



USAID
FROM THE AMERICAN PEOPLE

TRAINING FOR EDUCATION SECTOR TEAMS (TEST)

EDUCATION OVERVIEW COURSE (EOC) EVALUATION
PROGRAM PROJECT MANAGEMENT TRAINING (PPMT)



October 2007

This publication is made possible by the support of the American People through the United States Agency for International Development (USAID). The contents of this publication are the sole responsibility of International Resources Group (IRG) and do not necessarily reflect the views of USAID or the United States Government.

COVER PHOTO

May 2007 EOC Class

TRAINING FOR EDUCATION SECTOR TEAMS (TEST)

EDUCATION OVERVIEW COURSE (EOC) EVALUATION
PROGRAM PROJECT MANAGEMENT TRAINING (PPMT)

Contract No. RLA-I-00-05-00017-00
Task Order # 30



International Resources Group
1211 Connecticut Avenue, NW, Suite 700
Washington, DC 20036
202-289-0100 Fax 202-289-7601
www.irgltd.com

DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

TABLE OF CONTENTS

EXECUTIVE SUMMARY.....	1
INTRODUCTION.....	5
I. COURSE DESIGN AND DELIVERY	7
II. ASSESSMENT METHODOLOGY	23
III. SESSION ASSESSMENTS	29
IV. RECOMMENDATIONS FOR FUTURE OFFERINGS.....	87
APPENDIX A. EOC COURSE DOCUMENTS.....	91
APPENDIX B. EOC MAY 2007 VENUE EVALUATION.....	137

EXECUTIVE SUMMARY

As a part of its efforts to improve education programming, USAID has undertaken the design and delivery of a suite of professional development courses entitled, Training for Education Sector Teams (TEST). The TEST program supports the Education Sector goal of creating a professional development plan that ensures core competencies are acquired by all Agency education staff. The Education Overview Course (EOC), a two-week intensive training program for education staff, was the first course delivered in the TEST program. The success of the pilot EOC was validated by an extensive evaluation process carried out by 43 participants, who represented thirty three countries spanning all geographic regions where USAID funds education projects. Evaluation results overwhelming indicated that the EOC imparted new knowledge, enhanced skills and advanced participants' technical breadth of education programming.

There is a new urgency to the TEST program as USAID's education funding earmark has quadrupled over the last several years; the resulting complexity and magnitude of USAID's worldwide education programming has greatly increased the responsibilities of a relatively small education workforce—many with minimal USAID or international education experience. The EOC is the critical foundation course for all Agency employees who work with education programming at USAID.

The EOC design and oversight was carried out by the TEST Advisory Group (TAG), a committee of USAID's Education Sector Council comprising eight members who represent each of the geographic regional bureaus and pillar bureau's Office of Education. The TAG is supported through a Task Order with International Resources Group (IRG), who cooperated closely to design a relevant course, select participants and presenters, formulate assessments and evaluations, and incorporate recommendations of the first pilot EOC conducted in 2005 under an earlier contract. No negative outcomes of the first pilot EOC were repeated in this second EOC pilot.

The second pilot EOC comprising 44 sessions was conducted in May 2007. Altogether, 43 participants attended, with overflow accommodations for non-registered participants in a Live-Video Room. About 75 percent of the participants were education staff with 6 years or less of education experience at USAID. All USAID regions were represented at the course: Africa (14), Asia Near East (14), Europe and Eurasia (3), Latin America and Caribbean (7), AID/W (4).

An extensive evaluation process was utilized throughout the EOC to facilitate further refinement of future EOC offerings. The success and quality of this second pilot is evidenced by participant and TAG evaluations. Session evaluations were composed of 12 questions addressing three categories: (1) Presenters; (2) Materials; (3) Learning Effectiveness/Job Impact. Participants scored all sessions very highly with 97% of the all participant ratings at the level of average or higher and an incredible 54% of total ratings coming in at a top ranking.

Participants resoundingly labeled the EOC a worthwhile investment, indicating that it was well-organized and will help them in designing and managing education programs. Representative participant quotes (responding to the evaluation question, "Was the course a worthwhile investment?") include:

- "Absolutely. Very well-organized, facilitated and planned"
- "Yes, particularly for new education specialist. Hope to get participants from other technical offices or program office."
- "Very much so. Wish I had the opportunity to be exposed to this information at the beginning of my contract 2 yrs ago. Would have given me more guidance to do my job better."

- “Yes, it has given me a framework to work off of and to be able to defend education at mission/embassy.”
- “I do assure you that it was more than worthwhile investment. Those who worked in arranging for it did excellent job; thank you for their extraordinary efforts.”
- “YES! Thank you.”
- “Definitely — I got a lot out of the case study and informal discussions with colleagues from other Missions. We were also able to get a lot of good documents for future reference which will be helpful for program design and management.”

The second pilot EOC helped TAG to validate basic sessions, to select sessions to delete or offer as optional, and to select possible additions to the “core” materials. The video recording of the EOC gives TAG a means to capture the best presentations and presenters for a basic, on-line curriculum that needs only limited revision for the time being. The principal shortcoming of the EOC course was that the method of delivery requires the availability of outstanding presenters principally comprised of USAID staff and close monitoring of session development by TAG team members, particularly in cases of new or revised content or new presenters. This translates into continued strong commitment and involvement of TAG members. The EOC has not yet become an “off-the-shelf” course offering and will continue to require the engagement and oversight of TAG.

USAID’s Education Sector has made a solid start to successful professional development for its worldwide staff. As the TAG moves towards completion of the suite of courses comprising the professional development standard for all education staff, delivering the EOC may be simplified. However, there is much work to be done on the Education Portfolio Management Course, In-Depth courses, and on-line applications before the EOC is standardized.

The main recommendations for future EOC delivery are:

- TAG should continue to play a strong collaboration/oversight role with the contractor in EOC courses to ensure that the education workforce professional development objectives are being met.
- TAG should oversee and coordinate presenters, with stronger support from the contractor, in order to reduce the time burden for USAID staff involved in preparing the course.
- Consideration should be given to allowing a larger number of participants, including those outside the education sector, to participate in future EOC offerings.
- Consider creative ways to maximize content within the two week time frame including looking beyond normal 8–5 work hours, creating concurrent optional sessions, incorporating on-line pre-work.
- The Skills and Knowledge List should be refined further as part of the process of designing other courses in the suite; it should serve as a separate tool distinct from workforce surveys of the education sector.
- Greater use of other survey and assessment tools is recommended to stay abreast of demographics of the education workforce, workload and training needs.
- Use the feedback of participants on time allotted to sessions, number of days and hours for the course, optional sessions, and additional sessions to refine the next course offering.
- The quality and mechanisms for providing course information to participants should continue as it was provided for this course.

Minor recommendations include:

- A unified working agenda for TAG members, non-TAG members, presenters, and participants should be used.
- Minor improvements in course venue and facilities are recommended.

INTRODUCTION

This report was prepared by International Resources Group for the Training for Education Sector Teams (TEST) Task Order #30 issued on September 30, 2006 under USAID's Program Project Management Training (PPMT) Indefinite Quantity Contract (IQC) mechanism. The report responds to the Task Order requirement for a summary evaluative report of the EOC second pilot offering. The report summarizes course evaluation results and provides recommendations for future offerings. It includes as appendices many of the logistic, development and planning, and other informational documents generated in delivering the course; these serve as a repository for future course offerings.

TEST is a three-year Task Order to provide staff training, training management and advisory services to USAID/EGAT/ED. The objective of TEST is to strengthen the ability of USAID staff to manage education programs and perform effectively in the field. The PPMT TEST Team headed by IRG works closely with the TEST Advisory Group (TAG), to design, develop and deliver a suite of courses, and to provide related training advisory services addressing the training needs of USAID staff who work in the education sector.

The Education Overview Course (EOC) is the first in the suite of courses to be designed and delivered under the TEST project, which is the professional development foundation for the USAID education workforce. As it follows an initial pilot designed and delivered under a separate mechanism in October 2005, the TAG decided that this second offering would also be considered a Pilot. In designing this second pilot, careful consideration was given to the critiques and recommendations emanating from the 2005 EOC Pilot with the objective of addressing those critiques in the design and delivery of this second Pilot. As in the first EOC Pilot, the current Pilot was evaluated thoroughly in writing on a session-by-session basis and an overview basis (mid-term and final) by participants and TAG. The evaluation results were summarized and analyzed for the purpose of creating recommendations for further improvements in the next offering (planned for CY2008). The use of evaluative tools in informing recommendations is discussed in Section III. The evaluation templates are provided in Appendix A of this report.

Basic information about the second EOC pilot is as follows:

Location	Marriot Residence Inn, Bethesda MD
Course Dates	May 14 – 25
Total Number of Sessions	44
Total Number of Presenters	76
Total Number of Participants	43

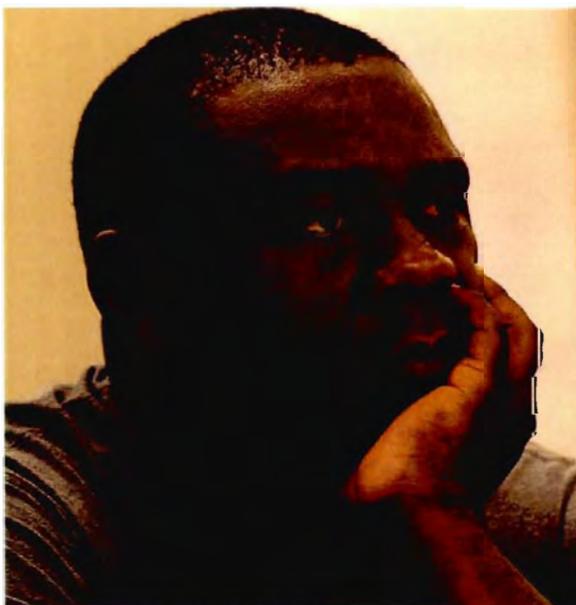
This report is broken out into 4 major sections:

- **Section I: Course Design and Delivery** — This section basically addresses all the facets of designing the course and delivering it. It describes and analyzes the effectiveness of the:
 - TAG and contractor roles in the design and delivery process;
 - Revision of the Skills and Knowledge List and its designing the EOC;
 - Participant Survey as a tool to gain information about experiences and current challenges facing the prospective EOC attendees;
 - Agenda and method of its creation;
 - Management of presenters including the role of the PPMT contractor, TAG and other USAID staff.

In addition, this section contains a full description of how the course was announced and how participants were selected and communicated in terms of pre-course logistics and information upon arriving at the course.

Course facilitation by the PPMT contractor is also discussed.

- **Section II: Assessment Methodology** — Because this offering was designated as a pilot, on-going assessment and evaluation was a critical part of the effort for participants, the contractor and the TAG. This section describes that methodology and formats used, the rationale behind it and the results of the assessments. Following the overview on assessment methodology, session by session analysis is provided. These analyses include session ranking and discussion on 5 facets of the evaluation process:
 - Whether stated Learning Objectives were appropriate;
 - Whether the session met the stated Learning Objectives;
 - Overall pacing and length of session;
 - Appropriateness of the number of presenters; and
 - Individual presenter ratings.
- **Section III: Recommendations for Future Offerings** — This section consolidates the recommendations identified in all areas of the course — from logistics to course design and content. An important part of this section is the table listing the topics/sessions to be considered the starting point for the next EOC offering.
- **Section IV: Appendices** — The appendices are referenced throughout the report. Many of the appendices will serve the future EOC offerings as templates to build upon; others include detailed information about this EOC offering (e.g., participant list). In addition, the evaluation of venue and other logistics items are included in an appendix.



Cornelius Chipoma, (Education Specialist, US AID/Zambia)



Hala H.M. E-Serafy, (Senior Education Specialist, US AID/Egypt)

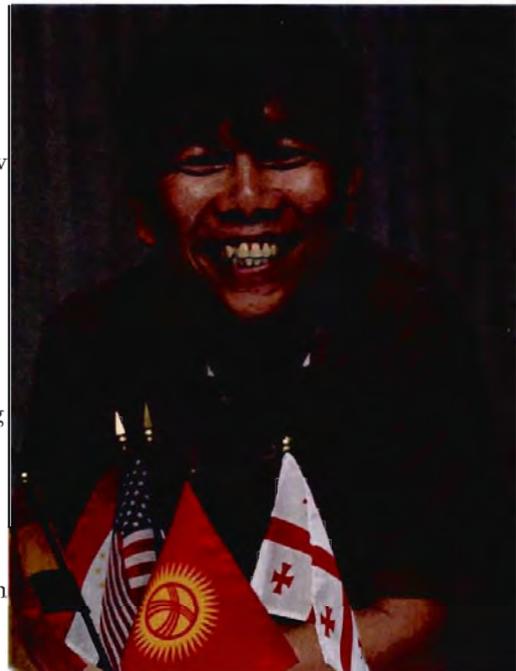
I. COURSE DESIGN AND DELIVERY

The course design was a major undertaking involving an intense time commitment from TAG members over 8 months and other USAID staff in the final 3–4 months. The starting point for the design was the review of the findings and recommendations from the initial EOC pilot.

Major recommendations from the initial pilot were either fully or partially implemented ensuring that pitfalls of the previous pilot were not repeated. Notable among the recommendations successfully addressed include:

- More hands-on involvement of USAID staff in the design and delivery;
- Content that was more relevant to education at USAID and representative of materials appropriate for an overview course;
- Fewer institutional contractor managed segments;
- Clarity on relation of segments to one another;
- Better overall sequencing of sessions;
- More relevant content with a minimum sessions addressing mechanisms¹ over education basics;
- A qualitatively improved lodging and classroom venue within the Metropolitan DC area;
- Improved facilitation keeping presentations focused and on time; and
- Greater use of Adult Learning Methodologies.

This section identifies and discusses all facets of the course design process and delivery.



Sieng Heng,
(Development Assistance Assistant/ Education, USAID/
Cambodia)

¹ The sessions that did focus on mechanisms during this pilot did so to the surprise of the TAG as this was counter to directions provided to all presenters.

TEST ADVISORY GROUP

TAG Role — The TEST Advisory Group provides the required technical assistance and overall direction for the TEST program. As indicated in the introduction, IRG was contracted to implement the TEST program through a Task Order issued on September 30, 2006 under USAID's Program Project Management Training (PPMT) Indefinite Quantity Contract (IQC) mechanism. The Post Award Meeting was held at USAID on October 31, 2006 with the Cognizant Technical Officer and all other TAG members. Project-related TAG meetings began in earnest in November 2006. IRG key personnel under the Task Order serve as "adjunct members" of the TAG providing technical assistance and implement the activities required under the TEST project; therefore IRG key personnel are in attendance at almost all TAG meetings. Where TAG is discussed, it includes IRG key personnel.

Membership — The TAG is headed by a chair who serves one year. In addition to the chair and to the IRG key personnel, the TAG is composed of a representative from each regional bureau and several from EGAT/ED. The TAG membership during the design and delivery of the EOC course (November 2006 – May 2007) was comprised of the following individuals:

- Rebecca Adams, Education Officer, EGAT/ED/BE (**Chair**)
- Roberta Cavitt, Education Team Leader, ANE/TS
- Lubov Fajfer, Education Development Specialist, E&E/DGST
- Cheryl Kim, Education Team Leader, LAC/RSD/EHR
- Catherine Powell Miles, Education Officer, AFR/SD
- Jim Nindel, Program Analyst, EGAT/ED/PT
- Mei Mei Peng, Education Specialist, EGAT/ED/HEW
- Iris Young, Education Officer, EGAT/ED/HEW (**Cognizant Technical Officer** for TEST Task Order)
- Barbara Bocker, Sr. TEST Manager, Consultant to IRG/PPMT
- Katherine Curtis, TEST Manager, IRG

EOC Process — The time commitment of the USAID-employee TAG members was significant and critical in the positive outcome of the deliverables. All details of the course design were discussed at TAG meetings with multiple discussions and iterative review by TAG members of the TEST deliverables: Skills and Knowledge List, EOC Agenda, Participant Survey Tools, EOC Evaluation Tools, and Participant Communiqués. In addition, details of EOC logistic arrangements were discussed by the TAG as IRG negotiated the contract with the hotel and others providing logistical support.

The TAG met weekly from November – February with many e-mail exchanges of documents and comments between meetings. Beginning the week of March 19, 2007, the TAG began meeting twice a week based upon the volume of remaining tasks between then and course delivery May 14 – 25th. Meetings were documented through minutes highlighting decisions made at the meetings and actions items for the following week.

TAG Analysis — The regular and in-depth involvement of the USAID employees on the TAG required a tremendous commitment of time and intellectual energy that was required in addition to maintaining the workload of education portfolios. For the most part, the efforts of the TAG were focused on making the course as relevant as possible for the participants, improving upon the first EOC pilot, managing the development of high-quality content, and identifying the most appropriate speakers to deliver given content.

While the intensity of TAG involvement and the course design ensures that a next offering will not be “off-the-shelf”, the TAG has set forth certain fundamental recipes for success in numerous areas. Future TAG members will benefit greatly from the lessons learned during this EOC pilot and — though still labor-intensive — will be streamlined. Specific recommendations are discussed in Section IV.



Rebecca Adams



Roberta Cavitt



Lubov Fajfer



Cheryl Kim



Catherine Powell Miles



Jim Nindel



Mei Mei Peng



Iris Young

SKILLS AND KNOWLEDGE LIST

Revisions — Beginning in November, the first order of business for the TAG was to revise the Skills and Knowledge List. The former Skills and Knowledge List served both as a list of core competencies for USAID education officers and as a survey tool for the same audience. While the list was comprehensive, it was perhaps overly so and cumbersome and vague as a survey tool.

The Skills and Knowledge List was first updated to integrate the revised Foreign Assistance Framework. Upon review by the TAG, greater streamlining of the list was suggested. After several iterations of revisions, Mei Mei Peng (TAG Member) drastically reduced and consolidated the list resulting in the much clearer and streamlined version of the Skills and Knowledge List. This version of the List was used in mapping both the course objectives and EOC sessions to ensure relevance of the EOC to desired staff competencies.

TAG Assessment — More work will be required on the Skills and Knowledge List particularly as the TAG develops a comprehensive training strategy as part of an EGAT-wide initiative; however, the current list is comprehensive but manageable and continues to serve the TEST project well in its direction on course content. Specific recommendations are discussed in Section IV.



Mavjuda Nabieva, (Education Management Assistant, USAID/Tajikistan) and **Shahnaz Hakim**, (Project Management Specialist/ Education, USAID/Afghanistan)

PARTICIPANT SURVEY

Basis for Survey — While originally the Skills and Knowledge List was anticipated to be used as a Participant Survey, the relative complexity of using it in the past caused the TAG to reconsider its short term goals.

The main surveying goal of the EOC prior to the second EOC pilot consisted of discovering who its workforce was. That is, finding answers to question such as:

- Years of experience with USAID
- Years of experience in International Education
- Years of experience in Education at USAID
- Highest Degree achieved
- Nature of Degree



Mimy Santika.

(Project Management Specialist/ Office of Education, USAID/ Indonesia)

international education and limited experience with USAID supports the need for a very strong, centralized and focused professional development program. The EOC should continue to serve as the basic introduction to education at USAID; informing staff of the history and current objectives of USAID's education program, and acclimating participants to basic terminology and key focus areas of USAID funding. The second EOC pilot achieved many of these goals with recommendations for missing content included within this document. Two major areas of omission include: basic terminology and fundamental education statistics. Specific recommendations are included in Section IV.

FIGURE 1.0 LEARNING OBJECTIVES OF THE EDUCATION OVERVIEW COURSE (EOC):

- Learns the relationships and modalities of the USG in the context of Foreign Assistance and how these apply to education programming, including earmarks, initiatives, and roles of Congress and USG agencies.
- Understands USAID's Strategy for Education including the objectives and guiding principles, key concepts, categories of funding (e.g., basic education), nomenclature, statistics, and relationship to Agency Objectives.
- Becomes capable of identifying the roles and responsibilities of principal entities in the Education Program Area, covering USAID's Washington and field offices, donors in country of operation, and involved USG agencies.
- Understands the history and experience of USAID Education Programs, including trends, lessons, and particular regional challenges.
- Learns the basic mechanisms for implementing Education Programs without overlapping with other related courses on implementation.

As the Skills and Knowledge List does not address these questions, a separate Education Staff survey was created and distributed worldwide to Education staff. While there is no way to know how many and which education staff were missed, those who did respond provided a picture of an educated but very junior workforce. This supports the need for a strong professional development program at USAID for its education workforce.

TAG Assessment — As noted in the TEST Task Order Statement of Work, USAID's education workforce suffered dramatically in staffing cutbacks in the mid-90's. The rapidly expanding education earmark and refocusing of the agency on education has resulted in a rapid recruitment of staff to manage USAID's education programs. Again, the relative inexperience with

AGENDA

Initial Draft — Work on the course agenda began in December 2006 following on the work completed on the Education Skills and Knowledge List. The course agenda was based upon the objectives created by the TAG during a November 2006 meeting facilitated by the PPMT Test Team.

The first draft of the EOC agenda drew heavily on these objectives and the current USAID Education Strategy Document. The annotated draft agenda was completed by the IRG PPMT Team and submitted to the TAG on January 29, 2007. The agenda envisioned a design which would rely on 1 to 2 expert education trainers with experience in USAID education programs who would cover most basic topics. These trainers would be supplemented by guest speakers. The use of 1–2 key trainers covering many of the basic topics was proposed to address the comments from the May 2005 EOC pilot in which presentation sequencing and relation of topics was not clear. In addition, presentations and materials were not consistent, timely or uniformly professional in the original pilot.

In lieu of providing comments to the draft, the TAG created a revised agenda which reflected the desire to have specialists present each area.

Participant Feedback on Agenda — Participant evaluation of the design of the course occurred in the final evaluation. Participants generally gave the sequencing and overall content high marks. As reflected in the Section II, Executive Summary, the participants uniformly found the course to be a worthwhile investment. Participant views diverged on course length with some participants stating that one week would have been better or suggesting ways to breakup the overview course into two courses. Participants were fairly unanimous in the comment that most sessions contained too much information for the time allotted. Session materials and relevance were evaluated by participants in session evaluations — the results of which are discussed in the session by session analysis contained in Part IV of this EOC Evaluation document.

Participants gave high marks to the facilitation with several participants noting that they had never participated in a course that so completely reflected the timing outlined in the agenda.

Some participants also mentioned that a field trip to a school or to the RRB would have been a nice addition to the course and created a nice diversion to the otherwise primarily straight seminar delivery of the course. Other participants suggested more exercises that would focus on applying knowledge learned.

TAG Assessment — Though this design calls for multiple presenters and included the potential to repeat design weaknesses from the initial pilot, it was a solid agenda covering all education topics as identified by the Skills and Knowledge List. It was agreed that better management of presenters and materials, stronger facilitation by the PPMT contractor and more USAID involvement in the design process would minimize the potential for problems. In addition the revised TAG agenda built-in some sequencing logic so that course days did not appear random and disjointed. The in-depth involvement of the TAG during the months prior to the course delivery was absolutely critical to the success of this design. The first version of this design was created on February 9, 2007. This document underwent 19 version updates between February – May, reflecting minor changes in sequencing and updates to session timing, presenters, objectives and titles. The first and final versions are provided in Appendix A. In the final analysis, the design of the TAG was successful though the original agenda design had anticipated a more immediate approach to off-the-shelf presentation.

The number and frequency of participant comments regarding too much content for session time allotted made it clear that future EOC offerings must address this. Ideas for future EOC agendas include:

- Viewing the two week space as a larger canvas by including evenings and weekends similar to the Executive Leadership Course taught in Charlottesville.

- Creating several days of concurrent optional sessions on certain topics to allow participants to pick and choose sessions which are most meaningful to them.
- Devising a better system for managing presenters such that envisioned TAG review of session materials can occur prior to presentation.

The last point is perhaps the most difficult to implement; however, with more lead time to work with presenters, more materials may be developed and submitted in advance.

The issue of a more participatory type course is difficult to address given the overview nature of the course and the number of topics to be covered. However, the TAG agreed that a field trip or school visit should be considered. A revised agenda is included in Section IV.



Suezan C. Lee, (Education Program Specialist, EGAT/ED/BE), and **Arturo Acosta**, (Education Officer [NEP], EGAT/ED/BE)

MANAGEMENT OF PRESENTERS

USAID Coordinators — As mentioned in the agenda discussion above, the working agenda of the TAG required a strategy to manage the multiple presenters envisioned. In response, the TAG designed a very effective and comprehensive approach. Each of the EOC modules was assigned a USAID Coordinator to ensure that presentations and presenter(s) were appropriately guided by USAID education staff. Many of the USAID Coordinators for modules were members of the TAG, but not all. A TAG member was assigned to all USAID Coordinators who were not TAG members to ensure direct communication lines to the TAG. The role of the USAID Coordinator was defined as follows:

- To serve as the primary point of contact with presenter(s);
- Provide guidance for presentation development;
- Monitor progress; and
- Communicate to the TAG any issues, concerns, or delays.

USAID staff were used in this role based upon lessons learned from the first EOC pilot. Namely, that the first EOC consultants were not successful in directing other USAID contractors in the coordination effort and more importantly, that USAID staff were uniquely qualified to determine the appropriateness of session objectives and content.

Instructions for USAID Coordinators — The TAG and PPMT TEST Team met with the USAID Coordinators in February 2007 introducing the EOC Course agenda, explaining the USAID Coordinator role, the TAG role and the PPMT TEST Team role and identifying the timeline for completion of duties. It was acknowledged that the available lead time for coordinating a two week course was — at that point — undesirably short. USAID Coordinators were provided detailed information regarding their role at this meeting and in subsequent e-mail guidance.

Specifically, USAID Coordinators were requested to:

- Initiate contact with respective CTOs, where relevant, and proposed presenter(s)
- Confirm availability of presenter(s) for the date and time agreed upon by the TAG
- Discuss with presenter(s) module purpose and linkages to the Education Skills and Knowledge List
- Provide final wording for module title and purpose statement
- Establish presentation parameters with presenter(s)
- Communicate and monitor time lines for deliverables
- Complete a module outline summary page to serve as the presentation outline and for inclusion in the participant workbook.

The USAID Coordinators were asked to consider a number of factors when communicating information to presenter(s) about module development. These were as follows:

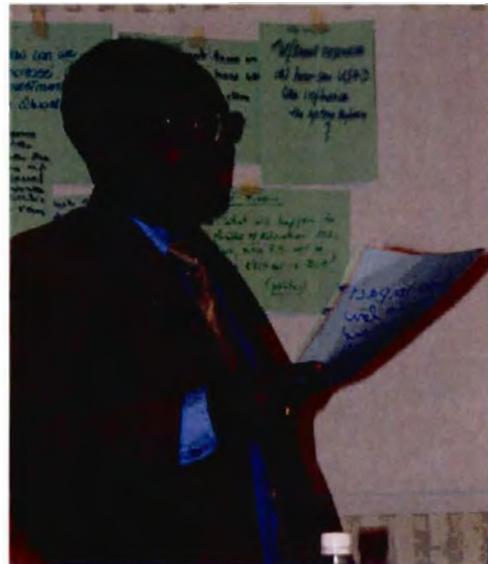
- The course is an overview course and the module content should reflect this. Given the need to include a number of essential topics, most sessions will have a limited time frame.
- Ascertain the amount of time allotted to lecture verses interactive time with participants. Most presentations should include an interactive component.

- Where a presentation includes an interactive activity, discuss with the presenter how best to make it relevant to the participants by including practical examples and applications.
- To the extent possible and where relevant, provide examples for each geographical region.
- All sessions should anticipate the need for a question and answer component of at least 5–10 minutes.
- The EOC is in a second pilot phase and will require time for evaluation. All session presenters should be alerted that about 5 minutes of their allotted time will be dedicated to the session evaluation.

TAG Assessment — Use of the USAID Coordinators was critical in identifying and lining up appropriate presenters. However, USAID Coordinators were not successful in obtaining session materials by requested deadlines. Additional lead time in preparation would have increased the probability of receiving session materials in a timely manner since the TAG would have had more time for meeting with the USAID Coordinators and follow-up. Recommendations to streamline this process are included in Section IV.



Ibrahima Sissoko, (Program Development Specialist, USAID/Mali)
 [Far Right Background — **Abdulhamid Alajami**, (Senior Education
 Advisor and Team Leader; USAID/Yemen)]



Tesfaye Kelemework, (Deputy Chief Basic
 Education Services Office, USAID/Ethiopia)

SESSION MATERIALS

Process — Because of the use of EOC design, course content was in the hands of multiple presenters who were, in turn, managed by assigned USAID Coordinators and TAG members. Deadlines for materials from session presenters to their respective USAID Coordinator were established as follows:

- Draft outline by Friday, March 16
- Draft presentation by Friday, March 30
- Final presentation by Monday, April 26

As part of the guidance sent to USAID Coordinators for presenters, the TAG included guidelines for materials, guidelines for PowerPoint and a USAID template, templates for Presenter Biographical Statements, and guidance on creating interactive sessions. All documents provided to the USAID Coordinators are found in Appendix A.

Despite best efforts of the TAG, very few outlines or biographical statements were received by the requested deadlines. This fact is one of the challenges in the multi-presenter design. The weeks leading up to course delivery were spent in follow-up by TAG members to their assigned presenters/coordinators to obtain the required information.

The PPMT TEST Contractor established a “drop-dead” date for receipt of materials to be included in the participant workbooks. This date was one week prior to course start and represented the minimum time needed to print and compile 55 books for each week. As of the drop dead date, all session outlines and almost all biographical statements were received. These were formatted and placed in Week 1 and Week 2 binders, as appropriate. The binders were tabbed by session and included an introductory section and a biographical statement appendix.

Few full session materials were received by the deadline; however, those that were in hand were included in the book. The PPMT TEST Team utilized 3 ring binder notebooks for the participant manuals so that materials brought to the sessions by the presenters could be added to the participant manual by the participants themselves. Most presenters brought their PowerPoint, their session handouts and other reference materials with them (50 copies, 3-hole punched). While this ensured a complete participant workbook by the end of the course, it did not allow USAID Coordinators, TAG members or the PPMT TEST Team any opportunity to review the session materials for adequacy, appropriateness or adherence to the proposed session objectives.

