

American Institutes for Research

Academy for Educational Development

Aga Khan Foundation

CARE

Discovery Channel Global Education Fund

Education Development Center

Howard University

International Reading Association

The Joseph P. Kennedy, Jr. Foundation

Juárez and Associates, Inc.

Michigan State University

Sesame Workshop

Save the Children Federation, USA

University of Pittsburgh

World Education



USAID
FROM THE AMERICAN PEOPLE



Quarterly Technical Report



Submitted by:

American Institutes for Research
October 31, 2006

U.S. Agency for International Development
Cooperative Agreement No. GDG-A-00-03-00006-00

Table of Contents

| | |
|--|---|
| I. Introduction | 2 |
| Summary | 2 |
| II. Leader Award Activities | 3 |
| III. Associate Awards | 8 |

Annexes

Annex I: Performance Indicators for EQUIP1 Leader Award Activities

Annex II: *EQ Review* on Girls' Scholarships

Annex III: *EQ Dispatch* August 2006

Annex IV: Donor Matrix on Education in Crisis

**Annex V: Middle East and North Africa Training of Trainers Workshop
Evaluation**

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

**Annex VII: Teacher Compensation in Fragile States, Situations of Displacement
and Post-Conflict Return**

I. Introduction

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 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.

Following is a progress report on EQUIP1 Leader and Associate Awards activities for the months of July, August, and September 2006.

Overall Progress of EQUIP1 Leader Award (July 1 – September 30, 2006)

Summary

During this reporting period EQUIP1 made significant progress in completing field study activities and submitting all associated deliverables. The following products have been submitted to AIR and USAID for review and approval:

- Cross-National Synthesis On Education Quality Report No. 1
- Issue paper on Perspectives of Namibian teachers based on the study of Namibian Teachers Professional Development.
- Framing paper on Teacher Compensation in conflict settings.
- A donor matrix on Education and crisis.

To share information about the Leader Award pilot study activities, EQUIP1 hosted several presentations for the USAID Education Sector Council. EQUIP1 also hosted three seminars at USAID during the past quarter. The *EQ Review* was released in September and discussed the topic of girls' scholarships. A new issue of the *Just in Time Publication* was released in September, with a focus on mobile repair task teams. Juarez & Associates began a study on the sustainability of Public Private Partnerships

(PPPs) by investigating across multiple sectors and funding agencies.. EQUIP1 partners have been working on the Year 5 work plan which will include several new activities.

Specific Activities for July-September 2006 Quarter

II. Leader Award Activities

1. Consistent Network for Educational Quality

An *EQ Dispatch* was distributed in the first week of August and covered the additions to the website in February, April, May, and June. (See Annex III)

2. EQ Review

The September 2006 issue of the *EQ Review* focused on girls' scholarships. It addresses the benefits of providing scholarships, mainly for girls, to cover direct and indirect costs of schooling. The publication also illustrates the challenges that scholarship programs are facing and provides suggestions for overcoming them. Projects that aim to bridge the educational access gap between girls and boys in Egypt and Haiti are featured in this issue. (See Annex II) The publication is electronically available at: http://www.equip123.net/EQ_Review/4_4.pdf

3. EQUIP Communications Workshop

The EQUIP Communications Workshop was held in Johannesburg, South Africa on July 18-20, 2006. Communications professionals from all three of the EQUIP mechanisms were invited to attend; nine participated. Six of the nine were from EQUIP1 and the remaining three were from EQUIP2. Participants represented EQUIP projects in Africa and the Middle East. The three day workshop covered many communications-related issues that participants may encounter in their day-to-day project work. It also covered ways that the Leader Awards can assist the Associate Awards in their communications activities. The first day of the workshop was spent on orientation, introductions, discussing the EQUIP Information Communication Center (EICC), presenting the leader with associates mechanism, and discussing and practicing the development of a communication strategy. On the second day, participants discussed the various modes of communication and were given exercises that allowed them to practice the development of effective communications products. On the final day, facilitators and participants discussed USAID regulations for print and electronic products (including DEC, 508 compliance, and branding/marketing rules) and knowledge sharing practices and strategies. Overall, the workshop was a success and we received very positive feedback from the post-workshop evaluation. The cohort became very tight-knit and there is hope that the communication within this group will continue. In that vain, the EICC created a yahoo group to provide a forum for communication.

