



USAID
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SCHOOL DROPOUT PREVENTION PILOT PROGRAM

ANNUAL REPORT

OCTOBER 1, 2011 – SEPTEMBER 30, 2012



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November 2012

School Dropout Prevention Pilot (SDPP) Program

**Summary Annual Progress Report
October 1, 2011 – September 30, 2012**

Submitted to:

U.S. Agency for International Development/Asia and Middle East Bureau

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AME/ME/TS

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Acronyms

ACD	Assistant Country Director
AME	Asia and Middle East Bureau
BEPC	Bihar Education Project Council
BRC/CRC	Block/Cluster Resource Center
CARE/TL	CARE/Timor Leste
CBO	Community-Based Organization
CIES	Comparative and International Education Society
CLIN	Contract Line Item Number (USAID)
COR/COTR	Contracting Officer's Representative/Technical Representative (USAID)
DEC	Development Experience Clearinghouse
DED	District Education Director
DOE	District Office of Education
DPO	District Program Officer
EFA	Education for All
EWS	Early Warning System
EWRS	Early Warning and Response System
FPO	Field Program Officer
FY	Fiscal Year
HQ	Headquarters
HR	Human Resources
ICT	Information Communication Technology
IDEAL	Institute for Development, Education, and Learning
IIP	Investing in People
IRL	Indochina Research Limited
KAPE	Kampuchean Action for Primary Education
M&E	Monitoring and Evaluation
MHRD	Ministry of Human Resource Development
MO	Monitoring Officer
MOA	Memorandum of Agreement
MOE	Ministry of Education
MOEYS	Ministry of Education, Youth and Sport
MOU	Memorandum of Understanding
MPR	Mathematica Policy Research, Inc.
NA	Not Applicable
NGO	Non-governmental Organization
PO	Project Officer
POE	Provincial Office of Education
PRI	Panchayati Raj Institution
PTA	Parent-Teacher Association
QUEST	Quality Education and Skills Training
RED	Regional Education Director
RTE	Right to Education
SDPP	School Dropout Prevention Pilot Program
SES	Selected Educational Statistics
STS	School-to-School International
TOR	Terms of Reference
U.S.	United States
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

Activity Summary

Lead Implementing Partner:	Creative Associates International (Creative)
Other Implementing Partners:	Mathematica Policy Research (Mathematica) School-to-School International (STS) Kampuchean Action for Primary Education (KAPE) Institute for Development, Education, and Learning (IDEAL) CARE/Timor Leste (CARE)
Activity Name:	USAID Asia and Middle East Regional School Dropout Prevention Pilot (SDPP) Program
Activity Objective:	The School Dropout Prevention Pilot (SDPP) Program's objective is to provide evidence-based programming guidance to USAID missions and countries in Asia and the Middle East on student dropout prevention in primary and secondary school by piloting and testing the effectiveness of dropout prevention interventions in four target countries: Cambodia, India, Tajikistan and Timor Leste.
USAID Program Objective:	Investing in People (IIP)
Life of Activity:	September 27, 2010 – September 29, 2013
Total Estimated Contract/Agreement Amount:	\$51,504,754
Obligations to date:	\$51,504,754
Accrued Expenditures 8 th Quarter (July-Sept 2012):	\$5,037,027
Activity Cumulative Accrued Expenditures to Date (Inception through September 2012):	\$14,232,038
Estimated Expenditures Next Quarter:	\$3,741,218

Executive Summary

The School Dropout Prevention Pilot (SDPP) Program is a three-year program, funded by the U.S. Agency for International Development (USAID), aimed at mitigating student dropout from primary and secondary school. Its objective is to provide evidence-based programming guidance to USAID missions and countries in Asia and the Middle East on student dropout prevention by piloting and testing the effectiveness of dropout prevention interventions in Cambodia, India, Tajikistan, and Timor Leste.

SDPP's three-stage applied research approach includes 1) identifying best practices in dropout prevention in the U.S. and developing countries (Result/CLIN 1); 2) identifying those groups, grades and/or geographic areas most severely affected by dropout and analyzing the risk factors and conditions affecting dropout (Result/CLIN 2); and 3) designing, implementing, and evaluating pilot interventions to keep at-risk students in the most acutely affected areas in school (Result/CLIN 3).

During the project's second year, almost all of the requirements and standards under Results/CLINs 1 and 2 were completed and significant progress was made under Result/CLIN 3, as detailed below:

Result/CLIN 1: Key findings from the comprehensive review of U.S. and international literature on dropout prevention research and programming were formally presented in the four SDPP pilot countries. The findings played an important role in informing the selection of interventions to prevent dropout in each country. The report was translated into Hindi, and hundreds of copies in English and six local languages were distributed. All standards and deliverables under this Result have been achieved, with a presentation of the key report findings to a broader AME Regional Bureau audience planned.

Result/CLIN 2: Primary research was conducted with at-risk students, dropouts, parents/guardians, teachers, school administrators, local education officials, and community members on the main risk factors and conditions influencing dropout in India. Findings from this research were presented along with the dropout trends analysis report and the policies and programs inventory in India. Presentations on these three elements of the country assessments were also presented in Cambodia, Tajikistan, and Timor Leste. All standards have been achieved, with the exception of consolidated country assessment reports and a final presentation in Washington.

Result/CLIN 3: Consultative intervention design workshops were held in each of the four SDPP pilot countries to review the results of the country assessments and to reach consensus on the interventions to be implemented to address dropout in each country. Extensive work was carried out to design the interventions, including development of detailed design plans; operational plans and budgets; training, resource, and IEC materials; and initial monitoring and evaluation plans. An evaluation design report detailing plans for the study design, data collection, and analysis for the impact evaluation was finalized.

In all four countries, school recruitment and random assignment was completed, field staff and volunteers were hired and trained, and school and/or community personnel were trained to carry out the program interventions. Baseline survey data collection was carried out in all four countries, at a total of 898 schools, involving over 5,900 teachers and over 152,500 students.

The first official meeting of a national Coordinating Body was held in April, in Timor Leste. In the fourth quarter, Coordinating Body meetings were also held in Cambodia, Tajikistan, and Timor Leste. All four countries finalized their communications plans. The SDPP website was updated and approved by USAID, and went live in June.

The process of identifying at-risk students began in all countries, and other school-level interventions were started in India. In all four countries, SDPP began developing fidelity of implementation monitoring plans, processes and tools, adapted to the interventions in each country. These processes and tools will be used to assess adherence of the implemented interventions to the intervention design and help the project to ensure correct exposure and expected levels of intervention quality.

I. Project Overview, Rationale and Strategy

For the past two decades, children's access to basic education has been the major focus of national and international education development efforts. However, as more children enroll in school, but fail to complete it, school dropout has become recognized as a major educational challenge both in developed and developing countries. Although the pattern of dropout varies by country, the result is the same: increasing numbers of under-educated and unemployable youth. Reducing dropout is key to improving access to basic education, particularly in countries with relatively high enrollment rates where most school-age children who do not currently attend school have previously been enrolled in school.

The School Dropout Prevention Pilot (SDPP) Program is a three-year multi-country program, funded by the U.S. Agency for International Development (USAID), aimed at mitigating student dropout from primary and secondary school. Its objective is to provide evidence-based programming guidance to USAID missions and countries in Asia and the Middle East (AME) on student dropout prevention by piloting and testing the effectiveness of dropout prevention interventions in four target countries: Cambodia, India, Tajikistan and Timor Leste. Using multiple channels, including a web-based platform, SDPP will build a community of practice, sharing information and feedback on intervention design, research methodologies, and results. It will also produce practical and accessible guidance and models for designing, implementing and assessing dropout prevention programs in primary and secondary school.

SDPP will advance knowledge on dropout prevention programs through an applied research approach. In a three-stage process, it will:

1. Identify best practices in dropout prevention in the U.S. and developing countries (Result/CLIN 1).
2. Identify existing policies and programs in each country designed to prevent or reduce student dropout and analyze dropout trends to identify the groups, grades and geographic areas most severely affected by dropout. SDPP will conduct a situational analysis in the target area and among the most affected groups in order to understand the risk factors and conditions affecting dropout (Result/CLIN 2).
3. Design, implement and evaluate interventions to keep at-risk students in schools in the most acutely affected areas. There are no preconceived interventions to reduce dropout prescribed by the project; design will be tailored to fit the needs of the target group in each country based on the situational analysis as well as informed by promising interventions noted in the literature review. However, SDPP will not fund school construction, subsidies/incentives, general teacher training, vocational education, or workforce development activities. SDPP will rigorously assess the effectiveness and replicability of the pilot project interventions to provide state-of-the-art information on which dropout prevention strategies work (and those that do not) using randomized control trials and/or quasi-experimental designs and combining quantitative and qualitative methods (Result/CLIN 3).

SDPP is implemented by Creative Associates International with international partners Mathematica Policy Research (Mathematica, or MPR) and School-to-School International (STS), and local partners Kampuchean Action for Primary Education (KAPE) in Cambodia, Institute for Development, Education, and Learning (IDEAL) in India, and CARE in Timor Leste. With technical guidance from Creative's SDPP headquarters, implementing partners in the target countries implement the SDPP program, working with the government and key stakeholders to identify the project target group and site, design interventions, and assess effectiveness.

II. Progress toward Results and Requirements and Activities Undertaken

A. Result/CLIN 1: Elements of Successful Student Dropout Prevention Programs Identified

Programs or interventions from around the world which have been evaluated for their effectiveness in reducing dropout have been identified in order to help determine programming recommendations for the four pilot countries and to inform the selection and design of interventions in each country. The review of existing U.S. and international research on dropout prevention also provides critical information regarding dropout to USAID and its partners in the AME region.

Requirement 1.1: Conduct Identification and Analysis of U.S. and International Evidence-Based Student Dropout Prevention Programs and Interventions

During the first year of the project, fiscal year 2011 (FY11), identification and analysis of existing research on dropout prevention programming around the world was completed. All four standards under Requirement 1.1 have been achieved.

Standards Achieved:

- ✓ Plan for conducting the identification and analysis provided within thirty days after award.
- ✓ Plan for identification and analysis includes methodology and criteria to identify effective evidence-based programs and interventions for preventing student dropout.
- ✓ Identification and analysis includes a review of at least fifteen programs or interventions.
- ✓ A synthesis of effective interventions that can be adapted to the pilot countries.

Requirement 1.2: Produce Report on U.S. and International Evidence-Based Student Dropout Prevention Programming

During FY11, the results of the literature review were synthesized into a school dropout prevention and analysis report, which was approved by USAID. The report was translated into Khmer, Tajik and Russian, and Portuguese and Tetun (for Cambodia, Tajikistan, and Timor Leste, respectively) during FY11, and was translated into Hindi this year. All six standards under Requirement 1.2 have been achieved.

Standards Achieved:

- ✓ Draft report submitted within thirty (30) days after completion of analysis.
- ✓ Report includes an executive summary, which succinctly profiles specific interventions, combinations of interventions and or programs that have demonstrated student dropout prevention.
- ✓ Report includes estimated costs associated with each intervention or program associated with positive results.
- ✓ Report includes a conclusion as to which interventions/programs are most convincing and make the greatest contribution to the understanding of student dropout prevention.
- ✓ Report is grammatically correct and contains no spelling or punctuation errors.
- ✓ Minimum of two hundred (200) reports packaged.

Requirement 1.3: Distribute Report on U.S. and International Evidence-Based Student Dropout Prevention Programming

English and local language versions of the report were distributed during the year in all four countries and in the U.S., in conjunction with the in-country intervention design workshops and other events. In the four countries combined, an additional 133 English copies were distributed, together with 50 copies provided to the AME Bureau of USAID/Washington. In addition, local language translations of the document were

distributed in hard copy as follows: 35 Tajik, 25 Russian, 60 Tetun, 18 Portuguese, 75 Khmer, and 46 Hindi. During the fourth quarter, two copies of each of the local language versions were printed and provided to USAID/Washington. The English report was made available on the SDPP website, and local language versions will be made available on the website in the coming quarter. The three standards under Requirement 1.3 have been achieved.

Standards Achieved:

- ✓ Minimum of two-hundred (200) total hard copy reports distributed to USAID pilot missions, and the AME Regional Bureau in English.
- ✓ Minimum of fifty (50) hard copy reports distributed to each of the four (4) USAID pilot missions and the respective host country representatives and key stakeholders in the official languages of the country.
- ✓ Report, in English, distributed to intended recipients within thirty (30) days after TO COTR approval.

Requirement 1.4: Present Findings of the Analysis

Key findings from the literature review were presented to USAID pilot missions, host country representatives, and other stakeholders in each of the four pilot countries as part of the design consultation workshops held in the first and second quarters of the year. Presentations on the findings of the literature review have been made to USAID AME Regional Bureau representatives, including the SDPP COTR. A final presentation to a larger AME Bureau audience is proposed. All three standards under Requirement 1.4 have been achieved.

Standards Achieved:

- ✓ A minimum of five (5) presentations total on report findings made to USAID AME Regional Bureau, USAID pilot missions and host country representatives and key stakeholders.
- ✓ Presentations include all key findings.
- ✓ Presentations include a power point that summarizes findings.

B. Result/CLIN 2: Risk Factors and Conditions that Increase the Likelihood of Students Dropping Out of School in the Pilot Countries Identified

In-depth assessments of the risk factors and conditions that influence school dropout were completed in Cambodia, Tajikistan, and Timor Leste in the first year of the project and in India during the first quarter of this year. In each country, this effort involved three main components, including analyzing national data on dropout trends; identifying existing policies and programs designed to prevent or reduce student dropout; and conducting field-based, primary research on dropout in the geographic areas and with the target populations and grades that pilot project interventions will address.

Requirement 2.1: Identify Assessment Tools

Development of tools to be used in conducting primary research on dropout in the four pilot countries (data collection instruments, data entry system, and a variety of guidelines, training materials, and other supportive tools) was completed during the first year of the project. Both standards under Requirement 2.1 have been achieved.

Standards Achieved:

- ✓ List of assessment tools for each of the four (4) countries that indicate the subset of core tools for all countries.
- ✓ Each proposed assessment tool specifies the factor(s) it assesses.

Requirement 2.2: Conduct an In-depth Assessment of Student Dropout Issues and Trends in each of the Four Pilot Countries

To ensure that pilot projects address the most critical academic and social pressures that influence dropout in each of the four pilot countries, SDPP has conducted in-depth assessments in each country. The assessments served to identify children who are most vulnerable to dropping out of school, to determine the reasons for dropout in the most affected areas, and to assess the effects of existing policies and/or programs designed to prevent or reduce student dropout rates, through three major tasks: (1) analysis of dropout trends, (2) policy and program analysis, and (3) on-site primary research that profiles children at risk of dropping out and the factors and conditions affecting dropout.

The dropout trends analyses and policy and programs analyses were completed in all four countries during the project's first year. In addition, primary research on the main factors and conditions influencing dropout was completed during the project's first year in Tajikistan, Cambodia and Timor Leste and was initiated in India. This year, the research was completed in India during the first quarter. A team of 50 data collectors, team leaders and supervisors from local research firm Sunai Consultancy Private Ltd. was assembled and trained by staff from IDEAL, QUEST Alliance, Creative, and STS. After the training, data was collected from a sample of 32 schools; interviews were conducted with a total of 1,602 respondents, including 372 at-risk students, 352 parents of at-risk children, 317 dropout children, 327 parents of dropout children, 160 teachers, 32 principals, 32 community members, and 10 block education officers (BEO). Data from respondents and school checklists completed for each of the 32 schools was entered over a two-week period using the data entry system developed previously by MPR; double entry of all data was done to ensure quality. Data files were forwarded to MPR for cleaning, recoding, labeling, and presentation in data tables. An initial analysis of the data was undertaken as part of the preparation for the intervention design workshop held in January 2012.

All four standards under Requirement 2.2 have been achieved.

Standards Achieved:

- ✓ Draft plan for implementing in-depth assessment developed for each of the four (4) pilot countries within two (2) months after award.
- ✓ Four (4) individual pilot country assessment plans submitted within fifteen (15) days after approval of drafts.
- ✓ In-depth assessments initiated within each of the four (4) pilot countries no later than one (1) month after Country AM/TO COTR approval.
- ✓ Inventory of existing government policies and programs of government, NGOs and community-based organizations (CBOs) that may affect dropout rates and that may be considered as interventions to test in Result 3 compiled.

Requirement 2.3: Produce Report of In-Depth Pilot Country Assessments

In order to help USAID, host country governments, and other stakeholders in the pilot countries and the AME region gain a clearer understanding of dropout factors and trends, key findings from the country assessments are being documented and shared widely. Results are presented in separate reports on each of major components of the assessments: the dropout trends analysis, the inventory of policies and programs, and the situational analysis/primary research.

