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Quarterly Technical Report

April 1 – June 30, 2005

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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-assisted 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, 2005)

Summary

During this quarter, EQUIP1 staff expanded work under the EICC, made progress on Leader Award Activities, worked with Missions to establish new Associate Awards, and continued management and oversight of existing Associate Awards. The EICC team is working with partners to plan and organize the presentation and reporting schedules for the EGAT/ED conference that will be held August 8-11. The EQUIP1 website has several additions, which include the USAID/Kenya EMACK Associate Award micro-site. In addition, EQUIP1 staff has published two issues of the *EQ Review*, two issues of the *EQ Dispatch*, and one issue of the *Journal of Education for International Development*. An EQUIP1 Leader Team meeting was held on June 29 that introduced partners to World Education. EQUIP1 CTOs and Program Directors met for the monthly meetings. During this quarter, the five Leader Award pilot studies continued data collection and research activities that will feed in to the analytical framework of the cross-national Synthesis study on educational quality. EQUIP1 signed a new Associate Award in Zambia and a new Associate Award is pending in Nicaragua.

Specific Activities this Quarter

Following is a summary of activities that took place between April – June, 2005. Activities are also listed in the chart of EQUIP1's Year Three Performance Monitoring Plan (see Annex I).

1. *EQUIP website.* Major additions to the site include

- a. The creation of a micro-web site for the EQUIP1 Associate Award, USAID/Kenya EMACK
<http://www.equip123.net/equip1/emack/default.htm>;
- b. The revision of content and the posting of publications for EQUIP2 Leader and Associate Award Activities; Decentralization, Mali, Egypt, Ghana, and Honduras; and
- c. The addition of *What Works In Youth Employment in the Balkans and South Africa* for EQUIP3.

General Statistics

This table provides an overview of visitor activity for the website during the specified time frame. Monthly statistics for these categories are generated by Web Trends software. This quarter shows a strong and progressive growth of visitors to the site and usage of the site as evidenced by the highest number of monthly hits (Mar.), page views (Feb.), visits (Mar.), and visitors (Mar.) to date.

Month		April	May	June
Hits	Entire Site	141,361	159,108	*178,972
Page Views	Entire Site	24,650	25,300	28,187
Visits	Visits	12,700	16,170	*17,013
Visitors	Unique Visitors	6,802	8,555	*10,593
Files	Total Number of Files Downloaded	16,270	24,200	*37,284

* Highest monthly total to date.

“Visits” refers to the number of times a person (people) initially visit(s) the site.

“Hits” refers to the total number of times a visitor clicks onto any and every Web page.

2. *EQ Review.*

In April, the EICC posted and distributed the newsletter’s second and third issues of 2005, on “Education in Crisis and Transition Settings” and “School Readiness.” The issue on “Education in Crisis and Transition Settings” was researched and edited by the EQUIP1 Education in Crisis and Transition specialist, Hassan Mohammed. Both issues may be found on the EQUIP website, at http://www.equip123.net/EQ_Review/3_2.pdf (Annex II) and http://www.equip123.net/EQ_Review/3_3.pdf (Annex III). Additionally, the editor began working with EQUIP’s Communications Working Group to establish topics for future issues.

3. *Journal of Education for International Development (JEID).*

JEID published its first issue online in April. The issue included three papers from UNESCO’s International Working Group on Education’s meeting in the fall of 2004 and a preface from the Deputy Director of the International Institute of Educational Planning. JEID reviewed papers

submitted for Enhanced Human Capacity, for Alternatives to Government Delivery of Education, and for other non-specific topics.

4. Consistent Network for Educational Quality. Two issues of the bimonthly e-publication, *EQ Dispatch*, were posted and distributed in April and June to USAID, EQUIP personnel, and the public. This Leader Award activity highlights additions to and features of the EQUIP website. The April 2005 issue of *EQ Dispatch* can be accessed at http://www.equip123.net/EQ_Dispatch/Apr05.htm (Annex IV) and the June issue at http://www.equip123.net/EQ_Dispatch/June05.htm (Annex V).

5. EICC Library. The vision for the library has been reconsidered to function in the following ways

1. Further integrate predecessor project websites into the EQUIP website
2. Create a resource center centered on topic/theme areas. Each topic will have a list of 10-15 publications that are deemed to be the most current and most informative.
3. The purpose of the topical listing cataloguing is to provide a firm foundation of materials on related topics as opposed to simply acting as clearinghouse for publications.

6. Facilitation of EGAT/ED Conference. EQUIP1 has been tasked with assisting in the strategic planning of the USAID EGAT/ED conference to be held at George Washington University from August 8-11. The title of the conference is “Moving from Access to Relevance: Improving the Quality of Education.” Members of the EQUIP1 team attend weekly meetings at USAID to coordinate the process. In addition to assisting in the strategic planning, EQUIP1 will produce daily summaries at the conference, as well as a final report. To facilitate the reporting process, reporters have been identified and will be trained in gathering the appropriate information from all of the sessions.

7. Leader Team Meeting, which Introduced Partners to World Education. EQUIP1 conducted a leader-team meeting on June 29th, which was hosted by World Education. World Education introduced partners to various development projects currently underway.

8. Facilitation of EQUIP Coordination Meetings. CTOs and Project Directors continued to meet for coordination meetings on a monthly basis or as otherwise necessary.

Leader Award Activities

9. Cross-national Synthesis of Educational Quality. During this quarter the roles of community participation, curriculum relevance, and teacher practice in improving educational quality at the classroom, school, and community levels were compared across the five pilot studies. The comparative work completed this quarter will be used to complete an Analytical Framework next quarter that will assist educational policy makers, planners, and program implementers in the design and implementation of programs to improve educational quality.

10. School-based Teacher In-service Programs and Clustering of Schools. In this quarter, EQUIP1 moved forward with research and data collection on school-based teacher in-service programs and clustering of schools. The pilot studies of teacher professional development in Namibia and Ethiopia are part of this activity. Between April and June data were collected through classroom observations and interviews with a core group of 40 teachers in 20 schools in northern Namibia. During the next quarter data analysis will take place, and a draft study will be produced. In June the proposed study in Ethiopia was presented to the Ethiopian Ministry of Education. It will go through an official approval process with the MOE before research can begin. If the approval is granted in a timely manner, research can begin early in the 2005-2006 school year.

EQUIP1 partners requested additional country profiles on teacher professional development programs. These profiles have been sent out to partners; additional profiles will be submitted in the next quarter.

11. Supporting the development of minimum standards for education in crisis and transitional settings. EQUIP1's Education in Crisis Specialist, as a member of the Working Group on Minimum Standards in Education in Emergencies (WGMSEE) continued assistance with the dissemination of the standards through postings on the EQUIP website and a feature in the EQ Review (Vol. 1, No. 3, April 2005).

The WGMSEE also facilitated a follow-up consultation process to identify how USAID can best make use of and support the development of supplementary materials and tools. Members of the INEE's Working Group on Minimum Standards for Education in Emergencies, INEE's Steering Group, and the EQUIP1 Director participated in the consultation. The outcome of the follow-up consultation was that EQUIP1 agreed to support INEE's efforts by funding a consultant to develop and disseminate MSEE training materials.

The following activities were carried out by the EQUIP1 Education in Crisis Specialist this quarter:

- Contributed to development of an action plan for the development of training materials;
- Co-drafted TOR (attached as Annex X) for consultant for developing training materials for MSEE. Consultancy dates: 18 July-14 October 2005;
- Participated in the identification and selection of consultant;
- Hired consultant;
- Assisted with the contracting and payment of the consultant. Consultant has been hired on the CARE contract as sub-contractor to EQUIP1;

EQUIP1 will use the standards to develop tools (e.g. planning guides, protocols, and assessments) to help USAID Missions and Bureaus, as well as other donor and humanitarian agencies, become more proactive, effective, and efficient in responding to education needs in emergency situations.

12. Study on Education in Afghanistan under the Taliban: The Role of NGOs. EQUIP1's Education in Crisis Specialist conducted desk research of relevant literature and information and supplemented this research with a field visit to Afghanistan from 6 July to 21 July. Data was gathered through:

- In-depth open-ended interviews with main NGOs (international and national) players in the education sector in Afghanistan on role and scope of their education programs;
- In-depth open-ended interviews with key MOE staff responsible for coordination and oversight of NGO partnerships and educational statistics in order to augment NGOs' information and get sense of MoE capacity and to provide policy and contextual information;
- Field visits and observations in selected NGO-run education schools and classrooms to establish a sense of their practice and compare the way they describe their practice with how they teach;
- Focus group discussions with students and the teachers in community schools to gain perspectives on effective teaching and learning;
- Focus-group discussions with community members at each school to gain an understanding of their vision of quality and how they have been included in the life of the school;
- Quantitative data collection from a number of NGO-run projects, MoE and schools to obtain student, school, and community demographics.

The project paper, "Education in Afghanistan under the Taliban: The Role of NGOs," will be presented at the August EGAT/ED conference and a more detailed synthesis paper will be published later.

13. Data for EQUIP2 case study of a Complementary Education program was also undertaken by the EQUIP1's Education in Crisis Specialist during the field trip to Afghanistan. Initial draft and raw data materials will be forwarded to EQUIP2 point person within the next two weeks.

