



Quarterly Technical Report

April 1 – June 30, 2003

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American Institutes for Research

Academy for Educational Development

Aga Khan Foundation USA

CARE

*Discovery Channel Global Education
Fund*

Education Development Center

Howard University

International Reading Association

The Joseph P. Kennedy, Jr. Foundation

Juárez & Associates, Inc.

Michigan State University

Save the Children Federation, Inc.

Sesame Workshop

University of Pittsburgh

World Education, Inc.

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I. Objectives of EQUIP1

EQUIP1 is a multi-faceted program designed to raise the quality of classroom teaching and the level of student learning by effecting school- and community-level changes. EQUIP1 serves all levels of education, from early childhood development for school readiness, to primary and secondary education, adult basic education, pre-vocational training, and the provision of life skills. Activities may range from teacher support in course content and instructional practices, to principal support for teacher performance, and community involvement for improving school management and infrastructure. EQUIP1 works with food for education issues and contributes to the provision of education and training in crisis and post-crisis environments.

EQUIP1 is a combination of programs, processes, and activities that contribute to the Office of Education of USAID's Pillar Bureau for Economic Growth, Agriculture and Trade (EGAT) by

- Responding to a variety of capacity building and technical assistance needs;
- Developing innovative and effective approaches and analytic tools; and
- Establishing and sharing research, communication, and networking capacity.

As a Leader with Associates mechanism, EQUIP1 accommodates Associate Awards from USAID Bureaus and Missions to support the overall goal of building educational quality in the classroom, school, and local community. In addition, EQUIP1 is uniquely responsible for the EQUIP Information Communication Center (EICC), the communication and dissemination hub for all three EQUIP awards.

II. Overall Progress of EQUIP1 Leader Award (April 1 – June 30, 2003)

Summary

In its second quarter, EQUIP1 received a large number of Associate Award requests from Bureaus and Missions. In total, we received five requests and completed four new responses and eight revised responses. Two awards were signed, one for a Djibouti Education Program, June 13, and one for the Excellence in Classroom Education at the Local Level (EXCELL) in El Salvador, June 30. Associate Award applications required extensive preparation as well as ongoing communication with EQUIP1 partners, Missions, and Bureaus. Now that EQUIP1 has begun to implement Associate Awards, project staff have also begun to develop a field guide to assist implementing partners and field office staff in the establishment and implementation of Awards.

During the second quarter, project staff also made progress on a number of Leader Award activities. For example, EQUIP1 completed a preliminary global review of programs to improve education in crisis and transitional settings as well as profiles of eight projects. Staff also began designing the longitudinal study and the cluster school study, as well as planning for food-assisted education activities. In addition, EQUIP1 coordinated with EQUIP2 and EQUIP3 on various EQUIP Information Communication Center activities. These included the approval of program logos (overall and for each award) and the initial design of the EQUIP website.



Specific Activities this Quarter

Following is a summary of specific activities that took place during the second quarter. Activities are also listed in the performance-monitoring chart of EQUIP1's draft Monitoring and Evaluation Plan (see Annex I). This chart will be included and updated in the main text of all subsequent quarterly reports.

- 1. Approval of the EQUIP1 First Year Work Plan.** The EQUIP1 CTO approved the year one work plan, and the plan was shared with EQUIP1 leader team members.
- 2. Completion of the draft EQUIP1 Monitoring and Evaluation Plan.** Project staff consulted with the EQUIP1 CTO about the content and format of the Monitoring and Evaluation Plan and completed the draft Plan for CTO review. The Plan is included in this report as Annex I.
- 3. Facilitation of EQUIP Coordination Meetings.** Project staff worked with EQUIP CTOs and Project Directors to develop and disseminate agendas for monthly coordination meetings.
- 4. Hosting of an EQUIP1 Leader Team Meeting to Introduce Partners to the Global Development Learning Network (GDLN).** Howard University hosted the EQUIP1 bi-monthly Leader Team Meeting on June 5. This was an opportunity to introduce partners to Howard's link to the GDLN. The meeting was simulcast to the World Bank in downtown Washington, DC, as well as remote sites in Ethiopia and Kenya. Participants interacted in real time through large video monitors. Despite minor technological glitches, the meeting gave partners a better understanding about how this videoconferencing tool can be incorporated into leader- and associate-award activities. Partners were generally pleased with the meeting (see questionnaire results in Annex II) and appreciated the opportunity to learn more about Howard's distance learning center capabilities. Given the success of this event, we asked other partners to host future meetings as a way to share information about organizational capabilities. Discovery Global Education Fund agreed to host the next bi-monthly meeting in August.
- 5. Completion of the EICC Strategic Plan.** Project staff completed the EICC Strategic Plan (see Annex III) and will use this as the basis for strategizing about future EICC activities and priorities.
- 6. Development of the EQUIP Website.** During the second quarter, EQUIP1 hired a firm to design the EQUIP website and implement the design with a content management system. Project staff worked with EQUIP2 and EQUIP3 to identify the visual and thematic elements of the site and begin to determine the initial site content. EQUIP1 is overseeing the implementation of the design and will be responsible for updating content for all three EQUIP awards once the site goes on line in the third quarter.
- 7. Initiation of the EQUIP Resource Library.** Project staff oversaw the construction of the EQUIP Information and Communication Center, which includes shelving and storage for the EQUIP resource library. Staff also began to coordinate with the director of the Improving Educational Quality (IEQ) project about transferring documents to the EICC. In addition, EQUIP1 staff worked with USAID staff from the Office of Women in Development to save key WID documents for inclusion in the resource library.

8. *Creation of EQUIP Logos.* Project staff designed the logos for the overall EQUIP mechanism and three EQUIP awards. The logo includes silhouettes of three students studying a large globe, which forms the top of the letter “Q” in EQUIP. Each of the three awards also has its respective identifiers as part of its logo. Once the images were approved by the three EQUIP CTOs and project directors, EQUIP1 hired a designer to digitize the image and make it scalable.

9. *Participation in the EQUIP Data Group.* Project staff participated in one EQUIP Data Group meeting, which EQUIP2 organized as part of its cross-award responsibility. Participants discussed the importance of collecting appropriate data in EQUIP activities and the desire to develop a common set of indicators across awards. At the request of EQUIP2, EQUIP1 staff reviewed a draft “Stages of Readiness Country Rating Scale” and submitted a preliminary list of measures to include in EQUIP1 reporting related to educational quality at the classroom, school, and community levels (see Annex IV).

10. *Educational Quality Programs in International Development Organizations.* Project staff conducted an Internet search of international organizations’ websites to identify programs within organizations that focus on educational quality. Preliminary results indicate that very few international organizations have units related to educational quality. Based on these findings, we have decided to modify the activity to be more of a mapping exercise. Instead of searching for educational quality units within organizations, we plan to examine *how* relevant international organizations (to be determined) define educational quality and how definitions of educational quality affect programmatic and policy decisions. This information will then be posted on the EQUIP website to help stakeholders understand how our work contributes to the broader international development context.

11. *Longitudinal Study of Teaching & Learning.* Project staff began a review of existing international studies of teaching and learning as a first step in the longitudinal study design process.

12. *School-Based Teacher In-Service Programs & Clustering of Schools.* Project staff began gathering examples of international educational projects that use school-based and cluster school approaches to professional development for teachers. In addition, staff have identified a colleague with a partner EQUIP1 organization who will conduct a review of the theoretical literature in these areas.

13. *Support for the Development of Indicators to Monitor Education in Crisis & Transitional Settings.* Project staff participated in the Minimum Standards for Education in Emergencies Working Group of the Inter-Agency Network for Education in Emergencies (INEE) meeting in June. The group discussed terms of reference for its organization (i.e., objectives, membership and structure, a consultation process, coordination and communication, post-development strategy for housing and the adoption of standards, a work plan, and key milestones for success). The group also defined categories of standards (including educational access, equity, learning content and methodology, learning environments and resources, human resource capacity and training, and programme management) and began work on the first draft of standards.

14. Profile Education Programs in Crisis and Transitional Settings. Project staff created ten profiles of education programs in crisis and transitional settings (see Annex V). These profiles will be uploaded to the EQUIP website.

15. Identifying Key Documents on Food Assisted Education Programs. Project staff also began an initial review of food-assisted education programs and lessons learned from the literature on research and practice.

16. Support for Associate Awards. Project staff communicated with partners, Missions, and Bureaus and coordinated responses to all Associate Award requests. In addition, staff began to develop an EQUIP1 field guide to support home office backstops, chiefs of party, and other field staff in the start up and implementation of EQUIP1 Awards. The purpose of the guide is not to replace partner organizations' procedures for implementing field-based project. Instead, it is meant to be a reference for minimum standards and requirements that will be expected to maintain a sufficient level of quality control and consistency across awards. The guide will be updated on an ongoing basis and will include general principles, example templates, and country-specific requirements.

Financial Summary

To date, only AIR and AED have booked expenses against the EQUIP1 budget. This does not mean that other partners have not expended any funds; they simply have not yet invoiced AIR for those expenses. In this light, the following is a breakdown of how money has been spent this quarter:

Type of Expenditure	Current Quarter Expenditures	Total Expended	Obligated Balance Remaining
Core Funding			
Labor	\$192,279.61	\$295,160.93	\$293,615.70
ODCs	\$32,340.00	\$32,340.00	\$478,871.25
Cost Share			
Management	\$15,349.32	\$17,470.14	N/A
EICC	\$9,237.01	\$12,145.91	N/A
Leader Award Activities	0	0	N/A
Total Cost Share %	17%	17%	N/A

Problems/Issues and Proposed Solutions

One of the few challenges during the second quarter was balancing responsibilities for Leader Award and Associate Award activities. Given that EQUIP1 received many more Associate Award requests than originally expected, it was difficult to meet all program responsibilities in a timely manner. This was particularly the case for the initial implementation of the EQUIP website. Now that the pent up demand for Associate Award applications has dissipated, and Justin McFadden has been selected as the new Information Communication specialist, EQUIP1 is poised to make substantial progress in Leader Award activities during the third quarter. This includes the start of the electronic journal and Information Exchange Seminars.

III. Associate Awards (by country/bureau)

Associate Awards in Progress

Africa Bureau. Four Associate Awards are anticipated with activities that span a total of four years, including a) the mitigation of village-level HIV impacts using community radio (\$2,000,000 ceiling); b) the creation of a technical resource network for systematic response to HIV/AIDS in education systems in Africa (\$1,000,000 ceiling); c) documenting the educational needs of herd boys in Lesotho and children orphaned by HIV/AIDS in Swaziland (\$800,000 ceiling); and d) conducting a study of the feasibility of expanding Sesame Street to west Africa (\$2,000,000 ceiling).

Implementing Partners: a) EDC and AIR; b) AIR; c) AIR; and d) EDC and Sesame Workshop
 Anticipated Start Date: Varies
 Status: Awaiting formal program descriptions.

El Salvador, EDIFAM. A two-year Associate Award focusing on the continuation of USAID-funded efforts in Early Childhood Education.

Budget: approx. \$2,699,000
 Implementing Partners: EDC, Save the Children, Sesame Workshop
 Anticipated Start Date: August 1, 2003
 Status: Preparing a revised Application for Assistance based on Mission comments.

India. A five-year Associate Award focusing on educational opportunities for vulnerable children by providing support to the NGO community in selected parts of the country to attract and retain vulnerable out-of-school children into formal, alternative and bridge schools.

Budget: \$20,000,000
 Implementing Partners: AIR, CARE, Juárez and Associates, World Education
 Anticipated Start Date: October 2003
 Status: Preparing an Application for Assistance based on program description provided by USAID/India

Kenya. A two-year Associate Award focusing on increasing access to and quality of education for Kenya's most marginalized primary school-age population. The activity is likely to target particular schools and communities in the North Eastern and Coastal Provinces of this country.

Budget: \$4,000,000
 Implementing Partners: To be determined
 Anticipated Start Date: October 1, 2003
 Status: Project design underway

Macedonia. A five-year Associate Award focusing on career-preparation interventions to increase secondary school enrollment and retention.

Budget: \$10,000,000
 Implementing Partners: AIR, IRA
 Anticipated Start-date: August 1, 2003

Status: Completed and submitted revised Application for Assistance to Regional Contracting Office, and awaiting response.

Malawi. A three-year Associate Award focusing on strategies for school enhancement leading to pupil achievement through teacher training and community involvement, with a special emphasis on HIV/AIDS mitigation strategies.

Budget: \$7,815,000

Implementing Partners: AIR and Save the Children

Anticipated Start-date: August 1, 2003

Status: Completed and submitted revised Application for Assistance to Regional Contracting Office, and awaiting response.

Additional Indications of Interest

Bangladesh, Egypt, and Yemen

Active Associate Awards

Country/Bureau	Award Focus	Project Life	Partners	Total Amount
1. Djibouti	Access to basic education; teaching and learning; opportunities for girls; rehabilitation of schools	Three years	AED, Juárez and Associates, Save the Children	\$5,200,000
2. El Salvador/EXCELL	Strengthening of school directors to improving learning outcomes	Two years	AED, CARE, Joseph P. Kennedy Foundation, Save the Children	\$5,000,000

IV. Lessons Learned and Emerging Good Practices

The start of the first two EQUIP1 Associate Awards during the second quarter led to numerous lessons learned. One of the most important was about relationships among implementing partners and the need for clear expectations about organizational and individual roles as well as lines of communication. We also learned about useful strategies for organizing projects to ensure that they can be productive from the onset, that they are able to seek and achieve early successes, and there is a clear understanding about the expectations of clients and local stakeholders. Two examples of emerging good practices are 1) the Djibouti Project Start-up Checklist; and 2) the USAID/El Salvador post-award orientation.

Check list. Steve Dorsey, Chief of Party for the Djibouti Education Program, created an extensive checklist of actions that needed to take place during his first TDY (see Annex VI). It includes actions related to 1) Background research, context setting, and mapping politics; 2) stakeholder introductions and relationship building; 3) selection of schools for priority work; 4) assessment of school-wide needs; 5) building the project team; 6) project office; 7) communication and dissemination; 8) preparations for the design team; and 9) preparations for the chief of party posting. Although the check list is specific to the Djibouti project, it provides a useful guide for other Associate Awards.

Post award orientation. When USAID/El Salvador issues a new contract, cooperative agreement, or grant, it requires contractors to participate in a post-award orientation. This meeting, which can last for as little as two hours or as much as two days, is conducted by the contracting officer and is meant to clarify all reporting issues. EQUIP1 home office and field staff participated in this meeting for the new EXCELL Award, in which the contract specialist discussed the terms of the agreement as well as procedures for submitting documentation for the reimbursement of Value-Added Tax payments. Staff found this orientation worthwhile and recommends that similar meetings be organized for future Associate Awards.

Annex I: Proposed EQUIP1 Monitoring and Evaluation Plan

I. Introduction

A. Purpose of EQUIP1

The Educational Quality Improvement Program, Leader with Associates Award 1 (EQUIP1) is a multi-faceted program designed to raise the quality of classroom teaching and the level of student learning by effecting school- and community-level changes. EQUIP1 serves all levels of education, from early childhood development for school readiness, to primary and secondary education, adult basic education, pre-vocational training, and the provision of life skills. Activities may range from teacher support in course content and instructional practices, to principal support for teacher performance, and community involvement for improving school management and infrastructure. EQUIP1 works with food for education issues and contributes to the provision of education and training in crisis and post-crisis environments.

EQUIP1's activities contribute to USAID's Office of Education in the Bureau for Economic Growth, Agriculture and Trade (USAID/EGAT/ED) by

- Building capacity and providing technical assistance;
- Developing innovative and effective approaches and analytic tools; and
- Establishing and sharing research, communication, and networking capacity.

As a Leader with Associates cooperative agreement, EQUIP1 undertakes specific leader activities and accommodates Associate Awards from USAID bureaus and missions to support the overall goal of building educational quality in classrooms, schools, and local communities. In addition, EQUIP1 is uniquely responsible for the EQUIP Information Communication Center (EICC), the communication and dissemination hub for all three EQUIP awards (see www.equip123.net).

B. EQUIP1 Monitoring and Evaluation Plan

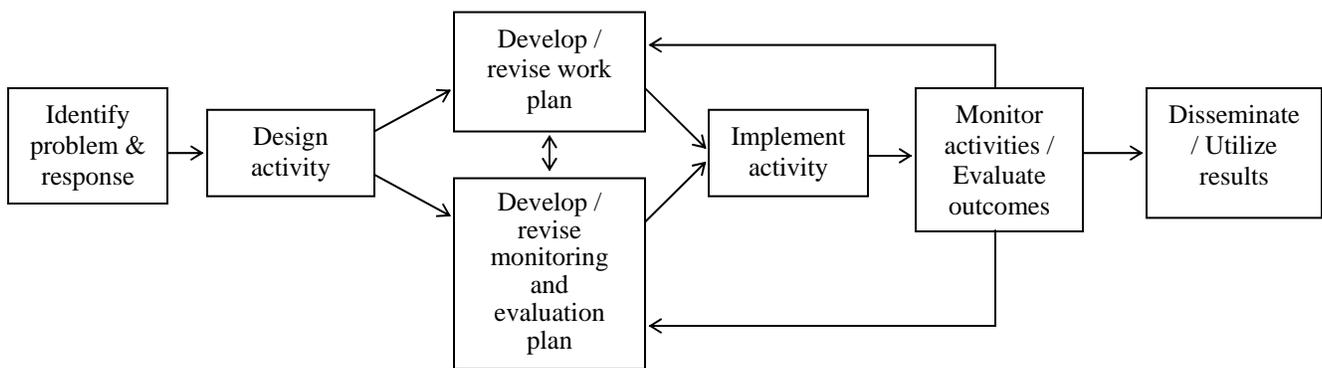
This monitoring and evaluation plan is submitted to USAID to fulfill a requirement under the EQUIP1 cooperative agreement leader award. This plan (1) explains how monitoring and evaluation fit into EQUIP1's approach to educational development, (2) describes EQUIP1's general approach to monitoring and evaluation, (3) illustrates how the approach would be applied to different types of EQUIP1 activities, and finally, (4) presents the monitoring and evaluation plan for leader award activities in year one.