Analysis of Dropout Trends: Reports on the data trends analysis for all four countries have been finalized, translated, and submitted to USAID/Washington (three in year one; one this year). The reports frame the magnitude of the dropout problem in each country and identify the locations, groups and grades that are most acutely affected by dropout. Copies of the report in English and in local languages have been distributed in all countries.

Policy and Program Analysis: Inventories of the government policies or institutionalized practices in each country that may influence dropout, together with information on past or current government or non-governmental programs with potential for influencing dropout, were compiled for each country, submitted, and approved by USAID in year one. English and local language translations have been distributed in all four countries.

On-Site Primary Research: Initial summary reports providing an overview of the primary research methodologies and results from each country have also been prepared. Findings from the India research were compiled in the first quarter of this fiscal year. Additional analyses of the data from all four countries is ongoing; as this analysis continues, detailed reports of the research in each country will be finalized in the coming year.

One Standard under Requirement 2.3 has been achieved, while the others have been partially achieved.

Standards Achieved:

- ✓ In-depth country assessment results identify grade-levels and student populations most at risk of dropping out for each of the four pilot countries

Standards Partially Achieved:

- ✓ Four (4) in-depth country assessment draft reports written within two (2) months after the completion of the country assessments.
- ✓ One (1) report with country comparisons.
- ✓ All four (4) reports adhere to a uniform organizational format.
- ✓ Written reports are grammatically correct, without spelling or punctuation errors.

Requirement 2.4: Present Findings of In-Depth Pilot Country Assessments

Findings of the in-depth country assessments, including trend analyses, policies and programs, and primary research, together with the key findings from the literature review on dropout prevention programming, were presented in all four countries at the consultative intervention design workshops held during the first two quarters of FY2012 (see section C. Requirement 3.2). In addition, country-specific presentations were made to USAID Mission personnel in Cambodia (October), Timor Leste (November), and India (January and July). Findings from Tajikistan were presented to the incoming USAID Country Director for Tajikistan and the two USAID/Washington SDPP CORs in Washington in August. The findings from all four countries were also presented at the 2012 Comparative and International Education Society (CIES) conference in San Juan, Puerto Rico, in April. A presentation to USAID in Washington covering all four countries will be scheduled in consultation with the AME Bureau.

The seven standards under Requirement 2.4 have now been achieved.

Standards Achieved:

- ✓ Four (4) country tailored power point presentations.
- ✓ Presentations on in-depth country assessments include all risk factors and trends identified for each of the four (4) countries.
- ✓ Presentations include at least two (2) recommendations for possible programming to mitigate student dropout for each of the four (4) pilot countries.
- ✓ Presentations on in-depth country assessments include a summary of findings for each of the four (4) country assessments.
- ✓ A minimum of four (4) workshops held to discuss country findings and possible programming options.
- ✓ A minimum of five (5) presentations on the in-depth country assessment findings made to pilot country stakeholders, including USAID mission personnel and Washington personnel.
- ✓ One (1) power point presentation including all countries.

Requirement 2.5: Translate and Distribute In-Depth Pilot Country Assessment Report

The dropout trends analysis reports and policy and programs inventory reports for Cambodia, Tajikistan and Timor Leste were translated last year into Khmer (Cambodia), Tajik and Russian (Tajikistan), and Tetun and Portuguese (Timor Leste). This year, these two components of the assessment report were translated into Hindi, in order to provide wider access to the findings, though this was not required by the Task Order. In all four countries, the PowerPoint presentations summarizing key results from the primary research were also translated into local languages.

The reports were widely distributed during the year, primarily but not exclusively in coordination with the intervention design consultative meetings. In Tajikistan, 75 copies of each of the trend analysis report and the inventory of policies and programs were distributed, including 25 in English, 40 in Tajik, and 10 in Russian. In Timor Leste, 35 English, 60 Tetun, and 13 Portuguese versions of the trends analysis were distributed, along with 34 English, 58 Tetun, and 21 Portuguese versions of the policies and programs inventory. In Cambodia, nine English and 75 Khmer translations of both the trends analysis and the policies and programs inventory were distributed, and in India, 46 copies of each report were distributed in Hindi along with 37 copies of each in English. Distribution of the reports was done in accordance with country distribution plans for each country.

Ten copies of the English versions of each of the four trend analysis reports; ten copies of the four-country combined inventory of policies and programs in English; five copies of the English versions of each of the four individual country inventories; and two of each local language report (trend analysis and policies and programs inventory) were printed during the fourth quarter for USAID/Washington AME Regional Bureau.

Work on the final, primary research component of the assessment report is continuing in each of the countries; the standards under this requirement have thus been partially achieved.

Standards Partially Achieved:

- ✓ Each country assessment report translated into the official languages of the pilot countries: Cambodia (Khmer), English, Tajik, Portuguese and Tetun.
- ✓ A minimum of four-hundred (400) total in-depth country assessment reports distributed to four (4) USAID pilot country missions and the respective host government representatives and stakeholders in the languages required.
- ✓ A minimum of fifty (50) in-depth country assessment reports distributed to each of the four (4) pilot country missions and AME Regional Bureau, in English.
- ✓ Each in-depth country assessment report comprises a print and compact disc (CD).

C. Result/CLIN 3: The Effectiveness of Education Interventions in Reducing School Dropout Rates Determined in Each Pilot Country

Building on findings from Results/CLINs 1 and 2, SDPP will develop and pilot dropout prevention projects in each of the four pilot countries, incorporating interventions that show promise in addressing identified academic and social pressures shown to influence dropout, as well as gender considerations where needed. Rigorous research designs will allow for measurement of intervention effectiveness. By the end of the pilots, SDPP will have identified achievements and failures, described lessons learned, suggested possible models for replication in other countries, and made recommendations for dropout prevention programming in Asia and the Middle East. Guidance and toolkits on evidence-based school dropout prevention programming, including best practices, requisite conditions and estimated cost, will be prepared and distributed.

Requirement 3.1: Establish Pilot Country Coordination Bodies for the SDPP Program

During the year, a project coordination or consultative body was formed in each of the four SDPP countries, to serve as a means of fostering collaboration, communication and coordination among the SDPP implementers, USAID pilot country mission personnel, host government representatives and other key stakeholders. The status of the coordination bodies in each country as of April 2012, the scopes of work developed to govern their functioning, and the important areas of collaboration or potential conflict identified so far were compiled into a Coordinating Bodies report, submitted to USAID in early July.

The first official meeting of a national Coordinating Body was held in April, in Timor Leste. The 26 participants included senior representatives from the MOE (Department of Basic Education and Department of Planning, Statistics and Information Technology), along with District Directors from the five SDPP target districts of Bobonaro, Ermera, Liquiça, Manatuto and Viqueque. Development partner representation included members from the Timor Leste Coalition for Education, Mary McKillop Foundation, UNICEF, UNESCO, ChildFund, Plan International, and Save the Children. The meeting agenda included an overview of the SDPP program, brief overview of the results obtained during the situational analysis carried out in the target districts, discussion of how the interventions will tackle dropout, and review of the intended objectives for the Coordination Body. The participants also discussed issues raised in terms of cooperation and collaboration.

During the fourth quarter, a second meeting of the Timor Leste Coordinating Body was held, hosted and co-facilitated by the Department of Basic Education and the Department of Planning, Statistics and Information Technology. SDPP provided an update on the baseline survey and on the preparations for the orientation of school personnel and community members on the early warning and response system. Samples of guides and advocacy materials (posters, bracelets) were shared. Terms of Reference (TOR) for the group were discussed and approved provisionally by the Director of Basic Education. The TOR will be circulated again for final approval by the whole group in the next meeting, scheduled for November.

In Cambodia, membership in the Coordinating Body was finalized early in the year in consultation with the Ministry of Education, Youth and Sport (MOEYS) Secretary of State and subsequently approved by the Minister. The MOEYS appointed seven national-level MOEYS staff to serve on the group, considered a technical task force on SDPP linked to the MOEYS sub-committee on Child-Friendly Schools. This task force is supplemented by a group of provincial representatives from each SDPP target province, as well as a higher-level advisory group from the MOEYS. TOR for the group were drafted and shared with the MOEYS Director General of Education. During the year, members of the group participated in several SDPP project activities, including the intervention design workshop, school recruitment meetings at provincial level, the baseline survey, and a field visit to observe the progress in computer lab room preparation in 13 schools in Pursat, Battambang and Banteay Meanchey provinces.

A quarterly Coordination Body meeting was held in July in Battambang province, attended by 37 participants. In addition to SDPP staff, participants included members of the National Technical Working Group and, from each of the six SDPP provinces, the Director/Deputy Director of the Provincial Offices of Education (POE), Chief/Deputy Chief of the Secondary Office of the POE, and Chief/Deputy Chief of the Inspection Office of the POE. The main objectives of the meeting were to present the progress of SDPP to date, discuss the activity plan for the coming quarter, and provide a detailed orientation to the early warning system (EWS) and computer lab interventions. The Coordination Body also met on several occasions to review and approve materials under development for the two interventions, as well as to finalize a schedule for the computer lab training of trainers (TOT). Four Coordination Body members from the MOEYS joined the EWS training during August and September.

In India, members of the coordinating body were identified and invited to the intervention design workshop early in the year. In the second quarter, a two-day orientation meeting was also held in order to introduce a broad range of stakeholders, including teachers, principals, block-level resource persons, local

government officials, and other community members to the project. A first, formal meeting of the coordinating body was planned for April, but four of the seven members identified, including the Principal Secretary of Education Department in Bihar and State Project Director, Bihar Education Project Council (BEPC), were unexpectedly transferred, making the meeting impossible. In the fourth quarter, SDPP worked to establish relationships with new personnel and to re-formulate the membership of the group. A first meeting has been scheduled for October.

In Tajikistan, identified members of the Consultative Body include the Deputy Head of Pre-primary and Secondary Education (appointed by the Deputy Minister to serve as the SDPP point person), the District Education Directors (DED) and Deputy Directors from each of the five target districts, the Khatlon Regional Education Department Head, and the Kulob Range of Districts Education Department Head. Most of them participated in the intervention design workshop in November, as well as in the planning and oversight of the situation analysis. Using the TOR drafted by SDPP in Cambodia as a model, TOR for the Tajikistan Consultative Body were drafted and presented in March to the Head and the Deputy Head of Primary and Secondary Education Department. In February, a two-day meeting was held with the Deputy Directors of all five target districts to update them on progress in developing the SDPP



interventions and to brief them on upcoming activities, including the role of the Consultative Body.

A meeting of the Consultative Body was held in Dushanbe in July, with participants from the central MOE, five DEDs and SDPP staff (*picture, left*). The meeting was opened by the MOE Head of Pre-primary and Secondary Education Department. In addition to an SDPP status update, the meeting agenda also covered the consultative group TOR and schedule of upcoming meetings; the scopes of work, selection criteria, and compensation for teachers participating in the after-school activities; and dates for upcoming training activities.

A list of stakeholders in the four pilot countries compiled over the first year of project operations was submitted to USAID during the second quarter. The list represents a broad cross section of the education community in each of the countries, with an emphasis on SDPP target districts/provinces. The stakeholders include representatives from the public and private sectors, different levels of government (including schools), donors and funding agencies, international and local non-governmental organizations, community-based organizations, and SDPP partners.

A communication plan for Tajikistan was finalized in the third quarter. Similar plans were completed for Cambodia, India, and Timor Leste during quarter four, and all four were submitted to USAID in September. For each country, the plans outline the activities and approaches SDPP will take to ensure transparency of project activities, buy-in of the coordination group and other key players, consolidation of partnerships with local stakeholders, and strengthened support for program implementation.

Throughout the year, regular contact with counterparts from the MOE, other key government departments, UN agencies, and NGOs outside of the formal coordinating body meetings continued in all countries, including through meetings to update counterparts on SDPP progress, as well as through the attendance of SDPP staff at events and meetings relevant to education, and dropout in particular. Many of these meetings are highlighted in Table 1 below.

Four of the five standards related to identification of stakeholders and formation of coordination or consultative bodies were achieved; pending the first official meeting of the group in India, the fifth has been partially achieved.

Standards Achieved:

- ✓ Stakeholders identified in each of the four (4) pilot countries that include, at a minimum, representatives from the Ministries of Education, the teacher's union (where applicable), and community representatives, PTAs or private sector.
- ✓ Areas of collaboration identified and areas of potential conflict and resolutions identified.
- ✓ A SDPP project oversight body formed in each of the four (4) pilot countries.
- ✓ A communication plan developed for each of the four (4) pilot countries.

Standards Partially Achieved

- ✓ The Coordination Body convened and a scope of work developed for its engagement in the project.

Requirement 3.2: Design Student Dropout Prevention Pilot Projects

Intervention Design Workshops: In all four SDPP countries, the school dropout prevention pilot activities to be implemented and evaluated were selected and designed during the year. The key event around which the activities were identified and design initiated was the consultative intervention design workshops, held in Cambodia in October, in Tajikistan and Timor Leste in November, and in India in January. Participants included SDPP field and headquarters staff, together with representatives from USAID, national and local ministries of education, school personnel, donors, NGOs, and other stakeholders.

At each workshop, the following four objectives were achieved: i) to present results of the literature review of dropout status, trends and interventions worldwide; ii) to review the results of the assessments of dropout trends, factors and conditions associated with dropout, and existing policies and programs to prevent dropout in each country; iii) to obtain stakeholder ideas, insight and feedback on promising interventions suitable for SDPP support; and iv) to enhance understanding of the SDPP research agenda and methods and launch the design process.

The workshops in each country included multiple stages, including:

- a week of in-country planning involving Creative and implementing partner staff to finalize logistics, analysis of data, and workshop presentations and materials, prepare press releases, and visit USAID, MOE, and other stakeholders to ensure maximum participation and collaboration;
- the three-day workshop, including presentations of key findings from the literature review, trend analysis, policy and programs inventory, and primary research; discussions of relevant contractual and design parameters influencing the choice of interventions; review of the project's evaluation design and research needs; and a detailed discussion of possible interventions;
- a one- to two-day post-workshop consultation with a smaller technical working group to review the short-list of interventions and agree on the one or two most appropriate and feasible intervention options in line with local policies, strategies and experience; and
- an additional week of in-depth work to draft operational plans and budgets for the selected intervention(s), to identify information required for monitoring implementation and evaluating their impact, and to identify additional support needs and next steps.

Details on the workshop preparations, workshop, and post-workshop proceedings in each country are described below:

Cambodia

Six staff from Creative, Mathematica, and STS traveled to Cambodia to assist implementing partner, KAPE, in preparing for and facilitating the workshop. Pre-planning took place from October 10-17, and the workshop itself was held in Battambang province on October 18-20. It was opened by the MOEYS Secretary of State, the Battambang Provincial Office of Education (POE) Director, and the USAID/Washington SDPP COTR, with approximately 70 non-SDPP participants in attendance on the first day. As per design, approximately 30 non-SDPP participants attended days two and three, working in plenary and smaller groups to identify, discuss in detail, and prioritize a small number of possible pilot interventions.

A post-design workshop was held October 21-26 with a smaller group of SDPP representatives and local technical resource persons. Looking more closely at the variety of assessment data presented during the workshop, local experience, ministry strategies and policies, and design parameters including duration of the contract, contractual restrictions, and implementation constraints, the group reached consensus on two interventions: (i) an early warning system (EWS) to identify at-risk students and encourage action to keep them in school, and (ii) computer labs, modeled on those being implemented through the USAID-funded Improved Basic Education in Cambodia (IBEC) program by World Education.

India

Five staff from Creative HQ, Mathematica, and STS traveled to India to assist the SDPP implementing partner, IDEAL, in preparing for and facilitating the workshop. In addition to the SDPP staff, participants included over 60 representatives from the Bihar Education Project Council (BEPC), District/Block/Cluster Education Office, USAID (including Mission and AME Bureau representatives), donors, NGOs, consulting firms and other projects.

Carefully considering the assessment data presented during the workshop, local experience, ministry strategies and policies, and design parameters including duration of the contract, contractual restrictions, and implementation constraints, consensus was reached on a single intervention with two components—an EWS and a package of enrichment activities, including sports and language/arts. The EWS component will engage school personnel, parents, and the community as appropriate in the process of identifying and providing “first-response” with at-risk students. Capitalizing on the un-programmed SUPW (socially useful and productive work) class scheduled as the last class in the school timetable, a package of recreational/enrichment activities has been developed and basic supplies (e.g. arts and crafts, games, sport equipment) provided. The use of mobile phones for improving school-parent communication and awareness-raising, and use of youth volunteers as “community champions” to support school personnel to implement the intervention, have been integrated into the design.

Tajikistan

Six staff from Creative, Mathematica, and STS, including two of those who had participated in the Cambodia workshop, traveled to Tajikistan to facilitate the workshop in coordination with Creative’s local staff. Pre-planning took place from October 31-November 14, and the workshop itself was held in Dushanbe from 15-18 November, including one post-workshop day. A senior representative from the MOE Department of Secondary Education and the USAID Mission Communications and Outreach Officer opened the workshop. A total of 40 non-SDPP participants attended the opening day, and of these, 14 continued for the remaining days, working in small groups to review and prioritize potential interventions.

