

EQUITY IN THE CLASSROOM

Updated Implementation Plan

November 1998

Equity in the Classroom Updated Implementation Plan

This document presents Creative Associates International Inc 's plan for implementing the remainder of the Equity in the Classroom (EIC) Project

A Guiding Principles

This revised implementation plan is driven by four principles

- Provide G/WID with early results and products,
- Give Missions practical tools to achieve results in girls' education,
- Leverage the project dollar to do "more for less" in each country,
- Use the lessons we have learned in implementing EIC workshops in two countries to inform how we implement the remainder of the contract

We offer below our plan to achieve these results *with no increase in the EIC budget*

B Format for this Discussion

We are proposing a number of improvements in how EIC is implemented. Each of these changes is summarized below. For ease of readership, we describe each proposed innovation, our rationale, and budgetary implications for that change. We conclude by summarizing all the changes we propose, supported by a revised budget for Years 2 through 4 of the project.

C Early Results and Products

Revision in procedures We propose to produce a series of products and tools for EIC and G/WID use. We intend to develop, test and produce six tools within the first half of Year 2. Rough contents for these products and the relationships between them is provided in an attachment to this plan.

- An *EIC Operations Handbook* that spells out how all EIC activities are to be implemented in each country, including planning, data collection, workshops and technical assistance,
- An *EIC Facilitator's Manual* that describes the two workshops, day by day, session by session, specifying background reading, thematic topics and handouts for each session, with guidelines on how to handle various issues, this manual will distill the lessons learned to date in implementing EIC workshops and standardize our approach from country to country,
- A *Guide for Training Local Facilitators* that specifies what training local facilitators will undergo so that we can be sure that local facilitators understand and fulfill their responsibilities,
- A *Statement of Work for Administrative and Logistics Assistants* that standardizes what we expect to support EIC workshops in-country,

- A set of *Country Notebooks* for Mission, stakeholder and G/WID audiences that record the barriers to girls' participation in class in each country and how EIC activities were applied to overcome these obstacles,
- The series of classroom- and school-level research tools that comprise the data collection methodology spelled out in our Monitoring and Evaluation Plan
 - The *Classroom Observation Instrument* to correlate teacher interactions with students and student participation,
 - The *School Profile Instrument* for a gender-disaggregated analysis of facilities, equipment and student involvement in school activities alongside a rapid assessment of classroom practices,
 - The *Materials Assessment Instrument* to measure the degree of equity in locally-produced classroom materials,
 - The *Stakeholder Interview Guide* to measure changes in policies and practices in teacher training facilities and among teacher supervisors and curriculum writers,
 - The *Post-Training Course Evaluation Instrument* to measure participants' satisfaction with the workshops,
 - The format for *Action Plans* for workshop graduates

Rationale These products and tools will serve five major purposes

- The tools will directly and immediately contribute to G/WID's strategic objective of "tools, studies (and) other findings" in support of IR2 "improved knowledge to implement policies, strategies and programs for girls' education,"
- The tools will standardize our approach in each country, assuring Missions of the highest possible quality services,
- Developing these tools is a productive way for distilling the lessons learned thus far in Benin and Morocco,
- Disseminating these tools allows G/WID to stretch the Bureau's investment to other activities,
- The tools allow EIC to implement in-country activities using one US facilitator and the local facilitator, reducing project expenditures per workshop

Implications for the budget Developing, testing and translating these tools will require funds for materials development

D Local Facilitators A Cost-Effective Investment in Local Capacity

Revision in procedures We propose to identify a local hire in each country to support all facets of EIC implementation in-country. These people will work with a single US EIC facilitator and will replace the second US EIC facilitator. The local facilitator will be trained using the proposed *Guide for Training Local Facilitators* and will have four main responsibilities

- Assist in setting up the EIC activities in-country,
- Assist in gathering baseline and results data,
- Co-facilitate workshops,

- Serve as part-time in-country coordinator with duties that vary depending on the nature of post-training technical assistance