TAG Assessment — Though not screened by the TAG as envisioned, the session materials were generally of high quality — with a few exceptions. The use of 3 facilitators so that materials could be managed as received at the last minute was paramount. All presenters must be reminded to bring enough copies of all materials for all participants as this was a common participant complaint when handouts were not available. Not surprisingly, the fewer the presenters, the better coordinated the presentation generally was. In most cases, presenters had too much material for the time allotted and ended up rushing the presentation or not finishing it. This fact was commented on by many participants throughout the course. Recommendations regarding session content are included with individual session write-ups.

COURSE PARTICIPANTS

Course Announcement and Registration — Potential participants were notified of the course offering through a USAID General Notice issued by USAID/EGAT/ED (Appendix A). The General Notice included a brief description of the course, application procedures and recommended pre-requisites established by the TAG with assistance from the PPMT TEST Team.

Participant Selection — The guidance in the General Notice was based upon the contractual optimum number (24 to 30) of course participants. Once the applications were submitted, much discussion ensued regarding how and if the field should be narrowed to the originally planned number of 24–30 participants. Due to uncertainty about future course offerings and the high number of applicants, the TAG decided to accept all 44 applicants. Part of this decision was based upon experience of some TAG members with the Global Health Office training courses. These multi-presenter seminar style courses are successfully provided to over 50 participants at a time. A compilation of the backgrounds of the 44 participants was created for TAG use and for distribution to presenters. All USAID regions were represented at the course as follows: Africa (14), Asia Near East (14), Europe and Eurasia (3), Latin America and Caribbean (7), and AID/W (4). A full listing of all participants is provided at Appendix A. The background results for participants based upon responses to the participant survey are provided in Tables B.1 – through B.5.

Table B.1 - Total years employed by USAID in any capacity

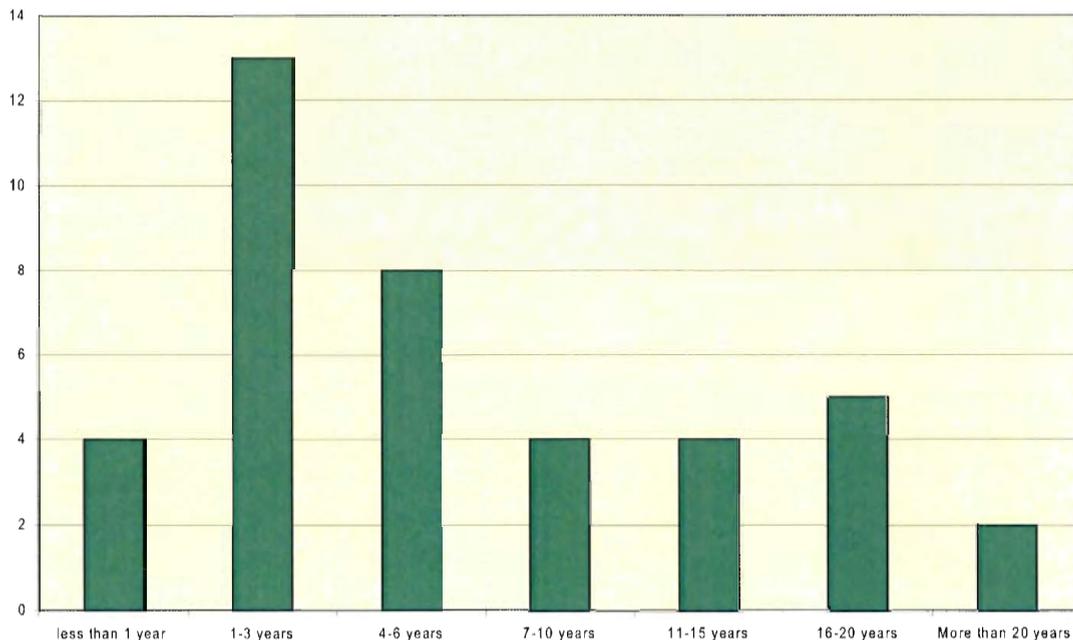


Table B.2 - Number of years working in education in USAID

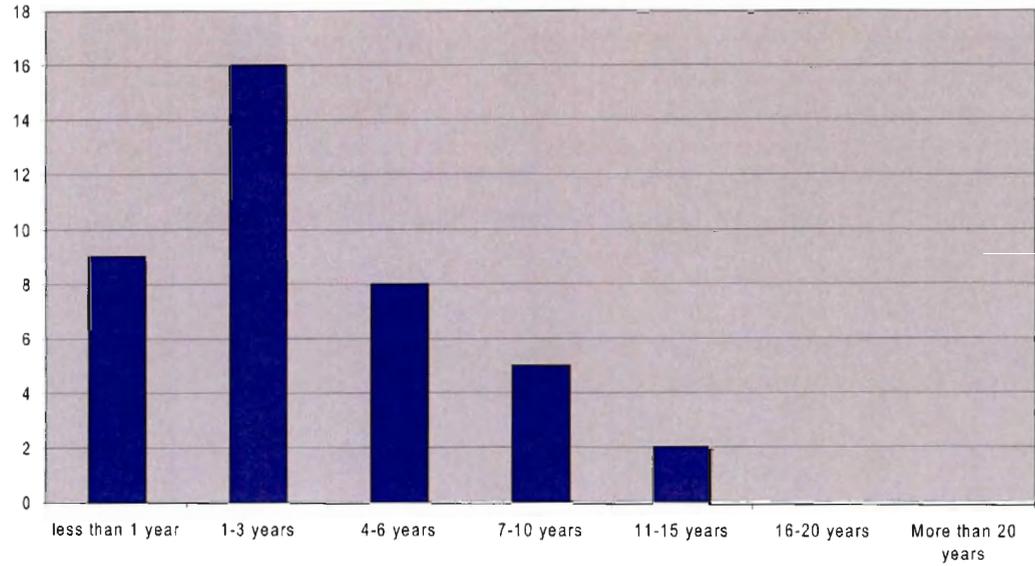


Table B.3 - Number of years of International education experience prior to Initial employment with USAID

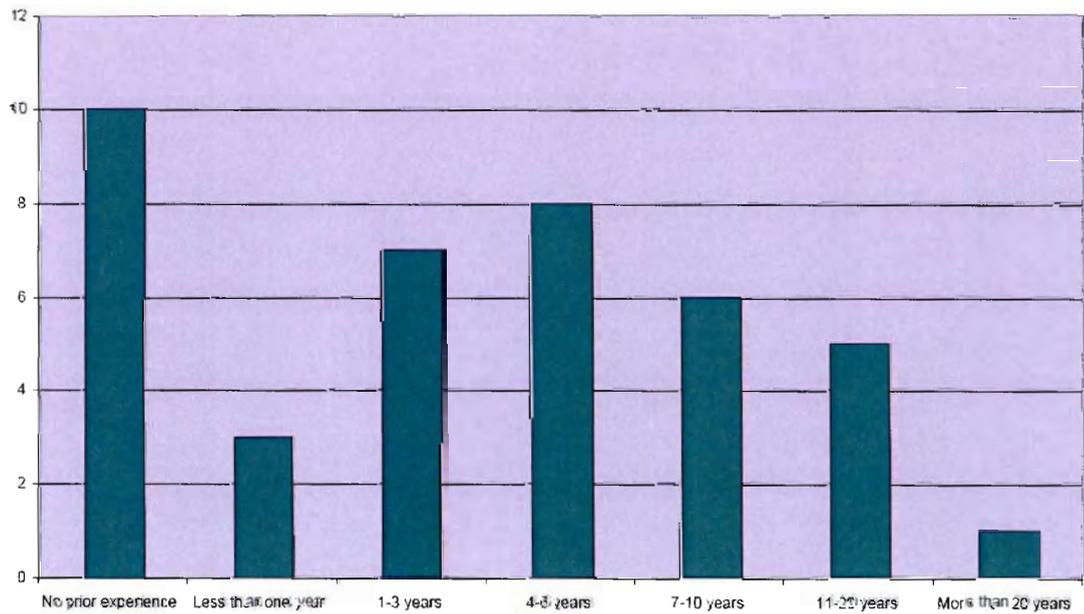


Table B.4 - Highest level degree earned

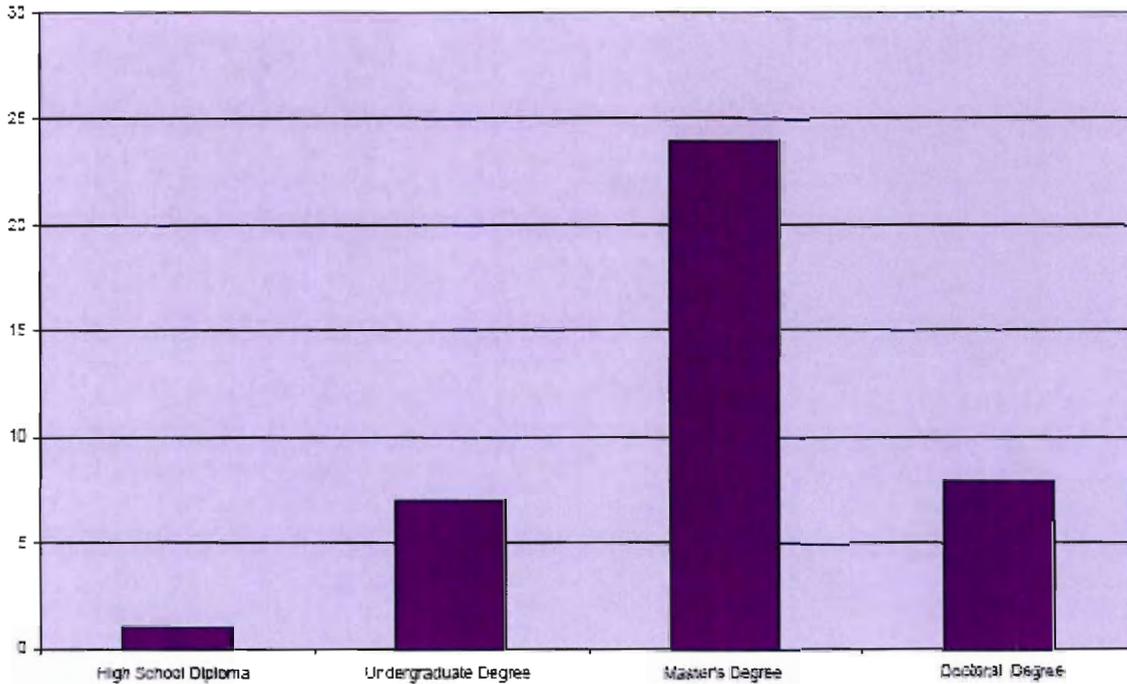
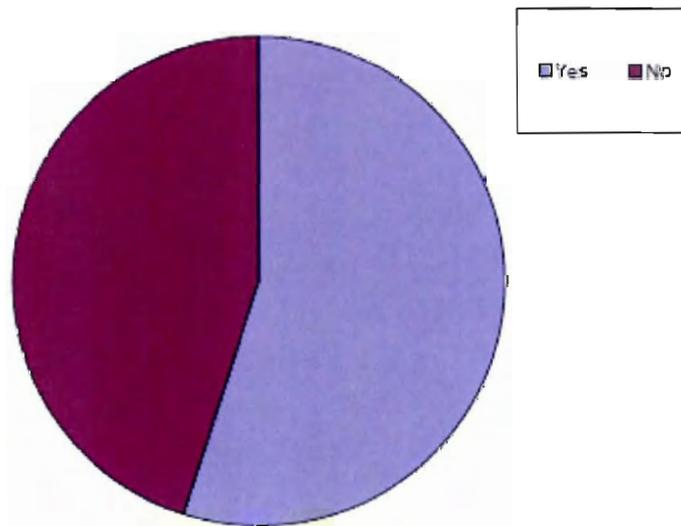
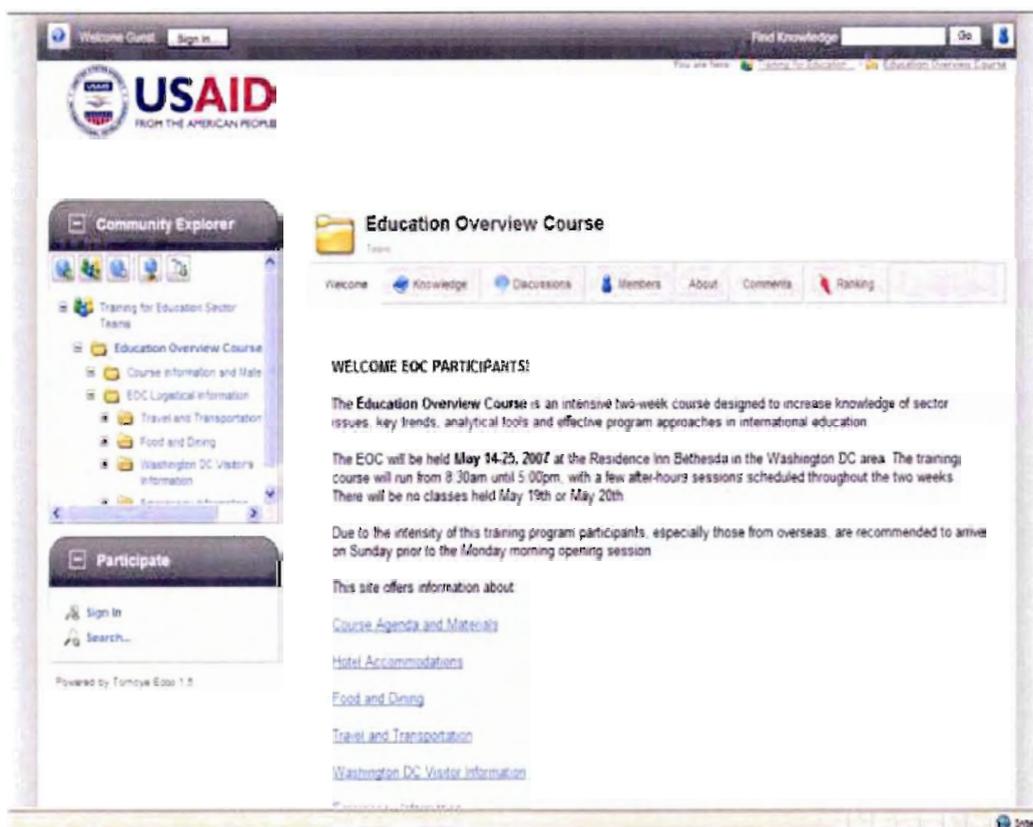


Table B.5 - Degree earned in Education



Pre-course Communication with Participants — Notification of acceptance in the course and information to participants regarding course logistics was distributed through a website created by the PPMT Test Team as well as through regular e-mail dialogue. Participants were provided with a link to the website in an e-mail with full instructions for accessing and navigating the site. A screen clip from the website is provided on the following page. All information provided to participants from the PPMT TEST Team is included in Appendix A.



Participant Welcome Folders — The PPMT TEST Team and the TAG created a welcome folder for each EOC participant which was provided to the participant on the first day of the course. This folder included a welcome letter from the TAG, a listing of TAG members with photo, maps of DC, Metro maps, tourist information and brochures, an Emergency Information card, and lists of nearby restaurants and shopping. The welcome letter and PPMT TEST Team handouts are provided in Appendix A. The other handouts were brochures obtained from various DC Welcome Center and other venues.

Participants Evaluation — Participants commented on communications and logistics in the final evaluation only. Comments from participants were generally positive with some of the same comments regarding the length of lunch break, snacks and microphones repeated under this element (in addition to its mention under the “Facilities” element). Comments included:

- “...we received good guidance before and during the training on what would go on...”
- “...very well organized workshop. Things just flowed well...”
- “...very effective support and assistance...”
- “...excellent...”

TAG Analysis — In discussing the participants, the TAG’s only comment was related to class size. It’s clear that class size can exceed the 24–30 “optimal” number of participants in the contract without affecting the quality of the course. This finding is important since much time was spent in determining how to allocate seats by region and how to determine which applicants to accept and which to defer. Future offerings of the EOC pilot need not include this step.

It also appears that communications to the participants prior to and during the course was outstanding.

The participants were well-informed of all course logistics and local information. The level of detailed information provided to participants was at the request of the TAG and appeared to be greatly appreciated by the participants.



Mark Sorenson, (Workforce Development Advisor; USAID/Sri Lanka), **Roberta Cavitt**, (Education Team Leader; ANE/TS)

COURSE FACILITATION

Facilitators — The course was facilitated by 3 PPMT TEST Team facilitators: 2 of whom were key personnel working with the TAG from the initiation of work under the TEST Project Task Order. The third expert facilitator was brought to the project for course delivery purposes only. This was a necessary addition once the course size was set at 45 participants and the video/live-feed task was added. In addition, because most session materials were not in-hand prior to the course start date, it was important to have one course facilitator available to meet with incoming presenters to gather PowerPoint presentations and handouts, review the session objectives with the presenters and provide any updated information regarding participant requests or other logistical issues. While this exchange with incoming presenters occurred, another facilitator was in the classroom moderating the on-going session particularly the introductions, question and answer sessions and maintaining the time limits available for the session. This last point was important as a key complaint in the first EOC pilot was the failure to honor the proposed schedule. The third facilitator was generally focused on participant issues, video-graphy, equipment maintenance (microphones, laptops, PP projector) and management of venue issues (e.g., coffee breaks, etc).

The participant evaluation of the initial EOC pilot rated “games” and “icebreakers” very poorly and therefore, the design of this pilot did not include these items. However, each morning consisted of a 30 minute block of time in which the facilitators could address issues from the previous day’s sessions, introduce the current day’s sessions, respond to participant issues/questions regarding logistics, etc. It was also decided that several quick “ice-breaker” type activities would be tried initially and either abandoned or continued on later days based upon participant reaction. These icebreaker activities were well-received and continued for the duration of the training. Two key concepts used alternatively in the icebreakers were: (a) make the activity relevant to education in some way; or (b) create opportunities for participants to mix (including frequent changing of tables).

Another important role of the facilitators was ensuring that the EOC appeared as a seamless course, with sequencing that made sense and sessions complementing each other and the course as a whole. This effort was to meant to address the comments from the first EOC pilot that the course appeared to be multiple, unrelated modules with little consistency in presentation style or materials, etc.

TAG Assessment — The facilitation was top-notch with time-keeping being a major success. The facilitators worked with the TAG daily to address issues as they arose during the course — giving participants the confidence that their feedback was important and considered promptly.

II. ASSESSMENT METHODOLOGY

TOOLS AND PROCESSES

Evaluations Tools — As indicated earlier, this EOC offering was established as a second pilot — one which would build upon the foundation laid by the first pilot—and which would also be thoroughly evaluated for further refinement. The goal of the assessment was to determine which sessions “worked” and which ones did not; determine why unsuccessful sessions did not work; and come to consensus on recommendations for each session.

The TAG conducted this assessment through multiple means. (1) **Participant session evaluations** — this tool was a standard questionnaire distributed daily for each session in which participants rated each session on a scale of 1–5 for the following 12 questions:

PARTICIPANT SESSION EVALUATION QUESTIONS:

Presenter(s):

1. The presenter was knowledgeable about the subject.
2. The presenter was prepared and organized for the session.
3. Participants were encouraged to take part in the class discussions.
4. The presenter was responsive to participants' needs and questions.
5. The presenter's energy and enthusiasm kept the participants actively engaged.

Materials:

6. The scope of the material was appropriate to my needs.
7. The scope of the material was appropriate for the overview nature of the course.
8. The material was organized logically.
9. The participant materials (manual, presentation, handouts, etc.) will be useful on the job.

Learning Effectiveness/Job Impact:

10. This session improved by understanding of the topic.
11. I learned new knowledge and skills from this session.
12. I will be able to apply this knowledge and skills learned in this class to my job.

Course facilitators tallied and distributed the results — with few exceptions — the following day. The tool was simple in design and easy for participants to complete. The one design flaw was the presenter rating which forced participants to consolidate a rating for sometimes disparate presenter groups. This flaw was addressed in the TAG evaluation tool discussed in item (4) of this section.

(2) **Participant mid-term and final evaluations** — In addition to session by session ratings, participants were provided with a weekly assessment tool weekly in which they were asked to (a) rank order top five and bottom five sessions of each week and overall and (b) to comment on logistics, venue, facilitation and other issues not specifically related to a single session. Participants were also able to suggest topics for future EOC

courses and make general comments about likes and dislikes of the course. The purpose of this tool was also to identify elements which would provide comparative information between courses. This was the purpose of the top 5 and bottom 5 rankings each week and overall.

(3) **TAG Meetings** — With few exceptions, the TAG met daily to discuss strengths and weaknesses of the day. These discussions encompassed a variety of EOC issues. Though informal in nature, they provided a very productive means of re-grouping, immediate discussion of the previous days' session evaluations and allowed for adjustment in the following days to meet the participants needs.

(4) **TAG Evaluations** — The TAG evaluation was designed to respond to certain flaws in the participant evaluation as well as to answer questions that participants would be unable to evaluate. The flaw that it addressed was individual presenter ratings. Unlike the participant session evaluations, the TAG evaluation provided the opportunity to rate individual presenters who participated in a group presentation. In addition, the TAG evaluation included questions regarding whether sessions appropriately addressed learning objectives. The TAG responded to questions involving learning objectives a bit more critically than the participants since participants would often rate a session highly if they liked it regardless of whether it met the objectives. The most obvious example of this was when presenters focused on specific mechanisms (contrary to TAG instruction) which the participants might have enjoyed but failed to meet overall session objectives. The TAG evaluation included the following questions:

TAG SESSION EVALUATION QUESTIONS:

- Were the Learning Objectives appropriate?
- Did the session meet the Learning Objectives?
- Please rate the overall pacing (within the allotted session timeframe) of the presentation
- Was the length of the session appropriate?
- Please rate the appropriateness of the number of presenters
 - Individual Presenter Ratings
 - Style
 - Pacing
 - Technical Content
 - Applicability of Content
 - Usefulness of Content
 - Additional Comments
 - Keep session as is
 - Keep session topic only
 - Make session optional
 - Delete Session
 - Keep Presenter(s)
 - Keep session with revisions
 - Expand session
 - Shrink session
 - New presenter

(5) **TAG Workshop** — In order to sort through the various written evaluations and come to consensus on recommendations, the TAG held a post-EOC workshop in June 2007 to discuss findings. The

recommendations for each session and overall EOC recommendations emanated from this discussion according to the process discussed below.

Evaluation Process — The participant session evaluations were used to determine how well-received each session was from the perspective of the participants. None of the 44 sessions scored poorly with few sessions receiving marks of “4” or “5”² from participants. As described in the evaluation tools section above, the session evaluations were composed of 12 questions addressing three categories: (1) Presenters; (2) Materials; (3) Learning Effectiveness/Job Impact. Participants responded to each question on a scale of 1–5 with “1” being the highest possible score. At course completion, a total of 14,999 rating responses³ had been provided by the participants for all 44 sessions. The rating responses by percentage are as follows:

Rating	Total Number of Responses	Percentage of Total Ratings Responses
1 (highest)	8093	54%
2	4626	31%
3 (average)	1630	11%
4	502	3%
5 (lowest)	148	1%
Total	14,999	100%

As indicated in the Executive Summary, 97% of all participant session ratings received were “3” (average) or higher with 54% of total ratings coming in at a “1” or top ranking. On these same session evaluations, participants were also able to provide comments on individual presenters, the amount of content, and issues of session timing, pacing and interactivity.

The participant mid-term and final evaluations provided insight into participants’ most and least favorite sessions and also allowed for comments on venue and general dislikes and likes of the whole EOC course. Based on participants scoring of the top five and bottom five sessions, the TAG was able to create a top to bottom ranking of all sessions. This is presented on the following page and is the basis for the “Session Ranking” figure accompanying each session. This hierarchical ranking provides some consistent measure of comparison among all sessions.

The TAG evaluations were an opportunity for the TAG to assess session outcomes against envisioned goals and objectives for the session. Unlike the participant evaluations, the TAG evaluations allowed for disparate ratings of individual presenters. The TAG members also expressly indicated their evaluation of the timing and pacing. Finally, specific recommendations for each session were made.

There was no formulaic decision-making with regards to each session. Rather, all evaluation results were considered and final recommendations agreed upon by the TAG during a 4 hour assessment workshop. The session by session analysis that follows provides the basic information about each session (e.g., presenters, time allotment, objectives, title) and the ranking among all 44 sessions as derived from participant mid-term and final evaluations. The remaining discussion for each session hinges on the results of the TAG evaluation (including discussion of participant comments – representative ones of which are quoted), including final TAG recommendations for use of the session in future EOC courses.

The recommended agenda for the next EOC offering is the sum total bi-product of these analyses.

² Evaluation scoring by participants was conducted on a scale of 1-5 with “1” being the highest possible score.

³ If all participants had evaluated every session and answered all questions, the total number of responses would have been 21,672. Therefore the total of 14,999 represents a 69% response rate.



Arturo Acosta, (Education Officer, NEP, EGAT/ED/BE). **Mohammad Shahidul Islam**, (Senior Education Advisor, USAID/ Bangladesh), **Mera Thompson**, (Deputy Director, Office of Democracy & Conflict Mitigation, USAID/Nepal), **Mark Sorenson**, (Workforce Development Advisor, USAID/Sri Lanka), **Lucy Kithome**, (Management Specialist, Education Technology, USAID/ Sudan)

Education Overview Course (EOC) Summary Session Rankings

Rank	Session Title	Session Number
1	The Basic Education Directive: Parameters and Program Priorities	2.3
2	State-of-the-Art Learning Research and Basic Education	3.6
3	The Impact of Education on (Almost) Everything: EG, Income Distribution, Health and Democracy	2.2
4	Data for Decision Making	7.3
5	Monitoring and Evaluation	8.5
6	Developing and Implementing Performance Management Plans for Education Programs	8.2
7	Historical Overview of USAID Education Programming	1.1
8	The New Foreign Assistance Framework	1.4
9	Framework for System Improvement and Policy Reform	6.2
10	Trends in Measuring Student Performance	8.4
11	Workforce Development and Vocational/Technical Training	3.2
12	Decentralization in Education	7.2
13	Regional Breakouts (Follow-on from AAVDAA lunch)	9.6
13 ¹	Future Professional Development Opportunities	10.5
15	Sector Assessments — Determining Program Priorities	4.2
16	Public-Private Partnerships in Education	5.3
17	Sustaining and Sequencing System Improvement and Reform: Case Studies	6.3
18	Education Finance and Corruption	6.4
19	Key Objectives, Best Practices and Lessons Learned in Support of Primary Education	3.3
20	Gender Equality Strategies in Education	2.4
21	Investing in People Objective, Education Program Area	1.5
22	Case Studies: Assessing Finance and Corruption Issues	6.5
23	Secondary Education	3.5
24	Understanding the Education Indicators	8.3
25	USAID Policy on Education: Impromptu TAG Discussion	9.7
26	Case Studies: Program Strategies and Donor Roles	7.4
27	Education and Fragility	5.4
28	Education in the Muslim World	4.5
29	Institutional Capacity of Host Country Ministries of Education	4.3
30	At-Risk and Out-of-School Youth	5.2
31	Overview of USG Involvement in Education	1.3
32	Overview of Education System Issues	3.7
33	Sesame Street: Optional Evening Session	2.6
34	Information Communication Technology	5.5
35	SWAPS, DBS, and other bilaterals	10.4
36	Perspectives from Legislative and Public Affairs	9.3
37	International Development Architecture I: Monterrey Consensus on Development Financing and the U.S. Millennium Challenge Corporation (MCC)	10.2
38	Adult Literacy	3.4
39	The Higher Education Directive: Parameters and Programmatic Priorities	2.5
40	Changing Demographics	4.6
41	Perspectives from the Basic Education Coalition and Higher Education Community	9.4
42	International Development Architecture II: Paris Declaration on AID Effectiveness and Partnering on Education Support Across Donors	10.3
43	Participant Training	5.6
44	Addressing HIV/AIDs in the Education Sector	4.4

III. SESSION ASSESSMENTS

SESSION I.1 HISTORICAL OVERVIEW OF USAID EDUCATION PROGRAMMING

Session Presenters: Rebecca Adams, Gary Bittner, Ethel Brooks, Julie Hanson Swanson

Session Time: 1 hour, 15 minutes

Session Ranking: 7

EVALUATION:

a. Learning Objectives appropriate: Session 1.1 was an appropriate and important starting point for EOC course participants. Participant comments included:

- “Good introduction to the EOC.”
- “The materials (handouts) were well done and prepared for use during the session was easy to follow the presentation if it was understood the location of the material. However, it would have been useful for the presenters to make page references to the materials during the talk.”
- “Session was generally good. It could use more practical information so that participants can apply to current position (e.g. how did USAID provide funds in the past — at the beginning of the FY — and why did this change.)”
- “This is helpful as it allows participants to understand how the Agency has evolved, as sometimes things were done differently in the past and people want to know why.”
- “To me the course was handled very well. I was impressed by the way historical facts were presented.”
- “Some session [segments] provided too much detail. Better to get a flavor by decades and not a discussion about programming along the years.”

b. Session met Learning Objectives: Yes, with some overlap between presenters on historical milestones.

c. Overall pacing and length of session: Both the TAG and participants felt more time was needed to cover topics presented.

d. Number of Presenters: Too many presenters for this introductory topic. One presenter would suffice and this would eliminate overlap in presentation materials.

e. Individual Presenter Ratings: Some presenters in this session were clearly more dynamic than others. All were well versed in content and participants viewed the session as helpful in allowing them to understand how USAID has evolved. Suggestions for improvement from participants included having the panel include more regarding the “why” of changes instead of simply identifying the sequence of changes and re-iterating milestones in the Agency’s history.

Learning Objectives:

- Understand historical trends in programming basic education, higher education and workforce development.
- Be able to communicate agency and regional focus over the past three decades including cross-cutting themes such as gender and youth
- Integrate trends in tools such as participant training, public private partnerships into daily work.