A post-design workshop was held November 19-23 with a smaller group of SDPP representatives and local technical resource persons. This group re-examined the statistical power requirements, the in-country assessment data, design parameters, local experience and policies, and determined that the most appropriate pilot intervention would be a support program for at-risk students involving an EWS and an after-school tutoring program.

Timor Leste

At the same time the intervention workshop was being held in Tajikistan, another was taking place in Timor Leste, facilitated by implementing partner CARE with support from five staff from Creative, Mathematica, and STS, including two of those who had participated in the Cambodia workshop, and CARE HQ. As in Cambodia and Tajikistan, the exercise involved pre-planning (November 1-12), the workshop itself (November 14-16), and post-design planning (November 17-22). The first day of the workshop, which was opened by the MOE Director of Planning and the USAID/Timor Leste SDPP Activity Manager, was attended by nearly 50 participants. Subsequent days included up to 30 non-SDPP participants (*picture, right*).



During the post-design workshop, the five interventions proposed for further consideration during the main workshop were discussed in greater depth in light of all other considerations. The result was consensus on an intervention which involves an EWS linked to extra-curricular activities as social support for at-risk students.

Pilot Design Plans: After the workshops, additional work was carried out to prepare for the start of interventions, including finalizing and documenting the design plans for each country, and finalizing operational plans and budgets for each of the selected interventions. Pilot design plans for the four SDPP countries were drafted and submitted to USAID for approval in February. The plans include two sections: a description of the intervention(s) selected and a detailed work plan that focuses on their further design and operationalization up to the point that they will be introduced in the schools. Each intervention description presents the objective, purpose and rationale for the intervention, and provides a description of the intervention and where it will be implemented, the sample selection methodology, resource/implementation provisions, an assessment of its sustainability/replicability, and issues associated with its implementation. The work plans for the interventions are organized by task, activity, expected products/outputs and timeline.

Detailed design work in each country included the following activities:

Cambodia:

Immediately after the design workshop, two sets of follow-up visits were made to Cambodia to assist KAPE to continue detailed planning for implementation of the two interventions. A consultant made two visits, during which a system for using school-level data to identify those most at risk of dropping out was developed and tested, and a set of actions for keeping students in school was created. Using existing student demographic, attendance, performance, and behavior data collection forms provided by the MOEYS, the consultant supported KAPE to develop summary forms for assessing level of risk using six indicators and to pilot test the forms with teachers. A variety of other materials were drafted and pre-tested, including two sets of training session plans and training materials (one for teachers and administrators, the other for parents and community members), home visit report forms, instructions for monthly case management meetings at schools, awareness-raising materials and messages, and other components of an anti-dropout toolkit.

Two Creative HQ staff visited in November to work with KAPE to finalize the computer lab operational plan, draft the International Resource Management (IRM) application to USAID, and begin the various procurement processes involved in establishing the labs. In March, Creative's HQ Education Technology Specialist worked with KAPE staff to review the design of the computer lab intervention, including issues related to teacher training, technology, course material for junior secondary teachers and students, and operational planning. As a result of this work, several revisions in the intervention design and implementation planning were made, including: switching to use of a Khmer keyboard and adding a handheld pico projector and screen to allow teachers to show content while students practice; including in the work plan an orientation for school directors and a study tour for directors and teachers to visit existing computer labs at IBEC-supported schools and familiarize themselves with the functioning of the labs; developing hands-on tutorials to provide an opportunity for self-instructional skills-building opportunities for teachers as well as teaching aids; instituting a plan for thrice-yearly refresher workshops for teachers; and developing plans to make the use of the government-approved ICT manual more practical and child-friendly. The team developed a detailed implementation plan for orientation, training, and ongoing teacher support, observed an IBEC teacher training, drafted contents for the five-day training of trainers, adapted IBEC's teacher session plans, and began adapting internal M&E tools.

During the fourth quarter, Creative HQ's Field IT Engineer and Education Technology Specialist visited Cambodia to monitor the installation of computer equipment in the computer labs and to support the finalization of computer lab teaching, learning and training materials, respectively.

India:

After the design workshop in India, the SDPP/India team made a four-day visit to Samastipur district to further explore the feasibility of the EWS and enrichment activities in schools. Visits were made to three schools to help the team better understand current activities and systems related to the EWS and enrichment activities, assess the characteristics of at-risk students, and identify and discuss with agencies and individuals doing similar kinds of work. The team also visited schools in Ahmadabad, Gurgaon and Patna, as well as the Association for the Promotion of Creative Learning in Bihar, to discuss their enrichment activities. On the basis of the field visits, a detailed concept note was prepared, describing the different components of the intervention and presenting an initial action plan highlighting the roles and responsibilities of the different stakeholders, timelines and materials needed. Proposals were solicited from local partners interested in participating in the enrichment activities (arts and crafts, sports, language arts).

Creative's Senior Education Research Specialist supported the local SDPP team and two external consultants to design the EWS in greater depth during a technical assistance visit in March. The team developed a list of potentially relevant indicators to identify at-risk students; developed formats for child profiling and tracking (monthly and weekly); devised first response plans with clearly allocated roles and responsibilities for parents, teachers, headmasters and community volunteers; and began drafting a manual and training guides for the EWS implementation, awareness materials, and referral guides.

The indicators for identifying focus children were pre-tested by IDEAL in three schools in June, after which a list of six indicators was finalized.

Tajikistan:

Creative's Tajikistan SDPP team worked with Creative headquarters staff to further develop the intervention design and materials for the "Stay in School" intervention, building on the EWS design from Cambodia. Initially, the materials developed for the EWS in SDPP Cambodia were modified to create an at-risk student profile and tracking system with indicators adapted for Tajikistan. These were pre-tested, in two rounds, and were included in a school manual to be used by school personnel. Case management materials, "first response" guides for principals, teachers and parents, and training materials and school

manuals for both components (EWS and After-School Program) were also developed, again using the Cambodia materials as a starting point for adaptation.

A five-day writer's workshop was hosted with 10 school personnel and subject matter experts from the national pedagogical institute during quarter two. The workshop served as a venue for identifying and developing after school enrichment activities framed on student-centered active learning (SCAL) methodologies to be utilized during tutoring sessions with at-risk students. These activities form the basis of the tutoring and enrichment activities. Participants were also asked to review the training materials and school level review process for implementing the EWS. Approximately 80 SCAL activities were developed in the subject areas of Algebra, Geometry, Physics, Tajik and Russian, Biology, Chemistry, History and Geography, and English. During the third and fourth quarters, additional activity modules were developed with the consultant subject experts.

Identification of age-appropriate resources to use during the recreation/social hour was a particular challenge. Many items that are available (e.g. reading materials, games, music) are in Russian, which limits their accessibility to the students, and some were considered by community members to be too



sexually provocative to use in the schools. Focus group discussions were held separately with parents (*picture, left*) and with grade nine students to determine if the resource materials identified and the social/recreation activities for the after school program were age appropriate and were interesting and fun enough to motivate students to participate in the after-school sessions and regularly attend school. The discussions were hosted in a rural community in Varzob which was considered representative of the more conservative communities in which SDPP will be working in the targeted districts.

Timor Leste:

After selection of Timor Leste's EWRS, work began immediately on the development of a variety of training materials, implementation guides and advocacy materials (see below). During the second quarter, a one-day workshop was held in Humboe, Ermera to investigate possible models for the establishment of Stay-in-School Task Force groups in the target districts. The workshop investigated the methodology employed by the community in Humboe, where a 'Task Force' was spontaneously set up by community members to prevent dropout. The workshop also enabled the SDPP team to identify the steps taken for its establishment and understand its responses to absence issues and other constraints. The Humboe model is based on counseling and on traditional Timorese strategies for conflict resolution. It is largely based on a community agreement led by elders, through which dropout is considered to be a violation of traditional law, and therefore subject to constant monitoring by community leaders. The model includes a community group (similar to the proposed Stay in School Task Force), an early warning system (teachers send a reminder to parents through community members after three days of absence), and partnerships with the local police and literacy teaching groups, allowing over-age children who are struggling to learn to read an opportunity to catch up with their peers. The mechanisms for community organization and response used in Humboe provide an interesting model, and the pre-existence of a community-led dropout prevention system may be used as a 'role model' to support treatment schools/communities who may struggle to implement SDPP's model.

Material Development: Considerable time was spent during the year on developing training and educational materials to support the roll-out of interventions, as described below.

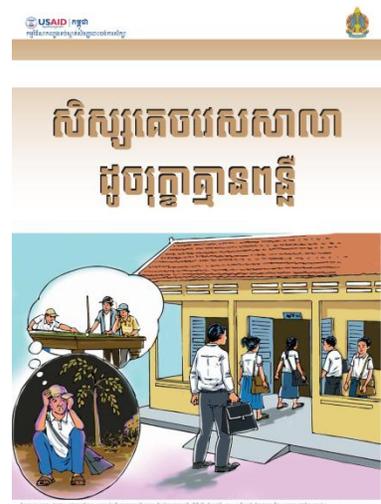
Cambodia:

A variety of materials have been developed to support the two Cambodia interventions: EWS and computer labs (see table below):

Country	Intervention	Key Materials
Cambodia	EWS	School Manual for school administrators and homeroom teachers
		Community/PTA Training Guide
		Teacher/School Personnel Training Guide
		Anti-Dropout Toolkit
	Computer Labs	Teacher Facilitator Guide
		Student Textbook
		Posters (computer components and lab maintenance)
		Video Tutorials
		Introductory Video

Under the EWS intervention, all three manuals have been finalized, branded, and translated into Khmer.

KAPE worked with a local design company to design an anti-dropout toolkit, including 12 posters with anti-dropout messages (*picture, right*), a year planner diary, banners, teacher bag, and wall calendar. The materials were reviewed and approved by USAID Cambodia and the MOEYS and were printed and distributed during the EWS training at schools in August and September.



The computer lab materials have also been finalized, and include the following:

- Teacher and teacher trainer (TOT) guide – This is a comprehensive guide including 40 lesson plans and other resources (e.g. slideshow to guide teachers on computer lab equipment, lab maintenance and safety poster) for training trainers and computer lab teachers. It was updated in the fourth quarter to include feedback received during the previous quarter’s review by the MOEYS ICT Department and was used during the training of master trainers, teachers and school directors in September.
- MOEYS Student Textbook for Open Office – KAPE worked with the MOEYS to update this existing manual during the fourth quarter, to include new features in the Khmer Unicode and to make the manual more appropriate for junior secondary students. A corresponding CD is also being updated.
- Hands-on tutorials – A set of 25 short, computer-based instructional videos to assist in teaching and learning of various computer skills was developed by KAPE staff (using Camtasia software) and finalized during the fourth quarter. The videos were installed on the computers in all of the 108 SDPP computer labs and were shown and explained during the TOT and CL teacher training.
- Introductory video summary of the computer labs – During the fourth quarter, SDPP Resource Partner, Equal Access, and their in-country partner, Media One, began work on producing a ten-minute video explaining the make-up and functioning of the computer labs. A script and story/picture board was finalized with input from Creative, KAPE, and the MOEYS, filming was completed, and a first draft video was completed and reviewed. The video will be finalized in the first quarter of next year, pending availability of a representative from the MOEYS for an interview.

India:

India’s intervention (named “Anandshala” or “Schools of Joy”) includes EWS and enrichment components (including arts and crafts, language, and sports). The EWS consists of two parts, including focus (at-risk) child identification, and focus child tracking and first response. The “Anadshala” Manual, EWS Focus Child Identification School Manual and Focus Child Identification Training Guide (see table below) were both finalized and translated into Hindi during quarter three. The School Manual for the EWS tracking and response planning was finalized and translated in the fourth quarter, while the corresponding Training Guide has been drafted and is under review. The Phase 2 Manual includes guides for conducting home visits and managing student behavior, and a variety of formats for tracking student risk factors and support actions (including those for tracking student attendance, recording communications with parents/guardians, observing participation in enrichment activities, etc.).



Country	Intervention Component	Key Materials
India	EWS	“Anandshala” Manual (overview)
		Phase 1: School Manual (Identification of focus students)
		Phase 1: Training Guide
		Phase 2: School Manual (Tracking and Response plans)
		Phase 2: Training Guide
		IEC materials (family journal, posters)
	Enrichment Program	Teacher Manual (Arts and Crafts), Activity book
		Arts and Crafts Training Guide
		School Manual (Sports)
		Sports and Games Main Activity Book and Supporting Activities Book

An Enrichment Program (EP) Manual for teachers and community champions (community volunteers) on the arts, crafts and language component, along with session plans and activities, has been finalized and translated in quarter four. A Training Guide was also developed for the arts and crafts master trainers. The manual outlines the structure of the EP and the roles and responsibilities of the teacher and the community champion. An observation format has also been incorporated in the manual to help teachers map the progress of the focus students in the EP. The Teacher Manual for sports and games was also finalized during the fourth quarter, and the session plans for one quarter were prepared, with technical support from local partner Magic Bus. A Main Activity Book which outlines the major activities to be implemented and a Supporting Activities Guide which describes warm-up activities, were both developed in draft form during the fourth quarter with Magic Bus and will be finalized next quarter.

Plans for promoting parent and community engagement to support both the EWS and enrichment activities include a family journal, posters, and “open house” discussions with parents. A first draft of the family journal for the first quarter was developed and pre-tested during the teacher training; revisions to the journal and design of the poster based on the same theme will be completed in the coming quarter.

In addition, SDPP will be setting up a voice and SMS communication system, linked with the early warning and response systems, to communicate with parents about their children and school activities generally, promote school-community involvement, and raise awareness about the importance of

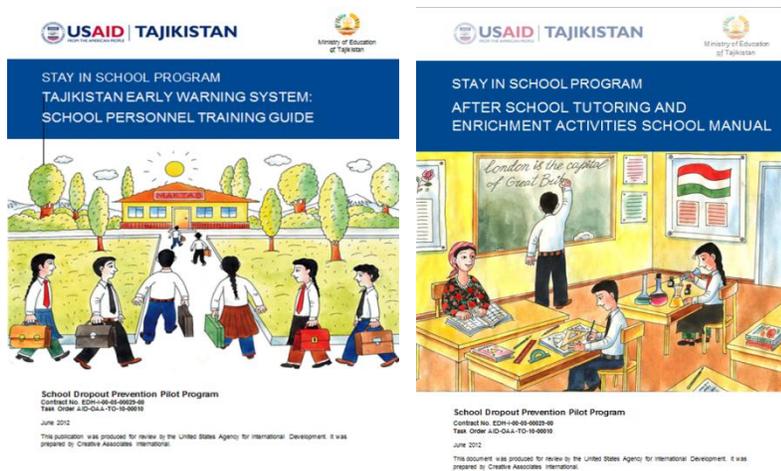
schooling. IDEAL has partnered with Awaaz.De to provide technical support in setting up the systems to be used to disseminate voice and SMS messages, and in the fourth quarter, IDEAL began the process of identifying consultants and/or firms to provide technical support in developing the message content. Under current plans, two voice messages (one of 60 seconds and one of 30 seconds) will be disseminated through mobile phone each week to all consenting parents. The 60 second messages will include mini-dramas and testimonials, aimed at creating awareness about the need for and benefit of education and encouraging participation in their child’s education. The 30 second messages will be developed at individual school level by teachers with the help of community volunteers and Project Officers, related to specific school news and events. Contact information for all parents who have mobile phones and who consent to being contacted was collected by the community champions, in preparation for the voice-based response system.

Tajikistan:

Tajikistan’s intervention (the “Stay in School Program”) includes an EWS and after school tutoring and activities component. SDPP has finalized a variety of training and reference materials to support these activities (see table).

Country	Intervention Component	Key Materials
Tajikistan	EWS	Manual for School Personnel
		Training Guide for School Personnel
		Training Guide for Community Members
		IEC materials (posters, booklet for parents, banner)
	After-School Tutoring/Enrichment Program	After-School Tutoring and Enrichment Activities Manual

Each manual and training guide was finalized in both English and Tajik, printed and distributed. As per MOE requirements, MOE approval was obtained for the manuals and training materials in the fourth quarter, with support from a consultant hired to facilitate this process.



Part of the Tajikistan EWS is a targeted campaign to increase parent and community awareness of the benefits of staying in school and actions parents can take to support their child’s schooling. A Stay in School Program kit was designed, consisting of materials (in Tajik) that the school and PTA can use to communicate with parents about their child’s school attendance and materials to advocate for staying in school, including school attendance form letters to parents, a school banner with “Stay in School” message, a

booklet for parents with tips on how to support their children to attend and succeed in school, and five posters with messages about the benefits of education, for use at school and PTA meetings. These materials were reviewed and approved by USAID in Tajikistan and were also submitted and approved by the MOE (the original illustrations for the posters, booklet, and manual covers were not approved, so a second artist was hired to recreate the illustrations, which were approved).