Rationale Local personnel offer four key advantages

- Involving local personnel contributes to long-term project sustainability by building local capacity in key areas (facilitation, working with Ministry of Education staff at all levels in bringing equity to the forefront of policy and practice, research techniques, data collection, to name a few),
- A local hire maximizes the project investment because daily rates might be lower and international travel costs are eliminated,
- A local hire provides continuity for EIC staff and for equity stakeholders in-country,
- Local hires often have access and contacts that can be difficult for outsiders to achieve in the short time allocated for an in-country TDY

Implications for the budget The local facilitator will reduce workshop and TA costs

E Local Administrative/Logistics Assistants to Support In-Country Workshops

Revision in procedures We propose to hire someone in each country to assist with the administrative and logistical requirements associated with the workshops, from transportation to food to arranging for supplies, textbooks, and visits to local schools, among other responsibilities which will be spelled out in the proposed *Statement of Work for Administrative and Logistics Assistants*

Rationale The workshops last two weeks and typically take place outside of the capital city This is complex enough to incur major logistical requirements

- Facilitators cannot handle logistics in addition to providing full-time training to 30 participants at a time
- EIC in Benin and Morocco relied on Mission resources for workshop implementation, this was unrealistic given Mission resource constraints
- A local contractor is cheaper than increasing facilitator time to handle logistics

Implications for the budget A local administrative/logistics assistant will nominally increase the cost of each workshop

F Leveraging Opportunities In-Country to Advance Mission Objectives in Girls' Education

Revision in procedures We propose to conduct stakeholder workshops with Mission, Ministry and other key partners at EIC set-up and as an integral part of each TDY's closure

These workshops will take the place of the standard end-of-TDY debriefing We will bring stakeholders and Mission SO team members together to present workshop findings, discuss bottlenecks in improving girls' participation in the classroom in each country, bring in examples of successful resolutions in other EIC countries, and develop stakeholders action plans to complement the teacher training, supervisor and

curriculum developer action plans developed during the standard EIC workshops. Objectives for these “exit workshops” can be achieved in half a day at the end of each TDY.

Rationale Workshopping EIC with stakeholders offers numerous benefits as compared to standard exit debriefings:

- Short workshops with stakeholders are an opportunity to move the equity agenda along,
- Exit workshops reduce the Mission’s workload. Mission staff would not need to set time aside to communicate the outcomes of EIC workshops to local partners,
- Exit workshops are a cost-effective way to widen the catchment of decision-makers directly involved in and affected by EIC activities,
- Taking advantage of the presence and skills of trained facilitators can be helpful to Mission basic education SO teams both internally and with SO team partners,
- Routine debriefings can be passive, especially with centrally-funded activities,
- Facilitating change is the EIC consultant’s role and assists us in being practical and oriented towards results,
- The outcomes of stakeholder workshops can inform subsequent training and technical assistance.

Implications for the budget These exit workshops will occur during the EIC TDYs, so no additional travel costs or consultant fees will be required. Nominal meeting expenses will be incurred when the workshops can’t be held in Mission, Ministry or other stakeholder meeting rooms.

G A Map of EIC Activities In-Country

Revision in procedures We propose to implement EIC workshops, technical assistance and results-oriented data collection in new countries through a four-step process:

- A *two-week set-up visit* by a single US facilitator to recruit and train the local facilitator, identify the local administrative and logistics assistant, workshop EIC objectives with Mission and local stakeholders, and gather baseline data for measuring results and for the Country Notebook,
- A *month-long TDY for the initial training*, to be conducted by a single US facilitator in tandem with the local facilitator, incorporating data collection and concluding with an exit workshop with equity-related stakeholders,
- A *second month-long TDY six months later for the follow-up workshop*, to be conducted by a single US facilitator and the local facilitator, incorporating additional data collection and again concluding with an exit workshop for stakeholders,
- Additional *technical assistance* provided by the local facilitator with support from the EIC home office staff.

