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***EQUIP1 Leader Award
Quarterly Report***



Submitted by:

American Institutes for Research

With:

AED

CARE

EDC

World Education

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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 (January 1 – March 31, 2006)

Summary

During this quarter, EQUIP1 staff completed the Year Four Work Plan, which focuses on the dissemination of Leader Award studies. Existing Associate Awards were managed effectively and the Project Director assisted in the modification of both the Africa Bureau Award and the Kenya EMACK project extension. EICC is currently preparing for two major events. The EQUIP1 Chief of Party Summit will be held May 1st and 2nd. The theme will be sustainability. The second EICC event planned is the Associate Award field training workshop. EICC staff plans to travel to Johannesburg, South Africa to provide an in-dept communications workshop for staff from all three EQUIPs. The EQUIP1 website had fourteen updates over the past three months. In addition, EQUIP1 staff published two issues of the *EQ Review*, one on youth participation in education development and the other on complementary education. The first issue of the *Just in Time Publication* was released in January. An EQUIP1 Leader Team meeting was held on January 26th which introduced partners to Juárez and Associates. EQUIP1 CTOs and Program Directors met throughout the quarter as needed. During this quarter, the Leader Award pilot studies working in India, Namibia, and Nigeria have drafted reports and will be sharing results at the EQUIP1 COP Summit. Project start up began for the new Associate Award in Nicaragua.

Specific Activities this Quarter

Following is a summary of activities that took place between January - March, 2006. Activities are also listed in the chart of EQUIP1's Year Four Performance Monitoring Plan (see Annex I).

1. **EQUIP website.** Major additions/modifications to the site include
 - A. Added the Just In Time: Considerations when Programming for School Construction: http://www.equip123.net/JIT/2006_01_SchoolConstruction.pdf
 - B. Issue 3 of the MESA Forum was added to the MESA microsite. <http://www.equip123.net/equip1/mesa/docs/Forum3.pdf>
 - C. Addition of a Standards page on the EQUIP1 ERP site: <http://www.equip123.net/equip1/erp/standards.htm>
 - D. Addition of the EQUIP1 Nicaragua Excelencia Associate Award page: <http://www.equip123.net/webarticles/anmviewer.asp?a=433&z=16>
 - E. Addition of the EQUIP2 Georgia General Education Decentralization and Accreditation (GEDA) Associate Award page: <http://www.equip123.net/webarticles/anmviewer.asp?a=435&z=28>
 - F. Addition of the EQUIP2 Guatemala Social Sector Investment Policy Dialogue Associate Award page <http://www.equip123.net/webarticles/anmviewer.asp?a=434&z=28>
 - G. Added a success story about the EQUIP2 sponsored videoconference on "Decentralization and Education in Africa" <http://www.equip123.net/docs/e2-DecentralizationVideoconference.pdf>
 - H. Added EQUIP3 Jamaica Education for All Associate Award page: <http://www.equip123.net/webarticles/anmviewer.asp?a=426&z=37>
 - I. Added EQUIP3 Education for All / Youth Challenge Grant Program Associate Award page <http://www.equip123.net/webarticles/anmviewer.asp?a=427&z=37>
 - J. Added EQUIP3 Ruwwad: Palestinian Youth Empowerment Program Associate Award page <http://www.equip123.net/webarticles/anmviewer.asp?a=424&z=37>
 - K. Added the summary of the EQUIP3 seminar on Education in Fragile States: Youth Participation and Youth Assessment in Fragile States: <http://www.equip123.net/webarticles/anmviewer.asp?a=412&z=12>
 - L. Updated all of the microsites to be branded properly
 - M. Continued to make changes to the website to meet 508 compliance regulations.

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. The EQUIP123 site achieved record numbers in hits, visits, and visitors in March, which indicates a strong and progressive growth in website usage.

Month		January	**February	March
Hits	Entire Site	188,822	136,297	*214,766
Page Views	Entire Site	35,425	21,043	40,372
Visits	Visits	23,337	12,795	*25,425

Visitors	Unique Visitors	8,703	5,844	*10,595
Files	Total Number of Files Downloaded	24,225	16,034	32,205

* Highest monthly total to date.

** 10 days in February 2006 were not recorded due to technical difficulties.

“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 January, the EICC posted and distributed an issue entitled, “Youth Participation in Development Projects.” The issue was introduced by EDC’s Associate Director for Youth Involvement, Melanie Beauvy. The second issue released in 2006, entitled, “Complementary Education” was released in March. Joe DeStefano, Vice President of the Center for Collaboration and the Future of Schooling, provided the introduction for the issue. Both issues can be found on the EQUIP website, at http://www.equip123.net/EQ_Review/3_5.pdf (see Annexes II & III).

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

On March 3, JEID published issue 2:1 (issue 1 of the second year of publication), the first of three issues planned for 2006. This special issue covered several presentations made at the USAID EGAT conference in August 2005 in Washington DC, included 6 papers and totaled 100 pages. Paper and website formats were improved to make them more attractive and reader-friendly. The subscriber list of nearly 600 names and institutions has been updated. A new issue announcement and a call for papers were mailed as soon as the Issue 2:1 went online to current and potential subscribers, reviewers and authors. A call for papers prepared for the CIES meeting in Hawaii elicited approximately 25 names of new subscribers. At the editorial advisory board meeting on March 23, the topics for three JEID 2007 issues were discussed; Greg Loos followed up with potential contributors to assess interest in the topics and in writing papers for the issues. The current topics being discussed are capacity development, life and work skills, and education in fragile states. JEID Issue 2:2, a general issue, is currently being prepared: the numbers and quality of the submissions received, reviewed and edited to date suggest that this will also be a successful issue. The publication will go online in August 2006. The call for papers for JEID Issue 2:3, a collaborative issue on ECD planned in conjunction with the CG on ECD is currently being discussed: the targeted publication date is early December 2006. More energetic marketing of JEID was discussed at the board meeting, and will include greater collaboration with the GLP. (see Annex V)

4. *Consistent Network for Educational Quality.* An EQ Dispatch was distributed in the first week of February and covered the additions to the website in December and January. (See Annex IV.)

5. *Product Analysis and Dissemination and Activity (PADA).* After analyzing costs associated with creating an on-line, searchable database for EQUIP, the determination was made that it would be more efficient for interested parties to search the DEC database and that project managers should submit documents directly to DEC.

6. Leader Team Meeting. EQUIP1 conducted a leader-team meeting on January 26th, 2006. Representatives from Juárez and Associates presented on their work for EQUIP1 in India, Zambia and Djibouti, and gave a brief overview of their work in other education for development projects.

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

8. Coordination of the EQUIP1 Chief of Party Summit.

The EICC is providing logistical and administrative support to the EQUIP1 Chief of Party Summit that will be held May 1st and 2nd in Washington, DC at the American Institutes for Research offices. The theme of this year's Summit is sustainability.

Leader Award Activities

9. Cross-national Synthesis of Educational Quality. Individual pilot studies continued during this period and partners agreed to write up summaries on common themes. Due to delays in the submission of summaries, partners have not been able to prepare a written report for the Chief of Party summit. However, EQUIP 1 partners from EDC, World Education, AED, and AIR have formed a panel and are committed to making an oral presentation at the Chief of Party summit on May 1, 2006. The written report on common themes will be ready by the end of June.

10. School-based Teacher In-service Programs and Clustering of Schools.

Revisions continue on the Namibia study paper and results will be reported at the Chief of Party Summit on May 1, 2006. Next steps include developing a series of issues briefs around the results of the study. Field work continued during this quarter. The research team has now completed the data collection from all the four regions. At present, the research team is working on transcriptions of the recorded data. Translation of the data from the three local languages (Amharic, Oromifa and Tigrigna) in to English shall follow soon.

11. Supporting the development of minimum standards for education in crisis and transitional settings.

The EQUIP1 Education in Crisis Specialist along with the WGMSEE's Training Group will take the lead for the sponsorship of the Middle East and North Africa training of trainers' workshop. EQUIP1 will contribute to the funding of a lead Arabic-speaking trainer according to a TOR to be developed in consultation with the EQUIP1 Education in Crisis Specialist and with input of the EQUIP1 Director. EQUIP1's Education in Crisis Specialist coordinated the planning and organization of the workshop with INEE's Focal Person for Minimum Standards and the WGMSEE. The workshop will be co-hosted on the ground by CARE, Save the Children (UK), UNESCO and WFP in Jordan. The tentative date is set for July 4-6, 2006 in Amman, Jordan.

12. Study of Education in Afghanistan under the Taliban Rule: Role of NGOs. The synthesis on this study attached in a draft form.

13. Data for EQUIP2 case study. The data for the EQUIP2 case study that was collected in Afghanistan in July 2005 was compiled and submitted to EQUIP2 at the end of August. Clarification and additional information and analysis of school statistics were submitted as a follow-up in early October and again in second in December. A final draft is expected in January. Follow up between EQUIP1 and EQUIP2 is needed.

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	\$373,862	\$1,900,792	\$2,446,538
ODCs /Indirect Costs	\$348,510	\$1,617,488	\$1,307,915
Cost Share			
Management	\$34,997	\$375,594	N/A
Total Cost Share %	5%	10%	N/A

III. Associate Awards (by Country/Bureau)

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. 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
3. 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
4. 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 bridge schools	Four years	AIR, Juárez and Associates, Michigan State University, World Education	\$20,000,000
5. Africa Bureau	Support a community radio program, improving educational opportunities in	Four years	AIR, EDC, Sesame Workshop, Juárez and	\$ 9,799,847

Country/Bureau	Award Focus	Project Life	EQUIP1 Partners	Total Amount
	Lesotho and Swaziland, a feasibility study for a Sesame Street model in West Africa, and a West African HIV/AIDS mobile task team		Associates	
6. 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
7. 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
8. 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
9. 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
10. 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
11. Yemen	Help the Government of Yemen increase access to higher quality primary education	Three years	AED, AIR, EDC	\$10,000,000
12. 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
13. 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
14. Nicaragua	Expand proven educational methodologies throughout Nicaragua with emphasis upon the educational needs of indigenous people and ethnic communities. Activities will include active teaching, community participation, student government, and curriculum reform.	Four years	AIR, AED, Save the Children	\$11,500,00

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 4)	1 (Year 1) 1 (Year 2) 1 (Year 3) 1 (Year 4)
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 4)	1 (Year 2) 0 (Year 3) 0 (Year 4)
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) 12 (Year 4)	9 (Year 1) 10 (Year 2) 10 (Year 3) 2 (Year 4)
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 4)	4 (Year 1) 4 (Year 2) 4 (Year 3) 1 (Year 4)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
EQUIP1 Leader Team Meetings (Communication)						
S3. Leader Award activities effectively managed	Regular communication among EQUIP1 partners and USAID maintained	Meeting minutes distributed	EQUIP1 records	0	6 (Year 1) 6 (Year 2) 10 (Year 3) 6 (Year 4)	6 (Year 1) 5 (Year 2) 6 (Year 3) 1 (Year 4)
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)	2 (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)	24,155/month (quarterly average for visits)
		Average monthly downloads for year	Web Trends report	5,000/month (Year 2)	20,000/month (Year 3) 15,000/month (Year 3)	20,519/month (quarterly average for downloads)
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 4)	1 (Year 1) 1 (Year 4)
		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) 1 (Year 4)	0 (Year 3) 1 (Year 4)



Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
EQUIP Guidelines (Communication)						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality information	Style templates and guidelines established	EICC records	0	1 (Year 1)	1 (Year 1)
		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) 210 (Year 4)	164 (Year 2) 252 (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)



Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
	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) 12 (Year 4)	12 (Year 3) 3 (Year 4)
EQUIP1 Exchanges (Communication)						
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) 1 (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) 1 (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) 5 (Year 4)	1 (Year 1) 4 (Year 2) 5 (Year 3) 2 (Year 4)
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) 4 (Year 4)	0 (Year 2) 1 (Year 3) 1 (Year 4)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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) 20 (Year 4)	9 (Year 3) 6 (Year 4)
		Topics for <i>EQ Review</i> , seminar series and videoconferences identified	EICC records	0	1 (Year 4)	1 (Year 4)
		Providing technical assistance to Associate Awards on their communications-related work.	Hold international workshop	0	2 (Year 4)	0 (Year 4)
Accelerating Early Childhood Literacy Acquisition in High Priority EFA Countries: Desk Review & Forum Planning						
C1. Provide research on effective teaching practices in overcrowded classrooms	Knowledge about teaching methods to increase literacy acquisition in large classrooms improved and shared amongst practitioners and stakeholders	Literature review produced	EICC records	0	1 (Year 4)	0 (Year 4)
		Invitational conference held	EICC records	0	1 (Year 4)	0 (Year 4)
		Final report on findings	EICC records	0	1 (Year 4)	0 (Year 4)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
Educational Quality Research Dissemination Activities						
C1. Share research activity results and findings with appropriate audiences to elicit feedback and involvement from a range of stakeholders	Knowledge about educational quality programs shared	Findings shared at the EQUIP1 Summit and Leader Team meetings	EQUIP1 Records	0	4 (Year 4)	0 (Year 4)
		Studies published	EQUIP1 Records	0	5 (Year 4)	0 (Year 4)
		Issue Briefs generated	EQUIP1 Records	0	12 (Year 4)	0 (Year 4)
		Presentations given at the Ed Sector Council	EQUIP1 Records	0	2 (Year 4)	0 (Year 4)
		Presentations given to Special Forums	EQUIP1 Records	0	3 (Year 4)	0 (Year 4)
EQUIP1 Pilot Study on Use and Impact of Donated Books						
C1. Provide research on the use and impact of general collections of books (donated books) placed in school or community libraries in terms of fostering literacy and enriching the classroom environment	Knowledge about the value-added to USAID programs book donations have, and if so, what considerations are most important to ensure impact	Desk study	EQUIP1 Records	0	1 (Year 4)	0 (Year 4)
		Shipment of books	EQUIP1 Records	0	1 (Year 4)	0 (Year 4)
		Complete data collection	EQUIP1 Records	0	1 (Year 4) 1 (Year 5)	0 (Year 4) 0 (Year 4)
		Final report	EQUIP1 Records	0	1 (Year 5)	0 (Year 4)
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)



Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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) 1 (Year 4)	0 (Year 2) 0 (Year 3) 1 (Year 4)
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)
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) 4 (Year 4)	2 (Year 2) 4 (Year 3) 1 (Year 4)
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) 1 (Year 3)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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) 4 (Year 4)	2 (Year 2) 2 (Year 3) 1 (Year 4)
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) 1 (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) 1 (Year 4)	0 (Year 3) 0 (Year 4)
Pilot Study on Educational Quality in a Transitional Educational Program for Out-of-School Girls in India (Research & Assessment; Communication)						
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) 4 (Year 4)	2 (Year 2) 4 (Year 3) 4 (Year 4)
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) 1 (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) 1 (Year 4)	1 (Year 3) 1 (Year 4)
Support the Development of Indicators to Monitor Education in Crisis & Transitional Settings (Research & Assessment; Communication)						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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						
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)	1 (Year 3)
Support INEE's TOT Workshop on MSEE in the Middle East and North Africa						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
C4. Education in crisis and transitional situations improved	Support provided at international training of trainers events	Trainings held with EQUIP1 Education in Crisis Specialist participation	EQUIP1 Records	0	1	0 (Year 4)
		A report of workshop proceedings will be submitted to the EICC for use in publications	EQUIP1 Records	0	1	0 (Year 4)
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	Report including profiles, analysis of programs and literature, and key characteristics of quality educational programs in crisis and transitional settings prepared and disseminated	Year 4- 2 Issue briefs submitted and released through the EICC	0	1 (Year 2) 2 (Year 4)	0 (Year 2) 0 (Year 4)
	Strategies for measuring the impact of education on student outcomes in crisis and transitional settings identified					

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
	Knowledge of best practices when educating children in child-headed households increased	Report submitted to EICC	EQUIP1 Records	0	1	0 (Year 4)
Pilot Study on the Role of Community Schools in Afghanistan						
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) 1 (Year 4)	0 (Year 3) 1 (Year 4)
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)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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)
		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)



Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
	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) 3 (Year 3)

Annex II: *EQ Review* on Youth Participation in Development Projects

[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 successes, challenges, and lessons learned by USAID Missions.

January 2006

Vol. 4, No. 1



Youth Participation in Development Projects

Too often, young people are portrayed in negative ways - as gang members, juvenile delinquents, or reckless troublemakers seeking to inflict damage on “adult” society. As persuasive as these views of youth may appear, they are frequently very far removed from the truth: the majority of the world’s youth are often more interested in leading productive and meaningful lives rather than in harming or undermining their communities. In various regions and varying situations around the world, hundreds of thousands of young people are spearheading positive social change - leading community initiatives, operating small businesses, and reshaping political processes.

More can be done to nurture these productive behaviors, as young people constitute clear assets to development when they are positively empowered to be active citizens. Supporting and including young people in development processes is critical for several reasons. Firstly, and fundamentally, youth have experience, knowledge and ideas that are unique to their situation, enabling them to offer key insights and perspectives on development that adults cannot. Secondly, in many communities, youth make up the majority of the local population; as a result, youth voices can be crucial expressions of overall community needs. Finally, regardless of their current status, young people are the future custodians of their environments and future leaders of their peers. The lessons learned today influence tomorrow, and already the majority of youth around the world counter real world issues of childbirth, disease and unemployment. Although “youth” by definition, they are wise to the roles government and economics play in their life and community. It is therefore imperative that young people are given opportunities to develop the values, attitudes and skills they need to actively participate and succeed in the spheres of family, workplace and community both today and tomorrow. A failure to promote youth development - and roles for youth in development - will have disastrous effects on countries across the world, both in the short- and long-term.

Youth participation is a way to provide opportunities for youth to take on greater responsibilities and, through these real world experiences, to build competencies and develop into successful adults. Participation in social groups fosters a feeling of connectedness and belonging, helping young people to develop a sense of identity. The experience of contributing to a cause, a decision, and/or a group can be crucial part to the development of sense of responsibility, purpose and self-worth. Creativity and innovation are stimulated by challenging youth to take on clear tasks and then providing the coaching needed along the way as obstacles or unexpected results are encountered.

Promoting youth participation can take many forms, from encouraging youth volunteering in community development projects, to empowering young people to offer their perspectives on world issues, to having youth serve as members of advisory boards, become peer mentors, and lead development programs, non-profit organizations and small businesses. However, what is most important is that in all these cases, attention is paid to the quality of this participation - to ensure that young people are not just token figures, but that they are meaningfully engaged in ways that strengthen their problem-solving, decision-making and leadership skills. This prepares and engages young people today to actively build a both a better future and a better present. It also illustrates one of the most effective forms of sustainable development- achieved only when the processes cultivated today last for generations to come.

For more information, contact Melanie Beauvy, Associate Director for Youth Involvement, EQUIP3/Youth Trust, Education Development Center, mbeauvy@edc.org.

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- 2 Rapid Appraisal Missions
- 2 Ruwwad: Palestinian Youth Empowerment Project
- 3 ERfKE (Jordan)
- 4 YouthNet

Youth participation

encourages involvement,

builds competencies, fosters

development, and promotes a

sense of belonging.

Youth Participation in Rapid Appraisal Missions

At the conclusion of a recent NGO-sponsored project for girls who had been demobilized from Lord Resistance Army (LRA) units in Northern Uganda, young participants were asked to speak about the impact of the project on their lives. After hearing her peers speak about the many benefits of the psycho-social counseling services and healthcare interventions that had been offered, one young woman alerted researchers to what she saw to be a critical gap in project planning and design.

She observed that no one had ever asked her and her peers what they had learned during their time with the LRA - what kinds of practical life skills they had developed that might benefit them in the future. She reported that these assets were seemingly never taken into consideration during the design of the de-mobilization program that had been put together for her and her peers. She spoke about having learned to organize meals for large groups of child and adult soldiers, and about having been forced by circumstances to develop leadership and problem-solving skills. She told researchers that none of these skills or strengths were ever acknowledged during the project, which tended to treat her and her peers as passive victims rather than active survivors, and did little to build sustainable livelihood strategies for them that drew on their hard-won resilience and practical life experiences.

“...importance of engaging

young people as key

informants in the design and

development of new programs

intended to benefit them.”

This anecdote underscores the importance of engaging young people as key informants in the design and development of new programs intended to benefit them. It also highlights why it is not enough simply to have young people serve as respondents to questionnaires or focus group sessions developed by adult researchers, but instead to be involved as full stakeholders both in the development of research tools and in their application. All too often, adult researchers may simply ask the wrong questions or miss key information sources unless they draw young people into the design, application and analysis phases of research protocols. It is also of critical importance to “workshop” emerging research findings with additional groups of youth – testing analytical “scenarios” in a dynamic and interactive way with young respondents to ensure that they concur with overall results and to allow them to shed further light on emerging themes and common findings.

Based on its wide ranging experience in involving youth in rapid appraisal, focus group research, and community mapping exercises worldwide, EQUIP3 is currently developing a set of guidelines for effective participation by young people in what is called Youth-Driven Appraisal and Planning (YDAP) activities. The guidelines, available in early 2006, will speak to the capacity-building needs for both youth and adult researchers in a YDAP activity, and to effective practices for full youth participation across all the critical phases of appraisal and planning initiatives.

For more information about Rapid Appraisal Missions, contact EQUIP3 / Youth Trust CTO, Clare Ignatowski, at cignatowski@usaid.gov.

Ruwaad: Palestinian Youth Empowerment Project

It is not often that when a USAID Mission Director visits the launch event for a new project, he spends all of his time speaking in a “fish-bowl” session with a group of 16-24 year old youth – answering their questions, seeking their advice and listening to their concerns. But that is just what happened when Jim Bever, USAID West Bank/Gaza Mission Director joined the November 15-16 launch event for the “Ruwwad” Palestinian Youth Empowerment Project. This session was just one of the ways young people participated in the two-day event; they also took the lead in designing, facilitating, reporting, and evaluating sessions.

One 16 year-old from Ramallah summarized her experience of the launch event by saying, “I am still amazed by the fact that young people were invited to participate in all of the planning and partnership development activities these past two days. This is the first time I know of that the launch of a new program intended to benefit youth actually had youth fully involved and always present. It is a good sign for the future success of this project.”

Youth participation in the November 15-16 Ruwwad launch event builds on a long standing commitment to involving youth at every stage of program design, implementation and evaluation. This began with extensive youth involvement in the Rapid Appraisal and Planning Mission that informed the overall programming priorities and approaches of the five-year activity.

This commitment to youth participation is also reflected in the establishment of the Ruwwad Youth Forum, an advisory body that will serve as a critical resource and sounding board for Chief of Party, Hisham Jabi, and all of the lead implementing partners who will drive the delivery of Ruwwad’s programming.

Another area of youth involvement can be seen in the design of the project’s Monitoring and Evaluation (M&E) Plan, which builds in a role for youth to contribute to all of Ruwwad’s M&E activities. As one 22 year-old Youth Forum member from Ramallah said, “Youth involvement in monitoring and evaluation is critical to the success of Ruwwad. Who better will understand the impacts of this project on young people, and who will be more interested in addressing any obstacles that might be encountered, than youth themselves? Having us participate in monitoring and evaluation is not just a good idea, it is an essential ingredient for success.”

The Ruwwad project team understands that meaningful youth participation will require ongoing capacity building for all of the youth and adults involved. Additionally, evaluation of the Rapid Appraisal and Planning Mission and launch events have indicated areas in which both youth and adults could improve the ways that they contribute to the dynamic new youth-adult partnership that will form the foundation of this pioneering activity.

Ruwwad is a five-year project funded by USAID/West Bank Gaza and implemented by EQUIP3 / Youth Trust. Ruwwad’s projected results are the development of 5,000 Palestinian male and female youth leaders at local and national levels and the creation of sustainable environments for 100,000 Palestinian male and female youth to engage in positive educational, economic, social and civic activities.

For more information, please contact Ruwwad CTO, Fadi Khoury, at fkhoury@usaid.gov.



Palestinian youth participating in a focus group

ERfKE: Education Reform for the Knowledge Economy (Jordan)

Jordan’s Education Reform for the Knowledge Economy (ERfKE) is using Community YouthMapping to meaningfully engage young people in achieving its goals. The ERfKE Support Program (ESP), funded by USAID/Jordan as part of EQUIP2, promotes the Ministry of Education’s capacity to develop a high quality education system that serves as an engine of economic growth in the region while positioning Jordan as a hub for ICT.

Community YouthMapping (CYM) is a strategy of the Academy for Educational Development’s Center for Youth Development and Policy Research. Through this project, youth and adults canvass communities to uncover places to go, things to do, opportunities, and issues relevant to youth and community development. Youth are trained to use protocols and collect data using quantitative and qualitative tools. By training youth to directly collect information in and about their communities, CYM provides young people with transferable skills and builds their confidence. Importantly, CYM demonstrates how youth can play a leadership role in their community’s educational development.

“Importantly, [Community Youth Mapping] demonstrates how youth can play a leadership role in their community’s educational development.”

In Jordan, the CYM process will be implemented as part of ESP's School to Career (STC) component. STC is an approach that promotes and develops employability skills and professional competencies of students in grades 9 to 11, in preparation for the challenges and opportunities of the knowledge economy. STC partnerships link the public, private and NGO sectors to collaboratively integrate academic and applied education. CYM will serve as a model for future STC programs in the participating schools.

In an effort to identify and develop STC opportunities, over 120 young people from five regions in Jordan (Amman, Aqaba, Karak, Irbid and Petra) will be trained to collect relevant data from local businesses, NGOs and others. This information will be managed and analyzed by youth with adult leaders to improve the connections among youth, schools, NGOs and local businesses. In collaboration with the Princess Basma Youth Resource Center, the youth will be trained in February 2006 and spend the next several weeks collecting and analyzing data. As true partners in the educational reform process, the youth will help local working groups develop strategies and action plans based on their findings to improve and increase STC opportunities.

For more information, please contact the ERfKE CTO, Maha Al-Shaer at mal-shaer@usaid.gov or visit the project's website at <http://www.esp-jordan.org>.

YouthNet: Participatory Learning and Action

YouthNet adapted the community-based assessment process of participatory learning and action (PLA), emphasizing a youth-centered approach in Ethiopia, Namibia, and Tanzania. Each of the three projects used a series of tools and exercises that help young people talk about themselves, their bodies, their neighborhoods, their families, and their perceptions of risks for pregnancy and HIV infection.

In Namibia, young people and adults worked together to create a Christian family life education curriculum.



Photo: YouthNet

In Ethiopia, 51 youth leaders were trained in the use of participatory methods and PLA tools, including body mapping, social mapping, and problem ranking. In social mapping, participants draw a simple map indicating the boundaries of their community, the social infrastructure, and housing patterns. In body mapping, workshop participants draw images of the female and male bodies, including details of the reproductive system and how it functions. These activities help participants discuss sensitive issues. The trained youth leaders worked with more than 800 other young people, conducting participatory assessments among youth and adult stakeholders in both rural and urban settings in every region of the country. The youth analyzed the data from these assessments, synthesized the information, and led regional and national dissemination workshops to share and validate the findings. The youth leaders also created a National Youth Charter and a three-year Plan of Action that was presented to the Ministry of Youth, Sports, and Culture at a national youth event. The documents called for the Ethiopian government to create a sustainable environment for improved youth sexual and reproductive health.