Timor Leste:

Key materials supporting Timor Leste’s early warning and response system (EWRS) and the recreational/enrichment programs are summarized in the table below.

Country	Intervention Component	Key Materials
Timor Leste	EWRS	School Manual
		Teacher/School Personnel Training Guide
		Community Members Training Guide
		IEC materials (posters, booklet for parents, banner, postcards, bracelets)
	After-School Extra-Curricular Program	After-School Extra-Curricular Manual
		After-School Extra-Curricular Training Guide

Most of the materials were finalized, approved, and utilized during the fourth quarter, as follows:

- A School Manual for teachers and school directors to set up the EWRS in partnership with community groups includes tools for identifying at-risk students (At-Risk Score Sheet), case management and planning tools, and a step by step guide for the implementation of the EWRS. The materials were adapted from those developed for use in Cambodia and Tajikistan, with specific modifications for the Timorese context. The English version was finalized in quarter four and translated into Tetum, and the Tetum version was used to train facilitators.
- A Training Guide for teachers/school personnel, with detailed training scripts based on the EWRS materials, was finalized, translated into Tetum, and printed. The Tetum guide was used in the orientation sessions with teachers in August.
- The Community Training Guide, for training community members in establishing community groups to follow up at-risk students, providing support, and advocating for full attendance within local forums, was finalized, translated, and used in the community group training in the fourth quarter.
- The After-School manual is a guide for SDPP staff (facilitators) for implementing extra-curricular activities for students; it was approved, translated, printed and distributed in the fourth quarter. A Training Guide for facilitators was also prepared and is under review. Extra-curricular activities are designed to reinforce attendance, strengthen social bonds which will support learning, develop key life skills (self-confidence, voice, organization, problem-solving) which are likely to have a positive impact on learning, and create a more attractive and welcoming environment in schools, with a particular focus on supporting at-risk students. Guides include background information on the structure of the activities, an implementation guide, sample activity plans and evaluation tools.
- An illustrated guide for parents and community members, using a comic book format and language appropriate for a target audience with limited literacy skills, was finalized (in Tetum) in the fourth quarter and distributed to community group members, community leaders, and teachers. The guide will support parents and other community members to better understand issues related to dropout and therefore support initiatives promoted by the Stay in School Task Force, as well as the participation of students in the extracurricular activities. A step-by-step guide on the home visit procedure, included with the guide, was developed and finalized during the fourth quarter.



- Two advocacy campaign posters for use with students and ‘Stay in School’ Community Groups (“Education Law: Parents must send their children to school” (*picture, previous page*) and “Together we can prevent school dropout”) were approved by USAID and sent for printing. The posters will be used to facilitate community discussions and awareness raising activities about dropout and attendance issues in community forums as well as in schools. Smaller size posters were printed locally and used for training purposes.

The use of these materials in training and initial implementation of the interventions is described below under Requirement 3.5. All three standards under Requirement 3.2 have been achieved.

Standards Achieved

- ✓ Four (4) tailored draft pilot design plans are completed within six (6) months after award.
- ✓ Each of the four (4) pilot design plans includes the proposed methodology for selecting intervention sites.
- ✓ Minimum of four (4)-[one (1) per country] design workshops are conducted that include representatives of the SDPP project oversight body.

Requirement 3.3: Develop a Monitoring and Evaluation Plan

An SDPP project research design report has been developed which details plans for SDPP’s study design, data collection, and analysis for the impact evaluation. It includes basic elements for the country M&E plans, including: proposed outcome variables and their operational definitions (between-grade and within-grade dropout, attendance, performance, progression, student attitudes, and teacher attitudes/behaviors), described by country and in accordance with the target grades and school calendars in each country; data sources needed to measure these outcomes as well as other student and school characteristics needed for the impact analysis; and data collection methods and timelines by country.

The report was drafted following a visit by two survey researchers from Mathematica to each of the four project countries, where they conducted in-depth investigations into school-, district-, and central-level data sources for the impact evaluation. The aim of the trip was to develop a thorough understanding of the data sources available for measuring project outcomes at various levels, and to better gauge the availability, reliability, and utility of these data sources for evaluation purposes. In each country, two to three schools were visited. The assessments allowed the team to develop and test preliminary plans for instrumentation and procedures for baseline data collection, and will inform the country-specific evaluation design documents currently being developed. Meetings were also held with independent research companies in each country to assess availability and capacity for helping in the baseline survey.

Baseline data collection instruments, procedures and training materials were developed and finalized during the third quarter. These materials were used as the baseline surveys were carried out during the third and fourth quarters, as described in detail under Requirement 3.5.

In all four countries, SDPP began work during the fourth quarter on developing fidelity of implementation monitoring plans, processes, and tools adapted to the interventions in each country. These processes and tools will be used to assess adherence of the interventions as implemented to the intervention design and help the project to ensure correct exposure, expected quality, and participant responsiveness. Creative and STS HQ staff supported SDPP field partners in India and Cambodia to develop procedure manuals and monitoring tools and shared the draft tools with field teams in Timor Leste and Tajikistan. Details on the development and use of the FOI tools will be provided in the next quarterly report.

All four of the Requirement 3.3 standards have been achieved, although development of plans for each country for monitoring and supplementary evaluation activities are under development and will be finalized in the next fiscal year.

Standards Achieved

- ✓ Target dates established for all activities and outputs of pilot projects.
- ✓ Operational definitions provided for all variables included in the four (4) country pilots.
- ✓ At least three (3) outcome indicators established for each of the four (4) country pilots.
- ✓ Data sources [identified] for each indicator.

Requirement 3.4: Launch SDPP Projects in the Four Pilot Countries

As described under Requirement 3.5, baseline data collection (phase I) has been carried out in all four countries, and project interventions were initiated by the end of the year. Formal launches of the activities are being scheduled in each country, taking into account when activities will be fully under way in schools and at the USAID Mission's and host government's convenience. During the fourth quarter, launch plans were drafted for each country and discussions began with local Mission personnel regarding suitable dates. In Cambodia, a proposed program for the launch of the SDPP program was developed and shared with USAID. At USAID's request, a launch agenda, talking points, and background information were also drafted. However, as a result of scheduling issues, it was agreed that the launch would be postponed until January or February 2013. In India, in light of changes in Mission staffing, the launch date is proposed for February. In Tajikistan, plans are being made for an early December launch.

The formal launch ceremony in Timor Leste is scheduled for October 23 at the Bazartete Primary School in Liquica. Program launch plans were submitted and approved by USAID in Washington and Timor Leste. The launch will involve representatives from the MOE and other government authorities, the US Ambassador, and USAID (representatives from USAID/Washington and the Timor-Leste Mission).

Both standards under Requirement 3.4 have been partially achieved.

Standards Partially Achieved:

- Pilot launchings in the four (4) pilot countries within the first year after award.
- One (1) press release for each of the four (4) pilot countries issued.

Requirement 3.5: Conduct Student Dropout Prevention Pilots in the Four Selected Countries

During FY2012, extensive work was done in each of the four countries to prepare for the start of interventions, and in the fourth quarter, school-level student dropout prevention pilot activities were initiated in India. Prior to implementing the school pilot programs, three major activities were carried out in all four countries, including school recruitment and assignment, baseline survey training and data collection, and orientation/training of field staff and school personnel, as described below.

School Recruitment/Random Assignment: Once interventions were selected, a determination was made as to the size of the sample required in order to provide sufficient statistical power to detect the estimated percentage point change in dropout (seven percentage points in all countries but Timor Leste, at five percentage points). Knowing the number of schools required, field staff in all four countries worked to identify eligible schools, taking into account defined eligibility criteria (e.g., in Cambodia, to be eligible for the computer lab interventions, schools could not already have a computer lab, and had to have

available space and a sufficient number of teachers to be trained). The process of finding enough eligible schools required expanding the target area in all four countries, by adding target provinces (Cambodia), districts (India and Tajikistan) and blocks (India); this process required additional discussions and approvals from relevant government authorities in all countries. The table below shows the locations added in each country during the year.

<i>Country</i>	<i>Project Sites End FY2011</i>	<i>Project Sites Added FY2012</i>
Cambodia	Battambang, Banteay Meanchey and Pursat provinces	Prey Veng, Svay Rieng, Kampong Speu provinces
India	Khanpur, Morwa, Sarairanjan, Tajpur, Ujjiyarpur, Samastipur, Bibhutipur and Warisnagar blocks (Samastipur district, Bihar State)	Kalyanpur, Dalsinghsarai, Patori, Rosra, Pusa blocks (Samastipur)
Tajikistan	Baljuvon, Temurmalik (Sovet), and Vose districts (Khatlon Region)	Dangara and Khovaling districts (Khatlon Region)
Timor Leste	Bobonaro, Ermera, and Liquica districts	Manatuto and Viqueque districts

A process of school recruitment and assignment was conducted in all four countries, through which local government and school personnel were oriented to the project, requested to consent to participation, and assigned randomly to treatment and control groups. The school recruitment process aimed at maximizing the level of participation by schools, and included orienting stakeholders on the project, interventions, research plan, responsibilities, and compensation for participation. Additional details on the school recruitment and assignment process in each country are as described below:

In Cambodia, KAPE hosted provincial school recruitment meetings in each of the six SDPP provinces with the principals of all eligible lower secondary schools and the Education Officers from the POEs and District Offices of Education (DOE). The meetings served to explain the process of school assignment and the responsibilities of the schools related to the interventions, keeping of records, and sharing of data, and to receive their commitment to participate in the project. Of the 322 schools invited, all agreed to participate in the project and the random assignment by lottery to treatment and control schools. After assignment, 108 schools will receive the computer lab and EWS, 107 will receive the EWS alone, and 107 schools will be in the control group with no interventions. In lieu of having schools sign a Memorandum of Agreement (MOA), the Secretary of State for Education on behalf of the Minister of Education issued a letter of cooperation and distributed it to all 322 target schools and to the six POEs.



In India, 13 of Samastipur's 20 blocks were selected for inclusion in the program, using criteria including access, security, socio-economic variation, level of dropout, and number of schools. Within the 13 blocks, eligible schools were identified based on information provided by the CRCs/BRCs on the number of students and the presence of a separate grade 5 classroom, dedicated class teacher for grade 5, and playground for enrichment activities. Meetings with school administrators from those schools to ensure their understanding of the program interventions and the research design, solicit their agreement to participate, and assign schools to treatment or control groups were held in April. Headmasters from 220 eligible schools attended a two-day recruitment meeting, in four batches. The meetings served to familiarize the headmasters with SDPP and the India interventions, and also covered the process of school

selection, an overview of the research design, random assignment, and rewards for active participation of their school. All 220 headmasters agreed for their schools to be part of SDPP. The 220 schools were subsequently assigned (from Washington) into 113 treatment and 107 control schools.

In Tajikistan, a school survey was carried out in all five program districts to determine availability of space to host after school tutoring/enrichment and recreational activities. In addition to availability of space, the survey gathered information on the availability of teaching staff in key subject areas to support after school activities, state of blackboards in the classrooms, electricity, the number of textbooks in key subject areas, and grade 9 student enrollment disaggregated by gender. Results of this survey, together with an assessment of accessibility and security, enabled the team to identify 166 schools which were eligible to participate in the random assignment to treatment and control groups. Subsequently, five meetings for school recruitment and assignment were conducted, including one meeting in each district of Dangara and Vose, and three meetings in Kulob, covering Baljuvon, Khovaling and Temurmalik districts. School directors from all 166 SDPP schools, the five DEDs, and other representatives from the district education departments participated in the meetings (which followed meetings at national level with the MOE Deputy Minister and others to explain the process and invite MOE participation). The meetings



served to familiarize participants with SDPP and the intervention (including EWS and after school activities components), clarify the differences between treatment and control schools and the process of random assignment, and explain the data collection needs and responsibilities of both types of schools. Each meeting concluded with random assignment of the schools, by district, into 83 treatment and 83 control schools. Shortly after the random assignment meeting, the Director at one treatment school in Danghara withdrew his school from

the program due to space issues, leaving 82 treatment schools (and a total of 165 SDPP schools).

In Timor Leste, an initial round of school recruitment meetings took place during the month of January. As a result of these meetings, 150 schools were recruited and signed a MOA indicating their commitment to participate in the project. A second round of meetings was later conducted with school directors who could not participate in first round. At the end of the final round of school recruitment meetings, 63 additional schools agreed to participate in the SDPP project and signed the MOA with the project. This brought the total number of recruited schools to 213. During the recruitment process, the project was informed by Save the Children that they had already started scaling up the Child Friendly Schools model in Ainaro district, replicating an ongoing UNICEF project that involves teacher training and awareness raising through PTAs on the importance of education. Since Save's scale up will cover all of SDPP's target schools in the district, a decision was made that Ainaro schools would be replaced by a set of schools located in the district of Viqueque. After consultation with the MOE, agreement was reached, and the Viqueque schools were included in the second round of recruitment.

From the 213 recruited schools, 14 were removed from the list due to problems of access, and three additional schools were removed because another project was implementing health and hygiene activities in those schools. One school in Ermera was taken off the list due to the existence of a community-based dropout prevention taskforce, and one in Viqueque was eliminated when the school leadership rejected the MOA. The final list of 194 schools was sent to Creative HQ, where random assignment of the schools was carried out: 98 schools were assigned to the treatment group and 96 to the control group. After the random assignment, the MOE signed letters for all SDPP schools to inform them of their status as either treatment or control schools. Subsequently, during the baseline data collection process, three schools (two control and one treatment) were dropped from the sample because they no longer met the eligibility criteria due to target grades being eliminated. Thus, SDPP in Timor Leste includes a total of 191 schools, including 97 treatment and 94 control.

Baseline Data Collection and Training: The first phase of baseline data collection was completed during the year in all four pilot countries (Cambodia, Tajikistan and Timor Leste in quarter three; India initiated in quarter three and completed in quarter four). SDPP prepared data collection instruments, including a tool for recording student-level attendance, performance, and basic demographic information (records extraction tool), school director questionnaire, and teacher questionnaire, and corresponding training materials. The materials were adapted for each country and translated into local languages (Khmer, Hindi, Tajik and Tetum). Mathematica completed development of the baseline survey data entry systems, and the system was adapted to the specific tools used in the baseline survey in each country, including translation. Mathematica also developed an outline for the baseline reports for each country as well as country-specific table shells for the baseline data tables. Staff from Creative headquarters, Mathematica, and STS traveled to all four countries to work with the local SDPP teams to pre-test and finalize the instruments, identify and sub-contract local data collection and data entry firms, train the data collection teams, and provide quality assurance support during data collection.

A second phase of the baseline survey will be conducted in Cambodia and Tajikistan next quarter (since baseline information on students entering the target grades in the new school year and other data on the academic year 2011/12 was not available when phase one was conducted). During the fourth quarter, preparations for phase II were undertaken. TOR for engaging local data collection and data entry partners were finalized, and a student questionnaire was developed and adapted for use in the two countries. Using phase I data, a sample frame of at-risk students to be interviewed during phase II of baseline data collection in Tajikistan was identified.

Details of the baseline survey implementation in the four countries (phase I) are as described below.

Cambodia:

Following a competitive selection process involving three research companies, KAPE contracted Indochina Research Limited (IRL) to recruit data collection, data entry, and supervisory personnel to carry out the baseline survey. KAPE, with support from Creative and Mathematica, conducted baseline data collection training with a team of 121 participants from IRL on May 16-19 (*picture, right*).



The main objective of the training was to train the researchers on the survey instruments, protocols for their use, quality assurance, research ethics, and roles and responsibilities. The instruments were pre-tested as part of the training, in seven schools in Phnom Penh, after which minor revisions were made. The participants were tested on their knowledge from the training with good results, and the weaker participants were given further training by IRL during their final preparations and teams organized to allow for appropriate supervision.

Data collection was carried out between May 23 and June 16, using 24 data collection teams (data collectors and team leaders) who reached 322 schools across the six SDPP provinces. Teams spent one to two days in each school, depending on the number of classes from which student records were to be extracted. A total of 3,493 homeroom, math, and Khmer teachers from grades 7-9 completed the questionnaire. Data on student attendance, course performance, and behavior was also collected, from 50,416 grade 7 students and 38,662 grade 8 students, for a total of 89,078 students.

Data entry training was facilitated by KAPE in August, using materials provided by and with back-up support from Mathematica. KAPE trained 25 data entry operators and three supervisors from IRL. Data entry began after the training, and was completed by the end of the quarter. The process of data cleaning had also begun by quarter's end.