This map of in-country activities integrates four improvements:

- An initial visit has been added to set up subsequent activities,
- A single US facilitator will work in each country, a reduction from two consultants,
- Baseline and results data collection has been systematized, as has gathering information for the Country Notebook,

- The workshops have been brought closer together, to six months apart, as opposed to twelve months elapsing between workshops

Rationale We believe we will provide the Mission and local customers with the best service if we implement EIC in this way

- We need time to identify and train the local facilitator,
- Set-up logistics take time,
- Time must be explicitly set aside for data collection before, between and after the workshops so that G/WID can demonstrate EIC results in the field,
- Getting stakeholders involved early on in thinking through how EIC will affect them will be useful in engaging decision-makers in the equity agenda and give them time for thoughtful nominations to the workshops,
- Implementing the second workshop six months after the first will capitalize on momentum and willingness to make changes in curriculum materials and classroom practices, it will also increase the likelihood that the same staff will be available for the refresher training activity,
- Moving the primary responsibility for ongoing technical assistance to the local facilitator reduces costs while providing continuity of services to the Mission and local stakeholders

Implications for the budget This plan for EIC activities reduces international travel and associated costs

H Piloting the Updated EIC in Uganda

Revision in procedures We will pilot our revised methodology in Uganda, beginning with set-up activities in January 1999. To finalize our tools and methodology, we propose that two US facilitators travel to Uganda to implement the initial workshop with a Ugandan co-facilitator, the second workshop will be conducted using one US facilitator and one Ugandan facilitator

Rationale EIC in Uganda is our opportunity to standardize procedures between our two master EIC facilitators, one who is responsible for francophone countries and the other, for Spanish-speaking countries. EIC in Uganda is when we add on the data collection responsibilities to produce results for G/WID, it is when we finalize our updated methodology, including the use of a local co-facilitator, it is when we test our data collection tools and procedures. EIC in the remaining countries will benefit from this shared experience and standardization of approach and methodology

Implications for the budget The travel and salary costs for the second US facilitator must be added to the cost of the first workshop

I Summary of Innovations and Improvements

To summarize, we plan to do the following at no additional cost to G/WID

- Develop a set of products and tools early on during Year 2 for G/WID and field use,
- Build local capacity and minimize Mission administrative burdens by hiring local facilitators to co-train at EIC workshops, gather baseline and results data, and provide ongoing technical assistance to Missions and stakeholders,
- Hire an administrative/logistics assistant to support the workshops,

- Implement EIC through three in-country visits, one for set-up and two for the workshops,
- Conduct workshops with stakeholders during each visit

J Timeline for Project Activities

The chart on following page illustrates our year-by-year plan for implementing EIC in 8 countries

Equity in the Classroom Project Timeline for Project Activities

In Support Of:

SSO2: Broad-Based, Informed Constituencies Mobilized to Improve Girls' Education in Emphasis Countries

IR2.1: Strengthened Performance of Public and Private Sector Institutions to Promote Girls' Education

Indicator #2: Number of Public Sector Units Initiating Actions to Promote Girls' Education

IR2: Improved Knowledge to Implement Policies, Strategies and Programs for Girls' Education

Activity	Completion of Activity or Component					
	Year 1 1988	Year 2 1999	Year 3 2000	Year 4 2001		
IR2. Development of Materials and Tools to Improve Knowledge to Implement Policies, Strategies and Programs for Girls' Education						
Facilitator's Guide	June (English/French)		Spanish			
Facilitator's Training Manual	June (English/French)		Spanish			
Operations Handbook	June (English/French)		Spanish			
Logistics Coordinator SOW	June (English/French)		Spanish			
Country Notebooks	Ongoing data collection and production					
IR 2.1 Workshops						
Benin		W1		W2		
Morocco		W1		W2		
Uganda		S	W1	W2		
Haiti		S	W1	W2		
Ghana/South Africa		S	W1	W2		
Peru			S	W1	W2	
India			S	W1	W2	
Egypt				S	W1	W2
Ongoing technical assistance	Ongoing technical assistance, data collection and production of materials on results					
Legend	S = Setup		W1 = Workshop #1		W2 = Workshop #2	