Key Session Themes:

- Origins of sub-sector education programming and themes (girl's education to gender integration and youth);
- Broad trends in technical focus and resources; and
- Origins and trends in use of tools such as participant training and public private partnerships

SESSION 1.1 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Reduce number of presenters to one
- Remove Gender portion (as it is addressed in its own session later in the course)

SESSION 1.3 OVERVIEW OF USG INVOLVEMENT IN EDUCATION

Session Presenters: Joseph Carney, Greg Loos, Catherine Powell Miles

Session Time: 45 minutes

Session Ranking: 30

EVALUATION:

a. Learning Objectives appropriate: Session is both necessary and important to an overview course particularly given the relatively short USAID tenure of education staff.

b. Session met Learning Objectives: Yes, though participant comments overwhelming noted that there was too much material, too many speakers and too little time with some overlap between presenters on historical milestones.

c. Overall pacing and length of session: Both the TAG and participants felt more time was needed to cover topics presented. Representative participant comments included:

- “The sessions were too rushed, not enough time to engage in discussion.”
- “Some of the material is a little controversial — Presidential Initiatives — and there was too little time to discuss.”
- “Not enough time to discuss how the overall global trends in education should or should not affect our programming.”
- “Presenters really skimmed the surface — way too quick coverage of a very important and complex topic.”
- “Please add more time to this session.”

d. Number of Presenters: Too many presenters for this introductory topic. One presenter would suffice and streamline presentation of content.

- “Session could probably been handled more efficiently by one speaker.”

e. Individual Presenter Ratings: Some presenters in this session were clearly more dynamic than others. All were well versed in content.

Learning Objectives:

- Understand how USG and USAID policy, strategy and operations are influenced by different internal and external forces and actors
- Identify the key documents that guide USAID's support to education
- Comprehend how policy (“ought to”) guidance evolves and transforms through strategic (“can do”) and operational (“will do”) processes

Key Session Themes:

- Introduce Policy Environment
- Provide overview of USG policy and global initiatives and Presidential initiatives in education;
- Provide overview of major global initiatives in education and cross-USG influences on American policy
- Introduce Strategic Environment
- Provide Overview of the USAID Education Sector Strategy including how sub-sector directives (e.g., FTI-support and school fees), and cross-sectoral policies (e.g. gender) are accommodated
- Introduce Operational Environment
- Describe how Presidential Initiatives influence core sector support in regional bureau and mission operations – experiences of the FY06-07 planning processes

SESSION 1.3 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Revise content to reduce volume
- Reduce presenters to one or two

SESSION 1.4 THE NEW FOREIGN ASSISTANCE FRAMEWORK

Session Presenter: Parrie Henderson O' Keefe

Session Time: 1 hour

Session Ranking: 8

Learning Objective:

Provide an expert overview to participants of the New Foreign Assistance Framework, explaining its creation, purpose and status.

EVALUATION:

a. Learning Objectives appropriate: Yes; because changes in Agency processes and policies emanating with the New Foreign Assistance Framework are currently being implemented at USAID, every USAID employee is affected. The learning objective of this course is considered very appropriate for an overview course during this period of implementation of the change process.

b. Session met Learning Objectives: There was some expressed desire for more time to cover the basics and/or to ask more questions of the expert speaker. Participants found it useful as indicated in comments:

- “Terrific! Wish there had been more time given to it. This may be the most forward looking topic we will have over the two weeks. It warrants more time.”
- “Very informative, candid discussion advanced my knowledge of F process and was greatly appreciated. Parrie is a strong presenter.”
- “This was the most useful session to me. Parrie is very engaging while also having a very complex and unorganized process. Very good!”
- “Very useful!”
- “A very good segment although really challenging. Consideration could be given to involve the presenters in working sessions if possible. Thoroughly enjoyed this one.”
- “Absolutely useful, engaging and clear.”
- “The presentation was very useful and the presenter is very knowledgeable of what she presented.”

c. Overall pacing and length of session: Both the TAG and the participants rated this presenter's style and pacing very high. Representative participant comments include:

- “This was the most useful session to me. Parrie is very engaging while also having a very complex and unorganized process. Very good!”
- “Presenter had very good skills to keep people interested and aware — very good knowledge of topic but presented with good humor. Materials were visually interesting but would have been nice to have a copy before hand.”
- “The presentation was very useful and the presenter is very knowledgeable of what she presented.”
- “It was the best presentation among these four of this first day.”

- “Parrie — excellent choice!”
- “Great presentation! Parrie was able to explain well — with lots of explanation — the reform process and how it applies to education.”

d. Number of Presenters: One was appropriate.

e. Individual Presenter Ratings: See discussion c. above.

SESSION 1.4 RECOMMENDATIONS

Keep session and topic with the following revisions:

- Expand session time to allow for Q&A
- Identify new presenter

SESSION 1.5 INVESTING IN PEOPLE OBJECTIVE, EDUCATION PROGRAM AREA

Session Presenters: Joseph Carney, Gloria Steele

Session Time: 1 hour, 10 minutes

Session Ranking: 21

Learning Objective:

Continue discussion of the New Foreign Assistance Framework focusing in on the Objective related to Education and the Education Program Area itself.

EVALUATION:

a. Learning Objectives appropriate: Yes; providing an understanding to the Education Workforce of the framework in which they are now expected to operate is a critical objective for a session in the overview course.

b. Session met Learning Objectives: This session did in part meet its learning objective but spent too much time providing general information about the Framework as opposed to honing in on the specifics of the IIP Objective and Education Program Area. This fact was raised in numerous participant comments:

- “I think that the material presented was a repetition of what we heard in the previous session.”
- “There was some overlap in Parrie’s presentation, Gloria’s and Joe’s. Perhaps some better coordination is needed — some slides were even the same.”
- “It was kind of a duplication/repeating the Foreign Assistance Framework.”
- “Good overview — but repeat from previous sessions during the day.”
- “Presentation repeated some of the information clearly covered in previous session.”
- “Seems like an overlap of earlier session.”

c. Overall pacing and length of session: The length of session is fine with the note that the full session should be spent on the objective and overlap with previous session should be eliminated. Better coordination with presenters will assist in addressing the overlap issue.

d. Number of Presenters: Two presenters for this topic are fine.

e. Individual Presenter Ratings: Ratings of presenters were very uneven. Participants expressed appreciation for the “real-life” examples but others described the session as “blah”. Clearly the overlap did not help and

more engagement of the participants at the end of a long day would provide better results. Representative (and as noted—disparate—) comments follow:

- “I liked the examples provided. The real life cases quoted from the missions. It also gave me an idea about the Agency priorities, which weren’t clear to me back at my mission. This is the first time that I heard about the need to direct 60% of the resources to primary education. The feeling at my missions is still that higher education and technical and vocational education training are the important sectors.”
- “Should have been more interactive, could have solicited feedback and examples of program sub element activities from the participants. Too much talk — some of the discussion would have been good if it occurred earlier in the presentations. Brining in sample of OP submissions would have made it more active.”
- “Very blah, unfortunately. Maybe the end of a long day took away from this session.”
- “A very good closure to a very good start. Useful, informative and has provided a good reference point for future work.”

SESSION 1.5 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Change content to eliminate overlap with other sessions;
- Add interactivity
- Revisit who will present

SESSION 2.2 THE IMPACT OF EDUCATION ON (ALMOST) EVERYTHING: ECONOMIC GROWTH, INCOME DISTRIBUTION, HEALTH AND DEMOCRACY

Session Presenter: Don Sillers

Session Time: 1 hour, 15 minutes

Session Ranking: 3

EVALUATION:

- a. Learning Objectives appropriate: Yes.
- b. Session met Learning Objectives: Yes; the learning objectives and themes were clear, well-conceived and were strictly followed in the presentation.
- c. Overall pacing and length of session: Session 2.2 was *the top-rated* session for Week One and as noted above finished number 3 overall. The presenter was one of the few who submitted materials on deadline. It is also clear that designed materials he practiced pacing his presentation to ensure completion within the allotted time.
- d. Number of Presenters: One was appropriate.
- e. Individual Presenter Ratings: This presentation was very well received by participants and comments reflected its thought-provoking effects. A very few minority of comments addressed the complexity of the charts and the question as to whether the speaker and presentation was understood by all. The

TAG evaluation was positive. Representative participant comments follow:

- “It is a very important topic. I believe that it needed more than one session. I’d appreciate if more material was provided on this topic.”
- “Very professional presentation with lots of examples.”
- “I liked the empirical, scientific nature of the presentation. The resources, references will be immensely helpful. The statistical discussions/analysis was helpful but its complexity needs to be reduced for the general audience.”
- Speaker very knowledgeable and well prepared good answering questions. Could present some of the slides/key points more slowly with greater emphasis. Thanks!”
- “Excellent, well organized and articulated presentation This was a great presentation. It gives an overall view of how education impacts different areas. It would have been important to know how USAID can help governments in promoting and convincing that education is important. How do we bring this theme into reality?”

Learning Objectives:

- Understand how education impacts growth, income distribution, health outcomes and democracy
- Articulate this understanding when discussing the impact of agency education programs.

Key Session Themes:

Education — growth

- Why growth is important, and why governments care
- Common assumption that increased schooling leads to faster growth
- The bad news — no strong schooling-growth link among developing countries; why not? Where did all the education go?
- Conclusion — If you’re not boosting quality, you’re wasting your time

Education — income distribution

- Why we care — “rapid, sustained, and broad-based EG”
- Assessing the evidence — developed countries, more limited in developing
- Back to the skills mix — implications for programs

Education - health outcomes — especially infant mortality

- Voluminous and consistent evidence that more and better education — especially for girls — reduces infant and child mortality
- But less agreement on why this is so
- New evidence — quality matters for infant mortality as well

Education - democracy

- Quick review — One recent paper by Glaeser and colleagues
- More highly educated population tends to destabilize dictatorships and increase successful transitions to democracy
- More highly educated population tends to stabilize democracy, guard against coups/relapse into dictatorship

- “Presentation was good, especially the material and topic were logically arranged — more interactive one with the same presenter and materials would lead discussion to an excellent one.”
- “Excellent presentation, very useful information that can be used to make the point in the field that Education affects economic growth. Thanks.”
- “In my 18 years with USAID I have never been on a design team for an education activity that included a specific focus on the research from economics of education. From this point onward I’ll be bringing that to the table. Perhaps the best stand alone presentation at USAID training to date! Clear and exciting presentation! Really!”

- “Terrific. Let’s get the tape of Don’s presentation out to the field.”
- “On spot! Thank you for the PowerPoint handout which allows us to follow the presentation over the din of construction.”
- “Speaker was well prepared, organized and knowledgeable.”
- “Excellent session very helpful and interesting. This should be maintained for future trainings.”
- “Very exciting presentation. Helped me think critically about role of education in African countries.”
- “Very well prepared. Presenter very knowledgeable from an economic point of view. Perhaps difficult for presenter to respond specifically to education questions Very important and interesting topic — it frames why education is important to transformational development. A bit complicated topic, though, to come in a very short period.”



L-R: **Cornelius Chipoma**, (Education Specialist, USAID/Zambia), **Lucy Kithome**, (Management Specialist, Education Technology, USAID/Sudan), **Ibrahima Sissoko**, (Program Development Specialist, USAID/Mali)

SESSION 2.2 RECOMMENDATIONS

Keep topic and session “as is”

SESSION 2.3 THE BASIC EDUCATION DIRECTIVE: PARAMETERS AND PROGRAM PRIORITIES

Session Presenters: Robbin Boyer, Cheryl Kim, Don Sillers

Session Time: 2 hours

Session Ranking: 1

EVALUATION:

- a. Learning Objectives appropriate: Yes; provides the core information regarding the largest source of USAID’s education funding.
- b. Session met Learning Objectives: Yes; the learning objectives and themes were clear, well-conceived and were strictly followed in the presentation.
- c. Overall pacing and length of session: Participants rated this session as one of the top five sessions of Week 1 and the **top-rated** overall session for the entire EOC. This session was well-coordinated and well-timed allowing all material to be covered by the 3 presenters during the allotted time frame without rushing the presentation.

d. Number of Presenters: Very appropriate; see comment in c. above also. This time allotment allows for 3 presenters provided the presenters are as well-coordinated as these.

e. Individual Presenter Ratings: Participant comments were uniformly superlative — both in terms of presenters, content, availability of hand outs, etc. reflecting a great appreciation for the clarity provided during the session on the Basic Education directive and Agency policy. The TAG's review of the presenters echoed participant sentiments in that all presenters were found to be engaging and expert in coverage of their respective content. Representative participant comments include:

- “Very useful presentation specifically in the clarification of the policy. I hope that field officers will be incorporated in the revision and updating of the policy.”
- “Simply an excellent presentation and the combination of the formation of the group (who presented jointly) was also perfect.”
- “Very good session. All presenters made a great contribution. Please consider handing out copies of the Basic Education Policy Paper.”
- “Finally — a clarification of Basic Education Directives — thank you!”
- “Very interesting discussion particularly in light of the still unfolding F process. I wish there was more time allotted for this Q/A.”
- “Got good variety of views because 3 speakers gave their sometime different views — that was helpful to hear multiple views.”
- “Great insights on the interplay between directives, earmarks and USAID policy. We struggle with this in the Field and a discussion this was reassuring — yes, there are contradictory pulls in theory and in practice.”
- “Very good set of three speakers. Each complimented the others presentation, and expressed differences actually assisted in understanding the complexity of the issues in policy/funding/field implementation.”

Learning Objectives:

- Understand Congressional directive for basic education, including the relevant parameters, references, and the funding accounts that support basic education.
- Discuss all of the basic education sub-elements, including the priorities as outlined in the current Basic Education Policy.
- Understand the return on investments at different levels of basic education.

Key Session Themes:

- History of the earmark
- The negotiations with the Hill that led to the current Basic Education Policy
- What the policy currently states
- Policy's emphasis on strategic prioritization and development impact
- Basic education elements and sub-elements
- Programmatic priorities identified, based on return on investment
- Process for re-evaluation of the Basic Education Policy

SESSION 2.3 RECOMMENDATIONS

Keep topic and session "as is"

SESSION 2.4 GENDER EQUALITY STRATEGIES IN EDUCATION

Session Presenters: Sabeen Hassanali, Christina Rawley, Julie Hanson Swanson

Session Time: 1 hour

Session Ranking: 20

EVALUATION:

a. Learning Objectives appropriate: Yes; provides basic introduction to the issue of Gender Equity with specific examples for education.

b. Session met Learning Objectives: Yes; the learning objectives and themes were clear, well-conceived and were strictly followed in the presentation. Session materials were based upon existing lengthier gender training courses and were very well-organized and helpful. Integration of ADS policies and requirements on gender into materials would be appropriate and helpful.

c. Overall pacing and length of session: Timing of session was sufficient to cover basics. Recognizing that the some participants would appreciate a more detailed discussion of gender, the TAG recommends adding an optional additional session on gender for the next EOC offering. Pacing was great and participants liked the interactive and participatory nature of the session:

- “Very good session. Interactive (light).”
- “Liked the interactive nature of this session. Appreciated being given training materials/packet/guide — I hope to be able to use it in the field. I wish more than one hour could have been given for this critical issue (2 hours?) So there was more of an opportunity for participants to share experience and best practices in incorporating gender issues in education project design/programming”.
- “It was nice to see adult learning strategies used in this presentation along with participatory approaches good interaction. Session could have been longer — 1.5 hours seemed rushed.”
- “Thank you!”
- “Some more time allocation may be worthwhile.”
- “Very good for short time allocated — it could have used more time though. Because we give lip service to incorporating gender in many of our programs but need more creative ways to do this as a transforming process.”

d. Number of Presenters: Though 3 presenters is a challenging number for an hour long session, these 3 presenters have worked together in the past and did well in honoring the allotted time.

e. Individual Presenter Ratings: The presenters were really viewed without discernable distinction made by participants or TAG on performance.

Learning Objectives:

- Understand the “Increasing Gender Equality” Key Issue in the Foreign Assistance Coordination and Tracking System (FACTS) and how to report against this Issue;
- Understand nomenclature, key concepts of gender dynamics, equity and equality in education.

Key Session Themes:

- Gender dynamics, parity, equity and equality definitions
- Gender Equality Framework
- Continuum of Approaches for Achieving Gender Integration in Programming

SESSION 2.4 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Add ADS and strategies to content
- Add an additional in-depth optional session on this topic

SESSION 2.5 THE HIGHER EDUCATION DIRECTIVE: PARAMETERS AND PROGRAMMATIC PRIORITIES

Session Presenters: Gary Bittner, Ken Lee, Nora Pinzon, Sandra Russo

Session Time: 1 hour, 30 minutes

Session Ranking: 39

EVALUATION:

a. Learning Objectives appropriate: Yes; provides overview of the second largest source of funding for USAID Education Programs.

b. Session met Learning Objectives: In small part but not sufficiently; too much of the session was devoted to promotion of specific mechanisms in lieu of addressing the basics envisioned by the session objectives. Though participant comments were appreciative of the “advertisements” for possible implementation, it’s clearly not what was envisioned for the course and confused some participants as reflected in the following comments:

- “It is unclear what the purpose of this session is — convince us to use US HEI in our work? What are the comparative advantages of doing so? The counting lists don’t mean much. Data on cost/benefit would be more useful. In general, not very useful.”
- “This session as good with the country example but could involve participants more to look at our country needs/challenges and how we could— should or should not invest in higher ed with our education dollars.”

c. Overall pacing and length of session: The length of the session for the objectives as originally envisioned

was appropriate. As presented however, participants felt the session was too rushed and contained too much material:

- “Too much information for a short period of time.”

Learning Objectives:

- Understand USAID’s parameters for higher education related to transformational development and the Agency’s policy directive for higher education; and programmatic priorities (i.e. how the types and functions of higher education institutions shape how USAID uses higher education for economic and social development).

Key Session Themes:

Overview of Agency Parameters for Higher Education

- Higher Education and Transformational Development
- Introduction to Sub-Elements
- ADS Policy on Higher Education US Higher Education Institutions as Implementing/ Collaborating Entities

Overview of Higher Education Programmatic Priorities

- Types and Functions of Higher Education Institutions (HEIs)
- Where and How USAID Works in Higher Education Worldwide
- Select Case Studies to Illustrate Major Trends in Higher Education Programming
- Higher Education and Economic/Social Development (multi-regional examples)
- Higher Education and Basic Education (multi-regional examples)

- “It seems like the session was rushed and could not fully get the participation from the participants.”

d. Number of Presenters: Covering the original objectives might best be presented by one individual.

e. Individual Presenter Ratings: This was the first session utilizing a participant presenter and her presentation was very well-received though again, it was focused on a specific mechanism instead of the underlying principles of the HE directive.

- “Gary would have benefited from having a handout of his material. Ken and Sandra were very good. Nora was great — enthusiastic and passionate about her program.”

SESSION 2.5 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Revise content
- Focus on the role of higher education in the education sector
- Remove discussion of mechanisms
- Reduce number of presenters
- Revisit who will present

SESSION 2.6 SESAME STREET: OPTIONAL EVENING SESSION

Session Presenters: Joe Kitts, Chris LaFargue

Session Time: 1 hour, 30 minutes

Session Ranking: 33

EVALUATION:

a. Learning Objectives appropriate: Yes.

b. Session met Learning Objectives: No; the session focused too much on the latest information and not enough on the basics of the Sesame Street program — the why? Efficacy? Etc.

- “Great initiative to lead this optional discussion topic.”
- • “An appropriate and timely use of IT in the service of information sharing. At my Mission, we have been finding it difficult to find material on USAID’s past experiences with Sesame Street — research, SOWs, funding options, best practices. With the establishment of this web community, many will benefit from this “open” dialogue.”

Learning Objective:

- Discuss efficacy and sustainability of Sesame Street BE programming

Key Session Themes:

- Background of USAID — Sesame Collaboration
- Results thus far
- Moving forward
- What’s the hard talk about Sesame Workshop’s core competency? Content versus Outreach.
- Do we know what we’re buying into? (i.e., the “apples versus oranges” paradigm — Is Sesame social marketing or basic education?)
- Knowing what we know now, are we measuring performance appropriately? How will FACTS capture Sesame Street outputs & results?
- How do we ensure sustainability of current programs beyond USAID support?
- Is USAID sharing knowledge about Sesame Street activities across countries?
- What can we do better
- Demo of Pilot

- “It would be good to get into the issues/concerns working with Sesame. Thanks.”

c. Overall pacing and length of session: Length of session was fine. Optional nature was also fine. However, as an evening session on Day 2 of the course, it was poorly attended (approximately 10 participants). Scheduling it as an optional day session may increase participation. Revising session content may increase interest.

d. Number of Presenters: Fine.

e. Individual Presenter Ratings: No distinction made by participants or TAG.

SESSION 2.6 RECOMMENDATIONS

Keep topic and session with the following revisions:

Change content

- Focus more on efficacy and when and why it may be a good tool to employ in meeting mission objectives

SESSION 3.2 WORKFORCE DEVELOPMENT AND VOCATIONAL/ TECHNICAL TRAINING

Session Presenters: Caroline Fawcett,
Clare Ignatowski

Session Time: 1 hour, 45 minutes

Session Ranking: 11

EVALUATION:

a. Learning Objectives appropriate: Yes.

b. Session met Learning Objectives: Yes; the learning objectives and themes were clear, well-conceived and were strictly followed in the presentation. Session materials were based upon existing training, were very well-organized, helpful and participatory in design. This session was one of the top five rated session for Week One. Participant comments were very positive:

- “Excellent session — I thought the case study was very practical and useful, since these issues would occur in the field. Reviewing the OP Program Elements was extremely helpful!”

Learning Objectives:

- Understand the field of workforce development, including definitions, purposes, and links to economic growth and employment;
- Place the Workforce Development (WfD) Program Element in the F Framework;
- Describe major trends in USAID WfD programming, e.g., assessments, vocational ed reform, school-to-work transition, wfd needs for different country types, etc.;
- Practice identifying workforce dynamics, the linkages between education and the economy, and programmatic opportunities in a specific country context.

Key Session Themes:

- Reflection-share
 - The path to a career is not a straight-line; it's circuitous, usually. Need opportunities to try new things, to fail and learn, to change direction
 - Involves many different kinds of supports from people — some formal, some informal
- Broad relationship between economic development & education
 - Principles of balance, flow, and avoiding introducing distortions into the ed system by overloading in any one area
- Definitions of workforce dev and overview to most common USAID activities, dual-pronged definition and “F” Program Element definition
- Quick review of the program element sub-elements as a way of sketching out what Missions are doing
- Key finding of the ANE 21st Century Workforce Assessments

- “I really liked the case study. Appreciated participation/interactive nature of the session. Liked examples of ANE’s project. Well done —setting/situation WD in the EG objectives. Good slides/visuals.”
- “Excellent! Interactive presentation. Well organized! Dynamic presenters.”
- “Thank you for including this as part of the Education overview.”
- “This session has clarified the issue of Work Development.”
- “This session really sorted out USAID WfD strategies. Helped put the puzzle together.”

c. Overall pacing and length of session: Several participants expressed a desire for more time for this session particularly for the exercise. However, the pacing was good and the time allotment appropriate for this topic given its transition out of the Education Program Area.

- “Time management. The presentation case study was informative — but there was not enough time for the case study. Again felt too much info but not enough time for case study.”
- “Not enough time.”

d. Number of Presenters: Appropriate for the time allotment.

e. Individual Presenter Ratings: Presenters were viewed as a well-coordinated knowledgeable team:

- “Very good presentation. The flow of presenters — audience and vice versa was based obviously on solid planning. Useful information shared and reinforced through class participation and real pictorial examples. Provided good solutions to existing issues”
- “Presenters were very knowledgeable and presentation had a good balance between presentation and audience interaction.”

SESSION 3.2 RECOMMENDATIONS

Keep session and topic with the following revisions:

- Move session to optional status based upon its movement out of Education Program Area



Brian Levey, (Education Officer, USAID/Senegal)

SESSION 3.3 KEY OBJECTIVES, BEST PRACTICES AND LESSONS LEARNED IN SUPPORT OF PRIMARY EDUCATION

Session Presenters: David Bruns, Mitch Kirby, Catherine Powell Miles

Session Time: 1 hour, 30 minutes

Session Ranking: 19

EVALUATION:

a. Learning Objectives appropriate: Yes; understanding USAID's Primary Education is a basic requirement for anyone working in USAID education.

b. Session met Learning Objectives: Yes, but more time is needed to expand on content.

- “Too little time for presentation.”
- “This session was interactive and engaging. More time for Part 2 would have been appreciated”.
- “The session was at the broad strokes level, very good for those new to USAID's education sector. However, more time could have been spent on explicit Best Practices, with discussion how to apply these Best Practices in our Field Offices. Perhaps Best Practices needs a separate session, or evening discussion group.”
- “The presenters were open and realistic about what is happening in the field. A lot of information in too little time.”

c. Overall pacing and length of session: See comments in a. and b. above regarding both participants and TAG's recommendation for more time. Pacing of presentation was fine.

d. Number of Presenters and e. Individual Presenter Ratings: This was the second session involving participants (Bruns and Kirby) and the ratings of the presentation overall reflect the quality of the presentation team with no disparity among individual performances. Participants unanimously enjoyed the interactive nature of this session — a rapid response to participant feedback on the preceding two days for more interactivity during sessions. Representative comments include:

- “Realistic approach to delivery of this segment. Participatory driven and the “built-in” group exercises are well thought out and appropriate. Excellent session.”
- “Good thought-provoking presentation — good information. Presenters — high energy. Interactive activity is always welcome!”
- “Excellent presentation. Lot of guidelines and directions have been offered which is really very good.”
- “Group exercise on program activities good (quality vs. cost/time)...”

Learning Objectives:

- Articulate rationale for support of Primary Education as a priority and how primary education programs are developed,
- Understand how they fit in with EFA Goals and host country education strategies,
- Negotiate programs based upon examples from different regions of best practices and lessons learned

Key Session Themes:

- Why Primary Education is a priority
- The various stages of program design and implementation which include identifying needs, aligning strategies to funding sources, and working with partners (MOEs, NGOs, other USG, other development partners) to support primary education, and discussion of these stages as they relate to primary education
- Specific examples of how these different stages look in different country contexts.
- Examples of best practices and lessons learned

SESSION 3.3 RECOMMENDATIONS

Keep topic and session with following revisions:

- Expand on sub-elements
- Expand (significantly) on time to add sub-elements and allow more time for practical application through exercises

SESSION 3.4 ADULT LITERACY

Session Presenters: Joseph Carney, Vijitha Eyango

Session Time: 1 hour (lunch presentation)

Session Ranking: 38

EVALUATION:

a. Learning Objectives appropriate: Yes.

b. Session met Learning Objectives: No; this session focused heavily on an upcoming literacy conference. While the conference is important and interesting, the basic objectives envisioned for this session were not addressed. Given the significance of literacy to USAID's education programming, this was a missed opportunity.

- "I appreciated learning about the literacy hub but it is just one piece in the field of literacy. Learning about the UNESCO conference...did not provide much value added."
- "Good session to identify additional literary resources. Some more overview of OP program sub-elements would be helpful."
- "Not very useful information. Could have been presented in a handout".
- "Let's talk about adult cognitive processes; we know the statistics... useful logistical information."

c. Overall pacing and length of session: The session time allotment should have been sufficient to cover the envisaged objectives; however, the lunch logistics hampered the effective use of this time. This possibly affected the presenters' ability to cover the planned objectives. Several participants complained about having a lunch session; however, it was agreed by the TAG that an effective and exciting lunch session, well-handled logistically (e.g., the DAA lunch in Week Two) can be a successful part of the course:

- "I would recommend not doing this at lunch session — too chaotic."

d. Number of Presenters: One to two presenters with a well-coordinated presentation would be appropriate for an hour long presentation.

e. Individual Presenter Ratings: No distinctions were made between presenters by participants. TAG recommendations are that presenters who can clearly convey the literacy objectives above be engaged for future EOC offerings.

Learning Objectives:

- Trends and best practice in literacy
- Identify priority areas for literacy programming including USG involvement in key literacy initiatives
- Become aware of the current development of the Broader Middle East and North Africa (BMENA) Literacy Hub as a global literacy resource
- Identify challenges to successful measuring, monitoring and evaluation of literacy programs

Key Session Themes:

- Literacy — focus on adult, but salient elements of basic literacy will also be covered.

SESSION 3.4 RECOMMENDATIONS

Keep topic and session with the following revisions:

Revise Learning Objectives and content

Revisit who will present.

SESSION 3.5 SECONDARY EDUCATION

Session Presenters: Rebecca Adams

Session Time: 45 minutes

Session Ranking: 23

EVALUATION:

a. Learning Objectives appropriate: Yes; knowledge of USAID's Secondary Education is a basic requirement for anyone working in USAID education.

b. Session met Learning Objectives: Yes; with a difficult topic given lack of consensus among regions in implementation strategies. Representative participant comments included:

- “This was to the point and matter of fact — thank you for making it clear”
- “Case study format was a great learning tool. Learned a lot about why secondary Ed is not our focus and when it may be. Best session today.”

c. Overall pacing and length of session: Pacing and session length appropriate. This session was extremely difficult to create due to the internal agency disparity in implementation of the policy on secondary education. The resulting session was kept brief and to the point — minimizing opportunities for debate or confusion among participants from regions with varying approaches to implementation of this area.

- “Excellent participatory session and to the point.”

d. Number of Presenters: Given the nature of the presentation and the limited time allotment, use of one presenter was deemed appropriate.

e. Individual Presenter Ratings: Both the participant and TAG ratings of the presenter were excellent:

- “RSA — Rebecca Strikes Again! This was excellent and very useful in describing how mission can gauge potential interest in secondary education.”
- “Group exercise excellent — real life task! Clear, great presentation.”
- “Rebecca is divine and an institution. Thank you.”

Learning Objectives:

- Understand key considerations that guide USAID support to secondary education
- Understand ways to maximize impact of secondary education support.

Key Session Themes:

- Why secondary education is not USAID's highest priority for basic education programming.
- Key factors that help determine if and when to support secondary education.
- When a valid case for secondary education support can be made.
- Types of programmatic strategies that impact at the system level.



Ana Tenorio, (Education Specialist, USAID/LAC)

SESSION 3.5 RECOMMENDATIONS

Keep topic and session "as is!"

SESSION 3.6 STATE-OF-THE-ART LEARNING RESEARCH AND BASIC EDUCATION

Session Presenter: Helen Abadzi

Session Time: 1 hour

Session Ranking: 2

EVALUATION:

a. Learning Objectives appropriate: Yes; session was created to ensure that state-of-the-art science in the education field vis-à-vis basic education was addressed.

b. Session met Learning Objectives: Yes; this session provided participants with an opportunity to hear about the latest cognitive research from a leading expert in the field.