Tajikistan:

In Tajikistan, SDPP hired research firm Zerkalo to assist in organizing and carrying out the baseline survey. Training was held May 8-12 for 58 participants identified through Zerkalo (including 35 data collectors, 15 team leaders, six supervisors, and two administrators), including one day of field practice carried out at five schools in Dushanbe. Data collection was conducted from May 14-25. Fifteen teams, consisting of two data collectors and a team leader, carried out interviews with school directors or deputy directors at each of the 165 basic and secondary schools involved in the program. A total of 999 teachers,



ranging from three to 14 teachers per school, completed questionnaires (*picture, left*). Student-level information from school records (enrollment status, attendance, performance and behavior scores as well as other background characteristics including child sex, age, date of birth and parents' occupation and level of education) was obtained for a total of 8,087 grade 8 students (those who will enter grade 9 in September 2012).

Mathematica staff helped to facilitate a two-day training in July for 10 data entry clerks and two supervisors from local research firm, Zerkalo. Data entry and cleaning was completed by quarter's end.

Timor Leste:

In Timor Leste, CARE hired, trained, and deployed 15 data collection teams to carry out the baseline survey. Over a period of five weeks, the teams collected baseline data from 191 schools, including 97 treatment and 94 control schools. A total of 774 teachers were interviewed, 405 from treatment schools and 369 from control schools. The 774 teachers interviewed represented 85% of the 910 eligible teachers identified (those teaching either math, language, or all of the subjects (including math and language) in at least one of the SDPP target grades; i.e. 4, 5, or 6). Most of the schools in the sample have only one teacher per grade (4 teachers per school), and in some cases one teacher teaches multiple grades. Teacher absenteeism was also relatively high during the data-collection period; 140 (15% of the eligible teachers) were absent during the data-collection period, and were not interviewed. None of the eligible teachers who were present refused to take part in the interviews.

Student data, including attendance and performance data, was collected from 29,883 students in grades 3-6, including 8,744 grade 3, 7,902 grade 4, 7,175 grade 5, and 6,058 grade 6.

In the fourth quarter, a supplementary data collection exercise was carried out to obtain information on transfer and enrollment data and to gather information missed during the initial data collection (e.g. incomplete teacher interviews due to teachers' absence). Enrollment and transfer data were gathered from 82 treatment and 94 comparison schools in September; data for remaining 15 schools, all treatment schools, will be gathered during the month of October.

Data entry training and data entry in Timor Leste will begin in the coming quarter.



India:

During the fourth quarter, baseline data collection was completed in India. Data collection instruments, including a records extraction tool, school questionnaire, and teacher questionnaire, were adapted for use in India. Staff from Creative, Mathematic, and STS worked with the local SDPP team to conduct pre-tests, finalize and translate the instruments and training materials, train the data collection teams, and assure quality of data collection in the field. SDPP subcontractor, IDEAL, hired a local research firm, Sunai Consultancy Ltd., to assist in carrying out the baseline survey; 63 data collectors, 21 team leaders, and five supervisors hired by Sunai were trained by SDPP to carry out the data collection during a six-day training in July. Data was collected from all 220 target schools in Samastipur district from July 16 to August 14. Nearly 650 teachers were surveyed, and records were collected for over 25,500 grade 4 and 5 students.

Mathematica oriented Sunai to the data entry system during the data collection period, and in September, Sunai and IDEAL facilitated a week-long training for eight data entry operators and three supervisors from Sunai. Data entry began immediately following the training and was continuing at quarter's end.



Orientation, Training and Implementation: In all four countries, SDPP trained newly-hired field staff and/or school personnel on the selected interventions, in preparation for the roll-out of activities. The process of identifying at-risk students began in all countries, and other school-level interventions were started in India. Details of the training activities in each country and roll-out of interventions are as described below.

Cambodia:

- In the third quarter, KAPE conducted a four-day orientation for 25 newly-recruited District Program Officers (DPOs) from the six SDPP target provinces, together with two Provincial Coordinators (Battambang and Prey Veng), the northwest Regional Admin and Finance Officer, and the northwest Regional Program Coordinator. The main objectives of the orientation were to present an overview of SDPP and the two SDPP interventions (EWS and Computer Labs), clarify roles and responsibilities, and provide a detailed orientation on KAPE's policies (finance and admin, gender, child protection).
- KAPE conducted a series of school director orientations to clarify the interventions, timeline, and expectations for school participation in the project. Six meetings were held, one for each province, between April 3-10, involving 265 school directors and other participants from the POE and DOE. The meetings emphasized among others the need for room readiness, availability of functioning PTAs, and maintenance of school records.
- Following a two-day orientation of its provincial staff, KAPE facilitated a series of one-day trainings on implementing the EWS in the six SDPP target provinces in August and September. A total of 2,027 participants were trained, including 212 school directors and 1,754 homeroom teachers, 57 representatives from the POE and DOE, and four members of the SDPP National Coordination Body (Inspector for Secondary Education, Planning Office Officer, Deputy of the Secondary Education Office and Deputy of the Planning Office). Training covered communication with parents/guardians regarding student issues such as absenteeism or poor performance, use of at-risk student scoring sheets and home visit report forms, at-risk student case management, and roles of school personnel and communities in preventing dropout.
- A three-day TOT for master trainers from the MOEYS, KAPE, and the IBEC project was conducted in early September. The master trainers (including 20 from MOEYS, 14 from IBEC, and seven from

KAPE) then conducted a series of five-day trainings for the school directors and the computer lab teachers from the 108 schools hosting computer labs. A total of 432 teachers and 108 school directors were trained, together with 10 POE and 29 DOE officers. The training covered the 20 two-hour computer lessons that teachers will provide to students, focusing on three of the OpenOffice programs—Writer (similar to Microsoft Word), Impress (similar to Microsoft PowerPoint) and Calc (similar to Microsoft Excel). The training also covered use of the Teacher Facilitator Guide and management of the computer labs (how to operate, maintain and care for the lab and the equipment).

With the completion of these initial trainings and successful computer lab installation at all 108 schools in the final quarter of the FY (see section III.F. below), KAPE is positioned to begin implementing both interventions when schools open in October.

India:

- A one-day orientation of new Project Officers (POs) and Monitoring Officers (MOs) to the SDPP interventions (EWS and enrichment activities) was held in April, attended also by the District Program Officer (who serves as the local government point person for SDPP) and the Samastipur District Magistrate.
- A three-day training for 26 SDPP Samastipur field staff, including state coordinator, program managers, POs and MOs, was held in June. Participants were oriented to the enrichment program and their roles in implementing it. The Enrichment Program School Manual was reviewed as part of the training.
- A two-day training on EWS focus child identification was conducted in Samastipur in June for 27 SDPP field staff. The objective of the training was to develop understanding of the methods for identifying focus children and to clarify the roles and responsibilities in the process among the SDPP staff and teachers.
- Of the SDPP staff trained in focus child identification, 12 were selected to serve as trainers and underwent another one-day training of trainers. Afterwards, working in teams of three, the trainers carried out two-day trainings for grade 5 teachers, with support from IDEAL staff. The training was carried out in four concurrent batches, held at the block resource centers (BRC) provided by the education department. A total of 110 teachers were trained in how to identify at-risk children, based on the methods and tools included in the Focus Child Identification School Manual.
- In the fourth quarter, 217 community volunteers participated in a one-day orientation on SDPP, including identification of at-risk students and the response activities to be implemented.
- The EWS Phase 2 training (on tracking and response) was conducted in several batches of three days each during September; 103 teachers and 218 community champions participated in the training (POs will continue to orient the teachers and community volunteers who could not participate in the training). The objective of the training was to orient participants to the activities and programs included under the response plan at the school and community level, including tracking of focus students and student management to ensure better attendance, performance and behavior, as well as the community and parents level responses.
- Two teachers and one community volunteer from each treatment school were trained for four days in August in the language and arts activities. The training was conducted in 10 batches, by SDPP POs who had received a four-day training as trainers in July and with support from Delhi and Bangalore SDPP staff and consultants. During the training the Enrichment Program School Manual and the Session Plans for arts and language were distributed to the participants.
- Magic Bus staff trained 113 community champions to facilitate the sports activities during two batches of five-day trainings in August.
- A one day orientation at each of the 113 treatment schools was held to orient parents of grade 5 students and community members to the SDPP program. The orientation was used to inform parents about the activities such as home visits, phone calls, voice messages, open house and family journal

in which they will participate. The orientation was facilitated jointly at each school by the community champions, POs, teachers and head masters.

A major focus in the fourth quarter was carrying out the process of identifying at-risk students (“focus students”), which began in July and was completed in August. Class teachers in all 113 treatment schools were responsible for compiling data from all grade five students on attendance, performance, early departure, work obligation, parent’s literacy, and behavior, with support from the SDPP POs. After the process was completed, SDPP staff began the process of identifying students who meet the criteria for full and partial intervention treatments (the 20 highest-scoring students will receive a full intervention, while the remaining students identified with risk will receive a partial intervention). The process will continue into early October, but based on initial results, approximately two-thirds of students were being identified as being at some level of risk of dropping out.

Implementation by teachers of the enrichment activities was initiated in the 113 schools starting on September 24, with support from the community champions and SDPP field staff. With support from the POs, who began making weekly visits to the treatment schools, one teacher and one community champion in each school began facilitating arts and language activities, while one community champion is responsible for the sports component.



Tajikistan:

- A five-day workshop was conducted in early June to orient new staff to SDPP and to the two components of the intervention: an EWS and after school tutoring classes. Participants included seven team leaders, 21 field program officers (FPOs), eight SDPP technical and management staff, and six trainers. The workshop covered programmatic as well as administrative roles and responsibilities, proper use of awareness material, and student-centered active learning methods. Participants also learned how to identify students at-risk of dropping out of school, track their attendance and performance, and foster communication between the school and families. The content and methods for the after school tutoring and enrichment program were reviewed.
- A two-day refresher training on the EWS and after school activities was conducted with the seven team leaders, 21 FPOs, and other SDPP staff during the fourth quarter. Training covered the process and tools used in identifying at-risk students, roles and responsibilities of school personnel and parents in responding to attendance, performance, or behavior issues with students, and a review of the after-school classroom approaches and content, including participating in extensive practical activities in subjects such as Russian language, chemistry, algebra, geometry, physics and biology.
- After this training, the team leaders and FPOs facilitated a series of three-day trainings for a total of 435 school personnel, including school directors, deputy directors and teachers from the 82 treatment

schools. Training was carried out in clusters of three to four schools at a time. Training of parents and community members on the EWS and their role in supporting students to stay in school had begun at quarter's end and will be completed in early October. Required materials, handouts and documents for trainings were edited, translated, printed, and distributed. These included an updated Overview of SDPP, M&E forms (e.g. registration and post-training evaluation) and "Decision Rules for Selecting At-Risk Students".



A survey of all schools assigned as treatment schools in Tajikistan was undertaken in order to map locations, identify after-school tutors, and assess the condition of classrooms assigned to after-school activities. Minor repairs to ensure safety and security of the assigned rooms (installing door locks and handles) and installation of blackboards was carried out during the fourth quarter. SDPP interventions will be implemented in schools starting in October.

Timor Leste:

- A total of 30 SDPP staff members (including Project Officers, M&E and Research Officers, Field Officers, National M&E and Research Specialist, and Database Coordinator) were oriented to the EWRS and extracurricular activities as part of the process of developing the training manual materials, as described above. In the fourth quarter, CARE held a two-day planning and reflection meeting with 54 field staff, to discuss initial interactions with MOE, school, and community personnel and continue planning for the first stages of implementation of the EWRS intervention. Feedback from the reflection activities was shared during the Coordination Body meeting.
- Thirty SDPP field staff (Field Officers and a Field Implementation Coordinator) participated in a one-day Child Protection Training, including a review of CARE's Code of Conduct and Child Protection Policy and exploration of a wide range of issues related to child rights, particularly in the context of the implementation of the EWRS/extracurricular activities. In the fourth quarter, CARE also conducted a two-day training for 63 staff to equip them to recognize, practice and promote gender equitable approaches through SDPP programming, and conducted an internal Gender Equity and Diversity (GED) survey to assess staff awareness of gender and diversity, identify and respond to gender and diversity issues in CARE's program work, and improve the quality and impact of programming, especially for women, girls and marginalized groups. The survey helped to sensitize field teams to gender and diversity and how the intervention at the school level and in the communities can be inclusive of all students, particularly in the case of at-risk students.
- In the third quarter, 65 people participated in a two-day EWRS training, including 23 newly selected Field Officer candidates, along with existing Project, Field and M&E Officers who had attended a previous training and used this opportunity as a refresher. The training provided an overview of the EWRS, explaining the design, its rationale, the proposed activities, and the kit of materials. Staff received orientation on the process of identifying at-risk students, how to support interventions by teachers and Task Force members for effective planning and case management, advocacy at the community level, and the extracurricular activities.
- In the fourth quarter, teacher orientation on the EWRS was completed in 21 sites with a total of 440 teachers and school directors. Participants were oriented to the steps and tools used for identifying and monitoring at-risk students (including the At-Risk Score Sheet; Attendance, Tardiness and Leaving Early Sheet; Homework Tracking Sheet; Postcard for Parents; and Case Management Forms)

and supporting them through case management and extracurricular activities. Roles of the school, the “Stay in School” Community Group, and the SDPP Field Implementation Team and the communication process between these parties were discussed, together with the use of Advocacy Materials (posters, bracelets) to promote and reinforce the messages of the “Stay in School” process. Twenty-two government officials, including high ranking MOE regional and district personnel, head inspectors and school inspectors, opened the orientation sessions and/or also attended the sessions. USAID’s Activity Manager for Timor Leste also attended one of the training sessions, in Manatuto.

In August and September, the field teams met with local authorities in the communities around the intervention schools to introduce the SDPP Program and mobilize interest to establish the *Stay in School* (SiS) community groups. Across the five districts, community meetings were held in every school community except one (in Viqueque, postponed until October at the request of the village chief), at which individuals volunteered or were nominated by village leaders and peers to serve as the point of contact between the school and their community. By quarter’s end, community groups had been established and trained at 95 of the 97 target schools in one-day orientations on the EWRS; over 900 community group members were oriented, including 217 women and 689 men. While participation on the groups will be voluntary, issues related to incentives and support for the group were under discussion.

CARE assigned pairs of Field Officers to a set of four schools each in preparation for deployment and the beginning of activities in schools. The field implementation teams introduced themselves to the heads of their respective schools and jointly developed schedules for the teacher orientation sessions. Field implementation staff were fully deployed in September after completion of teacher orientation sessions. The M&E team will not be deployed until November, due to transportation limitations.

Immediately after the EWRS training sessions with teachers and school directors, the process of scoring students by teachers (for level of risk) began, with support from SDPP staff. The process will be completed and extra-curricular activities initiated in early October.



Achievement of the two standards under Requirement 3.5 will be ongoing through the life of project and are thus partially achieved.

Standards Partially Achieved

- ✓ Annual implementation work plans, budgets and reports prepared.
- ✓ Demonstrated capacity of schools and communities to implement the design intervention.

The following requirements will not be addressed in full until near the end of the SDPP project. Nevertheless, some activities were undertaken this year which begin to address the requirements, as described below.

Requirement 3.6: Produce and Distribute Reports of the Student Dropout Prevention Pilots in the Four Selected Countries

Requirement 3.7: Present Findings of the Student Dropout Prevention Pilots

The SDPP project website ([www.schooldropoutprevention.com](http://www schooldropoutprevention.com)) was updated and made compliant with USAID requirements as communicated through the Bureau for Legislative and Public Affairs (final approval was received in June 2012).

Several documents have been posted on the website as well as submitted to USAID's Development Experience Clearinghouse (DEC).

Requirement 3.8: Student Dropout Prevention Programming Guide Developed and Distributed

An outline of the Student Dropout Prevention Programming Guide was drafted, and a variety of materials to be included in this toolkit, including the Literature Review, trends analyses, policies and programs documents, in-country situation analysis plan, training materials, and data collection instruments, school recruitment and random assignment materials, baseline survey materials, etc., have been assembled.



Illustration from SDPP Tajikistan's Parent Brochure

III. Project Management and Operations

A. Operations

Operational support throughout the year focused on facilitating the programmatic and technical activities described above, including intervention design workshops, situation analysis and baseline surveys, school recruitment, and preparing for and initiating interventions. SDPP operations also focused heavily on finalizing the set-up of satellite project offices, completing staffing, and procuring materials for office use and for interventions.

Key staff and consultant actions are detailed in sections C. and D., and major procurements are described in section F. Other important management and operational actions of note include the following:

SDPP Work Plan and Budget: SDPP submitted a work plan for FY2012, including detailed work plans for the interventions in each country. All SDPP field partners began preparing their work plans for FY2013 also, to be submitted to Creative in October. In the fourth quarter, USAID approved Creative's budget realignment request, including an increase to the CLIN 2 budget to accommodate costs associated with the longer than anticipated CLIN 2 period and other sub-contractor requirements. Detailed budgeting of CLIN 3 activities in light of the selected program interventions and scale of intervention was completed for all four-countries and sub-contractors. A full realignment of the overall project CLIN 3 budget, incorporating the detailed intervention budgets, will be submitted to USAID once a final decision has been made about the project timeline.

