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Educational Quality Improvement Program
Policy ▪ Systems ▪ Management

Quarterly Report July to September, 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 September 30, 2010 includes work done in July, August and September, 2010. The primary activities included launching data collection and analysis for the EQUIP 2 Lessons Learned activity, data analysis for the fifth School Effectiveness case study in Mozambique; completion of the Patterns analysis, Capstone activities and Non-Project Assistance paper; 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.

- The EQUIP2 team presented technical work to the USAID DLI's who paid a visit to AED in August. The primary focus was on sharing the results of the School Effectiveness work and the Patterns analysis.
- Audrey Moore and Eric Rusten (ITAC/AED) had a follow-up meeting with the DLI team from Mozambique in August. The purpose of the meeting was to further discuss EQUIP2 and AED work in Mozambique and provide information and support to the DLIs.
- Audrey Moore and Elizabeth Adelman have been in conversations with the Ministry of Education in Mozambique to conduct an EGRA pilot in 100 schools in Mozambique.

While the activity is not directly related to EQUIP2 and will be funded by READ and the World Bank, the MOE contacted us as a result of EQUIP2 work in Pemba.

- The EQUIP2 team hired Brian Dooley as a new project assistant. Brian will be supporting the administrative and communications functions for the team.

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 third 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 third quarter:

- *Case Study: Using Opportunity to Learn and Early Grade Reading Fluency to Measure School Effectiveness: School Quality in Guatemala*

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 July through September 2010, EQUIP2 disseminated over 100 hard copies of Leader Award products, including copies of the *Reaching the Underserved: Complementary Models of Effective Schooling, Education Reform Support, the School Effectiveness series case studies and synthesis, 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 2010 AIDF conference in Washington, DC.

In the third quarter of 2010, the EQUIP website accumulated 1,003,779 total hits. The website had 143,589 total views and 82,464 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.

Data collection for the latest school effectiveness study in Mozambique was finished in July. The data collection team was able to visit a total of 63 schools throughout the province of Cabo Delgado. During August, Elizabeth Adelman and Audrey Moore began to organize and clean the databases as well as enter data from classroom observations. In September, Sheila Manji, from the partnering organization Aga Khan, traveled to Washington to work with Audrey and Elizabeth on analyzing the data and planning an outline for the Mozambique study. Sheila will return once more in 2010 to finalize data analysis and begin the case study write up. The team

also finalized the Guatemala Case Study and is disseminating this case study to pertinent stakeholders. The Honduras case study was returned with comments from peer reviewers and is in the final stages of editing. This case study will be ready for submission before the end of 2010.

In addition to the school effectiveness analysis, the team has begun to finalize the cost-effectiveness case studies developed over the summer. Audrey Moore, Joe DeStefano and Elizabeth Adelman have reviewed the drafts and are working on developing one policy brief which will be presented at the Brookings Institute before the end of 2010. The team also finalized the design for the school effectiveness toolkit. Joe DeStefano will be leading work on this activity, which should be completed by the end of 2010.

Donor Effectiveness and Education System Reform

Capstone: The final version of the report will be published in November 2010.

Non-Project Assistance Paper: The revised NPA paper was submitted to Patrick Collins in September 2010. Patrick shared the paper within USAID and the Missions. EQUIP2 is awaiting comments on the paper to complete a final version. We anticipate that the paper will be completed in November-December 2010.

EQUIP2 Seminar Presentation: John Gillies moderated a panel discussion at USAID in July 2010 titled, “Sustainable Education Reform: A Systems Perspective on Aid Effectiveness,” which drew on EQUIP2 donor effectiveness and education system reform research. Panelists included Dr. Penelope Bender, Patrick Collins, and Dr. Eduardo Velez.

Lessons Learned and EQUIP2 Retrospective

Work on the Lessons Learned activity data collection began in earnest this quarter. The various thematic area teams conducted in-depth interviews with EQUIP 2 Associate Award stakeholders representing program staff, USAID personnel and counterpart ministry officials. The EQUIP 2 team has completed approximately 117 interviews out of 184 planned interviews.

Felix Alvarado, Marcy Bernbaum, and Erik Lundgren are completing interviews and analysis for the Policy Dialogue thematic area of the Lessons Learned activity. Work began on this thematic area in July 2010. To date, 29 interviews of implementing organization, USAID, and MOE staff have been conducted across the four projects within the Policy Dialogue thematic area: EQUIP2/Egypt ERP, EQUIP2/El Salvador, EQUIP2/Guatemala, and EQUIP2/Zambia. Four additional interviews in this thematic area will be completed, at which point the summary paper will be written in the fourth quarter of 2010.