In Namibia, 59 youth leaders selected from faith-based organizations and youth centers participated in a training workshop, where they learned PLA techniques, communications skills for reproductive health and HIV issues, information analysis, and presentation skills. These youth leaders led 28 assessments involving more than 600 youth ages eight to 16 and facilitated group discussions with 84 adults. The youth then compiled and analyzed the data and presented recommendations to community members and faith leaders. As a result, a working group developed a Christian family life education curriculum. Thirty church leaders have participated in a master training-of-trainers workshop and are scheduled to train 90 additional church leaders in using the curriculum. With the curriculum, these faith leaders will reach 3,000 youth ages eight to 16.

The PLA project in Tanzania emphasized youth-adult partnerships in working with religious groups. A total of 48 youth leaders and adults from Muslim and Christian groups in the Iringa Region used PLA techniques to assess their peers' knowledge, attitudes, and behaviors related to reproductive health and HIV, as well as youth access to these services in rural Tanzania. A total of 1,115 youth and adults participated in the assessments. The project led to the expansion or initiation of work by faith groups on issues identified during the assessments, with YouthNet providing workshops to build capacity among the groups to design and implement youth projects.

YouthNet is a global program to improve reproductive health and prevent the spread of HIV/AIDS among people 10 to 24 years old coordinated by Family Health International. For more information, please contact Pamela Mandel at pmandel@usaid.gov or visit www.fhi.org/youthnet.

Annex III: *EQ Review* on Complementary Education

[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 successes, challenges, and lessons learned by USAID Missions.

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Complementary Education

How are the educational needs of historically disadvantaged and underserved populations being met? One effective approach has been community schools established as complementary education delivery modes.

To meet the goals of Education for All (EFA) simply investing in the expansion of the regular public system is not sufficient. It is important to consider how to best organize schools that respond to the particular needs of a country's most disadvantaged families and children. The problem of reaching **all** children—and reaching them with an education that will be effective—cannot be addressed through the continued pursuit of a centralized, uniform administration of schooling.

Inside This Issue:

- 2 Northern Ghana School for Life Program
- 3 Honduras Educatodos
- 4 Cambodia ESCUP

Complementary education programs are designed specifically to complement the government education system and are not meant as non-formal alternative programs. Rather, complementary education programs provide different, community-based approaches to help children with limited or no access to government-provided schooling obtain educational outcomes equivalent to students in regular public schools.

Complementary education programs use community-managed schools to more consistently assure basic opportunities to learn. Complementary education programming employs community-based approaches to schooling, which by design meet the needs of the communities they are set up to serve, overcoming the unresponsive administration typically created by formal systems of public schools. In the complementary education programs that have been researched, locally-recruited, under-qualified, and minimally compensated teachers produce education outcomes that meet or exceed what regular public schools are able to obtain.

A growing body of experience and research is demonstrating that quality basic education can be provided to the world's most disadvantaged populations. The poorest, most vulnerable children in a country can enroll in school, complete a primary education, and learn to read, write, and do math. All this can be done in ways that are cost-effective. For example:

- Bangladesh Rural Advancement Committee (BRAC) primary schools help rural children complete sixth grade three times more cost-effectively than regular public schools in Bangladesh, and BRAC students outperform public school students in reading, writing, and math.
- Community schools in the rural hamlets of Upper Egypt produce fifth graders able to pass the national examination twice as cost-effectively as regular public schools.
- Community-based schools serving HIV/AIDS orphans in Zambia are twice as cost-effective as regular public schools at producing grade seven completers who meet minimum standards in English and math.

The experience of community-based complementary education programs demonstrates that governments need to reconsider several facets of how they organize the supply of education to reach underserved populations. The prominence of the community's role in setting up and running a school, the use of a network of training and support services that can frequently reach each school and community, and partnerships with nongovernmental actors to establish on-the-ground networks of support providers all imply an inherently decentralized approach to providing education.

It is not enough to simply replicate a model of complementary community-based schools used elsewhere. Governments and their partners must invest the financial and institutional resources necessary to ensure that the conditions most favorable to the success of those schools can be identified and sustained. Research shows that local governance and control, flexibility in the location, and organization of the school, the use of local language and modified curriculum, and locally recruited but adequately supported teachers are conditions, that acting together, contribute to community school effectiveness. Ongoing partnerships that can support effective community schools require drawing on each actor's appropriate resources and expertise—limiting government institutions to doing what they do well (assuring the availability of public resources and establishing standards for quality and accountability), relying on nongovernmental partners to do what they do best (establishing and efficiently managing networks of community and school support), and allowing communities to assume responsibility for what they can best manage (decisions about how to organize and operate their school on a day-to-day basis).

Education ministries can take advantage of the success of complementary approaches in three ways:

- Provide resources and support for non-governmentally initiated complementary programs;
- Apply lessons from complementary approaches directly to government efforts to more effectively reach underserved areas and populations; and
- Actively seek out and support partnerships with nongovernmental organizations implementing complementary education programs.

The three articles presented in this issue of the EQ Review show how non-governmental actors, working in conjunction with local communities and with the government's education authorities are able to design programs that meet the needs of children who would otherwise be poorly served or unserved by formal public schools. In Ghana, the School for Life program provides local language instruction in nine months equivalent to the first three years of primary school in small, remote villages too distant to be served by the nearest public schools. In Honduras, students of all ages are afforded a second chance at school in settings that suit them and their communities. In Cambodia, lessons learned from a previously-implemented complementary education program are being used in a current program that targets underserved children in the government-funded schools.

Reaching underserved populations with effective education is going to take genuine decentralization. It is not just a movement of administrative functions to lower levels of the education system, but more purposeful partnerships with nongovernmental organizations and local communities. Genuine local control and structured approaches to local decision-making are part of what enable community-based schools to be effective.

In sub-Saharan Africa, EQUIP2 is investigating the presence of complementary education systems in 48 countries. The report of the investigation will facilitate advocacy for wider-spread complementary education policy implementation and reform at the national and sub-national level. It will be presented at the 2006 Association for the Development of Education in Africa (ADEA) Biennale meeting as a platform for Education for All (EFA). A document summarizing eight case studies on complementary education, as well as the cases themselves, will be available at the end of May 2006 on the EQUIP website: www.equip123.net.

For more information contact Joe DeStefano, Vice President, The Center for Collaboration and the Future of Schooling, at jdestefano@ccfschooling.org.

Northern Ghana School for Life Program

School for Life, a Ghanaian nongovernmental organization working with local education authorities, provides a nine-month education program for youth eight to 15 years old in rural villages of northern Ghana where there is no or very little access to primary education. School for Life teaches local language literacy, numeracy, and general academics equivalent to three primary school grades in nine months.

From 1996 to 2005, School for Life enrolled 50,000 pupils, half of whom were girls, helping to increase the Ghanaian Northern Region gross enrollment rate for first through third grade from 69 percent to 83 percent. Of those students who enter School for Life, more than 91 percent complete

the program, and 66 percent continue on to fourth grade in public schools. At the end of a nine-month cycle, 81 percent of School for Life students are able to meet the minimum standards for literacy and numeracy at the grade three level. School for Life is over three times more cost-effective at producing a third-grade graduate than public schools (DeStefano, Hartwell, Balwanz and Moore, 2006).



Two female School for Life students read in Ghana's Northern Region

In the relationships between pupils and teachers, teachers and schools, and schools and the state, directives flow from the source of authority to the recipient. Yet, learning is supported when learners are respected and nurtured, rather than coerced. This principle is well articulated in the School for Life credo:

The education program aims to develop in the children a sense of critical thinking and activeness, which will reflect in the society at large and promote active participation in democratic processes. This is to generate a harmonic and balanced society with mutual respect and understanding between sexes, ethnic groups, generations and social groups.

Contact William Osafo, School for Life CTO, at wosafo@usaid.gov for more information on the program.

Reference: DeStefano, J., A. Hartwell, D. Balwanz and A. Moore (draft 2006) – Effective Schools for Disadvantage and Underserved Populations, Washington, DC, EQUIP2, Academy for Educational Development.

Honduras Educatodos Program

In the early 1990s, USAID and the Secretary of Education began looking at alternative mechanisms to reach out-of-school youth and ensure that both youth and adults who have dropped out of school complete a sixth grade education. USAID created the Educatodos program through a complementary service delivery model in 1995 to offer youth and adults the opportunity to complete grades one through six in three years. In 2000, the program expanded to include grades seven through nine. Educatodos cost-effectively responds to the demand for basic education in a significantly shorter time frame than the traditional education system. It uses existing country and community infrastructure and an integrated curriculum utilizing audio and printed materials to effectively meet students' needs. Volunteer facilitators with diverse academic backgrounds implement the program from learning centers situated in factories, businesses, schools, and community centers throughout the country.

Guidelines that orient the program follow the official curriculum of the Honduran Secretary of Education and were developed around performance standards in four basic areas: mathematics, communications, science and technology, and social science. Educatodos has a flexible schedule that requires only an average of two and a half hours of group work per day, complemented by homework. Classrooms are multi-grade and multi-age with students ranging from eight to 40 years old. The basic performance standards focus on concepts and content that is pertinent to the daily lives of Educatodos participants. Five cross-cutting themes chosen through discussions with key national education players and reflecting essential issues faced by participants drive the program: population, environment, health, national identity, and citizenship and democracy. Work skills and values are incorporated into each of the cross-cutting themes, and participants develop community projects to integrate classroom learning into daily reality. All learning is student-centered and constructivist-based.

Evaluation of average cost per student and completion rate for Educatodos compared to the public school system shows the program to be considerably more cost-effective than traditional education systems. While Educatodos's completion rates for the three-year program equivalent to public school grades one through six are slightly lower, cost per student is nearly 80 percent lower. For the Educatodos two-year program equivalent to public school grades seven through nine, completion rates were significantly higher, but at a cost 75 to 95 percent lower.

For more information contact Educatodos CTO, Evelyn Rodriguez at erodriguez@usaid.gov.

Cambodia ESCUP Project

Khmer is the official language of instruction in Cambodian schools, however most children in highland minority groups begin school with no prior knowledge of Khmer. To address the educational needs of children from these underserved populations, the Mission's Cambodia Educational Support for Children in Underserved Populations (ESCUP) project is implementing several interventions based on successful complementary education strategies. The ESCUP project is building upon lessons learned from the UNICEF and AusAID funded Highland Children's Education Project (HCEP) in Cambodia, which developed a bilingual and bi-cultural curriculum for the community schools it established in non-Khmer speaking areas.

Adapting interventions from the HCEP Project, ESCUP is working through government primary schools to implement a Supplementary Khmer Language (SKL) program for grade one students in select highland communities. Teachers participating in the SKL program receive training support from ESCUP on teaching Khmer as a second language. This training takes place during the school year, outside of school hours, and lasts approximately four days. Following this training, participating grade one teachers provide their students with extracurricular Supplementary Khmer Language instruction for an intensive two-hour class on a non-school day, and daily 10-15 minute practice sessions during the regular school day. Usually this is done in a way to complement an existing lesson in language or some other subject. Thus, the program tries to work within the framework of the existing curriculum as well as supplementing it.

ESCUP is also piloting a Bilingual Classroom Assistant (BCA) intervention, which has also been developed from the lessons learned in the Highland Children's Education Project. The intervention differs somewhat from the approach used in HCEP in the sense that it is targeted at children studying in a multi-cultural environment (i.e., children speak different languages) whereas HCEP interventions occur in a culturally homogeneous environment. This pilot intervention is designed to address the lack of teachers with skills in minority languages in highland communities. The Bilingual Classroom Assistants (BCAs) are recruited from the local communities and trained to assist ethnic Khmer teachers in their teaching. Local committees recruit the BCAs using criteria established in collaboration with the project. These criteria include speaking Khmer and a local language fluently, a minimum of nine years of basic education, and a willingness to work with schools.

BCAs are trained using a special set of materials designed for the purpose. The initial training is 3.5 days followed by a period of technical support and monitoring. Project staff deliver the training based on a set workshop program. BCAs are remunerated at a rate of \$15 per month through an annual grant provided to the school cluster as part of their yearly planning. Local committees administer and monitor the usage of these funds. The Bilingual Classroom Assistants' main role in the classroom is to offer support to children who are unable to understand teachers' instructions, explanations, or participate in learning experiences. The BCAs also offer advice on language and cultural matters to teachers. This advice is offered as needs arise during class periods, as well as during teacher planning days, which occur once a week. This intervention is fulfilling a need to create student-centered learning environments for children from non-Khmer speaking families entering grade one.

For more information, contact Lynn Losert, CTO of EQUIP1 Cambodia ESCUP Project, at llosert@usaid.gov.



Hill tribe girls at school in Mondilkiri

Annex IV: *EQ Dispatch* February, 2006

[Attached.]

EQ Dispatch

Education Quality in the Developing World



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February 2006

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

Publications

EQ Review: [Youth Participation in Development Projects](#)

This issue of EQR highlights Rapid Appraisal Missions, the Ruwwad project in Palestine, ERfKE in Jordan, and YouthNet in Ethiopia, Tanzania, and Namibia. The look and feel of the EQ Review has also been updated in this issue.

Just In Time: [Considerations When Programming for School Construction](#)

This first issue of Just In Time publication series highlights the issues to consider when doing a project that involves school construction. Future Just In Time publications will be posted on the [Just In Time page](#) of the EQUIP123 website.

Resources

A new [resources section](#) of the EQUIP website has been added. This page will be continually updated, so check back for the latest information.