II. The Role of Monitoring and Evaluation in EQUIP1’s Approach to Educational Development

A. Project Cycle Overview

EQUIP1 undertakes educational development activities in a systematic way to maximize the potential of each project to improve educational quality. Our approach includes planning, implementation, and evaluation of activities that result in high quality projects and products. It also includes the development and implementation of activity-specific Monitoring and Evaluation Plans that allow for ongoing performance monitoring as well as end of project evaluation. The EQUIP1 project cycle is summarized in Figure 1.

Figure 1: EQUIP1 Project Cycle



B. Project Cycle Steps

The project development process begins with the *identification* of a problem related to educational quality at the classroom, school, or community level and a potential response to the problem. Problems can be identified by USAID, EQUIP1 partners, or educational policymakers or practitioners in the field. Once a problem and response are determined to be appropriate for EQUIP1 action, an activity is *designed* to address the problem. For example, an activity to improve educational quality through curriculum development might be designed to increase retention of girls in primary schools. In the case of leader award activities, EQUIP1 partners and staff define the goals, approaches, and strategies for implementing activities. USAID then approves the slate of leader award activities through the EQUIP1 annual work plan. By comparison, an Associate Award activity begins when a USAID mission or bureau sends EQUIP1 a program description requesting assistance with the identified problem and response. EQUIP1 then identifies partners for the activity, and those partners further define the scope of the activity through an Application for Assistance to USAID.

Once an appropriate activity design has been developed to address the education challenges, EQUIP1 creates a *monitoring and evaluation plan* to ensure that the project’s activities are

implemented as planned and that the project's impacts and outcomes are strategic and measurable. Monitoring and evaluation plans include performance indicators (outputs), which show the accomplishments and reach of the project's activities, and results, which reflect the outcomes of the project. EQUIP1's technical approach to developing the monitoring and evaluation plan is described below.

A *work plan* is developed in parallel with the creation of the monitoring and evaluation plan. Understanding how the indicators contribute to the educational objectives of the project facilitates the implementation of strategies most likely to realize those objectives.

Members of the EQUIP1 partnership, hand-in-hand with local organizations and stakeholders when activities take place in the field, *implement* activities. The EQUIP1 team draws on the knowledge, understanding, and experience of its various members, including the consistent network of educational quality participants, as needed (see the *EQUIP1 First Year Work Plan* for more information about the network). Thus, communication and collaboration are key components of EQUIP1's approach to addressing the educational quality challenges facing development communities around the world. Such communication strategies include the preparation of final reports and policy briefs to share results with USAID and with other members of the international education development community. The EQUIP Information Communication Center is key to turning information into knowledge. And, when the knowledge is used to inform the prioritization of future challenges to educational quality, EQUIP1 is prepared to start the project cycle again, working with countries and international education development partners to improve educational quality for people in developing countries.

Based on project findings related to performance indicators, work plans and monitoring and evaluation plans of ongoing projects may be revised annually, which enables modification of activities based on progress to date. In addition, monitoring and evaluation reports inform the design and implementation of new EQUIP1 activities. Furthermore, *dissemination* of the evaluation findings ensures that future educational development activities are informed by EQUIP1's projects. Through this cycle of information sharing, EQUIP1 projects benefit from previous investments in building educational quality (e.g., analytical tools, survey instruments, and training methodologies), and EQUIP1's capacity to address educational problems improves. Thus, monitoring and evaluation is key to improving EQUIP1's ability to respond to USAID's educational quality needs.

III. Purposes of Monitoring and Evaluation

Monitoring and evaluation activities serve two primary purposes: improving project management (i.e., improving activity planning, implementation, and evaluation), and conducting project evaluation (i.e., determining success in achieving project outcomes).

A. Improving Project Management

Monitoring and feedback are critical to the effective management of EQUIP1 activities. EQUIP1 partners are experienced at ensuring timely and efficient monitoring of ongoing programs. We will comply with requirements on all agreements by providing quarterly reports that indicate progress to date, difficulties encountered, and strategies for overcoming those difficulties. In addition, our monitoring systems will identify “best practices” so that potentially replicable or expandable activities can be documented.

EQUIP1 Associate Award Project Directors are charged with delivering superior products on time and within budget. To accomplish these goals, certain activities are conducted routinely throughout a project’s course. These activities include 1) frequent status review meetings to identify potential technical, cost, and scheduling problems; 2) monthly expense reports to track variances from planned expenditures; 3) senior review of all products prior to submission for adherence to quality standards; and 4) proactive communication to enhance the successful completion of these cooperative efforts.

As the leader of EQUIP1, AIR has established an effective and efficient set of procedures for managing finances for both short- and long-term activities. Our accounting systems are designed to ensure efficiency and to support grant-funded activities. Our systems meet all standards and regulations set forth by the U.S. Government, and we are fully aware of, and in full compliance with, accounting and procurement procedures, including the appropriate regulations in the Federal Acquisition Regulation.

On a quarterly basis, AIR’s finance manager will review financial statements and send expenditure reports to the CTO and agreement officer, noting instances in which Award expenditures vary substantially from annual projections. In tandem with quarterly financial reports, the Deputy Project Director is responsible for generating a quarterly performance report. The Deputy Director reviews activity narratives and compares them to timelines and benchmarks established in annual implementation plans. The Deputy Director also identifies activities that contribute to USAID Strategic Objectives and catalogs this information in the EQUIP educational management and information system. In addition, the Project Director maintains frequent contact with key staff and directors of Associate Awards to ensure that award objectives are being met in a timely and effective manner. The Project Director communicates directly with the CTO on an ongoing basis to discuss potential challenges as well as instances in which project activities exceed planned expectations.

Staff meetings are the primary mechanism for monitoring staff performance. The purpose of these meetings is to keep staff apprised of the larger context in which they are working and to provide an opportunity to chart progress in meeting Leader Award objectives. The Project Director monitors individual staff performance based on discussions at these meetings, feedback from co-workers and clients, and individual interactions with staff members. She communicates regularly with staff to discuss potential problems and to acknowledge excellent work. She also conducts formal staff reviews on a semi-annual basis to reflect on accomplishments and update individual work plans. Criteria for semi-annual evaluations will be based on job-specific objectives and benchmarks as well as core and technical dimensions used in AIR’s Performance Appraisal System.

Monitoring management decision-making is based on a variety of sources. Foremost is guidance from the CTO of the Leader Award and CTOs of Associate Awards. In addition, the Project Director and Deputy Director solicit ongoing feedback for improving the management of the Leader Award from all EQUIP LWA/1 stakeholders, from the members of the Leader Team, Associate Award project directors, and Leader Award staff. This feedback ensures that management processes facilitate the success of Award 1 activities and not impede it.

B. Project Evaluation

The technical purpose of monitoring and evaluation is to measure the success of the project. EQUIP1's overall approach to evaluation ensures that data are used to improve planning and implementation of current and future education activities and to inform education policy in developing countries. EQUIP1 incorporates the following strategies into its evaluations.

First, evaluation procedures include examining the utilization of data and information collected and analyzed by EQUIP1 activities. Measuring when and how policymakers and program planners use EQUIP1 research studies, lessons learned, tools, and other materials and findings give an indication of the success and impact of EQUIP1 activities beyond the intended objectives. Information use is especially important at the school and classroom levels, as teachers are often compilers of information for central ministries, rather than users of information to improve practice. EQUIP1 plans to actively engage teachers, principals, parents, and other key community members in the continuous process of improving educational quality by encouraging the use of key findings from EQUIP1 activities. The EQUIP Information Communication Center will play an important role in facilitating access to EQUIP1 materials.

Second, evaluation efforts are designed to capture important information about marginalized and vulnerable populations. Included in all of our monitoring tools, for example, is the ability to disaggregate by gender, urban-rural locale, age, geography, and language, as is appropriate for each project. Disaggregated data allow us to analyze more precisely changes that have occurred. In addition, disaggregated information improves the ability of policymakers and program planners to increase the reach and range of activities and to make specific conclusions about the effects of education activities.

Third, EQUIP1 plans to integrate evaluation and applied research efforts so they can contribute to the measurement of final EQUIP project impacts and outcomes. We intend to collect data on the common indicators adopted by EQUIP to be able to measure overall success of EQUIP. EQUIP1 monitoring and evaluation efforts will improve USAID's ability to make broader statements about the impact and reach of EQUIP activities on educational quality from classrooms to systems to out-of-school youth.

IV. Technical Approach to Monitoring and Evaluation

A. Strategic Framework

The projects and activities of EQUIP1, whether part of the leader award or part of an Associate Award, are aligned to the overall EQUIP1 goal – **student outcomes enhanced** – through the achievement of program objectives. Objectives represent the different facets of the core work of EQUIP1 and are long-term educational and developmental aims. The core objectives are below:

1. Classroom resources maximized;
2. School environments enhanced;
3. Community involvement in education increased;
4. Education in crisis and transitional situations improved; and
5. Capacity of food assisted education programs increased.

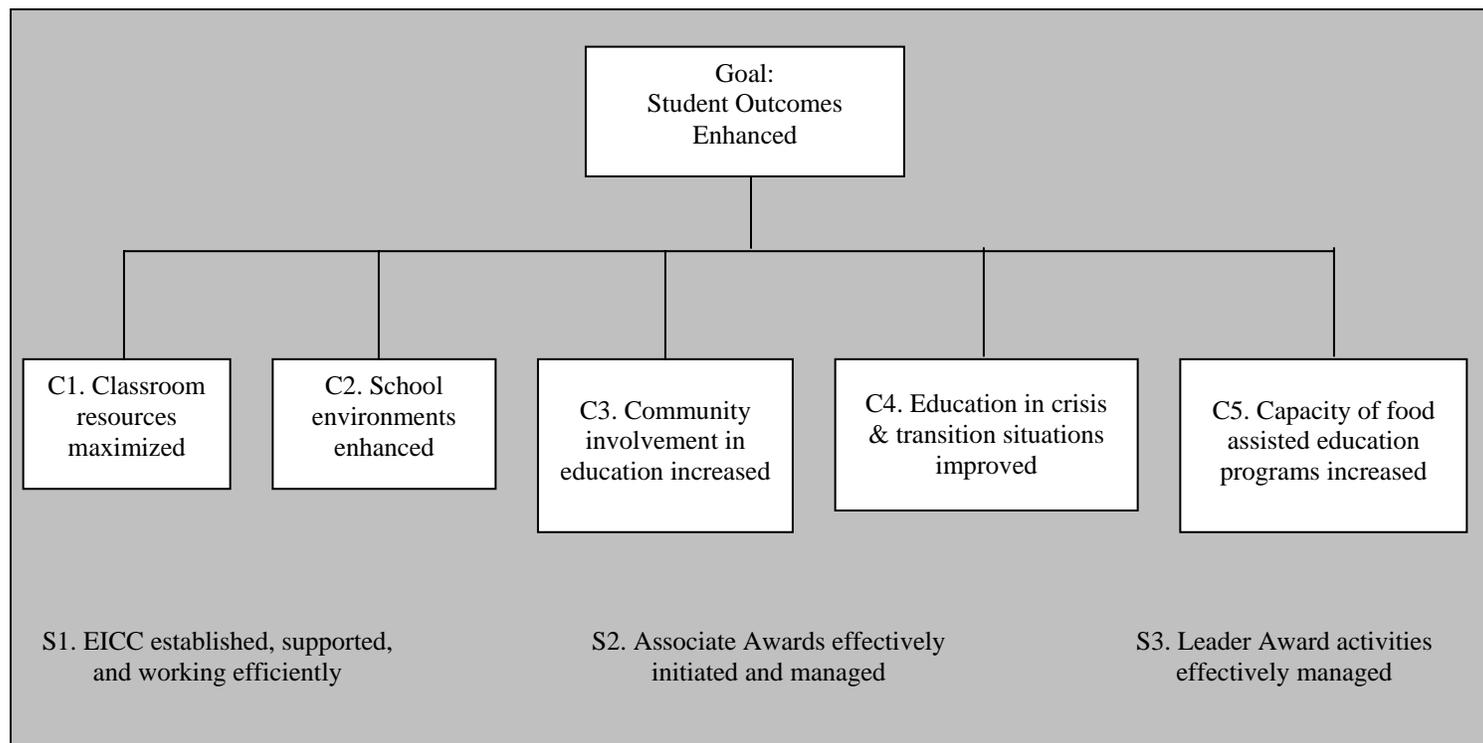
In addition to these core objectives, EQUIP1 also has several supporting objectives that serve to make EQUIP1 projects successful, and in the case of the EICC, EQUIP 2 and 3 projects successful. The supporting objectives are below:

- S1. EICC established, supported, and working efficiently;
- S2. Associate awards effectively initiated and managed; and
- S3. Leader award activities effectively managed.

The strategic framework in Figure 2 illustrates the goal and objectives of EQUIP1.

The links among the activities and the educational and developmental results and outcomes are measured through performance indicators and results. Performance indicators provide evidence that activities and tasks are executed and accomplished as designed and, thus, contribute to project management. Some performance indicators also measure progress towards project outcomes, and hence, contribute to results and objectives. Performance indicators can lead to multiple results, and results can support multiple objectives. Results illustrate EQUIP1's progress towards meeting long-term education goals such as higher school completion rates, increased literacy and numeracy rates, and democratic participation in the community. The intermediate results of the cooperating USAID office will correspond in some cases to the results and in other cases to the objectives.

Figure 2: EQUIP1 Strategic Framework



B. Guiding Principles

As an integral part of the EQUIP1 approach to improving educational quality in developing countries, monitoring and evaluation activities will be conducted in accordance with the norms and procedures of social science, including protecting research subjects, careful sampling, the use of reliable and valid instruments, quality control in data collection and analysis, and attention to sources of bias or error in findings. In addition, monitoring and evaluation plans developed for EQUIP1 activities will be guided by the following set of general principles.

1. Establish baselines and meaningful comparison groups

Our experience has shown that keys to successful monitoring of educational interventions are

- Understanding baseline values at the initiation of a project;
- Having clear definitions of the measures of change to be brought about by interventions; and
- Developing comparison groups to assure that change can be attributed to interventions.

Country profiles developed at the outset of a project within a country will establish baselines for monitoring and evaluation and allow the setting of target values. Depending on the specific mix of activities supported in a country, it may also be necessary to conduct specialized sample studies to establish baselines in areas that are less understood and less well documented, such as the impact of

HIV/AIDS on teacher and student attendance and participation, the gendered nature of the teaching/learning environment, or the current status of community participation in schooling. It may also be necessary to examine national statistical records to determine their quality and completeness.

2. Collaborate with local organizations and build monitoring and evaluation capacity

Including the participation of local stakeholders in monitoring and evaluation contributes to success. Local organizations, community members, school officials, and teachers often have an understanding of the incremental steps towards increased educational quality and this information can be used to develop benchmark indicators. In addition, school and community-level reforms tend to achieve more when a broad range of stakeholders is included in the decision-making process. Local groups engaged in addressing educational quality challenges in their countries are more likely to contribute their own resources and to the efforts if they have a hand in determining how those resources will be accounted for and how they will roll-up into the final accounting of the project's impacts. While not all local groups have the capability to collect and analyze the data required for monitoring and evaluation, working with these groups builds on their current knowledge and skills to increase the likelihood that they could handle these roles in future projects.

3. Employ multiple monitoring and evaluation approaches

Given how important monitoring and evaluation are to the design of project inputs and the assessment of outcomes, EQUIP1 will use specific research techniques and procedures depending on the intended use for the data and information. At all stages of a project, the EQUIP1 team will select and employ quantitative and qualitative assessment techniques on the basis of their appropriateness to obtain the type of information needed to shape policy formulation and improve educational practice. We believe that it is more useful to distinguish evaluation approaches by purpose than by technique. The complexity of a project, which may have several levels of objectives (as well as potential linkages with national, regional, and local organizations), calls for four conceptually distinct, though empirically overlapping, phases of evaluation: formative, process, impact, and outcome evaluations.

Formative evaluations will be used to guide the planning of field-based interventions. When specific programmatic actions are planned (e.g. teacher training, school reform, community mobilization), formative evaluations will be conducted to determine what materials, training procedures, teaching-learning strategies, or communication activities can be most effective to support the activity. The formative evaluation may employ focus group discussions, mini-ethnographies, rapid assessments, surveys, and other techniques.

Process evaluations will be used to assess the implementation progress of activities to support educational quality and provide data for the performance indicators. The information from process studies will be used by project managers to ensure that a project is being implemented as planned and to decide if it is necessary to redirect resources or recast project activities to better meet its objectives. For example, at the classroom level, process evaluations may draw on observational inventories of available materials or in-depth interviews with teachers about their understanding and

mastery of project elements, whereas at the organization level, process evaluations may consist of analysis of human resource deployment or cost-accounting systems. Process evaluations also will be designed to capture unexpected or corollary effects of project activities.

Impact evaluations will examine the results and outcomes of education activities and will collect data for the results. The impact evaluations will provide policymakers and project implementers with information that can shape strategies for project expansion, and will demonstrate progress toward strategic objectives and goals. Impact evaluations will provide indicators for USAID's reporting efforts and, in some cases, will directly collect data on USAID's intermediate results.