Representative participant comments included:

- “Best session yet! A veritable wake-up call!”
- “Excellent presentation with state-of-the-art thinking on the topic. We need to have more of this type of presentation. These are the kind of information that will be helpful in our strategic thinking, implementation and evaluation of our educ programs. Definitely need more time for the session. It’s unfortunate that there was not time for Q&A.”
- “This session was truly a contribution — it could be given a lot more space. More speakers like Helen Abadzi would be excellent for this EOC.”
- “Excellent! Very fascinating and very valuable. Needed more time...”

c. Overall pacing and length of session: Based upon participant and TAG feedback, it is recommended that this session be expanded for future offerings.

- “Excellent session but needed more time.”
- “I would like much more time for this presentation”.
- “Excellent info; would have liked to participate in group discussion or at least questions; flexibility in time; 5 more minutes would have been good.”

d. Number of Presenters: Given the requirement for such a high level of expertise, it’s likely that this type of session is best handled by one dynamic speaker (e.g., Helen).

e. Individual Presenter Ratings: Both the participant and TAG ratings of the presenter were excellent:

Learning Objectives:

- Understand recent neuro-cognitive research on how students learn to read and retain information
- Discuss implications for basic education programming
- Analyze USAID programming according to what research is telling us
- Determine if instructional time in schools used well enough to alter students’ long-term memory as expected

Key Session Themes:

- Memory formation and implications for education
- Why fluent reading is the cornerstone for subsequent skills
- Why investments to lower grades are important
- Key implications for basic education programming

- “Accurately demonstrated, well prepared and excellent presentation. She used positive and interactive skills together with real presentations . Her methodology was good, clear and applicable to the subject matter. Interestingly, her approach served to “shake-up” the short-term memory with real life examples while reminding us of both the educational function of the brain and the critical processing/programming procedures that the brain undergoes on a regular basis. The application of recent research to current reading methodologies — oral reading fluency norms, etc was interesting. A Job Well Done!”
- “I found her comments a bit startling and polarizing. Though I do not agree with her findings, I do like her conviction and certainty!”

SESSION 3.6 RECOMMENDATIONS

Keep topic and session with the following revisions:

Expand session time

SESSION 3.7 OVERVIEW OF EDUCATION SYSTEM ISSUES

Session Presenters: John Gillies, Tom Lent

Session Time: 1 hour

Session Ranking: 32

EVALUATION:

a. Learning Objectives appropriate: Yes; but session objectives are best merged with the sessions that follow it in Week 2. Separating this “intro session” and splitting the objectives accordingly was unnecessary and did not represent efficient use of limited EOC agenda time.

- “Where this session is going is a real question mark — how disappointing.”
- “This is difficult to assess as it was an opening session.”
- “Brief overview so hard to evaluate but the series looks good.”

b. Session met Learning Objectives: Yes, but see a. above regarding necessity of separating the “introduction” portion of this suite of sessions.

c. Overall pacing and length of session: Session was rated well particularly interactive nature but see comments in a. and b. above.

- “This session did not do more than have participants list issues into categories. I did not feel like we had time to really get into the issues.”

d. Number of Presenters and e. Individual Presenter Ratings: The team presenting this introductory session was well received by both participants and the TAG. The TAG assessment also recognized that this contractor team needed to be better coordinated to ensure they are more fully integrated into what is to be a seamless EOC and do not appear as a “course within a course”. This appearance confused participants and was disruptive to the flow of the course.

Learning Objectives:

- Identify issues and challenges of education system improvement and reform

Key Session Themes:

- Challenges in achieving system impact: sustainability, scaling up, measurable impact on learning outcomes, capacity building, ownership, measuring system change, measuring learning, what does success look like.
- Donor challenges (USAID) — time required, nature of intervention, Congressional interest, counting, contractual and implementation constraints, donor coordination, country relations and leadership, aid modalities, achievable goals.
- Priorities of issues that participants need to be addressed

SESSION 3.7 RECOMMENDATIONS

Eliminate session

Include topic in follow-on presentations

SESSION 4.2 SECTOR ASSESSMENTS — DETERMINING PROGRAM PRIORITIES

Session Presenter: Luis Crouch

Session Time: 1 hour, 30minutes

Session Ranking: 15

EVALUATION:

a. Learning Objectives appropriate: Yes; topic is — as title suggests critical to determining education program priorities.

- “Excellent. The presenter and materials are extremely relevant to my work. I will use the hyper-links in the material when I receive the CD Rom.”
- “Sector analysis is critical and this was demonstrated in the presentation. The segment on use of the formula.”
- “Together with the use of sector assessment as a guide for programming and investment would have been given another 5–10 minutes. Good informative session.”

b. Session met Learning Objectives: Yes.

- “This is the course that I was looking for in EOC.”

c. Overall pacing and length of session: The volume of really incredible materials and presenter pacing prevented the topic from being completed within the allotted time. Participant comments reflect a strong desire for more time for this topic. The TAG assessment reflects this recommendation. Representative participant comments included:

- “Lots of good material(s) but not enough time to go in-depth. Nonetheless, the case study should prove to be very interesting.”
- “For newcomers to sector would have been helpful more in-depth information.”
- “I really liked the equation framework — I would have appreciated a more in depth discussion of who to focus with very limited resources. How do you know where you will get the most “bang for your buck”?”
- “Very important topic and relevant information but a little difficult to understand. Unfortunately, not able to finish. Need more time?”

d. Number of Presenters: The presenter and presentation were highly rated; however, given the nature of the topic, it’s imperative that a USAID co-presenter is integrated into future EOC offerings in this session. A contractor presenter is not best positioned to articulate USAID’s position to an audience of USAID employees. Widespread of use of USAID employees in each session was a goal of the design process for this reason; this session unfortunately did not have a USAID presenter for this pilot offering.

e Individual Presenter Ratings: The presenter and presentation received very strong positive comments and ratings.

Learning Objectives:

- Learn innovative ways to assess learning outcomes in donor projects and countries

Key Session Themes:

- Structure and purpose of sector assessments
- Sector assessment as a participatory tool for policy dialogue
- Criteria for setting priorities
- Examples of sector assessments (El Salvador, Peru, other)

SESSION 4.2 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Add USAID co-presenter
- Expand session time

SESSION 4.3 INSTITUTIONAL CAPACITY OF HOST COUNTRY MINISTRIES OF EDUCATION

Session Presenter: Luis Crouch

Session Time: 45 minutes

Session Ranking: 29

EVALUATION:

a. Learning Objectives appropriate: Yes.

b. Session met Learning Objectives: Yes; but see c. below.

c. Overall pacing and length of session: Participants found the content relevant and interesting and the presentation strong; however, the presenter's materials did not correspond to the time allotted and he was unable to finish the presentation. The TAG assessment includes a recommendation to expand the time for this important session and the wealth of materials the presenter obviously can bring this topic.

- "Very good, although the materials was too rushed."
- "Too much packed in limited time — not clear enough and not useful enough but very important topic — consider streamlining and summarizing key points at the end."
- "There was so much "meat" in this session but not enough time. Capacity checklist is a great tool but we only glanced at it."
- "This is always a very important step in any program. I thought the session was good but could have used more time to get more in-depth discussion."
- "Excellent material and presentation. Presenter good at engaging participants. Presentation not finished — too much information and too little time."
- "Excellent resources in the Power Point presentation." "Very good presenter. Impressive and substantive documentation, slides, etc. Given the wealth of information to be shared and discussed, more time should be allocated to (interactive) group sessions. Failing this, one should be given the same information but the focus for deliberation should be restricted to the most critical area, influenced of course by the participant's country representative attending the course. That aside, the wealth of information provided can be shared and digested with colleagues on return to post."

d. Number of Presenters: The presenter and presentation were highly rated; however, given the nature of the topic, it's imperative that a USAID co-presenter is integrated into future EOC offerings in this session. A contractor presenter is not best positioned to articulate USAID's position to an audience of USAID

Learning Objectives:

- Identify ways to assess and remediate institutional weaknesses through capacity development.

Key Session Themes:

- What other donors are doing: capacity development and institutional weakness as an EFA-FIT theme
- How to measure capacity weaknesses; examples of recent methods in Kenya, elsewhere
- Options for remediation of capacity weaknesses; problems in traditional training approaches; what recent literature concludes works on training; relative cost of various options; examples of various options

employees. Widespread use of USAID employees in each session was a goal of the design process for this reason; this session unfortunately did not have a USAID presenter for this pilot offering.

e. Individual Presenter Ratings: The presenter and presentation received very strong positive comments and ratings.

SESSION 4.3 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Add USAID co-presenter
- Expand session time

SESSION 4.4 ADDRESSING HIV/AIDS IN THE EDUCATION SECTOR

Session Presenters: Malcolm McPherson, Joe Kitts, Beverly N. (OGAC)

Session Time: 1 hour, 15 minutes

Session Ranking: 44

EVALUATION:

a. Learning Objectives appropriate: Yes; however, in review, the TAG has assessed the learning objectives to be more appropriate for an optional session since the impact of HIV/AIDS by region and country is quite varied.

- “I didn’t understand the objective of this session. It would have been a better evening presentation for those interested, particularly as our time has been so limited.”
- “We don’t deal with HIV/AIDS but it’s good to be aware.”

b. Session met Learning Objectives: Participant comments were fairly consistent regarding the disorganization and lack of structure in this session (see c. and e. below). Objectives were met only in part with room for improvement on content suggested by participants as follows:

- “The section on the economic impact of HIV/AIDS was interesting but too much emphasis on economics 101 and not enough on the core objectives for the session. The second part of the session was rather vague and lacked focus and substance.”
- “There could have been more to this session in terms of practical examples of how HIV/AIDS activities can be integrated into Education Programs. I also think Education’s involvement in HIV/AIDS prevention can go far beyond OVCs and teachers...”
- “A disappointment especially since as educators there is a need to ameliorate approaches to HIV/AIDS awareness and prevention with the Education Sector (Education and Health). Teacher training opportunities; harnessing scope for education in PVO community for counseling, testing, ultimate care and treatment.”

Learning Objectives:

- Familiar with the impacts of HIV/AIDS on the education sector as a whole, i.e. the non-health impacts on education systems.
- Understand the implications of HIV/AIDS to teachers and students.

Key Session Themes:

- Programmatic implications of working in an HIV/AIDS environment
- What is AIDS doing to mankind and its impacts on societies?
- PEPFAR and Wrap Around Programs

c. Overall pacing and length of session: It's unclear whether session length was appropriate since the session was disorganized and not well structured. Because the topic will continue to be important in the education programs of many countries, the TAG has recommended expanded the session time. Representative participant comments on pacing include:

- “It needed more formal structure and to start at the basics. Explain what is happening now and what are the best practices?”
- “This session should have had “structure”.”
- “Lack of focus in presentation —e.g. OGAC—what is it? Why? What is the purpose of this presentation? Tell us what the OP guidance is (draft in binder) purpose, summary, etc. As session progressed, messages (key themes) became clearer. Important to clearly state main messages to help focus this important session. Thanks!”

d. Number of presenters and e. Individual Presenter Ratings: The number of presenters for this session was not an issue in the evaluation; however, the very uneven quality of presentation was a focus of numerous participant comments. The direct nature of these comments clearly differentiating presenters was singularly applied to only two sessions in the EOC. This lack of organization and preparation among presenters clearly contributed to its ranking of 44 out of 44 sessions.

- “Seemed like the presenters did not have a clear message to give or maybe they were just ineffective in presenting it.”
- “[The second presenter’s] unstructured presentation is not effective. He seems not prepared.”
- “Cannot score this one. The first presenter’s overview was adequate. The second and third presenters were obviously not prepared for their session so could not be rated.”
- “Ratings of “1” on presentation and materials was for [first presenter] only. Very uneven session with an excellent technical presentation by [first presenter] and an ad lib presentation by USAID officers. This session could be (and should be) improved by more technical contributions on such an important topic.”
- “Important session! Recommendations: [first presentation] was not all that useful/or was not presented as well as it could have been. [OGAC rep] should give a brief overview presentation of OGAC, what it is, funding, etc., and how PEPFAR funds work in Education, define wraparound program. Then participants should be invited to share experiences/best practices. Share websites — e.g. OVC website.”
- “First presenter was dynamic but presentation style and language (many idioms) was slightly distracting and made understanding of content difficult in some instances.”

SESSION 4.4 RECOMMENDATIONS

Keep topic and session with the following revisions:

Expand session time

Move session to concurrent optional section

Revisit who will present

Work on content



Aivan Leo R. Amit (Project Management Specialist/Office of Education, USAID/Philippines)

SESSION 4.5 EDUCATION IN THE MUSLIM WORLD

Session Presenters: Helen Boyle, Eileen Hsieh, Shahidul Islam, Ibrahima Sissoko

Session Time: 2 hours

Session Ranking: 28

EVALUATION:

a. Learning Objectives appropriate: Yes; the learning objectives were appropriate for the titled session; however in retrospect, the TAG thought it would have been more appropriate to expand this session to address “Education and Religion” as a broader area of concern in programming education worldwide. A few participant comments supported this as well:

- “The material was too country specific and I did not see generalizable relevance. This might have been a better evening presentation.”
- “It was useful to know that our countries are not so complicated as the Muslim world!!!”
- “Better than expected but deeper issues of the philosophy of education would have been enlightening.”

b. Session met Learning Objectives: Yes; session as designed was very well-received by both participants and TAG.

- “Very informative session and well presented.”
- “Excellent presentation. A wealth of information provided. Excellent team.”

Learning Objectives:

- Identify challenges to basic and higher education in the Muslim World
- Learn about the success of USAID programs in Mali and Bangladesh
- Understand the legal parameters to USAID programming
- Discuss experiences with fellow participants and speakers

Key Session Themes:

- Overview
- Field Perspectives
- The Establishment Clause of the First Amendment of the U.S. Constitution and USAID's Faith-Based Rule

- “Good coverage, offered a range of perspectives and aspects on the main topic. Was interesting presentation. Gave me an opportunity to understand a topic that I have no experience with.”
- c. Overall pacing and length of session and d. number of presenters: This is another session where the strong coordination efforts of the presenters resulted in a very well-orchestrated and nicely paced session.
- “Excellent. This may have been the most entertaining, informative and well designed session. Good line-up of speakers.”
- c. Individual Presenter Ratings: This session was the third session that included participants as presenters and both participant presentations were well-crafted and engaging. Participants liked the energy of the presentations.
- “Very good on all accounts. Good mix of presenters and angles on the same topic. It’s good to see field staff put much more effort than their Washington-based colleagues in preparing their presentations.”
 - “Panel was great — diversity from colleagues to expert.”
 - “Good dynamics, helped pick up energy after lunch. Thanks!”
 - “Wonderful! Helen — +++!!! True expert. Wonderful to have the participants from Mali and Bangladesh — a true highlight of the week. Also the lengths of the Power Points for the presentations was appropriate for the amount of time allotted — compared to [presenters from earlier sessions].”

SESSION 4.5 RECOMMENDATIONS

Keep topic and session with following revisions:

- Move to concurrent optional section
- Keep legal part
- Change/expand title
- Revisit content



Lunch with DAAs/AAs



Presenter Panel for Session 4.5 Education in the Muslim World: **Eileen Hsieh**, (General Councils Office, USAID/W), **Mohammad Shahidul Islam** (participant presenter)(Senior Education Advisor, USAID/Bangladesh), **Ibrahima Sissoko** (participant presenter) (Program Development Specialist, USAID/Mali), **Helen Boyle**, (EDC)

SESSION 4.6 CHANGING DEMOGRAPHICS

Session Presenter: Annababette Wils

Session Time: 45 minutes

Session Ranking: 40

EVALUATION:

a. Learning Objectives appropriate: Yes. Understanding demographics is an important part of implementing education programs.

b. Session met Learning Objectives: In small part but not sufficiently; too much of the session was devoted to promotion of a specific mechanism in lieu of addressing the basics demographic issues (i.e., youth bulge, children displaced by conflict, etc) envisioned by the session objectives. Recommending the dichotomy in those who understood the objectives and those who just “enjoyed” whatever the session provided, are the following two comments:

Learning Objectives

- Understand education demographics
- Examine and identify trends and inequality in the education of large groups of children and adults
- Apply education demographics at the global, the national and the sub-national level

Key Session Themes

- If have ever asked questions similar to these
 - What groups of children are not in school in the country I work in?
 - What household, health and income characteristics determine how well children learn?
 - How many children can we expect in primary and secondary schools five years from now?
 - What is the skill-set of unemployed youth in the region I work in?
 - When will the country I work in reach universal primary education? Universal secondary education?
 - In which countries or regions is education development assistance needed most, and how should that assistance be focused?
 - Can the labor force in this country support economic growth?
- Then you have asked questions that have to do with education demographics.

- “I thought this session was going to be about changing demographics in different regions of the world, i.e., the youth bulge in SSA and MENA, # children displaced by conflict, out of school youth, etc. It was useful to learn about the policy/data center but there seemed to be some discrepancies in the data. There were so many handouts and the presentation was not focused.”
- “Very good session — participation notion, very useful for exchange and analysis of data. This approach is useful especially for programs where there is a constant demand for information to be supplied at very short notice. All programs should seek to capture critical data such as those given in the “handouts” and have them ready for submission to USAID as needed. NB this data would be captured and analyzed and submitted on an annual basis. Good session!”

Given the competing priorities and requests for additional time for other sessions, the TAG recommendation is to eliminate this session.

c. Overall pacing and length of session: Pacing was rated low with most participants feeling that too much was compressed in a short window of time. To be fair, the original presentation envisioned 24–30 participants and anticipated much more participation in the pre-session review the evening before⁴. As the session focused on the presentation of a specific mechanism, small groups on-line would have been paramount to its success.

- “Too rushed to be any use. The only thing to take away is that there is data set accessible after the course is over.”
- “Too much info — in a short time.”
- “Presentation part was good. Not enough time for the activity.”
- “Quite a “heavy” session for the end of the day.”

d. Number of presenters and e. Individual Presenters Rating: A single presenter would have been fine for the stated objectives; the presenter who delivered something outside the objectives was rated well.

SESSION 4.6 RECOMMENDATIONS

Eliminate topic and session

SESSION 5.2 AT-RISK AND OUT-OF-SCHOOL YOUTH

Session Presenter: Lin Aung, Melanie Beauvy, Andrea Bosch, Paul Sully, Eliana Vera ⁵

Session Time: 1 hour

Session Ranking: 30

EVALUATION:

- a. Learning Objectives appropriate: Yes.
- b. Session met Learning Objectives: In part; the presentation met the very broadly stated objective though several comments reflected concern that the presentation was contractor focused and not USAID-focused:
 - “Should be made clear that[X] is a contractor and they are speaking about experiences from a contractor’s perspective.”

⁴ The session presenter offered a pre-session review the night before this course though only one individual from the class participated.

⁵ The ensemble that presented this session was merged at the last minute due to miscommunication in coordination. The evaluation results should be considered in that context.

- “The Q&A session should be for the participants. I felt that [Presenter X] was directing the exercise to [Contractor X] interests instead of ours.”
- Who is the youth “guru” in USAID? The presenters were all partners. If I want technical advice on youth programming from USAID/W, who do I go to? Clare [Ignatowski]? It might have been good to have her there.”
- “Maybe to consider different speakers. I felt that these PVOs were trying to steal our ideas to serve their interests.”

c. Overall pacing and length of session: Like many sessions, this session was considered by participants to have packed too much information into too little time. Representative participant comments follow:

- “Too much information in too little time to be as effective as it could have been.”
- “This is not a good idea to have so many presenters to squeeze into one session. There was no time for Q&As. And, also sometimes the presenters were repetitive and were losing our time for Q&As.”
- “Everyone is complaining of shortage of time from their presentations; why someone is not time bound? I think the presentation should be SMART...” “... Simple, Measurable, Achievable, Readable, Time bound. Developing presentations should clearly undertake timing. When timing is important then the duration of the training should have been extended to more two or three day. Today, it seemed a bit disorganized from the presenter’s point of view. It means that up to the afternoon, he didn’t know that he as a schedule here.”

d. Number of presenters: Clearly too many presenters for a one hour presentation (see footnote 5).

e. Individual Presenters Ratings: While there were a number of positive comments about the session, many more expressed dismay of the didactic nature of the session. There were no discriminating remarks about any of the presenters.

Learning Objectives:

- Understand strategies for working with at-risk youth and out-of-school youth in key areas of transition

Key Session Themes:

- Life Skills for Employability: Several models and curricula have been developed to increase the professional life skills of at risk and out of school young people ages 14-20, including this curricula and learning system funded by GE Foundation. Over the past five years, results are indicating that support in four competency areas can dramatically increase school retention and employability.
- Alternative Learning Systems in the Philippines: Various efforts have been made to improve the ALS system, or remedial education and high school equivalency program in the Philippines, to make it more effective as a tool for young Filipinos to complete high school and get a job.
- Entra21: This innovative public-private project model demonstrates that engaging business interests and increasing youth IT and life skills can increase employability. Entra21 won the USAID prize for best GDA project Learn basic best practices in education programming for at-risk and out-of-school youth in the developing world

SESSION 5.2 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Add USAID presenter to frame session
- Revise learning objectives
- Revisit content
- Reduce number of presenters

SESSION 5.3 PUBLIC-PRIVATE PARTNERSHIPS IN EDUCATION

Session Presenter: Jim Thompson, David Grossman, Ken Lee, Suezan Lee

Session Time: 1 hour, 45 minutes

Session Ranking: 16

EVALUATION:

a. Learning Objectives appropriate: No; the level of detail in certain PPP tools may have been too much for an overview course. There are distinct courses for learning about these tools and this may be the better place for these objectives.

b. Session met Learning Objectives: Comments reflected a mixed reaction to this session which seemed to reflect the TAG's assessment that the objectives should be focused and narrow. Most participants were excited about the idea of PPPs but wanted more information and more time — both items clearly not the mandate of an EOC offering. In addition, the HED portion was redundant of other sessions.

c. Overall pacing and length of session: Like many sessions, this session was considered by participants to have packed too much information into too little time. Representative participant comments follow:

- “Critical session — Presentation good. Needed a “wee bit” more time.”
- “Presenters almost “fought” over their time...”
- “Too much information—ran out of time. Rather than theoretical PowerPoint slides — provide real world examples that walk us through the process. DCA presenter should be better organized.”
- “Need more time”!
- “Time was not enough — suggest either to cover/address less topics or extend the time.”
- “Presentation did not include political pressures that influenced decision. Too many speakers, not enough time. Consider what would really be needed by participant.”
- “A lot of information was given that really needs deeper discussion. Maybe a follow-up training for PPPs, or an online inquiry may help. I enjoyed this one.”

d. Number of presenters: Number of presenters was fine if better coordination had occurred. This session included a participant presenter/facilitator and her efforts contributed a lot to the session.

e. Individual Presenter Ratings: No distinction was made between presenters. Most participants found presentations to be useful though not enough time available for presentation.

Learning Objectives:

- Learn the rationale for public-private partnerships (PPP) in education
- Understand two major USAID PPP tools, the Global Development Alliance (GDA) Business Model and the Development Credit Authority (DCA)

Key Session Themes:

- Overview of and Rationale for Public Private Partnerships in Education
- Global Development Alliance Business Model in Basic Education
- Higher Education for Development Program
- Overview of Private Education Financing
- Development Credit Authority Tool in Education

SESSION 5.3 RECOMMENDATIONS

Keep topic with the following revisions:

- Create two sessions
 - Objective One — (PPP basics)
 - Mandatory session
 - Fewer Presenters
 - Objective Two (Specific tools)
 - Optional concurrent session(s)
- Eliminate HED portion

SESSION 5.4 EDUCATION AND FRAGILITY

Session Presenter: Mitch Kirby, Yolande Miller-Grandvaux, S. Tjip Walker, Jason Ladmier, Greg Loos

Session Time: 1 hour, 30 minutes

Session Ranking: 27

EVALUATION:

a. Learning Objectives appropriate: Yes.

b. Session met Learning Objectives: In part; session was hampered by too many speakers, a lack of coordination among those speakers and too much time spent on a specific assessment tool as opposed to the learning objectives.

c. Overall pacing and length of session: As of Day 5, participants had little patience for too many presenters and too much material. Comments reflected this continued theme:

- “Consider longer time for the speakers. Participants could not concentrate if presentation delivered in rush and a person with a sign of time left showed to the speaker (it is almost getting into an annoying).”
- “Presenters seemed too rushed/maybe longer or have two sessions. Activity was good.”
- “Time was not sufficient to the extent that presenters were speaking too fast. The time keeper (G.L) was interrupting to remind presenters of time and this negatively impacted the sessions.”

Learning Objectives:

- Understand the policy dialogue and current donor positions on education and fragility
- Understand how USG coordinates the inter agency planning exercises for conflict transformation
- Learn to assess the linkages between education and fragility and how to mitigate them

Key Session Themes:

- The policy environment
 - Presentation of the DAC/OECD working stream on fragile states and USG 3 Ds by USAID Conflict Management and Mitigation representative
 - Presentation of Department of State/Office of the Coordinator for Reconstruction and Stabilization on USG interagency planning for conflict transformation and instability
- The operational environment
 - Presentation of the USAID education paradigm and assessment tool
 - Presentation of the Inter-Agency Network for Education in Emergencies assessment tool
 - Identifying patterns of fragility and applying the assessment tools to mitigate fragility through education
- Application to country context

- “The topic is very appropriate for the course. But there were too many presenters, and it was rushed. I would suggest less time on the broad issue of fragility and more time on using the tool. Unfortunately, even after the session, I don’t feel better able to at using the tool. I needed more practice and guidance from instructor.”
 - “The time allocated is too small. The topic is very interesting but each speaker given too little time— disrupting participants’ concentration.”
 - “More time could be given to the presenters. Some of items/themes were not adequately covered.”
 - “Fragility could have been better defined and how education could actually bring about strife. The working exercise was very helpful in helping organize information. But, session too rushed. More time to digest the information received would have been welcomed.”
- d. Number of Presenters: Comments reflected too many presenters and not enough time as indicated in item c. above. The USAID Coordination role has to specifically address this shortcoming in future EOC offerings for all sessions.
- e. Individual Presenter Ratings: No distinction among presenters were made.

SESSION 5.4 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Revise learning objectives
- Revise content
- Reduce number of presenters
- Move to concurrent optional section
- Add USAID presenter

SESSION 5.5 INFORMATION COMMUNICATION TECHNOLOGY

Session Presenter: Roy Zimmerman

Session Time: 1 hour

Session Ranking: 34

EVALUATION:

- a. Learning Objectives appropriate: In part; the first two objectives were appropriate.
- b. Session met Learning Objectives: No; most of the session was spent on the third learning objective which promoted a specific mechanism — in this case, tragically, one that has expired.
- c. Overall pacing and length of session: Because the presenter did not cover the first two objectives, he was actually the only presenter to have extra “unused” time during his session.
- d. Number of Presenters: This session needed a USAID presenter who could speak to objectives one and two.
- e. Individual Presenter Ratings: See following comments:

- “This was well presented but I wish we had heard more from the CTO and less from the implementer. This has been a problem with a number of the presentations.”
- “Roy’s presentation was valuable; however, the sustainability aspect of ICT was not covered — this could enhance the effectiveness of it.”
- “This is the danger of having an implementing partner (EDC) give a presentation. I found it advocated the ICT without sufficient attention to the pitfalls. I would have liked more rigorous, critical assessment of ICT programs and their cost-effectiveness and challenges of implementation. I don’t have a sense of impact and whether ICT should be a priority intervention.”
- “Interesting presentation. New technology was helpful — iPods and Cell Phones. Did the presenter say this activity ends in September 07?? IF so, why are we spending time on this? A more general presentation on IT in education would be best.”
- “Dislike: The presenter should have known the education evidence and outcome of technology programs. Like: the case studies, Q&A, the sharing from the field. Make improvement: Link with education outcome evidence w/technology interventions.”
- “Interesting presentation with discussion. Great job. Participants were enabled to listen many ICT activities in different countries.”
- “The session could have used more ICT to deliver the content: videos, audio, etc. It was too much of a lecture-style on a topic that has a lot of potential for interactivity.”

Learning Objectives:

- Use ICT effectively used in education programming
- Identify where it works and some of the challenges associated with ICT.
- Learn about USAID’s dot-EDU funding mechanism, intended to help Missions support activities integrating ICT in education around the world.

Key Session Themes:

- Overview of USAID’s Dot-EDU Initiative
- 3 Case studies: Zambia (and/or Malawi), India, and Macedonia
 - Zambia IRI: closing gaps: gender and rural/urban; new tools (IRI pods, cell phones)
 - Macedonia: National roll out of computers in schools: teacher training in computer centered learning
 - India: IRI, One computer classroom, software production
- Challenges, Evidence/data showing impact and effectiveness

SESSION 5.5 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Revise learning objectives
- Revise content to reflect objectives and to better showcase the intersection of IT and education
- Move session to concurrent optional section

SESSION 5.6 PARTICIPANT TRAINING

Session Presenters: Ethel Brooks, Ron Raphael

Session Time: 1 hour

Session Ranking: 43

EVALUATION:

a. Learning Objectives appropriate: Yes; but the objectives of this session could be better articulated. The TAG recommendation is to revise the learning objectives.

b. Session met Learning Objectives: No; the session predominantly focused on the mechanics of participant training (forms, databases, etc) and not the intersection of education programming and participant training as means of obtaining educational objectives. Because of this, many participants who do not deal with the mechanism of participant training found this session to be irrelevant. This resulted in the very low rating and overall ranking of 42 out of 43 sessions.