Associate Award Headlines

EQUIP1:

[New EQUIP1 Zambia Associate Award](#)

[Issue 3 of the MESA Forum](#) has been posted on the [MESA micro-site](#)

[New Standards page on the Egypt Reform Project's \(ERP\) micro-site](#)

EQUIP2:

[EQUIP Videoconference Success Story: Decentralization and Education in Africa](#)

On November 9th, EQUIP2 hosted a videoconference held at Howard University. The topic was Decentralization and Education in Africa and the remote sites that were included in the discussion were Ghana, Namibia, and Uganda.

EQUIP3:

[EQUIP3 Jamaica Education For All Associate Award](#)

[Education for All \(EFA\) / Youth Challenge Grant Program](#)

[Ruwwad: Palestinian Youth Empowerment Program](#)

Two Associate Award pages have also been updated: [Haitian Out-of-School Livelihood Initiative \(IDEJEN\)](#) and [Literacy and Community Empowerment Program \(LCEP\) in Afghanistan](#)

Leader Award Highlight

EQUIP3: [EQUIP3 Education in Fragile States Seminar: Youth Participation and Youth Assessment in Fragile States](#)

The third and final seminar in the EQUIP seminar series focused on youth assessments as a tool to meet strategic planning needs. The seminar discussed why youth assessments

are an effective tool in fragile states, how to conduct youth assessments effectively, and drew on the experiences of USAID and EQUIP3 / Youth Trust in Iraq, West Bank/Gaza, and Afghanistan. In addition, the seminar focused on youth participation as a tool to increase the success of youth assessments.

EQ Dispatch is a free, e-publication that is emailed to subscribers on a bimonthly schedule. The [Educational Quality Improvement Program \(EQUIP\)](#) is funded by the [U.S. Agency for International Development](#) under the Cooperative Agreement number GDG-A-00-03-0006-00. © 2006 EQUIP All Rights Reserved.



USAID
FROM THE AMERICAN PEOPLE



**Annex V: *Journal of Education for International Development (JEID)*
Papers from the 2005 EGAT/ED Conference**

[Attached.]



Journal of Education for International Development (JEID)

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Volume 2, Issue 1 USAID Education Workshop Presentations, *Moving from Access to Relevance*

NOTE FROM THE EDITOR

Welcome to the *Journal of Education for International Development* (JEID). JEID is very pleased to publish articles that bring relevant and timely information to education professionals working in developing countries around the world.

Many developing countries today are striving to meet international education targets set by the [Education for All Conferences](#) and the [Millennium Development Goals](#) and to achieve their own national education goals. As countries worldwide move toward universal access to quality education, they face many challenges. These include financial constraints, inadequately trained education professionals, lack of reliable and accurate data, and policy limitations. Information to help overcome these challenges is essential. The goal of JEID is to make available information on all issues relevant to the improvement of quality education at all levels. All JEID issues are published online, free of charge.

ISSN 1554-2262

I encourage you to consider contributing your articles to JEID and to register as a peer reviewer. By working together, we can put our knowledge in the service of sustainable development worldwide

Deborah Glassman, Editor

Constructing Knowledge Societies: New Challenges for Education

Jamil Salmi, World Bank

Citation

Salmi, Jamil (2006). Constructing Knowledge Societies: New Challenges for Education. *Journal of Education for International Development*, 2: 1. Retrieved from <http://www.equip123.net/JEID/articles/2/KnowledgeSocieties.pdf> on [insert month] [insert day], [insert year].

Abstract

Technology is dramatically changing the knowledge being produced in the world today. The changes, which could be as fundamental as was the introduction of blackboards into classrooms two centuries ago, will

test education systems in developing countries. This keynote address considers the importance of new applications of knowledge, the continuous restructuring of education systems in response, especially at the tertiary level, and the challenges that developing countries and their donors face as a result of these changes.

[Complete article in PDF.](#)

[Download Complete Issue.](#)

Education and Emergencies

Eldrid K. Midttun, Education Adviser
Norwegian Refugee Council

Citation

Midttun, Eldrid K. (2006). Education and Emergencies, *Journal of Education for International Development*, 2:1. Retrieved from <http://www.equip123.net/JEID/articles/2/EducationandEmergencies.pdf> on [insert month] [insert day], [insert year].

Abstract

This keynote address examines the global situation and the prospects for education in emergencies, including natural disasters and armed conflicts. It reviews the roles of different actors in emergencies and their coordination and cooperation. The author describes the efforts of the Norwegian Refugee Council in planning and providing relevant, quality education support to individuals and communities affected by emergencies.

[Complete article in PDF.](#)

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Fostering Education for Female, Out-of-School Youth in Afghanistan

Jo Ann Intili, Ph.D. and Ed Kissam, Ph.D., Aguirre International,
Division of JBS International, with Creative Associates
Eileen St. George, Ph.D., Creative Associates

Citation

Intili, Jo Ann; Kissam, Ed; St. George, Eileen (2006). Fostering Education for Female, Out-of-School Youth in Afghanistan. *Journal of Education for International Development*, 2:1. Retrieved from <http://www.equip123.net/JEID/articles/2/Afghanistan.pdf> on [insert Month] [insert day], [insert year].

Abstract

In 2003, in response to the lack of educational opportunities in Afghanistan for the general population and especially for females, the United States Agency for International Development funded the

Afghanistan Primary Education Program (APEP). APEP offers emergency access to accelerated elementary education for out-of-school youth between ten and eighteen years of age, focusing on females. Between 2003 and 2005, APEP supported Accelerated Learning (AL) programs for 170,000 over-age youth in more than 3,000 villages in Afghanistan. This paper describes the program strategies and the significant results achieved for female youth.

[Complete article in PDF.](#)

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Impact of New Horizons for Primary Schools on Literacy and Numeracy in Jamaica 1999-2004

Marlaine Lockheed, Ph.D., Abigail Harris, Ph.D., Paul Gammill, Karima Barrow

The Academy for Educational Development

Citation

Lockheed, Marlaine; Harris, Abigail; Gammill, Paul; Barrow, Karima (2006). Impact of New Horizons for Primary Schools on Literacy and Numeracy in Jamaica 1999-2004, *Journal of Education for International Development*, 2:1. Retrieved from <http://www.equip123.net/JEID/articles/2/NewHorizons.pdf> on [insert month] [insert day], [insert year].

Abstract

In school year 1998-1999, the United States Agency for International Development fully rolled out the New Horizons for Primary Schools Program (NHP) for approximately 10% of the most poorly performing schools in Jamaica. The program was designed to improve the quality of teaching in these primary schools, to raise literacy and numeracy levels, to increase school attendance and to strengthen school management. The first cohort of students to attend NHP schools for all or most of Grades 1-6 completed Grade 6 in 2004. This report examines how NHP affected student learning achievement and discusses the data requirements for more rigorous analyses.

[Complete article in PDF.](#)

[Download Complete Issue.](#)

Beyond the Basics: Balancing Education and Training Systems in Developing Countries

Robert Palmer, University of Edinburgh, Centre of African Studies

Citation

Palmer, Robert (2006). Beyond the Basics: Balancing Education and Training Systems in Developing Countries. *Journal of Education in International Development*, 2:1. Retrieved from <http://www.equip123.net/JEID/articles/2/BeyondBasics.pdf> on [insert

month] [insert day], [insert year].

Abstract

Since 1990, post-primary or post-basic education has received far less support than primary education. Yet, it is becoming increasingly clear that concomitant support is needed to both post-basic education and training (PBET) and to the development of a supportive labour market environment for economic growth and poverty reduction. Using evidence primarily from Ghana, this paper examines the reasons for the pattern of low returns to lower levels of education across sub-Saharan Africa. To achieve the correct skill-mix for poverty reduction and growth, all levels of education and training need to be supported to bring about the kinds of expected developmental outcomes associated with education. Narrowly funding primary/basic education will not reach the Millennium Development Goals.

[Complete article in PDF.](#)

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Marshall Plan Concepts and Technical Assistance in Kharkiv, Ukraine

Leland M. Cole and James M. Silberman
Center for Economic Initiatives

Citation

Cole, Leland M., Silberman, James M. (2006). Marshall Plan Concepts and Technical Assistance in Kharkiv, Ukraine. *Journal of Education for International Development*, 2:1. Retrieved from <http://www.equip123.net/JEID/articles/2/MarshallPlan.pdf> on [insert month] [insert day], [insert year].

Abstract

The Marshall Plan was probably the world's most successful assistance program. The Technical Assistance Productivity Program, one of its components, brought 25,000 Europeans and several thousand other people from developing countries to the United States to learn about the latest techniques in management, technology and marketing. Study tour participants adapted American techniques and increased productivity at home. The United States Agency for International Development funded a series of similar study tours for businessmen from Kharkiv, Ukraine to the United States. This paper describes those study tours and their very positive results.

[Complete article in PDF.](#)

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Annex VI: Education in Emergencies Activities Quarterly Report

Activity 1. Support INEE's TOT Workshop on MSEE in the Middle East and North Africa

The EQUIP1 Education in Crisis Specialist along with the WGMSEE's Training Group will take the lead for the sponsorship of the Middle East and North Africa training of trainers' workshop.

EQUIP1 will contribute to the funding of a lead Arabic-speaking trainer according to a TOR to be developed in consultation with the EQUIP1 Education in Crisis Specialist and with input of the EQUIP1 Director.

EQUIP1's Education in Crisis Specialist coordinated the planning and organization of the workshop with INEE's Focal Person for Minimum Standards and the WGMSEE. The workshop will be co-hosted on the ground by CARE, Save the Children (UK), UNESCO and WFP in Jordan. The tentative date is set for July 4-6, 2006 in Amman, Jordan. Next week, April 24, the EQUIP1 Education in Crisis Specialist will host a conference call between the co-host in the Amman and MSEE Focal Person to finalize plans and to discuss the roles and responsibilities of key players, appoint a logistical support group, identify a workshop venue in Amman, draft an announcement and application guidelines, and determine a process for accepting applications.

Since most of the participants will be Arabic speakers, it has been suggested to find an intern to help with the translations and drafting of correspondence in Arabic. EQUIP1's Education in Crisis Specialist, in consultation with the MSEE Focal Person, will develop a TOR for the lead trainer and the intern, and will participate in the selection of the consultant.

Activity 2. Profiling Education Programs for Children in Child-headed Households in Fragile Countries

The purpose of this study is to profile and identify approaches, key features and characteristics of education programs for children in child-headed households in order to gain an understanding of the most effective means to improve their access to and retention in education. Key guiding questions include:

- What are the unique educational needs of children in child-headed households as compared to the general school-age population?
- What are the special features of the education programs that address the particular needs of children in child-headed households as compared to those used for the general school-age population?
- What are the considerations for teacher training?
- What are the implications for education policy in crisis and HIV/AIDS affected countries?

The EQUIP1 Education in Crisis Specialist will start internet and desk research and will develop a detailed action plan in the coming weeks.

Activity 3. One or Two Issue Briefs on the considerations of education in emergencies in Muslim Fragile States (EQ Review)

The EQUIP1 Education in Crisis Specialist will develop one to two short exploratory articles for the EQ Review on models, delivery mechanisms and key features of community-initiated education services in Muslim fragile states and the implications for policy and program design.

The EQUIP1's Education in Crisis Specialist started internet and desk research and is reviewing literature. A detailed action plan will follow in the coming weeks.

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

Education Development Center January 2006 – March 2006

One of the individual studies in the EQUIP1 Cross-National Synthesis is EDC's study on perceptions of educational quality 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 September 2001 through September 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. EDC's SIRIP project is an outgrowth of FOCUS and is working to extend the work of the FOCUS project to Somaliland. This project was funded by USAID late in 2005 and Qur'anic schools will participate as recipient schools in the project.

The quarter began with data collection activities in the Somali Region of Ethiopia just getting underway. Helen Boyle, EDC's EQUIP1 Project Director and lead researcher on the Islamic school study, arrived in Ethiopia in early January. She was joined by Leila Bogoreh, an EDC technical advisor/researcher of Somali origin (from Djibouti). Preparation for the data collection took place in the last quarter so Boyle and Bogoreh were immediately able to begin training the local researchers (4) in the use of the instruments. The training, which involved hands on practice, lasted one week. Three schools were visited during the course of this week and data was collected from those schools. During the early days of the training, it was clear that some alterations needed to be made to the Somali version of the instruments, as the language used in the translation was deemed too hard or "high register" in places. Leila Bogoreh was able to make these changes in conjunction with the local researchers. While the instruments had been simplified from the instruments used in Nigeria, field testing indicated that they needed to be simplified even more due to the nature of the Somali region Qur'anic schools. Boyle and Bogoreh also completed these changes in the field with the local researchers. The instruments measure the same variables those in Nigeria sought to measure: 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. The instruments used include:

- Classroom Observation Form
- Affective Interaction Forms
- Teacher Questionnaire
- Interview (teacher and principal)

The lead local researcher and Helen Boyle developed a schedule for data collection that encompassed four sites. The four sites were selected because they were sites where EDC

had conducted a descriptive study of Qur'anic schools in 2004. The data collection took place over the course of February and March, with the four researchers traveling in pairs to each site. In each site, the researchers visited at least five schools.

This quarter, EDC held conference calls with the other partners involved in the cross-national study. During the calls, the three groups discussed and agreed upon the steps needed to individually write up material, (according to an agreed upon format), such that comparison of the results could begin.

**Annex VIII: Pilot Study on Educational Quality in a Transitional Educational
Program for Out-of-School Girls in India
World Education
Quarterly Report January-March, 2006**

Summary of First Quarter Activities

During the months of January, February and March, 2006, Pilot Study activities focused on project implementation, management and collection of data to fulfill original Pilot Study design requirements, and inclusion of a new study component to evaluate girls' retention in school and parental interest in education. During those months, World Education and the Center for Applied Research and Extension (Care) staff accomplished the following:

Project Implementation

Food and nutrition

World Education and CARE staff has complied with NIN recommendations for the school. All food items suggested by the nutritionist have been incorporated into the daily menu and teachers conduct regular reviews about nutrition in the classroom. Children are able to categorize the different kinds of food and their function in the human body. In addition, during the month of February 2006, teachers received training from NIN to identify clinical signs of malnutrition among children in the school.