Impact evaluations will employ multi-method research strategies. They will focus on statistical records, self-reported behavior, and observed behavior related to project activities. Baseline data on student-level educational indicators, such as repetition, dropout, promotion, achievement, and socio-emotional development will be collected as part of the impact evaluation efforts where appropriate. Qualitative data collection methodologies will complement the quantitative data by helping to explain certain results and by describing particular phenomena. For example, qualitative observational data on the participation of girls and boys in the classroom might be collected. Such data could be correlated with statistical and test data.

When supported by the activity design, impact evaluations will examine progress toward meeting long-term project objectives such as increased school completion rates or achievement performance; more participation in civil society; more people pursuing higher education or securing advanced employment opportunities; and better health and nutritional status of citizens. The evaluations will highlight the potential for sustainability of project impacts beyond the life of the project itself. In this regard, the evaluation activities will determine whether a project's immediate positive effects on behavior are sustained over time and whether the changes that take place are the result of a specific initiative, other factors, or a combination of both.

Final impact evaluations for activities will examine how well each stage of planning, implementation, and assessment was handled. Documentation of the project cycle will inform and improve the design and management of future educational quality projects.

V. Monitoring and Evaluation by EQUIP1 Activity Type

EQUIP1 activities can be grouped into three broad categories: field-based innovations; communication; and research and assessment. Examples of current or anticipated EQUIP1 activities are listed below by category even though some activities cut across multiple categories. Below each list of examples is a brief description of monitoring and evaluation for that activity type.

A. Field-Based Innovations: Pilot Projects and Assistance to Classrooms, Schools, and Communities

- Training school administrators to improve school management and instructional methodologies;

- Supporting pre-service and in-service professional development for teachers;
- Mobilizing communities, especially in regards to sending girls to school;
- Developing and producing life-skills materials, especially as they relate to HIV/AIDS;
- Developing educational materials;
- Piloting alternative educational technologies;
- Designing food-assisted education projects to enhance educational quality;
- Piloting methods to eliminate gender-based school violence;
- Building practical skills in teaching of reading, math, and science;
- Instituting projects to prevent sexual exploitation and trafficking of girls; and
- Strengthening school- and community-based responses to HIV/AIDS.

Pilot projects and technical assistance in developing countries will provide many of the indicators relating directly to improved educational quality. These indicators will mark EQUIP1's incremental progress towards its goals of improved teaching and better learning outcomes. Field-based project indicators also will contribute towards an improved understanding of regional and global development efforts to improve educational quality through the aggregation of indicators across projects and countries. Examples of such indicators include change in ratio of number of textbooks per pupil, percent increase in enrollment of school-age children in schools, percent of teachers applying student-centered teaching methodologies after training, number of community school management committees meeting regularly, number of actions initiated by organizations or institutions, number of forums created by organizations, establishment of NGO networks, incorporation of HIV/AIDS prevention and mitigation tasks into school plans, and number of classrooms using gender-neutral teaching methodologies and materials. Indicators and data will be incorporated into the EICC database described below. Results from field-based innovations and institutional strengthening activities will contribute to the production of policy and impact briefs and other EQUIP1 products that will be available through the EICC.

B. Communication

- Establishing and staffing an Information Communication Center;
- Collecting and disseminating educational quality and development data and resources;
- Organizing an international network of experts in educational quality;
- Facilitating distance education teacher enrichment sessions;
- Organizing seminars and conferences around educational quality in international development, including quarterly Information Exchange Seminars; and
- Facilitating workshops to improve skills and increase knowledge among community leaders, parent-teacher associations, and school management committees about issues related to educational quality.

EQUIP1 will keep its studies and research documents, as well as other program publications and products, in the EQUIP Information Communication Center (EICC). Many documents will be in digitized format to facilitate global access to them. The documents will be part of an electronic catalogue organized as an annotated bibliography of documents relevant to improving educational quality. Documents will be categorized by educational topics (e.g., primary level, girls' education), by geographic area (e.g., Sub-Saharan Africa), and by type of data. Where

possible, data will be aggregated across countries to measure project impact and to assess the progress of EQUIP1 in meeting its goals. The database will provide a quick and reliable reference for development professionals and serve as a guide to researchers and others interested in topics related to educational quality and international development. Access to and requests for EICC materials will be tracked to monitor how well the EICC is meeting its dissemination goals.

Determining the success of seminars and workshops will be accomplished in two ways: by evaluating participants' views about the delivery of material and by measuring the knowledge and skills gained by participants in such activities. Evaluation instruments most likely will be in an open-ended format that will request participants' evaluation of the content of the session, panel, or activity. Participants will be asked what they have learned, if they think they can apply the new knowledge or skills, and if they think additional training would be required to do so. Where possible and appropriate, changes in the knowledge or skills of participants will be measured through pre- and post-tests or through follow-up with or observation of participants in their work settings. Illustrative indicators include percent increase in test scores and the percentage of participants who have mastered the content or skill.

C. Research and Assessment

- Conducting a longitudinal study of teaching and learning;
- Assessing school-based teacher in-service and cluster-school approaches to professional development;
- Evaluating food-assisted education activities;
- Developing indicators for education in crisis situations;
- Assessing the feasibility of innovative early childhood education programs; and
- Evaluating tools to improve the performance of teachers, principals, and school.

Feasibility studies will provide a social, political, economic, and technical context for planning field-based interventions. Research and impact assessments will inform project implementation and decision-making, as well as policy.

For project management, appropriate indicators may include the number of studies or assessments commissioned, produced, and disseminated to inform strategies, activities, and policies for improving educational quality. In addition, EQUIP1 will track the number of requests for documents by type of requesting organization (e.g., international NGO, university, U.S. government agency, foreign government entity) to understand the influence of the EQUIP1 research on international development and on educational quality. The documentation and utilization of study results will be reported to USAID and contribute to USAID/EGAT/ED's intermediate results.

VI. Monitoring and Evaluation Plan for Leader Award Activities in Year One

A. Indicators for Leader Award Activities

Monitoring and evaluation of EQUIP1 leader award activities will be closely tied to the strategic framework described above. Performance indicators and results demonstrating the achievement and successful implementation of activities will mark progress towards the core and supporting objectives. These indicators, together with the EQUIP1 objectives to which they contribute, are presented in Table I. The table defines each performance indicator, including the data source and the baseline and target values, as appropriate. Quarterly and annual reports will adhere to the format of these tables for regular review of progress towards EQUIP1 objectives. New activities, and their corresponding indicators, will be added to the tables annually to reflect each annual work plan. The relationship of EQUIP1 leader award activities to USAID/EGAT/ED Intermediate Results (IRs) is presented in Table II.

B. Tables I and II

Table I: Performance Indicators for EQUIP1 Leader Award Activities

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Year One Target	Year One Actual to Date
EQUIP1 Work Plan (Communication Activity)						
S3. Leader Award Activities Effectively Managed	Processes and systems in place for planning and implementing leader award activities	EQUIP1 annual work plan approved by USAID	CTO approval communicated to EQUIP1	0	1	1
EQUIP1 M&E Plan (Communication)						
S3. Leader Award Activities Effectively Managed	Processes and systems in place for monitoring and evaluation	EQUIP1 annual M&E plan approved by USAID	CTO approval communicated to EQUIP1	0	1	0
Project Director-CTO Meetings (Communication)						
S1. EICC established, supported, and working efficiently	Regular communication among EQUIP project directors and USAID maintained	Monthly meetings coordinated through agenda distribution	EICC records	0	12	4
Quarterly Reports (Communication)						
S3. Leader Award Activities Effectively Managed	USAID updated about EQUIP1 progress Regular communication among EQUIP1 partners and USAID maintained	Reports describing previous quarter's activities completed and submitted to USAID	EQUIP1 records	0	4	2

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Year One Target	Year One Actual to Date
EQUIP1 Annual Reports (Communication)						
S3. Leader Award Activities Effectively Managed	USAID updated about EQUIP1 progress Regular communication among EQUIP1 partners and USAID maintained	Reports describing previous year's activities completed and submitted to USAID	EQUIP1 records	0	1	0
EQUIP Overall Annual Reports (Communication)						
S1. EICC established, supported, and working efficiently	USAID updated about EQUIP progress Regular communication among EQUIP 1, 2, 3 and USAID maintained	Reports describing previous year's activities completed and submitted to USAID	EICC records	0	1	0
EQUIP1 Leader Team Meetings (Communication)						
S3. Leader Award Activities Effectively Managed	Regular communication among EQUIP1 partners and USAID maintained	Meeting minutes distributed	EQUIP1 records	0	6	3
EICC Strategic Plan (Communication)						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality information	Strategic plan prepared	EQUIP1 records	0	1	1

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Year One Target	Year One Actual to Date
EQUIP Website (Communication)						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality information	Website designed	EICC records	no website	2nd quarter	Completed in 2nd quarter
		Website live	EICC records	no website	2nd quarter	Completed in 2nd quarter
		Website content regularly updated	EICC records	no website	weekly	NA
		Website maintained	EICC records	no website	weekly	NA
Resource Library (Communication)						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality information	EICC infrastructure in place	EICC records	no library	1st quarter	Completed in 2nd quarter
		Materials and documents from former USAID programs in library	EICC records	no library	2nd - 4th quarters	NA
		Materials and documents from EQUIP1, 2, & 3 in library	EICC records	no library	as available	NA
		Library maintained	EICC records	no library	ongoing	NA
EQUIP Brand (Communication)						
S1. EICC established, supported, and working efficiently to acquire and disseminate information about educational quality	Processes and systems in place for communicating and disseminating educational quality information	EQUIP logo designed	EICC records	0	2nd quarter	Completed in 2nd quarter
		EQUIP brochures produced	EICC records	0	1st quarter	Completed in 1st quarter
		EQUIP1 folders produced	EICC records	0	3rd quarter	NA

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Year One Target	Year One Actual to Date	
EQUIP Guidelines (Communication)							
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality information	Style templates and guidelines established	EICC records	0	3rd quarter	NA	
		Duplication & distribution guidelines established	EICC records	0	3rd quarter	NA	
TAG Meetings (Communication)							
S1. EICC established, supported, and working efficiently	EQUIP1 activities benefit from professional and technical expertise in educational development	TAG meetings coordinated through agenda distribution	EICC records	0	1	0	
		TAG meetings organized	EICC records	0	1	0	
EQUIP Annual Meetings (Communication)							
S1. EICC established, supported, and working efficiently	Regular communication among EQUIP 1, 2, 3 and USAID maintained EQUIP1 activities benefit from professional and technical expertise in educational development	Meeting coordinated through agenda distribution and logistics	EICC records	0	1st quarter, year two	NA	
Consistent Network for Quality Education (Communication)							
S1. EICC established, supported, and working efficiently	EQUIP1 activities benefit from professional and technical expertise in educational development	International leaders identified	EICC records	0	3rd quarter	work started	
		Awareness of EQUIP1 activities increased	Listserv established	EICC records	0	3rd quarter	NA
		Utilization of EQUIP1 products increased					

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Year One Target	Year One Actual to Date
Educational Quality Programs in International Development Organizations (Communication)						
S1. EICC established, supported, and working efficiently	EQUIP1 activities benefit from professional and technical expertise in educational development	Database with identified organizations and information about their programs established	EICC records	0	3rd quarter	work started
	Knowledge about educational quality programs generated and shared	Information posted on website	EICC records	0	3rd quarter	NA
Longitudinal Study of Teaching & Learning (Research & Assessment; Field-Based Innovation)						
C1. Classroom resources maximized	Meaningful measures of educational quality developed and refined The conditions and educational interventions affecting educational quality investigated and shared	Study design completed	EQUIP1 records	0	1	work started
C2. School environments enhanced		Study piloted	EQUIP1 records	0	1	0
C3. Community involvement in education increased		Study design revised	EQUIP1 records	0	1	0
C4. Education in crisis & transition situations improved		Full-scale study launched	EQUIP1 records	0	year two	0
C5. Capacity of food assisted education programs increased						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Year One Target	Year One Actual to Date
Study of School-Based Teacher In-Service Programs & Clustering of Schools (Research & Assessment; Communication)						
C1. Classroom resources maximized	Understanding of effective school-based and cluster in-service teacher development programs increased	Preliminary report and framework developed	EQUIP1 records	0	1	work started
C2. School environments enhanced	Information about school-based and cluster in-service teacher development programs disseminated	Workshop to share information and get feedback convened	EQUIP1 records	0	1	0
C3. Community involvement in education increased		Detailed review document prepared	EQUIP1 records	0	1	0
		<i>Emerging Issues</i> brief prepared	EQUIP1 records	0	1	0
Support the Development of Indicators to Monitor Education in Crisis & Transitional Settings (Research & Assessment; Communication)						
C4. Education in crisis and transitional situations improved	Indicators to monitor education in crisis settings developed	Quarterly updates on WGMSEE progress submitted	EQUIP1 records	0	4	(Ask CARE)
		GDLN teleconference workshop on minimum standards, consultative format, & communication processes for indicator development convened	EQUIP1 records	0	1	0
		Report on workshop and progress on dialogue about minimum standards for education in crisis and transitional situations prepared	EQUIP1 records	0	1	0

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Year One Target	Year One Actual to Date
Profile Education Programs in Crisis and Transitional Settings (Research & Assessment)						
C4. Education in crisis and transitional situations improved	Knowledge of programs, mechanisms, and processes addressing educational quality in crisis and transitional settings increased	Profiles developed	EQUIP1 records	0	(Ask CARE)	10 completed
	Knowledge about the environmental context for education delivery in crisis and transitional settings increased	Profiles posted on web	EQUIP1 records	0	(Ask CARE)	0
	Strategies for measuring the impact of education on student outcomes in crisis and transitional settings identified	Report including profiles, analysis of programs and literature, and key characteristics of quality educational programs in crisis and transitional settings prepared	EQUIP1 records	0	1	0
Overview of Food Assisted Education Programs (Research & Assessment)						
C5. Capacity of food assisted education programs increased	Understanding of the impact of food for education programs on educational quality and student learning improved	Documents related to food assisted education programs identified and posted on web	EQUIP1 records	0	(Ask CARE)	0
		Discussion paper on lessons learned prepared	EQUIP1 records	0	1	0

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Year One Target	Year One Actual to Date
Videoconference on Food Assisted Education (Communication)						
C5. Capacity of food assisted education programs increased	Knowledge about how food resources can be used best to address the quality of education and student outcomes increased	<i>Emerging Issues</i> brief prepared	EQUIP1 records	0	1	0
		GDLN videoconference workshop and consultation convened	EQUIP1 records	0	1	0
		Workshop report prepared with next steps outlined	EQUIP1 records	0	1	0
Associate Awards (Field Based Innovations)						
S2. Associate awards effectively initiated and managed	Collaborative work relationship between USAID operating units and EQUIP1 established and maintained Associate award requirements of USAID missions and bureaus being met by EQUIP1	# of formal requests for assistance from USAID to which EQUIP1 responded	EQUIP1 records	0	as needed	6
		# of Associate Awards signed by USAID	EQUIP1 records	0	as needed	2

Table II: EQUIP1 Leader Award Activities and Intermediate Results of USAID/EGAT/ED

	Network for educational quality	Educational quality programs	Longitudinal Study	School-based in-service and clustering	Education in crisis indicators	Profile of programs in crisis settings	Identification of documents on food assisted education	Food for education video-conference
SO 1: Basic education, especially for girls, women, and other under-served populations, improved and expanded								
IR 1.1: Basic education policies strengthened and institutional capacity built		✓		✓	✓		✓	
IR 1.2: Knowledge about formal and out-of-school basic education learning environments generated and disseminated	✓	✓	✓	✓	✓	✓	✓	✓
IR 1.3: Access to quality basic education improved through the application of educational technology				✓	✓			✓
IR 1.4: The accuracy, timeliness, and accessibility of data for basic education policy and program planning improved	✓				✓	✓		
IR 1.5: Capacity for providing basic education in countries in crisis or transition increased	✓	✓	✓	✓	✓	✓	✓	✓
IR 1.6: Knowledge about expanding learning opportunities for children 0 to 6 years old generated and disseminated to improve child development	✓	✓	✓		✓			✓

**Annex II: Orientation for the Educational
Quality Improvement Program 1 (EQUIP1) and Partners**

Participant Feedback Questionnaire Results/Profile

(June 5, 2003)

Thank you for participating in today’s teleconference. Please help us in assessing this orientation by responding to the questions below. Please express your level of satisfaction by circling the corresponding numerical rating and comment, as appropriate.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
1. Orientation/presentation was interesting and informative	3	16	1		
2. The orientation added to my knowledge of the GDLN/DLC system	8	11	1		
3. I was satisfied with the overall program	6	12	2		
4. The audio/visual aids and other methods used were effective	4	10	5	1	
TOTALS:	21	49	9	1	0

5. Which parts of the session did you enjoy the most?

- 1) I enjoyed seeing the interaction with the people in the field.
- 2) Demonstration of the tools and capabilities available to GDLN users via the example, via the example of the Investigative Journalist course. Also, presentation of detailed info on EQUIP1 (informative for us with EQUIP3).
- 3) Practical examples of the Investigative Journalist course and Economic & Business Journalism.
- 4) Overall, wonderful technology – I look forward to using it for future activities.
- 5) Good beginning –and illustrates how mechanism can work.
- 6) Demonstration of how the GDLN/DLC system works throughout the whole presentation.
- 7) The demo by Rod offered different types of tools that can be use in DL.
- 8) Hearing about specific activities from different sites.
- 9) Like the power of technology that allows you to connect so well to other countries.
- 10) Could not relate to Investigative Journalism, but still thought was a good example.
- 11) I enjoyed interacting with the teams in the field.
- 12) Connecting with two other countries and gaining a better understanding of the potential of GDLN and some of the practical obstacles.
- 13) The technical presentations from the Bank -- Getting to know the folks at Howard.