For the Secondary Education thematic area, Marcy Bernbaum and Arushi Terway finished all interviews with program and USAID staff in EQUIP2/Jordan and EQUIP2/Senegal. The team is identifying relevant ministry officials for both countries and hope to conduct these interviews

early in the next quarter. The team has started preliminary data analysis and is working on writing the first draft of the Secondary Education Lessons Learned paper to be completed in late October 2010.

Marcy Bernbaum and Erik Lundgren are completing interviews and analysis for the EMIS thematic area of the Lessons Learned activity. Work began on this thematic area in September 2010. To date, 12 interviews of implementing organization, USAID, and MOE staff have been conducted across the three countries within the EMIS thematic area: EQUIP2/Malawi EMIS, EQUIP2/Uganda EMIS, and EQUIP2/Zambia. We hope to interview 8 more people in this thematic area, at which point the summary paper will be written in the fourth quarter of 2010.

Marcy Bernbaum and Erik Lundgren are completing interviews and analysis for the Decentralization thematic area of the Lessons Learned activity. To date, 45 interviews of implementing organization, USAID, and MOE staff have been conducted across the four projects within the Decentralization thematic area: EQUIP2/Egypt ERP, EQUIP2/Georgia GEDA, EQUIP2/Malawi EDSA, EQUIP2/Mali RAP-DM, and EQUIP2/Mali EDP. Interviews for this thematic area have been completed and the summary paper has been drafted. Dr. Bernbaum has received feedback from EQUIP2 staff on this paper and will submit a second draft in November 2010.

Mark Ginsburg and Elizabeth Adelman are working to develop the Teacher Professional Development section for the Lessons Learned activity. During the last quarter, they have been focused on the developing the SOAK for this section and interviewing key actors involved with the selected projects. One of the challenges Mark and Elizabeth faced was establishing a final list of countries and projects to be included under this theme. The original plan included Egypt, Namibia, Pakistan and Liberia. To avoid overlap with the other themes being developed by EQUIPs 1 and 2, the team decided not to include Egypt and Namibia and to add Djibouti to the list. The final projects to be included under this theme are Pakistan Pre-Step, Liberia Teacher Training Program (TTP), and Djibouti Assistance Internationale pour le Developpement de l'Education (AIDE). The team has already conducted a number of interviews including with Uzma Ansar and Jerry Wood (project directors under Pre-Step), Brenda Arrington (project director TTP), Mark Sweikhart (Lead Technical Support TTP) and Ken Rhodes (project director Djibouti). The team has a number of other interviews scheduled throughout November with the hopes of connecting with at least 4 or 5 people on each project.

EQUIP 2 partner, AIR, took the lead on conducting data collection for National Student Assessment System thematic area. The AIR identified Li-Ann Kuan and Ebru Erberber as primary researchers and several meetings between EQUIP 2 AED team and AIR team were held to finalize the Scope of Work for this research team. Li-Ann Kuan and Ebru Erberber conducted 15 interviews with implementing partner, USAID and Ministry staff for EQUIP2 Associate Awards in Namibia, Honduras, Ghana and Egypt.

The University of Pittsburgh continued to work on the SOAKs. Several draft versions of the Student Learning Assessment brief was provided to EQUIP2, reviewed and returned to the University of Pittsburgh for revisions. Three additional SOAKs in the areas of Decentralization, School Report Cards, and Secondary Education were also reviewed and returned for revisions.

A meeting of the three EQUIP programs is planned for October to ensure alignment and consistency around the Lessons Learned activities.

Other Program Support

Patterns Analysis: The Patterns analysis was completed and submitted to USAID in September 2010.

Obstacles and Proposed Solutions: No significant obstacles were encountered.

Financial Summary for the Period Ending September 30, 2010

Type of Expenditure	Obligation	Current Quarter Expenditures	Total Expended	Obligated Balance Remaining
Core Funding	\$10,087,171	\$205,096	\$9,606,892	
Federal Share	\$9,163,416	\$205,096	\$7,690,768	\$1,472,648
Recipient Share*	\$1,075,000	0	\$1,916,124	(\$841,124)
Total Cost Share %**			19.9%	

* 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 2010

The Kosovo Basic Education program was awarded in August 2010 and the field team will be posted in October 2010.