Health and hygiene

World Education and CARE staff has purchased and distributed basic toiletries, such as soap, detergent, and combs to children in the school. Teachers monitor children regularly and instruct them on how to bathe and wash their clothes properly. Special care has been taken to inform children about the advantages of maintaining good hygiene.

Materials development

Teachers have been testing lessons developed by CARE and World Education in the classroom. They have been utilizing the experiential learning methodology and monitoring their activities by completing the classroom performance checklist. This activity has served as a self-reflection process that eases teachers' discussions about difficulties faced in the classroom. Based on those discussions, teachers attempt to find solutions to their problems and to refine their teaching methods.

Mainstreaming process

Mainstreamed children are continuously monitored by the Mobilizer and teachers during their visits to the villages.

Agricultural and non agricultural life skills

Last month, during the review and planning meeting, World Education staff working in the APFAMGS project planned to conduct a teacher and child training on some agricultural concepts. Some of the agriculture activities that have taken place so far include:

Nursery—Children observed the elaboration of the vermicompost pit by Napad method. They filled the pit by collecting both the green and dry organic matter. Children also became involved in the process by mixing the soil and the compost and by leveling the bed. Children sowed the seeds in the bed under the supervision of teachers.

Lemon seedlings are raised in the nursery (by grafting). These will be distributed to parents to increase their awareness on nutrition.

School garden—Children are involved in the maintenance of the school garden by watering the plants regularly.

Vocational skills—Teachers teach children how to prepare chalk and candles with the raw materials available with them. The raw materials are supplied by NCLP. Handouts on how to prepare chalk and candles are being drafted with the assistance of teachers and children.

Use of alpha smarts—Children in grades D and E are given alpha smarts to learn how to type. Teachers and children are using the Mavis Bacon program to learn that skill. Mavis Bacon is a computer program installed in the school computer.

Library—Every Saturday evening children check out books from the library. After children return the books on Monday, teachers carry out discussions about the stories they read. To attend to children's reading demands and to maintain children's interest in reading, World Education is assisting CARE staff in increasing the number of titles available in the library.

School management—It is part of World Education and CARE's goals to increase the capacity of school staff to manage school records properly. All school records are updated regularly and staff is keeping track of children's movement in/out of the school, their academic progress, and the overall management of the school, such as inventory of food and supplies.

Data collection

An orientation session regarding the Pilot Study was held by Dr.T.N.Reddy. Among the participants were: CARE and World Education staff, the Registered Medical Practitioner (RMP) at Kuchinerla, Mr.Mallesh, an LIC agent, Mr.Swamy from Yersandoddi, Mr.Chakravarthy, CARE staff from Aiza, and Gopal the social mobilizer.

The main purpose of the meeting was to discuss the following:

- School retention among mainstreamed girls in the last five years;
- Reasons for drop out and girls' activities after they left school;
- Reasons given by parents to send their children to school;
- Reasons given by parents for not sending their children to the school;
- Analysis of the effects of economic status, caste and education on parental decisions to educate their children.

During the meeting, it was decided that the following will take place: interview with 350 parents who decided to send their children to school, 50 interviews with parents who decided not to send their children to school, and 350 mainstreamed children who are currently attending school.

Three sets of questionnaires were developed to interview the groups mentioned above. Each questionnaire was discussed thoroughly and each interviewer was oriented on how to conduct interviews properly. There are eight interviewers divided into two teams. The data collection process started January 27th, 2006. Siddonpalli, Siddonpalli Thanda, Mallapuram, and Mallapuram Thanda were the villages selected to be part of the study. One team was assigned to Siddonpalli and the other was assigned to Siddonpalli Thanda. After collecting data from these two villages, these teams are scheduled to visit Mallapuram and Mallapuram Thanda. Debriefing of the data collection process will be facilitated by Dr.T.N.Reddy. Data will be entered into Excel for future analysis.

In addition to gathering information on school retention and parental interest in education, the Pilot Study team continues to gather data on children's health, nutritional status, and academic progress, teachers' experiences and reflections, and mainstreaming activities.

**Annex IX: *Just in Time Publication* on School Construction
January 2006**

[Attached.]



Considerations when Programming for School Construction

With Education For All as a goal, the lack of adequate and appropriate facilities is becoming apparent. School construction projects are being funded at higher levels; with this rise in funding there is a need to know more about the issues surrounding school construction. This publication outlines field experiences in USAID school construction projects in an effort to inform decision-making.

One rule-of-thumb is that if the cost to renovate a school is 60-65% or less than the cost to build from scratch, it would be better to renovate

(Department of State, 2003).

Build New or Renovate

In the planning phase of most school construction projects, the question of whether to renovate or build from scratch arises. One rule-of-thumb is that if the cost to renovate a school is 60-65% or less than the cost to build from scratch, it would be better to renovate (Department of State, 2003). *Geographic and population mapping* is a useful activity to aid in making that decision. Mapping activities may indicate that existing schools are already appropriately located, which may mean that renovation is the more resource- and cost-effective option. At times, acquiring new land is difficult, and therefore renovating existing schools is the only option. For example, land is at a premium in Egypt and so special permission must be obtained to dedicate land for school construction. The Ministry of Agriculture is especially keen on ensuring that agricultural land is not taken out of production for school construction. It is important to know these types of limitations when planning the construction of a school. An additional benefit of geographic and population mapping is that it can aid in deciding on a location that will be accessible for the majority of the population.

Construction, School Design, and Maintenance

The design and architecture of the school is always an essential consideration. Features that deserve attention in the planning phase include play spaces, girl-appropriate facilities, and adequate lighting. Local ideas of *privacy* should be explored when planning facilities. Privacy is especially important for menstruating girls and should be addressed when deciding on how and where to build latrines. It is also important to consider building a wall or barrier around a school to provide a safe, private, and quiet environment that is conducive to learning. Builders should know whether there is electricity available in the location that the school is being built, and if not, creative ways of enhancing lighting in the school should be explored (i.e. sunroofs).

When planning *production schedules*, it is important to take into consideration weather patterns and local geographic conditions. For example, a project in Sudan was having concrete blocks shipped from Kenya during the Sudanese monsoon season, which delayed the schedule and added storage costs. Being familiar with the terrain of the construction site is also crucial. If the land surrounding the site is rocky and mountainous, then adhering to blueprints that would call for the use of a crane would be inappropriate. Furthermore, for liability reasons, it is also important to ensure the safety of all workers and to hire engineers to oversee the process. In projects that are renovating a school or adding a new wing, it is advisable to renovate and upgrade the existing portions so that there is equity throughout the facility.

Planning for *access* for students, teachers, and community members with disabilities should also be a part of the design phase. Certain modifications to the architecture or design of a school can allow for a disabled-friendly structure: ramps, larger desks, wider doorways, and larger latrines that can accommodate wheelchairs or people that require more room to maneuver. Partnerships with organizations that cater specifically to the physically disabled can pave the way for creating an environment and structure that allows access to the disabled. It is important to understand the standards that USAID has set regarding accessibility for the disabled when planning and budgeting for a construction project. These standards are discussed in further detail in the “Standards” section below.

Classrooms should be conducive to a *variety of instructional methodologies*. Furnishings should be appropriate for the teaching methods. Purchasing easy-to-move furniture can enable the teacher to change the classroom to meet daily teaching and learning needs. Replacing the traditional rows of attached chairs and desks with furniture that can easily be arranged into various configurations can encourage student-centered learning methods in classrooms. Furniture that can be locally maintained can add to the life of the furnishings. If there are furnishings that are made from materials that are not available in the community, then it will be that much more burdensome - logistically and financially - for the community to get the furnishings repaired, increasing the likelihood that the community will not repair the item at all.

Maintaining schools and classrooms is crucial for the enhanced life of the structure. It should be decided from the outset of the project which entity is responsible for the maintenance of the school - is it the community or the local government or the central government? A maintenance program should be built into construction plans. An added benefit of engaging the community and parent groups in the construction of the school is that it increases a feeling of community ownership, which may provide an incentive for the community to be involved in the maintenance of the building. The school administration or parent-teacher organization can be trained and supported in more actively participating in ongoing maintenance. Hanging posters in key areas to instruct students and teachers on expectations of daily maintenance, making cleaning materials easy to find and accessible, and promoting student ownership of classrooms can all aid in encouraging maintenance by students, teachers, and the administration.

There are certain features that can be integrated into the school design and architecture that allow for easier and better maintenance. Adding ceramic tiles to classroom walls make it easier to clean and easier to hang student work. Strips of wood nailed horizontally across the walls at the appropriate height can be used for hanging up work, while also reducing the damage to the walls that occurs when removing and replacing materials on the walls.

Building Codes and Standards

USAID and the U.S. government set certain standards for construction projects. For example, the “USAID Disability Policy Paper” sets the standards and guidelines that adhere to the “universal design” principle when building or renovating buildings with USAID funds. “Universal design” means building structures that are accessible to everyone, including those with disabilities (as opposed to “accessible design,” which is only accessible to people with disabilities and therefore may lead to separate facilities for the disabled and promote exclusion). Builders are to use the host-country’s standards as long as they provide for “substantially equivalent accessibility and usability” as the guidelines standards set by the Americans with Disabilities Act (ADA) and the Architectural Barriers Act (ABA) Accessibility Guidelines. If the host-country does not have standards that are aligned with these acts, then structures must adhere to those standards set forth in the ADA and ABA Accessibility Guidelines. These standards are often extremely cost-limiting and can impact production

schedules, maintenance costs, and the ability to use local labor. Additionally, environmental impact studies are often necessary when undertaking a construction project. These costs should be taken into account when planning how to spend resources.

While necessary for safety and durability, standards can often be prohibitively expensive and not appropriate for the environment. They can restrict the number of schools that can be built on a finite budget. In some countries, school building standards are rigorously enforced and it can be difficult to incorporate changes, improvements, and cost-reduction measures into the design of a new school. Setting standards too high for the resources available can often hamper rebuilding the education system in countries emerging from war or civil unrest.

If more than one NGO/donor is involved in a school construction project, it is important that the standards for each are aligned. In one case, the project agreed to lay the foundation and the Army Corps of Engineers built upon the foundation. Because the standards were not the same, the Army Corps of Engineers could not do the work they intended. Additionally, it is crucial to incorporate a quality assurance plan at the beginning of the project to ensure that all standards and schedules are aligned.

Political Considerations

Construction is seductively easy. It is visible and can become political or the main focus of a project because it builds local economy and can be easily monitored. But, it is important to focus on the end result of facilitating better education. Understanding the political interest and knowing who can stand to gain from construction projects is also important. For example, ministries of education have asked for projects to do construction to their own buildings even though it wasn't a part of the original plan. This can use resources that would otherwise provide a better education for the students. Given its attractiveness, it is possible for missions to use construction as a bargaining chip (i.e. building a school in return for training X amount of teachers or donating land).

It is not only important to understand the in-country political climate, but also the agenda of the United States government in the country that the work is being done. This is especially true in fragile states where it would be helpful to U.S. diplomatic efforts to build something tangible to show to the local population the interests of the U.S. citizens. Additionally, construction projects serve to show U.S. taxpayers how their money is being spent. This kind of pressure often sets excessively high expectations for delivery schedules and the scale of the construction project.

Partnerships

As with most projects, fostering partnerships is a vital component of educational building activities and can aid in the success and sustainability of a project. They include partnerships with the community, school building authorities, school administration, and parent-teacher organizations. Partnership roles between the government and the community should be clearly defined and appropriate for the context. Ideally, a partnership would exist in which the government provides standards and materials and the community provides labor and local materials.

If a community feels ownership of a school, it will better maintain the school, use the school for wider community purposes, and more actively participate in parent-teacher and school board organizations. Incorporating a multi-purpose room that can be used by the wider community is a good way to welcome and engage the community. In addition to involving the community in needs assessment and land procurement for school construction,

community leaders can also be involved in identifying local laborers for the construction company once a contract has been signed. Additionally, a community education committee can be encouraged to take part by inviting high officials to a corner stone laying celebration; deciding where the gate should be; choosing a color for the fence around the school; naming the school; actively participating in electing the first parent-teacher organization or the first school board; and organizing a school opening celebration. Establishing effective partnerships can also be a creative way to increase the resource base. In some cases, it may be possible to encourage the establishment school improvement endowment funds through an active parent-teacher or school board organization.

It is worth the extra investment in time to involve the school building authorities throughout the design process. They will be informed and aware of the changes well before their approval is requested. This can aid in getting their approval when it is needed.

Resources and Funding

Because resources and funding are usually scarce, it is extremely important to carefully and properly plan budgets that build in the appropriate costs. Security and maintenance costs are often overlooked in the budget preparation. In the United States, one-third of the costs from endowments at universities are to be allocated specifically for ongoing maintenance. Annual maintenance costs can be up to one-fifth of construction costs. When local resources are available, they should be used in school construction, including labor and physical resources. Using locally available resources is usually more cost-efficient - saving money on shipping and importation costs - and can also stimulate economic activity in the region that the project is taking place, thereby increasing local ownership of the school. It is also helpful because items can be repaired locally after the project ends. However, while training local laborers may build capacity, it can be quite expensive and extend production schedules substantially. When hiring local contractors, it is important to keep in mind their limitations.

USAID Projects with School Construction Components

Following is a list of some projects active in 2005 that are implementing a school construction or renovation component. These projects may have valuable insight into how to develop and plan for a school construction project. The mission contacts for these projects are included.

AIDE: Djibouti. USAID CTO – Maura Barry (mabarry@usaid.gov).