- 14) Great facility!!
- 15) Field questions.
- 16) Contact with African Countries, especially Ethiopia.
- 17) Learning about mediums to provide distance learning training.
- 18) The little interaction that took place was the best.
- 19) Observing the interaction and switching among cameras and mile to see how well the interactivity worked. The description of GDLN.
- 20) Appreciate the hospitality by Howard Staff.
- 21) Q&A with Ethiopia.
- 22) Practical application demonstration.

6. Which parts of the session did you enjoy the least?

- 1) The technical/user problems with Kenya.
- 2) Felt a little as if there was the lack of leadership 1 clear leader. We were unable to hear the beginning of the talking by the WBI folks.
- 3) Some presentation too long.
- 4) Q&A seemed little uncoordinated.
- 5) The lengthy intros.
- 6) Question & Answer time-hard to keep conversation flowing.
- 7) Securing participation from Kenya.
- 8) It was a good orientation.
- 9) Technical problems in Kenya.
- 10) I think the technology will improve with practice.
- 11) Probably a function of the technology also, but it became somewhat hard to follow with differing people taking roles facilitating.
- 12) Not enough time for Q&A; technical interruptions.
- 13) Not interactive enough—did not take advantage of the presence of the Kenya and Ethiopia teams –other than as “massive reactors.”
- 14) Technology difficulties.
- 15) More time for Q&A

7. How could we have improved the session?

- 1) Maybe more interactive and more time.
- 2) Definitely having them the actual DLC sites.
- 3) More hours on practical examples.
- 4) It would be great to see more than 1 view at a time in front of the room – either both sites and the PowerPoint.
- 5) Have facilitators in each place.
- 6) Ensure there is someone at all places to facilitate the technology and make parts like the Q&A more fluent.
- 7) Brevity in intros, a little more time for Q&A; presentation handouts; clarify role and expectation vis-à-vis non-EQUIP project.

- 8) Brief technical review at all sites before initiating session.
- 9) Recovering the technical glitches. You will get there (and these glitches weren't yours) they were in the field.
- 10) More time spend on cases of use of different mediums to accomplish learning objectives-e.
g. Use of local facilitators as pedagogical expert and have roles change from those "exports" on other end.
- 11) More participatory, interactive.
- 12) Good first efforts!!
- 13) Include local facilitators

Annex III: EQUIP Information Communication Center Strategic Plan

The goal of the Educational Quality Improvement Program, Leader with Associate Awards, is to promote the role and quality of education and training that will have a positive impact on social development and economic growth in committed communities around the world. EQUIP seeks to involve education researchers, practitioners, USAID Missions, communities and other stakeholders in the inter-related systems of education, training and skills development.

Under the leadership of EQUIP1, the EQUIP Information Communication Center (Center) is charged with maximizing the impact of the overall EQUIP investment through collecting, processing and disseminating tools, lessons learned, publications, and other media produced under the three EQUIP awards.

The core responsibilities of the Center are to collect information from all EQUIP Associate Awards and other sources that will help to improve the quality of education and training in an international development context. EQUIP informational products that include studies, reports, data collection and analysis, success stories, lessons learned, and other information will be processed using methods and tools consistent with their intended use. Dissemination to the target audience will be through a wide range of dissemination tools including the EQUIP website, USAID's on-line library with additional notification that the document is available.

The Center's success depends on three key initiatives; instilling a willingness among partners and other stakeholders to share documents, images and new ideas with and through the EQUIP awards; its ability to add value to EQUIP information through facilitating analysis by EQUIP staff, partners and outside experts; its ability to identify innovative and appropriate channels of dissemination to increase knowledge of EQUIP products—through a variety of communication means—and finally, the Center will link communication and education centers to engage a network of professionals actively working to improve education.

Receive Information

These core responsibilities of the Center are interrelated. A strong acquisition effort will provide a greater array of documents, stories, ideas, and images from which alternate uses, and related documents can be identified to provide discussion topics and further inquiry. Useful, relevant, and timely information dissemination will provide incentive for EQUIP Associate Awards to contribute more information that will engage an active network of educators and area specialists who can provide a local context for EQUIP products. The Center's efforts can accelerate and promote the adoption of policies, tools and institutional strengthening efforts in participating countries through dissemination of information about best practices, experience, and data tailored to local requirements.

Sources of Information - The Center will have an information collection strategy that is both formal and informal. The formal approach will be conducted through the use of guidelines that define the responsibility of the Associate Awards and Leader Awards to contribute information

to the Center. In addition, guidelines will provide methods for submission of documents to the Center and identify additional information required with each submission, e.g., abstracts. The guidelines will provide an array of dissemination methods and define limitations to provide a basis for authors and Associate Awards to engage in the development of a tailored dissemination plan for each major product.

Meetings and conferences are valuable sources for information collection, analysis and dissemination. Discussion at all stages of project design, implementation, monitoring and impact assessment will produce new insights and ideas. Monthly coordination meetings, annual meetings, and TAG meetings will provide progress reports, coordination and direction for the multiple EQUIP activities in participating countries. The Center will provide logistical support to these regular meetings through selection of venue, agenda development, minutes and other methods of recording the proceedings. These methods might include audio and video web presentations, video recordings released on optical media such as CD-ROM or DVD, and audio or video teleconferencing.

Similarly, the Center will follow up on other international education and training conferences, meetings and seminars to collect presentations, such as, speeches, PowerPoint files, and background papers that relate to EQUIP1 activities. The Center will use the calendar feature of the EQUIP website to notify stakeholders about new conferences and relevant documents available from other conferences.

Webscans - On a regular basis, the Center will scan a selected list of websites for potential new organizational affiliations, events, and papers that may be of interest to EQUIP activities. Websites regularly scanned for new information will include all major multi-lateral and bilateral donors, universities, NGOs, EFAs, and NGO networks. In addition, the Center will develop a list of websites that includes international organizations concerned with quality education. The purpose of this effort is to develop and strengthen linkages among institutions involved in both implementation and research on education quality improvement projects.

The Center will draw on work being conducted by the following organizations/activities:

- USAID headquarters (DEC and CDIE)
- USAID participating missions
- EQUIP Leader Awards
- EQUIP Associate Awards
- Organizations that make up the three EQUIP awards (partners)
- Other donor organizations
- Network for quality education (see below)
- International organizations concerned with quality education. (see below).

Processing Information

Information coordination, the first step in processing information, includes: 1) cataloging information as it is received from EQUIP partners and from other sources; 2) branding

information to build recognition and respect for EQUIP products through uniformity, consistency and efficiency; and 3) dissemination. The Center will facilitate this process by providing logistical support and guidelines.

Cataloguing - The Center's cataloguing process will go beyond identifying information for instant retrieval and strive to identify other potential uses for each document and provide readers with a list of sites for documents with a thematic link. The Center will insure that key documents are produced in both an electronic version for electronic dissemination, and a few paper-based versions for the EICC library. On a regular basis, the EICC library will submit new documents to USAID's Development Experience Clearinghouse (DEC) on-line catalogue. Documents housed on DEC servers will receive additional attention from the international educational community, as they are a well-known resource for many types of development information.

Branding - Branding is carried out by applying templates and guidelines and instilling a willingness on the part of the all of the EQUIP awards to use similar design elements. The Center will work with each EQUIP award to develop a series of templates and guidelines for using the tools of branding. Through this process, the Center will help EQUIP awards to maximize the power of branding by bringing together a wide diversity of products and recognition of EQUIP's goals and objectives.

Disseminate Information

Where appropriate, the Center will provide EQUIP Associate Awards with a tailored dissemination plan as they strive to incorporate EQUIP initiatives into the host country's education policy dialog and practices. Dissemination planning will support each new document's purpose and suggests ways to address the intended target audience. The dissemination plan for each major document will support a highly targeted, rapid distribution effort with an agreed upon schedule and distribution list. Distribution will occur through electronic means by providing download sites and ways to order documents for overseas customers who do not have high-speed Internet connections. When appropriate, the Center will provide assistance in identifying publications and education reporters, writing press releases and in some cases developing video or audio news releases for local radio and television stations.

Customer requirements - To find the appropriate channel of communication, the Center will make a consistent and concerted effort to learn about the informational needs and preferences of the EQUIP partner organizations, Associate Awards, USAID bureaus and ED-EGAT. Determining the intended local use of each EQUIP product will help Center staff to develop a distribution plan that is tailor made to each product. This may include materials or very specific distribution and timing. The Center will also monitor the volume and topics requested by field staff to provide a greater focus on obtaining more information on the topics they request most often.

There is a plethora of new and traditional methods for distributing information. The Center will remain focused on EQUIP goals and objectives to guide its dissemination practices while exploring opportunistic dissemination techniques.

Target audiences for EQUIP dissemination include

- EQUIP partners,
- EQUIP Associate Award countries and teams,
- USAID ED-EGAT and Missions,
- Network for Quality Education,
- International organizations concerned with quality education,
- Local and international educational NGOs and NGO networks,
- Partner universities, and
- Other donors.

Developing Alliances - The Center will also make a concerted effort to develop alliances with other educational organizations inside and outside of EQUIP to disseminate EQUIP information. The Center will use other electronic means to inform stakeholders, other content diffusers, and educational organizations that a new document is available for downloading. In addition, the Center might work with the document's author to develop a PowerPoint presentation for meetings or seminars as well as abstracts to facilitate distribution to other libraries and websites.

Indicators - The Center will measure its success by capturing data from various sources. Suggested indicators include

- The number of publications available in the EICC library including AIR servers,
- The number of people actively participating on EQUIP listservs,
- The number of subscribers to the EQUIP e-mail newsletter (E-Quips), and
- The number of documents downloaded from the EQUIP website.

In addition, the Center will regularly conduct a process, output and impact level evaluation using surveys and measure the time required to process and disseminate a new document or other media. The Center will survey EQUIP Associate Award to determine how the Center can serve them better.

**Annex IV: Preliminary List of Measures to Include in EQUIP1 Reporting,
Related to Educational Quality at the Classroom, School, and Community Levels**

- I. External factors that can affect educational quality at the classroom, school, and community levels
 - A. Students (pupils)
 - 1. Socio-economic status
 - a. Parent education
 - b. Parent occupational status
 - c. Family income
 - d. Living conditions
 - 2. Weight and height
 - 3. Health status
 - 4. Gender
 - 5. Age
 - 6. Ethnic- or language-minority status
 - B. Teachers and head teachers/directors/principals
 - 1. Gender
 - 2. Ethnic- or language-minority status
 - 3. Age
 - 4. Health status
 - C. School context
 - 1. Language diversity
 - 2. Socio-economic level and diversity
 - 3. Religious affiliation and diversity
 - 4. Accessibility and location of school
 - a. Urbanicity
 - b. Distance to nearest center of commerce (e.g., town or trading post)
 - D. Community context
 - 1. Language diversity
 - 2. Socio-economic level and diversity
 - 3. Religious affiliation and diversity
 - 4. Urbanicity
 - 5. Distance to nearest area of commerce
 - 6. Economic infrastructure and conditions
 - 7. Health conditions
 - 8. Peace, stability, and social relations

II. Inputs into quality education

A. Teachers and head teachers/directors/principals

1. Pre-service education
2. In-service professional development opportunities
3. Academic and professional qualifications
4. Salaries and other compensation
5. Supervision and support
6. Years of experience overall
7. Years of experience at a school
8. Timeliness of pay

B. Classroom-level

1. Underlying curriculum
 - a. Coverage
 - b. Content
 - c. Relevance
 - d. Ease of use for teachers
 - e. Opportunities for teachers to expand and extrapolate
2. Instructional practices
 - a. Modes of instructional delivery
 - i. Student guided
 - ii. Pupil-pupil interaction (working in pairs, working in groups)
 - iii. Teacher-pupil-pupil-teacher interaction (pupil discussion after teacher questions or instructions)
 - b. Use of classroom resources
 - c. Classroom organization
 - d. Use of wait time
 - e. Gender balance
 - f. Focus on higher-order thinking skills
 - g. Assigning of homework
 - h. Use of lesson plans
3. Physical space
 - a. Condition of classroom (if, in fact, classes take place in classrooms)
 - b. Writing spaces and instruments for teachers and students (pupils)
 - c. Chalkboards
 - d. Displays of student (pupil) work
4. Classroom resources
 - a. Textbooks
 - b. Manipulables
 - c. Other learning materials
 - d. Student (pupil)/teacher ratios

C. School level

1. Physical conditions
 - a. Size of school
 - i. Overall space
 - ii. Number of students (pupils) and teachers
 - iii. Overall student (pupil)/teacher ratios
 - b. Number and condition of classroom blocks
 - c. Availability of facilities and resources
 - i. Electricity
 - ii. Water
 - iii. Flooring, walls, and roofs
 - iv. Head teacher/director/principal office
 - v. Library
 - vi. Computer resource center
 - vii. Teachers' lounge
 - viii. Garden
 - ix. Health facility
 - x. Latrines
 - d. Security
 - i. Of perimeter
 - ii. Gender-separated bathrooms/latrines
 - e. Availability of electricity and potable water
2. Operating conditions
 - a. Security strategies
 - b. Number of teaching shifts
3. Management
 - a. Effective communication from regional educational officials
 - b. Administrators' management skills
 - c. Amount of school-level authority
 - i. For staffing decisions
 - ii. For resource allocation
 - iii. For curricular issues
 - d. Sharing of authority
 - i. With teachers
 - ii. With students (pupils)
 - iii. With community
 - e. Decision-making structures
 - i. Responsibilities
 - ii. Types
 - Staff councils
 - Parent/teacher/community councils
 - iii. Frequency of meetings
 - iv. Substance of meetings
 - f. Performance standards, accountability, and consequences for teachers and administrators

4. Support services
 - a. Availability, accessibility, and responsiveness of district education staff
 - b. In-service professional development for staff
 - c. Professional communities among teachers in school or with other schools
 - d. Teacher support and oversight
 - i. Frequency
 - ii. Source
 - Peers
 - Head teacher/director/principal
 - District education officials
 - School inspectors
 - Community members
 - iii. Feedback
 - e. Food and nutrition programs

D. Community level

1. Awareness of school
 - a. Conditions
 - b. Activities
 - c. Needs
2. Awareness of important educational outcomes
3. Community involvement in schools
 - a. Decision making
 - b. Instruction
 - c. Support services
4. School involvement in community
 - a. Collaborative projects
 - b. Service learning
 - c. Internships
 - d. Mentorships
 - e. Apprenticeships
 - f. Cooperative education

III. Outcomes of quality education for students (pupils)

A. Persistence in basic education

B. Completion of basic education

C. Learning

1. Basic literacy and numeracy
2. Career preparation
3. Analytic and critical thinking

D. Ability to participate in civic activities

1. Voting
2. Engagement in civic organizations
3. Community leadership
4. Successful transition into the occupational structure

E. Mitigation of social and health problems

Annex V: Profiles of Education in Crisis and Transitional Settings

Crisis/Transitional Education Project Profile—Afghanistan

Project title: Community Organized Primary Education

Organization implementing: CARE International in Afghanistan

Scope/geographical coverage: 310 Community Schools in Khost, Gardez, Logar, Kabul, Maidan, Ghazni and Paktika provinces of southeast and central Afghanistan.

Type of programming: Community schools with links to formal school system

Target group/beneficiaries: Teachers, students, community members (Village Education Committees)

Stage: Crisis (areas of instability due to conflict) and transitional (post-conflict)

Environmental context matrix for Afghanistan

Environmental context of program	
Social	A 2002 UNICEF survey indicates there are 4,593 ‘learning spaces’ available with 1.7 million children in attendance and being taught by a teaching force of 53,885 teachers. Approximately 60% of the schools are considered “shelterless”, with classes conducted in borrowed or destroyed facilities. Approx. 1/3 of the schools has no identifiable water source, and less than 15% have toilets for children’s use. Education statistics are dated and unreliable. Official literacy rates are currently at 46 percent for men and 16 percent for women, although it is estimated that in remote villages illiteracy rates reach almost 100 percent.
Cultural/Religion	Approximately 23 million people live in the country—more than 1.3 million are internally displaced. The population is 99% Muslim (Sunni Muslim: 84 percent and Shi’a Muslim: 15 percent) with 1% other religions. Dominant languages include Pushtu (national language), Persian (Dari), and Turkic are also spoken
Economic	Afghanistan is an extremely poor, landlocked country, highly dependent on farming and livestock raising (sheep and goats). An already poor economy has been further diminished by political and military upheavals during two decades of war, including the nearly 10-year Soviet military occupation and recent campaign against terrorism. The area is slightly smaller than Texas (647,500 sq km) with an arid to semi-arid climate (cold winters and hot summers). The terrain is mostly rugged mountains; plains in north and southwest. Natural resources include natural gas, petroleum, coal, copper, chromite, talc, barites, sulfur, lead, zinc, iron ore, salt, precious and semiprecious stones.
Political Relationships	A Grand Council, or Loya Jirga overwhelmingly elected Hamid Karzai, a unifying figure during his interim tenure at the head Afghan administration, head of state Thursday June 13 2002. Karzai had served six months as interim prime minister of the U.N.-organized government that took power after the fundamentalist Taliban regime was driven from power in December. The Emergency Loya Jirga Representatives (total of 2,000 delegates) included: 1,051 elected members; guaranteed seats for 160 women; 53 seats for current government; 100 seats for Afghan refugees and six for internally displaced Afghans; 25 seats for nomads.