Existing Associate Awards

Education Policy and Data Center

In collaboration with the Fast Track Initiative (FTI), EPDC developed milestones for the FTI results framework. Indicators for which the milestones were produced included, but were not limited to; Net Intake Rate, Out of School Children, Completion Rate, Transition Rate, New Entrants to Primary, Number of Students, and Number of Teachers and Classrooms Needed. EPDC continued its effort on developing the methodology for the output-based Education purchasing power parity for the International Comparison Program of the World Bank and developed a mathematical model that accounts for the unequal pupil populations and the disparities in the quality of learning produced by education systems. In collaboration with the International Workforce Initiatives Program, a Department of Labor-funded program at AED, EPDC extracted a set of custom data from the 2007 Pakistan DHS to generate a set of province-level profiles investigating human capital and labor-force related issues in Pakistan. EPDC also developed written analyses to accompany each profile and presented analyses and data to Department of Labor representatives. In response to a request from the Africa Bureau, EPDC produced education profiles for 13 African countries: Benin, The Democratic Republic of

Congo, Ethiopia, Ghana, Guinea, Mali, Malawi, Namibia, Nigeria, Uganda, Swaziland, Zambia, and Zimbabwe. Using data from Demographic and Health Surveys (DHS), the profiles illustrate school enrollment, attainment, completion and progression as well as literacy for the most recent year for which a DHS survey was available.

Liberia LTTP II

The overarching goal of the Liberia Teacher Training Program II (LTTPII) is to establish a functional teacher professional development system and strengthen the capacity of MoE to manage such a system. A parallel goal is to improve early grade reading and mathematics in Liberia. The interventions proposed in LTTP II targets reforms in three areas: (1) policies, systems and capacity development of the central MoE; (2) pre- and in-service policies and teacher professional development and (3) curriculum standards, materials and testing for language and literacy and mathematics skills in early grades 1-3.

Key Accomplishment

During this quarter, notable progress includes the completion of the five year work and the associated performance monitoring plan; completion of student enrollment and progress toward opening of Webbo Teacher Training Institute which had been closed for over forty years.

Workplan Design Process

In collaboration with MoE and other partners a five year workplan has been finalized. Nearly all the state institutions, local and international NGOs involved in teacher education contributed to the process. First ever longitudinal study on female participation in education is now being planned and will involve a process of research capacity building at the tertiary institutions involved in teacher education.

Pre and In Service Teacher Education and EGRA

Pre service students recruited and are in training (516 males & 151 females) at the RTTIs. In service teachers (517 males & 91 females) recruited, oriented and are back to their schools to start the field based training program. Early Grade Reading implementation process and approach agreed upon with the MoE and the Research Triangle Institute International (RTI). Recruitment of coaches and two specialists (Early Grade Reading and Math) are in progress

Management and Operations Plan

Three levels of management team in place: senior management team, extended management team and field/junior management team including both operational and technical staff. All key international and national staff recruited are now in post and new offices established in the nine counties, including the new counties of Sinoe, River Gee and Grand Kru) are operational. More than 75% of required local staff employed and deployed and the EGRA coaches will soon follow. The Performance Monitoring Plan (PMP) is complete. A Memorandum of Understanding completed for collaboration with European Union Education for Liberia (ESCEL) to co-fund the MoE educational Management Information System (EMIS) to be operational within the next three months.

Key Challenges and Way Forward

Despite these gains, the program is facing several challenges. These include: workplan containment –*emergent needs such as primary and secondary curriculum development will require careful planning under a separate agreement.* Operational support for the RTTIs –the

costs, both in time and money required to effectively manage the will require a new Memorandum of Understanding that completely delineates the responsibilities of the various partners. The third RTT (Webbo Teacher Training Institute) is on the verge of opening. However, through a process of risk management, these issues are being dealt with and resolved.

Honduras MIDEH

The EQUIP2 Honduras MIDEH Project continued school-level support activities, including on-site pedagogical accompaniment for teachers, activities with parents, and peer tutoring programs for students. EQUIP2 MIDEH continued its support to the collection and analysis of 2010 enrollment data, which was in its final phase during this quarter. The project team also finalized and signed several agreements with the private sector in support of CCEPREB community pre-school centers.

The Project also strengthened the technical team in Honduras by hiring two new staff members, an education specialist and a monitoring and evaluation specialist. These staff members will support the work being carried out through project partners and monitor and strengthen impact.

In response to a request from USAID, the team also planned, wrote, and submitted a proposal for an extension through March 31, 2011, which was approved by USAID before the end of the quarter.