K Implications for the Budget

These innovations and improvements have implications for the budget funds must be reallocated among line items because

- The set of products and tools we will develop, test and translate will require funds for materials development,
- Hiring local facilitators will reduce workshop and TA costs,
- A local administrative/logistics assistant will nominally increase the cost of each workshop,
- Our plan to implement EIC through a single US facilitator undertaking three TDYs reduces international travel and associated costs

L Revised Budget

The revised budget reflecting this updated implementation plan follows

M Attachments

Attached is a sketch of our proposed set of tools and products and of the relationship between these tools

Equity in the Classroom Project. Products and Tools				
In Support Of:				
IR2.1: Strengthened Performance of Public and Private Sector Institutions to Promote Girls' Education				
IR2: Improved Knowledge to Implement Policies, Strategies and Programs for Girls' Education				
Product	Description	Audience	Illustrative Contents	Relationship to Other EIC Tools and Products
<i>EIC Operations Handbook</i>	Spells out how all EIC activities are to be implemented in each country to allow EIC to be managed for results	<ul style="list-style-type: none"> ▪ Internal Creative EIC facilitators and managers ▪ G/WID to inform other activities beyond EIC 	<ul style="list-style-type: none"> ▪ The Set-Up Visit <ul style="list-style-type: none"> ▫ Working with Mission SO teams ▫ Working with stakeholders ▫ Baseline data collection/Country Notebook ▫ Criteria for a local facilitator ▫ Criteria for an admin / logistics assistant ▫ Criteria for selecting a workshop site ▫ Problems that have arisen elsewhere with solutions ▫ And so on ▪ Workshop #1 <ul style="list-style-type: none"> ▫ Conducting the workshop ▫ Data collection (results/Country Notebook) ▫ Exit workshops with stakeholders ▫ And so on ▪ Workshop #2 	Procedural summary which refers to the <i>Facilitator's Manual</i> and the <i>Guide for Training Local Facilitators</i>
<i>EIC Facilitator's Manual</i>	Describes the two workshops, day by day, session by session	<ul style="list-style-type: none"> ▪ Internal Creative EIC facilitators ▪ In-country customers (ministries, teacher training facilities, other stakeholders) ▪ G/WID to inform other activities beyond EIC 	<ul style="list-style-type: none"> ▪ Workshop #1 <ul style="list-style-type: none"> ▫ Agenda ▫ Day One ▫ Session One <ul style="list-style-type: none"> ▫ Session Purpose ▫ Contents ▫ Background Reading ▫ Handouts ▫ Flipcharts ▫ Materials Required ▫ Session Two ▫ Session Three ▫ and so on ▪ Workshop #2 <ul style="list-style-type: none"> ▫ and so on 	A complete instructional manual for implementing EIC workshops