Program description: Community Organized Primary Education Schools

Target Group	Children between the ages of 6-14 years, with a special focus on girls. The VECs ¹ and parents, with the help of project Teacher Trainers and Community Mobilizers, registered school-age students with a quota of at least one-third (38%) girls.
Material/Physical Resources	The VECs and parents provide the school facility and hired teachers. Classes usually met in a 'Hujra' (living room), in a parent's house, Mosque, tent, or in the open air under a tree. Books include student textbooks, student workbooks and teachers' guides. Stationary included pens, pencils, notebooks, sharpeners, erasers, slates, sleety, geometry boxes, etc. School equipment includes plastic mats, blackboards, chalk, duster, maps, desks and chairs for teachers and tents where needed. Students in upper grades receive supplementary reading materials, which include BBC publications, such as pamphlets on peace concepts and health education.
Financial Resources	Parents, VEC members and schoolteachers negotiate the school fee per child to pay teachers' salary. Village Education Committees together with teachers, select students from poorer families to be exempted from payment to ensure equity of access for students from poorer families
Human Resources	A key component for the development of institutional capacity to maintain and support the schools is the extensive training VEC members receive in community-based participatory methodologies (Participatory Rural Appraisals), resource mobilization, school administration, and supervision of school personnel, decision-making, and conflict resolution. COPE Community mobilizers provide ongoing support to ensure skills are build in a consistent and comprehensive manner.
Community Mobilization	<p>Introductory State (months 1-2)</p> <ul style="list-style-type: none"> ○ Community meetings held ○ Each school to have signed agreements between CARE and community; teacher and community ○ Teachers attend initial teacher training course ○ Compensation for teacher is agreed upon ○ Minimum of 30 children enrolled per class ○ Inputs such as textbooks, tents provided <p>School Support Stage (throughout years 1-2)</p> <ul style="list-style-type: none"> ○ Regular monitoring of teacher's and students' attendance by VECs ○ Teachers regularly paid by community ○ Parents awareness session on girls' education ○ VEC training session in school management and dispute resolution ○ VEC meetings ○ Bi-monthly visits from Community Mobilizers <p>Phase-out of NGO (CARE) to Local Authorities(last six months of year 2)</p> <ul style="list-style-type: none"> ○ Teacher Trainers visit school once a month ○ Community Mobilizers visit each VEC once a month
Curriculum	To improve the teaching and learning environment, the program has developed a series (5) of pre-service and in-service teacher training modules, which focus on child-centered instructional approaches, effective classroom management, relevant teaching and learning material development, and multi-grade teaching techniques.
Evaluation	Links with the formal education system need to be established in order to avoid the development of a parallel system. COPE is envisaged as an interim solution to the lack of access to education in the target areas. Currently, the Education Department validates completion of grade certificates and the appointment of community selected teachers.

¹ VECs are Village Education Committees (similar to Parent Teachers Associations)

Programming interventions (impact and effectiveness) matrix

Category	Effectiveness of programming interventions
Access	<p>To increase access to basic education the project focuses on building the institutional capacity of communities to self-manage their schools. A community analysis process is undertaken during the initial stages of project implementation to assist communities in identifying key issues and finding solutions on how to address them. Community mobilizers help create Village Education Committees (VECs) to take on the management and financial responsibilities of the schools to ensure full community-ownership. The responsibilities of the of VECs include: selection and supervision of teachers, monitoring the quality of teaching and learning taking place in the classroom, maintaining school infrastructure, and enhancing community-school relationships.</p>
Management	<p>COPE has put a strong emphasis on building the capacity of the VEC members to develop locally appropriate solutions to address barriers that impede girls' education, and to take responsibility for the management and financing of the schools. As a result, communities control the mechanisms that determine who teaches girls and boys and where, thus ensuring that girls can be educated without compromising local traditions and also making it possible for women to teach.</p>
Quality	<p>When communities are empowered to take control of the education of their children they exercise their right to self-reliance and can find solutions to their problems. In Afghanistan, despite restrictions placed on girl's education (by the former Taliban authorities), the COPE project approach allowed communities to take control of who teaches their girls and boys and where they are taught. Communities resisted Taliban efforts to close schools when they were still in power. COPE's approach supports the communities' strong sense of ownership of these schools and their awareness of the rights of their children to education.</p> <p>At its base is community empowerment and capacity that enables communities to manage their school affairs effectively during CARE partnership and fosters cultural acceptance and ongoing school development after CARE staff withdrawal. Any intervention that improves access to quality education must be drafted in the light of the current operating environment, local attitudes, knowledge and beliefs. The Taliban had accepted or tolerated programs like CARE's COPE partly because the project approach builds on the traditional education system where instruction takes place in Mosques or private houses, and teachers are hired from local communities. Curriculum includes secular subjects such as languages, math, social science and sciences in addition to religious subjects making this approach acceptable to local religious and community leaders.</p> <p>Only a small number of teachers who were selected by the communities were already trained as teachers; most of them were hired locally within their communities. Their educational qualifications might be minimal, i.e. completion of primary school. Considerable investment in teacher training was required both to improve teachers' grasp of subject content and to introduce them to instructional methodology used in the project schools. Five different training modules e.g. pre-service, in-service, grade up, material development, and refresher were given to schoolteachers. Training on multi-grade teaching as planned was not conducted separately, however its related topics were integrated in the other training modules conducted by the project. Training on science topics was designed and delivered by the project Senior Teacher Trainers for the project Teacher Trainers.</p>

Transitional Education Project Profile—Kosovo

Project title: Support Program for Traumatized Children in Kosovo

Organization implementing: CARE International in Kosovo

Scope/geographical coverage: 12 villages and (5 main and 7 satellite) schools that were all extremely affected by the war in Prizren Municipality

Type of programming: In-service teacher professional development and community sensitization work in response to the Post-Traumatic Stress Disorder (PTSD) symptoms

Target group/beneficiaries: Direct beneficiaries are primary school children; in-direct beneficiaries include families, communities, teachers, and education personnel.

Stage: Transition (post-conflict)

Environmental context matrix of Kosovo

Environmental context of program	
Social	The <i>Qualitative Poverty Assessment of Kosovo</i> ² indicates that most “children from poor households rarely receive more than a primary and even less a secondary education.” The World Bank’s Kosovo Poverty Assessment concludes as well that, “access to education is limited for girls, particularly in rural areas, and for the Muslim Slavs, Roma and Turks.” ³ Retention rates of marginalized groups are apparently quite low. In the context of the rural poor this occurs for many reasons. Some children (often girls) are joint breadwinners. In other cases families who have limited financial resources, prioritize the education of older males above younger siblings and girls. Children are obliged to work on the farm in villages, or to sell cigarettes, telephone cards, and other small items in towns. For ethnic minorities this is exacerbated by the intolerance of the mainstream community, which often poses security problems inside and outside the classroom.
Cultural/Religion	According to the Living Standard Measurement Survey 2000, it is estimated that 60 percent of the population lives in rural area with 88% of the population defined as ethnic Kosovo Albanians. The Serbian population is estimated at 7 percent while other ethnic groups (Slav Muslims, Romas, and Turkish) account for 5 percent of the total population.
Economic	Kosovo is a small and landlocked territory in the center of the Balkan Peninsula and borders Macedonia, Albania, Serbia, and Montenegro. Its area is 10,877 sq km, about one-third the size of Belgium. Kosovo is presently divided into five regions and 30 municipalities. According to the Living Standard Measurement Survey 2000, 12 percent of the population is extremely poor and another almost 40 percent is poor.
Political Relationships	The United Nations is gradually handing over substantial responsibilities for autonomy in Kosovo to the local government with the establishment of an elected local parliament government and the creation of 8 ministries headed by local people. The parliament is the vehicle for the phased transfer of substantial responsibilities from the UN Interim Administration Mission in Kosovo (UNMIK) to the Institutions of Provisional Self government.

² 2001, Inter-Agency Sub-Group on Poverty, Qualitative Poverty Assessment Kosovo – Final Report and Analysis of Data. CARE International in Kosovo was a member of the assessment team.

³ 2001, Kosovo Poverty Assessment Volume 1: Main Report, Draft, World Bank, July 2001.

Program description: Support to Traumatized Children in Kosovo

Target Group	The project target group includes primary school children, approximately 3,000 between 6 and 16 years of age of (minority) villages that were extensively affected by the war and 150 teachers and school directors.
Material/Physical Resources	Participating schools were provided with a collection of books for children, flip chart holders, and sports equipment to support the life skills and creative extra curricular activities. Additionally, some schools received teaching material (laboratories) and shelves and 3 schools undertook infrastructure rehabilitation.
Community Mobilization	<p>The community focus of the project was to sensitize the community to children’s needs and rights and work with parents to increase their knowledge and awareness regarding parenting, childcare, and children’s rights at home. The traditionally extended family in Kosovo made it imperative not only to address parents, but other adult family members, particularly adult males, who took over responsibility for the family/children in absence of the male head of household.</p> <p>Six short video clips on the rights of the child were arranged and filmed by a local actor (Xhevdet Doda) with the children of Krusha e Madhe, a village in the project region that had also been severely affected during the war. The topics focused on the actual life conditions in Kosovo and were based on concrete examples related to child rights, including the themes “the handicapped child”, “abuse in school”, “child labor”, “health service”, “parent influence”, and “freedom of expression”. They were presented from a positive and a negative perspective accompanied by a key message. The aim of these videos was to involve community members (children, adults) in group discussions and to sensitize them to the rights of the child.</p> <p>A school holiday program was carried out in the five project communities by the NGO “Smile” from Prishtina, with the support of teachers, volunteers and the project staff. The principal objective of the summer program was to help children to improve their self-confidence and to strengthen the social network through group work and interactive games. Kosovo artists’ NGO “Close to Children”, which consists of five famous Kosovo artists (musician, actress, painter, poet, film director) worked with school children in creative workshops. The NGO gave performance, recitals and other artistic presentations in the classrooms with the aim of helping children to relax and to focus on something other than their war memories.</p>
Training Curriculum	<p>Training workshops focused on improving the professional development of in-service teachers (e.g., group work, child-focused teaching activities, etc.) and creative and recreational activities for children, including afternoon sessions in creativity and building social skills. The training also focused on PTSD therapy elements such as positive thinking assertiveness training, distraction, and relaxation. The project’s holistic activities provided trauma therapy work on a group basis thus avoiding isolating (and stigmatizing) the most severely affected children. In the teacher training workshops, children with emotion and behavioral disorders and difficulties in learning were mixed with children without difficulties.</p> <p>The objective of the training was to provide teachers and education officials with knowledge on how to use the school as a vehicle to improve the psychosocial well being of children and to change attitudes in education and child care. The training of teachers in creative teaching skills and recreational activities consisted of four key modules: 1) psychosocial assistance for traumatized children in school; 2) communication skills and creative techniques for solving problems in schools; 3) social-creative activities for children; and 4) tolerance, human and children’s rights and peace building. This last module in particular was perceived as a key step towards reconciliation .</p>

Programming interventions (impact and effectiveness) matrix

Category	Effectiveness of programming interventions																														
Management	Almost two-thirds (63%) of the teachers now think they are able to deal with trauma and stress in school children while 37% believe they are partly able. Teachers indicated that the most important elements of the training helped them to understand children’s well-being, conflict resolution and communication skills, and tolerance and respect. t																														
Quality	<p>75% of teachers thought their own behavior changed and 20% replied that it had changed partly. 69% stated that children’s behavior changed and 29% thought that it had changed partly. More than three-quarters (81%) of the teachers confirmed that these changes are mainly because of the project and rated the changes very positively.</p> <p>When asked for changes in the classroom, children reported the introduction of group work, less aggressive teacher behavior (e.g., reduction of shouting and corporal punishment) and an improvement in teacher’s ability to get the lessons across to their pupils. Compared to before the war, teachers were considered more committed, less aggressive, more tolerant, polite and respectful towards students. In almost all schools improved achievement levels and school success was reported as well.</p> <p>In the interviews, 91% of teachers and 68% of children confirmed that the aggressiveness in the school was definitely decreasing. In particular the group activities taught them that problems could be solved without violence. Children did not offend each other and teachers were more tolerant.</p> <p>The communication between teachers and parents also improved and contributed to a better school atmosphere; 48% of children and 47% of teachers confirmed that parents would now participate more frequently in school activities and meetings.</p>																														
Overall Program Effectiveness	<p>Children as well as teachers and parents reported that children benefited from the activities and are more relaxed and self-confident now. They laughed more and stopped thinking and speaking only about the war experience. Teachers reported that children were more active now during regular classes, they openly asked and expressed their opinions freely, were more respectful and cooperative with their schoolmates and generally with other people. They learned more, were more disciplined and apologized for making a mistake.</p> <p>When children were asked, which were the most important things they had learnt during the project, they prioritized the following options:</p> <table border="1" data-bbox="448 1304 1414 1770"> <thead> <tr> <th data-bbox="448 1304 984 1409"><i>Option (multiple response)</i></th> <th colspan="2" data-bbox="984 1304 1414 1346"><i>Yes, that was important to learn</i></th> </tr> <tr> <th data-bbox="448 1346 984 1409"></th> <th data-bbox="984 1346 1195 1409"><i>Number of children</i></th> <th data-bbox="1195 1346 1414 1409"><i>Percentage</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="448 1409 984 1482">To behave with and understand my friends better</td> <td data-bbox="984 1409 1195 1482">542</td> <td data-bbox="1195 1409 1414 1482">90.5</td> </tr> <tr> <td data-bbox="448 1482 984 1520">To feel better, happier</td> <td data-bbox="984 1482 1195 1520">522</td> <td data-bbox="1195 1482 1414 1520">87.1</td> </tr> <tr> <td data-bbox="448 1520 984 1558">To play new games</td> <td data-bbox="984 1520 1195 1558">504</td> <td data-bbox="1195 1520 1414 1558">84.1</td> </tr> <tr> <td data-bbox="448 1558 984 1596">To better communicate with my friends</td> <td data-bbox="984 1558 1195 1596">489</td> <td data-bbox="1195 1558 1414 1596">81.6</td> </tr> <tr> <td data-bbox="448 1596 984 1633">To better communicate with my parents</td> <td data-bbox="984 1596 1195 1633">472</td> <td data-bbox="1195 1596 1414 1633">78.8</td> </tr> <tr> <td data-bbox="448 1633 984 1671">To better work in a group (team work)</td> <td data-bbox="984 1633 1195 1671">469</td> <td data-bbox="1195 1633 1414 1671">78.3</td> </tr> <tr> <td data-bbox="448 1671 984 1709">How to solve small conflicts</td> <td data-bbox="984 1671 1195 1709">385</td> <td data-bbox="1195 1671 1414 1709">64.3</td> </tr> <tr> <td data-bbox="448 1709 984 1770">To respect other ethnic groups (people that speak other languages and have other religion)</td> <td data-bbox="984 1709 1195 1770">381</td> <td data-bbox="1195 1709 1414 1770">63.6</td> </tr> </tbody> </table>	<i>Option (multiple response)</i>	<i>Yes, that was important to learn</i>			<i>Number of children</i>	<i>Percentage</i>	To behave with and understand my friends better	542	90.5	To feel better, happier	522	87.1	To play new games	504	84.1	To better communicate with my friends	489	81.6	To better communicate with my parents	472	78.8	To better work in a group (team work)	469	78.3	How to solve small conflicts	385	64.3	To respect other ethnic groups (people that speak other languages and have other religion)	381	63.6
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Crisis Education Project Profile—Somaliland

Project title: Support to Primary School Education

Organization implementing: CARE International in Somaliland

Scope/geographical coverage: Hargeisa, Somaliland (19 schools)

Type of programming: Enhancing the quality of formal primary school education

Target group/beneficiaries: Direct beneficiaries include primary students with a special focus on girls, teachers, school administrators and communities.

Stage: Crisis (long-term instability and IDPs)

Environmental context matrix of Somaliland (Hargeisa)

Environmental context of program	
Social	Over the past two years, the population of Northwest Somalia has increased dramatically due to the large number of returnees arriving in Somaliland from the camps in Ethiopia. Most, if not all, of the returnee families were able to send their children to school in the camps and there is the expectation that educational facilities will also be available in Somaliland. This has been demonstrated by the widespread community support for Koranic schools. A 2002 assessment of available facilities in Hargeisa, carried out by CARE and the MoE, revealed that 70% of the students learn while sitting on the floor, while many schools teach classes in shifts, due to the limited number of usable classrooms. Approximately one-third (36%) of school-aged children are not attending school, either do to lack of facilities or lack of family resources. In the 21 government-managed primary schools in Hargeisa town, there are an estimated 327 teachers, with an approximate student population of 21,307 students. This represents a student/teacher ratio of 66:1.
Cultural/Religion	Somalis are a rather homogeneous ethnic group from a cultural-linguistic point of view, stretching across at least four countries in the Horn of Africa: Somalia, Ethiopia, Kenya and Djibouti. Their main internal social differentiation is on the basis of clans and sub-clans, but even within the clan system, most clans and sub-clans are transnational. In this system, lacking a hierarchical chain of authority or anything resembling the state or a judiciary, social relationships are defined in terms of kinship based on descent from a common ancestor. In Somali society, as in most pastoral societies, kinship is traced through patrilineal descent. The genealogies, which traditionally both Somali boys and girls have to learn by heart as part of their initiation to adulthood, define an individual's place in society as well as political relations
Economic	In terms of average income, Somaliland is, economically, one of the world's least developed countries and its economic performance is heavily dependent on the regional prices of livestock. Poverty is the dominant theme in this largely subsistence economy, which hinged on the vagaries of the rainfall, trapped by extreme social conservatism and threatened by uncertainty of peaceful existence as a result of centuries-old clan-based discord and rivalry. The cash economy of the country is dominated by the exports of livestock by the trade from Ethiopia in the stimulant leafy shrub, Khat, fruits, vegetables, and coffee, and the import of manufactured goods.
Political Relationships	Somaliland, a self-declared republic that was formerly the northwest section of Somalia, has in recent years found a measure of stability after the years of faction-based civil war that has killed thousands of Somalis. The President of Somaliland is Dahir Riyale Kahin.