Kosovo Basic Education Program

The new Kosovo Basic Education Program began on August 30, 2010. It is a five-year, \$18 million associate award that will: a) enhance school management capacities in Kosovo's decentralized environment; b) strengthen the assessment of learning outcomes; and c) improve in-service teacher training. The expected program results will be: strong partnerships between local schools and communities to encourage accountability and effective use of resources; local decision making; and empowerment of parents, communities, civil society, and the private sector to play an expanded role in improving schools.

During the period covered under this report, AED laid the groundwork for start-up of the program since the Chief of Party and other technical staff are not expected in-country until October 1, 2010. Initial activities included start-up meetings with the AOTR, including introductions between the future Chief of Party, Dr. Keith Prenton, and key stakeholders within the Government of Kosovo and other USAID and EC-funded education programs. Discussions were also begun on a program inception workshop that is tentatively scheduled for November 2 and 3. The results of the workshop will inform the program's work plan, which will be presented at the end of November. Other start-up activities this quarter included on-going contractual negotiations with BEP's key sub-grantee, Kosovo Education Center, and negotiations with the landlord to establish an office on KEC's current premises.

Malawi EDSA

Under the direction of the Directorate of Basic Education, the Malawi Education Decentralization Support Activity (EDSA) began the roll-out of Primary School Improvement Program (PSIP) in Phase 1 Districts. The Phase 1 districts which will anchor the PSIP roll-out

are: Blantyre Urban, Dedza, Dowa, Mangochi, Mulanje and Nkhata Bay. There are several key components of PSIP, which include: 1) capacity-building of schools-communities in school improvement planning, implementation and monitoring and basic financial management to manage grant funds; 2) grant funding; and 3) mentoring of Phase 2 PSIP districts.

As part of the roll-out, EDSA translated the national School Improvement Planning (SIP) Guidelines into two local languages and provided participant training funds to the six districts (a total of 1,065 schools or approximately 20 percent of the schools in Malawi) to enable five individuals (Head Teacher, Deputy Head Teacher, Parent Teacher Association Chair, School Management Committee (SMC) Chair and a representative from a Mothers' Group) to be trained in the school improvement planning process (a total of 5,200 individuals were trained).

Mali EDP

During this quarter, the MALI EDP (now called PRADDE-PC) partnered with the Central Ministry of Education's Office for Education Decentralization (CADDE) to organize a field activity for information-sharing and training on financial decentralization in the education sector. The field activity was planned jointly by the CADDE, the National Directorate of Local Authorities (DNCT/MATCL), Ministry of Economy and Finance (MEF), and the High Commission for Communes (HCC) with the technical participation of USAID's Shared Governance Program 2 (PGP2). The overall objective of the mission was to support the process of financial decentralization in the education sector through the effective involvement of all key actors (decentralized and devolved) at all levels: regions, departments and communes, in its implementation.

Approximately 3,000 key figures in the financial decentralization process were trained in all regions of the country by teams of senior officials from all of the relevant partnering institutions, the first time such a partnership has been established. The specific results expected were to:

Review the current state of the process of financial decentralization in the education sector;
Analyse reasons for the lack of access to financial resources transferred to the communes' accounts;

- Sensitize communal administrators on the roles and responsibilities of key actors in the financial decentralization of the education sector;
- Train administrative and territorial authorities on procedures for managing financial resources of the education sector;
- Adopt approaches to remedy difficulties in implementing fiscal decentralization in the education sector and,
- Develop a framework for the strategy of continued support for territorial authorities in the implementation of fiscal decentralization in the education sector.

Pakistan Pre-Step

Pre-STEP undertook a number of crosscutting activities which resulted in structural changes for the Pakistan Teacher Education Preparation Program of Teacher Training Institutes. The wide range of activities included follow up to a previous workshop. The provincial EMIS department of Khyber Pukhtunkhwa (KP) asked AED's Education Policy Data Center to revise the mapping

tool developed after consultation in a stakeholder workshop. Pre-STEP will assist the KP department of education with district planning using the revised mapping tool. Also, the Research Advisory Committee members approved policies for the administration of the research grants. The Committee received 19 proposals and is in deliberations for the awarding of the grants.

Along with the practical tools and grants to aid the efforts of the Ministry of Education, Pre-STEP worked toward systemic changes in the teaching structure related to the National Steering Committee Meetings. Provincial government education departments and Pre-STEP worked successfully toward the implementation of the Associates Degree in Education (ADE) and the Bachelors of Education programs in pilot colleges and universities. Completed activities include the development of the admission policy and criteria for scholarships, award of Pre-STEP scholarships to colleges and university (50 for ADE in each college and 15 for each university) and approval of the scheme of studies by the Board of Studies of phase I universities.