Product	Description	Audience	Illustrative Contents	Relationship to Other EIC Tools and Products
<i>Guide for Training Local Facilitators</i>	Specifies the training local facilitators will undergo so that they understand and fulfill their responsibilities	<ul style="list-style-type: none"> ▪ Internal Creative EIC facilitators and managers ▪ G/WID to inform other activities beyond EIC 	<ul style="list-style-type: none"> ▪ EIC purpose and activities ▪ In-country stakeholders and customers ▪ Target audiences ▪ Full details on the two workshops ▪ Data collection purposes and tools ▪ Ongoing technical assistance ▪ Contracts, financial procedures and requirements ▪ And so on 	Allows US facilitators to train up counterpart facilitators quickly and uniformly
<i>Statement of Work for Administrative and Logistics Assistants</i>	Standardizes what we need to support EIC workshops in-country	<ul style="list-style-type: none"> ▪ Internal Creative EIC facilitators and managers ▪ G/WID to inform other activities beyond EIC 	<ul style="list-style-type: none"> ▪ EIC purpose and activities ▪ Administrative requirements ▪ Logistical requirements ▪ Selection criteria ▪ Contracts, financial procedures and requirements ▪ And so on 	A stand-alone piece for US facilitators to quickly identify and contract with local personnel to take care of logistical and administrative requirements during the two EIC workshops
<i>Country Notebooks</i>	Record the barriers to girls' participation in class in each country and how EIC activities were applied to overcome these obstacles	<ul style="list-style-type: none"> ▪ Mission SO teams ▪ In-country stakeholders ▪ Other donors involved in basic education, girls' education ▪ G/WID ▪ CDIE ▪ USAID geographic offices 	<ul style="list-style-type: none"> ▪ Educational profile of <country> <ul style="list-style-type: none"> ▫ Primary, secondary, tertiary systems ▫ Enrollment, retention, achievement and gender ▫ Teacher profiles, training, pedagogy and gender ▫ Legislation and policies ▫ Barriers to girls' education ▪ EIC workshops <ul style="list-style-type: none"> ▫ Agenda ▫ Participants ▫ Activities ▫ Results ▪ EIC technical assistance <ul style="list-style-type: none"> ▫ Purpose ▫ Activities ▫ Results ▪ Resources and sources of information ▪ And so on 	The EIC tool/product with the most external audience, <i>Country Notebooks</i> should be a valuable resource for in-country policy-makers and donors on the status of girls' education and steps that still need to be taken, could be a primary resource if produced as a 3-ring binder with space for users to take notes, store additional documentation, update with new materials, add newsletters, and so on

EQUITY IN THE CLASSROOM BENIN

s t r a t e g i c p l a n

January 1999

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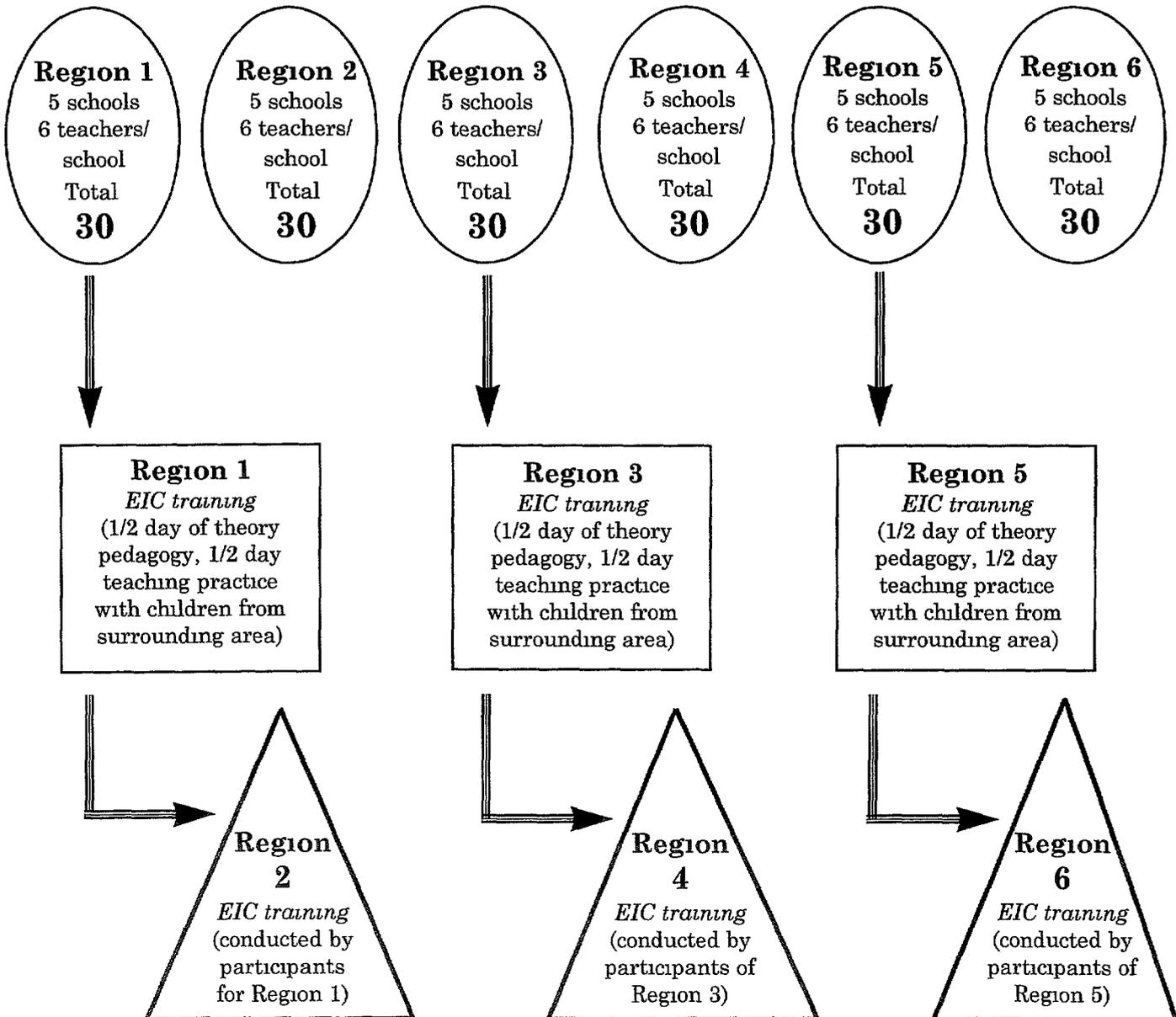
participants

