the next quarter.

TAP contributions to State ministries' accomplishments for this quarter include the development of teachers' visual instructional aids by teachers, the establishment of more regular communication between development partners and State Ministries of Education (SMoEs), successful downsizing of redundant staff within some state ministries, the introduction of a new exam system that will make one state's examination process more efficient, and the implementation of community mobilization initiatives. Also within this quarter, the program adapted the Institutional Development Framework developed for USAID by Management Systems, International to include a facilitated discussion at the SMoE level. The results produced represent baseline information on the institutional strength of the individual SMoEs. So far, three states have completed their IDF assessments with seven still to be completed. At the central Ministry (GoSS-MoEST), the Senior Technical Advisor worked with a small team comprising MoEST and technical assistance specialist to develop a capacity-building program proposal for the Multi-Donor Trust Fund on behalf of MoEST.

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

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

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

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

#### **New and Pending Associate Awards**

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

**Anticipated Associate Awards:**  
None