Financial Summary

Following is a summary of expenditures for the quarter and project to date as well as obligated balance remaining.

Type of Expenditure	Current Quarter Expenditures	Total Expended	Obligated Balance Remaining
Labor	\$114,491	\$1,388,031	\$539,506
ODCs /Indirect Costs	\$240,931	\$1,124,027	\$1,231,852
Cost Share			
Management	\$9,740	\$49,694	N/A
EICC	\$0.00	\$53,274	N/A
Leader Award Activities	\$0.00	\$93,958	N/A
Total Cost Share %	3%	8%	N/A

Problems/Issues and Proposed Solutions

The acquisition of cost share continues to be a challenge for partners under the Leader Award. EQUIP1 asked all funded partners to provide tentative proposals for cost share. During a CTO/PD meeting, the topic of cost share was highlighted and the partners' potential proposals were briefly discussed. As an outcome of this discussion, the CTOs and PDs developed a list of criteria to be used by the EQUIPs to determine the eligibility of a proposal for cost share consideration. EQUIP1 is awaiting the resubmission of partners' cost share proposals before the development and formal submission of its cost share proposal to USAID.

The EQUIP1 core staff is adjusting to a new approach to Leader Award Activities under the new EQUIP1 Project Director. As Year Three began, all activities under the Leader Award were reevaluated by the core staff, resulting in the redesign or elimination of existing or proposed activities.

III. Associate Awards (by Country/Bureau)

Associate Award Applications in Progress

Nicaragua. The program description was received on June 24 with a due date of July 29.

Additional Indications of Interest

N/A

Active Associate Awards

Country/Bureau	Award Focus	Project Life	EQUIP1 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	\$10,000,000
2. El Salvador/ EXCELL	Strengthening of school directors to improve learning outcomes	Two years	AED, AIR, Joseph P. Kennedy Foundation	\$ 4,100,000
3. Malawi	School enhancement leading to pupil achievement through teacher training and community involvement, with a special emphasis on HIV/AIDS mitigation strategies	Three years	AIR, Save the Children	\$ 7,815,000
4. Macedonia	Professional development for teachers and school principals as well as career-preparation interventions to increase secondary school enrollment and retention	Five years	AIR, IRA	\$10,000,000
5. El Salvador/ EDIFAM	Continuation of USAID-funded efforts in early childhood education	Two years	EDC, Save the Children, Sesame Workshop	\$ 2,599,000
6. India	Educational opportunities for vulnerable children by providing support to the NGO community in selected parts of the country to attract and retain out-of-school children into formal, alternative, and	Four years	AIR, Juárez and Associates, Michigan State University, World Education	\$20,000,000

Country/Bureau	Award Focus	Project Life	EQUIP1 Partners	Total Amount
	bridge schools			
7. Africa Bureau	Support a community radio program, improving educational opportunities in Lesotho and Swaziland, a feasibility study for a Sesame Street model in West Africa, and a West African HIV/AIDS mobile task team	Four years	AIR, EDC, Sesame Workshop, Juárez and Associates	\$ 9,799,847
8. Haiti	Increase the role of local communities in improving the quality and quantity of educational services, particularly in rural areas	Two years	AIR, CARE	\$ 3,004,008
9. Kenya	Increase access to and quality of education for Kenya's most marginalized primary school-age population, targeting particular schools and communities in the North Eastern and Coastal Provinces of this country	Two years	AIR, Aga Khan Foundation	\$ 3,000,000
10. Tanzania (Zanzibar)	Improve student learning, especially at the secondary school level by improving student scores on Primary and Secondary School examinations, especially in math, English, and the sciences	Two years	Aga Khan Foundation, Joseph P. Kennedy, Jr. Foundation	\$ 3,749,596
11. Africa Bureau Conference	Provide technical support for the EGAT/Africa Bureau, Education Division joint workshop, "Developing Leaders for A Global Society," in Antananarivo, Madagascar	One year	AIR	\$ 335,520
12. Egypt	Work with families of schools in seven governorates to enable children in those schools to benefit from a quality education	Five years	AIR, EDC, World Education	\$77,000,000
13. Yemen	Help the Government of Yemen increase access to higher quality primary education	Three years	AED, AIR, EDC	\$10,000,000
14. Cambodia	Improve educational access and quality to marginalized groups in Cambodia including ethnic minorities (Muslims groups-such as Cham-and highland peoples), children with special needs, the very poor, girls, and children infected or affected by HIV/AIDS.	Two years	World Ed, AIR	\$2,500,000
15. Zambia	Improve the ability of schools to serve as community resources for improved education and health, HIV prevention, mitigation, and services for (OVCs).	Four years, and four months	AIR	\$17,500,000

Annex I: Performance Indicators for EQUIP1 Leader Award Activities

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	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 (Year 1) 1 (Year 2) 1 (Year 3)	1 (Year 1) 1 (Year 2) 1 (Year 3)
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 (Year 1)	1 (Year 1)
	Systems updated for monitoring and evaluation	EQUIP1 annual performance monitoring chart approved by USAID	CTO approval communicated to EQUIP1	0	1 (Year 2) 1 (Year 3)	1 (Year 2) 0 (Year 3)
Project Director-CTO Meetings (Communication)						
S3. Leader Award activities effectively managed	Regular communication among EQUIP project directors and USAID maintained	Monthly meetings coordinated through agenda distribution	EICC records	0	12 (Year 1) 12 (Year 2) 12 (Year 3)	9 (Year 1) 10 (Year 2) 3 (Year 3)
Quarterly Reports (Communication)						
S3. Leader Award activities effectively managed	USAID and EQUIP1 partners updated about EQUIP1 progress	Reports describing previous quarter's activities completed and submitted to USAID	EQUIP1 records	0	4 (Year 1) 4 (Year 2) 4 (Year 3)	4 (Year 1) 4 (Year 2) 2 (Year 3)
EQUIP1 Leader Team Meetings (Communication)						



Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
S3. Leader Award activities effectively managed	Regular communication among EQUIP1 partners and USAID maintained	Meeting minutes distributed	EQUIP1 records	0	6 (Year 1) 6 (Year 2) 10 (Year 3)	6 (Year 1) 5 (Year 2) 3 (Year 3)
Development of Leader Award Activities						
S3. Leader Award activities effectively managed	Identification and development of activities and topics relevant to USAID interests	Development of action plans for activities	EQUIP1 records	0	1 (Year 3)	1 (Year 3)
		Development of steering committee	EQUIP1 records	0	1 (Year 3)	1 (Year 3)
		Identification of topics for pilot studies	EQUIP1 records	0	2 (Year 3)	0 (Year 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 (Year 1)	1 (Year 1)
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	0	1 (Year 1)	1 (Year 1)
		Website made live	EICC records	0	1 (Year 1)	1 (Year 1)
		Website content regularly updated	EICC records	0	Ongoing	Work continuing
		Website maintained	EICC records	0	Ongoing	Work continuing

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
		Website viewership expanded	Web Trends report	6,448/month (January 2004)	12,000/month (Year 2)	15,295/month (quarterly average)
		Average monthly downloads for year	Web Trends report	5,000/month (Year 2)	15,000/month (Year 3)	25,918/month (quarterly average)
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	0	1 (Year 1)	1 (Year 1)
		Materials and documents from former USAID programs in library	EICC records	0	Ongoing	Work continuing
		Materials and documents from EQUIP1, 2, & 3 in library	EICC records	0	Ongoing	Work continuing
		Library maintained	EICC records	0	Ongoing	Work continuing
EQUIP Brand (Communication)						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality information	EQUIP logo designed	EICC records	0	1 (Year 1)	1 (Year 1)
		EQUIP brochures produced	EICC records	0	1 (Year 1)	1 (Year 1)
		EQUIP1 folders produced	EICC records	0	1 (Year 1)	1 (Year 1)
		EQUIP1 folders and brochures updated as needed	EICC records	0	1 (Year 3)	0 (Year 3)
EQUIP Guidelines (Communication)						
S1. EICC established, supported, and working	Processes and systems in place for communicating and	Style templates and guidelines established	EICC records	0	1 (Year 1)	1 (Year 1)



Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date	
efficiently	disseminating educational quality information	Duplication & distribution guidelines established	EICC records	0	1 (Year 1)	1 (Year 1)	
		EICC service guidelines established	EICC records	0	1 (Year 2)	1 (Year 2)	
		EICC service guidelines updated and distributed	EICC records	0	1 (Year 3)	0 (Year 3)	
Consistent Network for Quality Education (Communication)							
S1. EICC established, supported, and working efficiently	Awareness of EQUIP1 activities increased	Listserv (<i>EQ Dispatch</i>) established	EICC records	0	1 (Year 2)	1 (Year 2)	
		Listserv expanded	EICC records	0	210 (Year 2) 210 (Year 3)	164 (Year 2) 199 (Year 3)	
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	1 (Year 1)	1 (Year 1)	
		Knowledge about educational quality programs generated and shared	Information posted on website	EICC records	0	1 (Year 1)	1 (Year 1)
		Information updated monthly	EICC records	0	12 (Year 3)	6 (Year 3)	
EQUIP1 Exchanges (Communication)							



Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
S1. EICC established, supported, and working efficiently	Knowledge about educational quality programs generated and shared	Videoconferences hosted	EICC records	0	0 (Year 1) 2 (Year 2) 2 (Year 3)	1 (Year 1) 2 (Year 2) 0 (Year 3)
		Videoconference proceedings documented and distributed	EICC records	0	0 (Year 1) 2 (Year 2) 2 (Year 3)	1 (Year 1) 2 (Year 2) 0 (Year 3)
EQ Review (Communication)						
S1. EICC established, supported, and working efficiently	Knowledge about educational quality programs generated and shared	Issues published and disseminated	EICC records	0	0 (Year 1) 5 (Year 2) 5 (Year 3)	1 (Year 1) 4 (Year 2) 3 (Year 3)
Electronic Journal (Communication)						
S1. EICC established, supported, and working efficiently	Information about the market niche for the journal is collected and analyzed	Survey of potential readers and contributors conducted	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
	Knowledge about educational quality programs generated and shared	Issues published and disseminated	EICC records	0	1 (Year 2) 4 (Year 3)	0 (Year 2) 1 (Year 3)
Associate Award Audiovisual Clips (Communication)						
S1. EICC established, supported, and working efficiently	Knowledge about educational quality programs generated and shared	Clips produced and posted on website	EICC records	0	9 (Year 2)	9 (Year 2)
Communications Working Group						
S1. EICC established, supported, and working efficiently	Knowledge about educational quality programs generated and shared	Meetings coordinated and held with all EQUIP Communication Specialists	EICC records	0	5 (Year 3)	3 (Year 3)
Product Analysis and Dissemination Activity						



Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
S1. EICC established, supported, and working efficiently	Knowledge about educational quality programs generated and shared	Initial product audit conducted	EQUIP1 records	0	1 (Year 3)	0 (Year 3)
		Typologies developed and incorporated in website	EQUIP1 records	0	1 (Year 3)	0 (Year 3)
Cross-national Synthesis on Teaching and Learning (Research & Assessment; Field-Based Innovation)						
C1. Classroom resources maximized	Meaningful measures of educational quality developed and refined	Study design completed	EQUIP1 records	0	1 (Year 1)	1 (Year 1)
C2. School environments enhanced	The conditions and educational interventions affecting educational quality investigated and shared	Study piloted, and report prepared and disseminated	EQUIP1 records	0	1 (Year 1)	1 (Year 1)
C3. Community involvement in education increased		Study design revised	EQUIP1 records	0	1 (Year 1) 1 (Year 2)	1 (Year 1) 1 (Year 2)
	Synthesis report produced	EQUIP1 records	0	1 (Year 2) 1 (Year 3)	0 (Year 2) 0 (Year 3)	
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 (Year 1)	1 (Year 1)
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 (Year 2)	0 (Year 2)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
C3. Community involvement in education increased		Detailed review document prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
		Issues briefs and papers prepared	EQUIP1 records	0	3 (Year 2) 3 (Year 3)	4 (Year 2) 1 (Year 3)
Pilot Study of School-Based Teacher In-Service Programs & Clustering of Schools in Namibia (Research & Assessment; Communication)						
C1. Classroom resources maximized	Understanding of effective school-based and cluster in-service teacher development programs increased	Quarterly reports prepared and disseminated	EQUIP1 records	0	2 (Year 2) 4 (Year 3)	2 (Year 2) 2 (Year 3)
C2. School environments enhanced	Information about effective educational practices disseminated	Annual report prepared and disseminated	EQUIP1 records	0	1 (Year 2) 1 (Year 3)	0 (Year 2) 0 (Year 3)
C3. Community involvement in education increased		Draft report on findings to date and any redesign of study prepared	EQUIP1 records	0	1 (Year 3)	0 (Year 3)
Pilot Study on Quality of Educational Issues in Islamic Schools (Research & Assessment; Communication)						
C1. Classroom resources maximized	Understanding of effective educational practices in Muslim schools increased	Quarterly reports prepared and disseminated	EQUIP1 records	0	2 (Year 2) 4 (Year 3)	2 (Year 2) 2 (Year 3)
C2. School environments enhanced	Information about effective educational practices disseminated	Annual report prepared and disseminated	EQUIP1 records	0	1 (Year 2) 1 (Year 3)	0 (Year 2) 0 (Year 3)
C3. Community involvement in education increased		Draft report on findings to date and any redesign of study prepared	EQUIP1 records	0	1 (Year 3)	0 (Year 3)
Pilot Study on Educational Quality in a Transitional Educational Program for Out-of-School Girls in India (Research & Assessment; Communication)						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
C1. Classroom resources maximized	Understanding of ways to improve the quality of girls' education increased	Quarterly reports prepared and disseminated	EQUIP1 records	0	2 (Year 2) 4 (Year 3)	2 (Year 2) 2 (Year 3)
C2. School environments enhanced	Information about effective educational practices disseminated	Annual report prepared and disseminated	EQUIP1 records	0	1 (Year 2) 1 (Year 3)	0 (Year 2) 0 (Year 3)
C3. Community involvement in education increased		Draft report on findings to date and any redesign of study prepared	EQUIP1 records	0	1 (Year 3)	0 (Year 3)
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 prepared and submitted	EQUIP1 records	0	4 (Year 1) 4 (Year 2)	1 (Year 1) 4 (Year 2)
	Minimum standards for education in emergency settings developed	GDLN virtual consultation on minimum standards, consultative format, & communication processes for indicator development convened	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
		Report on workshop and progress on dialogue about minimum standards for education in crisis and transitional situations prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
Development of a Training Manual to Support Implementation of Minimum Standards of Education in Emergencies, Crisis, and Transition						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
C4. Education in crisis and transitional situations improved	Training Manual to support minimum standards developed	Consultant hired and outline of training manual developed	EQUIP1 records	0	1 (Year 3)	1 (Year 3)
		Manual completed and available on EQUIP and INEE website	EQUIP1 records	0	1 (Year 3)	0 (Year 3)
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 and disseminated	EQUIP1 records	0	8 (Year 1) 6 (Year 2)	10 (Year 1) 6 (Year 2)
		Knowledge about the environmental context for education delivery in crisis and transitional settings increased	EQUIP1 records	0	1 (Year 2)	0 (Year 2)
		Strategies for measuring the impact of education on student outcomes in crisis and transitional settings identified				
Pilot Study on the Role of Community Schools in Afghanistan						



Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
C4. Education in crisis and transitional situations improved	Understanding of how public, private, and NGO sector can work together to improve education quality in crisis settings	Quarterly reports prepared and disseminated	EQUIP1 records	0	3 (Year 3)	1 (Year 3)
		Pilot Study approved and published	EQUIP1 records	0	1 (Year 3)	0 (Year 3)
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 the website	EQUIP1 records	0	10 (Year 2)	54 (Year 2)
		Preliminary discussion paper on lessons learned prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
		Final discussion paper prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
Profiling 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	Profiles developed and posted on the website	EQUIP1 records	0	4 (Year 2)	1 (Year 2)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
		Report including profiles, analysis of programs and literature, and key characteristics of quality food-assisted education prepared and disseminated	EQUIP1 records	0	1 (Year 2)	0 (Year 2)
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	Issues brief prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
		GDLN videoconference workshop and consultation convened	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
		Workshop report prepared with next steps outlined	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
Associate Awards (Field Based Innovations)						
S2. Associate Awards effectively initiated and managed	Collaborative work relationship between USAID operating units and EQUIP1 established and maintained	Number of formal requests for assistance from USAID to which EQUIP1 responded	EQUIP1 records	0	As needed	11 (Year 1) 4 (Year 2) 3 (Year 3)
	Associate Award requirements of USAID missions and bureaus being met by EQUIP1	Number of Associate Awards signed by USAID	EQUIP1 records	0	As needed	8 (Year 1) 5 (Year 2) 2 (Year 3)



Annex II: *EQ Review on Education in Transitional Settings*

[Attached.]

EQ Review

Educational Quality in the Developing World



EQ Review is a newsletter published by USAID's EQUIP1 to share knowledge about issues fundamental to improving educational quality and to communicate the successes, challenges, and lessons learned by USAID Missions.

April 2005

Vol. 3, No. 2

Education in Crisis and Transitional Settings

Natural disasters, armed conflicts and instabilities affect millions of people around the world every year. For example, as a result of the recent tsunami that struck parts of South Asia and Africa on December 26, 2004, UNICEF estimated that one-third of all deaths and injuries were sustained by children. For many countries, conflict and instability are the foremost barriers to providing universal primary education. A DFID study points out that in 2000, 82 percent of the reported 113 million children out of school were living in crisis and post-crisis countries (Smith and Vaux 2003¹).

For the last decade and a half, there has been an increasing recognition among the international humanitarian community² of the need to provide access to education for children and young people affected by crisis and emergency. The U.S. Government supports the two largest international agreements concerning international basic education: The Dakar Education For All (EFA) goals and the Millennium Development Goals.³ Many international agencies, including USAID, have been active in providing educational assistance in countries affected by conflict or natural disasters where the education system is destabilized or destroyed.

Education can be both life-sustaining and life-saving. Schooling reestablishes a sense of normalcy and structure and builds self-esteem and hope for the future. It also saves lives by protecting against exploitation and harm, especially for girls and adolescents. It meets the psychosocial needs of children and adolescents affected by trauma and displacement and can be used to disseminate key survival messages such as landmine safety and prevention of HIV/AIDS.