Program description: Support to Primary School Education (Phase 1)

Target Group	The target groups include communities and school administrators to provide structurally sound, sanitary facilities and classroom environments that promote learning to students in the targeted schools in Hargeisa.
Material/Physical Resources	Schools are rehabilitated to provide sound, sanitary facilities and classroom environments that promote learning. Additionally fences have been put around to school to restrict access to school grounds. Without a proper fence, schools and even classrooms have been invaded by returnees or unemployed youths who do not attend schools, greatly disrupting learning, as well as discouraging parents from sending their girl children to school. Fencing and gates help to create a secure, peaceful environment for learning, particularly for girls. Desks and chairs for teachers as well as desks and benches for students were also provided as well as textbooks and teaching kits, which included items such as world maps and globes, mathematical charts, blackboard rulers and chalk, and stationary items, were also distributed.
Financial and Human Resources	Funding provided by donor agencies with communities providing in-kind support. Communities contributed an average of 11% of the rehabilitation costs of schools. CARE worked with communities and other stakeholders during the rehabilitation process, with Community Education Committees ⁴ playing a key role in the selection and supervision of contractors undertaking rehabilitation work
Community Mobilization	Capacity building for CECs focused on providing training on community mobilization, DELTA (development, empowerment and leadership teams in action), strategic planning and financial management. To enhance the long-term sustainability of schools, the project work with CECs, school administrators and the (defacto) Ministry of Education to identify viable income generating activities. Potential income generating activities include literacy, numeracy and business skills training for adults, and schools will be encouraged to offer services targeted at women heads of households. Training is also provided to CECs on how to develop effective fundraising strategies, and how to identify and target potential sponsors, such as businesses who might be interested in providing either cash or in kind support
Training	In-service teachers participated in workshops that sought to improve the teaching content and methodologies ⁵ . The project worked with teachers in both a workshop and on-the-job setting, and the content of workshops were based on an in-class assessment of teachers. Education officials were also included in capacity building activities that sought to improve their ability to provide supervisory support to teachers in the target school and the education sector as a whole. Specific training topics included computer applications, management, supervisory skills, finance and administration, strategic planning and policy development. The application of skills and knowledge gained during these workshops resulted in the development of strategic plans and policy guidelines for the education sector, as well an increased level of monitoring by the education authorities of teachers' performance and school enrolment.

⁴ Community Education Committees (CECs) are similar to Parent Teachers Associations.

⁵ This includes teachers from the 18 government-managed primary schools that CARE worked with, as well as 3 additional government schools in Hargeisa whose teachers were included at the request of the Ministry of Education.

Programming interventions (impact and effectiveness) matrix

Category	Effectiveness of programming interventions
Access	CARE established and strengthened the capacity of 18 community education committees (CECs) and (de facto) Ministry of Education officials as well as rehabilitated 18 schools. The increased sense of community ownership and the physical rehabilitation of schools resulted in an increase in enrolment of both boys and girls, with a total of 21,307 students benefiting from improved educational facilities by the end of the project. This represented an increase in the number of targeted students of 7,307 or 52% over the original target.
Management	The project worked with communities and the (de facto) Ministry of Education to establish CECs that would have responsibility for overseeing activities in the targeted schools. Capacity building training was provided to CECs on their roles and responsibilities, health and nutrition, and school management. The CECs played a key role in the preparation of the schools' development plans, as well as the mobilization of communities' contribution either in cash or in kind. In addition, CECs participated in the selection and supervision of contractors undertaking rehabilitation activities, and they made inspection visits to ensure that the children maintain basic personal hygiene. Of the 18 CECs that CARE worked with during the project, approximately 61% were actively involved in project activities, while the remaining 39% played only a limited role. This was in part due to the rather high turnover rate of CEC members in many of the committees.
Overall Program Effectiveness	<p>Teacher training components requiring additional training include the effective use of available teaching tools, increased understanding of how children learn, effective disciplinary methods, and handling a large number of students. Furthermore, raising teachers' awareness on issues such as gender, as well as how to identify and work with students suffering from post traumatic stress syndrome linked to civil war, would enhance their effectiveness in the classroom.</p> <p>To facilitate the long-term sustainability of teacher training activities, CARE is coordinating with education officials to identify training priorities. It is anticipated that the training will focus on material development, teaching methodologies and child development. Below is a list of potential training topics:</p> <ul style="list-style-type: none"> ▪ Development of teaching aids and materials ▪ Child psychology and development ▪ Teacher effectiveness training ▪ Gender sensitivity ▪ Children with special needs <p>Phase II of the Support to Primary School Education is also advocating with education official to raise awareness on the special needs of slow learners. The project seeks to promote an increase in the number of female teachers as a way of promoting girl-child education. Similarly, positive experiences with girl education, such as separate classrooms for girl-students, will be explored and tested where possible. These advocacy efforts will not form a separate component, but rather will be integrated into project activities where appropriate.</p>

Crisis Education Project Profile—Southern Sudan

Project title: Rebuilding Education and Civil Society (RECS) project

Organization implementing: CARE International In Southern Sudan

Scope/geographical coverage: 8 primary schools in Tambura and Ezo counties of Western Equatoria region in southern Sudan

Type of programming: Enhancing the quality of Civil Society to be education service providers for the community school

Target group/beneficiaries: Teachers (in-service and pre-service); Community Education Committee members, County education officials, and students

Stage: Crisis (long-term conflict and internally displaced populations)

Environmental context matrix of Tambura and Ezo Counties (Western Equatoria)

Environmental context of program	
Social	With parts of southern Sudan in various states of war over the last 20 years, many of its institutions have been destroyed and its communities have been in a constant state of upheaval and disruption. The School Baseline Assessment estimates that 30% of eligible school-age children are enrolled in some kind of school (in the 1,096 schools surveyed). Twenty six percent of the 227,899 students enrolled are female, and 12% of all students enter secondary school. ⁶ There is also a gender disparity of one (female) to every four males in the school system and there is a steady decline in the retention rate. Out of the total number of pupils in grades 1-8, only 12% are enrolled in the upper primary grades (5-8). The (mostly volunteer) teachers have been the backbone of the education system. Education data shows that only 7% of the teaching force is considered trained, i.e., six months or more of training.
Cultural/Religion	Most southern Sudanese are Christians or adherents of local religious systems lived in southern Sudan. Islam had made inroads into the south, but more through the need to know Arabic than a profound belief in the tenets of the Quran. There has been fierce resistance to the imposition of the Sharia laws; the SPLM opposes the imposition of Islamic law. The population of the southern Sudan uses a variety of African tribal languages only recently reduced to writing using the Roman script.
Economic	Sudan is still plagued with periodic droughts, and limited infrastructure. Most rural households heavily on agriculture and cattle raising for their subsistence. On a daily basis, a high number of Sudanese face chronic food insecurity. Valuable economic resources (e.g., oil) continue to be diverted from investment in development initiatives to fund military action. Infrastructure in southern Sudan remains very basic with no standardized currency, banking or postal systems and very limited transportation systems.
Political Relationships	The civil war in southern Sudan, which is primarily between the Sudan Peoples Liberation Army (SPLA) and the Government of Sudan (Karthoum) has entered its twentieth year. The confrontation between the Khartoum government and the factions of the Sudanese People's Liberation Army (SPLA), and inter-faction conflicts have contributed to the economic and social dislocation of more than 3.5 million persons in Bar El Ghazal, Upper Nile, Eastern and Western Equatoria and Jonglei provinces.

⁶ School Baseline Assessment. UNICEF/OLS and Africa Education Trust. May 2001.

Program description: Rebuilding Education and Civil Society (RECs)

Target Group	Beneficiaries include students (male and female), teachers (in-service and pre-service) Community Education Committees ⁷ and local education authorities. This project works with education personnel to increase access to and improve quality of education programming.
Material/Physical Resources	The communities provide labor and in-kind materials to rehabilitate school infrastructure. The program provides construction materials for school rehabilitation/construction, school materials (e.g., notebooks, pencils), school uniforms, and soap to students, and pedagogic materials (New Sudan syllabus, and phase III teacher training modules) ⁸ .
Financial Resources	Parents pay an agreed upon registration fee to cover school costs and 4 (out of the 8 schools) provide cash or in-kind (e.g., food) incentives for the teachers because there is no standardized pay; most teachers provide services on a voluntary basis. Cash incentives vary from school to school, but an average incentive is approximately \$ 20 over the course of the school year.
Human Resources	<p>A critical component to improve the quality of the learning environment is the training Community Education Committees (CECs) receive. CECs and County (local authority) education officers receive intensive training in community mobilization, community participation, group organization and management, and project ownership and sustainability.</p> <p>Female community members who have prematurely dropped out of school attended a 1-month pre-service literacy and numeracy training and on completion return to village schools to teach basic mathematics and English to pre-school and grade 1 and 2 students.</p>
Community Mobilization	<p>The total involvement of the community in implementation and management of the project is a move aimed at ensuring project sustainability. Significant effort is required to change the community members perceptions and to enhance active community participation since they are more accustomed to relief and emergency interventions as opposed to development interventions.</p> <p>CECs develop action plans with key activities and targets listed to improve the school. On a bi-annual basis, community members meet with CECs to review action plans, identify problems encountered and suggest solutions.</p>
Teacher Training Curriculum	Teachers (pre-service, in-service, and IDPs) attend teacher training phase courses. The New Sudan ³ education authorities are in the process of developing a comprehensive professional teacher development curriculum. Currently there are a series of phase training modules to upgrade teachers' competencies and provide accreditation for grades 1-8.

² Community Education Committees are similar to Parent Teacher Associations.

³ New Sudan refers to southern Sudan education authorities. Under the direction of the Education Secretariat, a plethora of teacher training activities, most of which have been focused on initial teacher preparation, have been brought together to form a unified program of foundational teacher education – in the form of a sequence of three phase courses, each three months in length. The phase courses were the result of a need on the one hand to unify a disparate system and to respond to the need for providing a higher quality of teacher education than was being provided in the level

Programming interventions (impact and effectiveness) matrix

<p>Access</p>	<p>CECs have been trained in strategies of community mobilization, action planning facilitation, project ownership and sustainability. This has led to increased school and community capacity to address local school needs. The CECs are now able to sensitize parents and the community in general, on the need to send their children, especially girls, to school and also find ways of supporting their teachers. This initiative by the CECs has led to a steady increase in school enrollment in the 8 CARE-supported pilot schools from 1,511 in June 2000 to 2,343 in June 2002, reflecting a 55% increase in school enrollment and retention. Of the 832 new enrollments, 401 are girls, reflecting a 48.19% increase in girls' enrollment and retention particularly in the lower grades of Grade 1 to Grade 5.</p> <p>The enrollment of girls has been impressive and the project credits its focus on providing females with incentives (i.e., school uniforms and a bar of soap per female student per month for washing the school uniforms). However, it should be noted that though this initiative has contributed to the increased enrollment of the girl child in our pilot schools, a negative consequence has been a gradual resentment of the approach and towards girls by the boys and teachers.</p>
<p>Management</p>	<p>Community members and especially parents are increasingly realizing that the success of this intervention depends on the effective establishment and empowerment of CECs in each school, thus increasingly giving the mandate to CECs to run/manage the affairs of the schools to CEC members with minimal interference.</p>
<p>Quality</p>	<p>The community in Tambura was initially not accustomed to active participation in education and other project development activities. The people expect the NGOs to do most of the things for them. Part of this problem was due to the fact the community did not know in what ways they should participate in the education activities. Training them on issues of community mobilization, defining clear roles and responsibilities of all program stakeholders and developing reflective action plans has tremendously improved their participation.</p>
<p>Overall Program Effectiveness</p>	<p>Rights-Based Approaches: CEC members are increasingly being “democratically” elected as opposed to hand-picking, which has resulted in increased quality community participation. Some schools have started implementing the strategy of annual elections. For example, one primary school recently realized that their CEC chairman and some CEC members were not committed to their assignments, thus leading to poor implementation of their action plans. When the office-bearers 1-year term came to an end, fresh elections were held and the non-committed members were replaced with those known to be pro-active.</p>

Crisis/Transitional Education Project Profile—Southern Sudan

Project title: Sudan Transitional Assistance for Rehabilitation (STAR) Education and Economic Rehabilitation Program

Organization implementing: Catholic Relief Services

Scope/geographical coverage: Equatoria, Bahr El Ghazal, Upper Nile, Southern Kordofan and Southern Blue Nile

Type of programming: Education Rehabilitation Program

Target group/beneficiaries: General population including civil society and civil authority structures (16,000 direct beneficiaries, 160,000 indirect beneficiaries)

Stage: Crisis (areas of instability due to long-term conflict or unstable government)

Environmental context matrix of Southern Sudan

Environmental context of program	
Social	Over 30 million people live in Sudan. Approximately 30% of the population is literate. There is a shortage of schools and teachers, particularly in southern Sudan, as schools in these areas have been destroyed during the civil war. Furthermore, parents fear sending their children to school, as they can be targets of bombs or kidnappings to join the SPLA. Health facilities are suffering and malnutrition rates are high due to the war too. More than 4 million southern Sudanese have been displaced due to the war. Over the past two decades, nearly 2 million Sudanese have died in conflict situations. Social structures and systems have been uprooted and this has hindered the re-establishment of civil society.
Cultural/Religion	Islam is the official religion of Sudan, though Christianity and indigenous beliefs are more characteristic of southern Sudan. Most people are Sunni Muslim and speak Arabic. Other languages spoken include Nubian and English, though there are approximately 400 languages in Sudan.
Economic	Agriculture has historically been Sudan's primary resource (cotton, gum Arabic, sesame seeds and peanuts), though oil production and export has increased over the past couple of years. Though the civil war in Sudan can be said to be the result of religious, cultural, and social rifts between the northern and southern parts of this country, which is almost the size of the continental US, struggles over economic resources, such as oil, contribute to the ongoing strife. Drought and political instability have led to low levels of investment and high inflation rates. Economic activity was at a virtually stand still until the late 1990's, limited to internal barter trade and cross border cattle trade.
Political Relationships	Sudan has been independent since 1955 and has witnessed intermittent or long-term political strife since then. Since Islamic law was imposed in 1983, southern Sudanese have fought to obtain their

	independence, mostly through the Sudan People’s Liberation Army, founded by John Garang.
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Program description: Sudan Transitional Assistance for Rehabilitation (STAR) Education and Economic Rehabilitation Program

Target Group	This program is a “relief to development” program that targets the general population including civil society and civil authority structures. Program activities include working with County Development Committees (CDC), linking economic and educational activities, and emphasizing the importance of girls’ education and increasing women’s participation as decision-makers
Material/Physical Resources	The CDCs work to improve education facilities (schools and classrooms) and facilitate the procurement and distribution of suitable scholastic materials in conjunction with the school board including textbooks, writing materials, exercise books and other requirements essential to improving the quality of equipment in the schools.
Financial Resources	School rehabilitation projects supported by economic rehabilitation component of program support CDCs receiving sub-grants for individual projects to rehabilitate schools and for community mobilization activities after developing a proposal and plan of action. CDCs manage the implementation of project. The economic rehabilitation team assists school boards and PTAs in designing, developing and maintaining economic rehabilitation projects to augment operating costs of school projects.
Human Resources	Increase pedagogical skills of teachers with greater emphasis on recruiting female teachers – training school administrators.
Community Mobilization	Uses a demand responsive approach, requiring a strong community expression of commitment to increase organizational and management capacity of civil society organizations and civil authorities to manage schools and ensure sustainable operations. Support the formation and skill development of school boards and PTAs. Train CDCs, local women’s groups and other partners to conduct activities to increase and improve public awareness of the importance of girls’ education. See school development as an integral process, focusing on community capacities. MOU developed with the community to delineate roles, responsibilities and exit strategies.
Teacher Training Curriculum	Working to establish a secondary school curriculum, education policy and guidelines. Work with the Civil Authority of the New Sudan’s Education Secretariat to include issues such as HIV/AIDS awareness, gender sensitivity, and peace reconciliation in the secondary school curriculum. Also address the server shortage of qualified teachers in the opposition held areas of southern Sudan by facilitating in-service and distance learning opportunities for teachers, particularly those associated with rehabilitation efforts. Make efforts to improve access to the recruitment and retention of female teachers.

Programming interventions (impact and effectiveness) matrix

Category	Effectiveness of programming interventions
Access	CRS and the Secretariat of Education work together to facilitate school development with community and local education officials. Communities committed to building schools and are more aware of the importance of sending children to school, particularly girls.
Management	Phased approach to ensure that methodologies are grounded prior to expansion. Decentralized management structure for quick impact programming. Secretariat of Education creates guidance and approval for school selection and develops policy framework. School management committees help to construct school, mobilize resources, labor and supervision, as well as makes all decisions regarding the financial management and administration of the school. SMC also identifies, plans and implements income-generating activities. SMCs have had leadership and group dynamics training as well as training for their school based responsibilities such as record keeping and management.
Quality	Secretariat of Education contacted existing training sites in southern Sudan and identified teachers to be trained, including 20 female teachers. Providing support to the SOE to develop a new policy publication, review and revise classes 4-6 learning
Overall Program Effectiveness	SMC carried out activities without assistance and identified a school form for a support activity, developed a SMC constitution, and reorganized the composition of the SMC office holders to include women.