- “How important is this session? Could the time be used for other topics that are more of a priority for most missions?”
- “I didn’t find much relevance with my portfolio. There might have been some relevance but I didn’t clearly understand it.”
- “This session should not be included in the EOC. Given shortage of time for Basic Education and Sector Assessment and prioritization, why did we waste time on this session which repeated what we heard on participant training earlier in the week? There was no engagement with participants. We could have gotten this information in a concept note or e-mail rather than an EOC session. Disaster!”

c. Overall pacing and length of session: The length of the session is sufficient to cover the appropriate learning objectives with the right presenter. In this session, the presenters worked well within the allotted time frame but were evaluated poorly because of the seeming lack of relevance to the EOC and perhaps, the late Friday session slot.

d. Number of Presenters: One to two presenters for this session are fine.

e. Individual Presenter Ratings:

- “This was not a strong presentation. The material is not relevant to many of us (training is handled out of the program office) and the speakers were not strong.”
- “Don’t like the approach the presenter used. I believe training as a means to improve performance are important means. So I was expecting to see more linkages identified between Education and training.”
- “For those of us who deal with Participant Training, Ethel is a real gem! She successfully presented a complex package of information about this aspect of USAID work. I found the handout to be a useful summary of the presentation, and will use it as a handy reference tool. Good use of 2 persons to present — to maintain focus during the last session of the week! Ron and Ethel were great!”
- “Unfortunately very tedious.”

Learning Objectives:

- Plan and implement U.S., third country and cooperating country participant training to support better achievement of sector objectives
- Be able to track results of investments in participant training

Key Session Themes:

- Regional, country and sector statistical overview
- Making effective use of training (Lessons learned)
- Common misperceptions
- Addressing challenges

SESSION 5.6 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Revise content
- Revise learning objectives
- Revisit who will present
- Change title (link to education)
- Move to concurrent optional section

SESSION 6.2 FRAMEWORK FOR SYSTEM IMPROVEMENT AND POLICY REFORM

Session Presenters: Joe DeStefano, John Gillies

Session Length: 1 hour, 15 minutes

Session Ranking: 9

EVALUATION:

a. Learning Objectives appropriate: Yes.

- “I really enjoyed the session. From piloting to scale and all the associated institutional and political systems is very important for us to understand and work with.”

b. Session met Learning Objectives: Yes.

c. Overall pacing and length of session: Pacing and length of session was appropriate; however the TAG felt placement of the session in the EOC agenda should be reviewed. This point was also made in participant comments:

- “This part looks like it should be the first section to be provided in the Education/Reform sequency.”
- “Framework is a good way to pull together the 3 aspects for systems improvement and makes sense after the experience of working in the field. Joe’s experience, knowledge and passion for the subject came through.”
- “Presenter was very knowledgeable — however framework should have been used on case study.”

d. Number of Presenters: Though two presenters are listed, DeStefano was almost exclusively the presenter.

e. Individual Presenter Ratings: This session was rated very highly by both participants and the TAG. All participant comments received were extremely positive. Representative comments include:

- “Excellent. He got a complex topic covered in a very understandable way.”
- “This was excellent! Joe is a great presenter, very clear. Much appreciated the framework presented... institutional, political and technical...and the concept of clearing space/filling space. ...”

Learning Objectives:

- Share and discuss a conceptual framework for understanding the dynamics of system change and sector reform. (This framework will be the basis for continuing development of the case study strategies.)

Key Session Themes:

- The major elements of system change: technical, institutional, and political. Within these categories, unpack the elements that are key. Identify driving forces and points of leverage.
- Major misconceptions about system change: scaling up, technical solutions, linear progress.
- Examples of system change and reforms — positive and negative.
- Expanding the toolkit for donor program options.
- Roles of the donor.

- “One well structured session with some extremely useful points re: reform. Some concrete examples of process and indicators may be helpful in the future as more missions seek to do “institutional change”.”
- “This was an excellent presentation. It has shed a lot of light to the many issues that I encounter in the field.”
- “Good session, timely, relevant to our work. I hope we will work with this beyond our case studies. What can we read? Thanks.”
- “Did a good job of highlighting the political challenges making technical solutions work. Style of presentation works very well.”

SESSION 6.2 RECOMMENDATIONS

Keep the topic and session with the following revisions:

- Reorganize sequencing in overall EOC agenda

SESSION 6.3 SUSTAINING AND SEQUENCING SYSTEM IMPROVEMENT AND REFORM: CASE STUDIES

Session Presenters: Luis Crouch, Joe DeStefano, John Gillies, Ash Hartwell, Haiyan Hua, Tom Lent, Audrey Moore

Session Length: 2 hours

Session Ranking: 17

EVALUATION:

- a. Learning Objectives appropriate: Yes; this session was designed to support the application of materials learned in previous sessions.
- b. Session met Learning Objectives: Yes; for some participants and some case study groups; however, objectives were not fully met in all cases due to less than clear guidance as reflected in a number of participant comments:
 - “There is disconnect between the materials/activities and the presenter/information covered in the presentation. In other words, after discussion of topic “A”, perhaps, this information could be applied to the case study.”
 - “Further guidance with specific targets with the case study exercise would make it a successful exercise.”

Learning Objectives:

Apply the system framework (from Session 6.2) to the case studies (expanded with additional information) and revise the programming strategies and elements based on this framework. Class would be divided into 3 teams.

Key Session Themes:

- Teams will answer the following questions:
 - How to these elements of system changes apply to your case study?
 - How might you revise / rethink your initial programming priorities, strategy, and rationale based on this framework?
 - What are the key priority or sequencing issues that you would anticipate having to address? What do you see as the advantages and disadvantages of the sequence options?
 - How might the key systemic issues be balanced in a programmatic response? What is the range of possible support and direct interventions?
 - What do you believe are reasonable measures of change within a 5 year period? What might be indicators?

- “There was a short presentation. The exercise is a good one for thinking about how to confront the myriad issues in education. Our task — it was not completely clear some more parameters could be given, such as annual budget, etc. to guide us through the process.”
 - “This exercise in my group was all over everything and not useful to me. Some of the team members were slow to see links and to agree on the basics. I wonder if the facilitator can identify the problems and sit in the groups to help resolve them.”
- c. Overall pacing and length of session: Pacing and length of session was appropriate.
- d. Number of Presenters: The number of contractor facilitators for this case study was appropriate to the number of participants; however, problems encountered by some groups may have been resolved through more hands-on facilitation from USAID staff (non-participants) — particularly in assisting with uneven group dynamics.
- e. Individual Presenter Ratings: There were no distinctions made by presenter; most participants enjoyed the opportunity to apply knowledge and engage with colleagues despite some problems in certain groups.
- “Good session as the group exercised and provided comments & opinions about the case study.”
 - “PowerPoint was in simple language — easy to understand. Presenter encouraged audience participation, guided us to think without giving specific prescriptive solutions. Presenter did a good job of tying topics from other presentations into her topic.”

SESSION 6.3 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Incorporate USAID Education Staff into participant groups
- Improve exercise guidance/instruction

SESSION 6.4 EDUCATION FINANCE AND CORRUPTION

Session Presenters: Luis Crouch, Lubov Fajfer

Session Length: 1 hour, 45 minutes

Session Ranking: 18

EVALUATION:

- a. Learning Objectives appropriate: Yes; all participant comments indicated that these issues are important to their work.
- b. Session met Learning Objectives: Yes; participant comments were generally positive though participant reaction was mixed with some participants a bit confused and others wanting more.
- “A beautiful and dynamic presentation — pretty energizing. Promotion of integrity through the 5 strategies proposed could be further addressed. However, pretty difficult given the diverse nature of the countries represented.”
 - “The class was good, but much of it remained on the higher level principles of (can’t read) and not down on practices and sufficient real world solutions. A little too abstract Excellent — clear and concise.”
 - “Excellent presentation!!! Very focused on theme.”

- “Good things: How education and DG can better supplement and complement each other.”
- “Technical information and difficult sometimes to understand. Diagram at beginning of presentation was very helpful and illustrative.”

c. Overall pacing and length of session: Both participants and the TAG felt this session could be longer.

- “This is such an important specialized field that I would like it to have more time.”
- “For all panels — group discussion immediately following lecture is key for meaningful learning. There should always be 10/15 minutes for discussion and informal work with presenters to ensure that this takes place.”

d. Number of Presenters: One presenter for each of these topics is warranted given the specialized subject matter.

e. Individual Presenter Ratings: Participant comments reflect that most found the presentation useful.

Distinctions between presenters were made and included comments as follows:

- “Corruption: Speaker knowledgeable on subject, relevant to our work. It would be helpful to get more input from participants. Was repetitive — use extra time for participant input. Good though. Finance— very important. Good presentation.”
- “The second part of the presentation was quite interactive and helped us to be actively participating.”

Learning Objectives:

- Introduce key issues in education finance and corruption, and implications for system performance improvement.

Key Session Themes:

- Education Finance dynamics: impact of source and management of funding on decision making
- How the dynamics of financial structures affects financial strategies (school grants, budget support, financial models for primary and secondary education)
- Governance and finance
- What constitutes corruption? How is it manifested in the education sector?
- What elements of corruption distort outcomes, and how?
- What are programmatic strategies for dealing with corruption? How are projects addressing corruption?

SESSION 6.4 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Create separate sessions
 - Corruption
 - Expand session time
 - Move to concurrent optional section
 - Finance
 - Keep in mandatory agenda

SESSION 6.5 CASE STUDIES: ASSESSING FINANCE AND CORRUPTION ISSUES

Session Presenters: Luis Crouch, Joe DeStefano, John Gillies, Ash Hartwell, Haiyan Hua, Tom Lent, Audrey Moore

Session Length: 1 hour, 15 minutes

Session Ranking: 22

EVALUATION:

The evaluations of all the case study sessions both by TAG and the participants were very similar. The recommendation regarding involvement of USAID staff to assist the participant groups in moving successfully through the exercise applies in this case as well. In addition, instructions need to be made very clear. Despite these challenges, the case studies are a strong point of the course as participants unanimously enjoy the interactivity with colleagues, the opportunity to apply knowledge and the break from didactic sessions.

Learning Objectives

- Using the earlier case studies, assess the issues raised in the finance and corruption presentations to revise the programming strategies and elements based on this framework. Participants will work in the same three teams.

Key Session Themes:

- Teams will answer the following questions:
 - What are the issues related to school finance and corruption that might apply to this case study? Are they critical to the goal of improving education outcomes?
 - How might the issues be addressed? What are the elements in the system framework that might need to be affected to address these issues?
 - What tools or strategies might be incorporated into the program?
 - What might be measures of progress in these areas?

SESSION 6.5 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Incorporate USAID Education Staff into participant groups
- Improve exercise guidance/instruction



Luis Crouch (Presenter, Research Triangle Institute)

SESSION 7.2 DECENTRALIZATION IN EDUCATION

Session Presenters: Don Winkler

Session Length: 1 hour, 15 minutes

Session Ranking: 12

EVALUATION

a. Learning Objectives appropriate: Yes. Though comments were very divergent in terms of quality and content of presentation, most comments reflected the importance of this topic to participant work.

- “Good session, relevant to my needs. Need emphasis on financial accountability in decentralized system.”
- “Could we dig into deeper issues? Understanding? Otherwise, material covered was appropriate for needs of USAID work.”
- “This is strong section that helps me to understand better what are we talking about when we talk about decentralization, in fact it gives me some ideas to implement even if my country is not in a decentralization process.”

b. Session met Learning Objectives: Participant comments were divided and this session was hampered by the fact that the presenter did not finish the presentation nor did he answer questions collected at the outset of the presentation. However, the overall course ranking of 12 indicates that the topic was important and the session largely well-received by participants.

- “This is strong section that helps me to understand better what are we talking about when we talk about decentralization, in fact it gives me some ideas to implement even if my country is not in a decentralization process.”
- “Dislike: The presenter skipped the most important parts of this session — types or forms of decentralization and the process.”
- “An excellent session for such an intricate and country-related topic. Good effort since there is no one clear specific model that could be applied to the countries present.”
- “Would have been useful to discuss the tool in more detail (i.e., how to apply it, what to do with the information you obtain, etc.). Are there examples of how the tool has been used? Asked for questions but then never answered them.”

c. Overall pacing and length of session: The session length was appropriate but the pacing by the presenter did not allow for the presentation to be completed nor for all participant questions generated by the presenter at the outset to be addressed.

- “This was just about right in terms of length and content. Would have been nicer though if it was done by a USAID person.”

Learning Objectives:

- Introduce key issues in education decentralization.

Key Session Themes:

- Forms and strategies for implementing decentralization
- Relationship of decentralization to improving education quality — the evidence to date
- Examples of country strategies and experience in decentralization.
- What are programmatic strategies for working with decentralizing systems?
- What are reasonable expectations for this type of system reform? What are the key obstacles?

- “Presenter did not use his time well. In a 75 minute presentation, he went through 2 pages of this 5 page handout. Perhaps too much repetition of each concept presented.”
- “Good topic — presentation not well-timed. Not finish presentation. No check if questions got answered.”
- “The presenter elicited good questions from participants but time did not seem to allow him to address the questions/issues that were recorded. The presenter did not go as deeply into the questions he did attempt to address. Handouts on elements of accountability very useful.”
- “Not enough answers to questions. Rather than just “asking questions” — what’s more important is for the presenter to share the “answers” — i.e., what does research say? What’s state-of-the-art thinking on the issue? Many of the questions/concerns raised at the start of the session did not really get answered.”

d.Number of Presenters and e.Individual Presenter Ratings: A single contractor presenter is fine for this topic but based upon the comments and the issue, the TAG is recommending that a USAID staff member be added to this session. The presenter received a number of nice comments from participants with the exception of pacing/timing and the failure to respond to questions collected from the participants. Representative participant comments include:

- “The presenter spent more time asking questions than responding and explaining — (too bad this topic is important), then rushed or skipped key portions of his own presentation. I have the distinct impression his objectives was primarily to get info from the participants.”
- “Excellent presentation!”
- “An excellent session for such an intricate and country-related topic. Good effort since there is no one clear specific model that could be applied to the countries present.”
- “Excellent session — very useful and practical for our programs. I especially liked that the facilitator asked us for questions in the beginning. Great!”
- “The presentation was highly interactive and this is commendable as it helped us to reflect on our countries.”
- “Good to get participants to share country experiences. Generating questions good. Presentation too general. We have been working with decentralized systems a long time and need to go more deeply into the issues.”
- “Good expertise and he presented it well.”



Jacqueline E. Schafer, (Assistant Administrator, Bureau for Economic Growth, Agriculture and Trade)

SESSION 7.2 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Incorporate USAID Education Staff person into presentation
- Ensure that Basic Education Sub-Element is Addressed
- Revisit/restructure Learning Objectives and Content

SESSION 7.3 DATA FOR DECISION MAKING

Session Presenter: Haiyan Hua

Session Length: 1 hour, 30 minutes

Session Ranking: 4

EVALUATION

a. Learning Objectives appropriate: Yes, the learning objectives and themes were clear, well-conceived.

Participant comments were very positive:

- “Finally, some real “intellectual meat”. This presentation was humbling. Superb.”
- “Use of data for decision-making is a big issue. Presenter made good effort to show the need to move to data use.”
- “Excellent and extremely useful session.”
- “This was an interesting presentation enabling us to link data to decision making in education.”

b. Session met Learning Objectives: While a number of participant comments found the discussion “too theoretical”, many more outstanding and the overall EOC ranking of the session at number 4 reflects the majority of the participant feelings. Some representative comments of both variety follow:

- “I think this session was too detailed and too theoretical. I think we should have focused on helping build EMIS capacity within MOEs — how do we do this effectively; and how to validate data/do data quality assessment for the purpose of USAID planning and programming.”
- “Session was very useful. The Educ-Policy-Planning M&E Dev. Framework was very interesting topic. It would be useful to have practical exercises on system analysis based on specific country.”
- “Likes — Box Bar — completely new idea for me.”
- “We did not have time for a lot of questions but this did not impact on the quality and the value of the presentation.”
- “Very useful! Would be great if we could get our ministerial counterparts as (can’t read).”
- “Good session — very good lecturer. Problem — charts and Power Point were too miniscule to be of use while following lecture... the presentation was good/excellent and consistent with the theories used. Need a CD to share knowledge with home folk.”
- “The lecturer was great and managed to explain a difficult subject ‘data’ and explain the importance of data. I think I’ll even consider inviting him to help design a program to target this area which is the basis for program design.”
- “This is really early morning “wake up coffee” type of presentation. Excellent presentation!”
- “Would have liked more in depth information on application and relation to USAID.”

Learning Objectives:

- Understand various kinds of education data products and their implications for policy decisions and capacity development.
- Introduce the levels of understanding and technical capacity required for collecting data, data analysis and interpretation of data products.
- Understand importance for USAID to help build various technical capacities in developing and nurturing data use capacity in many education systems so that M&E, policy planning, and systems management can be truly effective.

Key Session Themes:

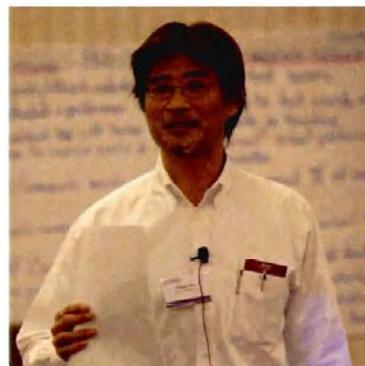
- Data, data analysis and interpretation of data products are all important elements of technical capacity for M&E systems, policy planning and analysis, and EMIS development in all education systems.
- To develop capacity and demand for data use is an important pre-requisite for developing effective M&E, strategic planning and EMIS.

- “Good overview. Would like further information/examples. Need more practical solution/strategies in USAID context — what’s working/what’s not.”
- “Excellent. Wish we had been able to go into more depth on this topic. Very important for field types. Would like to get a better handle on how to work with poor data and weak EMIS administration.”
- “Too theoretical — should have “worked” with the data — analyzed it, etc.”

c. Overall pacing and length of session: Session length is considered appropriate though some participants definitely would have enjoyed more time for additional information and or an opportunity for exercises in practical application.

d. Number of Presenters and e. Individual Presenter Ratings: One expert presenter is considered appropriate. This particular presenter received very positive comments from participants and the TAG alike. Representative comments include:

- “Excellent. Dr. Hua brought a new understanding to data decision making.”
- “Presenter made a challenging topic interesting and engaging! Both theory and application were made relevant re: EMIS — lots of new insight. Excellent topic and presentation!”
- “This was the first time that a presenter makes the link with the previous presentation. He presented in a clear way, with a great deal of knowledge. The presentation was well supported.”
- “Excellent mix of expertise and passion for this key topic. Too bad it was so short. Please consider building this type of skills several days the way the case work was done.”
- “Very important topic, presenter expert.”



Hayian Hua, Presenter, Harvard

SESSION 7.3 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Improve visual materials
- Create an EMIS session to be added to the concurrent optional section
- Create an additional core session to address basic statistics as related to education and used at USAID (e.g., rate of enrollment)



Jana Wooden (Education Officer, NEP, USAID/Tanzania), **Lucy Kithome** (Management Specialist, Education Technology, USAID/Sudan), **Yvonne Coore-Johnson** (Education Specialist, USAID/Jamaica), **Sonjai Reynolds-Cooper** (Education Development Specialist, LAC Bureau)

SESSION 7.4 CASE STUDIES: PROGRAM STRATEGIES AND DONOR ROLES

Session Presenters: Luis Crouch, Joe DeStefano, John Gillies, Ash Hartwell, Haiyan Hua, Tom Lent, Audrey Moore

Session Length: 2 hours

Session Ranking: 26

EVALUATION

The evaluations of all the case study sessions both by TAG and the participants were very similar. The recommendation regarding involvement of USAID staff to assist the participant groups in moving successfully through the exercise applies in this case as well. In addition, instructions need to be made very clear. Despite these challenges, the case studies are a strong point of the course as participants unanimously enjoy the interactivity with colleagues, the opportunity to apply knowledge and the break from didactic sessions.

Learning Objectives:

- Complete the review of the cases, incorporate the discussions on decentralization and data utilization as they affect the program strategy, and prepare a concise presentation to the full group. Participants will continue to work in original three teams.

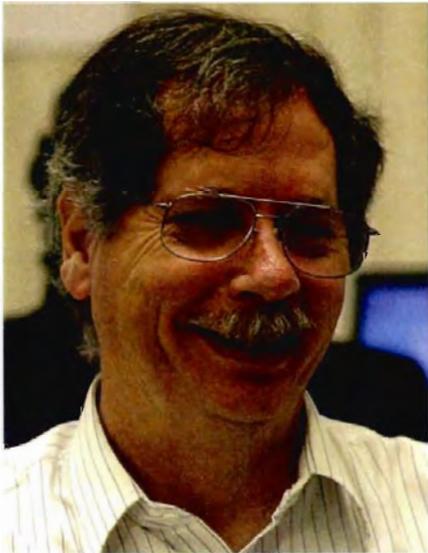
Key Session Themes:

- Teams will answer the following questions:
- What issues related to data and decentralization are relevant to your case study?
- How will you incorporate data and learning as a tool to support system reform?
- How might you use information and data to measure progress?
- What is your final recommendation for addressing this case?
- What are the key issues in which USAID has leverage and/or where USAID technical support might make a difference?
- What are the implications and challenges for project management from the CTO perspective?
- What might be measures of progress in these areas? How do they relate to other mission indicators?

SESSION 7.4 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Incorporate USAID Education Staff into participant groups
- Improve exercise guidance/instruction



Larry Dolan, (Chief, Education Office, USAID/Ghana)



Evelyn Losert (Education Development Specialist, USAID/Cambodia)

SESSION 8.2 DEVELOPING AND IMPLEMENTING PERFORMANCE MANAGEMENT PLANS FOR EDUCATION PROGRAMS

Session Presenters: Gary Bittner, Janet Kerley, Richard Strickland

Session Length: 1 hour, 45 minutes

Session Ranking: 6

EVALUATION:

a. Learning Objectives appropriate: Yes, understanding performance monitoring are key skills needed by USAID education officers. The overall session ranking of 6 by participants indicated the strong level of interest and relevance of the topic.

b. Session met Learning Objectives: In spite of the high ranking, comments were very mixed with some participants raving about the session and others feeling confused by the presentation and the number of presenters. Participants like the group activity. Representative participant comments of both follow:

- “Still lots of questions....begging for answers.”

Learning Objectives

- Provide an overview of performance management and monitoring, including the purpose and design of the Performance Management Plan (PMP), selection and quality of indicators, integration of OP standard indicators, and application of the PMP to the collection and use of performance data

Key Session Themes:

- Defining performance management
- The Performance Management Plan (PMP): Purpose and content
- Developing and maintaining the PMP
- Selecting indicators and verifying data quality
- Using your PMP

- “Like: clear explanation of the role and purpose of PMP. Clear explanation of the F backdrop w/this PMP.”
 - “Session was very useful for me. I found a great interest to attend the PMP training we have if funding will be available.”
 - “Clarifying the requirement to use PMPs just because we have the OP, we should not stop using the PMP. It is still required. I heard a couple of times that it is not required.”
 - “Suggest to provide comparison what we had (have been using) and would in the future. As a new officer, it is very difficult to follow presentation.”
 - “Good presentation — the group assignment was instrumental in obtaining a true blend of PMP experience in the different missions. The matter of the New Framework needs to be deliberated further. A little more time could have been spent on the “variables” related to the wide range of indicators with which we are faced in the implementation of education projects.”
 - “Good group dynamics for the collective of presenters. Especially good presentation! Janet Kerley clarified aspects of the OP as I’ve never heard before — very well done! This was a very central presentation and must be retained for future EOCs!”
- c. Overall pacing and length of session: Length of session and pacing was fine.
- d. Number of presenters: Given the time, the number of presenters seemed to be unnecessarily excessive. Though participant comments were mixed on this issue, recommendations reflect the following participant comments which coincide with the TAG assessment.
- “Initial part of presentation was “choppy”—there were too many presenters. Would have been useful to discuss/examine an actual PMP.”
 - “There were too many presenters with result that it was a bit confusing and disjointed.”
- e. Individual Presenter ratings: Distinctions in presenters included the comment regarding Janet Kerley in b. above and the comment that perhaps the next offering could simply use the one presenter with experience and expertise broad enough to cover the whole topic — e.g, Tracy Brunette.

SESSION 8.2 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Reduce number of presenters
- Revisit who is presenting

SESSION 8.3 UNDERSTANDING THE EDUCATION INDICATORS

Session Presenters: Kristi Fair, Ron Raphael

Session Length: 1 hour, 30 minutes

Session Ranking: 24

EVALUATION:

- a. Learning Objectives appropriate: Yes; knowledge of the FACTS system is critical to portfolio management under the New Foreign Assistance Framework.

b. Session met Learning Objectives: Partly; however many participant comments indicated that questions remained. Some of this may due to the evolving nature of indicators.

- “It was a good session to increase understanding about indicators. However, there were some questions/ concerns not addressed completely.”
- “Can understand the difficult times with “F” “OP” process but there is need for clarity in terms of strategy.”
- “The team was well prepared but strangely enough did not meet my expectations—on the job that is, in that they did not speak to “qualitative data” which we are frequently called upon to respond to. The focus on “quantitative” indicators was too great. Hope that the upcoming guidance will answer some of key questions.”
- “Basic Education indicator presentation was clear and useful — where we are and where we are going. Higher Ed was confusing — could have been better organized. Both presenters were honest and open about the status/issues of the indicators.”

c. Overall pacing and length of session: Generally considered appropriate with a few comments for different session layout and additional time.

- “The time was not sufficient for this presentation. It could have been great if we could have worked in small groups by region. Many specific concerns were brought out. I will suggest on line follow-up. Regional countries get together to update in the Ed indicators. We could to like a video conference with other countries.”
- “Given participants — not much interest in HE but nearly the same amount of time was spent on HE and BE. Kristi asked who had questions about BE indicators but then never answered/discussed these questions and/or indicators. Perhaps questions/concerns should be used to guide the design of session which would replace this one. Session was very didactic — not interactive.”

d. Number of presenters: Two was fine though participants made distinctions between the two presenters in this instance (see e. below).

e. Individual Presenter ratings: Representative participant comments follow:

- “One of the presenters was more precise and clear, the other was too vague and did not give relevant feedback content.”
- “Overall, two presenters varied greatly in terms of info conveyed. This was an important session but I didn’t gain as much as expected. Kristi’s presentation was good and more time should have been allocated to this topic.”
- “Kristi was engaging and informative. Lots of good, clear info on indicators: function of and development of. Another outstanding and central presentation for the work we do at the mission level.”

Learning Objectives:

- Review, define and clarify the education indicators in the FACTS system.

Key Session Themes:

- Context: Keeping track of indicators in FACTS; interaction with EdResults.
- Big picture: what the indicators are/are not designed to do; types of indicators (input, output, outcome, etc.); taxonomy of education indicators (BE, HE, training, youth, gender; relocation of workforce to EG).
- Defining the indicators: what they measure, what they mean, how/where to get the data, desegregation, data quality issues.
- Discussion and questions.

SESSION 8.3 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Reduce number of presenters
- Expand session time
- Revise learning objectives

SESSION 8.4 TRENDS IN MEASURING STUDENT PERFORMANCE

Session Presenter: Luis Crouch

Session Length: 1 hour

Session Ranking: 10

EVALUATION:

a. Learning Objectives appropriate: Yes, indicative comments from participants include:

- “Great stuff. Links to material are welcome addition.”
- “Excellent presentation! Lots of material — imbedded links within presentation will be helpful after the presentation.”
- “Great!”

b. Session met Learning Objectives: Yes but as indicated in item c. below, more time for topic is warranted.

- “All of today’s sessions have been directly relevant to our mission level work. Great insights into higher level data collection and use (regional and international testing), and how to use these tests within our activities (in service of our activities). Lots of new info shared.”

c. Overall pacing and length of session: Numerous participants commented that time was inadequate and pacing of materials off.

- “I would allocate more time to this topic as it is essential for improving educational quality.”
- “Too much materials to present in a short period of time put pressure on the presenter who did not have other choice than shortening on some important items. It would be better for the future to give more time to presenters, and cut down on the number of subjects to be addressed.”
- “Luis is fantastic! This was a great session just not long enough — he had to skip several slides and I feel like we missed out!”
- “Typical Luis — lots of good high-quality information to share, but not enough time to cover it thoroughly! But he did warn us ahead of time!”

d. Number of presenters and e. individual presenter rating: One presenter for topic was fine. Remarks on presenters performance include:

Learning Objectives:

- Identify innovative ways to assess learning outcomes in donor projects and countries

Key Session Themes:

- Growing pressure on measurement of learning achievement not just at USAID but all donors; why
- What are options for measurement; international tests; local tests
- System-wide tests in the home country vs. project approaches; pitfalls of using national “filter” exams; differences between instruments aimed at individual remediation, “hard” vs. “soft” accountability, teacher support rather than accountability, etc.
- Issues/ in comparability over time, reliability; importance of linking to teacher support
- Examples from various cases such as Dominican Republic, Egypt, South Africa

- “Session should have been more interactive — a chance to work with data, interpret it, analyze it, etc.”
- “Good speaker.”
- “Very good session. The presenter could have encouraged more participation on areas such as validity/reliability issues.”

SESSION 8.4 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Expand session time

SESSION 8.5 MONITORING AND EVALUATION

Session Presenters: Janet Kerley, Christy Allison

Session Length: 1 hour, 45 minutes

Session Ranking: 5

EVALUATION:

a. Learning Objectives appropriate: Yes; monitoring and evaluating program effectiveness is a critical component of the education officers’ duties.

b. Session Met Learning Objectives: Yes; as evidenced by the overwhelmingly positive comments:

- “Interesting and relevant session. Encouraged participants to be actively involved.”
- “This team made very clear presentation of the role and use of M&E — with specific reference to evaluation! The group work was very relevant and easily applied to our mission level work.”
- “I really liked the presentation especially the small group activity. It really applies to our USAID programme.”
- “This practical approach used allows us to understand clearly the theoretical part of the section.”

c. Overall pacing and length of session: The session length seemed fine; the pacing was also good and participants especially commented on the value added of the exercise.

- “Good presentation. Useful hands-on.”
- “Excellent in content and presentation. It takes skill to make this topic fun and this session was on of the best.”
- “Excellent interactive session which addressed adequately the scope for pitfalls and initial steps to be taken when undertaken evaluation.”
- “Small group exercise was excellent. No need to have all groups report out — would save time. The Power Point presentation was a “little” dry but necessary to set context.”

Learning Objectives:

- Provide an overview of good practices in evaluation and monitoring, including inclusion of monitoring and evaluation in procurement plans, basic principles of monitoring and evaluation, and utilization of evaluations. Focus will be on ensuring usefulness of evaluations.