In conflict and post-conflict situations, education is a tool for conflict resolution and peace building. It helps to reinforce democratization and political stability. It promotes reintegration and the conditions needed to achieve sustainable development, and helps to expand diminished pools of human resources necessary for reconstruction. The rebuilding of an education system is an opportunity for governments and donors to promote education reform.



Girls in a CARE school in Afghanistan

However, governments of crisis-affected countries often lack the capacity or the will to respond to the educational needs of the affected populace, thus the need for international assistance.

For more information, please contact Hassan Mohamed, Senior Technical Advisor for Basic and Girls' Education Unit, CARE USA, member of the INEE Working Group on Minimum Standards and EQUIP1 Education in Emergencies Specialist, at mohamed@care.org.

Beyond the two programs in Afghanistan that are highlighted in this issue, USAID-funded education interventions in conflict and post conflict situations include projects in Bolivia, Haiti, Iraq, Sierra Leone, Somalia, South Sudan, and Tajikistan. For a review of education programs in emergency situations, please see the [EQUIP1 Leader Award](#).

Education in Crisis and Transitional Settings

The Afghanistan Primary Education Program (APEP)¹

The Program

Accelerated Learning

In 2003, APEP began an accelerated learning program to help primary level students catch up on schooling missed due to years of continuous conflict. APEP works through five Afghan NGO implementing partners, each with long experience in community development and education. These NGOs work with community committees who select local teachers and students, and provide space for classes to meet. Currently over 170,000 learners are enrolled in grades one to four. APEP supporting partners provide the NGO partners with learner-centered teacher education and support, both in-person and radio-based, and monitoring and evaluation. Since 2003, APEP has also managed the printing and distribution of over 26 million textbooks for all twelve grades in over 6000 schools across Afghanistan.

Teacher Education

APEP also participates in the Teacher Education program (TEP), a joint program of the Ministries of Education and Higher Education, implemented with support from UNICEF, USAID, DANIDA, JICA and the World Bank and guided by the Teacher Training Directorate of the Ministry of Education. Over the next 10 years it is intended that Afghan and international educators will complete a comprehensive reform of Afghanistan's entire teacher education system. Currently, Afghan teacher educators are implementing a nationwide in-service training for over 105,000 teachers in Afghanistan's primary and secondary schools. APEP is supporting this activity by providing capacity building to Ministry staff who are carrying out the training. Also, APEP, with UNICEF, is funding the materials development and training expenses.

Radio-Based Teacher Education

APEP's teacher training is supplemented by its radio-based teacher training (RTT) program which broadcasts daily programs over two national and 32 local stations. The programs offer a combination of new teaching methods, content-specific lessons and a serial drama highlighting the vital role teachers play in community life. The program reaches an estimated 50% of all teachers, approximately 52,000. Over 9,500 teachers are enrolled in the RTT Support program. Nine Afghan partner organizations provide staff who observe teacher performance in the classroom, helping to measure the extent to which the radio-based lessons are influencing their teaching. Teachers also take written pre-tests and post-tests to measure gains from each radio-based module.

Capacity Building

APEP also works to strengthen institutional systems and to build capacity of education government staff. Education Specialists in teacher education, higher

education, policy reform, program planning, English language teacher education, monitoring and evaluation, and communications work within Ministry of Education institutions to achieve these objectives.

We want our boys to put down their guns and go to work. We want boys and girls to be able to go to school.

Afghan girls participating in APEP's Accelerated Learning program in Kandahar Province, 2004

Lessons Learned

After 2001, many projects worked in emergency mode and gradually shifted to capacity building and system building. But there have been challenges along the way. For instance, capacity building activities timed to meet donor deadlines must often be delayed due to the schedule of national elections and the slow growth of political action groups. In addition, Government offices are struggling to operate without supplies, without trained staff and without clear guidelines. Security protocols must constantly be revised. Parents and children are demanding schools, textbooks and teachers as never before. From this challenging environment and with the patience of Afghan colleagues we have learned to

- Depend on the strengths of local organizations with proven experience in managing and implementing community-based education programs;
- Share information with other organizations working in the same sector;
- Work across sectors with other ministries to be aware of practices that work in the Afghan context;
- Always take into account cultural differences;
- Provide documents in appropriate languages;
- Listen well to Afghan colleagues' expressed needs and be ready to adjust programming as ministry management and administrative systems develop and needs change.

About six months ago, donors were suggesting it was time for a move from the emergency to the 'development' phase. Perhaps the main lesson learned is that there are *stages of transition* that continue for some time in the education-in-crisis environment. These stages are often vaguely defined and iterative. Constant and direct communication is the only way to move collaboratively and effectively through these stages.

For more information, please contact Jim McCloud, USAID CTO for APEP: JMcCloud@usaid.gov.

Education in Crisis and Transitional Settings

Learning for Life

Afghanistan suffers from one of the highest maternal and infant mortality rates in the world. Women's access to health care is seriously constrained by the scarcity of female health workers, especially in the rural areas. Cultural norms generally do not allow women and girls to be attended by male health providers. If women are to receive even basic health care, it is essential to train women to work within their own communities. However, the female literacy rate is estimated at 21 percent nationally. As part of the effort to train a new cohort of female local health workers, the Center for International Education at the University of Massachusetts Amherst is implementing *Learning for Life (LfL)*, a health-focused literacy initiative. The *Learning for Life* program enables women to gain essential literacy and numeracy skills in the context of health issues within their communities. Women in the Learning for Life program will become better qualified candidates for training as Community Health Workers and Community Midwives.

This project is being implemented as a component of the larger USAID/Afghanistan-funded REACH program by Management Sciences for Health to improve the health of women of reproductive age and of children under five. The University of Massachusetts collaborates with the International Rescue Committee to design the curriculum, work with communities to organize classes, train facilitators and insure that the literacy classes complement the training for Community Health Workers and Community Midwives provided by REACH.

The program features local learning centers where women attend classes for several hours each afternoon. Using nonformal and gender-sensitive pedagogies, local facilitators guide the women through a series of learning milestones in reading, writing, math, science, and religion from the formal school curriculum and the priority health issues for rural women. One of the technical challenges of the program is training local facilitators to work with learners of different ages and abilities in the same classroom. Supporting a learner-centered, multi-level classroom requires intensive facilitator training and monitoring. Another lesson learned to date is the investment necessary in community mobilization—building understanding of program aims and trusting relationships—throughout program implementation.

There are currently 60 *LfL* learning centers operating in two provinces (Kabul and Herat). In subsequent phases, the program will be implemented in 11 additional provinces by NGOs under the guidance of the International Rescue Committee. Over the next year, *Learning for Life* aims to enable approximately 3900 women to reach a 3rd grade equivalency level and approximately 1400 women to reach a 6th grade equivalency level. An additional 300 women will participate in a bridging program designed to prepare them for entry into community midwifery training programs.

For more information, please contact Jim Griffin, CTO, Health, at jagriffin@usaid.gov or Dr. Ibrahim Maroof at imarooof@usaid.gov, Specialist-Health, Alternate CTO for REACH contract.

The Inter-Agency Network on Education in Emergencies¹

Strategy Five of the Dakar World Education Forum in 2000 Framework for Action declared a commitment to “*meet the needs of education systems affected by conflict, natural calamities and instability, and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict.*”

The first Global Consultation on Education in Emergencies was convened in November 2000. One of the outcomes of the Consultation was the formation of the Inter-Agency Network for Education in Emergencies (INEE). INEE members pledged to work collectively to:

- Share knowledge and experience through electronic and other means;
- Promote better collaboration and coordination among NGOs, UN agencies and governments;
- Promote greater donor understanding of education in emergencies;
- Advocate for education to be included in emergency response;
- Document and disseminate best practices in the field; and
- Move towards consensual guidelines on education in emergencies.

INEE members have recognized that much more must be done to make education in emergencies one of the key pillars of humanitarian response and a priority in early reconstruction and decided in 2003 to undertake two important initiatives. Key among these was the development of consensual guidelines, which became the Minimum Standards in Education Emergencies (MSEE) process.

Minimum Standards for Education in Emergencies
Over a year and a half, the Working Group on Minimum Standards for Education in Emergencies (WGMSEE) harnessed the experience and enthusiasm of 13 organizations with expertise in education in crisis and early reconstruction situations². WGMSEE has facilitated broad base consultations to develop standards, indicators and guidance notes that articulate the minimum level of educational access and provision to be attained in emergencies through to early reconstruction. Over 2,250 individuals from more than 50 countries contributed to the development of the minimum standards for education in emergencies through national, sub-regional and regional consultations; on-line consultation inputs via the INEE list-serve; and a peer review process.

The handbook of *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction* was launched at INEE's Second Global Inter-Agency Consultation on Education in Emergencies and Early Recovery, in Cape Town, South Africa, on 2–4 December 2004. The standards focus on building local capacity and more effective coordination with local and international partners, education authorities and host communities. The handbook also establishes minimum

Education in Crisis and Transitional Settings

Continued from p.3, INEE

standards conducive to improved learning opportunities by linking education programs to psychosocial aid, shelter, health, water supply, sanitation, nutrition, and security. The standards give guidance and flexibility in responding to needs at the most important level – the community – while providing a harmonized framework to coordinate the educational activities of funding agencies and other development partners. The minimum standards are represented in five categories.