Crisis/Transitional Education Project Profile: Thailand/Burma Border

Project title: Education Assistance to Refugees from Burma

Organization implementing: Consortium of World Education and World Learning

Scope/geographical coverage: The Consortium currently works on the Thai/Burmese border: Mae La, Umphiem Mai, Umphang, Mae Hong Son and Mae Sarieng.

Type of programming: The goal of the Consortium’s Education Assistance to Burmese Refugees project is fourfold. First, it aims to develop a shared vision among refugee and border community educators of sustainable education programs. Second, it develops the capacity of local Thai and Thai-Karen refugee partners to define and manage their own education programs. Third, it enhances the quality of primary and secondary education by training teachers and school administrators, and by involving parents in education activities. Fourth, it promotes access to education and responds to non-formal education needs of the community.

Target group/beneficiaries: Refugees in Karen and Karenni camps and Thai communities along the Thai/Burmese border. The program supports refugee educators and other NGOs in the refugee camps.

Stage: Crisis (area of instability due to conflict) and transitional (post-conflict)

Environmental context matrix of Refugee Camps in Thai/Burma Border Area

Environmental context of program	
Social	<p>Ethnic groups in Burma make up roughly one third of the population and live primarily in the 7 ethnic minority states. Differences in ethnic origin and political aspirations have been the basis for internal conflict since independence in 1948. The on-going fighting and human rights violations in Burma have resulted in hundreds of thousands of people crossing the border into Thailand.</p> <p>In the Karen refugee camps, some 34,000 students are in school every day. Approximately 1,100 teachers and trainers provide instruction. In the Karenni refugee camps there are 347 teachers teaching 6618 students.</p>
Cultural/Religion	<p>As of April 2003, 134,716 refugees are being supported in 9 border camps and an additional 11,725 in Mon resettlement sites. 65% of the refugees are from Karen State, 18% are from Karenni State, 10% are from Tennasserim, 3% are from Mon State and 4% are from a variety of states and divisions, including: Kachin, Irrawaddy, Magwe, Mandalay, Pegu, Rakhine, Rangoon, Sagaing and Shan.</p> <p>The majority of Karen refugees live in 7 camps in Tak, Ratchaburi and Kanchanaburi Provinces. In the 2 remaining Karenni camps, 73% are Kayah, 8% are Shan, 8% are Karen, 4% are Kayan, 3% are Kayaw, 2% are Paku and 1% are Burmese or belong to other ethnic groups.</p> <p>Christians and Buddhists are the two main religious groups among the refugee population. In a survey conducted in the Karen refugee camps in 2002, 65% are Christian 28% are Buddhist and 11% are Muslim. In a survey</p>

	conducted in the Karenni camps in 2001, 35% of refugees practice traditional beliefs, 25% are Catholic, 22% are Baptist, 18% are Buddhist and 1% are Anglican.
Economic	Although the Royal Thai Government forbids refugees to engage in economic activities, some refugees have been able to find work as daily laborers on nearby Thai farms and in factories. Other economic activities include weaving, cooking food for sale or running small shops. Most camps have at least small shops and larger camps have markets. ⁹
Political Relationships	<p>Since 1984, Thailand's border with Burma has been flooded by Karen, Karenni and other ethnic minority refugees who seek asylum and protection from human rights abuses and constraints on their political freedom. Recent estimates indicate that in addition to the 134,000 refugees living in camps stretching along the Thai-Burmese border, nearly a million more live as illegal migrants along the periphery of these camps. Many face the threat of relocation and instability because of border violence and political movements.</p> <p>The Karen and the Karenni both maintain governments in exile, which include ministries and departments, including a Department of Education. In the camps, the refugees manage their education systems with support from a number of NGOs.</p>

Program description: Education Assistance to Refugees from Burma

Target Group	In the refugee camps, project staff work with teachers (nursery school, primary school, middle school, secondary school, special education, non-formal education) and school administrators. Project personnel also work closely with refugee education leaders and parents. Outside of the camps, project staff work with district officials, school administrators, village leaders and primary school teachers.
Material/Physical Resources	<p>Training in the camps consists of pre-service and in-service training as well as on-going teacher support. Two types of pre-service training are provided: 2-4 weeks during the summer and a 2-year Teacher Preparation Course. In-service training emphasizes teaching skills.</p> <p>In the camps, the project provides materials for training and for teachers to make teaching aids. Outside of the camps, schools are provided with equipment and seeds for school gardens and school infrastructure support.</p> <p>In the Karenni camps, curricula and textbooks are provided for English, geography, math and social studies. In the Karen camps, curricula and textbooks for science are provided. Computers and AlphaSmart word processors are available for teachers and students at project offices or on loan. In the Karenni camps, libraries are provided with books and other educational materials.</p>
Financial Resources	The project shares responsibility with ZOA Refugee Care and ABWAID to provide monthly stipends for all teachers, trainers and school administrators in all of the Karen refugee camps. The project supports nursery school teachers in 4 camps. All refugees hired as project staff are also provided a monthly stipend. Teachers and school administrators who attend intensive training sessions receive a small amount of per diem to cover lunch expenses.
Human Resources	A key component of project support for education and capacity development in and outside the camps is extensive pre-service and in-service training. Training

⁹ Bowles, E. (1998). From village to camp: refugee camp life in transition on the Thailand-Burma Border. Forced Migration Review, 2, August.

	<p>is provided in school management, supervision of school personnel, student-centered learning, Karen sign language, Karen Braille, use of curricula, teaching techniques, adult literacy, English, word processing, and (outside of camp) Integrated Pest Management (IPM) in Agriculture.</p>
<p>Community Mobilization</p>	<p>Outside of camps:</p> <ul style="list-style-type: none"> • consultations with district officers • consultations with school and community leaders • meetings with teachers and orientation to IPM • training schedule agreed upon • inputs provided (documents, seeds, equipment, teaching materials, school infrastructure materials) <p>School Support and Training</p> <ul style="list-style-type: none"> • teachers regularly paid • English and teacher support classes offered weekly • pre-service training provided 2-4 weeks in the summer and for 2 years (for selected high school graduates) • inputs provided (curricula, textbooks, teaching materials) <p>Special Education (Deaf, Blind, Early Intervention)</p> <ul style="list-style-type: none"> • consultations with education leaders, school administrators, teachers and parents • home visits organized and conducted • teachers trained • parents awareness sessions organized • inputs provided (sign language books, talking books, Braille materials, curricula and texts, stationary, teaching materials) <p>Libraries (Karenni camps only)</p> <ul style="list-style-type: none"> • school meetings held • consultations with school administrators and teachers • inputs provided (books, educational materials) <p>Parent Education Program (Karenni camps only)</p> <ul style="list-style-type: none"> • consultations with education leaders, school administrators, teachers and parents • committee formed and committee meetings held • trainers selected and trained • parents attend 10-week Parent Education Program • inputs provided (teaching materials) <p>Adult Literacy</p> <ul style="list-style-type: none"> • consultations with community leaders • adult literacy trainers and teachers selected and trained • inputs provided (teaching materials, stationary, Muslim Community Center construction materials/furniture)
<p>Teacher Training Curriculum</p>	<p>Education specialists working with the Consortium promote participatory, student-centered teaching methods rather than traditional learning by rote. New teachers take part in the Teacher Preparation Course while school administrators engage in the Management Training Course. Teachers have on-going teacher training and support, which helps them create improved curricula and standards. Refugee educators are developing science, social science and health teaching materials in diverse ethnic languages. Teachers already teaching have opportunities to increase their knowledge on their subject matter through a Teacher Training College or 3 Teacher Preparation Courses, and can enroll in intensive English courses. Regular surveys assess needs within the ethnic</p>

	minority communities and help refugees and NGO partners decide which projects and activities to implement.
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Quality	<p>Many refugees have limited educational experience; few completed high school before fleeing Burma. Many of the teachers in the refugee schools never taught before but are selected as teachers because they are literate in Karen, Burmese and/or English. This has required a considerable investment in teacher training not only in use of curricula and texts, but in basic knowledge of teaching skills and methodology. Pre-service and in-service training is not compulsory; teachers volunteer to attend and participate. That the training sessions are consistently well-attended is an indication of their value to the teachers and administrators. Teachers rate the training sessions highly and classroom visits indicate many teachers apply what they learn in the classroom.</p> <p>The quality of the project's work is enhanced when the school or community takes a more active role in an activity's conception and implementation. This has been particularly apparent with the Special Education and Adult Literacy programs. Curriculum development is also enhanced when the work is negotiated with teachers in a process that involves them at each stage.</p>
Overall Program Effectiveness	<p>Hundreds of teachers, previously untrained to be teachers, have been taught how to create participatory, student-centered learning programs.</p> <p>Educational opportunities for all segments of the refugee population have been increased. Children with special learning needs now have access to educational opportunities that were not available to them previously.</p> <p>Non-literate adults have been trained to read and write S'gaw Karen, P'go Karen, Burmese, Karenni, Urdu and Arabic. These literate adults are now in a better position to contribute to the development of their communities.</p> <p>School administrators are better prepared to manage their schools and support their teachers.</p> <p style="padding-left: 40px;">Parents, many of whom never attended school in Burma, now have the opportunity to experience an educational course to prepare them to better understand and support their children in school.</p> <p>Teachers and school administrators outside of camp have gained valuable information and skills, through the Integrated Pest Management in Agriculture program, in order to implement organic gardening in their schools.</p>

<i>Access</i>	<p>All services and activities are provided to all teachers and school administrators on an equal basis, regardless of ethnic background or religion. To ensure participation of the Muslim population in training courses, care is taken to provide documents in a language they can access (most often Burmese, rather than Karen).</p> <p>Committees to support special education have been organized to ensure community ownership. Meetings have been held with school administrators, teachers, community leaders and parents to reinforce the concept that education is for all, including those with disabilities or learning difficulties.</p>
<i>Management</i>	<p>The project has a commitment to support capacity development among education leaders in the Karen and Karenni camps to manage their own educational systems. While the 3 organizations that provide stipends to teachers have managed the distribution system, this is being transferred, in steps, to Karen education leaders.</p> <p>The Teacher Preparation Course, which operates in 3 camps, required a significant amount of this project's support and staff resources when it was implemented two years ago. Two TPC's are now completely managed by refugees. The third has identified counterparts and is moving toward self-management in the coming year. The adult literacy and special education programs have shown significant progress toward being able to operate on their own.</p>

Crisis/Transitional Education Project Profile--Vietnam

Project title: Unexploded Ordnances/Landmine Awareness Education Program

Organization implementing: Catholic Relief Services

Scope/geographical coverage: Luong Son-Hoa Binh, Yen Khanh-Ninh Binh, Yen Hung-Quang Ninh, and Quang Tri provinces, Vietnam

Type of programming: Community awareness and inclusive education program

Target group/beneficiaries: approximately 5000 primary school age children and 200 teachers

Stage: Transitional (Post-conflict)

Environmental context matrix of Vietnam

Environmental context of program	
Social	Infrastructure is undeveloped and access to social services are poor, though great improvement has been made in the areas of education, health care, family planning, culture and arts, sports, and media over the past decade.
Cultural/Religion	54 ethnic groups live in Vietnam, including the Tay, Thai, Muong, Hoa, Khmer and Nung. Buddhism is the most practiced religion in Vietnam. Indigenous religions include Hoa Hao, Cao Dai and there are some Christian based religions (mostly Catholicism). Vietnamese have great respect for nature and worship ancestors (there is a death-day rather than birth-day celebration). Vietnamese is the official national language.
Economic	Although Vietnam is a poor country with low per capita income, it has improved since the 1980's when it experienced serious socio-economic depression, including inflation rates as high as 775%. Economic reform was a large thrust after this period, including promoting multi-sector market economies. Through land reforms, and open agricultural markets, Vietnam turned from facing food shortages to being the second largest rice exporter in the world. They also export garments/textiles, crude oil, coffee, tea, rubber, and handicrafts. Today efforts are made to promote industrialization and modernization.
Political Relationships	Vietnam was the first independent republic in Southeast Asia, though it suffered many years of prolonged war before and after this event, both internally and from external forces. The communist party of Vietnam was officially named the central party in 1992, and has helped to rebuild Vietnam as they convenes every 5 years to outline the overall direction of the country and formalize policies.

Program description: Unexploded Ordnances/Landmine Awareness Education Program

Target Group	All children, teachers and administrators in the most heavily UXO saturated areas receive life-long accident prevention training and understand that any child or person with a disability must be treated with dignity.
Community Mobilization	Successful inclusion of children with disabilities requires increased community awareness and coordinated community services. Project efforts include strengthening and establishing community based support for children with disabilities.
Teacher Training Curriculum	<p>Develop textbooks and teacher training manual for grades 1 – 4 based on life long strategies for avoiding accidents with UXO. Train teachers, administrators and primary school age children in accident prevention, and children with disabilities need to be treated with respect and dignity. Develop supplemental materials that reinforce the “do not touch” message.</p> <p>Textbook lessons include:</p> <p>Grade 1: Lesson 1: Bombs and unexploded ordnance (UXO) Lesson 2: Bombs and UXO are many’ Lesson 2: Do not pick up strange object Lesson 4: Be away from dangerous place Lesson 5: Bombs and UXO are dangerous Lesson 6: The stork feels regretful Lesson 7: Help your peers with disabilities Lesson 8: A good couple of friends Lesson 9: Help victim of UXO accident Lesson 10: Consolidation</p> <p>Grade 2: Lesson 1: Where can bombs/UXO be seen? Lesson 2: Why are there bombs/UXO? Lesson 3: Be careful when playing Lesson 4: A dangerous game Lesson 5: Dangers of bomb/UXO Lesson 6: Implications of having an accident Lesson 7: A good action Lesson 8: Respect people with disabilities Lesson 9: Aid the UXO victim Lesson 10: Consolidation</p> <p>Grade 3: Lesson 1: Characteristics of bombs and UXO Lesson 2: Gathering firewood Lesson 3: Curiosity leading to death Lesson 4: Ways of preventing bombs and UXO accidents Lesson 5: Dong’s story Lesson 6: Implications of having bombs/UXO accidents Lesson 7: Understanding and sharing Lesson 8: My dream Lesson 9: What will you do when seeing the bombs/UXO victims Lesson 10: Consolidation</p>

	<p>Grade 4: Lesson 1: The characteristics of landmine and UXO Lesson 2: Where can UXO be seen? Lesson 3: At a football ground Lesson 4: Cutting grass Lesson 5: UXO and landmine hinder cultivation Lesson 6: Love others as much as you love yourself Lesson 7: Kind person, good action Lesson 8: First aid for victims Lesson 9: Practice Lesson 10: Consolidation</p> <p>Grade 5: Lesson 1: Bombs and UXO are many Lesson 2: The dangers of bombs and UXO Lesson 3: We can be safe Lesson 4: Everyone should protect themselves from bombs/UXO accidents Lesson 5: Hope Lesson 6: Overcoming difficulties Lesson 7: Overcoming disabilities Lesson 8: First aid for the victim in shock Lesson 9: Practice first aid for a bleeding wound Lesson 10: Consolidation</p>
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Programming interventions (impact and effectiveness) matrix

Category	Effectiveness of programming interventions
Access	Preschool and primary school aged children with disabilities are becoming full members of their classrooms
Management	Community steering committees are active and involved. Examples include community steering committees that have secured adaptive equipment including wheelchairs and walkers, provided tuition assistance to families so they can send their children to school, organized a circle of friends for a young boy who uses a wheelchair to get to and from school each day. Collaborative partnerships maintained.
Quality	Developed, implemented and disseminated significant materials in the area of inclusive education. Training seminars and workshops have improved the quality of teaching: interaction among teachers and students increased, students exploring new ideas via cooperative learning, student and teacher attitudes towards children with disabilities has changed and more believe that children with disabilities are valuable members of the classroom.
Overall Program Effectiveness	Community understanding that it is their responsibility and desire to care for and support all children.

Crisis Education Project Profile—West Bank and Gaza

Project title: Popular Theater in Palestine Project

Organization implementing: CARE West Bank and Gaza

Scope/geographical coverage: West Bank and Gaza

Type of programming: Popular theater used as a development tool to promote Civil Society and individual and community rights in Palestine

Target group/beneficiaries: Females, youth, elderly, disabled, unemployed, and other disadvantaged groups.

Stage: Crisis (non-displaced populations in areas of instability, refugee camps, and IDPs)

Environmental context matrix of West Bank and Gaza

Environmental context of program	
Social	Basic education is nearly universal in this survey. Figures for basic literacy (87% of household heads literate), net school enrolment (92%), dropout and class repetition compare favorably with many other countries. Problems with basic education are less with parental perceptions of quality of education than with physical concerns. By 2000, the conflict had destroyed 30 schools and forced 41 to close. More than 850,000 children suffer from post traumatic stress disaster associated with the conflict. ¹⁰
Cultural/Religion	The population (3.1 million) consists of Palestinian Arab and Jewish ethnic groups. Languages spoken include Arabic, Hebrew, and English. Major religions include Islam, Judaism, and Christianity.
Economic	Since 1997 Israel's use of comprehensive closures has decreased and, in 1998, Israel implemented new policies to reduce the impact of closures and other security procedures on the movement of Palestinian goods and labor. These changes fueled an almost three-year long economic recovery in the West Bank and Gaza Strip; real GDP grew by 5% in 1998 and 6% in 1999. Recovery was upended in the last quarter of 2000 with the outbreak of Palestinian violence, which triggered tight Israeli closures of Palestinian self-rule areas and a severe disruption of trade and labor movements.
Political Relationships	The Israel-PLO Declaration of Principles on Interim Self-Government Arrangements (the DOP), signed in Washington on 13 September 1993, provided for a transitional period not exceeding five years of Palestinian interim self-government in the Gaza Strip and the West Bank. Under the DOP, Israel agreed to transfer certain powers and responsibilities to the Palestinian Authority, which includes the Palestinian Legislative Council elected in January 1996, as part of interim self-governing arrangements in the West Bank and Gaza Strip. The DOP provides that Israel will retain responsibility during the An intifadah broke out in September 2000 and is ongoing; the resulting widespread violence in the West Bank and Gaza Strip, Israel's military response, and instability in the Palestinian Authority are undermining progress toward a permanent settlement.