4. EQUIP Seminars

The first of the 2006 Seminar Series was held on July 12th on *"Youth in Conflict"* and was hosted by EQUIP3. Dr. Mark Sommers presented the findings of his latest publication, *"Youth and Conflict: A Brief Review of Available Literature"*.

An EQUIP2 seminar on *"Education Reform Support (ERS)"* was conducted on August 3rd at the USAID References Conference Center. Joseph DeStephano from the Center for Collaboration and the Future of Schooling (CCFS) discussed the findings reported in the ERS approaches, tools and techniques update report he wrote in collaboration with Luis Crouch from the Research Triangle Institute (RTI).

An EQUIP1 Seminar on *"Using Assessments to Improve Teaching and Learning"* was conducted at the USAID References Conference Center on September 7. Drs. Jeff Davis, Dana Kelly and Chen-Su Chen of the American Institutes for Research spoke about the importance of using assessment in student promotion and system evaluations. They also argued that the information gathered from assessments can be effectively used by educators to increase student learning as well as project monitoring and evaluation.

Information on the seminars can be found on the seminars website at <http://www.equip123.net/webarticles/anmviewer.asp?a=412&z=12>

5. EQUIP website.

- A. Added a new page on EFA, "South Africa Education For All (EFA)" under the youth challenge grant program. The page could be viewed at : <http://www.equip123.net/webarticles/anmviewer.asp?a=480&z=36>
- B. Another page added to the EFA is Uganda Education For All (EFA) Youth Challenge Grant Program at <http://www.equip123.net/webarticles/anmviewer.asp?a=427&z=36>
- C. Posted Volume 2, Issue 2 - General Issue of the JEID on the EQUIP website at: <http://www.equip123.net/webarticles/anmviewer.asp?a=468&z=38>
- D. Posted the Namibia Pilot Study of Teacher professional development to EQUIP homepage (what's new section), with a link to the paper at <http://www.equip123.net/webarticles//anmviewer.asp?a=488&z=101>
- E. Posted the EQUIP1 Issue Paper (done by Liz) entitled "Professional Development and Quality: Perspectives of Namibian Teachers". <http://www.equip123.net/docs/E1-IssuePaperNamibiaTeacherPerspectives.pdf>
- F. EQUIP2 page was updated with a success story on Complementary Education at 2006 ADEA Biennale. http://www.equip123.net/docs/e2-Success%20Story%20-%20ADEA_CompEd.pdf
- G. EQUIP3-New Associate Award Page added: Philippines EQuALL Phase 2: <http://www.equip123.net/webarticles/anmviewer.asp?a=493&z=36>
- H. Added a link to Success Story on Communications Workshop (SA): <http://www.equip123.net/docs/e2-Success%20Story-CommWkshp.pdf>
- I. Posted MKEZA success story on MKEZA micro-site and added it to the what's new section of the e1 homepage and the equip-wide homepage: <http://www.equip123.net/equip1/mkeza/ss-model.htm>

- J. Put the Education and the Role of NGO's paper on the what's new sections of the EQUIP and EQUIP1 homepages, EQUIP Technical publications page (under ed in crisis), the topics section under ed in crisis, the EQUIP1 leader award section (ed in emergencies), <http://www.equip123.net/docs/e1-RoleofNGOsAfghanistan.pdf>

General Statistics

This table provides an overview of visitor activity for the website during the specified timeframe. Monthly statistics for these categories are generated by *Web Trends* software. The EQUIP123 site achieved record numbers in hits, visits, visitors, and downloaded files in May, which indicates a strong and progressive growth in website usage.

| Month | | July | August | September |
|------------|----------------------------------|---------|---------|-----------|
| Hits | Entire Site | 185,818 | 247,345 | 254,250 |
| Page Views | Entire Site | 29,416 | 37,839 | 28,833 |
| Visits | Visits | 22,529 | 21,354 | 24,926 |
| Visitors | Unique Visitors | 10,430 | 11,500 | 14,680 |
| Files | Total Number of Files Downloaded | 49,288 | 73,012 | *108,087 |

* Highest monthly total to date.

