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Educational Quality Improvement Program
Policy ▪ Systems ▪ Management

Quarterly Report April to June, 2010



Submitted by:

Academy for Educational Development

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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, April to June, 2010

The quarter ending July 31, 2010 includes work done in April, May and June, 2010. The primary activities included launching the fifth School Effectiveness case study in Mozambique; completion of the Patterns analysis and Capstone activities; initiation of data collection for the EQUIP2 retrospective and a series of presentations on EQUIP2 Leader Award technical work. 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 presenting EQUIP2 work at USAID and more broadly; editing the Patterns report; and editing the final capstone report. Details of the management activities are discussed below.

- Intern Caitlin Cetola joined the EQUIP2 team in April 2010. She is currently working on a cost effectiveness analysis and financial impact of time loss in classrooms. The data, taken from Guatemala, Nepal and Honduras will be presented in an upcoming EQUIP2 policy brief.
- EQUIP2 also hired intern Aara Johnson in June 2010. Aara will be supporting the lessons learned activity and compiling a database of tools EQUIP2 projects have developed from 2003 to the present. This database will be used to help USAID populate its new knowledge management website.
- Audrey Moore conducted a week long training for the World Bank on the use and application of the Stallings Observation Instrument. Trainees included World Bank Country staff who lead education sector research. While the activity was paid for by the

World Bank, this collaborative effort materialized as a result of the EQUIP2 work on school effectiveness and demonstrates collaborative efforts by donors to build capacity of country staff to collect and use data to improve the use of time in schools.

- The EQUIP2 team made four presentations in June
 - On June 21, 2010 Audrey Moore chaired a panel presentation at USAID entitled: *Improving Time Use in Classrooms: From Research Tools to National Implementation*. The panel discussed the opportunities and challenges of using tools such as EGRA and the Stallings Observation protocol in research studies versus national implementation. Panelists included Barbara Bruns (World Bank); Helen Abadzi (World Bank); Amber Gove (RTI) and Audrey Moore (AED). The presentation was video recorded and will be provided to USAID in July.
 - On June 23, 2010 Joe DeStefano (RTI) led a panel presentation at USAID focused on the use of non-project assistance for development purposes. The presentation featured a framework for looking at and understanding NPA choices and sought input from USAID staff on the framework as a way of finalizing the activity. Panelists included: Joe DeStefano (RTI); John Gillies (AED); Ash Hartwell (EDC) and Karen Tiejien (Creative Associates). A new draft of the NPA paper and framework will be available in July.
 - Erik Lundgren and Arushi Terway made presentations on EQUIP2 work at the World CIES Congress in Istanbul, Turkey June 14-18, 2010. Erik Lundgren presented the EQUIP2 School Effectiveness work and Arushi Terway presented the EQUIP2 Patterns Analysis. Copies of the presentations were provided to USAID.

Cost-Share Activities

EQUIP2 has documented all required cost share, but will continue to generate additional cost share from the school effectiveness research. Additional documentation is being collected for the latest school effectiveness cost share contributions from SAVE, CARE, and Aga Khan.

EQUIP2 Communications

During the second quarter of Project Year 2010, EQUIP2 Communications focused on the dissemination of existing products and the completion of new products.

EQUIP2 completed the following publications during the second quarter:

- *Working Paper: Using Opportunity to Learn and Early Grade Reading Fluency to Measure School Effectiveness in Ethiopia, Guatemala, Honduras, and Nepal*
- *Case Study: Using Opportunity to Learn and Early Grade Reading Fluency to Measure School Effectiveness: School Quality in Nepal*
- *White Paper: International Problem Solving through Distance Learning*
- *Case Study: School Fees in South Africa: Increasing quality or decreasing equality?*
- *Issues Brief: School Fee Abolition: Impact on Learning and Persistence*
- *Issues Brief: School Fee Abolition: Parents' Perspectives*
- *Issues Brief: School Fee Abolition: Teachers' Voices*

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 April through June 2010, EQUIP2 disseminated over 200 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, and Opportunity to Learn*. The main audience was education practitioners and academics. Publications were disseminated EQUIP2 presentations at USAID, AED staff meetings with partners and donors, and the AED Africa Field Leaders meeting.

In the second quarter of 2010, the EQUIP website accumulated 1,110,026 total hits. The website had 142,806 total views and 92,489 unique visitors during the quarter. The EQUIP2 portion of the website is located at http://www.equip123.net/equip2/index_new.html.

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

The EQUIP2 team of Audrey Moore, Joe DeStefano and Elizabeth Adelman continued to elaborate the school effectiveness research.