Pakistan HEC-FAD

HEC-FAD helped the universities establish and strengthen the offices of development at target universities so that they are better prepared to request funds. In one training, HEC-FAD conducted a 3 day workshop for its partner institutions on Communications, Branding and Product Development on 27 - 29 September 2010, The workshop enabled participants to better understand communication product design and develop the an appropriate balance of marketing their respective universities to potential donors. Also, HEC-FAD arranged a 3-day training workshop for the university advancement staff at partner universities and HEC on 'Proposal Development for Donors and Donor Relations'. The workshop was conducted by Larry Goldman, the interim Chief of Party, HEC-FAD.

Along with work on development planning, HEC-FAD provided technical assistance in both the financial aid and institutional development areas to develop frameworks. All of the Financial Assistance and University Advancement staff at all partner institutions and USAID-funded Merit and Needs Based Scholarship Program at HEC have been trained to develop and implement strategic and operational plans for their offices. The Universities have shared their final drafts of the plans with HEC-FAD's technical staff and HEC-FAD cleared the plans as being appropriate for running their offices.

HEC-FAD plans to conduct the second US Study Tour in April 2011. This study trip will comprise of directors and managers of the Financial Assistance and University Advancement Offices of partner institutions and officials from HEC and Ministry of Education.

Senegal PAEM

On September 30, 2010, the seven-year, over \$31 million dollar USAID/PAEM Project (Support for Middle Schools in Senegal) came to an end. USAID/PAEM's greatest accomplishment, as a result of building nearly 60 rural middle schools, and working intensively and collaboratively with stakeholders at all levels in four important regions of Senegal, is to have contributed significantly to increased demand for rural middle schools and increased appetite among parents, students, community and private sector leaders for quality, relevant middle school programs for students in accessible, safe, and attractive learning environments.

The USAID/PAEM project, in collaboration with the Senegalese Ministry of Education, has also made notable contributions to education systems and policy reform in Senegal. These have included improved planning for middle school construction; increased involvement of regional and local education officials in improving community/school relations; increased awareness of the inequity inherent in policy to exclude pregnant girls and new mothers from schools; support for policy and curriculum changes in teaching math, science and technology; improved access to pedagogic resources by teachers and teacher trainers; increased interest in—and understanding of—using performance as a basis for staff and system improvements; and an increased concern about the lack of female teachers and leaders, especially in rural parts of the country.

In addition, the project developed and administered two important tools (a proficiency exam in math and science and a standardized teacher observation tool) to collect data on both student learning and teaching practices. These tools will continue to be used by the new Education de Base (EDB) project to help both USAID and the Ministry track performance changes.

Finally, the project has made significant contributions affecting how the larger school community supports and ensures that students—especially girls—have safe and structured opportunities to learn and excel. These have included promoting school/community forums as a venue for sharing and discussing student performance data, school budgets and resources, and resolving specific access and quality issues that hinder student learning. Campaigns using radio broadcasts, village meetings and other interventions were also widely implemented to promote open discussion of gender-based violence, encourage parents and school authorities to provide students with time and space to study, and promote transparent management of school budgets as well as encouraging community stewardship to maintain school property and resources.

Yemen BEST

During this quarter (July 1 - September 30, 2010) the Basic Education Support and Training (BEST) Yemen Project featured a significant array of accomplishments in the areas of community participation outreach, gender equity activities, training sessions, adult literacy activities, and school renovation progress, despite deteriorating security conditions across the country and at project sites. BEST supported 20 Summer Education Programs that provided remedial Arabic and math classes, life skills training, health workshops, and recreational activities to an estimated 2,535 students and 905 parents in Amran, Hodeida, and Rayma governorates. A partnership between BEST and the MoE's Girls' Education Sector targeting trainers in the aforementioned governorates resulted in innovative gender sensitization training, particularly female-friendly teaching methods. Twenty-eight trainers are now considered a national resource to assist school administrators across the country which is an important development given Yemen's recent last place ranking in the Global Gender Gap Index. In the area of training, BEST developed training packages to aid in the teaching of Arabic and science and also trained trainers in the Multi-faceted Approach to Safe Schools manuals that have been "Yemenized" by AED staff and consultants. A 12-day refresher course for BEST's 39 Adult Literacy Facilitators ensured the continuation of high quality teaching methods, and subsequent field visits by Literacy for Adult Education Organization officials assessed the progress made in the field. Finally, major efforts to advance school architectural enhancement in