Key Session Themes:

- Agency evaluation policy
- Complementary roles of monitoring and evaluation
- USAID triggers for evaluation
- Developing Evaluation Questions (creating an evaluation SOW that will produce information you need)
- Models for Evaluation (various approaches, comparative costs, how integrated into the overall cycle of activities)
- Data quality and validity

- “Session was good and participatory.”

d.Number of Presenters: Appropriate.

e.Individual Presenter Ratings: Participants provided many positive comments about both presenters with a number targeted specifically to Janet Kerley.

- “The presenters were fabulous—they manage to make such a complex topic an interactive session leading to a type of hands on experience (something that you will not forget, and that, can be easily applied by the participants.)”
- “Janet presented complex materials in a clear, simple manner that was easy to understand. Good sense of humor also! The activity was very good in stimulating group discussion and getting us to apply the knowledge. Each group was realistic and current. A very vital and important topic presented in a clear, simple manner — excellent!”
- “Enjoyed group work. Presenters were very knowledgeable.”
- “Great presenter (J. Kerley) — her knowledge and experience communicated important information to us. Good participatory exercise.”

SESSION 8.5 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Reduce number of exercises to allow more time for remaining exercises

SESSION 9.2 A VIEW FROM THE HILL

Session Presenter: Michele Sumilas

Session Length: 1 hour, 30 minutes

Session Ranking: N/A⁶

EVALUATION:

a.Learning Objectives appropriate: Yes

b.Session Met Learning Objectives: No; presenter was unable to attend at the last minute.

c.Other: The TAG had anticipated the possibility that one or senior level speakers scheduled for the EOC may have to cancel — likely at the last minute. Instead of the planned sessions, the TAG provided an improvised question and answer forum. This session was very useful to the on-going evaluation of the course and for the participants as well. Because the participant feedback on this impromptu session was very positive, the TAG recommendation is to ensure it is *scheduled* into the next course.

Learning Objectives:

- Provide an overview of the operations of key Congressional committees that impact the foreign assistance act and appropriations
- Explain how directives evolve, particularly basic education and higher education

SESSION 9.2 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Incorporate a new session for TAG Q&A
- Schedule back-up presenters or a panel for sessions in which a cancellation may occur.

⁶ Original session was canceled; the ranking is for the replacement impromptu session.

SESSION 9.3 PERSPECTIVES FROM LEGISLATIVE AND PUBLIC AFFAIRS

Session Presenter: Joe Fredericks

Session Length: 45 minutes

Session Ranking: 36

EVALUATION:

a. Learning Objectives Appropriate: Yes

b. Session Met Learning Objectives: Partly; it should be noted that the presenter was a last minute substitute for the original presenter. Reactions to the presentation were very positive.

- “Presenter was very knowledgeable but did not really address the objectives as outlined in the course book. Information provided was at a very high level — no details about interaction with Hill and BE and HE.”
- “This was probably one of the most useful sessions of the EOC.”
- “I now understand that LPA doesn’t really “work” for Missions—it supports and “reactively” advances Executive office policies. This completely changes my view of LPA.”
- “Good presentation. Too short.”
- “I find it interesting how LPA uses Sesame Street to market Basic Education but we also need to market the education system reform priorities in Basic Education — to have a single voice in our programming. No material for this session but the presenter was very enthusiastic and presented good information. Made an excellent point about publicizing our good news and success stories.”
- “It was good to get this overall message that we need to “tell our story better” but there was little new information provided.”

c. Overall Pacing and Length of Session: Appropriate.

d. Number of Presenters and e. Individual Presenter Rating: The presenter received nice comments from participants and TAG alike. Representative participant comments included:

- “The presenter knows his job and managed in an expert way to demonstrate the application of projects on the ground to the way in which these could be captured in reporting to the Hill — in the future. The communications process and how this can be enhanced through Success Stories scored a good communication point/channel for reporting in the future.”
- “Joe Fredericks was very informative.”

Learning Objectives:

- Become familiar with the role of Legislative and Public Affairs (LPA) with respect to basic education and higher education
- Describe how Executive branch and Legislative branch impact on education programs and budget



Medea Kakachia, (Project Management Specialist, Education, USAID/Georgia)

SESSION 9.3 RECOMMENDATIONS

Keep topic and session “as is”

SESSION 9.4 PERSPECTIVES FROM THE BASIC EDUCATION COALITION AND HIGHER EDUCATION COMMUNITY

Session Presenters: Carolyn Bartholomew, Ben Quillian

Session Length: 1 hour

Session Ranking: 41

EVALUATION:

a. Learning Objectives Appropriate: Yes; Basic Education and Higher Education are the two primary earmarks of the USAID education program; understanding the role of these two communities is important.

b. Session Met Learning Objectives: This is where the evaluation diverges greatly. Representative participant comments are provided below and also address the c. Overall Pacing and Length of Session; and e. Individual Presenter Ratings:

- “These 2 areas should be separated. Basic Ed is our priority. Presenter from Coalition was excellent but didn’t have time to go into the issues. The ACE presentation didn’t seem to be connected to the course — we didn’t need details of this organization.”
- “BE presenter was very good and informative—would have liked have back in next course. HE portion — The first presentation was not necessary as it was all US based. I feel Christina’s presentation on HED was inappropriate — especially as she already spoke on “marketing” the HED earlier in the course. Would not ask back.”
- “Ratings apply to C. Bartholomew, Basic Ed Coalition only. She was very good and broadened my understanding of the “Hill”. Her passion and commitment to Basic Ed was very apparent. Did not find useful the HE presentation particularly useful or informative. They did not make clear that HED is the old ALO. Too much history of CE and very little focus on learning objective 2: to identify the current issues in HE.”
- “The presentation on basic education was terrific. Ms. Morrifit’s presentation may have been the most inappropriate presentation delivered over the past two weeks.”
- “Too much information about the ACE. We really didn’t need to know about the staff, topics, etc. Presentation was too long and dry. The Basic Ed Coalition presentation was very good, to the point, enthusiastic and much more applicable to me and my programs. I particularly appreciate the research, articles of interest, etc. they are able to locate and publicize.”
- “It is difficult to assess this presentation jointly as there were 2 very different presentations. I did not understand the purpose of the Higher Ed presentation. It was too general and I did not get enough understanding/information on how ACE can assist Missions. But the Basic Ed Coalition discussion was excellent and much appreciated.”
- “The presentation was good and informative. Basic Education Coalition segment provided critical information. Some time could have been programmed for participation by presenters through Q&A.”
- “Not necessary to spend a long time on what ACE is.”
- “I didn’t find this session very relevant.”

Learning Objectives:

- Discuss the role and objectives of the Basic Education Coalition and higher education interest groups
- Identify the current key issues of the community

- “Session too oriented toward “selling” HED.”
- “It was a great opportunity to learn about education lobbyists. Very useful.”

c. Overall Pacing and Length of Session: If objectives were appropriately addressed, the length of the session is probably fine.

d. Number of Presenters: A presenter from both the BE and HE community is critical.

e. Individual Presenter Ratings: As indicated in b. above, the HE presenter missed the mark on the objectives and lost participant interest; conversely, the BE presenter was well-received. An HE presenter with the right message would also have been well-received. This fact is reflected in the recommendations for the session.

SESSION 9.4 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Include only Congressional/Lobbying issues



Carmen Henriquez, (Project Management Specialist/Education, USAID/El Salvador), **Theodora Hindeleh**, (Project Management Specialist, USAID/West Bank/Gaza), **Hala H.M. E-Serafy**, (Senior Education Specialist, USAID/Egypt), **Mimy Santika**, (Project Management Specialist/Education, USAID/Indonesia)

SESSION 9.6 REGIONAL BREAKOUTS

Session Presenters: Roberta Cavitt, Cheryl Kim, Lubov Fajfer, Sarah Moten

Session Length: 1 hour

Session Ranking: 13

Learning Objectives:

- Discuss issues of regional significance with USAID/Washington team leaders.

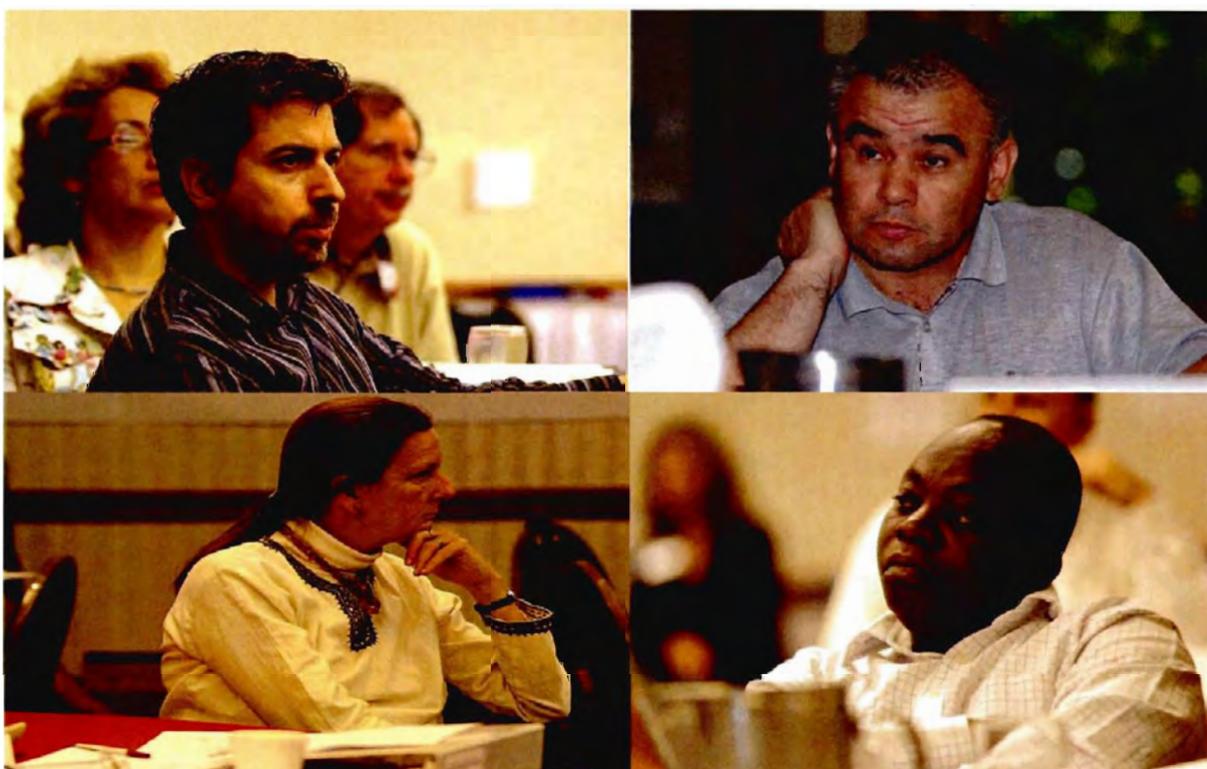
EVALUATION:

Though this session was not rated by participants, they ranked it in the final evaluation and the ranking of “13” out of 44 sessions indicates the value that participants placed on meeting with the leadership of

their respective bureaus. Unlike the luncheon where a session on Literacy was planned, this lunch had no presentation, per se; rather the leadership of each bureau provided information regarding direction of the education sector in each bureau and responded to the questions of participants. This information in a highly decentralized organization is of extreme value particularly to field participants who are not able to interact with their Bureau leadership on a regular basis. The leaders from the Bureau who participated demonstrated that education is an important part of the Bureau portfolios and important to the Agency as whole. This message was an invaluable part of the EOC and must be repeated in some form in each EOC offering.

SESSION 9.6 RECOMMENDATIONS

Keep topic and session "as is"



Clockwise from top left: **Aaron Brownwell**, (Program Officer, IDI, USAID/Madagascar), **Myrzarachman Karimov**, (Project Management Assistant, USAID/Kyrgyzstan), **William Osafo**, (Education Specialist, USAID/Ghana), **Jane Casewit**, (USAID/Morocco)

SESSION 9.7 INFORMAL Q&A WITH SENIOR USAID OFFICIALS

Session Presenter: Mosina Jordan, Jim Kunder

Session Length: 1 hour, 15 minutes

Session Ranking: N/A

Learning Objectives:

- Provide perspectives on the future of the agency with the Education Sector

EVALUATION:

a. Learning Objectives appropriate: Yes; very critical in this period given the new Foreign Assistance Framework and the increased education funding earmarks.

b. Session Met Learning Objectives: No; presenters were unable to attend at the last minute. As a result the session was not ranked.

SESSION 9.7 (REPLACEMENT) TAG IMPROMPTU SESSION

Session Presenter: TAG

Session Length: 30 minutes

Session Ranking: 25

EVALUATION:

Due to the cancellation of the original session 9.7, session 9.6 was extended and the TAG held an impromptu replacement session.

SESSION 9.7 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Schedule back-up presenters or a panel for sessions in which a cancellation may occur.



Clockwise from top left: **Allyson Gardner**, (Program Officer, NEP, USAID/DRC), **Atef Mahmoud**, (Education Development Specialist, USAID/Egypt), **Sandy Olesky-Otjikuta**, (Senior Education Advisor USAID/ Nigeria), **Isabelle Stout**, (Investing in People Officer, USAID/Guatemala)

SESSION 10.2 INTERNATIONAL DEVELOPMENT ARCHITECTURE I: MONTERREY CONSENSUS ON DEVELOPMENT FINANCING AND THE U.S. MILLENNIUM CHALLENGE CORPORATION (MCC)

Session Presenters: Buff Mackenzie, Richard Morford

Session Length: 1 hour, 15 minutes

Session Ranking: 37

EVALUATION:

a. Learning Objectives Appropriate: Somewhat; the relevance to participants of these overarching international principles and agreements was not as immediate as other session content. Further, the significance of these agreements and agencies in general vary greatly from one country portfolio to another. Despite this, most participants indicated that they found the session “interesting” and “informative”.

- “MCC was interesting/maybe more country dialogue between presenter and group. Buff’s presentation was long — maybe all this would have been better in the beginning of the course to set the international framework.”
- “Excellent overview of MCC/MCA, especially for me as I don’t have much experience with this initiative. Great overview!”
- “MCC session was very useful. Excellent. WB session useful to some but not to me. Paris Agreement not useful really.”
- “Very useful presentation! The presenter guided us in the understanding of the MCC.”
- “To me this is a very informative presentation. I learned many new things.”

b. Session Met Learning Objectives: Yes.

c. Overall Pacing and Length of Session: Appropriate for the content though the TAG assessment is that this session should be provided as an optional session.

d. Number of Presenters: Okay; though most participants did not find the initial presentation useful.

- “Buff’s presentation was not necessary. MCC overview was informative.”
- “MCC presentation was very informative.”

Learning Objectives:

- Understand the policy dialogue and current donor positions in education as guided by the Monterrey Consensus
- Understand how MCC works from country-selection to evaluation of support
- Discover how USAID and MCC can best coordinate efforts in-country

Key Session Themes:

- The Policy Environment — Overview of the global agreement/Q&A: Monterrey Consensus, and the compact between developing and donor countries — what each agreed to do, in what order, and where this is playing-out in the education sector; key differences in interpretation between donor partners.
- The Strategic Environment — Overview of US Millennium Challenge Corporation/Millennium Challenge Account/Q&A to help attendees understand how USAID and MCC differently assist country types along a continuum, how the MCC support mechanisms work; the country selection process unfolds, and then within-country, how sector support priorities are established and rationale/mandates that guide MCC/MCA specifically; and, something of the evolving MCC education support portfolio over the past few years and where support to education may be headed.
- The Operational Environment — Presentation/Q&A to help the attendees understand how USAID can assist MCC and LDCs, esp. threshold countries; how MCC helps countries develop MCA-proposals and USAID’s role (or not). Also, to help attendees better understand MCC as an organization and its staff as employees - that is, see the world through the MCC-MCA /its employee’s mindset and comprehend ways to forge in-country partnerships between USAID and MCC and too, understand how they should not intrude in MCC-processes.

e. Individual Presenter Ratings: See d. above.

SESSION 10.2 RECOMMENDATIONS

- Keep session with the following revisions:
 - Eliminate topic of Monterrey Consensus
- Move MCC to optional concurrent status

SESSION 10.3 INTERNATIONAL DEVELOPMENT ARCHITECTURE II: PARIS DECLARATION ON AID EFFECTIVENESS AND PARTNERING ON EDUCATION SUPPORT ACROSS DONORS

Session Presenters: Sajitha Bashir⁷, Buff Mackenzie

Session Length: 1 hour, 15 minutes

Session Ranking: 42

EVALUATION:

a. Learning Objectives Appropriate: Yes; but more for some participants than others (see discussion under a. in session 10.2 above). Participants made very few comments overall and the general interest level — based upon low level of participant comments, and as assessed by the TAG seemed low.

b. Session Met Learning Objectives: In part; representative participant comments follow:

- “World Bank presentation on FTI interesting. I think it would have been better to move this session in the beginning course.”
- “Very interesting and good session.”
- “Very useful.”

Learning Objectives:

- Understanding the policy dialogue and current donor positions in education as guided by the Paris Declaration on Aid Effectiveness
- Understanding how the World Bank development assistance works from country-selection to evaluation of support
- Discovering how best can USAID and the World Bank coordinate efforts in-country

Key Session Themes:

- The Policy Environment — Overview of the global agreement/ Q&A: Paris Declaration on Aid Effectiveness, and the agreement between developing and donor countries — the key components: country-ownership, donor alignment and harmonization, and where this is playing-out in the education sector; key differences in interpretation between donor partners.
- The Strategic Environment — Presentation/Q&A: Overview of World Bank support-to-education processes to help attendees understand how USAID and WB similarly/differently assist partner countries, how the Bank's support mechanisms work; how Bank units in-country, at the regional and global levels contribute to decision processes, and then within-country, how sector support priorities are established and rationale/mandates that guide WB support to education specifically; and, something of the evolving WB education support portfolio over the past few years and where support to education may be headed.
- The Operational Environment — Presentation/Q&A to help the attendees understand how USAID can best coordinate with World Bank in-country, at the regional and global levels; how the Bank helps countries develop support-proposals and the role of other donors (or not). Also, to help attendees better understand the Bank as an organization and its staff as employees - that is, see the world through the World Bank /its employee's mindset and comprehend ways to forge in-country partnerships between USAID and the Bank and too, understand how they should coordinate to further the Paris Declaration jointly.

⁷ Originally scheduled presenter, Robin Horn, was unable to attend and Sajitha Bashir served as a last minute substitute presenter.

- “This session did not meet any of the stated objectives — there was almost no mention of World Bank. The sharing/discussion of “framework” session during last 30 minutes was just filling time. Did not tie to presentation.”
- c. Overall Pacing and Session Timing: Fine.
- d. Number of Presenters: Fine.
- e. Individual Presenter Ratings: Very few distinctions made.

SESSION 10.3 RECOMMENDATIONS
Eliminate topic and session

SESSION 10.4 SWAPS, DBS, AND OTHER BILATERALS

Session Presenter: Cheryl Kim

Session Length: 30 minutes

Session Ranking: 35

EVALUATION:

a. Learning Objectives Appropriate: This session was very short and very late in the course. As a result, it suffered from a lack of participant comments. The topic is valid but the TAG assessment is that it should be optional and cover additional content in a longer period.

b. Session Met Learning Objectives: In part. Participant comments are:

- “Very useful.”
- “Sometimes is better not to have a topic if we don’t have the time to cover it.”
- “Likes: precise, clear definitions, relevant to the field — country perspective and education portfolio perspective. Excellent.”



Cheryl Kim, (Education Team Leader, LAC/RSD/HER). **Nora Pinzon**, (Education Program Manager, USAID/Mexico)

- “Information was valuable—but the session seemed out of place.”
- “Maybe this should be given as pre-work to the course.”

c. Overall Pacing and Length of Session: As indicated in b. above, the session was probably too short for those who were interested in the topic.

d. Number of Presenters: Fine.

e. Individual Presenter Ratings: The presenter did an impressive job with the time allotted on a session that was run on the last day of the course. The comments in b. reflect positively upon the presenter.

Learning Objectives:

- Provide an overview of Sector Wide Approaches (SWAPS), Direct Budget Support (DBS) and in-country donor coordination approaches.
- Discuss participant experiences highlighting pros and cons of each approach.

SESSION 10.4 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Mention in the overview Session 1.3
 - Include the Fast Track Initiative (FTI) in content
- Create an in-depth session to be offered as optional concurrent

SESSION 10.5 FUTURE PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Session Presenters: Gene George

Session Length: 1 hour

Session Ranking: 13

EVALUATION:

a. Learning Objectives Appropriate: Yes

b. Session Met Learning Objectives: For certain participants, yes. Because the speaker was from HR in Washington, DC, the issues largely addressed concerns of the Foreign Service Officers and not the Foreign Service Nationals. This however, did not take away from the importance of this session to FSOs.

- “Like: Career path idea has been given clearly.”
- “Suggest to include compensation issue in the session.”
- “I did not see the need for FSN to hear this part.”
- “HR — one more reform...how many more to come??
Depressing presentation — too much “corporate” talk — where is the human side of the work we do?”
- “Informative session but no specific to Education. Would have been good to discuss FSL, OJPSC, FSO, etc. situations related to our sector.”

c. Overall Pacing and Session Length: Fine.

d. Number of Presenters and e. Individual Presenter Ratings: The presenter did a great job in a last session time slot. His participation was widely appreciated. Comments included:

- “Excellent insights...”
- “Grateful that Senior Leadership from HR thought it was important to be here.”
- “Great to have Gene present to us the latest on HR!”

Learning Objectives:

- Discuss participants issues/respond to questions
- Discuss plans underway in the Training Education Sector Teams (TEST) professional development program.



Loretta Garden. (Education Officer, EGAT/ED/EE)

SESSION 10.5 RECOMMENDATIONS

Keep topic and session with the following revisions:

- Clarify the fact that HR does not deal with FSNs
 - Move session to optional concurrent status

IV. RECOMMENDATIONS FOR FUTURE OFFERINGS

The general recommendations related to the overall conduct of the EOC course are presented in this section. The specific recommendations related to each session are included with session descriptions in Part IV. As noted throughout the report, this EOC offering was considered a pilot and was evaluated as such. These recommendations derive from the regular reviews of each step in the design and conduct of the course.

- **Use the feedback of participants** on time allotted to sessions, number of days and hours for the course, optional sessions, and additional sessions to refine the next course offering. This feedback is identified in the session by session evaluations, and summarized in the list at the end of this section.
- **TAG should continue to play a strong collaboration/oversight role** with the contractor in EOC courses to ensure that the Education Workforce Professional Development objectives are being met. To the extent possible, the same TAG members should participate in the design and conduct of the remaining contracted courses — Education Portfolio Management and In-Depth Education Seminars. Once the basic EOC course has become more standardized, the involvement of TAG can be reduced.
- TAG should maintain their role in overseeing and coordinating presenters, with stronger support from the contractor, in order to reduce the time burden for USAID staff involved in the course. Presenters require more intensive instruction and guidance, much of which can be provided directly by the contractor as long as there is sufficient lead time. Professional facilitation is needed for presenters to keep to time allotted for sessions.
- Consideration should be given to routinely allowing a **larger number of participants, including those outside the education sector** to participate in future EOC offerings. Larger numbers were easily accommodated and allowed more Education staff to be trained and interact with one another.
- **Consider creative ways to maximize content** within the two week time frame including looking beyond normal 8–5 work hours, creating concurrent optional sessions, incorporating on-line pre-work. To break up a longer time frame such as this, field trips to schools, the RRB, etc can be planned. Optional concurrent sessions also allow for participants to spend their time during the two week course where it is most needed based upon their portfolio.
- **The Skills and Knowledge List should be refined further** as part of the process of designing other courses in the suite; it should serve as a separate tool distinct from workforce surveys of the education sector. Some of the refinement will result from matching course objectives to the Skills and Knowledge List both as additional courses are developed and implemented and as existing courses are revised.
- **Greater use of other survey and assessment tools is recommended.** Periodic surveys of the Education Workforce serve to gather demographic data and inform the direction of the Professional Education Workforce course offerings. TAG should develop tools to assess knowledge retention and on-the-job application of course content.
- The **quality and mechanisms for providing course information** to participants should continue as it was provided for this course. Communication materials and mechanisms gave participants the needed information, which is appended for future use.

Minor recommendations include:

- **A unified working agenda** for TAG members, non-TAG members, presenters, and participants should be used. This will help to minimize the need to update multiple documents after revisions.
- **Improvements in course venue and facilities are recommended.** A venue closer to the RRB would be preferable. The contractor needs to pay more attention to testing the arrangements with respect to audiovisual, layout, and snacks. Live-feed video of the sessions needs to be considered.



EOC Class Photo, Bethesda Residence Inn, May 2007

Recommended Draft EOC 3 Agenda

Core Sessions	Optional (concurrent sessions)
Historical Overview of Education Programming	Expanded Gender Equality Session
Overview of USG Involvement in Education	Sesame Street
The New Foreign Assistance Framework	Education in the Muslim World
Investing in People Objective, Education Program Area	HIV/AIDs in the Education Sector
The Impact of Education on (Almost) Everything: EG, Income Distribution, Health and Democracy	Workforce Development and Vocational/ Technical Training
The Basic Education Directive: Parameters and Program Priorities	Development Credit Authority (DCA)
Gender Equality Strategies in Education	Global Development Alliance (GDA)
The Higher Education Directive: Parameters and Programmatic Priorities	Information Communication Technology
Key Objectives, Best Practices and Lessons Learned in Support of Primary Education	Future Professional Development Opportunities
Adult Literacy	Corruption in Education
Secondary Education	EMIS
Sustaining and Sequencing System Improvement and Reform: Case Studies	U.S. Millennium Challenge Corporation (MCC)
Sector Assessments — Determining Program Priorities	SWAPS, DBS, and other bilaterals
Institutional Capacity of Host Country Ministries of Education	Participant Training
At-Risk and Out-of-School Youth	
Public-Private Partnerships in Education	
Education and Fragility	
Framework for System Improvement and Policy Reform	
State-of-the-Art Learning and Basic Education	
Education Finance	
Case Studies: Assessing Finance Issues	
Decentralization in Education	
Data for Decision Making	
Statistics for Education	
Case Studies: Program Strategies and Donor Roles	
Developing and Implementing Performance Management Plans for Education Programs	
Understanding the Education Indicators	
Trends in Measuring Student Performance	
A View from the Hill	
Perspectives from LPA	
Perspectives from the Basic Education Coalition and Higher Education Community	
Regional Breakouts (Follow-on from AA/DAA lunch)	

APPENDIX A.