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

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

6. EQUIP1 Pilot Studies

Educational Practices and Perceptions of Educational Quality in Islamic Schools

EDC concluded its study on educational practices and perceptions of educational quality in Islamic schools in Nigeria and Ethiopia, two countries where EDC has or has had projects that worked with Islamic schools through USAID funding.

EDC completed, shared and revised the research report on the Nigeria data. The report was submitted for USAID review. EDC received USAID’s recommendations for revision in September and, at the close of the quarter, was working to revise the report in accordance with the recommendations. The revised report will be submitted in October. The study assesses (a) the basic characteristics of, and nature of predominant instructional practices in, Islamic schools in Nigeria; (b) school personnel perceptions of educational quality; and (c) the participant schools’ approach to addressing religious and secular curricula.

EDC had the data collected previously in the Somali region of Ethiopia translated. The analysis of that data is currently underway and will lead to the submission during the coming quarter of a research report on Islamic schools in the region.

EDC contributed data and text based on Islamic schools research to Cross-National Synthesis Report Number 2, focusing on perceptions of educational quality in different

national contexts. Additionally, EDC gave a presentation entitled “Islamic Schools: Separating Fact from Fiction,” at an EQUIP1 Leader Award Team meeting on September 14. The presentation, based on the EQUIP1 data plus additional research performed by Dr. Helen Boyle, the lead researcher for the EQUIP1 Islamic schools study, detailed the characteristics of historical and modern Islamic schools juxtaposed against commonly held perceptions of the same.

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

Pilot Study of Teacher Professional Development in Namibia

The Namibia Pilot Study of Teacher Professional Development addresses the overall issue of how teacher quality and teacher learning, as central elements of education quality, are best supported. During this quarter the research report was further refined and edited, a shortened version was submitted to AIR for review and a final version sent to USAID at the end of July. Data generated from the findings of the research was used to develop the following issue papers: “Professional Development and Quality: Perspectives of Namibian Teachers” and “Namibian Teachers’ Perspectives of Professional Development”.

Pilot Study of Teacher Professional Development in Ethiopia

The Ethiopia Pilot Study of Teacher Professional Development explores teachers’ perceptions and practice of quality and the influence of professional development on improving practice within the context of Ethiopia’s active-learning policies. During this quarter, work continued on the first draft report and the full study report, “Quality in Education, Teaching and Learning: Perceptions and Practice was submitted at the end of August. Research from this study also generated an issue paper on “Perceptions of Ethiopian teachers and other stakeholders on quality of education, quality of teaching, quality of learning” submitted at the end of September.

Cross-National Synthesis on Educational Quality #2

The second cross-national synthesis builds on the first that documented stakeholders’ conceptions of educational quality. The second synthesis report examines the continuities and discontinuities across reform discourse, professional development program content, professional development program methods, and teachers’ conceptions of educational quality, focusing on active-learning and student-centered pedagogies. During this quarter the research teams from AED, EDC, and World Education (along with key AIR staff) agreed on framework and guiding questions to organize the synthesis report. The co-authors of the second report developed case studies, summarizing the relevant data from the larger pilot studies conducted in Ethiopia, India, Namibia, and Nigeria. The comparative analysis and synthesis work was undertaken, and an initial draft of the report was submitted to AIR. The report will be finalized in the next quarter, based on input from representatives of other organizations associated with the Leader Award.