In April, Audrey Moore and Lizzie Adelman finalized the contract, scope of work and budget for the Mozambique country case study and departed for Mozambique on April 23, 2010. Training of the data collectors was conducted from April 25 to May 3, 2010, including several school visits to pilot test the instruments and give data collectors firsthand experience using the instruments in the schools. Data collection began the week of May 10, 2010. Lizzie Adelman and Sheila Manji (Aga Khan) led the teams for the first round of data collection. Data collection will continued through the end of June. We anticipate beginning data analysis in September once the files are cleaned with an initial draft of the study presented in October. We will provide a preliminary overview of the data to USAID the first week of August.

In addition to the school effectiveness analysis, Caitlin Cetola completed work on the cost-effectiveness analysis of time use. Audrey Moore, Joe DeStefano and Lizzie Adelman met to discuss the initial results and agree on the final approach and presentation of the data. A draft of the policy brief will be available for USAID review at the end of July. EQUIP2 also published the final school effectiveness synthesis paper along with the Nepal and Guatemala case studies. The Honduras Case study is under peer review by CARE. We anticipate publishing the Honduras case in August.

Finally, Joe DeStefano, Lizzie Adelman and Audrey Moore met to discuss the school effectiveness tool kit. The toolkit will consolidate the existing research by making available to USAID and other organizations tools that illustrate how to quantify opportunity to learn in terms of the time available for instruction and time on task during instruction. The tools will show:

- How to relate the amount of time that should be available for schooling a measure of equivalent time that on average is actually available
- The data requirements for being able to calculate the actual equivalent time available, including different approaches to gathering, compiling and using data on

- school closings,
- teacher attendance,
- student attendance,
- use of time during the school day. and
- time on task in class.
- Guidelines for and lessons learned in collecting and compiling opportunity to learn data
- Techniques for calculating the costs associated with loss of time for instruction
- Options for how to improve the equivalent time available for instruction, with examples from different projects
- Techniques for constructing comparative cost effectiveness measures of different interventions to increase the amount of equivalent time available for instruction

The toolkit will contain the following four components:

1. Component 1 – how to depict the loss of opportunity to learn in terms of the equivalent amount of time actually available for learning
2. Component 2 – the data requirements and guidelines for constructing the equivalent time calculations depicted in Component 1.
3. Component 3 – methodologies for calculating the costs of lost time for instruction
4. Component 4 – ways to depict Improvements in available time for instruction, including methods for comparing the cost-effectiveness of different strategies for improving opportunity to learn.

Work on the toolkit will begin in July and extend through the end of 2010.

Donor Effectiveness and Education System Reform

Capstone: Editing of the Capstone was completed in June. The final version of the report will be published in July 2010.

Non-Project Assistance Paper: Joe DeStefano provided a draft of the NPA paper to USAID, relevant peer reviewers and EQUIP2 staff in June 2010. Joe DeStefano is revising the paper and framework based on feedback from USAID, relevant peer reviewers and the EQUIP2 team. A new draft of the NPA framework will be available in early August.

Other Program Support

Patterns Analysis: EQUIP2 received final revisions from USAID in June 2010. The Patterns analysis is undergoing a final professional editing process and will be provided to USAID in early August.

Lessons Learned and EQUIP2 Retrospective: Work on the Lessons learned activity began in earnest in April 2010. The final protocols were completed and all of the individual country summary tables for each thematic area were completed by the end of May.

The University of Pittsburgh began work on the State of the Art Knowledge briefs. A draft outline for the first thematic area was shared with EQUIP2 and a meeting held to clarify and focus the University of Pittsburgh team. Led by James Jacob, the University of Pittsburgh will complete the first SOAK by July 30th and the remaining thematic areas by early September.

The EQUIP2 team also initiated the associate award review process in June. Marcy Bernbaum was hired to assist the EQUIP2 team in conducting focus groups and interviews for this activity. The first set of country interviews will be held with Guatemala Dialogo project staff in July. The remaining interviews related to all thematic areas will be completed in August.

Obstacles and Proposed Solutions: No significant obstacles were encountered.

Financial Summary for the Period Ending March 31, 2010

Type of Expenditure	Obligation	Current Quarter Expenditures	Total Expended	Obligated Balance Remaining
Core Funding	9,087,171	167,777	9,401,791	
Federal Share	8,163,416	167,777	7,485,667	667,749
Recipient Share*	923,755	0	1,916,124	(992,369)
Total Cost Share %**			20.4%	

* 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.

+++ Please note AED has already exceeded the total contract value of cost share by \$841,124 (total contract value of cost share requirement \$1,075,000 minus cost share expenditures \$1,916,124).

III. Associate Awards: Activities and Accomplishments, April to June 2010

The Liberia LTTP II program was awarded in May 2010. A start-up meeting in Liberia is being planned for July 2010.