- Rehabilitation of Guelleh Batal Primary School and Ambouli Middle School.
- Repair of a roof destroyed by wind on a block of three classrooms at CES Tadjourah and rehabilitation of sanitary facilities at CES Obock.
- Conversion of Gabode I Primary School to a middle school, including the construction of laboratories, separate sanitary blocks, renovation of classrooms and director's quarters, new water and septic systems in the sanitary block, rehabilitation of the boundary wall, and conversion of classrooms into laboratories.
- Rehabilitation of prospective Teacher Resource Center (TRC) in Djibouti Ville and construction of TRCs in four other districts
- Construction of foundations for dormitories in Tadjourah and Dikhil.
- Assistance in completing renovations at the Ministry of Education's headquarters building.

Security and maintenance

costs are often overlooked

in the budget preparation



In the United States, one-

third of the costs from

endowments at universities

are to be allocated

specifically for ongoing

maintenance.



Annual maintenance costs

can be up to one-fifth of

construction costs.

CLASS: Senegal. USAID CTO – Pape Sow (psow@usaid.gov)

- Construction of at least 18 middle schools in the three project target regions: Fatick, Kolda, Tambacounda. New buildings include four classrooms, two separate bathroom facilities, an administration and teachers building, a library, and a multipurpose room.
- Renovation of at least 12 middle schools, including two classrooms, bathroom facilities, and an administration/teacher building.
- At least 30 communities participate in construction, renovation, maintenance, and improvement activities of their local middle schools.

ERP: Egypt. USAID CTO – Hala El Serafy (helserafy@usaid.gov)

- Construct 330 new classrooms - New classrooms are being constructed in communities where there is scarcity of facilities or overcrowding of schools. All new classrooms are being planned and located in accordance with community needs and desires.

YALA: Yemen. USAID CTO – Susan Ayari (AyariSH@state.gov)

- Rehabilitation of 77 primary schools in three rural governorates.
- Construction of eight 100-person capacity multipurpose rooms for periodic major events, such as teacher training, adult literacy classes, and community meetings. The rest of the time, they will be divided by walls on wheels into three spaces (administrative office, teachers' lounge, and library).
- Mobile repair team along with community volunteers to refurbish 1200 (3 student) desks at 77 community schools in three governorates.

Bibliography and Additional Resources

The *American Overseas Schools Facilities Development Handbook - Project Hamlet To Build or Not to Build*, 2003, Department of State. The majority of this handbook deals with building American Overseas Schools, there are some points that are valid to building schools in developing countries. In particular, there are sections dealing with facilities studies, the issue of renovation versus new construction, demographic considerations, security concerns, budgeting, and funding. The document can be found at <http://www.ecis.org/Downloads/FacilitiesDevHandbook.pdf>. The appendices, found at <http://www.ecis.org/consult/FacDevHandbook/Readme.pdf>, are also helpful because they provide various checklists and resource lists.

The *National Clearinghouse for Educational Facilities (NCEF)* website has a resource list at <http://www.edfacilities.org/rl/>. There are subject-specific compilations of articles and documents that can aid in the various phases of school construction.

The *Honduras School Facilities Design Guidelines – Abbreviated* report is a useful overview of how one organization (Schools for the Children of the World) approached designing new schools in Honduras. The guidelines address site selection, classroom size, support space, space requirements, building layout, vehicular and pedestrian traffic issues, and building design and construction considerations. The report is available at http://www.schoolsforchildren.org/pdf/abbrev_guidelines_english.pdf.

The *Honduras School Facility Master Plan* is a more in-depth report dealing with the construction of schools in Honduras by Schools for the Children of the World. This report is useful because it not only provides the process that was undertaken in a substantial renovation and new construction project, but also provides data and explains how the data was used to estimate costs. The report can be found at http://www.schoolsforchildren.org/pdf/national_report_english.pdf.

Considerations in School Construction versus the Phases of Construction

Phases Considerations	New or Renovate	Design/Planning	Construction	Maintenance
Standards/Codes		<p>Standards should be aligned when more than one NGO/donor is involved in school construction.</p> <p style="text-align: center;">↔</p> <p>Keep in mind USAID's standards for school construction.</p>	<p>Standards can be prohibitive if they are too high for the scope of the project.</p> <p style="text-align: center;">↔</p> <p>Disability access is important.</p>	
Design/Construction	<p>Geographic and population mapping can aid in deciding where to build a new school.</p> <p style="text-align: center;">↔</p> <p>Mapping may let planners know that existing schools are appropriately located.</p>	<p>In projects that are renovating a school or adding a new wing, equity between the old and new should be considered.</p>		
Resources/Funding	<p>If the cost to renovate a school is 60-65% or less than the cost to build from scratch, it would be better to renovate (Department of State, 2003).</p>	<p>It is possible to use school construction projects as a bargaining chip in return for teacher training or donated land.</p> <p style="text-align: center;">↔</p> <p>Builders should know the availability of local resources (i.e. electricity).</p> <p style="text-align: center;">↔</p> <p>A maintenance plan should be built into construction plans and budget.</p> <p style="text-align: center;">↔</p> <p>Security and maintenance costs are often overlooked in budget preparation.</p>	<p>Local resources should be used when available.</p> <p style="text-align: center;">↔</p> <p>Community leaders can be involved in identifying local laborers for the construction company.</p>	<p>It can be possible to establish school improvement endowment funds through an active parent-teacher or school board organization.</p> <p style="text-align: center;">↔</p> <p>Annual maintenance costs can be up to one-fifth of the construction budget.</p>

Phases Considerations	New or Renovate	Design/Planning	Construction	Maintenance
Partnerships		<p>Involve the school building authorities throughout the design process in order to ease the approval process.</p> <p>◆────────────────◆</p> <p>Partnerships with organizations that cater to the physically disabled can help enabling access.</p> <p>◆────────────────◆</p> <p>Incorporating a multi-purpose room can welcome and engage the community.</p>	<p>Ideally, a partnership would exist in which the government provides standards and materials and the community provides labor and local materials.</p>	<p>Engaging the community and parent groups in the construction of the school may encourage them to be involved in the maintenance of the building.</p> <p>◆────────────────◆</p> <p>School administration or parent-teacher organizations can be trained and supported in participating in maintenance.</p>
Politics	<p>Who stands to gain politically from school construction?</p> <p>◆────────────────◆</p> <p>It is important to always keep the end-goal of education in mind.</p> <p>◆────────────────◆</p> <p>Knowing land limitations is important.</p>	<p>It is possible to use school construction projects as a bargaining chip in return for teacher training or donated land.</p> <p>◆────────────────◆</p> <p>Involve the school building authorities throughout the design process in order to ease the approval process.</p>		

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Annex X: Education in Afghanistan under Taliban Rule: Role of NGOs

[Attached.]

Education in Afghanistan: Role of NGOs

Introduction

Non governmental organizations (NGOs) play critical role in provision of humanitarian assistance. In crisis and fragile states, the role of NGOs as frontline service providers is even more critical as crisis may render the capacity of public service providers ineffective or virtually non-existent. In such situations assistance is channeled through NGOs that often take on a quasi-governmental role in delivering social services like education.

Today, Afghanistan is recovering from the impact of twenty-five years of war and instability that destroyed the meager educational infrastructure existed before the start of the war in 1979. The end of the Soviet occupation in 1989 and the victory of the Mujaheddin did not bring tangible improvement to the status of the education system. Factional fighting between Mujaheddin parties over the power destroyed the remaining infrastructure and further delayed the reconstruction of the country. From 1994-2001, the Taliban's ban of female participation in the education system further reduced educational opportunities and international support available to Afghans.

Throughout this period a variety of NGOs and UN organizations provided formal and non-formal education programs reaching children, including girls, in isolated rural communities. By the fall of Taliban in December 2001, an estimated 500,000 boys and girls were in schools receiving educational assistance from NGOs. Besides increasing access, NGOs carried out quality improvement programs such as training of teachers on basic competencies, developing joint education management information system, providing information on life-skills and peace building through variety of means including radiobroadcasts¹. NGOs were also able to keep alive the concept of civic responsibility and participation. With the return of a legitimate government in 2002, NGOs and donors have continued to provide educational services and to collaborate with the government to meet the countries educational needs. This report looks at the role NGOs played in the provision of education services to Afghans during the war and with particular focus on Taliban period and the initial years of the post-Taliban reconstructions.

Background of education in Afghanistan

Historically, Afghanistan's educational indicators were always low and the long armed conflict of the past two decades has practically destroyed the education infrastructure. The Taliban's restrictions on girls' education and female employment further exacerbated the situation, especially in urban areas.

In Afghanistan, traditionally the state's role in the provision of education was limited. The mosque had been the main provider of education to the children. The majority of the Afghan people are conservative and they view western secular education a threat to their culture and values rooted in Islam. However, the state support for modern education slowly increased since 1900, though it was concentrated in the cities and major towns. The first formal boys school (Habibia) was established in 1904 in Kabul. It took almost two decades to establish the first formal school (Asmat) for girls in Kabul in 1921². Approximately 2000 girls were enrolled in 1928. Graduates were sent to turkey for higher studies. King Amanullah's

¹ United Nations General Assembly. (2001) Emergency Assistance for Peace, normalcy and reconstruction of war-stricken Afghanistan: report of the Secretary-General. December 2001.

² Karlsson, Pai, Mansory, Amir (2002) Islamic and Modern Education in Afghanistan- Conflictual or Complementary? Institute of International education, Stockholm University.

liberalization and expansion of education policies, including the elimination of the veil and the participation of women in the Loya Jirga (Grand Assembly), met strong resistance in 1929 and resulted in the closure of some girls' schools and the reintroduction of the veil.

Though the constitution of 1964 made basic education compulsory, the country never succeeded in achieving a significant expansion independently. External assistance always played a key role. Agencies such as UNESCO, UNICEF, UNDP and other bilateral and multilateral agencies provided support in various areas that included educational planning, primary education, teacher training, and adult education³. Turkey, France, Egypt, Germany, the USA, Japan, and the USSR provided significant assistance in secondary and technical education, and higher education. Major challenges included the lack of adequate finance, ambiguous objectives, and the shortage of trained manpower.

Pre-soviet Invasion (1978)

From a historical perspective, the education sector was making modest progress before the Soviet invasion. By 1978, when the Soviets invaded Afghanistan to prop up the communist regime, the overall literacy rate was estimated at 18% for males, 5% for females and the gross enrollment rates at the primary level were approximately 54% for boys and 12% for girls. The completion rate was at approximately 0.3%. Approximately 1.2 Million students (18% girls) were enrolled in all levels of the education system⁴. The indicators for higher levels were more dismal, the GER at the secondary level for boys was approximately 16% and 4% for Girls⁵.

³ Samadi, Saif R. (2001). Education and Afghanistan Society in the twentieth century. UNESCO. Paris 2001,

⁴ Samadi, Saif R. (2001). Education and Afghanistan Society in the twentieth century. UNESCO. Paris 2001

⁵ UNESCO. EFA 2000 Afghanistan

Education during the Soviet Occupation

The Soviet invasion of Afghanistan in 1978 set the stage for three decades of continuous conflict and destruction. An estimated 80% of school buildings at all levels were damaged or destroyed. A large number of qualified teachers were killed or left the country.

During the war, 1978—1992, there were two types of education providers; the communist regime backed by the Soviets and the Mujaheddin groups backed by western support. The former saw education as the basis for building a pro-soviet Marxist Afghan society and embarked on aggressive literacy and education campaigns, covering both urban and rural areas. Soviet advisors were placed in all departments of the Ministry of Education, teachers who were members of communist party were sent to rural areas to spread the Marxist ideology. Thousands of Afghans were sent to Russia and its satellite countries for higher studies and indoctrination with the aim to create a significant future ruling cadre of pro-Soviet Afghans. The traditional village governance structures and authority were replaced with communist style centralized and state structures staffed with party loyalists.

The rural Afghans strongly resisted this drastic change that contradicted their religious and social values. Resistance activities regarded schools and teachers as the messengers of this alien ideology. As a result, in 1990 there was a drastic reduction in the number of schools and student enrollment in rural areas. Some sources estimated that more than 80% of primary schools were destroyed or closed; teaching staff decreased 50% and student enrollment fell by 30%. Class sizes increased on average from 31-40 students to 60-90 students per class. About 6 million Afghans sought refuge in abroad mainly Pakistan and Iran. Millions more were living in Mujaheddin controlled areas inside Afghanistan.

The Mujaheddin resistance groups realized the importance of education in order to counter the Marxist influence and to preserve their beliefs, culture and traditions. An alliance of seven main political parties set up the Education Council of Afghanistan (ECA) to coordinate the provision of education in refugee camps and inside the country. NGOs took on quasi-governmental roles in the provision of educational services; more than 28 NGOs and three UN agencies supported educational activities. By 1990, seventy percent of the 2,633 schools inside Afghanistan with 628,893 children (34% girls) were supported by NGOs that provided for teacher salaries, training, student supplies and textbooks.

The major cross-border education programs in terms of scale and reach included: the USAID-Funded University of Nebraska at Omaha's Education Center of Afghanistan (ECA/UNO) that supported about 636 schools. The Swedish Committee for Afghanistan (SCA) which was specifically set up for Afghanistan in 1984 supported more than 562 schools; the Afghanistan Education Committee (ECA) assisted 375 schools with funding from Sweden; Muslim Aid supported 271 schools; and other agencies with significant school operations included Afghan Development Agency (ADA), Franco-Afghan Friendship Association (AFRANE), Médecins Sans Frontières (54 schools), the Norwegian Committee for Afghanistan (42 schools), the Islamic Relief Agency (18 schools).⁶

In addition to supporting schools inside Afghanistan, many NGO-run programs also contributed to the qualitative development of the education system. The University of Nebraska at Omaha's Education Sector Support Project (UNO-ESSP) funded by USAID made a significant contribution to the education of Afghan children both inside and in refugee

⁶ Samadi, Saif R. (2001). Education and Afghanistan Society in the twentieth century. UNESCO. Paris 2001

camps in Pakistan. UNO-ESSP developed a curriculum for primary levels (1-12), and trained 3,500 teachers (17% females). Though the curriculum was initially Jihad oriented (full of war messages) a revised version without the war messages became the standard curriculum, which is used to this day. Another NGO, Solidarité Afghanistan-Belgium (SAB) specialized on teacher training in both the refugee camps and inside Afghanistan for NGO-supported and government schools. UNESCO and GTZ/BEFARE collaborated to develop a manual for school administrators.