five school clusters in Hodeida and Rayma serving about 3,309 students resulted in the renovation of 43 classrooms; construction of 28 latrines and 22 new classrooms; and physical transformation of all five schools to be completely handicap accessible. Additional highlights include life skills courses for 761 women in Amran governorate; capacity building of 24 education directors in the area of 5-year planning; provision of EMIS materials to several districts in Amran; and a fruitful professional development conference for BEST staff to exchange best practices for the project's technical component, engage in personal and professional development activities, and examine management techniques and sustainability measures.

Zambia

During the quarter, each component had the following strategic activities and outcomes:

Education Quality and School Effectiveness: The Ministry of Education with the support of EQUIP2 has developed an Education Leadership and Management Course for school head and deputy head teachers. The first course is now in its 10th month of the 18 month duration. A total of 1, 587 participants have enrolled on the course, which consists of 12 modules, face to face contact sessions during every term break, readings, and discussion groups/communities of practice. The third contact session of the first cohort of participants was successfully held this quarter. There has been a remarkable improvement in the quality of instruction among college tutors involved in the ELM. The course is now seen as a Ministry of Education activity and not an EQUIP2 program. More importantly, participants are required to pay for the course themselves and to date have continued to do so, demonstrating their commitment to invest in their professional development. Institutional Management: The Ministry of Education with the support of EQUIP2 successfully managed to develop 2011 budget priorities which placed emphasis on improving learner performance through the provision of increased resources at the school level and for teaching and learning materials. HIV/AIDS Workplace Program: The major highlight of the project under this component was the presentation of the KAPB survey findings to stakeholders from select institutions namely, USAID, UN, NGOs, and ministries including representatives from the Ministry of Education. The component also conducted a capacity building workshop for provincial education personnel. Based on this training workshop, each province designed a twelve month Provincial HIV/AIDS work plan. In addition, 11 teachers living with HIV were trained to serve as motivational speakers to help fight against stigma and discrimination associated with HIV and AIDS in workplaces and communities. So far, a total of 298 teachers have been sensitized in Lusaka. Integrated Information Management: The Lusaka District Human Resource Information System (HRIS) pilot was successfully completed. The training of teams for the roll out to the rest of the Lusaka Province districts followed by Copperbelt, Luapula and Western provinces is in progress. The 2010 Annual School Census (ASC) was successfully captured by district offices. The data has since been submitted to MOE headquarters and is being verified. Monitoring and Evaluation The Education Sector Monitoring and Evaluation system was disseminated to 28 (12 female and 16 male) Lusaka province staff. This was during a joint-training activity with Policy and Research and Human Resource Information System components. During meeting, the key highlights included the dissemination of monitoring and evaluation concepts and tools. Various types of data and data collection instruments that are used at school and district levels were refined to ensure they are inclusive of all key aspects regarding education delivery. Changes at Project Level: During this period the

operations of AIR and PEPFAR supported activities came to an end. Subsequently, contracts for the staff under the two projects came to an end. However, most of the critical staff has been retained under AED to ensure the continuation, strengthening and consolidation of their work during the extension period. A major change in personnel was the departure of the Chief of Party, Mr. Arnold Chengo, who opted not to continue in the extended period of the project. Dr. Justin Lupele who previously served as deputy Chief of Party and Technical Advisor for School Management has since been appointed Chief of Party.

No updates are available for the following projects.

1. Djibouti AIDE
2. El Salvador
3. South Sudan TAP

Completed EQUIP2 Projects:

1. *Djibouti AIDE 1*: September 2008
2. *Egypt Education Reform Project (ERP)*: March 31, 2009
3. *Ethiopia Building the Capacity of Primary Education Managers and Educators Program*: September 30, 2009
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. *Liberia LTTP*: May 31, 2010
10. *Mali RAP-DM*: August 2009
11. *Malawi EMIS*: September 2008
12. *Namibia BES 3*: August 31, 2009.
13. *Namibia PEPFAR*:
14. *Senegal PAEM*: September 30, 2010
15. *Senegal SITT*: December 2007
16. *Sudan TAP Phase 2*: May 2007
17. *Uganda TDMS Evaluation*: February 2004
18. *Uganda Support for Education Management Information System (EMIS)*: November 30, 2005.

Anticipated Associate Awards:

Southern Sudan