Donor Perspectives for Education in Context of Emergencies, Crisis and Fragile States

A matrix of select bilateral, multi-lateral donors, and UN Agencies was developed to understand the similarities and differences in terms and definitions that different donor used and to document the approach of donors and UN Agencies to Education in emergencies, crisis and fragile states. The terms “emergencies” and “crisis” seem to be well accepted amongst donors; there is not a great deal of variation around these terms. The definition by UNICEF, UNESCO amply captures the essence of the concept. They define crisis and emergencies as situations that are created by natural disasters or war. The literature acknowledges that these situations affect infrastructure, systems, human lives especially those of children. The term Fragile State however is not widely used; donors such as DFID define Fragile States around states’ capacities for ensuring security, governance and basic services. Other donors have opted for a different term, although the main features of non-functionality and insecurity remain central. For instance, CIDA uses the term- Low income Countries in Crisis, and the World Bank uses the term Low Income Countries Under -Stress.

The Poverty Reduction discourse and commitment to MDG’s and the EFA goals dominate most donors’ rationale for funding education in these settings. There is some difference found in the discourse that banks tend to use, whereas they do commit to the MDG and EFA goal, they also seem to see education as necessary for economic growth. The third and emerging perspective is around the issue of security, in particular of the countries in emergency and fragility and as they related to the security of donor countries. Education in this context is seen as an important component in mitigating conflict in contexts of fragile states; also, it is perceived that lack of education and education services affects both the security of the countries in question, as well as wider effect on security of other countries. The DAC and FTI are seen as important mechanisms to fund education in countries of emergency, crisis and fragility. See Annex IV. Annex VII has a report on Teacher Compensation in Fragile States looking at the situations of displacement and post conflict return.

Pilot Study on Education Quality in a Transitional Education Program for Out of School Girls in India

This study is still ongoing. The progress report on the study is attached in Annex VI.

7. Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction – Middle East and North Africa Training of Trainers

The INEE Minimum Standards MENA TOT was held in Amman, Jordan September 19 to 21, 2006. Nineteen participants from the MENA region participated in the training, along with two trainers. Participants reported a very good understanding of the MSEE and demonstrated active interest in the debates during the group work. Overall rating of the training was very high for both quality and content. Follow-up trainings from this TOT are expected to benefit approximately 950 individuals during follow-up trainings.

The evaluation report is attached in Annex V, and the participant list with credit to USAID and EQUIP1 will be posted on the INEE website.

III. Associate Awards

Below is an update of activities conducted by a selected projects operating under EQUIP Associate Awards:

Djibouti (AIDE)

During this quarter Project AIDE has been planning a study tour to observe competency-based training at primary and middle school levels in Benin.

Macedonia (SEA)

In September SEA supported teachers kick off the new academic year with a series of workshops designed to help them develop a plan of activities for career centers.

Africa Bureau -Malawi Radio Activity

Project staff recorded, edited and produced radio programs for broadcast on Malawi Broadcasting Corporation national radio station. The program solicited views from different stakeholders on the benefits of the radio activity.

India REACH

The M&E team has been visiting different project sites to provide training on student tracking tool to grantees and sub-grantees. Efforts are being made to consolidate data received from 100 grantees and NGOs- the results of this work will be included in India REACH annual report.

Egypt ERP

1816 boys and girls graduated from the New Horizons and New Visions life skills programs offered by Community Development Associations. The students completed a nine month study course. The courses include topics on human body functions, using first aid kits and communicating in the society.

Zambia CHANGES2

CHANGES2 is in the process of reviewing the organizational capacity of its partners in the field. The results of the review will be used to develop a capacity enhanced program specific to each NGO according to their capabilities.

ESCUP-Cambodia

Efforts are being made to map and identify out of school youth and subsequent enrollment drives to get the children back to school.