- I. **Minimum Standards Common to All Categories:** focuses on the essential areas of community participation and utilizing local resources when applying the standards in the handbook, as well as ensuring that emergency education responses are based on an initial assessment and are followed by monitoring and evaluation.
- II. **Access and Learning Environment:** focuses on partnerships to promote access to learning opportunities as well as inter-sectoral linkages with, for example, health, water and sanitation, food aid (nutrition) and shelter, to enhance security and physical, cognitive and psychological well-being.
- III. **Teaching and Learning:** focuses on critical elements that promote effective teaching and learning: 1) curriculum, 2) training, 3) instruction, and 4) assessment.
- IV. **Teachers and other Education Personnel:** focuses on the administration and management of human resources in the field of education, including recruitment and selection, conditions of service, and supervision and support.
- V. **Education Policy and Coordination:** focuses on policy formulation and enactment, planning and implementation, and coordination.

INEE encourages all organizations and individuals to be involved in the promotion and implementation of the minimum standards. Please join INEE³ if you are not a member. The handbook of *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction* is immediately available on INEE's website (http://www.ineesite.org/standards/order_msee.asp).

Photo: Reuters, Yves Herman



The MSEE, which has been translated into Indonesian by UNICEF, is already being used in Banda Aceh, Indonesia and in Sri Lanka.

USAID is supporting the MSEE by funding (1) translations of the handbook and (2) training activities for implementation of the MSEE. For more information, please contact Mitch Kirby, USAID Representative to INEE's Working Group on Minimum Standards, at mikirby@usaid.gov.

Footnotes

Cover

¹ Smith, Alan, and Vaux, Tony (2003). *Education, Conflict and International Development*. DFID.

² The Universal Declaration of Human Rights (1948, 1951); [United Nations' Convention on the Rights of the Child](#) (1989); the World Conference on [Education for All](#) (1990); the Fourth World Conference on Women (1995); the Education for All Conference (1996); [The UN Report on the Impact of Armed Conflict on Children](#) (Graça Machel Report, 1996); World Education Forum, Dakar, Senegal (2000)

³ There are two [Millennium Development Goals](#) relevant to education: Goal 2 – Achieve Universal Primary Education and Goal 3 – Promote Gender equality and empower women.

APEP

¹ APEP is funded by USAID and implemented by Creative Associates International, Inc. in association with: Afghanistan Development Association (ADA), Aguirre International, American Manufacturers Export Group (AMEG), Afghan Women's Educational Center (AWEC), Coordination of Humanitarian Assistance (CHA), Children in Crises (CiC), Coordination of Afghan Relief (CoAR), Development Humanitarian Services for Afghanistan (DHSA), Media Support Solutions (MSS).

INEE

¹ Adapted from an article in *Forced Migration Review (2005) #22* by Allison Anderson, INEE Focal Point for Minimum Standards on Education in Emergencies (allison@theirc.org) and Beverly Roberts, INEE Network Coordinator (broberts@care.org; coordinator@ineesite.org).

² As an example, the Norwegian Afghanistan Committee, CARE, the Forum for African Women Educators (FAWE), the International Rescue Committee, the International Save the Children Alliance, Jesuit Refugee Services, the Norwegian Refugee Council, UNICEF, UNESCO, UNHCR, and the World Food Programme all operated education in emergency programs in the 1990s.

³ INEE members communicate principally through a moderated list-serve (discussion group), to pose challenging implementation and policy questions, share new resources and highlight model programmes. INEE's website (www.ineesite.org) covers all topics of education in crisis through the posting of model and successful programmes, up-to-date resources, good practice guides and links to other helpful web tools and sites. INEE has prepared a CD-ROM of almost all of its collected education in crisis materials, including accelerated learning curricula, HIV/AIDS education tools and guides, advocacy materials and evaluations.

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Annex III: *EQ Review on School Readiness*

[Attached.]

EQ Review

Educational Quality in the Developing World



EQ Review is a newsletter published by USAID's EQUIPI to share knowledge about issues fundamental to improving educational quality and to communicate the successes, challenges, and lessons learned by USAID Missions.

June 2005

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School Readiness

While Early Childhood Education (ECE) and Early Childhood Development (ECD) are sometimes used interchangeably in the field, there is a difference. ECE deals only with the education of young children, while ECD is a more holistic and comprehensive concept that can involve many aspects of a child's growth including education, nutrition, and emotional and social development. For the purposes of this issue of the EQ Review, "school readiness" includes both ECE and ECD.

School Readiness and Disadvantaged Populations

Why should projects focus on school readiness when, in so many countries, public primary schools are not yet soundly on their feet? Three different reasons recommend school readiness, either ECE or ECD, as a focus.

The first reason centers on ensuring that investments in the bricks and books of public education provide an adequate return for the poor. Integrated early childhood programs—programs which have health and nutrition components in addition to education—have demonstrated effects on primary school success, especially for disadvantaged populations. Children who participate in high quality preschool programs tend to enroll in primary school earlier and in greater numbers, and to repeat fewer grades. Their dropout rate is lower, they persist through more grades, and their school performance is better.¹

The payoff for investment in school readiness programs has been specifically calculated for some countries. For Egypt, Bolivia, the Philippines, and the U. S. respectively, benefit-to-cost ratios calculated have been 2.3, 3.0, 3.2, and 7.2. Every dollar spent on quality preschool programs has been estimated to bring \$2-\$7 in increased income and savings to the countries studied. And the returns in hope and dignity are priceless.

Commitment to equity provides a second reason for dedicated school readiness programming. Children of poor and uneducated families arrive at primary school with fewer supports for and models of success than more advantaged children. Relatively wealthy parents in

developing countries not only can, and often do, provide private preschool education for their children, but tend to be literate themselves. Parental literacy is strongly associated with school achievement; disadvantaged children are more likely to lack the practical and inspirational support literate parents can provide for school success. Quality preschool programs serve to level the playing field by giving children the exposure to reading materials and to the pleasures of reading that literate parents provide at home.

Disadvantaged children also often speak a different dialect or a different language altogether from that used in public primary schools. School readiness programs can give children a year or two in a favorable language learning environment which prepares them to understand and respond easily to instruction in Grade 1.

The hope of "trickle-up" change offers a third reason to focus on preschool programming. In some countries, under-functioning public educational systems seem completely impervious to change. Parents, never involved in educational matters, remain critical but excluded from any meaningful participation in education; nepotistic assignments, politicized unions, inadequate pay and nonexistent or corrupt supervision discourages primary school teachers from being agents of change themselves. Preschools or pre-primaries seem to offer a new window of opportunity.

Pre-primaries are not usually a full part of a government

School Readiness

Quality ECD Environments as Reliable Predictors for School Readiness

The question of measuring a child's readiness for school is a point of wide discussion in the ECD field. One trend in thinking supports assessing the preschool's readiness to meet the needs of young children in relevant and appropriate ways versus assessing child readiness through a test. Assessing individual preschool children is difficult and expensive and it is not easy to obtain reliable and valid measures. Maintaining early childhood environments that offer a level of quality associated with positive outcomes in school and life is an alternative strategy to assure school readiness.

The Early Childhood Environmental Rating Scale (ECERS) is the acknowledged international measure of preschool quality and has been used in national surveys in North America, Europe, India, and Israel. The ECERS has been piloted in Bangladesh (2003) by Save the Children US/Bangladesh and found to be correlated with the cognitive and language performance skills of the children who attend preschool. Project SUCCEED (2004-2009), an early childhood education initiative developed by Save the Children US/Bangladesh and financed by USAID/Bangladesh, decided to use the ECERS to systematically evaluate its early childhood programs.

In February 2005, SUCCEED began to design an ECERS preschool quality study to evaluate a statistically reliable sample of its 1800 preschools on an annual basis. The study will be conducted by external examiners; however, all SUCCEED early childhood staff and teachers will be taught to use the instrument. The purpose of the classroom environmental assessment is to provide a lens for looking at curriculum, materials, instructional methods, and interpersonal communication associated with school readiness. All of these qualities are important if children are to benefit from their mornings in a preschool. The ECERS also helps staff to internalize ways of noticing how a child is developing and of supporting each one's next steps. In this way, the evaluation components of SUCCEED inform practice and ongoing program improvements to assure school readiness for every child.

A longer version of this article is available on the EQUIP website; http://www.equip123.net/EQ_Review/docs/ECD-Environments.pdf. For more information, contact Mary Hobbs, Education Team Leader, USAID/Bangladesh at mhobbs@usaid.gov.

Early Childhood Family Education Activity (EDIFAM)



EDIFAM promotes active learning aimed at developing the whole child in order to increase healthy development and school readiness.

When poor, rural children in El Salvador enter first grade, they face a high risk of repetition, desertion and learning problems. Recognizing that improved early childhood care and education (ECCE) services can reduce those risks, USAID financed the Early Childhood Family Education Activity (EDIFAM), whose current phase is implemented through EQUIP1 (Educational Quality Improvement Program – Building Educational Quality through Classrooms, Schools and Communities). In close collaboration with the Salvadoran Institute for the Integrated Development of Children and Youth, the Ministry of Education, the Ministry of Health, the National Secretariat for the Family, and Salvadoran NGOs, EDIFAM addresses four key areas.