Partnership Agreements: A subcontract with IDEAL was finalized and signed in the second quarter, incorporating the previous Letters of Authorization. Other SDPP sub-contractor agreements were modified as needed to incorporate updated USAID provisions, accommodate budget line-item variations, and/or increase obligation amounts. A variety of other in-country agreements were established, by Creative in Tajikistan and by the SDPP implementing partners in Cambodia and India, including for work on the baseline survey data collection and provision of other technical assistance, as described above. An MOU between CARE and the MOE covering SDPP activities was drafted and discussed with the MOE focal point person, but was put on hold due to elections midway through the year. CARE will pursue the signing of an MOU in the next FY.

Partner Management Support: Site visits were made by Creative HQ finance and operations staff (see section III.E.) to India and Timor Leste, to review financial management systems, policies and procedures, ensure compliance with USAID rules and regulations, and provide technical support as needed (a trip report submitted to USAID details activities). IDEAL drafted a policies and procedures manual for SDPP operations in India; the manual was reviewed by Creative HQ and finalized by IDEAL.

SDPP Satellite Offices: Satellite offices in the target SDPP areas were established in all four countries (main field offices were previously established in Phnom Penh, Cambodia; Dushanbe, Tajikistan; Dili, Timor Leste; and Delhi and Bangalore, India, and satellite offices had been set up in Battambang and Banteay Meanchey provinces in Cambodia). Additional satellite offices were established and furnished during the year in Kulob (in Tajikistan), Ermera, Maliana, Liquica, Manatuto, and Viqueque districts (in Timor Leste), Samastipur (in India), and Pursat, Kampong Speu, Prey Veng, and Svay Rieng provinces (in Cambodia). Creative was registered officially in Tajikistan as a Branch Office of Creative Associates International. The SDPP staff in Dushanbe moved to a new office, following the closing of the Creative Quality Learning Project (QLP) in September.

B. Key Meetings with USAID and Partners

In each of the first three quarterly reports from FY2012, a detailed list was provided of the formal meetings held in Washington, DC and in the field with USAID, MOE, or other partners at which key decisions affecting the program were taken or major presentations made. Meetings held during the fourth quarter are as shown in Table 1.

Table 1: Key meetings with USAID and partners in 4th Quarter

Date(s)	Key SDPP representative(s)	Key client and/or partner representative(s)	Topic/focus of meeting	Key decisions/outcomes (if any)
<i>SDPP Headquarters/Washington</i>				
8/20/12	Karen Tietjen, Diane Prouty, Tom Ventimiglia, Rajani Shrestha, Adam Correia, Ann Hawley, Jeannie Rose, La Dale Johnson (Creative)	Rebecca Adams, Christine Capacci-Carneal (USAID/ AME Bureau); Katie McDonald, USAID/Tajikistan Country Representative	Briefing for incoming Tajikistan Rep on SDPP operations, intervention, and impact assessment in Tajikistan, SDPP project launch planning	Creative to propose dates and site options for launch
8/29/12	Tietjen, Ventimiglia, Correia, Shrestha (Creative); Nancy Murray, Kathy Buek (MPR)	Adams, Capacci-Carneal	In-grade and between-grade dropout data availability given September 2013 project end date	
8/30/12	Tietjen, Prouty, Shrestha, Ventimiglia, Hawley, Rose (Creative); Murray, Buek, Emilie Bagby, Mark Strayer, Arthur Shaw (MPR)	NA	Update on baseline survey data collection / entry; planning for phase II baseline in Tajikistan and Cambodia; monitoring intervention implementation; impact evaluation schedule	Agreement on general timelines and methods for phase II baseline and next steps for key future monitoring and evaluation activities
<i>SDPP/Cambodia</i>				
7/6/12	Carole Williams, M&E/ Research Specialist, Sothira Ouk, Education Specialist, Chea Tha, Kouy Pharin, Team Leader-Access to Education, Chhoeng Sina, Chhun Leangkruy, Thol Buntha (KAPE)	Ten Sokha, Meung Veasna, Chhim Kumnith, Klok Vira, Pol Sorith (Coordination Body)	SDPP overview, update on data collection challenges, review and revise EWS's manuals, present SDPP action plan for next quarter	Received comments/ suggestions to revise EWS manuals and for schools to complete their student record documents, set next meeting on 10 July
7/10/12	Williams, Ouk, Tha, Pharin, Sina, Leangkruy, Thol, Buntha	Meung Veasna, Chhim Kumnith, Klok Vira, Pol Sorith, Nareth Polivin (Coordination Body)	-Review, revise and finalize EWS manuals and SDPP case management forms -Set action plan	-Finalized EWS manuals and case management forms -Adjust agenda of EWS training to allow MoEYS to present obligation of schools to complete student documents

8/28/12	Ouk, Sina, Leangkruy, Yos Nara (KAPE)	Sok Tha, Ren Sopheap, Khy Pearun, Chou Kettyaphea, Phearoun Phel (ICT Department-MoEYS); Chhunv Rithy, So Sophak, Kim Leang (National Institute Education); Chimv Samnang, Poeuvv Narith (teachers)	Review and finalize computer Teacher Facilitator Guide, ToT agenda and schedule and team division	Finalized the computer Teacher Facilitator Guide and agreement on ToT agenda and schedule
9/25/12	Chea Kosal, SDPP Country Coordinator, Williams, Pharin (KAPE); Prouty	Tara Milani, Heng Sieng (USAID)	Project update; discussions on the SDPP launch – dates, availability of the Ambassador, Mission Director, protocols	USAID to support KAPE if needed in discussions with ICT to finalize Computer Lab textbook; optimal time for launch – early December or later
SDPP/India				
8/23/12	Sandeep Mishra, SDPP State Coordinator (IDEAL)	Mr. Ashutosh Kumar, Regional Deputy Director-Education	Project update	
9/5/12	Sushant Verma, SDPP Country Coordinator, Mishra (IDEAL)	Madhu Ranjan	Update on SDPP, staffing changes at USAID/India Education office	
9/6/12	Verma, Mishra	Mr. Rahul Singh, State Project Director (BEPC)	Formal project introduction, project update and updates on various manuals; country consultative group	TOR of consultative group was shared for consent to become part of Country Coordination Group
9/19/12	Verma, Mishra	Mr. Madhusudan Paswan, Programme Officer (BEPC)	Formal project introduction, project update and updates on various manuals; country consultative group	Consultative group TOR reviewed
9/24/12	Mishra	Dr. Uday Ujjawal, BEPC Project consultant	Update on status of Consultative group	
SDPP/Tajikistan				
7/3/12	Sayora Abdunazarova, Education Specialist, Creative Tajikistan	T. Mahmadova, Deputy Minister, MOE	Upcoming trainings, MOE review of training manuals and other resources	SDPP required to submit training and school materials for MOE review and Ministers' approval
7/4/12	Gulguncha Naimova, SDPP Country Coordinator; Gulnora Rahmanova, Program Assistant; Abdunazarova	A. Mulloev and I. Tabarov, Head and Deputy Head of Pre-Primary and Secondary Education, MOE	SDPP program issues and updates; MOE requirements for review and approval of all SDPP documents; SOW as a program consultant	Mulloev to be hired as a program consultant to facilitate MOE approval of manuals and promotional materials

7/11/12 – 7/13/12	Lutfullo Boziev, Program Manager; and Team Leaders (TLs)	Q. Ablulloev, Dangara DED; M. Mirzoev, Temurmalik DED; M. Davlatyorov, Vose DED; Khovaling and Balfuvon DEDs	Introduction of TLs to the DEDs and treatment school admin and teaching staff	
8/2/12	Wendi Carman, Program Support Specialist	USAID Acting Country Director – Chuck Specht; USAID Regional Contracting Officer – Deborah Simms-Brown; USAID partners	Routine partner meeting, discussed contracting regulations, turnover of personnel in the country office (incoming ambassador, country director, and deputy country director)	
9/6/12 – 9/11/12	Boziev and TLs of 5 project districts	Chairmen and Deputy Chairmen for Education, District Local Authorities	Update districts local authorities on SDPP achievements and program plans (the upcoming trainings, program launch etc.)	
9/17/12	Naimova	Lyla Andrews Bashan, General Development Officer and SDPP’s new Activities Manager, USAID	Overview of SDPP progress and plans, including initial launch plans	
9/20/12	Carman	USAID Regional Director – Eryn McKee; USAID Country Office Director – Kathleen MacDonald	USAID partners meeting; introduce new Country Office Director and say farewell to outgoing Regional Director	
<i>SDPP/Timor Leste</i>				
7/3/12	Martin Canter, Education Specialist (CARE/TL)	Daniel das Neves Marques, Bobonaro District Director for Basic Education; João Maupelo, Regional Director for Education Region IV: Ermera and Bobonaro	Update on SDPP implementation phase; delivery of MoE letter; introduction of Bobonaro PO and FO team	Support of program launch and scheduling of teacher orientation
7/3/12	Nicole Seibel, Interim Country Coordinator, Bharath Mohan (ACD-Programs), Titolivio Simoes, Project Officer (CARE/TL)	Rosinha da Silva Castro (Liquica District Director for Education)	Update on SDPP implementation phase; delivery of MoE letter; introduction of Liquica PO; follow up of Liquica baseline	Director very supportive of SDPP and encouraged the PO to meet with School Inspectors and involve them in the orientation training with teachers; initial planning for teacher orientation
7/4/12	Mohan, Shoaib Danish (M&E and Research Specialist, CARE/TL)	João Cândia (Minister of Education)	Education Development Partner’s Monthly Meeting	Minister’s last meeting with development partners

7/18/12	Teodozio Ximenes Education Advisor, Olinda de Jesus da Silva, Program Officer, (CARE/TL)	Afonso Soares (Director of Planning, Statistics and Information Technology)	Coordination for National Coordination Body meeting in August 2012	Date and agenda agreed. Introduction letters for new Country Coordinator, Morshed presented. MoE to host and facilitate NCCB meeting
8/1/12	Siebel, Canter	Takaho Fukami (UNICEF Chief of Education)	Education Development Partners Meeting, sharing programming information in education	Preparation for the visit of Ban Ki-Moon and Gordon Brown to Casait Primary School, Liquica
8/9/12	Geraldine Zwack, Country Director; Monzu Morshed, SDPP Country Coordinator	Judith Fergin (US Ambassador), Rick Scott (Mission Director USAID), Milca Baptista (Focal Point for SDPP/ USAID-TL)	Introductions	Shared CAII approved official two-pager on SDPP. Ambassador, Mission Director and Focal Point showed their interest to visit program sites and observe program activities.
8/17/12	Lotte Renault (Senior Technical Advisor, CARE USA), Mohan, Morshed, Canter	Milca Baptista (Focal Point for SDPP/ USAID-TL)	Initial Teacher Orientation Session at Manatuto Vila	The Focal Point expressed her interest in the project and satisfaction at the engagement of MOE officials and teachers in the training, and teachers' understanding of the methodology
9/5/12	Canter	Antonio de Jesus (Deputy Director, Planning, Statistics, Information Technology)	Coordination regarding MoE participation in launch ceremony	Coordination with MoE to be undertaken through Director of Basic Education, Sr. Alfredo de Araujo, and the Vice Minister MoE
9/21/12	Siebel, Canter	Rosinha da Silva Castro (Liquica District Director for Education)	Selecting location and date for launch ceremony	Requested the date of 23 October to avoid conflict with the revised National Exam Schedule, welcomed Launch event to be held in Liquica

C. Staff Actions

At the end of the previous fiscal year, the three core SDPP staff—Country Coordinator, Education Specialist and M&E Specialist—were in place in all four countries, with the exception of the Education Specialist in India, who was hired and began work in quarter two of this year. All of the core in-country staff were in position throughout the year, except for the Country Coordinator in Timor Leste, who resigned from the project and departed in April. An interim Country Coordinator (Nicole Seibel) was hired and began work in May. Her contract was extended until August 10, in order to allow for overlap with the new, permanent replacement (Monzu Morshed), who began work in August. Unfortunately, Mr. Morshed had to resign his position in the same month for health reasons, at which time CARE re-engaged Ms. Seibel as Country Coordinator for an additional period (September 17 – December 24, 2012).

Table 2 shows the status of the core SDPP positions in each country since the beginning of the project.

Table 2: Field Office Core Staff Actions

Core Staff Position	Name and Start Date (Departure Date)	Name and Replacement Date	Status
<i>SDPP/Cambodia (KAPE)</i>			
Country Coordinator	Kosal Chea, 1/1/11	NA	Filled
Education Specialist	Sothira Ouk, 1/1/11	NA	Filled
Monitoring, Evaluation & Research Specialist	Carole Williams, 11/1/10	NA	Filled
<i>SDPP/India (IDEAL)</i>			
Country Coordinator	Sushant Verma, 6/20/11	NA	Filled
Education Specialist	Neha Parti, 1/9/12	NA	Filled
Monitoring, Evaluation & Research Specialist	Vir Narayan, 10/18/11	NA	Filled
<i>SDPP/Tajikistan (Creative)</i>			
Country Coordinator	Gulgunchamo Naimova, 12/6/10	NA	Filled
Education Specialist	Sayora Andunazarova, 11/15/10	NA	Filled
Monitoring, Evaluation & Research Specialist	Davlatmo Yusufbekova (2/10/11)	Zarina Bazidova 5/3/11	Filled
<i>SDPP/Timor Leste (CARE)</i>			
Country Coordinator	Lorina Aquino, 4/19/11 (4/20/12) Monzu Morshed, 8/3/12 (8/28/12)	Nicole Seibel (interim), 5/18/12 – 8/10/12 and 9/10/12 – 12/24/12	Filled (interim)
Education Specialist	Martin Canter, 3/12/11	NA	Filled
Monitoring, Evaluation & Research Specialist	Shoaib Danish, 2/14/11	NA	Filled

During the year, a total of 332 full- or part-time SDPP field and HQ staff were approved by USAID¹, including 69 in Cambodia, 65 in India, 71 in Tajikistan, 102 in Timor Leste, and 26 at HQ (19 at Mathematica, one at STS, and five at Creative). At Creative HQ, the five include a Program Support Specialist assigned to the Creative SDPP office in Tajikistan, a new Administrative Assistant, two short-term technical assistance providers, and a replacement staff for the SDPP Research Associate who resigned earlier in the year.

During the fourth quarter, field staff actions include the following:

In Cambodia, 13 positions were filled, including new positions and replacements for resigned or transferred staff. New hires included the Provincial Coordinator for Svay Rieng, four provincial Finance/Admin officers, an IT field officer, IMS Assistant, and office cleaner. Replacement staff included four DPOs, and the Phnom Penh-based computer lab Program Manager. Recruitment was under way for two other Provincial Coordinator positions, among others.

In India, six new staff began work from the satellite office in Samastipur, including five Program and Monitoring Officers (PMO) and a Systems Manager. Two additional PMOs and one Senior Program Associate were also recruited and will begin work in the coming quarter.

In Tajikistan, a new (replacement) database manager was hired in September. A new Finance and HR Assistant was also hired (to begin work on October 1, 2012), and one of the on-call drivers was hired as a full-time driver. A new office cleaner was also hired.

¹ All SDPP staff hired and/or moving to new positions at field and HQ levels are to be approved by USAID, in accordance with guidance issued by USAID in February 2011.

In Timor Leste, 26 field officers were recruited and began work in July, while three of the project’s field officers resigned during the quarter. Replacement candidates were recruited and will begin work in October. One Project Officer, one Field Implementation Coordinator, and three additional M&E and Research Officers were also hired during the quarter. The process for hiring two additional M&E and Research Officers began.

D. Consultants

A total of 601 in-country consultants for SDPP were approved by USAID during the year. Of these, 202 were community volunteers (“community champions”) supporting the intervention in India (of whom 194 started work in the fourth quarter), and 177 were school teachers in Tajikistan responsible for facilitating the after school activities (who will begin work next quarter). Others included those hired in Timor Leste and Tajikistan to carry out baseline survey and/or situation analysis data collection and entry, temporary drivers, etc. Table 3 summarizes the higher-level, professional consultancies of the project during the FY.