¹⁰ Palestine Ministry of Education report. (November 2000).

Program description: Popular Theater in Palestine Project

Target Group	The goal of popular theatre in Palestine is to promote the human rights and equity among the target groups of women, youth, the elderly, the disabled, the unemployed and other disadvantaged groups, and to encourage self-help and effective participation in the arenas of family and civil society in Palestine.
Material/Physical Resources	No specific physical infrastructure is required. The theatre group performs in any available venue, e.g., refugee camps, schools, community centers, rural villages, etc. There is no charge or entrance fee required.
Financial Resources	Ashtar Theatre Group, a Palestinian NGO, implements the project and receives funding from a variety of donors.
Methodology and Approach	<p>The goal of popular or forum theatre in Palestine is to promote the human rights and equity and to encourage self-help and effective participation in the arenas of family and civil society in Palestine. Popular theater is used as a development tool in promoting public engagement in civil society and promotion of individual and community rights in Palestine.</p> <p>Popular Theatre is a conscious intervention that fosters critical collective analysis of shared problems and acts as a rehearsal for individual and collective social action. This type of interactive theatre is rooted in the pedagogical and political principles specific to the popular education method developed by Brazilian educator Paulo Freire.¹¹ The key principles of this method are: 1) to see the situation lived by the participants; 2) to analyze the root causes of the situation; and 3) to act to change the situation following the precepts of social justice.</p> <p>An important feature is that Ashtar conducts three stages of formative research in the development of an <i>Abu Shaker</i> script. The first stage is a review of any existing literature; followed by focus group discussions with people like social workers or drug counselors; finally there are interviews with people like victims of incest and drug addicts themselves. Ashtar tries to get real life stories to build into the play being developed, as well as to give Ashtar insight into the nature of the problem and its possible solutions.</p> <p>The audience participants of a dramatic TIE presentation are also empowered as they are facilitated by the actor/teachers into an animated give and take dialogue with the actor/teachers. Typically, a TIE presentation will include a series of short, 10-15 minute integrated skits. In between, a moderator will come out and engage the audience in a discussion of what they had just experienced. Often, actor/teachers will be called out by the audience, and while staying in character, further explain what was happening in the skit. At times, parts of skits can be recreated with audience participants participating to see if they can influence the situation differently.</p> <p>A key target of the project is to teach local teachers to use the DIE methodology in their classrooms. DIE is a youth centered methodology that is highly appropriate for in-school work. It facilitates participating youth to learn through self-exploration, co-operation and doing, within sharing, peer centered dramatic settings. These include conflict and its peaceful transformation, bias and prejudice awareness, co-operative problem solving and negotiation, inter-group relations, and listening and communication skills.</p>

¹¹ See Friere's book, entitled, *Pedagogy of the Oppressed*.

Programming interventions (impact and effectiveness) matrix

<p>Access</p>	<p>A key strength of TIE is that it can reach a large numbers of people. However, an essential component of successful TIE work is that the TIE presentation is not done in isolation but is presented as the highlight of a full program containing introductory and follow-up activities centered around the presentation’s theme.</p> <p>The project has had impact beyond immediate or intended beneficiaries. For example, impact on teachers. Ashtar has trained 12 Palestinians (8 regular teachers and 4 “artists” who teach in schools) in forum theater technique. These 12 now teach in schools in Ramallah and in villages near there. They combine forum theatre pedagogy with other more conventional theater in education approaches. Performances based on and inspired by Ashtar and FT are now found in at least some of these schools. Moreover, teachers who saw an <i>Abu Shaker</i> performance, even once, yet had had no drama training, attest that they have come to use one or more elements of FT in their regular teaching, simply because they recognize it as an effective and engaging teaching technique.</p> <p>Women’s organization leaders, adult education teachers, social workers, and lawyers providing legal services to women have stated that <i>Abu Shaker</i> performances have empowered and influenced both themselves and the Palestinians (often women) that they serve</p>
<p>Quality</p>	<p>The theatre methodology facilitates participants to create a dramatic presentation and then become “actor teachers” by presenting it, in a participatory manner, to their fellow peers and community. The participants are given free reign, within the bounds of the methodology, to create a presentation around key issues and themes of their choice. Consequently, they are free to incorporate appropriate language, manner, music, song, dress etc. to better draw the interest of their fellow peers.</p> <p>The key method for achieving sustainability of the project’s work is through capacity building of local, well established theatre, cultural and other civic groups.</p>
<p>Overall Program Effectiveness</p>	<p>There was agreement during interviews and group discussions¹² that it is unrealistic to expect behavioral change—especially sustained change—as a result of exposure to a single performance. One refugee camp woman in a group discussion said, “It’s easy to get up and act in a play, but not so easy to behave differently with our own families. It’s not easy to confront a father or husband or brother.” Indeed, the behavioral change promoted by Ashtar can be said to be constrained by centuries of tradition, the expectations of families and friends, and fear of violence or other negative consequences. The wonder is that any degree of behavioral change is found.</p> <p>(Forum theatre) is particularly good at addressing sensitive and taboo subjects. It fosters new thinking, democratic values, and realization that there can be multiple solutions to the same problem by changing one’s own actions. It also fosters acceptance of diverse points of view. Forum theatre goes to the masses, wherever they are. The approach is informal and low-tech. Ashtar can set up its stage anywhere. It also helps familiarize Palestinians with theatre, something they have little familiarity with.</p>

¹² Green, Edward. (2001). Evaluation of Popular Theater in Palestine report. CARE International in West Bank and Gaz

Annex VI: AIDE - Djibouti
EQUIP I Project Start-up Checklist
 Steven Dorsey, Chief of Party, AED

Task	Start Date	Target Date	✓	Tasked To	Stake-holders
□ Background research, context setting, mapping politics					
Conduct library and internet research on Djibouti history, culture, sociology, politics, education system, etc.	13-06-03	03-07-03		1	1, 2, 3
Review and analyze materials	13-06-03	31-07-03		1, 2, 3	1, 2, 3
Place AIDE-Djibouti in historical and cultural context	03-07-03	03-07-03		1, 3	1, 2, 3
Conduct political “mapping” exercise to determine relationships, power distribution, and potential “landmines”	07-07-03	31-07-03		1	1, 2, 3
□ Stakeholder introductions and relationship building					
US Embassy officials and staff	07-07-03	24-07-03		1, 4	1, 2, 3, 4
Camp Lemonier Civilian Affairs officers	07-07-03	24-07-03		1, 4	1, 2, 3, 4
Ministry of Education officials and staff	07-07-03	24-07-03		1, 4	1, 2, 3, 4
Other Government of Djibouti officials and staff	07-07-03	24-07-03		1, 4	1, 2, 3, 4
United Nations organizations representatives					
UNDP	14-07-03	24-07-03		1, 4	1, 2, 3, 4
UNESCO	14-07-03	24-07-03		1, 4	1, 2, 3, 4
World Food Programme	14-07-03	24-07-03		1, 4	1, 2, 3, 4
WHO	14-07-03	24-07-03		1, 4	1, 2, 3, 4
FAO	14-07-03	24-07-03		1, 4	1, 2, 3, 4
UNHCR	14-07-03	24-07-03		1, 4	1, 2, 3, 4
UNFPA	14-07-03	24-07-03		1, 4	1, 2, 3, 4
ILO	14-07-03	24-07-03		1, 4	1, 2, 3, 4
Donors					
Agence Francaise	14-07-03	24-07-03		1, 4	1, 2, 3, 4
European Community	14-07-03	24-07-03		1, 4	1, 2, 3, 4
JICA	14-07-03	24-07-03		1, 4	1, 2, 3, 4
Danida	14-07-03	24-07-03		1, 4	1, 2, 3, 4
Arab Fund	14-07-03	24-07-03		1, 4	1, 2, 3, 4
Islamic Bank	14-07-03	24-07-03		1, 4	1, 2, 3, 4
Others (specify)	14-07-03	24-07-03		1, 4	1, 2, 3, 4
NGOs					
Indigenous (specify)	21-07-03	24-07-03		1, 4	1, 2, 3, 4
Expatriate (specify)	21-07-03	24-07-03		1, 4	1, 2, 3, 4
□ Selection of up to 10 schools for priority rehabilitation					
Consultant with Ministry and other stakeholders on up to 20 candidate schools; focus on water and sanitary rehabilitation	10-07-03	12-07-03		1, 4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Request visit to “model” school so Ministry standards are viewed firsthand	10-07-03	10-07-03		1, 4	1, 4, 5, 6

Task	Start Date	Target Date	✓	Tasked To	Stake-holders
Make site visits and assess firsthand rehabilitation needs at candidate schools (local stakeholder consultations and photo documentation crucial)	12-07-03	14-07-03		1, 4	1, 4, 5, 6
Prepare report of findings and recommendations for rehabilitation of up to 10 schools	16-07-03	16-07-03		1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Review report with Ministry to reach a consensus on priority schools	18-07-03	18-07-03		1, 4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Survey local construction firm capacity for tendering process	10-07-03	12-07-03		1	1, 2, 3, 4, 5, 6
Prepare and advertise open and public tender for construction/rehabilitation; stress community participation	20-07-03	22-07-03		1, 2	1, 2, 3, 4, 5, 6
Selection of winning bid based on best value	10-08-03	10-08-03		1, 2	1, 2, 3, 4, 5, 6
Instruct winning bidder on construction regulations/requirements & IEE process	11-08-03	11-08-03		1, 2, 4	1, 2, 4, 5
Initiation of construction/rehabilitation	15-08-03	15-08-03		1	1, 2, 3, 4, 5, 6, 8, 9, 10, 11
Develop impact indicators of construction/rehabilitation - human terms impact	15-08-03	15-08-03		1, 2, 3	1, 2, 3, 4
Collect "human interest" perspectives on impact of constructoin/rehabilitation	30-09-03	30-09-03		1, 3	1, 2, 3, 4, 6, 8, 9, 10
□ Assessment of system-wide school construction/rehabilitation needs					
Prepare school infrastructure assessment tools (administrative offices, classroom facilities, water and sanitation facilities, furnishings, equipment, supplies, textbooks, other materials)	04-07-03	04-07-03		1, 3	1, 3, 4, 5, 6, 8, 9, 10
Perform system-wide assessment of public school construction/rehabilitation needs (digital data gathering and photo documentation)	07-07-03	31-08-03		1, 3, 12	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Compile report on findings and recommendations for Ministry	31-08-03	30-09-03		1, 3, 12	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Host donor workshop to present findings and recommendations as requested	30-09-03	30-09-03		1, 12	1, 3, 4, 5, 6, 7, 8
□ Building the project team					
Find and retain services of local labor lawyer/legal expert	10-07-03	12-07-03		1	1, 2
Discover local labor laws and conventions (benefits, etc.)	14-07-03	14-07-03		1	1, 2, 3
Develop job descriptions for initial hires					
Administrative Assistant/Operations Manager	15-07-03	15-07-03		1	1, 2, 3, 4
Finance Manager	15-07-03	15-07-03		1	1, 2, 3, 4
Construction/rehabilitation specialist	15-07-03	15-07-03		1	1, 2, 3, 4
Driver	15-07-03	15-07-03		1	1, 2, 3, 4
Security guard(s)	15-07-03	15-07-03		1	1, 2, 3, 4
Estimate anticipated pay ranges based on local rates	15-07-03	15-07-03		1	1, 2, 3, 4
Advertise positions with 5 day deadline for application	15-07-03	17-07-03		1	1, 2, 3, 4
Screen applications to select top 5-8 individuals for	20-07-03	20-07-03		1	1, 2, 3, 4

Task	Start Date	Target Date	✓	Tasked To	Stake-holders
each position					
Initial interviews	21-07-03	21-07-03		1	1, 2, 3, 4
Second interviews	22-07-03	22-07-03		1	1, 2, 3, 4
Select top candidate, check credentials and references	23-07-03	23-07-03		1, 2	1, 2, 3, 4
Make employment offers	23-07-03	23-07-03		1, 2	1, 2, 3, 4
Sign employment agreements	23-07-03	23-07-03		1, 2	1, 2, 3, 4
Schedule and plan initial staff orientation and training	31-08-03	31-08-03		1, 2	1, 2, 3, 4
Schedule and plan initial project team building retreat	15-09-03	15-09-03		1, 12	1, 2, 3, 4
Develop project vision statement	30-09-03	30-09-03		1, 12	1, 2, 3, 4
Establish and foment project culture	30-09-03	31-10-03		1, 12	1, 2, 3, 4
Schedule recurring team meetings (weekly), including internal (staff only) and external (USAID staff included)	30-09-03	10/15/203		1, 12	1, 2, 3, 4
□ Project office					
Explore registering AED as an International NGO	10-07-03	15-07-03		1, 2	1, 2
Open project bank account(s) – dollar account (if allowed) and local currency (DF) account	10-07-03	15-07-03		1, 2	1, 2
Arrange for wire of start-up funds to local account	15-07-03	18-07-03		1, 2	1, 2
Draw up space and infrastructure requirements for office (up to 10 staff workstations, security, parking, utilities, etc.)	14-07-03	14-07-03		1, 2	1, 2
Consult with US Embassy Security officer	14-07-03	14-07-03		1, 4	1, 4, 5
Find local real estate representative(s)	14-07-03	14-07-03		1	1, 2, 4, 5
Tour 4-5 possible facilities	18-07-03	20-07-03		1, 4	1, 2, 4, 5
Select facility based on best value	20-07-03	20-07-03		1	1, 2, 4, 5
Negotiate and sign rental agreement with owner or representative	21-07-03	21-07-03		1, 2	1, 2, 4, 5
Commission any necessary improvements as agreed by owner or representative	22-07-03	22-07-03		1, 2	1, 2, 4, 5
Arrange for office utilities and services (electricity, water, telephone, internet, potable water delivery)	22-07-03	22-07-03		1	1, 2, 4
Procure project vehicle (Bukkehave)	15-07-03	31-08-03		1, 2	1, 2, 4, 5
Survey local market for availability/pricing of office furniture (desks, chairs, tables, file cabinets)	15-07-03	18-07-03		1	1, 2
Draw up procurement list and specifications for initial office equipment purchase (telephone system, computer workstations, peripherals)	15-07-03	18-07-03		1	1, 2
Purchase office furniture and supplies	31-08-03	15-09-03		1	1, 2

Budget and Finance					
Install QuickBooks software	15-09-03	15-09-03		1, 2	1, 2, 12
Train Finance Manager on Imprest Fund management and reporting	15-09-03	30-09-03		1, 2	1, 2, 4, 12
□ Communications and dissemination					
Design project communication strategy	15-10-03	31-10-03		1, 2	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12

Task	Start Date	Target Date	✓	Tasked To	Stake-holders
Design communication tools (newsletter, website, email list, etc.)	31-10-03	30-11-03		1, 2, 12	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12
Establish reporting patterns and schedule	15-10-03	15-10-03		1, 2, 12	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12
Establish communication patterns with home office, EQUIP I team, USAID, etc.	15-10-03	31-10-03		1, 2, 12	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12
□ Preparations for design team					
Introduce design team concept to stakeholders	07-07-03	24-07-03		1, 4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Identify key stakeholders and sites for design team visits, in collaboration with Ministry of Education and other stakeholders	07-07-03	24-07-03		1, 4, 6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Work up preliminary design team itineraries	24-07-03	15-08-03		1, 4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Arrange transportation for design team members	31-08-03	31-08-03		1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Collect in-country background materials for design team members to review in advance of design mission	07-07-03	24-07-03		1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Assist in review of design team assessment tools	31-07-03	31-08-03		1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Schedule Design Team Stakeholder event	31-08-03	31-08-03		1, 4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
□ Preparations for Chief of Party posting					
Schedule security briefing with Embassy	20-07-03	31-08-03		1, 4	1, 2, 4, 5
Explore Embassy services (APO, Commissary, Post One radio, etc.)	20-07-03	20-07-03		1, 4	1, 2, 4, 5
Find appropriate housing, get Embassy approval, and make rental agreement	20-07-03	22-07-03		1	1, 2, 4, 5
Arrange for COP posting in last week of August or first week of September 2003	31-07-03	31-08-03		1, 2	1, 2, 4, 5

TASKED TO & STAKEHOLDER INDEX
1 - Chief of Party
2 - EQUIP I Team
3 - Design Team
4 - USAID
5 - Other USG offices, agencies (ie., Embassy, Camp Lemonier)
6 - Ministry of Education officials and staff
7 - Other GoD officials and staff
8 - Donor community
9 - School administrators, staff, teachers

Task	Start Date	Target Date		Tasked To	Stake-holders
10 - Parents and community members					
11 - NGOs operating in Djibouti					
12 - AIDE - Djibouti Project staff					