The defeat of the Soviet occupation in 1989 and the victory of the Mujaheddin to assume power did not bring tangible improvements to the education system. As the demand for education increased with the return of refugees and people's aspirations for brighter future, the education system faced a new set of challenges: Factional fighting between Mujaheddin parties destroyed the remaining infrastructure and further delayed the reconstruction of the country. International support started to dwindle in part due to the insecurity in the country.

Education under Taliban

The factional fighting between the Mujaheddin groups disappointed many Afghans who supported them in the past and paved the way for the emergence of new political force called Taliban (students in Arabic) in 1994. The status of Afghanistan as a failed or fragile state continued during the Taliban rule from 1996 to 2001.

Before the advent of Taliban, about 1,000 of the 2,200 schools that existed in the country in 1993 were supported with international assistance channeled through NGOs. This represented about 25% of the estimated one million children enrolled in primary schools in Afghanistan. In Pakistan NGOs supported the primary education of 90,000 children in refugee camps⁷.

During the Taliban rule, the education system further deteriorated and there was an active attempt to dismantle the concept of civic participation. Limited educational services were provided by Ministry of Education, Ministry of Religious Affairs, NGOs/Agencies (national and international); and local communities. The Ministry of Education and its provincial directorates lacked capacity; financial, trained staff, and leadership to provide education to Afghan children. Moreover, the Taliban's restrictive education policies and the ongoing war with Northern Alliance (remnants of Mujahiddin factions) has further limited the government support to formal education system.

The Taliban closed formal girls' schools and banned female employment, strictly enforced the 'Purda' and the segregation of women, introduced new curriculum heavy on religious subjects and converted many formal and non-formal schools into Madrasas under the direction of Ministry of Religious Affairs. In 1998 the Taliban closed about 100 NGO-supported girls' schools and home-based vocational training programs for women in Kabul. According to EFA 2000, the girls' gross enrollment ratio fell from 32 just before Taliban take over Kabul in 1995 to 6.4 in 1999.

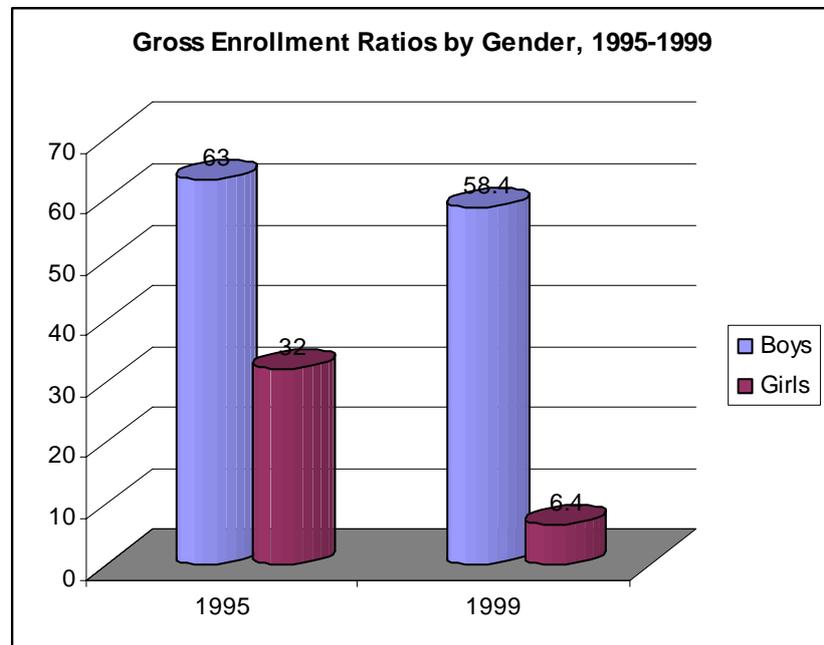
⁷ Save the Children and UNESCO (1998) Education for Afghans: Strategy Paper.

External funding for education reached its lowest level. The international assistance community, in protest to the provocative policies and practices of the Taliban on gender and human rights, adopted a “principled engagement” approach whose terms include discouragement of capacity building assistance for the Taliban authorities. This meant a conditional engagement with Taliban authority on all matters other than the provision of life-saving assistance. Some donors withdrew funding to an education system that was officially open only to boys. As a result, education funding fell to just 0.3 percent in 1997 from 22 percent in 1993, while funding for emergency programs rose to 75 percent of all ODA for Afghanistan, up from just 25 percent in 1993. The meager funding available was mostly on a short-term basis (six months to one year) and was considered an emergency response with no long-term commitment. This situation severely limited the scale of the NGOs programs and served only a small percentage of the primary school age children in need of education. Support for secondary or tertiary education was negligible or non-existent.

Role of NGOs and Delivery Models

Despite the odds, a variety of NGOs and UN agencies were able to provide education services that reached children in both rural and urban areas. They were also able to keep alive the concept of civic responsibility and participation. In the absence of effectively functioning public service delivery, NGOs filled the void by taking on quasi-governmental roles by providing services including primary education (especially for girls in rural areas).

NGOs implemented variety of innovative education programs and diverse flexible delivery models appropriate for different contexts to reach diverse target groups. The range of the NGO service delivery models can be broadly classified into 1) Quasi-public schools in both rural and urban areas. The program of the Swedish Committee for Afghanistan (SCA) exemplifies these model; 2) Community-based schools in rural areas. CARE and IRC among others mainly used these models; 3) Home-based schools in urban cities like Kabul and Herat. This model emerged, in part as a defiant response, after Taliban officially closed girls’ schools and banned employment of female teachers; 4) Complementary and Special programs.



1. Quasi-Public Schools

The main feature of this model is support to formal schools. The scale and reach of the Swedish Committee for Afghanistan’s (SCA) education program fit the quasi-governmental role. Since 1994, the SCA has been providing education inside Afghanistan by building and rehabilitating schools in locations central to clusters of villages or in major towns. In 1999,

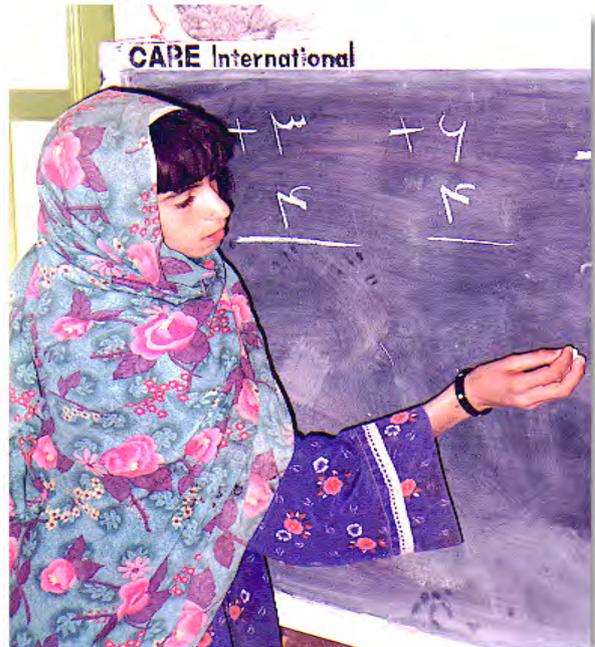
SCA supported 650 schools with 160,000 students (19% girls). The main features of this model include:

- Construction of schools
- Salary contributions for staff
- Provision of materials and supplies
- Teacher training.

2. Support to Community based schools (Rural)

In Afghanistan, the terms community-based schools and home schools are often interchangeable. For our purpose here, the former is distinguishable from the latter in the sense that it is initiated and controlled by an organic community mostly in rural areas and responds to local initiatives to meet the demand for education (especially for girls).

Over 70% of Afghans live in rural areas where populations are scattered in small villages distant from schools or district centers. Communities realize that education is the key to a better future for their families. Unfavorable cultural norms and the distance from schools are the barriers to girls' schooling. The Community-schools model responds to the high demand for accessible education in rural areas where public services cannot reach and where the Taliban's enforcement capacity is weak.



In the remote areas away from Taliban attention, parents organized schools in the traditional way, in the Mosque, in the *Hujira* (living room of a house), in a public building, or in open air under a tree. Despite Taliban policies, communities are keen to put their children, both boys and girls, in schools provided that they control or have say in what, where, and who teaches their children. A number of NGOs supported a community based education model that builds on traditional Quran school structure but introduced secular quality primary education for boys and girls in rural villages and enabled communities to assume ownership of the schools. The emphasis was on mobilizing and building the capacity of communities to organize and manage schools within their villages. Communities find a place for the school, hire and pay teacher salaries, and form education committees to oversee school affairs. In most cases, the NGO provides inputs that are not available locally such as school and students supplies, trained schoolteachers and education committees. NGOs also contribute school construction materials but communities organize themselves to build a permanent structure for schools.



The model is distinguishable from most other community schools by the level of contribution it requires from the community. The high commitment from the community helps to ensure the long-term success, even after the agency phases out support. One of the well known programs under this model is CARE's Community Organized Primary Education (COPE) project which provided primary education to more than 45,000 children (60% girls) in 2003, before it handed over some schools to the Ministry of Education.

3. Home-based (urban):

Home-based schools, often called under-ground schools, were common in urban areas such as Kabul and Herat during Taliban rule and were mainly a defiant response to the Taliban ban on girls' education and the employment of female teachers. Female teachers laid off from formal schools taught classes in their homes. Parents paid a small fee per child to support the teachers. NGOs covertly supported these home-schools with materials and occasional teacher training. In some cases, educated parents schooled their girls in their homes.

In major cities where the Taliban attention and enforcement of policies were stronger, home-based schooling was a risky but appropriate option under the circumstances. The speed with which home-schools mushroomed attested to the demand for education, resilience of the Afghan people, and the resistance to the Taliban policies. It was rumored that some local Taliban even sent their daughters to the home-schools in Kabul. Some sources estimated that over 45,000 girls under age 10 were attending these secret schools before the fall of the Taliban in November 2001⁸.

4. Complementary and Special programs

Most NGOs focused on the provision of primary education. Only a handful of NGOs provided some form of supplementary, vocational training, literacy or programs for special groups for adolescents, young boys, and men and for women in particularly vulnerable situations. Programs offered included peace building, conflict resolution, psychosocial, landmine awareness, food for education, horticulture, health education, and mother and child care education.

Types of programs

NGO educational services were provided to sub-sectors in both formal and non-formal settings. These included teacher training, development and distribution of textbooks, instructional materials development, monitoring and supervision, assessment, construction/rehabilitation, literacy education, distance education, as well as training in computer skills and the English language. The majority of the agencies supported primary education, both formal and informal. Teacher training was the second largest service NGOs provided, followed by literacy, construction and rehabilitation of schools, and complementary and special programs, including alternative programs. Secondary and tertiary education received the least support. Few agencies supported Quranic schools and madrasas.⁹ Target groups included urban and rural children, out-of-school youth, disabled children, orphans, women in distress, and other vulnerable groups. The cost of educating one child for one year varied from US\$10-30 and NGOs/ agencies. See appendix X for matrix of programs and agencies.

⁸ UNICEF (2001) Lost chances: the changing situation of children in Afghanistan, 1990-2000.

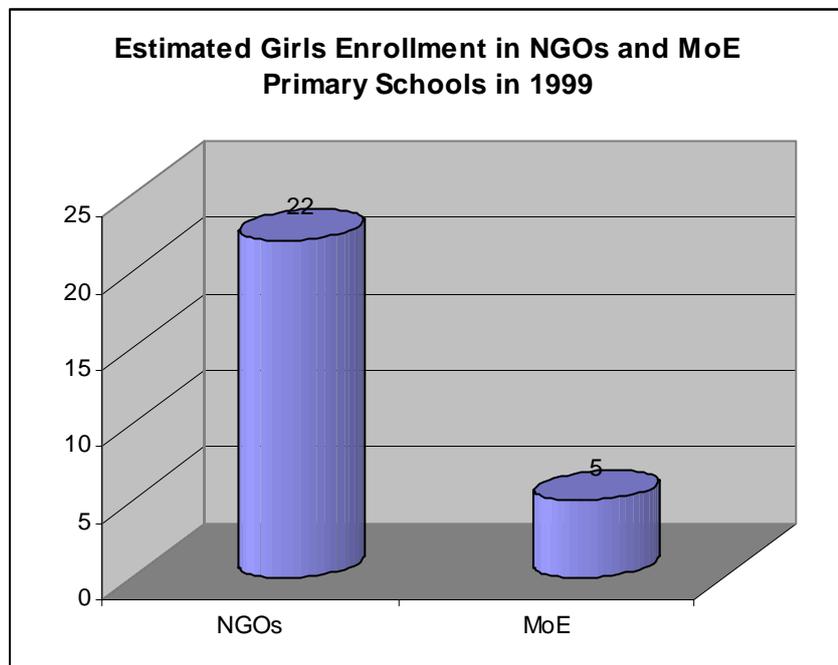
⁹ Save the Children and UNESCO (1998) Education for Afghans: Strategy Paper.