Table 3: Consultant Actions

Consultant	Dates of consultancy	Activity/Assignment	Place
Lorelei Brush	Nov-Dec 2011	Support KAPE in development of EWS	Cambodia
Bora Nuy	10/14–11/5/11	Facilitate and report on design workshop	Cambodia
Ouch Sovanna	10/18-20/11	Simultaneous translation during workshop	Cambodia
Shreya Tripathi	10/10 - 11/12/11	Database management during situation analysis	India
Shahee Deepak	9/28/11-1/25/12	Field Supervisor during situation analysis and translation /admin support for design workshop	India
Neena Kapoor	1/1-15/12	Translation during design workshop	India
Nilovna Ghosh	1/17-25/12	Documentation of design workshop	India
Shreya Tripathi	1/17-25/12	Documentation of design workshop	India
Mukesh Bardava	12/23/11-1/15/12	Graphic design for workshop materials	India
Ahmad Oshurbekov	11/8-30/11	Documentation of design workshop	Tajikistan
Halima Amonulloyeva	11/15-17/11	Group work facilitator during workshop	Tajikistan
Alisher Kholmurodov	11/15-17/11	Group work facilitator during workshop	Tajikistan
Kamoliddin Boziev	11/15-17/11	Group work recorder during workshop	Tajikistan
Yodgor Dodkhudoev	11/15-18/11	Group work recorder during workshop	Tajikistan
Bekhru Nasurova	11/15-17/11	Group work recorder during workshop	Tajikistan
Shahrigul Amirjanova	11/15-18/11	Translation / interpretation during design workshop	Tajikistan
Khurshed Azamov	11/15-18/11	Translation / interpretation during design workshop	Tajikistan
Mukim Mallaev	11/15-18/11	Translation / interpretation during design workshop	Tajikistan
Nizommiddin Shamsidinov	11/15-17/11	Interpretation during design workshop	Tajikistan
Bahridin Sharipov	11/15-17/11	Interpretation during design workshop	Tajikistan
Reinaldo Mendonca	11/14-16/11	Documentation and interpretation during design workshop	Timor Leste
Ruth Kimball	11/14-16/11	Translation / interpretation during design workshop	Timor Leste
Sarmento Vargas	Oct-Nov 2011	Translation of workshop presentations; interpretation during workshop	Timor Leste
Afonso de Jesus	Oct-Nov 2011	Translation of workshop presentations; interpretation during workshop	Timor Leste
Kosary Vuthy	January (2 days)	Cost analysis for room preparation for computer labs	Cambodia
Shahee Deepak	9/28/11-1/25/12 (extended)	Translation /admin support for design workshop	India
Neena Kapoor	1/1-15/12	Translation during design workshop	India
Nilovna Ghosh	1/17-25/12	Documentation of design workshop	India
Shreya Tripathi	1/17-25/12	Documentation of design workshop	India

Consultant	Dates of consultancy	Activity/Assignment	Place
Mukesh Bardawa	12/23/11-1/15/12	Graphic design for workshop materials	India
Uday Ujjawal	1/17-21/12	Intervention design consultant for design workshop	India
Puneet Swarna	1/16-25/12	Documentation of design workshop	India
Azamov Khurshed	1/20/12-1/25/12	Translation during materials development workshop	Tajikistan
Malaev Mukim	1/20/12-1/25/12	Translation during materials development workshop	Tajikistan
Nugmanov Rustam	1/20/12-1/25/12	Translation during materials development workshop	Tajikistan
Aliev Bahri	1/20/12-1/25/12	Translation during materials development workshop	Tajikistan
Sattorov Sharofjon	1/20/12-1/25/12	Subject matter expert during materials workshop	Tajikistan
Nabieva Dilbar	1/20/12-1/25/12	Subject matter expert during materials workshop	Tajikistan
Fathulloev Rahmatsho	1/20/12-1/25/12	Subject matter expert during materials workshop	Tajikistan
Qurbonov Sulaimon	1/20/12-1/25/12	Subject matter expert during materials workshop	Tajikistan
Qurbonov Vali	1/20/12-1/25/12	Subject matter expert during materials workshop	Tajikistan
Ermatova Umeda	1/20/12-1/25/12	Subject matter expert during materials workshop	Tajikistan
Olimova Farosat	1/20/12-1/25/12	Subject matter expert during materials workshop	Tajikistan
Ganjibekova Khosiyat	1/20/12-1/25/12	Subject matter expert during materials workshop	Tajikistan
Kahorova Musohibahon	1/20/12-1/25/12	Subject matter expert during materials workshop	Tajikistan
Ibragimova Risolat	1/20/12-1/25/12	Subject matter expert during materials workshop	Tajikistan
Blaise Joseph	4/9/12-6/30/12	Subject Matter Expert (arts)	India
Anomita Goswami	4/28/12-6/30/12	Subject Matter Expert (language)	India
Pooja Pottenkulam	4/28/12-6/30/12	Graphic Design	India
Adora T. Calub	4/16/12-5/16/12	Financial management support	Timor Leste
Ruth Kimball	5/7/12-5/11/12	Translator	Timor Leste
Paulino Pinto Gonzaga	5/7/12-5/11/12	Translator	Timor Leste
Aliev Bahri	4/28/12-6/30/12	Translator/Interpreter	Tajikistan
Mukim Malaev	4/16/12-6/30/12	Translator/Interpreter	Tajikistan
Nugmanov Rustam	4/16/12-6/30/12	Translator/Interpreter	Tajikistan
Umeda Ermatova	6/1/12-5/31/13	Trainer/Module Writer	Tajikistan
Vali Qurbonov	6/1/12-5/31/13	Trainer/Module Writer	Tajikistan
Sulaimon Kurbonov	6/1/12-5/31/13	Trainer/Module Writer	Tajikistan
Khosiyat Ganjibekova	6/1/12-5/31/13	Trainer/Module Writer	Tajikistan
Musohibakhon Kahorova	6/1/12-5/31/13	Trainer/Module Writer	Tajikistan
Dilbar Nabieva	6/1/12-5/31/13	Trainer/Module Writer	Tajikistan
Kheng Piseth	7/18/12-8/17/12	Updating Computer Lab Student textbook	Cambodia
Shreya Tripathi	7/9/12-7/14/12	Interpreter, baseline survey training	India
Karunesh Sinha	7/9/12-7/13/12	Interpreter, baseline survey training	India
Aditya Dipankar	8/13/12-1/6/13	Graphic Designer	India
Prerit Rana	8/27/12-2/28/13	Subject Matter Expert (EWS)	India
Chetan Kapoor	10/19/11-2/28/13 (extended, 68 days LOE total)	Intervention design consultant for design workshop; EWS design and development	India
Anuradha De	3/21/12-12/31/12 (extended, 30 days LOE total)	Intervention design consultant for design workshop; EWS design and development	India
Abdusamad Mulloev	7/2/12-8/30/12	Review of training materials and school manuals; facilitating MOE approvals	Tajikistan
Nicole Marie Seibel	5/18/12-8/10/12; 9/10/12-12/24/12	Interim Country Coordinator	Timor Leste
Sarmiento Vargas	5/4/12-9/17/13 (extended)	Interpreter, Translator	Timor Leste
José Manuel Sarmiento	7/30/12-7/31/13	Illustrator	Timor Leste

E. Staff and Consultant International Travel

Visits by staff from the headquarters offices of Creative, Mathematica, STS (and in the case of Timor Leste, CARE) were made during the year to the four pilot countries, for providing technical and operational support to the field teams for carrying out the intervention design workshops, conducting the baseline surveys, designing the interventions and intervention materials, and providing other technical and/or management support.² Details of the international travel undertaken during the first three quarters to support SDPP field activities and operations is summarized in the table below, with additional detail shown for travel during the fourth quarter.

Table 4: HQ Staff and Consultants International Travel

Name of Traveler	Destination(s)	Dates of Travel	Purpose of Trip
Adam Correia Rajani Shrestha Thomaz Alvarez	India	October	Situational analysis training and data collection
Karen Tietjen Diane Prouty Mark Lynd Jeff Davis Kathy Buek Larissa Campuzano	Cambodia	October - November	Intervention design consultation workshop
Lorie Brush	Cambodia	November, December	Intervention and materials design (EWS)
Tom Ventimiglia Roger Plath	Cambodia	November	Intervention design and planning (computer labs)
Karen Tietjen Rajani Shrestha Ann Hawley Nancy Murray Emilie Bagby Mark Lynd	Tajikistan	November	Intervention design consultation workshop
Diane Prouty Jennifer Shin Jeff Davis Thomaz Alvarez Quinn Moore Lotte Renault	Timor Leste	November	Intervention design consultation workshop
Karen Tietjen Adam Correia Rajani Shrestha Mark Lynd Quinn Moore	India	January	Intervention design consultation workshop
Diane Prouty Jennifer Shin	Tajikistan	January - February	Intervention and materials design
Kathy Buek Emilie Bagby	Timor Leste India Cambodia Tajikistan	January - February	Assessment of data sources for impact evaluation
Andrea Bosch	Cambodia	March	Design of training strategy and materials design (computer labs)

² Trip reports submitted to USAID after each visit detail activities undertaken.

Name of Traveler	Destination(s)	Dates of Travel	Purpose of Trip
Diane Prouty	India	March	Intervention and materials design (EWS)
Diane Prouty	England	March-April	World Literacy Summit
12 SDPP staff ³	Puerto Rico	April	CIES conference
Kathy Buek Mark Strayer Thomaz Alvarez	Timor Leste	April-May	Support baseline survey training and data collection
Diane Prouty Adam Correia Kathy Buek	Cambodia	May	Support baseline survey training and data collection
Karen Tietjen Emilie Bagby Arthur Shaw	Tajikistan	April-May	Support baseline survey training and data collection
Peter Kapakasa	India	April	Review of financial management systems, policies and procedures
Peter Kapakasa Ivan Monge Ann Hawley	Timor Leste	April	Review of financial management systems, policies and procedures
Tom Ventimiglia	India	7/1 – 7/14	Support baseline survey training and data collection
Karen Tietjen	India	7/6 – 7/21	Support baseline survey training and data collection
Emilie Bagby	India, Tajikistan	6/30 – 7/13	Support baseline survey training and data collection
Arthur Shaw	India, Tajikistan	7/9 – 7/21	Support baseline survey training and data collection
Thomaz Alvarez	India	7/20 – 7/28	Support baseline survey data collection
Roger Plath	Cambodia	7/23 – 8/5	Oversight to computer lab installation
Andi Bosch	Cambodia	7/10 – 7/19	Support development of computer lab training materials, lesson plans, tutorials, and training and roll out plans
Diane Prouty	Cambodia	9/21 – 10/06	Support and review initial implementation of EWS intervention; develop implementation fidelity monitoring
Mark Lynd	Cambodia	9/24 – 10/06	Support and review initial implementation of EWS intervention; develop implementation fidelity monitoring
Adam Correia	India	9/22 – 10/06	Support and review initial implementation of EWS intervention; support materials development
Jeannie Rose	India	9/22 – 10/06	Support and review initial implementation of EWS intervention; support materials development

F. Procurements

Creative HQ worked with field offices to procure essential office and program supplies, equipment and services, in accordance with established procurement regulations and requirements. Of particular note this year was the procurement of program materials (e.g. after-school activity materials, training materials, communications materials) in all four countries.

Procurements made during the year which exceeded \$1,000 are as noted in Table 5. (For more information regarding procurements in Cambodia for the computer labs, see below). Procurement of services related to training and logistics (venue, printing, stationary, transport of personnel, etc.) are not included in the table. In addition to the vehicles procured by CARE in Timor Leste, two additional vehicles were donated by USAID during the second quarter for use on SDPP from another project which had closed.

³ Including Creative HQ (6), STS (1), Mathematica (3), CARE/USA (1), and KAPE (1).

Table 5: Procurements

Field Office	Description	Amount*	Status
Cambodia	Toolkit material (wall planner, diary, posters, banners, bags) for EWS at 108 schools	\$30,100	Delivered
Cambodia	Computer equipment (15 laptops, 15 desktops, 3 printers)	\$19,020	Delivered
Cambodia	Ly Vuthy Trading Group Co. Ltd. (preparation of classrooms as computer labs, 67 schools)	\$239,190	Completed
Cambodia	MTL Construction Company Ltd. (preparation of classrooms as computer labs, 41 schools)	\$146,985	Completed
Cambodia	Heng Nguon Company Ltd. (supply and installation of solar power, 108 schools)	\$775,136	Delivered
Cambodia	Victor Furniture Shop (supply/delivery of desks and chairs, 108 schools)	\$113,655	Delivered
Cambodia	ANANA Computer (supply and installation of computers and peripherals, 108 schools)	\$837,325	Delivered
Cambodia	USB hubs for 108 computer labs and office	\$1,404	Delivered
Cambodia	Data collection and data entry – Phase I (Indochina Research Limited)	\$100,632	Data collection complete
India	Air conditioners for field office (8)	\$4,630	Delivered
India	Laptops and software for field office staff (45)	\$30,504	Delivered
India	Photocopier for field office	\$3,006	Delivered
India	Field worker bags (700) and t-shirts (650)	\$6,730	Delivered
India	Storage trunks for enrichment supplies	\$3,018	Delivered
India	Lighting inverter	\$1,321	Delivered
India	Magic Bus India Foundation (enrichment activities-sports)	\$53,285	Began 7/1/12
India	Awaaz.De (EWS voice/SMS communication)	\$22,562	Began 7/1/12
India	Data collection and data entry – Phase I (Sunai Consultancy Pvt Ltd)	\$46,555	5/28/12-10/15/12
Tajikistan	Design and printing of booklet, posters, banners, bags for EWS at 82 schools	\$16,011	Completed
Tajikistan	Textbooks, stationary, games, and visual aids for after-school tutoring and enrichment activities at 82 schools	\$118,507	Partially delivered
Tajikistan	Data collection and data entry – Phase I (Zerkalo)	\$50,731	Completed
Tajikistan	Metal filing cabinets (2/school, with delivery)	\$24,367	Delivered
Tajikistan	Door handles/locks for after-school classrooms	\$1,009	Delivered
Tajikistan	IT equipment, Kulob and Dushanbe offices	\$37,797	Delivered
Tajikistan	Office furnishings and ACs (3), Kulob office	\$8,787	Delivered
Tajikistan	Office generator, Kulob office	\$17,900	Delivered
Timor Leste	Office upgrade, Dili office	Approx. \$2,000	Completed
Timor Leste	Various software (MS Office, Kaspersky Anti-Virus, SPSS, Acrobat Prof.)	\$7,291	Delivered
Timor Leste	Vehicle 1 Vehicle 2	\$36,959 \$30,600	Delivered
Timor Leste	Furniture for project offices (Maliana and Ermera)	\$2,210	Delivered
Timor Leste	Computers (58), docking stations (3), LCD screens (4)	\$91,803	Delivered
Timor Leste	Extra-curricular activity kits (arts and crafts materials, storage boxes)	\$15,475	Delivered
Timor Leste	Advocacy campaign bracelets (10,500)	\$8,925	Partially delivered
Timor Leste	Advocacy posters, parent postcards	\$4,360	Partially delivered

* \$ amounts approximate

In addition to these items, the project has requested USAID approval for procurement of vehicles required for supporting field activities in Cambodia, India, and Timor Leste (including motorcycles and automobiles). In the meantime, in those countries (as in Tajikistan) the project is making use of rented vehicles (to supplement those previously purchased). In the fourth quarter, a request to USAID to allow the extension of vehicle rentals beyond the 180 day limit in India was made and approved; similar requests will be submitted next quarter for Timor Leste and Cambodia.

As indicated in the table above, a number of significant procurement actions were taken related to establishing computer labs in Cambodia. After receiving approval from USAID for the IT plan for the computer labs and approval for the proposed subcontracts, purchase orders were issued to five vendors in Cambodia for the preparation of rooms to be used as the computer labs (wiring, painting, floor tiling, installation of ceilings, window and door security, and wall fans) and for procurement and installation of solar power supply, furniture (computer desks and chairs) and computer equipment. By the end of the fourth quarter, all of the work involved in setting up the computer labs was completed in the 108 schools selected to receive this intervention. Each lab consists of furniture, solar power supply system, and computer equipment and supplies as shown in the table and picture below.

Item	Units per school	Item	Units per school
Furniture		Computer	
Computer desk	16	Host Computer	1
Plastic chairs	45	Monitor, Keyboard, Mouse	16
Solar equipment		MS Windows MultiPoint Server 2011 Premium	1
Solar panels, 135 W/panel	6	MS Windows MultiPoint Server CAL	16
Batteries, Gel Electrolyte Deep Cycle, 200A with iron box	2	USB External Hard Drive	1
Inverter-Solar Charger	1	Printer	1
Solar System Wire –Box	1	Toner Cartridge	8
Solar Stand Set	1	Network Switch	1
Lightning Protection Set	1	NComputing Access Device	15

In addition, after testing by Creative HQ and KAPE in August showed that the solar systems would supply power for approximately four hours per day under normal sun conditions, it was determined that the solar power capacity at 20 large schools with more than 540 students should be increased. USAID approval to add four additional 135 watt solar panels at these 20 schools was submitted and approved; the additional materials will increase solar power availability from four to six hours per day, in order to ensure that all students have access to the labs for the planned two hours per week. The additional equipment was procured and installed by the same company which had installed the solar power systems originally (at a total cost of approximately \$2,863 per school).