EOC COURSE DOCUMENTS

EDUCATION OVERVIEW COURSE PARTICIPANT LIST

AFR

Aaron Brownell	Madagascar	Program Officer
Cornelius Chipoma	Zambia	Education Specialist
Larry Dolan	Ghana	Chief, Education Office (Supervisory)
Allyson Gardner	DROC	Program Officer
T.Wambui Gathenya	Kenya	Education Specialist
Tesfaye Kelemework	Ethiopia	Deputy Chief Basic Education Services Office (Supervisory)
Mitch Kirby	Kenya	Senior Regional Education Advisor
Lucy Kithome	Sudan	Management Specialist, Education Technology (Manager)
Brian Levey	Senegal	Education Officer
Sandy Ojikutu	Nigeria	Senior Education Advisor (Supervisory)
William Osafo	Ghana	Education Specialist (Supervisory)
Margaret Sancho-Morris	Liberia	Education Officer (Supervisory)
Ibrahima Sissoko	Mali	Program Development Specialist
Jana Wooden	Tanzania	Education Officer

ANE

Abdulhamid Alajami	Yemen	Senior Education Advisor and Team Leader (Manager)
Aivan Leo R. Amit	Philippines	Project Management Specialist/Office of Education (Supervisory)
David Bruns	Jordan	Education Team Leader (Supervisory)
Jane Casewit	Morocco	Development Assistance Specialist
Hala H.M. ElSerafy	Egypt	Senior Education Specialist
Shahnaz Hakim	Afghanistan	Project Management Specialist/Education (Manager)
Sieng Heng	Cambodia	Development Assistance Assistant/Education
Theodora Hindeleh	West Bank Gaza	Project Management Specialist
Mohammad Shahidul Islam	Bangladesh	Senior Education Advisor
Lynn Losert	Cambodia	Education Development Specialist
Atef Mahmoud	Egypt	Education Development Specialist
Mimy Santika	Indonesia	Project Management Specialist/Education
Mark Sorensen	Sri Lanka	Workforce Development Advisor
Mera Thompson	Nepal	Deputy Director, Office of Democracy & Conflict Mitigation (Manager)

E&E

Medea Kakachia	Georgia	Project Management Specialist, Education
Myrzarachman Karimov	Kyrgyzstan	Project Management Assistant
Mavjuda Nabieva	Tajikistan	Education Management Assistant

EGAT/ED

Arturo Acosta	EGAT/ED/BE	Education Officer
Loretta Garden	EGAT/ED/BE	Education Officer (Supervisory)
Suezan C. Lee	EGAT/ED/BE	Education Program Specialist
Iris Young	EGAT/ED/HEW	Education Officer

LAC

Yvonne Coore-Johnson	Jamaica	Education Specialist
Carmen Henriquez	El Salvador	Project Management Specialist/Education (Manager)
Cristina Olive	Peru	Chief of Education Office (Manager)
Nora Pinzon	Mexico	Education Program Manager (Supervisory)
Sonjai Reynolds-Cooper	LAC Bureau	Education Development Specialist
Isabelle Stout	Guatemala	Investing in People Officer (Supervisory)
Marina Taveras	Dominican Republic	Education Specialist
Ana Tenorio	LAC Bureau	Education Specialist

EDUCATION OVERVIEW COURSE AGENDA

DAY 1 (Monday, May 14, 2007)		
8:30am-10:25am	Welcome, Introduction & Logistics	
10:25am-10:45am	Break	
10:45am-12:00pm	Historical Overview of USAID Education Programming	Rebecca Adams, USAID/EGAT/ED Gary Bittner, USAID/EGAT/ED Ethel Brooks, USAID/EGAT/ED Julie Hanson Swanson, USAID/EGAT/WID
12:00pm-1:30pm	Lunch	
1:30pm-2:15pm	Overview of USG Involvement in Education	Joseph Carney, USAID/EGAT/ED Gregory Loos, USAID/EGAT/ED Catherine Powell Miles, USAID/AFR/SD
2:15pm-3:15pm	The New Foreign Assistance Framework	Parrie Henderson O'Keefe, State/F
3:15pm-3:30pm	Break	
3:30pm-4:45pm	Investing in People Objective & Education Program Area	Gloria Steele, USAID/GH/AA Joseph Carney, USAID/EGAT/ED
4:45pm-5:00pm	Evaluation	
5:30pm	Optional: Participant Welcome	*Course Participants Only*
DAY 2 (Tuesday, May 15, 2007)		
8:30am-9:00am	Review and Present Day's Objectives	
9:00am-10:30am	The Impact of Education on (Almost) Everything: EG, Income Distribution, Health and Democracy	Don Sillers, USAID/EGAT/PR
10:30am-10:45am	Break	
10:45am-12:30pm	The Basic Education Directive: Parameters and Programmatic Priorities	Robbin Boyer, USAID/GH/SPBO Cheryl Kim, USAID/LAC/RSD Don Sillers, USAID/EGAT/PR
12:30pm-1:30pm	Lunch	
1:30pm-2:30pm	Gender Equity Strategies in Education	Sabeen Hassanali, MSI/EQUATE Christina Rawley, MSI/EQUATE Julie Hanson Swanson, USAID/EGAT/WID
2:30pm-3:00pm	The Higher Education Directive: Parameters and Programmatic Priorities	Gary Bittner, USAID/EGAT/ED Ken Lee, USAID/EGAT/ED Nora Pinzon, USAID/Mexico Sandra Russo, USAID/EGAT/ED
3:00pm-3:15pm	Break	
3:15pm-4:15pm	Continuation of Higher Education Directive: Parameters and Programmatic Priorities	
4:15pm-4:30pm	Evaluation	
4:30pm-6:00pm	Optional Evening Session: Sesame Street	Joe Kitts, USAID/AFR/SD Chris LaFargue, USAID/Bangladesh
DAY 3 (Wednesday, May 16, 2007)		
8:30am-9:00am	Review and Present Day's Objectives	
9:00am-10:45am	Workforce Development and Vocational/Technical Education	Caroline Fawcett, EDC Clare Ignatowski, USAID/EGAT/ED
10:45am-11:00am	Break	
11:15am-12:45pm	Key Objectives, Best Practices and Lessons Learned in Support for Primary Education	David Bruns, USAID/Jordan Mitch Kirby, USAID/AFR/SD Catherine Powell Miles, USAID/AFR/SD
12:45pm-1:45pm	Lunch and Adult Literacy (NOTE ON LUNCH)	Joseph Carney, USAID/EGAT/ED Vijitha Eyang, USAID/ANE/T S
1:45pm-2:30pm	Secondary Education	Rebecca Adams, USAID/EGAT/ED

2:30pm-3:30pm	State of the Art Learning Research and Basic Education Programming	Helen Abadzi, World Bank
3:30pm-3:45pm	Break	
3:45pm-4:45pm	Overview of Education Systems Issues	John Gilles, AED/EQUIP2 Thomas Lent, AED/EQUIP1
4:45pm-5:00pm	Evaluation	
6:30pm	Optional Evening Pre-Course Study: Changing Demographics	Annababette Wils, AED/EPDC Greg Loos, USAID/EGAT/ED
DAY 4 (Thursday, May 17, 2007)		
8:30am-8:45am	Review and Present Day's Objectives	
8:45am-10:30am	Sector Assessments – Determining Program Priorities	Luis Crouch, RTI
10:30am-10:45am	Break	
10:45am-11:30am	Institutional Capacity of Host Country Ministries of Education	Luis Crouch, RTI
11:30am-12:45pm	Addressing HIV/AIDS in the Education Sector	Joe Kitts, USAID/AFR/SD Malcom McPherson, USAID/EGAT/ED
12:45pm-1:45pm	Lunch	
1:45pm-3:45pm	Education in the Muslim World	Helen Boyle, EDC Eileen Hsieh, USAID/GC/ANE Shahidul Islam, USAID/Bangladesh Ibrahima Sissoko, USAID/Mali
3:45pm-4:00pm	Break	
4:00pm-4:45pm	Changing Demographics	Annababette Wils, AED/EPDC
4:45pm-5:00pm	Evaluation	
DAY 5 (Friday, May 18, 2007)		
8:30am-8:45am	Review and Present Day's Objectives	
8:45am-10:00am	At-Risk Youth and Out-of-School Youth	Lin Aung, IYF Melanie Beauvy, EDC Andrea Bosch, IYF Paul Sully, EDC Eliana Vera, IYF
10:00am-10:15am	Break	
10:15am-12:00pm	Public Private Partnerships in Education (including GDA and DCA)	Barbara Addy, USAID/GDA David Grossman, USAID/EGAT/DC Ken Lee, USAID/EGAT/ED Suezan Lee, USAID/EGAT/ED
12:00pm-1:00pm	Lunch	
1:00pm-2:30pm	Education and Fragility	Mitch Kirby, USAID/AFR/SD Yolande Miller-Grandvaux, USAID/EGAT/ED S. Tjip Walker, USAID/DCHA/CMM Mary Ann Zimmerman, State/CRS
2:30pm-3:30pm	Information and Communication Technology	Roy Zimmerman, EDC
3:30pm-4:45pm	Break	
3:45pm-4:45pm	Participant Training	Ethel Brooks, USAID/EGAT/ED
4:45pm-5:00pm	Evaluation	
DAY 6 (Monday, May 21, 2007)		
8:30am-9:00am	Review and Present Day's Objectives	
9:00am-10:15am	Framework for System Improvement and Policy Reform	Joe DeStefano, Center for Collaboration and the Future of Schooling John Gilles, AED/EQUIP2

10:15am-10:30am	Break	
10:30am-12:30pm	Sustaining and Sequencing System Improvement Reform: Case Studies	Luis Crouch, RTI Joe DeStefano, Center for Collaboration and the Future of Schooling John Gilles, AED/EQUIP2 Ash Hartwell, AED/EQUIP2 Haiyan Hua, Harvard University Tom Lent, AED/EQUIP2 Audrey Moore, AED/EQUIP2
12:30pm-1:30pm	Lunch	
1:30pm-3:15pm	Education Finance and Corruption	Luis Crouch, RTI Lubov Fajfer, USAID/E&E/DGST
3:15pm-3:30pm	Break	
3:30pm-4:45pm	Case Studies: Assessing Finance and Corruption Issues	Luis Crouch, RTI Joe DeStefano, Center for Collaboration and the Future of Schooling Lubov Fajfer, USAID/E&E/DGST John Gilles, AED/EQUIP2 Ash Hartwell, AED/EQUIP2 Haiyan Hua, Harvard University Audrey Moore, AED/EQUIP2
4:45pm-5:00pm	Evaluation	
DAY 7 (Tuesday, May 22, 2007)		
8:30am-9:00am	Review and Present Day's Objectives	
9:00am-10:15am	Decentralization in Education	Haiyan Hua, Harvard University Don Winkler, RTI
10:15am-10:30am	Break	
10:30am-12:00pm	Data for Decision Making	Haiyan Hua, Harvard University
12:00pm-1:00pm	Lunch	
1:00pm-3:00pm	Case Studies: Program Strategies and Donor Roles	Luis Crouch, RTI Joe DeStefano, Center for Collaboration and the Future of Schooling John Gilles, AED/EQUIP2 Ash Hartwell, AED/EQUIP2 Haiyan Hua, Harvard University Tom Lent, AED/EQUIP2 Audrey Moore, AED/EQUIP2
3:00pm-3:15pm	Break	
3:15pm-4:45pm	Continuation of Case Studies: Program Strategies and Donor Roles	
4:45pm-5:00pm	Evaluation	
DAY 8 (Wednesday, May 23, 2007)		
8:30am-9:00am	Review and Present Day's Objectives	
9:00am-10:45am	Developing and Implementing Performance Management Plans for Education Programs	Sharon Benoliel, State/F Tracy Brunette, AIR Richard Strickland, USAID/AFR/DP Janet Kerley, State/F
10:45am-11:00am	Break	
11:00am-12:30pm	Understanding Education Indicators	Kristi Fair, USAID/EGAT/ED Ron Raphael, USAID/EGAT/ED
12:30pm-1:30pm	Lunch	
1:30pm-2:30pm	Trends in Measuring Student Performance	Luis Crouch, RTI
2:30pm-2:45pm	Break	
2:45pm-4:30pm	Monitoring and Evaluation	Janet Kerley, State/F

		Roger Rasnake, JBS International
4:30pm-4:45pm	Evaluation	
DAY 9 (Thursday, May 24, 2007)		
8:30am-9:00am	Review and Present Day's Objectives	
9:00am-10:30am	A View from the Hill	Michele Sumilas, House Committee on Appropriations, Foreign Operations and Related Programs Subcommittee
10:30am-10:45am	Break	
10:45am-11:30am	Perspectives from LPA	Jeff Grieco, USAID/LPA
11:30am-12:30pm	Perspectives from the Basic Education Coalition & Higher Education Community	Carolyn Bartholomew, Basic Education Coalition Ben Quillian, American Council on Education
12:30pm-2:00pm	Lunch - Informal discussion on Regional Perspectives with Bureau Leadership on the Future of USAID Education Programs	Beth Cypser, USAID/LAC/AA Doug Menarchik, USAID/E&E/AA Sarah Moten, USAID/AFR/SD Walter North, USAID/AFR/AA Jacqueline Schafer, USAID/EGAT/AA Mark Ward, USAID/ANE/AA *Lunch by Invitation Only- No Live Video Feed*
2:15pm-3:15pm	Regional Breakout Sessions	Roberta Cavitt, USAID/ANE/TS Lubov Fajfer, USAID/E&E/DGST Cheryl Kim, USAID/LAC/RSD Sarah Moten, USAID/AFR/SD *No Live Video Feed*
3:15pm-3:30pm	Break	
3:30pm-4:45pm	Informal Q&A with Senior USAID Official	Mosina Jordan, USAID/A
4:45pm-5:00pm	Evaluation	
5:30pm	Optional: Group Social Event	*RSVP was required by 4/30/07*
DAY 10 (Friday, May 25, 2007)		
8:30am-9:00am	Review and Present Day's Objectives	
9:00am-10:15am	International Development Architecture I: Monterrey Consensus on Development Financing and the U.S. Millennium Challenge Corporation	Buff Mackenzie, USAID/EGAT/ED Richard Morford, MCC
10:15am-10:30am	Break	
10:30am-11:45am	International Development Architecture II: Paris Declaration on AID Effectiveness and Partnering on Education support Across Donors	Robin Horn, World Bank Buff Mackenzie, USAID/EGAT/ED
11:45am-12:15pm	SWAPS, DBS and other Bilaterals	Cheryl Kim, USAID/LAC/RSD
12:15pm-1:30pm	Lunch	
1:30pm-2:30pm	Future Professional Development Opportunities	Gene George, USAID/M/HR/OD TEST Advisory Group
2:30-3:30pm	Course Evaluation and Discussion	Barbara Brocker, IRG Steve Joyce, IRG TEST Advisory Group
3:30pm-3:45pm	Break	
3:45pm-4:45pm	Presentation of Course Certificates	TEST Advisory Group

EDUCATION OVERVIEW COURSE SESSION EVALUATION

Instructions:

Please respond to the following questions by rating them on a scale of 1 (yes, very much) to 5 (no, not at all). Your input will be used to improve future offerings of the Education Overview Course.

Instructors

The instructor was knowledgeable about the subject:

1 2 3 4 5

The instructor was prepared and organized for the session:

1 2 3 4 5

Participants were encouraged to take part in the class discussions:

1 2 3 4 5

The instructor was responsive to participants' needs and questions:

1 2 3 4 5

The instructor's energy and enthusiasm kept the participants actively engaged:

1 2 3 4 5

Materials

The scope of the material was appropriate to my needs:

1 2 3 4 5

The scope of the material was appropriate for the overview nature of the course:

1 2 3 4 5

The material was organized logically:

1 2 3 4 5

The participant materials (manual, presentation, handouts, etc.) will be useful on the job:

1 2 3 4 5

Learning Effectiveness/Job Impact

I learned new knowledge and skills from this session:

1 2 3 4 5

I will be able to apply this knowledge and skills learned in this class to my job:

1 2 3 4 5

The session was appropriately sequenced within the overall agenda for the day:

1 2 3 4 5

Likes/dislikes/areas for improvement

Please use this space to provide additional comments on what you liked and/or disliked, and where we can make improvements:

EDUCATION OVERVIEW COURSE DAILY EVALUATION

Instructions:

Please respond to the following questions by rating them on a scale of 1 (yes, very much) to 5 (no, not at all). Your input will be used to improve future offerings of the Education Overview Course.

Facilitation

Transitions between sessions were smooth:

1 2 3 4 5

Meaningful linkages between sessions were made:

1 2 3 4 5

The facilitators were responsive to participant needs and questions:

1 2 3 4 5

Environment

The physical environment was conducive to learning

1 2 3 4 5

The training facility (and sleeping rooms, if applicable) were clean and of high quality

1 2 3 4 5

Learning Effectiveness

The content for the day was sequenced appropriately within the overall materials for the course:

1 2 3 4 5

The topics covered today will be useful in managing my portfolio:

1 2 3 4 5

The topics covered today were a worthwhile investment in my career development:

1 2 3 4 5

EDUCATION OVERVIEW COURSE MID-TERM EVALUATION

Instructions:

Please respond to the following questions by rating them on a scale of 1 (yes, very much) to 5 (no, not at all). Your input will be used to improve future offerings of the Education Overview Course.

Facilitation

Transitions between sessions were smooth:

1 2 3 4 5

Meaningful linkages between sessions were made:

1 2 3 4 5

The facilitators were responsive to participant needs and questions:

1 2 3 4 5

Learning Effectiveness

The content for the course was sequenced appropriately within the overall materials for the course:

1 2 3 4 5

Additional Comments:

EDUCATION OVERVIEW COURSE FINAL EVALUATION

Instructions: Please respond to the following questions and provide additional comments when possible. Your input will be used to improve future offerings of the Education Overview Course.

The physical environment was conducive to learning: please rate on a scale of 1 (yes, very much) to 5 (no, not at all)

1 2 3 4 5

The training facility (and sleeping rooms, if applicable) were clean and of high quality: please rate on a scale of 1 (yes, very much) to 5 (no, not at all)

1 2 3 4 5

Please tell us what worked and what didn't:

- Facilities
- Logistics

Please comment on the appropriateness of course length:

To what extent did the diversity of the group add to the richness of the course?

What did you like the most?

What did you like the least?

Was this course a worthwhile investment?

Please rate each EOC Session on a scale of 1-5 according to its value for your work: 1 (very valuable to my work) to 5 (not valuable to my work). Please use the next page to provide additional comments about a specific session.

EOC Sessions Topic	Rate value for your work
Historical Overview of USAID Education Programming	
Overview of USG Involvement in Education	
The New Foreign Assistance Framework	
Investing in People Objective & Education Program Area	
The Impact of Education on (Almost) Everything: EG, Income Distribution, Health and Democracy	
The Basic Education Directive: Parameters and Programmatic Priorities	
Gender Equity Strategies in Education	
The Higher Education Directive: Parameters and Programmatic Priorities	
Sesame Street: Optional Evening Session	
Workforce Development & Vocational/Technical Education	
Key Objectives, Best Practices and Lessons Learned in Support for Primary Education	
Adult Literacy	
Secondary Education	
State of the Art Learning Research and Basic Education Programming	
Overview of Education System Issues	
Sector Assessments – Determining Program Priorities	

Institutional Capacity of Host Country Ministries of Education	
Addressing HIV/AIDS in the Education Sector	
Education in the Muslim World	
Changing Demographics	
At-Risk Youth and Out-of-School Youth	
Public Private Partnerships in Education	
Education and Fragility	
Information Communication Technology	
Participant Training	
Framework for System Improvement and Policy Reform	
Sustaining and Sequencing System Improvement and Reform: Case Studies	
Education Finance and Corruption	
Case Studies: Assessing Finance and Corruption Issues	
Decentralization in Education	
Data for Decision Making	
Case Studies: Program Strategies and Donor Roles	
Developing and Implementing Performance Management Plans for Education Programs:	
Understanding the Education Indicators	
Trends in Measuring Student Performance	
Monitoring and Evaluation	
A View from the Hill	
Perspectives from LPA	
Perspectives from the Basic Education Coalition & Higher Education Community	

Informal Discussion on Regional Perspectives with Bureau Leadership on Future of USAID (Lunch Session)	
Regional Breakout Sessions	
Informal Q&A with Senior USAID Officials	
International Development Architecture I: Monterrey Consensus on Development Financing and the U.S. MCC	
International Development Architecture II: Paris Declarations on AID Effectiveness and Partnering on Education Support Across Donors	
SWAPS, DBS and other Bilaterals	
Future Professional Development Opportunities	

EDUCATION OVERVIEW COURSE 2007

TEST ADVISORY GROUP COURSE EVALUATION SURVEY

Directions: Please answer the following questions by rating them on a scale of 1-5, where 1 is no/poor and 5 is yes/excellent. Where space is available, please provide additional comments.

Session: 1.1: Historical Overview of USAID Education Programming

Session Presenters: Rebecca Adams, Gary Bittner, Ethel Brooks, Julie Hanson Swanson

Session Time: 10:45am-12pm

Learning Objectives:

- Understand historical trends in programming basic education, higher education and workforce development.
- Be able to communicate agency and regional focus over the past three decades including cross-cutting themes such as gender and youth
- Integrate trends in tools such as participant training, public private partnerships into daily work.

Key Session Themes:

- Origins of sub-sector education programming and themes (girl's education to gender integration and youth);
- Broad trends in technical focus and resources; and
- Origins and trends in use of tools such as participant training and public private partnerships

Overall Session Ratings for 1.1

Were the Learning Objectives appropriate?

1 2 3 4 5

Did the session meet the Learning Objectives?

1 2 3 4 5

Please rate the overall pacing (within the allotted session timeframe) of the presentation:

1 2 3 4 5

Was the length of the session appropriate?

1 2 3 4 5

Please rate the appropriateness of the number of presenters:

1 2 3 4 5

Individual Presenter Ratings for Session 1.1

Rebecca Adams:

Style:

1 2 3 4 5

Pacing:

1 2 3 4 5

Technical Content:

1 2 3 4 5

Applicability of Content:

1 2 3 4 5

Usefulness of Content:

1 2 3 4 5

Gary Bittner:

Style:

1 2 3 4 5

Pacing:

1 2 3 4 5

Technical Content:

1 2 3 4 5

Applicability of Content:

1 2 3 4 5

Usefulness of Content:

1 2 3 4 5

Ethel Brooks:

Style:

1 2 3 4 5

Pacing:

1 2 3 4 5

Technical Content:

1 2 3 4 5

Applicability of Content:

1 2 3 4 5

Usefulness of Content:

1 2 3 4 5

Julie Hanson Swanson:

Style:

1 2 3 4 5

Pacing:

1 2 3 4 5

Technical Content:

1 2 3 4 5

Applicability of Content:

1 2 3 4 5

Usefulness of Content:

1 2 3 4 5

Additional Comments on Session 1.1

A. Keep session as is

B. Keep session topic only

C. Make session optional

D. Delete Session

E. Keep Presenter(s)

F. Keep session with revisions:

1. Expand session

2. Shrink session

3. New presenter

Optional and In-Depth Suggestions

What sessions (if any) do you recommend being offered as “**optional**” sessions in the next EOC course (*there is no maximum or minimum number of sessions that you must list*):

In order of importance to you (with 1 being first), please identify up to three sessions you would like to see further explored in an **in-depth** course:

1. _____

2. _____

3. _____

EDUCATION OVERVIEW COURSE AGENDA

DAY 1 (Monday, May 14, 2007)

- Historical Overview of USAID Education Programming (10:45am-12:00pm)
- Overview of USG Involvement in Education (1:30pm-2:15pm)
- The New Foreign Assistance Framework (2:15pm-3:15pm)
- Investing in People Objective & Education Program Area (3:30pm-4:45pm)
- Optional: Participant Welcome (5:30pm)

DAY 2 (Tuesday, May 15, 2007)

- The Impact of Education on (Almost) Everything: EG, Income Distribution, Health and Democracy (9:00am-10:15am)
- The Basic Education Directive: Parameters and Programmatic Priorities (10:30am-12:30pm)
- Achieving Gender Equality in Education (1:30pm-2:30pm)
- The Higher Education Directive: Parameters and Programmatic Priorities (2:30pm-4:15pm)
- Optional Evening Session: Sesame Street (4:30pm-6:00pm)

DAY 3 (Wednesday, May 16, 2007)

- Workforce Development and Vocational/Technical Education (9:00am-10:45am)
- Primary Education (11:15am-12:45pm)
- Adult Literacy (12:45pm-1:45pm)
- Secondary Education (1:45pm-2:30pm)
- State of the Art Learning Research and Basic Education Programming (2:30pm-3:30pm)
- Overview of Education Systems Issues (3:45pm-4:45pm)

DAY 4 (Thursday, May 17, 2007)

- Sector Assessments – Determining Program Priorities (8:45am-10:30am)
- Institutional Capacity of Host Country Ministries of Education (10:45am-11:30am)
- Addressing HIV/AIDS in the Education Sector (11:30am-12:45pm)
- Education in the Muslim World (1:45pm-3:45pm)
- Changing Demographics (4:00pm-4:45pm)

DAY 5 (Friday, May 18, 2007)

- At-Risk Youth and Out-of-School Youth (9:00am-10:00am)
- Public Private Partnerships in Education (10:15am-12:00pm)
- Education and Fragility (1:00pm-2:30pm)
- Information and Communication Technology (2:30pm-3:30pm)
- Participant Training (3:45pm-4:45pm)

DAY 6 (Monday, May 21, 2007)

- Framework for System Improvement and Policy Reform (9:00am-10:15am)
- Sustaining and Sequencing System Improvement Reform (10:30am-12:30pm)
- Education Finance and Corruption (1:30pm-3:15pm)

DAY 7 (Tuesday, May 22, 2007)

- Decentralization in Education (9:00am-10:15am)
- Utilization Focused Data and Information for System Improvement (10:30am-12:00pm)
- Program Strategies and Donor Roles (1:00pm-4:45pm)

DAY 8 (Wednesday, May 23, 2007)

- Developing and Implementing Performance Management Plans for Education Programs (9:00am-10:45am)
- Understanding Education Indicators (11:00am-12:30pm)
- Trends in Measuring Student Performance (1:30pm-2:30pm)
- Monitoring and Evaluation (2:45pm-4:30pm)

DAY 9 (Thursday, May 24, 2007)

- Perspectives from LPA (10:45am-11:30am)
- Perspectives from the Basic Education Coalition & Higher Education Community (11:30am-12:30pm)
- Lunch - Informal discussion on Regional Perspectives on the Future of USAID Education Programs (12:30pm-2:00pm)
- Regional Breakout Sessions (2:15pm-3:30pm)
- Informal Q&A with Senior USAID Officials (3:30pm-4:45pm)
- Optional: Group Social Event (5:30pm)

DAY 10 (Friday, May 25, 2007)

- International Development Architecture I: Monterrey Consensus on Development Financing and the U.S. Millennium Challenge Corporation (9:00am-10:15am)
- International Development Architecture II: Paris Declaration on AID Effectiveness and Partnering on Education support Across Donors (10:30am-11:45am)
- SWAPS, DBS and other Bilaterals (11:45am-12:15pm)
- Future Professional Development Opportunities (1:30pm-2:30pm)

Ranking of sessions for the entire EOC Course

Using the listing of all sessions on the preceding page, please identify what you consider to be the **“Top Five” sessions for the entire course:**

1. _____
2. _____
3. _____
4. _____
5. _____

Considering all sessions occurring over the two week period, please identify what you consider to be the **“Bottom Five” sessions for the entire course:**

1. _____
2. _____
3. _____
4. _____
5. _____

USAID GENERAL NOTICE ANNOUNCING EOC

TRAINING

USAID/General Notice
EGAT/ED
03/07/2007

Subject: Education Overview Course May 14-25, 2007 - Washington, D.C.

The Bureau for Economic Growth, Agriculture, and Trade (EGAT) is pleased to announce the opening of registration for the annual EDUCATION OVERVIEW COURSE (EOC) to be held from May 14-25, 2007 in the Washington, DC metro area. The course is designed for education officers at all levels, but other backstops may apply and will be considered on a space available basis. The training course is intense, running from 8:30am until 5:00pm daily. Participants are expected to attend all course sessions and should schedule any consultation meetings with USAID staff on days prior to or after the training. Because it is a second pilot, the EOC will be heavily evaluated, and participants will be asked to fill out session evaluations throughout the course.

ENROLLMENT DEADLINE is Monday, March 26, 2007.

WHO SHOULD ATTEND:

Eligible participants are direct-hire and non-direct-hire employees of USAID and other USG Agencies. It is recommended that participants have both a minimum of one year work experience with USAID and a minimum of one year of experience working with education programs in general. While education program managers will have priority in enrollment, individuals from other backstops (e.g., program, project development, general development, etc.) and other agencies can enroll and will be approved as space permits. The course will be limited to 30 participants. If the course is oversubscribed, selection of participants will be made with a focus on maximizing the diversity of the class. Diversity includes but is not limited to employment status, experience level, and region of assignment/employment.

While there is no tuition cost to participants, sponsoring missions must pay the per diem (maximum lodging and M&IE rate for the DC metro area is \$252/per day) and travel expenses for their participants attending the course. Submission of the SF-182 form will be considered a commitment by the participant's Mission/Operating Unit to make funds available for costs associated with the participant's attendance at the course.

HOW TO APPLY:

Obtain your supervisor's approval and submit a signed training form SF-182 to the Test Advisory Group by email at testadvisory@usaid.gov (EDU TEST Advisory on USAID email drop down) or fax (202)216-3229. To obtain a copy of training form SF-182, use the following link: <http://inside.usaid.gov/forms/sf182-10.doc>. Only Agency employees with intranet access may view this Web site. Applicants who cannot access the form online should request the

form from their EXO.

Applicants who have not submitted the USAID training form SF-182 will not be considered for the course if availability of space becomes an issue.

CONFIRMATION:

You are not officially registered for the course until:

1. Your completed training form SF-182 has been received by the course managers, and
2. You have received an email confirmation that you are officially registered for the course. Given the length of time required in some countries for foreign service nationals to obtain visas, confirmation will be sent as soon as the SF-182 forms are received.

LOGISTICS:

The Education Overview Course will be held at a venue in the Washington, DC metro area. Further logistical information will be provided once your registration is confirmed.

COURSE DESCRIPTION:

The EDUCATION OVERVIEW COURSE is an intensive two-week course designed to increase knowledge of sector issues, key trends, analytical tools and effective program approaches in international education. Emphasis is on basic education, higher education, and workforce development.

DAY 1 (Monday, May 14, 2007)

Welcome and Introductions

Historical Overview of USAID Education Programming, Budget & Staffing

The USG and International Context for Education, USAID Education Strategy, Presidential Initiatives, & Congressional Directives

The New Foreign Assistance Framework

Investing in People Objective & Education Program Area

DAY 2 (Tuesday, May 15, 2007)

Relationship of Education to Other Program Areas in the Foreign Assistance Framework

The Basic Education Directive: The Parameters and Programmatic Priorities

Gender Equity Framework and the Continuum of Approaches for Integrating Gender in Strategic Planning

The Higher Education Directive: The Parameters and Programmatic Priorities

Optional Evening Session: Sesame Street

DAY 3 (Wednesday, May 16, 2007)

Workforce Development

Vocational and Technical Education

Primary Education

Adult Literacy

Secondary Education

Cognitive Learning Research and Basic Education Programming

DAY 4 (Thursday, May 17, 2007)

Determining Program Priorities and Understanding the Trade Offs

Institutional Capacity of Host Country Ministries of Education
Education in the Muslim World
HIV/AIDS
Changing Demographics

DAY 5 (Friday, May 18, 2007)
At-Risk Youth and Out-of-School Youth
Public Private Partnerships
Education and Fragility
Information and Communication Technology
Participant Training

DAY 6 (Monday, May 21, 2007)
A Framework for Education Policy Reform
Sequencing Education Reform
Education Finance
Corruption in Education

DAY 7 (Tuesday, May 22, 2007)
Decentralization
Using Data for Decision Making
Where to Begin Analyzing the Education Sector

DAY 8 (Wednesday, May 23, 2007)
Developing and Implementing Performance Management Plans for
Education Programs
Understanding Education Indicators
Trends in Measuring Student Performance
Key Concepts, Practices & Successful Strategies for the Use of
Higher Education in Mission Programming
Monitoring and Evaluation

DAY 9 (Thursday, May 24, 2007)
A View from the Hill
Perspectives from LPA
Perspectives from the Basic Education Coalition & Higher Education
Community
A Future Agency Perspective on USAID Education
Regional Perspectives on the Future of USAID Education Programs
Informal Q&A with Senior USAID Officials

DAY 10 (Friday, May 25, 2007)
Coordinating with International Financial Institutions
Education and the Millennium Challenge Corporation
Field Perspective on Donor Collaboration
Future Professional Development Opportunities

Point of Contact: Any questions concerning this Notice may be
directed to testadvisory@usaid.gov (EDU TEST Advisory on USAID
email drop down).

Notice 0310

TEMPLATE — INVITATION TO DAAS, AAS AND SENIOR PRESENTERS

Dear _____,

On behalf of the Bureau of Economic Growth, Agriculture, and Trade (EGAT), I am extending a personal request and invitation for you to participate in this year's Education Overview Course (EOC). As the foundation of the training program for USAID education sector staff, the EOC is an intensive two-week course designed to increase the knowledge of sector issues, key trends, analytical tools and effective program approaches in international education. Emphasis is on basic education, higher education and workforce development.

The course will be held from May 14–25, 2007 at the Residence Inn in Bethesda, MD. While you are welcome to attend any session, your participation is specifically requested on Day 9 (Thursday, May 24, 2007) for a lunch and casual discussion with participants from your region regarding your perspective on the future of the education in sector in your region. Lunch will be provided; there is no formal presentation required.