To improve the skills of early childhood educators, EDIFAM developed a [manual](#) on early childhood development, care and education and instructed 500 educators in its use. The program also guided 1000 professionals in creating innovative “Family Schools” to foster a positive school-home relationship and improve family members’ ability to raise healthy, school-ready children.

To enhance children’s cognitive, affective and psychomotor skills, EDIFAM provided guidance for teachers and caregivers in the use of a new curriculum. Workshops addressed topics such as the curriculum’s theoretical bases and the use of music, play and theater to help children learn. Follow-up activities, including a pilot Interactive Radio Instruction program, helped to ensure the curriculum is being used.

To promote the ability of public and private sector institutions to provide quality early childhood development

School Readiness

Honduras: EDC/FEREMA Program

Under the 2001 Poverty Reduction Strategy, the government of Honduras established the goal of providing one year of quality preschool education for all children. Additionally, the Honduran proposal for the Education for All – Fast Track Initiative reduced the age for enrolling children in the 1st grade from 7 to 6 and the goal was established to provide one year of preschool education for all children 5 years of age. Increasing preschool coverage of 5 year olds to 100% would take 3,600 new teachers and cost over \$9,000,000 annually in salaries, in addition to the costs for building and equipping more preschool classrooms. A lower cost alternative was needed.

In 2003, USAID/Honduras began working with the Ministry of Education, the Education Development Center (EDC), and with Fundación para la Educación Ricardo Ernesto Maduro Andrua (FEREMA) - a local education foundation - to develop an alternative preschool delivery system. Recorded lessons and volunteer educators from local communities are rapidly expanding coverage for one year of preschool education for all children.

During 2004, EDC/FEREMA recorded preschool lessons on CDs, and supplemented them with posters, work books, and guides for the volunteer educators. Fifty-two pilot centers, established with the assistance of NGOs and municipalities, tested the lessons. The volunteer educators received modest stipend of \$25 a month. EDC, FEREMA and the Ministry of Education prepared the volunteers, who generally had no more than a primary education, to use the recorded preschool programs.

In 2005, 180 additional preschool centers are being established with USAID funding, 915 new preschool centers are also opening with financing from Sweden, and another 1,500 centers that use volunteer educators with funding from Taiwan. The initial cost to establish a center is about \$800 for the EDC/FEREMA package developed for the Ministry of Education (a grade book for the volunteer educator, posters, a CD player and CDs, work books, pencils and crayons for children, and preparation for the volunteer educator). The annual recurring cost for one of these centers is less than 1/10th of the annual cost for a traditional preschool center staffed by paid teachers.

Also during 2005, EDC and FEREMA are completing the adaptation of the CD lessons to a radio format.

Jordan: ERfKE Support Project (ESP)



On May 11, 2005, Her Majesty Queen Rania of Jordan (top row: second from the left) inaugurated four kindergartens that were renovated by the ESP program.

The Education Reform for the Knowledge Economy (ERfKE) initiative is a five-year comprehensive education reform effort by the Government of Jordan that began in July 2003. One of the main goals of the initiative is to provide increased and improved early childhood education.

USAID supports this goal through the Early Childhood Education (ECE) activity under the ERfKE Support Project (ESP) that began in July 2004. USAID aims to assist the Jordanian Ministry of Education (MOE) to:

- Improve the physical quality of public school facilities for ECE by renovating and equipping 100 kindergarten classrooms.
- Equip 20 ECE literacy centers in underprivileged areas of different governorates in Jordan.
- Modernize and update Jordan's national ECE curriculum.
- Strengthen the skills of ECE staff through the professional development of kindergarten teachers, principals, and Ministry staff newly assigned to supervise kindergarten.
- Enable greater parental participation in ECE.
- Promote high quality and accessible ECE in public schools across Jordan.

The ECE component of ESP has supported the MOE education of teachers in more than 250 public kindergartens. The Ministry plans to expand the program to include 10,600 kindergarten children and 1,000 ECE professionals by 2008. The major accomplishments of

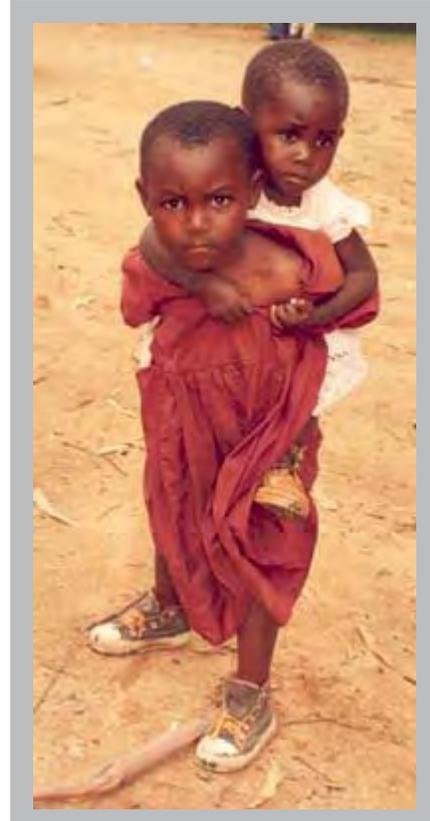
School Readiness

Speak for the Child

Young children are most drastically affected by HIV/AIDS, as they are more vulnerable than older children to disease, malnutrition, and unmet psychosocial needs critical for socialization and survival. Community-based action to support families caring for young children affected by HIV/AIDS is essential to providing the care they need to grow into healthy, contributing members of society. The Academy for Educational Development (AED) has designed and is currently implementing a model program called Speak for the Child (SFC). SFC supports families and communities in Kenya to improve the education, health, and nutrition of orphans and vulnerable children age 0-10 years; 4,665 children are currently being served by SFC and over 9,000 will be served by 2006.

Community-based organizations (CBOs) serve as key partners in the delivery of services and support to children. Through field-tested, intensive and ongoing education and monitoring, SFC insures that a comprehensive, multi-sectoral program of care is delivered and CBO capacity to administer, implement and monitor the program is strengthened. SFC works with CBOs to:

- Recruit and educate household mentors in the SFC home visiting activity in which mentors counsel caregivers on improving their children's health, nutrition, and emotional well-being and facilitate caregiver support groups.
- Collaborate with local Ministry of Education officials to cover preschool fees and monitor preschool and primary school attendance.
- Collaborate with local Ministry of Health officials in order to provide immunizations, and anti-malarial, acute respiratory illness, and de-worming medications.
- Ensure that children have blankets and insecticide-treated bednets and that households have water purification products, soap, seeds and fertilizer, and emergency food, when needed.



Through Speak for the Child, Carol Kakai (age 4) enrolled in preschool and her sister, Salome, (age 2) completed immunizations; they also received blankets, bednets, medications, and supplemental food.

For more information, please visit <http://www.aed.org/Projects/speakforchild.cfm> or contact Jerusha Karuthiru at jkaruthiru@usaid.gov.

School Readiness

From page 1, School Readiness

system, even if they are organized on school property. Parents can be invited to form management communities, make materials or provide rehabilitation for classrooms, and come to school to share their own expertise. Teachers, therefore, are free to use new materials, teach new topics, and take a more child-centered and active approach. The hope is that parents, once empowered through preschool experience, become a force for change in primary school and that teachers and administrators, experiencing the results of new techniques and more active parents, become more open to change. Additionally, via these initiatives parents are encouraged to pursue their own literacy and numeracy.

Whether it is the hope for a more literate populace more prepared to compete in the 21st century marketplace, the commitment to more equitable educational opportunities, or the desire for a more modern education system, many developing country governments have begun exploring early childhood education as a critical first step to improving economic growth and social development.

For more information, please contact Diane Lusk, Ph.D., ECD Advisor for the Global Education Group and Senior Program Manager for the Center on AIDS & Community Health, Academy for Educational Development, at dlusk@aed.org.

¹ Van der Gaag, J. and J. Tan, (1998), *The Benefits of Early Child Development Programs: An Economic Analysis*, Washington, DC: World Bank.

From page 2, EDIFAM

services, EDIFAM built capacity among the national organizations responsible for ECCE and helped to coordinate the efforts of the three groups, which together are developing a strategic plan for the continued improvement of ECCE, services beyond the June 30, 2005, conclusion of EDIFAM.

Finally, to raise general awareness of the importance of child-rearing skills, EDIFAM helped local experts and practitioners develop a public awareness campaign tailored to the Salvadoran context. The campaign's television spots, books, and posters feature *Sesame Street* Muppets and are designed to supply families with ideas and activities they can use in everyday life.

For further information, please visit <http://www.equip123.net/equip1/edifam/> or contact Dr. Carmen Henriquez at CHenriquez@usaid.gov.

From page 3, Honduras

Commercial radio stations are donating a half hour of air time for the daily lessons, which should further expand the coverage of preschool education for children. As a consequence, the coverage of preschool education on the preparatory level for children 5 years of age should increase to about 75% by the end of 2005.

For more information, please see website <http://www.ferema.org/pag/publicaciones.asp> or contact Evelyn Rodriguez-Perez at erodriguez-perez@usaid.gov.