EIC training session
30 participants
(Chiefs de Circonscription
Scolaire, Conseils Pedagogique,
School Directors)

EIC training session
30 participants
(Chiefs de Circonscription
Scolaire, Conseils Pedagogique,
School Directors)

February 1999:

EIC Training with 30 CLEF Schools, Regional Level



EQUITY IN THE CLASSROOM MOROCCO

a proposed strategic plan

February 1999:

EIC Training with 20 MEG Schools, Provincial Level

Al Hoceima
 4 inspector coord'rs
 2 CFI representatives
 1 provincial NGO rep
 4 school directors
 4 APTE reps
 4 facilitators
 4 teachers
TOTAL 23

Essaoura
 4 inspector coord'rs
 2 CFI representatives
 1 provincial NGO rep
 4 school directors
 4 APTE reps
 4 facilitators
 4 teachers
TOTAL 23

Errachidia
 4 inspector coord'rs
 2 CFI representatives
 1 provincial NGO rep
 4 school directors
 4 APTE reps
 4 facilitators
 4 teachers
TOTAL 23

Ouarzazate
 4 inspector coord'rs
 2 CFI representatives
 1 provincial NGO rep
 4 school directors
 4 APTE reps
 4 facilitators
 4 teachers
TOTAL 23

Sidi Kacem
 4 inspector coord'rs
 2 CFI representatives
 1 provincial NGO rep
 4 school directors
 4 APTE reps
 4 facilitators
 4 teachers
TOTAL 23

March-April 1999

Each local team --- 1 school director, 1 APTE rep, 1 facilitator, and 1 teacher --- shares and trains their communities in EIC, the provincial team --- inspector coordinators, CFI reps, 1 provincial NGO rep --- supports the local teams

Pilot School Level
EIC training
 (1/2 day of theory pedagogy, 1/2 day teaching practice with children from surrounding area)

Pilot School Level
EIC training
 (1/2 day of theory pedagogy, 1/2 day teaching practice with children from surrounding area)

Pilot School Level
EIC training
 (1/2 day of theory pedagogy, 1/2 day teaching practice with children from surrounding area)

Pilot School Level
EIC training
 (1/2 day of theory pedagogy, 1/2 day teaching practice with children from surrounding area)

Pilot School Level
EIC training
 (1/2 day of theory pedagogy, 1/2 day teaching practice with children from surrounding area)