This session follows a morning of presentations reflecting perspectives from the Hill, Legislative and Public Affairs and the Basic Education Coalition and Higher Education Community. The full 10 day Agenda is attached for your information.

If your schedule permits, we cordially invite you to remain with us for the remainder of the day and/or join us directly after the course that day for an informal social gathering also at the Residence Inn.

We sincerely hope that your schedule permits you to join us for this event. Your presence will significantly enrich the course for the participants. If you have any questions, please do not hesitate to contact _____.

Please RSVP by contacting _____.

Sincerely,

Attachment 1 - EOC AGENDA

DAY 1 (Monday, May 14, 2007)

- Historical Overview of USAID Education Programming
- Overview of USG Involvement in Education
- The New Foreign Assistance Framework
- Investing in People Objective & Education Program Area

DAY 2 (Tuesday, May 15, 2007)

- The Impact of Education on (Almost) Everything: EG, Income Distribution, Health and Democracy
- The Basic Education Directive: Parameters and Programmatic Priorities
- Achieving Gender Equality in Education
- The Higher Education Directive: Parameters and Programmatic Priorities
- Optional Evening Session: Sesame Street

DAY 3 (Wednesday, May 16, 2007)

- Workforce Development and Vocational/Technical Education
- Primary Education
- Adult Literacy
- Secondary Education
- State of the Art Learning Research and Basic Education Programming
- Overview of Education Systems Issues

DAY 4 (Thursday, May 17, 2007)

- Sector Assessments – Determining Program Priorities
- Institutional Capacity of Host Country Ministries of Education
- Addressing HIV/AIDS in the Education Sector
- Education in the Muslim World
- Changing Demographics

DAY 5 (Friday, May 18, 2007)

- At-Risk Youth and Out-of-School Youth
- Public Private Partnerships in Education
- Education and Fragility
- Information and Communication Technology
- Participant Training

DAY 6 (Monday, May 21, 2007)

- Framework for System Improvement and Policy Reform
- Sustaining and Sequencing System Improvement Reform
- Education Finance and Corruption

DAY 7 (Tuesday, May 22, 2007)

- Decentralization
- Utilization Focused Data and Information for System Improvement
- Program Strategies and Donor Roles

DAY 8 (Wednesday, May 23, 2007)

- Developing and Implementing Performance Management Plans for Education Programs
- Understanding Education Indicators
- Trends in Measuring Student Performance
- Monitoring and Evaluation

DAY 9 (Thursday, May 24, 2007)

- A View from the Hill

- Perspectives from LPA
- Perspectives from the Basic Education Coalition & Higher Education Community
- ***Lunch - Informal discussion on Regional Perspectives on the Future of USAID Education Programs***
- Informal Q&A with Senior USAID Officials
- Optional: Group Social Event

DAY 10 (Friday, May 25, 2007)

- International Development Architecture I: Monterrey Consensus on Development Financing and the U.S. Millennium Challenge Corporation
- International Development Architecture II: Paris Declaration on AID Effectiveness and Partnering on Education support Across Donors
- Future Professional Development Opportunities

EDUCATION OVERVIEW COURSE (EOC) CONSOLIDATED GUIDELINES FOR PRESENTERS AND COORDINATORS

1. Participant course manual – The EOC Participant Course Manual will be a 3-ring binder with divisions for each course section. Each section will contain a **biostatement**(s) of the presenter(s) and a **summary** of the course session and then the **full course materials** for that session. All materials submitted by the cut off date of **April 23, 2007** will be copied and included in the 3-ring binder course manual. If materials are not submitted by the cut-off date, presenters are asked to bring 30 copies (punched for a 3-ring binder) to their session as handouts.

Deadlines for submission of **Power Point slides** and materials for the **CD Rom** are **Wednesday, April 25, 2007** with more details on each in other section in this handout.

Support for **any other type of visual** (laminated handout, large graphic chart, etc) must be coordinated with IRG immediately due to the lead time necessary to support such requests.

2. Format for Course Materials – The materials for the Participant Course Manual should follow the outline provided for your session. The goal is that materials will provide the key points regarding your presentation. The materials can also include case studies, tips or other items needed for interactive exercises. Materials which represent your presentation word-for-word are not required.

Materials should be submitted in Word – please do not spend too much formatting as all materials will be edited to a consistent font, headings, etc. Keep in mind the overview nature of the course. More detailed handouts or further references are welcome but should be referenced in the materials by website links or be planned for inclusion in the reference CD or as an appendix to the course materials.

An example of materials from the CTO-Assistance Course is on the following page. You will note that it is not a formal presentation but a summary of the concept--- in this case, of "Performance Reporting" under an Assistance Award. The full references (e.g., grant provisions, 22 CFR 226 regulations) were provided in an appendix or on CD ROM. There are no accompanying Power Point slides for this session though performance reporting is addressed in a later exercise in which participants review an actual performance report.

SAMPLE OF COURSE MATERIALS FROM CTO ASSISTANCE COURSE - PERFORMANCE REPORTING

Assistance regulations require that the assistance agreement state the performance reporting requirements, and that performance reports be required at least once per year, but no more often than quarterly.

Annual reports are due 90 calendar days after the end of the first year and then annually thereafter. If the award is for multiple years, the regulations permit USAID to require that the annual report be submitted before the anniversary dates, to give USAID time to review performance and make a continuation funding decision before the year ends.

Performance reports are due 30 days after the reporting period, except that the final report is due 90 days after expiration or termination of the award.

Performance reports normally contain:

A comparison of actual accomplishments with the goals and objectives established for each period. When appropriate and the output of programs or projects can be readily quantified, such data should be related to cost data for computation of unit costs.

Reasons why established goals were not met.

Other pertinent information including, when appropriate, analysis and explanation of cost overruns.

During the planning phase, the Activity Manager must determine the types of data and information to be reported by the recipient during administration. The Activity Manager must not only consider information for tracking performance by the recipient but also information that needs to be collected to fulfill agency requirements to support the attainment of the strategic objective. The type of data to be collected and reported by the recipient should be clearly identified in the grant or cooperative agreement.

Recipients will immediately notify USAID of developments that have an impact on the award-supported activities. Also, the notification will be given in the event of problems, delays, or adverse conditions that materially impair the ability to meet the objectives of the award. This notification will include a statement of the action taken or contemplated, and any assistance needed to resolve the situation.

The CTO is responsible for ensuring the recipient submits reports or deliverables produced under the award to the Development Experience Clearinghouse (DEC). The types of documentation the recipient must submit is found in **ADS 540.3.2.5**. Documentation which is not considered development experience material is described in **ADS 540.3.2.6**. **ADS 540.3.2.11** provides the website and mailing address for submitting material.

Remember:

The CTO's responsibility is to review all performance reports and determine whether they indicate that recipient performance is acceptable. If there is a problem with the report, or with what it says about the recipient's performance, that should trigger follow-up action on the part of the CTO. The follow-up action can take whatever form the CTO and AO, working together, determine is appropriate. That could be as simple as requesting an explanation or correction of inaccurate or missing information in the report, conducting a site visit to obtain a first-hand impression of the situation and help determine what can be done to correct any problems, or writing a letter to the recipient expressing concern that the performance does not meet the goals and objectives established. Or the follow-up action could be more forceful, including any of the remedies included in the enforcement provisions of the agreement.

3. Power Point slides - Power Points (if any) should be complementary to the course materials and not repetitive. They should be a backdrop to guide your presentation if you choose to use them. If you do use Power Points, please use the attached template which complies with USAID branding guidelines. Power Points should be provided electronically to IRG by **Wednesday, April 25, 2007** so that they can be loaded on the classroom laptop and ready for use during your session. Please use the following tips on creation of Power Points slides.

Assistance in transferring existing PowerPoint slides to the prescribed template or with PowerPoint in general is available. Please contact Kcurtis@irg ltd.com or your TAG Representative.

TIPS: PowerPoint slides are fine as a back-drop/guide to a presentation. Given the time constraints presenters will face, it's important that no more than 6- 8 substantive Power Points are planned. A PowerPoint template will be provided. General tips for designing and using Power Points include:

- Use no font size smaller than 24 point.
- Select sans-serif fonts such as Arial or Helvetica. Avoid serif fonts such as Times New Roman or Palatino as they are sometimes more difficult to read.
- Clearly label each screen. Use a larger font (35-45 points) or different color for the title.
- No more than 6-8 words per line
- For bullet points, use the 6 x 6 Rule. One thought per line with no more than 6 words per line and no more than 6 lines per slide
- To test the font, stand back six feet from the monitor and see if you can read the slide.
- Keep the design clean and uncluttered. Leave empty space around the text and graphics
- Limit the number of colors on a single screen.
- For bullet points, use the 6 x 6 Rule. One thought per line with no more than 6 words per line and no more than 6 lines per slide
- Use dark text on light background or light text on dark background. However, dark backgrounds sometimes make it difficult for some people to read the text.
- Do not use all caps except for titles.
- Check the spelling and grammar.
- Do not read the presentation. Practice the presentation so you can speak from bullet points. The text should be a cue for the presenter rather than a message for the viewer.
- Do not turn your back on the audience. Try to position the monitor so you can speak from it.
- It is often more effective to have bulleted points appear one at a time so the audience listens to the presenter rather than reading the screen.

4. CD ROM - Participants will also be supplied with an **EOC CD** containing **reference materials** (information above and beyond the presentation materials that may be useful for further study after the course). To have reference materials included on the reference CD, please submit them electronically to your USAID Coordinator by Wednesday **April 25, 2007**.

5. Biographical Statements

Each presenter is asked to summarize his/her relevant experience, education and other useful background information into a single paragraph. This "biographical statement" should identify your current position, place of employment, and major accomplishments and is targeted towards the audience of the EOC course. In summary, it should be a well-crafted synthesis of your qualifications or experience in the area you are presenting. Pictures may be included at the presenter's option. Several examples of biographical statements are below:

Bio-Statement Samples:

Example 1

"John Brown has been an Administrative Law Judge with the Wisconsin Equal Rights Division since July 1994. He came to the position from a three-year period on the legal staff of the state Department of Health and Social Services. Before moving to Wisconsin in 1991, John practiced law in Minnesota and Iowa. He holds a J.D. from the University of Texas School of Law, Austin, Texas."

Example 2

"Annik Stahl is senior vice president of Adventure Works, a consulting firm that provides synergy services to corporations and non-profit organizations. She consults regularly with executives from a variety of fields to help create synergistic solutions to world-impacting problems. Prior to her current position, she created and led the Internet Strategy team at The Phone Company.

Raised in Seattle, Washington, Annik now lives with her four children and pet llamas on a ranch in Texas. Annik has recently been honored with the first annual Woodgrove Bank award for Notable Achievements in Synergy, and she has been asked to join the editorial boards of two new journals in the synergy field. Next year, she will be serving as an honorary faculty member at a private university, where she will teach classes in synergistic systems while researching a book on that subject.

6. Session Timing

The facilitators will have to honor time constraints in order for the course to work. Presenters should come prepared to honor the time limits provided for their session.

Keep in mind that an hour long session, for example, does not equate to an hour of presentation time. To maximize interaction and relevance to participants, presenters should strive wherever possible to use approximately half the session interactively. For optimal interaction and participant interest, the following is suggested as a guide:

- 5 minute introduction of yourself (keep in mind your written bio is also in the course manual)
- 20 minutes in “presentation” of topic including:
 - defining the issue/topic;
 - describing its relevance in the context of USAID education strategy/focus;
 - identifying the top few challenges or special areas of concern to USAID education officers.
- 25 minutes of interaction with participants. This can be a short exercise, a Q&A session or a session in which several live regional examples of successful approaches to the topic are presented and discussed. If presenters would like participants to come prepared to participate by reading a case study, for example, or submitting examples for review and presentation during this section, the PPMT team can assist in soliciting this information through the website as well as from participants once they arrive.
- 5 minutes to discuss additional references (this will allow the presenter to provide more material to participants than s/he will actually go over in the presentations. Thus, the participants can leave with additional resources for further study.
- 5 minutes for participants to evaluate the session.

7. Participant-centered Training

Studies show that learning is enhanced when participants are engaged in the processing of information. The challenge for presenters in a professional classroom environment is to find creative ways to design dynamic learning environments that involve participants.

Lecture is a comfortable format for many presenters and a non-threatening one for participants. However, during lecture participants are not actively engaged with the topic, they don't seem to listen for very long, and their retention of concepts is minimal. Studies show that participants are not attentive 40% of the time they are in class and that although attention is high for the first 15 minutes, it declines rapidly until the final 10 minutes of class.

In a participant-centered approach, participants are encouraged to actively engage in learning the material as it is presented rather than being passive and perhaps taking notes quietly. Participants are involved throughout the class

time in activities that help them construct their understanding of the material that is presented. The presenter no longer delivers a vast amount of information, but uses a variety of hands-on activities to promote learning and to facilitate a professional exchange of topic-related knowledge and experience among participants.

This approach is not a substitute for knowing your topic and directly delivering key concepts; rather, it enhances the session by allowing participants to take what they have heard and integrate it immediately into a context which is relevant for them thus increasing retention.

8. Interactive Exercises during your Session

Presenters are encouraged to dedicate some portion of their session to an interactive exercise. Such interaction commonly takes the form of a question and answer period or group case study exercises. These are fine; however, following are other possibilities for interaction for your consideration and use as appropriate for your session. It should be noted that "games" not clearly related to the session (e.g., basic ice-breakers) were not highly rated in last years' course and have mixed results in general in the adult classroom. There are however, many ways to intelligently engage participants in your session with activities that directly support the session purpose.

Teach-back – This method basically divides the class into groups and requires participants to read an assigned document section relevant to your session (e.g., a policy). The groups then “teach” their assigned piece to the rest of the class with your facilitation (to ensure all important points have been addressed by the group in their “teaching”). This method works well for policy documents, regulations, etc but can also be applied in a variety of other ways. It requires the participants to engage in an active way in the materials—not only reading the materials but comprehending and then presenting the materials to their colleagues.

Quizzes- Short multiple choice, true/false or fill-in-the-blank quizzes are often a good way to kick off or wrap up a session. The quiz should introduce the key points of the session and will check existing knowledge or session comprehension depending upon whether you do it as a pre- or post- presentation activity.

Role Play - Use of group role playing works well in situations where participants would benefit from “practicing” a skill set that you are presenting. For example, it has been used effectively in Cognizant Technical Officer (CTO) courses for practicing “post-award meetings” or role-playing actions such as “making an unauthorized commitment” or “conducting an effective site visit”, etc.

Sequencing – This method of interaction is useful for session materials that involve a definitive work flow or order. Participants can given a list of steps and asked to arrange them in the order that they should happen. Again, this can be done as initial exercise to test knowledge pre-session or afterwards to gauge comprehension.

COMMUNICATIONS TO PARTICIPANTS

Greetings EOC Participants,

Congratulations on your selection to attend the May 14-25, 2007 Education Overview Course (EOC)! For a variety of reasons, the TEST Advisory Group has decided to expand the number of EOC participants to 44. We look forward to meeting you all May.

This email contains important information about course logistics, including course registration and hotel reservations. All of this information is available on the EOC website at <http://www.ppmtraining.net/educationoverview>, but the **immediate action items** are also listed below.

HOTEL RESERVATIONS DEADLINE: APRIL 26, 2007

- The EOC will take place at the Residence Inn located in Bethesda, MD. There is a block of rooms on hold at the government per diem rate of 188.00USD for EOC participants.
- Participants are responsible for making their own hotel reservations on or before **April 26, 2007**. After this date, the Residence Inn will no longer guarantee hotel rooms at the rate of 188.00USD/night.
- A credit card is necessary to reserve hotel rooms, but it will not be charged a deposit fee. A third party credit card may be used to reserve hotel rooms. Please see your EXO for details about using a third party credit card. The total bill for your stay is due upon check out. The quickest and easiest way to reserve a room is online at <http://cwp.marriott.com/wasbr/usaideducationoverview/>.
- Please contact Jennifer.walters@marriott.com with questions regarding Residence Inn room reservations.

PARTICIPANT REGISTRATION

- Accepted EOC Participants are required to complete the registration survey. You may recognize some of the questions as ones you answered on the Education Field Survey. That survey was blind, so we are asking some of the same questions again to get a better idea of who is attending the course.
- It is important that we have your flight arrival information, but we understand that you may not have those details at this time. Please complete as much of the registration form as possible at this time, and fill in any blanks as soon as possible.
- Click here to access the online registration survey: <http://www.ppmtraining.net/eocregistrationsurvey>
- If for any reason you are unable to attend the EOC, you must notify testadvisory@usaid.gov immediately.

EOC WEBSITE

- The EOC website is your resource center for information about participant logistics, the Washington DC area and the course in general.
- The website is hosted on USAID Allnet and you will soon receive (or may have already received) a username and password from “Communities@USAID”. While the website is visible to non-registered users, this information will allow you to utilize the interactive features of the website, such as online discussions.
- Please contact Katherine Curtis at kcurtis@irgltd.com with any questions about the website.

EOC WEBSITE INSTRUCTIONS

The EOC Website is an online resource for participants attending the 2007 Education Overview Course in Washington DC. This site contains information on the course agenda and materials, hotel accommodations and reservations, food and dining, and travel and transportation.

The EOC Website address is: <http://www.ppmtraining.net/educationoverview>

Getting around:

Like any site, clicking on the blue underlined links will get you around. However, the box on the left, called the "Community Explorer," (*see below: the red arrow is pointing to the Community Explorer box*) will always provide a view of what the main sections within your current location are, as well as a link to the main home page itself.



The main sections of this website are:

- Course Agenda and Materials
- Hotel Accommodations
- Food and Dining
- Travel and Transportation
- Washington DC Visitor Information
- Emergency Information

Each of these sections contains information that will be useful as well as documents you can download and links to outside websites that provide additional information. Much of this information will also be available to you in hard copy upon your arrival in Washington DC.

The Welcome, Knowledge, and Discussions tabs:

On most pages, below the title of the page, there are three grey square tabs that take you to three "sections" on that page: Welcome, Knowledge and Discussions.

Welcome: This tab gives you an introduction to that part of the site. It has text explaining the purpose of that area, and also has a few "highlights" and "latest knowledge" items, showing what items in that area are new, and what items in that area are flagged by the site administrators as being particularly useful.

Knowledge: While the "Welcome" tab listed a few recent and important documents, this "knowledge" tab contains *all* of the documents available in that area of the site. So, for instance, if you are ever in the Course Agenda and Materials section but you cannot find a certain document, perhaps you are still looking at the "Welcome" tab. Try clicking the "Knowledge" tab and more documents are available.

Discussions: This tab contains any discussions that are going on in that area of the site. Many site areas do not have discussions, so this tab may lead to a page with no discussions.

Problems with Popups?

Sometimes, users may find that their web browsers don't allow our site to show "pop-up" windows, as a precaution against sites that use popups for invasive purposes. If the site does not seem to function, see if a yellow bar is appearing at the top of your browser window telling you that a popup has been blocked. If so, click on this and instruct your browser to allow popups from our site.

WELCOME FOLDER LETTER

May 14, 2007

Greetings Participants!

The USAID TEST Advisory Group (TAG) would like to welcome each and every one of you to this year's Education Overview Course. Congratulations on your selection!

We look forward to sharing two weeks of intensive and interactive sessions on key education issues with you. Sessions will be presented by both USAID staff and representatives of our education development partners – all of whom are top-notch in their fields of expertise.

As sponsors and designers of this course, one or more TAG representatives will be in attendance throughout the two-week course. If you have any questions or comments, please do not hesitate to contact us.

For those of you visiting the Washington, DC area, we wish you a pleasant stay and we sincerely hope the course is valuable for all attendees. Welcome!

Sincerely,

TEST Advisory Group

USAID EDUCATION OVERVIEW COURSE LOGISTICS FOR NON-REGISTERED USAID PARTICIPANTS

Because the Education Overview Course (EOC) is being held in the Washington Metro area, the TEST Advisory Group (TAG) encourages USAID staff to attend as many sessions as possible. However, in an effort to ensure that the 30 registered participants are not interrupted by those who may intermittently attend sessions over the two-week course, a separate room with live video feed of the EOC presentations has been designated for non-registered USAID participants. In summary, non-registered USAID personnel are encouraged to:

- attend as many sessions as possible
- sit in the room next door to the training room where a live video feed is provided
- be available to course participants for lunch, dinner and side meetings after hours

When:

The EOC will take place May 14-25, 2007. The course will begin at 8:30am and run until 5pm each day. There will be no sessions held May 19th or 20th.

Optional and after hours sessions are TBD; Non-registered USAID Participants are encouraged to attend these informal meetings.

Where:

The EOC will take place at The Residence Inn Bethesda Downtown. The hotel is located on the corner of Wisconsin Avenue and Waverly Avenue in Bethesda, MD. The main entrance is on Waverly Avenue.

The EOC will take place in Montgomery Room I & II, with breakout sessions taking place in Calvert Room I & II. The conference rooms are located in the eastern wing of the main floor of the hotel, just off the reception area.

****Please note: A live video feed of the EOC will be shown in Montgomery Room II. Non-Registered USAID Participants will watch all sessions via live feed in Montgomery Room II.****

Directions:

The Residence Inn Bethesda Downtown
7335 Wisconsin Avenue (on the corner of Waverly)
Bethesda, MD 20814
Phone: 301-718-0200
Website: <http://www.residenceinnbethesdahotel.com/index.cfm>

Transportation Instructions:

By Metro:

The Residence Inn is located on the Red Line. Take the Red Line in the direction of Shady Grove or Grosvenor to the Bethesda Station. Walk one and a half blocks south on Wisconsin Avenue; the Residence Inn is at the corner of Wisconsin and Waverly.

By Car:

Northbound From Virginia and South: Follow I-95 North toward Washington DC. Exit onto I-495 West (Capital Beltway). Stay on the Beltway into Maryland. Remain in the right lanes past the left exit for I-270. Exit onto Wisconsin Avenue South (Rte. 355). Travel approximately 2.5 miles. Turn left onto Montgomery Avenue (toward East-West Highway). Immediately turn right onto Waverly Avenue and continue around the bend. The hotel is on your right.

Southbound From Maryland and North: Follow I-95 South toward Washington DC. Exit onto I-495 West (Capital Beltway). Travel approximately 10 miles. Exit onto Wisconsin Avenue South (Rte. 355). Travel approximately 2.5 miles. Turn left onto Montgomery Avenue (toward East-West Highway). Immediately turn right onto Waverly Avenue and continue around the bend. The hotel is on your right.

Meals:

Organized lunches will be TBD. For some lunches EOC participants will be on their own and Non-registered Participants are encouraged to use this time to meet informally with course participants. If you do leave the hotel for lunch, please be sure to return on time.

Contact Information:

Please contact Katherine Curtis at kcurtis@irgltd.com with any questions about logistics or the hotel facilities.

TEST Advisory Group Members:

Rebecca Adams, EGAT/ED/BE (Chair)

Roberta Cavitt, ANE/TS

Lubov Fajfer, E&E/DGST

Cheryl Kim, LAC/RSD

Catherine Powell Miles, AFR/SD

Jim Nindel, EGAT/ED/PT

Mei Mei Peng, EGAT/ED/HEW

Iris Young, EGAT/ED (CTO)

SAMPLE LETTER OF APPRECIATION

August 13, 2007

Name
Address

Subject: Training for Education Sector Teams (TEST)

Dear Name,

On behalf of the TEST Advisory Group and all of those involved in the development of the Education Overview Course, I'd like to extend our appreciation to you for leading the session _____ during the recent Education Overview Course (EOC) held May 14 - 25, 2007.

As many know, the majority of our education officers have joined the Agency in the last five years. The Education Overview Course (EOC) is a critical step in training a new generation of officers, helping them to gain the technical foundation to strengthen the impact of USAID's support for education worldwide. USAID's education programs can make a difference in the lives of millions of children in the developing world, giving them a chance at a better life. Thank you very much for your contribution to this important goal.

Your session was rated extremely highly by participants. In particular, your session made a significant and substantial contribution to the participants understanding of strategic thinking, implementation and evaluation of education programs. We hope that you will be available to lead a similar presentation in future EOC offerings.

We appreciate your commitment to the professional development of Education Officers. Thanks again!

Sincerely,

Joseph P. Carney
Director, Office of Education
Bureau for Economic Growth and Trade

APPENDIX B. EOC MAY 2007 VENUE EVALUATION

COURSE ACCOMMODATIONS AND VENUE

Selection — The second pilot of the Education Overview Course (EOC) was held from May 14 – 25, 2007 at the Residence Inn in Bethesda, MD. The May 2005 EOC Pilot course was held in Hagerstown, MD. Based upon negative review of both the location and the facility for the May 2005 course, the PPMT TEST Team and the TEST Advisory Group (TAG) easily decided that the course should be held in the Washington Metro area. First choice for location was Washington, DC near the Ronald Regan Building (RRB). Bethesda was selected as an alternative to Washington, DC based upon the lack of available conference space and room blocks due to the late selection of course dates and other numerous large events (e.g., multiple college graduation ceremonies, Digestive Disease Week) occurring during the same time frame. Bethesda was also selected due to proximity to the Metro and abundant restaurants and shopping. Residence Inn was selected based upon overall price and flexibility of event staff in negotiating terms such as discounts and deposits. The full kitchen and apartment-like setting of the rooms at Residence was viewed as an attractive feature for a two week stay. Most participants were placed in hotel's newly-renovated rooms.

Classroom environment — The course was held in a large ballroom with 2 breakout rooms available. One breakout room was equipped to display a continuous live video feed of the classroom. This room was to serve as an “overflow” observation room for any interested USAID staff who were not registered participants. In addition, because of the back-to-back nature of the presentations and the need for presenters to arrive prior to the start of their presentation, this live-feed video room served as staging area to minimize the disruption caused by individuals leaving/entering the classroom during other presentations. The camera which provided the visual for the live-feed room also served as the means by which the entire course was recorded. The visual result is largely unusable (this was recognized in advance) but the audio portion was viewed as a possible contribution for an on-line version of some EOC presentations.

The main classroom was equipped with a screen and PowerPoint projection capacity, two corded microphones, 2 wireless microphones and 4 speakers. Participants were seated at round tables accommodating approximately 6 participants per table. Refreshments were served at the back of the room. In the front and back of the room were 3 additional tables for printed handouts and reference materials of possible interest to the participants. Four laptops offering internet access were also in the back of the room. The usual podium, flip-charts, markers, etc were also in the room.

FOOD

The hotel provided a full breakfast buffet as part of the room price. Since the IRG Task Order contained no provision for IRG to pay participant costs, the PPMT TEST Team was limited in its ability to provide food for participants.

Participants were “on their own” for lunch with the exception of two catered lunches ---one each week. There were several nearby restaurants serving quick salads and hot/cold sandwiches and soup. There were many full-service restaurants within walking distance. There were two happy hours with hors d'œuvres – one provided by the hotel as a participant welcome on Day 1 and the other as a social gathering near the end of the second week. Participants were “on their own” for dinner; the hotel also offered free grocery shopping service for guests and all rooms had fully equipped kitchens.

The PPMT TEST Team negotiated afternoon and morning coffee/tea with the hotel; however, snack food through the hotel was expensive and considered unnecessary. When it became clear that participants needed/expected snack foods at the breaks, the PPMT TEST Team facilitators began purchasing these snacks each evening for the next day from Trader Joe's or Giant Supermarket.

EVALUATION

Participant Evaluation —The majority of participant either had no comments about the accommodations or provided positive comments such as:

“...the suites are very comfortable, especially for the long stay...”

“...great to have the accommodation and sessions in the same building...”

“...having computer and internet access [in room] was very helpful...”

“....rooms were great...”

“.....close to Metro, good stores, restaurants...”

“...great location...”

Negative comments from participants related to the classroom environment and seemed to fall into two major repeated areas of complaint: (1) issues related to noise from the construction (which was scheduled to be completed prior to the course but was not); and (2) issues related to the use of microphones in the classroom. Because of the live feed video room, microphone usage was imperative. However, periodic “feedback” plagued the usage of the wireless microphones throughout the course and use of the corded microphones was awkward as the facilitators had to navigate a fairly large classroom during participant question and answer periods.

Another repeated comment from participants related to the snacks; specifically, participants requested more healthful snacks—a request that the PPMT TEST Team tried to accommodate near the end of week two.

A minor comment from a few participants was distance of the venue from the Ronald Regan Building (RRB). These participants expressed a desire to have opportunities to meet with colleagues in the RRB after course hours or during lunch but the distance to the RRB from Bethesda made this impossible.

Another minor comment from the participants related to the length of the lunch break. Some participants expressed the need to have a longer break from the classroom and others indicated that more time was needed simply to eat in the nearby restaurants.

TAG Analysis — The TAG and PPMT TEST Team agreed that a Washington, DC locale would be a further improvement over the Bethesda location for future course offerings. The audio recordings are being transcribed and will be evaluated for use in on-line tools as originally envisioned. The value of the live-feed video room is debatable. It was not used to any large extent by USAID staff and there were other ways in which the incoming presenters were managed by the course facilitators that worked as well as the live-feed room. There was some thought the live-feed room would have been utilized more by USAID staff had the venue been closer to the RRB. As the course progressed, more and more presenters simply entered the classroom and sat in the ample space at the back of the room. Due to the size of the room, this did not seem to create much disruption. The main drawback to the live-feed video room was the required use of the microphones. Though many attempts were made during the two weeks to prevent feedback, it continued periodically throughout the course and, as mentioned, the microphones in general were found to be annoying by many participants. It’s unclear if the live-feed room would have been

The TAG also felt that use of round tables made for a crowded tabletop given the large notebook and multiple handouts provided to each of the 6 participants at the table. Fewer participants at each table would solve this. It was suggested by the TAG that the room, in general, could have been better arranged. The original contracted arrangement with the hotel envisioned 24-30 participants; though the addition of 15 more participants was able to be managed within the rented space, more thought could have been provided to the layout of the room.

The TAG also agreed with the participants regarding healthful snacks and longer lunch hours. The longer lunch hours were deemed critical for many reasons—but the TAG felt the value of longer lunches for networking among participants was the number reason. More time should be provided even if the longer lunch hours mean more night sessions or weekend sessions. These suggestions will be integrated into the next EOC offering.