From page 3, Jordan

the ECE component as of April 1, 2005 are:

- Renovated and equipped four public kindergarten classrooms in underprivileged areas in Amman.
- Taught 29 ministry educators in using Jordan's first national kindergarten curriculum.
- Prepared all 258 ECE teachers to use the national kindergarten curriculum.
- Educated the Ministry's 11 ECE supervisors.
- Helped design the organizational structure for the Ministry's new ECE Directorate.
- Started assessing the new national ECE curriculum with the Ministry of Education.

For more information, please see website <http://www.esp-jordan.org> or contact Maha Al-Shaer at mal-shaer@usaid.gov.

EQ Review is a free publication created by the [Educational Quality Improvement Program \(http://www.EQUIP123.net\)](http://www.EQUIP123.net) and the [U.S. Agency for International Development \(USAID\)](http://www.usaid.gov) under cooperative agreement # GDG-A-00-03-00006-00.

To contribute to *EQ Review* please contact; Kim Bolyard, kbolyard@air.org, or John Hatch, jhatch@usaid.gov.



Annex IV: *EQ Dispatch* for April 2005

[Attached]



NEW Publications & Activities from EQUIP ([EQUIP123.net](#))

Publications

EQ Review: [Education in Crisis and Transitional Settings](#)

This issue of EQR highlights the Afghanistan Primary Education Program (APEP), Learning for Life (a component of the USAID/Afghanistan-funded REACH program), and the Inter-Agency Network on Education in Emergencies (INEE).

Journal of Education for International Development (JEID): [Inaugural Issue – Governance](#)

This inaugural issue of JEID includes the articles:

- "The International Working Group on Education: Supporting Global Education Initiatives"
- "Does decentralization lead to school improvement? Findings and lessons from research in West-Africa"
- "South Africa equity and quality reforms: possible lessons" and
- "Ethics and corruption in education: an overview".

Associate Award Activity

EQUIP3: [First Lady Laura Bush Visits LCEP \(Afghanistan\)](#)



Mrs. Laura Bush is joined by Margaret Spellings, Secretary of Education, during a visit to the Women's Teacher's Training Institute in Kabul, Afghanistan.

White House photo by Susan Sterner

Leader Award Activities

EQUIP1: [Teacher Professional Development Project Profiles](#)

Four teacher professional development projects are profiled from Ethiopia, Ghana, Malawi, and Pakistan.

EQUIP2: [Understanding Decentralization](#)

The EQUIP2 Decentralization Series focuses on development of an analytical framework, research, and tools to link administrative decentralization, community participation, and local school management to improved school outcomes, learning, and accountability.

Internships Available

EQUIP3 / Youth Trust has two internships available:

- Intern for Participatory Development
- Intern for Youth Participation

[Click here for more details.](#)

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Annex V: *EQ Dispatch* for June 2005

[Attached]



NEW Publications & Activities from EQUIP ([EQUIP123.net](#))

Publication

EQ Review: [School Readiness](#)

This issue of EQR highlights the El Salvador: Early Childhood Family Education Activity (EDIFAM) project, Honduras: EDC/FEREMA Program, Jordan: ERfKE Support Project (ESP), Kenya: Speak for the Child (SFC) program, and the article; *Quality ECD (Early Childhood Development) Environments as Reliable Predictors for School Readiness*.

Associate Award Headlines

EQUIP1:

[EDIFAM](#) and [EXCELL](#) Close Out Activities in El Salvador

[Program Description:](#) Cambodia's Education Support to Children of Underserved Populations (ESCUP)

New micro-Site: [Education Support for Children of Marginalized Populations \(EMACK\)](#)



Koranic school in Kenya's North Eastern Province (EMACK)

EQUIP2:

[Participant Dropout](#), [Facilitator](#), & [Observation](#) Tools Developed by the [Honduras Improving Student Achievement Project \(MIDEH\)](#)



One of MIDEH's program components is *Research on Alternative Education for Grades Seven through 12*.

EQUIP3:

[What Works In Youth Employment in the Balkans and South Africa](#)



Three Balkan programs have been supported by EQUIP3/Youth Trust.

Leader Award Highlight

EQUIP2: [EQUIP2 Decentralization Workshop](#)

Developed specifically for national and sub-national stakeholders, piloted in Egypt, and soon to be tested in Namibia and Zambia, the workshop provides participants a structured, hands-on series of activities designed to explore the intent and status of decentralization in a particular country, identify the various stakeholders at all levels of the system and build consensus, and prepare a plan of action to accelerate progress towards decentralization goals.

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Annex VI: Pilot Study on Educational Quality in a Transitional Educational Program for Out-of-School Girls in India Quarterly Report

World Education Quarterly Report April—June, 2005

During the months of April, May, and June 2005, the Pilot Study activities focused on data management and data analysis issues and implementation of program activities central to the institutionalization of the research within in the implementation plan. During those months, World Education and the Center for Applied Research and Extension (Care) staff accomplished the following:

Data Management and Analysis Issues:

- Carried out analysis of pre-test data from the National Institute of Nutrition (NIN), medical records, teacher interviews, classroom observation checklist.
- Analyzed interviews with School Director and Care President.
- Processed data on girls' academic progress for analysis after they finished the transitional program.
- Analyzed database, which included the following information: socio-economic variables, father's name, village, father's occupation, caste, religion, family size, and information about school attendance within the family.
- Continued the planning of the formation of Action Research Teams, which will involve children in conducting research within their communities or nearby villages. This activity will help children to gain a better understanding of their own communities, the way they function and the challenges they face. The Action Research Team will also identify local resources and find creative means for addressing and overcoming these challenges.
- Carried out focus group discussions with teachers to assess their views on the current program being implemented in the school and its impact on classroom practices. Data is being transcribed, translated, and coded for analysis.
- Collected second round of data. During the last week of April and June, NIN and a medical doctor gathered data on girls' nutritional status and overall well-being to be compared to girls' diagnosis when they first joined the school in July/August 2004.
- Created post-graduation data collection sheet. This instrument will gather information on mainstreaming rate and will include follow-up strategies to follow girls over time.
- Created social mobilization chart to keep track of school awareness activities carried out in the community by teachers, school principal and current students. Social mobilization activities aim at informing parents and community members of the benefits of girls' education. The mobilization involves house-to-house visits and music and dance performances at local villages.

Program Activities

School Annual Day Event

In addition to the activities related to curriculum development, teacher training, and improvement of school infrastructure, the Kuchinerla School carried out a School Annual Day event to invite parents and community members into the school. Apart from the girls, around 90 parents, relatives (grandparents, siblings, relatives), and various local officials participated in the event. The discussions focused on community members' views on the relevance of education in general and specific areas, such as life skills, which they viewed as being important. The official events began with speeches by various guests as well as a representative of the parents. Dr. Reddy, the president of the Center for Applied Research and Education (Care) then presented the school's activities and various initiatives undertaken over the past year. Thereafter, following a cultural show, school graduates told the audience of their experiences after being mainstreamed into various schools. The guests were then invited to a tour of the school and its various facilities – planted trees, the chicken coop, the nursery, vegetable garden etc. NIN gave a short presentation on the importance of maintaining proper nutrition and ways of assuring the use of locally-available foods. A satellite dish, donated by a school benefactor, was presented to the audience – it will be useful for the girls to access various educational programs being broadcasted. World Education donated a radio that will be used for various distant-learning programs that are being broadcasted daily. The day closed with parents and relatives receiving presents of papaya and drumstick tree saplings.

Materials Development

Supplementary materials have been developed to enhance the presentation of current curriculum topics, content, layout, presentation and facilitation methods. Draft materials for primers and teacher's guide are in the process of development. In addition, ten supplementary lessons with teacher's guides have been developed.

The supplementary lessons developed are tested in the school. The lessons have been tested with children in Grades 'B' and 'C' and 'D' (2nd, 3rd, and 4th grades, respectively). The feedback from the teachers is being taken and incorporated. Each lesson has been designed to incorporate activity based learning which involves small group activities, discussions, learning by doing, recap, and ways of sharing the learning with peers and community. The facilitator guide includes lesson objectives, rationale, indicators, teaching process, and additional information to the teacher. We have started to establish contact and share the processes in materials development with other organizations working in the field of child education.

Annex VII: Pilot Study on Quality of Educational Issues in Islamic Schools in Nigeria and Ethiopia Quarterly Report

Education Development Center April 2005 – June 2005

One of the individual studies in the EQUIP1 Cross-National Synthesis is EDC's study on quality of educational issues in Islamic schools in Nigeria and Ethiopia where EDC has or has had projects that worked with Islamic schools through USAID funding. In Nigeria, EDC implemented the Literacy Enhancement Assistance Project (LEAP) from Sept. 2001 – Sept. 2004. In Ethiopia, EDC implemented the IRIS (Interactive Radio Instruction for Somalis) project and is currently working on the FOCUS project with Save the Children.