Impact of NGO Services

Roughly, 50 NGOs/agencies were providing educational services and teacher training during the Taliban rule, reaching over 250,000 children in rural areas. This represented about 25 percent of children in primary schools and less than 10 percent of the estimated 3.6 million primary school age children in the country¹⁰. In urban cities such as Kabul, a limited number of mosque schools (grades 1-3) were the only official educational opportunities available to young girls. In 1999, an international NGO, with the approval of Ministry of Religious Affairs, supported the schooling of about 13,632 children (45% girls). An unknown number of underground home-schools were run by female teachers with the support of NGOs and CSOs. In Kabul, some sources estimated that 60,000 children, mostly girls were receiving education through underground home-schools and some mosque schools endorsed by Taliban.

In addition to providing access to education, NGOs made significant contributions in many other sub-sectors:

- The primary school curriculum developed by UNO/ESSP with USAID funding in early 90s is still the basis for the primary education
- NGOs and UN agencies developed minimum learning competencies
- Supplementary reading materials
- Teacher training curriculum
- Human resource development e.g. teachers and program managers
- Community networks built by NGOs facilitated the success of the back to school campaign in the last three years
- Built capacity of Civil Society organization to provide educational services--Through partnerships, funding and training NGOs helped the emergence of active LNGOs and CBOs
- Mobilized communities to organize themselves and form committees that manage schools, advocate for their right of education, thus empowering them to resist the Taliban polices on girls education
- NGOs through employment and training built the cadre of skilled Afghans estimated at thousands who run the programs inside Afghanistan when security situation call for pull out of expatriates



¹⁰ UNICEF (2001) Lost chances: the changing situation of children in Afghanistan, 1990-2000.

Challenges NGOs faced to increase Access and quality

In the backdrop of more than 25 years of continuous fighting, civil strife, recurring natural calamities such as droughts and earthquakes and constant change of political leadership, the humanitarian community faced many challenges while attempting to effectively respond to the ever-changing nature of crisis in Afghanistan. Some of the most pertinent challenges for the education sector include:

- The threat of insecurity and political instability forced many NGOs to operate across the border from neighboring countries such as Pakistan with little or no expatriate presence on the ground to effectively direct implement or monitor. It also increased the cost of program implementation.
- The Taliban restrictions on girls' education and female teachers' employment and other questionable human rights practices led many NGOs/donors to suspend their educational assistance on principle grounds.
- External funding for education reached its lowest levels during the Taliban rule. Some donors withdrew funding to an education system that is officially open only to boys. As a result, education funding fell to just 0.3 percent in 1997 from 22 percent in 1993, while funding for emergency programs rose to 75 percent of all ODA for Afghanistan, up from just 25 percent in 1993. The meager funding available was mostly on a short-term basis—six months to one year-- and was earmarked for emergency response with no long-term commitment. This situation severely limited the scale of the NGO programs and served only a small percentage of the primary school age children in need of education. Support for secondary or tertiary education was negligible or non-existent. The project-oriented short-term approach adopted by most donors with uncertainty of funding from one year to the next was a hindering factor in reaching scale.
- Limited infrastructure, qualified human resources, and general services inside the country have slowed the efficiency and effectiveness of the delivery programs and compromised NGO ability to reach more areas and marginalized groups.
- The paucity of reliable statistics and data on almost all sectors and particularly in the education sector has often led to the inefficient planning of limited resources.
- Lack of coordination and standardization in NGO supported education was a major challenge. In addition, dwindling donor aid flow and donor interest especially during Taliban has had adverse effects on the scale of NGO programs.

Coping Strategies

The international assistance community strategies for dealing with Taliban ranged from constructive to combative. Some NGOs discontinued all assistance to the education sector after the Taliban restricted girls' education and banned female employment. UNICEF and some other donors and NGOs withdrew support to Taliban-controlled schools and formal education¹¹. Others shifted their focus to rural areas where demand for education is high and is away from the attention of the Taliban (as opposed to major cities), or to the northern part

¹¹ Johnson, Chris and Leslie, Jolyn (2002) Coordination Structures in Afghanistan. HPG Background Paper. ODI.

of the country that was not under Taliban control. Most adopted a “principled engagement” approach which meant isolating the Taliban and not directly supporting activities that built the capacity of the Taliban education authorities and institutions. Instead, most supported alternative models for building capacity at the community level where it was needed most.

In situations where it was inevitable to engage Taliban authorities, NGOs adapted a pragmatic approach. In the provinces outside the capital and even in Kabul NGOs engaged the Taliban in dialogue on solving practical problems, securing authorization for operating in the country or province, and cooperation for delivering particular services.

The bulk of NGOs programs, however, targeted rural areas. Implementation of Taliban policies on girls’ education was inconsistent and largely ineffective in rural areas. This gave an opportunity for NGOs to focus on rural areas where the need was greatest. The community-based programs encouraged community support for education of local children and increased demand for education in neighboring unsupported communities. The involvement of religious leaders considerably reduced community sensitivity to formal education. In addition, a growing commitment from communities to sustain education services was observed, with examples of communities facing the Taliban authorities to petition for the reopening of schools after many years of silence regarding education for their children.

To adapt to the ban on female employment, except the health sector, some NGOs managed to change the job titles of their female schoolteachers and teacher trainers as health trainers to avoid open confrontation with Taliban.

Lessons Learned

Some of the lessons learned include that:

- Despite Taliban restrictions on girls’ education, negative attitudes towards girls’ education were changing. There was a high unmet demand for education among Afghan people. Many parents and communities were willing to contribute significantly to the education of both their boys and girls. Communities demonstrated this commitment through provision school facilities, hiring and paying teachers, and managing schools through VECs.
- Communities were no longer waiting for a government to provide schools and teachers; they exercised self-reliance by organizing and supporting their own schools.
- The community-based approach is low cost, sustainable, respects local socio-cultural norms, and significantly increases the enrollment and retention of girls making it especially suitable for rural Afghanistan where the central government services cannot reach.
- When communities are given responsibility and control of the education of their children they can find solutions to the challenges that stand in their way. By enabling communities to decide whom, where, and how their children are taught NGOs



have ensured that Afghan boys and girls receive secular education, despite the Taliban restrictions in place.

- Schooling throughout the crises in Afghanistan provided children in addition to cognitive development, protection and sense of normalcy in unstable and up normal situation and promoted psychosocial well being.
- Community-based and home-based school models empowered communities to take action to find solutions to their problems, govern their affairs, and become actors beyond in the wider society.

Post-Taliban reconstruction of the education system

The fall of the Taliban in 2001 has unleashed unprecedented demand for education that dramatically exceeds projections and the supply capacity. There is an atmosphere of excitement, expectation, and determination in schools throughout the country. Parents are keen to return their children to school. Within the last three years, the number of children enrolled in schools has increased to almost four million. This commitment to education will be an important force for rebuilding the education system.

Despite such impressive achievements, there is a long way to go; close to 50% of all school age children are not attending schools because there are not enough schools or teachers. According to the recent *Report Card*¹² by the Human Rights Research and Advocacy Consortium, there is a huge disparity between girls and boys enrollments, and between urban and rural area enrollments. Only 34% of those enrolled in primary schools are girls. In some rural areas in Zabul and Badghis provinces 99 out of 100 girls are not in school. Enrolment in major cities such as Kabul and Herat is estimated at 87% and 85% respectively while in other provinces less than fifty percent of all children receive schooling.

NGOs and the aid community face a radically different political and legal environment. The Interim Government, as a recognized sovereign, owns and directs aid operations at all levels. A much larger number of NGOs, both international (for-profit and not-for-profit) and national NGOs are engaged in the provision of education. However, unlike Taliban time, most NGOs enter into formal agreements with the Ministry of Education as implementing partners.

The increased demand and the limited capacity of the public services make the role of NGOs critical as ever. In cooperation and partnership with the MoE, NGOs have expanded their services with particular focus on rural areas where government schools are not available; they target older age children, mainly girls, with accelerated learning programs; participate in the construction of schools; and print and distribute textbooks. NGOs also help build the capacity of the formal education system in area of teacher training for MoE school teacher, and assist MoE at all levels including policy formulation and strategic planning.

¹² The Human Rights Research and Advocacy Consortium. Report Card: Progress on Compulsory Education Grades 1-9. March 2004.

Implications for the design of education programs in fragile states

Throughout the last two and a half decades, and particularly during Taliban rule, a variety of NGOs and other international organizations were not only able to provide quality education programs that reached children in isolated rural communities, including girls, but were also able to contribute to the foundation of reconstruction in the post-conflict situation.

NGOs' continuous presence on the ground during crisis enables them to make effective adaptations to changing political contexts and lays foundations for transition to post-conflict reconstruction. In Afghanistan, through partnerships, funding and training NGOs helped the emergence of active LINGOs and CBOs. They mobilized communities to organize themselves and form committees that manage schools, advocate for their right of education, thus empowering them to resist the Taliban policies on girls education.

NGOs contributed to the building of Afghanistan's human capital. NGOs/agencies have employed and upgraded the competencies of Afghan professionals in all sectors that are now playing critical roles in the rebuilding of country. A number of current and former cabinet members and others in high level positions in line ministries come from the NGOs and humanitarian sector. The English speaking techno-savvy Afghans employed by diplomatic missions, donors agencies, international coalition and security forces, private and international agencies as senior and mid-level managers, administrative assistants, communication/IT experts, translators and interpreters are mostly the products of the NGOs services for the last two and half decades.

With the return of a legitimate government, NGOs and donors using their experience have continued to provide educational services and to collaborate with the government to meet the countries educational needs. A variety of delivery channels are necessary to reach children in diverse physical and socio-cultural settings.

Education should be part of the humanitarian emergency preparedness plans. The engagement of NGOs in the provision of education services during crisis has the potential to ensure that a child in conflict situation attains quality education. In complex emergencies such as Afghanistan, NGOs have the infrastructure and technical capacities to deliver educational services for populations that would otherwise not be served.

NGOs provide vital skills development to a labor force that would otherwise be idle and both instill and help to continue civic involvement on the part of communities.

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Appendix 1. Agencies working in education in Afghanistan (1999) ¹³

	Agency Initials	Agency Name	Program Type
1	AABRAR	Afghan Amputee Bicyclists for Rehabilitation and Recreation	Literacy programme
2	ADA	Afghan Development Association	Primary education, Non-Formal education, Repair of schools, Supply of textbooks
3	AGBASEd	Afghan German Basic Education	Primary education, Non-formal education, Teacher training, Out of school children, Mother and child health
4	AIL	Afghan Initiative for Learning	Non-Formal education
5	AMRA	Afghanistan Mobile Reconstruction Association	Primary education, Non-formal education
6	AMRAN	Afghan Mobile Reconstruction Association	Literacy programme
7	AREP	Afghan Refugee Education Project	Primary education
8	ARF	Afghan Relief Foundation	Primary schools Secondary schools
9	ARD	Afghanistan Rehabilitation and Development Centre	Primary education
10	ARR	Afghan Relief and Rehabilitation	Primary education
11	AWRC	Afghan Women's Resource Centre	Vocational training, Literacy
12	ARDA	Agency for Rural Development of Afghanistan	Non-Formal education
13	ACRU	Ariana Construction and Rehabilitation Unit	Non-Formal education
14	ASHIANA	Afghan Street Working Children and New Approach	Primary education, , Vocational Training,
15	BBC	British Broadcasting Corporation	Distant education

¹³ Adapted from UNESCO. EFA 2000 Afghanistan. Appendix

16	CARE-I	CARE International	Primary education, Non-Formal education
17	CAWC	Central Afghanistan Welfare Committee	Primary education, Non-Formal education
18	CCA	Cooperation Centre for Afghanistan	Primary education, Non-Formal education, Publication of journal/ newsletter
19	CHA	Coordination of Humanitarian Assistance	Literacy programme, Teacher training, Computer and language courses
20	COFFA		Primary education
21	CRAA	Committee for Rehabilitation Aid to Afghanistan	Primary education, Non-Formal education
22	DCA	Dutch Committee Afghanistan	
23	GTZ-BEFARe	German Agency for Technical Cooperation-Basic Education for Afghan Refugees	Primay Education
24	HCI	Human Concern International	Home-based education of girls
25	IRA	Islamic Relief Agency	Primary Education, Non-Formal education, Orphan schools, Health, Social welfare, Rural development
26	IAM	International Assistance Mission	Primary Education
27	IIRO	International Islamic Relief Organization	Teacher training, Orphan schools
28	IRC	International Rescue Committee	Non-Formal education, Female Education Programme
29	NAC	Norwegian Afghanistan Committee	Primary Education, Teacher training, Construction of schools
30	NPO/RRAA	Norwegian Project Office/Rural Rehabilitation Association for Afghanistan	Education, Skill Training
31	OC	Ockenden International	Primary Education
32	PSD	Partners for Social Development	Primary education, Non-Formal education
33	SAA	Swiss Aid for Afghans	Primary Education
34	SERVE	Surveying Emergency Relief and Vocational Enterprise	Primary education, Non-Formal education
35	SIEAL	Sanayee Institute of Education and Learning	Non-Formal education

36	SC-US	Save the Child-US	Literacy programme
37	SAB	Solidarite Afghanistan Belgium	Basic education, Literacy programme, Teacher training, Vocational training Primary education, Non-Formal education, Literacy programmes Primary Education Non-formal Education Teacher Training, supplementary materials Primary Education Primary Education Publication of textbook, Teacher training, Primary education
38	SCA	Swedish Committee for Afghanistan	
39	SWC	Social Development Cell	
40	UNHABITAT	United Nations Center for Human Settlement	
41	UNESCO	United Nations education and Scientific organization	
42	UNHCR	United Nations High Commission for Refugees	
43	UNICEF	United Nations International Children's Education Fund	
45	UNO	University of Nebraska at Omaha	
46	WRC	Welfare and Relief Committee	