Existing Associate Awards

Education Policy and Data Center

After signing a long-term (2 year) agreement with UNESCO, EPDC wrote 3 studies (Task Order 1) for the 2011 Education for All (EFA) Global Monitoring Report: a case study on Khyber Pakhtunkhwa in Pakistan which examines the extent of education system disruption resulting from conflict by analyzing the movement of Internationally Displaced Persons within the education system in the country; a case study on Southern Sudan which analyzes and documents the reconstruction of the country's education system after the recent war; and a multi-country study which estimates the number of out of school children in conflict areas and analyzes the evolution of the school systems from the beginning of conflict to its end. EPDC staff travelled to Islamabad to deliver a prototype of the High-level Interactive Projections for Education (HIPE)

Model and Profiles, developed in collaboration with AED's Pre-STEP project and the Department of Education of Khyber Pakhtunkhwa in Pakistan, and led a capacity development workshop to train provincial/district-level EMIS personnel and Pre-STEP team how to use the tool. In collaboration with AED's Information Technology Application Center (ITAC), EPDC developed an education profile, a HIPE projection model, and an accompanying user-guide for primary school at the national level as analytical and planning tools for the policy makers in Rwanda. In collaboration with the International Comparison Program at the World Bank, EPDC continued to work on the methodology for estimating the education purchasing power parities (PPP) for developing and transitional economies.

EQUIP2/Liberia LTTP

During the months of April through June 2010, the Liberia Teacher Training Project (LTTP) saw many successes. After receiving two one-month no cost extensions, the LTTP along with the Ministry of Education (MOE) prepared, administered, and scored the final examinations for students in Cohort Two. Those students who passed the exam graduated on July 3 and 10, 2010, from the Kakata and Zwedru Teacher Training Institutes respectively. The first phase of the LTTP ended on May 31, 2010, with a successful closeout. A new 5 year award in the amount of \$59,992,870.00 was granted to AED. This award became effective on June 1, 2010 and runs through June 1, 2015. With the new award, the LTTP project will work in the following counties: Grand Gedeh, Sinoe, Maryland, Bong, Lofa, Monteserrado, and Nimba.

EQUIP2/Honduras MIDEH

The EQUIP2 Honduras MIDEH Project staff members were happy to be able to resume normal activities in support of the education system during the past quarter. The team met with departmental and district Ministry of Education personnel to re-establish contact, coordinate plans, and re-activate technical assistance at the departmental, district and school level. Activities carried out during this quarter included training with multi-grade teachers, curriculum training for lower secondary education teachers, support to the collection of 2010 enrollment data, parents' workshops, and pedagogic support visits to teachers. The Project team also trained teachers in the application and use of the diagnostic tests developed by the EQUIP1 MIDEH Project, and supported classroom application of the tests.

EQUIP2 Malawi EDSA

During this quarter, EDSA contributed to the education Sector-wide Approach (SWAp) through implementation of the Education Sector Implementation Plan (ESIP) activities including: 1) technical assistance to Ministry of Education, Science and Technology (MoEST) and districts; 2) funding to districts for governance and management capacity-building activities; 3) grants to schools and orphans and vulnerable children (OVC); and 4) procurement actions (e.g. printing of key education documents).

Key highlights during this quarter included finalizing and printing several policy documents (Decentralization Research-what promotes and what negates education decentralization? and

National Education Sector Plan (NESP) and ESIP District and Community Briefs). The EDSA team also revised the District Education Support Tool (version 2), trialed the School Assessment Chart in rural and urban districts, and reviewed monthly data collection forms (from schools) to improve reporting efficiency, accuracy and use for both schools and districts.

Finally, in addition to disbursing 4,271 OVC primary grants, 225 schools submitted SIP grant applications to the District Education Office for approval. The SIP grant applications were then submitted to EDSA. Fixed Obligation Agreements were signed between EDSA and each school. A total of 223 schools have received SIP grant funding.

Pakistan Pre-Step

High-level Interactive Projections in Education model (HIPE) Launch Ceremony held in Islamabad which included representatives from all provinces; Three-day long, HIPE capacity building workshop conducted and feedback on the model received for further refinement. A National Taskforce comprising national consultants and a team of provincial taskforce members carried out a study on Pay and Grade Scale for teachers and developed a Draft National Report which recommends a new structure for Pay and Scale for elementary/middle school teachers in Pakistan. Draft reports were submitted to respective provincial governments. The Project produced an annotated bibliography of all local research studies on teacher education in Pakistan and the internationally-published research papers; Identified future members and developed terms of reference for Research Advisory Council (RAC); and conducted a national research workshop "Keys to Writing a Successful Research Proposal" held in Lahore on May 11-14 for 63 participants. Eleven government colleges were selected to pilot the first two years of the new B.Ed (elementary)/the ADE. A workshop was held for institutions piloting the new degree to answer any questions/concerns they may have about the pilots. A syllabi writing workshop held in Lahore for 11 college faculty who drafted syllabi based on the 1 course in the NCRC approved B.Ed (elementary) Scheme of Studies. The Foundation Module 2 was designed and rolled out to college faculty; 100 faculty from colleges in Baluchistan, Khyber-Pakhtunkhwa, Sindh and Punjab completed Foundation Module 2 training. CRISP completed the engineering evaluations of four Pre-STEP universities to be rehabilitated; the plans have been approved by USAID. Rehabilitation work has begun at Bahauddin Zakariya University. 145 complete applications were received by Pre-STEP, out of which 86 candidates were shortlisted and went through the interview process; the list of proposed candidates was submitted to USAID for final review and approval.