In this quarter, EDC continued to analyze the data from its data collection in Nigeria and is interpreting the results to include in an interim report. Preparation for a round of data collection in the Somali region of Ethiopia is underway. The trip to establish the system for data collection, contract local personnel to help EDC researchers collect the data, and begin the data collection itself is currently planned for early in the new school year, which begins in September. EDC is reviewing the data collection instruments used in Nigeria and making some adjustments as needed, though the instruments will need only slight revisions to be used in the Ethiopian context, as measurements on the same variables are needed: teacher practice in terms of target teaching techniques, teacher and head teacher perceptions of quality in the classroom, teacher and head teacher perceptions of relevance of the curriculum, and the current curriculum being used in the Islamic schools. In Nigeria, the research team collected the following from each school: one proprietor questionnaire, one school resource checklist, two teacher interviews, four to six teacher questionnaires, and two different sets of observation instruments for three different observed lessons.

Annex VIII: Pilot Study of Teacher Professional Development in Namibia Quarterly Report

Academy for Educational Development Quarterly Report April 2005 - June 2005

The goals of this pilot study are to describe and analyze a range of approaches to teacher professional development and gain understanding of the factors that encourage teachers to learn, change, and improve their practice. An important focus of the study is teachers' concepts of quality and how differing and evolving concepts contribute to the construction of and change in practice. The study focuses on the role of in-service teacher professional development programs, especially those that provide ongoing in-service professional development at the school and cluster level. Data were collected from a core group of 40 teachers in 20 schools in two regions in the north of Namibia between April and June through extensive interviews and classroom observations, with additional data collected from school heads, students, community members, and education officials. Data collection was completed at the end of this quarter. In the next quarter, data analysis will be completed and a draft of the study produced.

Annex IX: Pilot Study of Teacher Professional Development in Ethiopia Quarterly Report

Academy for Educational Development Quarterly Report April 2005 - June 2005

The pilot study in Ethiopia has goals similar to those of the study in Namibia. In Ethiopia, data will be collected in four regions, thus providing the opportunity to examine comparatively four different approaches to teacher professional development. The study was thoroughly discussed in June in Ethiopia with USAID and the Ministry of Education. Although there has been very positive and enthusiastic reaction to the study from both parties, the study design documents must go through an official approval process in the Ministry. If the approval is granted in a timely manner we will be ready to start working with a research group in the country to carry out the study beginning early in the 2005-2006 school year.

Annex X: Terms of Reference for Consultant for INEE



Terms of reference

Consultant for Developing Training Materials for the Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction

Position: Consultant
Time frame: 3 months (18 July – 14 October 2005)

Background

In order to promote education as a key pillar of emergency response as well as develop a tool to help achieve a minimum level of education access and quality, a Working Group on Minimum Standards for Education in Emergencies (Working Group) was constituted in 2003 within the Inter-Agency Network for Education in Emergencies (INEE). The mandate of the WGMSEE was to develop, in consultation with a variety of stakeholders, a set of minimum standards for education in emergency settings.

After two years of highly consultative process to develop minimum standards, a handbook of *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction* (Minimum Standards) was launched at INEE Second Global Inter-Agency Consultation on Education in Emergencies and Early Recovery in Cape Town, South Africa (2-4 December 2004). The handbook was well received by delegates and the participatory process in developing the standards was judged as significant as the product itself.

INEE's new Working Group has pledged to move forward with promoting and implementing the minimum standards in a consultative manner. To achieve this, training materials that take into account different local contexts, types of emergencies (conflict, natural disaster), phases of emergencies (emergency, chronic crisis, early reconstruction), and target groups (education workers, emergency/humanitarian workers, those from other sectors) need to be developed and put in use. The WGMSEE seeks a Training Materials specialist to undertake a 3-month consultancy to develop materials, which will be produced in hard copy and CD and posted on the INEE website, and translated into Spanish, French and Arabic.

Objective

The consultant will, with input from Working Group members and key INEE partners develop self-explanatory training, promotion and orientation materials and tools to enable practitioners, authorities and other policy makers to use the minimum standards to ensure a minimum level of access to and quality of education in times of emergency.

Outputs (Deliverables):

The INEE Minimum Standards Training Materials will help practitioners (program planners and policy makers, including government officials and donors) learn how to apply the INEE

Minimum Standards handbook in their work. They consist of a flexible set of four training modules, which could be utilized to carry out a brief promotional or orientation presentation to a one-to-three day training workshop, and a Trainers' Guide:

1. Module 1 introduces, promotes and orients users to the INEE Minimum Standards handbook as a practical tool in education, humanitarian and development work
2. Module 2 covers the foundation of the INEE Minimum Standards: the Convention on the Rights of the Child, the Dakar Education for all framework, the UN Millennium Development Goals and the Sphere Project's Humanitarian Charter
3. Module 3 explores the use of the INEE Minimum Standards handbook through each stage of the project cycle (The project starts in reaction to a disaster happening. The first key stage is to assess; then analyze; plan, design (and redesign); implement; monitor and evaluate. Advocacy underpins all of these steps)
4. Module 4 examines the conceptual framework around disaster preparedness and how it relates to the INEE Minimum Standards handbook
5. The Trainers' Guide is designed to assist trainers organize a successful training event using the modules.

The training materials should give the trainee an in depth knowledge of education in emergencies, the minimum standards, indicators and guidance notes. The training materials should be practical and made relevant for the different contexts, promote analysis of the complexity of the situation, and be compatible with the Sphere training materials. Target groups include: humanitarian workers, educators, governments, education authorities designing and implementing programmes at Head Quarters and field levels. Approximate timeframe for conduct of training modules: one to three-day training.

The Consultant will also work with the INEE Focal Point and Working Group members to identify other materials that have not been developed by, or under the auspices of, the Working Group, but are complementary technical materials and tools. The Focal Point will collect these and post them on the internet for INEE members to utilize in conjunction with the INEE Minimum Standards Training Materials.

Methodology, Tasks and Timeframe

Working within the framework of INEE and the WGMSEE, the consultant will:

1. Review relevant available resources and materials produced by INEE, Sphere, ARC, etc., and INEE members' suggestions for training materials, as collected by the Minimum Standards Focal Point (July 13- 29, 2005).
2. Conduct telephone interviews with critical resource people and institutions (e.g. Sphere, ARC) to ensure lessons learned and experiences are taken into consideration (July 13-29, 2005).
3. Submit initial draft of the four training modules and Trainers' Guide to the Minimum Standards Focal Point and Chair of the Training Group (August 31, 2005), which the Focal Point will immediately share with the wider WGMSEE and INEE Steering Group, passing on responses to the consultant as they are received
4. Incorporate the feedback from WGMSEE members into final draft form (September 1-16, 2005).
5. Facilitate a feedback process from INEE members through the INEE listserve and website, including targeting key stakeholders (Working Group and INEE Steering Group members,

former MSEE peer reviewers, donors,¹ etc.) for their comments on the draft material (September 19-30, 2005).

6. Make additions and revisions based on feedback, in consultation with the Focal Point and members of the Training Group (October 3 - 13, 2005).
7. Submit final drafts of materials to the Focal Point and Chair of Training Group, to be forward to WGMSEE for final approval (October 14, 2005).

Reporting

The consultant will report to the Chair of the WGMSEE Training Group and the MSEE Focal Point about all aspects of the consultancy. The Chair of Training group will manage the consultant, with the Focal Point stepping in as needed.

Qualifications:

- Familiarity with INEE and MSEE
- Familiarity with the Sphere Project
- A track record of developing self-explanatory training materials for trainers/facilitators
- Sensitivity to issues such as gender, HIV/AIDS, psychosocial support, protection
- Experience from emergency contexts, familiarity with different countries and sensitivity to the different contexts where education in emergencies will be relevant
- Excellent command of language and education discourse
- Superior writing, presentations, and facilitation skills
- Ability to work in a team
- Methodical, systematic, precise, detail-oriented organized worker

Consultancy fees will be commensurate to experience and will be negotiated.

¹ Donors for the consultancy of the Training Materials Development include CRS and USAID/EQUIP1 through CARE USA.

Memo addendum to the ToR, based on additional Training Group feedback, July 18th:

Objective for trainings: Prepare and enable planners and implementers to give timely, effective and relevant response to Education in Emergencies *by giving the trainee an in dept knowledge of education in emergencies, the minimum standards, indicators and the guidance notes*

Looking at the Outputs, we suggest Module 1 should be a separate unit. It may be enough to revise the already existing promotion materials. The target group would mainly be governments, donors, institutions and high level NGO and organization personnel. – 1-3 hours session.

Module 2, 3 and 4: (implementers and planners) could be joined into one module, with 3 different headings/chapters (or be seen as one unit). By doing this we may avoid a situation where people will spend too much time on Module 2 and 4 – and run short of time for module 3.

Module 2: Is the foundation of the work. Should give the trainee the legal framework for the Right to Education as an introduction to understanding the MSE. It should also give the planner and implementer arguments for why Education in Emergencies should be a priority.

Module 3: Is it clear enough in the TOR

Module 4: Should be relatively brief and give practical tools and good arguments for emergency preparedness. Target group: Planners (mainly)

Module 5 stands as it is. It should give practical help to the trainer

Mixed audiences may be difficult to avoid, but there should be guidelines suggesting the selection of participants to the trainings.

Each module should be well sequenced with core activities + optional activities. Each activity should have a time frame – and an indication of which target group it will suit best. Module 3 should be the most crucial one.

Module 2 and 4 could be relatively brief on core activities, but with more optional activities.