An equipment inventory for the period covering project inception through June 2012 was submitted to USAID and approved in the fourth quarter.

IV. Status of Contract Deliverables

Table 6. provides an updated list of the contract deliverables completed and in process since the beginning of the project, as per section F.2(a) of the SDPP Task Order.

Table 6: Contract Deliverables

Deliverable	Requirement	Delivery date	Approved by client date
School dropout prevention identification and analysis plan	1.1	10/12/10	Approved 10/16/10
School dropout prevention identification and analysis methodology and criteria	1.1	10/12/10	Approved 10/16/10
School dropout prevention identification and analysis of 15 programs or interventions ⁴	1.1	11/22/10 (presentation and written summary)	Approved 11/22/10
School dropout prevention identification and analysis draft report (including executive summary, cost estimates, and conclusions)	1.2	3/10/11	Approved 3/28/11
School dropout prevention identification and analysis report	1.2	5/24/11 (COTR); 5/27/11 (AMs)	Approved draft version 3/28/11
200 print copies of school dropout prevention ⁵ identification and analysis reports	1.3	6/20/11	NA ⁶
50 reports for each pilot country in required language	1.3	August 2011	NA
200 reports distributed to 4 pilot missions in English	1.3	November 2011	NA
5 presentations on report findings (presentation of all key findings)	1.4	10/18/11, 11/14/11, 11/15/11, 1/17/12, 10/28/11, 11/21/11, 1/27/12, 7/20/12, 8/20/12, 4/26/12	NA
Power point summarizing findings of student dropout prevention identification and analysis	1.4	Complete for each country as per above dates; summary presentation developed	
List of assessment tools for each country	2.1	4/13/11	Approved 4/26/11
List of factors each assessment tool measures	2.1	4/13/11	Approved 4/26/11
4 in-depth country assessment plans ^{7 8}	2.2	4/19/11	Approved 4/19/11
4 in-depth country assessments	2.2	Completed May – October 2011	NA
Inventory of existing programs	2.2	5/25/11 (draft); 7/25/11 (final)	Approved 7/28/11
Grade levels and student populations most at risk of dropout identified in each country	2.3	8/19/11 (Cambodia, Timor Leste)	(Verbal approval of trend analysis reports 6/22/12;

⁴ Thirty-four (34) programs were identified and analyzed.

⁵ Two hundred and fifty (250) reports were printed.

⁶ NA = client approval is not applicable to the deliverable.

⁷ One plan was submitted, covering all four countries, rather than four country-specific plans.

⁸ Draft and final plans submitted and approved as one.

Deliverable	Requirement	Delivery date	Approved by client date
		8/25/11 (Tajikistan) 12/22/11 (India)	written approval pending)
4 in-depth country assessment draft reports	2.3	Reports on trend analyses submitted as above; report on policies and programs submitted 7/25/11; report on situation analysis in process	Policies and programs report approved 7/28/11; written approval of trend analysis reports pending
1 report with country comparisons	2.3	In process	
4 in-depth country assessment reports	2.3	In process	
4 power point presentations	2.4	10/18/11, 11/14/11, 11/15/11, 1/17/12	NA
1 power point presentation on all four countries	2.4	PowerPoint developed and presented; not yet submitted	
5 presentations on the in-depth country assessment findings	2.4	10/18/11, 11/14/11, 11/15/11, 1/17/12, 10/28/11, 11/21/11, 1/27/12, 7/20/12, 8/20/12, 4/26/12	NA
Risk factors and trends for each of the 4 countries	2.4	Risk factors and trends identified and presented as above	NA
8 (2 per country) program recommendations	2.4	Completed as outcome of workshops (below)	NA
4 (1 per country) in-depth country assessment findings summary	2.4	In process	
4 workshops on findings and recommendations	2.4	10/18-20/11 (Cambodia) 11/15-17/11 (Tajikistan) 11/14-16/11 (Timor Leste) 1/17-19/12 (India)	NA
4 language translations of in-depth country assessment reports	2.5	6 local language translations of trend analysis reports (Khmer 10/5/11, Tetum 9/16/11, Portuguese 9/13/11, Tajik 10/6/11, Russian 10/8/11, Hindi 12/28/11) and policies and programs inventory completed (Khmer 8/29/11, Tajik 8/29/11, Russian 9/6/11, Tetum 8/29/11, Portuguese 9/13/11, Hindi 1/14/12)	NA

Deliverable	Requirement	Delivery date	Approved by client date
100 (400 total) in-depth country assessment reports distributed	2.5	September 2011 to January 2012	NA
250 in-depth country assessment reports distributed in English	2.5	September 2011 to January 2012	NA
650 CDs of in-depth country assessment reports (for each hard copy report)	2.5		
4 stakeholder lists	3.1	2/28/12	NA
Areas of collaboration/conflict identified and resolved in each country	3.1	Included w/ report on Coordination Bodies, submitted 7/3/12	(Approval pending)
4 SDPP project oversight bodies formed	3.1	Completed in all countries by March 2012, described in report on Coordination Bodies, 7/3/12	(Approval pending)
4 (1 per country) communication plans	3.1	Submitted 9/13/12	(Approval pending)
1 scope of work for Coordination Body	3.1	Included as part of report on Coordination Bodies, submitted 7/3/12	(Approval pending)
4 (1 per country) tailored draft pilot design plans	3.2	2/28/12	(Approval pending)
4 (1 per country) site selection methodologies	3.2	Addressed in design plan, 2/28/12	(Approval pending)
4 (1 per country) design workshops	3.2	10/18-20/11 (Cambodia) 11/15-17/11 (Tajikistan) 11/14-16/11 (Timor Leste) 1/17-19/12 (India)	NA
Target dates for all activities and outputs of the 4 pilot projects	3.3	In process	
Operational definitions for all variables in the 4 country pilots	3.3	In process	
12 (3 per country) outcome indicators for the 4 country pilots	3.3	In process	
Data source descriptions for each of the 4 country pilot indicators	3.3	In process	
4 (1 per country) pilots launched	3.4	In process	NA
4 (1 per country) pilot launch press releases	3.4	In process	
1 implementation work plan annually	3.5 ⁹	5/20/11 ¹⁰ 6/4/12 ¹¹	5/31/11 Approval pending

⁹ Deliverables for Requirements 3.6-3.8 are not due until near end of project and are not included in this table.

¹⁰ For Fiscal Year 2011

¹¹ For Fiscal Year 2012

V. Challenges and Actions Taken

Major challenges and actions taken to address them during the year are as highlighted below:

Timeframe: Under the current project timeframe, interventions will only be able to be implemented for a maximum of one full academic year, instead of two years as originally planned. With one year or less of treatment, exposure time to the interventions will be inadequate to produce critical behavior changes. In addition, the main outcomes of interest—between- and in-grade dropout—will not be able to be fully measured, since data for between-grade dropout will be available for only two countries due to the timing of the school year, and in-grade dropout data will be available for only one academic year. One year of data will thus not reliably capture the true effect of SDPP interventions. In addition, data on other important dropout-related outcomes such as attendance, behavior and performance, will not be available for the 2012/13 school year in Tajikistan and Cambodia until September/October 2013, too late for collection and analysis under the current contract completion date of September 2013. Interventions were selected in part taking into consideration this limited timeframe and the potential for impact over a short period of time. In addition, Creative will seek a no-cost extension through 2015 if possible, to allow for at least two years of intervention implementation and data collection.

Proscribed Interventions: Findings from the situational analysis show that most students drop out of the target grades for economic reasons (need to work to earn money or help with chores at home or direct cost of schooling). However, contractual requirements limit the ability of SDPP to respond with interventions to tackle the opportunity costs of schooling through life skill/vocational classes, workforce development, or conditional cash transfers, which would be more attractive to the students and in some cases to the MOE. The project will work to address this issue through the computer labs in Cambodia, which may be viewed as having a longer-term economic benefit since computer literacy is viewed as a marketable skill.

Minimum Detectable Impact (MDI): Most of the SDPP countries have relatively low dropout rates (e.g., in Tajikistan less than 3% from grades 1 through 8 and 11 percent in grade 9; in Timor Leste less than 6 percent at primary level and 3 percent at lower secondary and secondary levels; in India, reported dropout has reduced significantly in light of the Right to Education). The low dropout rate (combined with the limited remaining time period for project implementation) makes it more difficult to show a detectable change at the end of the project and requires a larger number of schools. In all four countries, additional geographic areas were identified in order to ensure adequate numbers of schools. This, however, raises additional logistical and operational challenges, which are being addressed by the project.

Measuring in-grade or between-grade dropout: In the case of Tajikistan, where the trend analysis identified grade 9, the terminal grade in the compulsory cycle, as having the highest in-grade dropout and between-grade dropout, it will be very difficult to track which grade 9 students continue their schooling or stop. Consequently, SDPP will focus on reducing the in-grade dropout rate rather than the between-grade dropout rate in Tajikistan. Similarly, in India, which identified grade 5 as the target grade (the final grade in the primary cycle), tracking students after completion of grade 5 will also be a challenge. Further, since dropout in India is officially very low, and since schools have been found to be reluctant to report dropouts due to government's policies of compulsory education and automatic promotion and financing based on enrollment figures, the project will likely use chronic absenteeism as a proxy measure for dropout, and is developing a clear definition for this as an outcome measure.

Quality of Data: The baseline surveys revealed that much of the data which is supposed to be collected at school level is missing and that data quality is questionable. In India, for example, enrollment records included significant numbers of children not actually attending the school, or children enrolled in multiple schools simultaneously in order to access the benefits of government schemes (mid-day meal schemes, uniforms, text books etc.). Records in Tajikistan had substantial gaps (e.g. no records available for homework, behavior or tardiness, and in some cases, performance) or were considered unreliable (e.g. attendance records showing near 100% for most students). In Cambodia, early analysis of data revealed

that nearly 40% of grade 7 and 8 students were missing data on attendance, almost a quarter were missing data on course performance, and nearly 70% on behavior. During the survey, strategies were used to find missing information (informing schools ahead of time to ensure availability of records, enlisting support from school heads or government education authorities, allowing school personnel time to retrieve records, looking at alternative sources of information, etc.). SDPP will attempt to recover as much missing data as possible during the second phase of data collection in Cambodia and Tajikistan. SDPP will work to address this challenge longer term through training and close monitoring to emphasize complete and accurate recording of information required for measuring the implementation and impact of interventions.

Contamination of Research Results: A number of factors, including the presence of other organizations implementing related activities in the SDPP target schools, the proximity of treatment and control schools, multi-grade classrooms, and the possibility of exposing participants to project interventions prior to baseline, all present at least some possibility of influencing outcomes and thus “contaminating” research results. The SDPP partners are carefully considering each potential source of contamination and implementing actions to minimize this potential as much as possible.

Government Approvals: In Cambodia and Tajikistan, delays in finalizing materials (and as a result, in Tajikistan, in carrying out training) were experienced as a result of MOE requirements to review and approve documents for use in schools. In both places, arrangements were made to engage MOE personnel after hours to facilitate review and approval processes. Building strong relationships, supported through the coordination bodies, has also helped to facilitate approval processes.

Staffing Issues: Field offices in all four countries have faced challenges with finding and/or keeping qualified professionals on the SDPP project-level teams, particular in rural settings and areas with security concerns. Teacher turnover at school level has been a notable challenge in at least two countries—Tajikistan and Timor Leste. SDPP India is engaging a large number of community volunteers (over 220) to supplement the school-based and project-level staff, with significant HR and administrative implications. Similarly, in Tajikistan, since the SDPP after-school program falls outside of official teacher duties and work hours, approximately 400 teachers who will conduct the activities are being engaged and will require compensation from the project, again entailing substantial administration and oversight. SDPP HQ and field offices are strengthening their staffing to accommodate the requirements related to the engagement of such large numbers of personnel.

Transportation: In all countries, large numbers of field staff have been hired and are in process of being deployed to field sites, where they will require transport to enable them to provide regular technical support and monitoring to schools. As public transport and renting options are limited in these remote sites, procurement of motorcycles is the most cost-effective and suitable alternative (except in Tajikistan). In some cases, poor road conditions and long distances between schools require automobile transport. Creative and the field offices have requested USAID approval for vehicles, and in the meantime are lining up other available means for meeting transport needs (rentals and hiring of temporary drivers, sharing of vehicles across teams, etc.). High cost, lack of supply, poor condition and maintenance, and limited oversight of external drivers are among the factors that make the rental solution unsustainable, however.

Theft: Six computers and peripheral equipment were stolen from an SDPP computer lab in Pursat province in August, not long after installation was completed. KAPE staff and the school have followed up closely with the commune and district police to investigate the theft. The school has signed a contract of compensation, subject to the approval of the DOE and POE, through which the school is committed to financing the replacement of the stolen equipment. KAPE has met with the school principal, school committee, guard, village and commune authorities at all target schools to tighten other safeguard mechanisms and emphasize the expected responsibilities.

VI. Major Activities Planned for Next Quarter

Major activities planned for next quarter (October – December 2012) include:

- Complete process of at-risk student identification in all four countries; roll out implementation of school- and community-level interventions.
- Conduct formal program launch events in Timor Leste and Tajikistan.
- Finalize data collection tools, training materials, and data entry systems, conduct training and carry out phase II baseline data collection in Tajikistan and Cambodia.
- Complete phase I baseline survey data entry and cleaning in India and Timor Leste, complete data cleaning in Cambodia; begin baseline analyses and report writing.
- Finalize M&E plan development and instruments.
- Finalize, pre-test, and operationalize fidelity of implementation tools and monitor implementation of interventions.
- Conduct additional training on interventions, including: PTA committees training (Cambodia); head master and teachers orientation on classroom management, refresher training of community champions and PMOs (India); refresher TOT for field staff on EWS and after-school activities, complete parent/community training (Tajikistan).
- Hold quarterly Coordinating Body (CB) meetings.
- Continue drafting country-specific assessment reports for all four countries, to include primary research results.
- Finalize field staff recruitment and orientation.
- Follow up with USAID on vehicle procurement approval request and possibility of no-cost extension.
- Finalize and submit FY13 work plan.

VII. Accrued Expenditures

Expenditures accrued during the fourth quarter, by country and by line item, are as shown in Table 7 below. Table 8 shows annual and cumulative expenditures for each country through September 2012.

Table 7: Expenditures July – September 2012

Description	Country				TOTAL
	Cambodia	India	Tajikistan	Timor Leste	
Direct Labor	47,159	40,644	151,060	27,545	266,408
Fringe Benefits	16,978	14,633	45,338	9,916	86,865
Travel and Per Diem	13,134	16,249	2,485	2	31,870
Allowances	-	-	7,285	-	7,285
ODCs	2,859	2,738	78,598	1,357	85,552
Subcontractor	370,326	611,507	143,764	1,040,581	2,166,178
Project Activities	1,173,528	-	172,062	-	1,345,590
Overhead	19,581	16,876	62,500	11,437	110,394
G&A	279,406	119,450	112,727	185,443	697,026
Fixed Fee	96,148	41,105	38,792	63,814	239,859
TOTAL	2,019,119	863,202	814,611	1,340,095	5,037,027

Table 8: Cumulative Expenditures Project Inception through September 2012

Description	FY2011					FY2012					LIFE OF PROJECT TOTAL
	Cambodia	India	Tajikistan	Timor-Leste	Total FY2011	Cambodia	India	Tajikistan	Timor-Leste	Total FY2012	
Direct Labor	135,092	141,771	262,211	122,692	661,765	192,098	157,985	467,632	123,325	941,040	1,602,806
Fringe Benefits	45,772	43,740	78,718	41,315	209,546	64,575	56,820	144,058	44,400	309,853	519,398
Travel and Per Diem	19,722	24,083	82,751	4,804	131,359	79,802	108,225	88,396	43,594	320,016	451,376
Allowances	0	0	0	0	0	0	0	7,285	0	7,285	7,285
ODCs	8,031	7,762	156,238	5,609	177,640	11,932	10,709	236,506	8,601	267,748	445,388
Subcontractor	479,961	169,774	153,424	584,349	1,387,508	990,680	1,136,272	339,038	1,870,616	4,336,606	5,724,114
Project Activities	516	516	15,587	516	17,136	1,886,583	0	295,439	0	2,182,023	2,199,158
Overhead	52,668	50,716	100,233	47,652	251,269	74,477	65,533	192,882	51,206	384,098	635,367
G&A	126,099	74,522	144,358	137,179	482,158	561,026	261,042	301,108	364,096	1,487,272	1,969,430
Fixed Fee	43,393	25,644	49,676	47,206	165,920	193,056	89,832	103,618	125,291	511,797	677,716
TOTAL	911,255	538,527	1,043,196	991,322	3,484,300	4,054,229	1,886,418	2,175,961	2,631,129	10,747,738	14,232,038