Pakistan HEC-FAD

HEC-FAD organized the fourth meeting of the National Steering Committee on Financial Assistance and University Advancement. The meeting, chaired by the HEC Executive Director, focused on the impact of HEC-FAD's efforts to-date, the upcoming US Study Tour and the establishment and staffing status of the financial assistance and university advancement offices. The newly appointed staff at the new offices participated in a two-day workshop on "Effective Communication Skills" held in Karachi. The training was attended by 25 staff members (21 male and 4 females) from 12 partner institutions. In addition, a total of 21 participants (15 males and 6 females) participated in a three-day training workshop on Strategic and Operational Planning which would enable them to develop five-year strategic and one year operational plans. During

the recent quarters, the HEC-FAD program and partner universities have witnessed an overwhelming response confirming the success of the Scholarship Calendar, an online tool for scholarship management and a mechanism to share scholarship details for enhanced public accessibility. At the moment, the use of this application is restricted to HEC-FAD's partner institutions, but the project is working with HEC to make it available to all universities across Pakistan.

BEST Project, Yemen

Between April 1 and June 30, the project accomplished the following activities among others:

- Conducted a series of refresher training workshop for one hundred and forty-one social workers from Amran, Rayma and Hodeida
- Facilitated social worker trainers field visits to fifty-eight targeted school communities to measure the performance of school-based social workers and the fathers' and mothers' councils in each of the schools
- Gender Equity Coordinator initiated the idea of forming "Students' Empowerment Groups" in eleven cluster schools on a pilot basis.
- Finalized the Development of the "Gender Sensitization Materials" for the BEST-Yemen Project that targets teachers, headmasters fathers' and mothers' councils
- Trained six hundred and twenty school headmasters and their deputies from four hundred schools in the governorates of Amran, Rayma and Hodeida
- Facilitated a series of hundred and thirty professional development visits to forty-one targeted schools in the governorates of Rayma and Hodeida.
- Conducted a series of adult literacy training workshops for facilitators from Rayma and Hodeida Governorates
- Finalized major renovation of four schools in Amran, Rayma and Hodeida governorates
- Initiated process to launch construction of four Multi-Purpose Centers (MPC's) in Rayma and Hodeida Governorates
- Facilitated "Basic Computer Skills" Training Course for the Heads of Divisions in Rayma
- Conducted "Elaboration of Statistical Reports and Diagrams using Excel" for Amran, Rayma and Hodeida Governorates
- Conducted three "Basic Management Skills" Training for Heads of Divisions in the Targeted District Education Offices in Amran, Rayma and Hodeida

As the project completed the eleventh quarter the end of June, attention turned to the plans for the remaining 18 months in the life of the project (LOP) and, more immediately the implementation of a successful summer 2010 with special activities in the school communities and completion of the all-important school renovations and bidding for the third and final phase of school renovation activities. A big step in planning for 2011 was the completion of plans for the Third Professional Development Retreat for all BEST-Yemen Project Staff. This activity was projected for mid-July with a focus on acknowledging and making the most of the project successes to date while optimizing the strengths of the team and other resources in meeting the anticipated challenges of the future.

No updates are available for the following projects.

1. Djibouti AIDE
2. El Salvador
3. Ethiopia
4. Mali
5. Senegal PAEM
6. South Sudan TAP
7. Zambia

Completed EQUIP2 Projects:

1. *Djibouti AIDE 1*: September 2008
2. *Egypt Education Reform Project (ERP)*: March 31, 2009
3. *Georgia (GEDA)*: February 28, 2008.
4. *Ghana Basic Education Comprehensive Assessment System (BECAS)*: January 31, 2007.
5. *Guatemala Policy Dialogue*: June 2005
6. *Guatemala Social Investment and Policy Dialogue (SIPD)*: October 15, 2007. The activities in Guatemala have been continued under the ABE-Link mechanism.
7. *Jordan ERfKE Support Project*: November 30, 2008.
8. *Liberia LTTP*: May 31, 2010
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:

Southern Sudan
Kosovo