A Summary of Active Associate Awards by Country/Bureau

| 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. 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 |
| 3. 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 | \$15,500,000 |
| 4. Africa Bureau-Malawi Community Radio | Produce a community radio program “ <i>In My Village</i> ” in Malawi, to help mitigate and prevent the impact of HIV/AIDS and setup community radio station. | Four years | AIR, CRECCOM | \$3,382,972 |
| 5. Haiti | Increase the role of local communities in improving the quality and quantity of educational services, particularly in rural areas | Two years | AIR, CARE | \$7,249,000 |
| 6. 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. | Two years | AIR, Aga Khan Foundation | \$4,500,000 |
| 7. Africa Bureau Conference | Provide technical support for the USAID Africa Bureau Education Division funded, “ <i>Teacher Training Workshop in Science and Mathematics,</i> ” in Zanzibar. And supplying science and math equipment to secondary schools. | One year | AIR | \$335,520 |
| 8. 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 | \$76,796,000 |
| 9. Yemen | Help the Government of Yemen increase access to higher quality primary education | Three years | AED, AIR, EDC | \$13,500,000 |
| 10. 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 | Two years | World Ed, AIR | \$2,500,000 |

| Country/Bureau | Award Focus | Project Life | EQUIP1 Partners | Total Amount |
|----------------|---|-----------------------------|-----------------------------|--------------|
| | affected by HIV/AIDS. | | | |
| 11. 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 | \$17,920,000 |
| 12. 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 | \$14,100,000 |

IV. Financial Summary

Below is a summary of expenditures for the July-September 2006 quarter:

| Type of Expenditure | Current Quarter Expenditures | Total Expended | Obligated Balance Remaining |
|---------------------|------------------------------|----------------|-----------------------------|
| Labor | \$117,258 | \$2,172,593 | \$975,921 |
| ODCs/Indirect Costs | \$217,105 | \$1,996,098 | \$1,855,356 |
| Cost Share | | | |
| Management | | | N/A |
| Total Cost Share % | | | N/A |

ANNEX I: PERFORMANCE INDICATORS FOR EQUIP1 LEADER AWARD ACTIVITIES

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) 2 (Year 4) |
| EQUIP1 Leader Team Meetings (Communication) | | | | | | |

| Objective | Results | Performance Indicator | Data Source & Collection Method | Baseline | Target | Actual to Date |
|--|--|--|---------------------------------|----------|---|--|
| S3. Leader Award activities effectively managed | Regular communication among EQUIP1 partners and USAID maintained | Meeting minutes distributed | EQUIP1 records | 0 | 6 (Year 1) 6 (Year 2) 10 (Year 3) 6 (Year 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 4) | 2 (Year 3) 2 (Year 4) |
| 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) 194 (Year 4) |
| 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) 6 (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) 3 (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) |
| Associate Award Audiovisual Clips (Communication) | | | | | | |

| Objective | Results | Performance Indicator | Data Source & Collection Method | Baseline | Target | Actual to Date |
|---|--|--|---------------------------------|----------|---------------------------|--------------------------|
| S1. EICC established, supported, and working efficiently | Knowledge about educational quality programs generated and shared | 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) |
| Educational Quality Research Dissemination Activities | | | | | | |

| Objective | Results | Performance Indicator | Data Source & Collection Method | Baseline | Target | Actual to Date |
|---|---|---|---------------------------------|----------|--------------------------|--------------------------|
| 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) | 1 (Year 4) |
| | | Studies published | EQUIP1 Records | 0 | 5 (Year 4) | 2 (Year 4) |
| | | Issue Briefs generated | EQUIP1 Records | 0 | 12 (Year 4) | 1 (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) | 1 (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) |
| C3. Community involvement in education | | Study design revised | EQUIP1 records | 0 | 1 (Year 1) 1 (Year 2) | 1 (Year 1) 1 (Year 2) |

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

| Objective | Results | Performance Indicator | Data Source & Collection Method | Baseline | Target | Actual to Date |
|---|--|---|---------------------------------|----------|--|--|
| 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) 1 (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) | | | | | | |
| 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) |

| Objective | Results | Performance Indicator | Data Source & Collection Method | Baseline | Target | Actual to Date |
|--|---|---|---------------------------------|----------|------------|----------------|
| | 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 | | | | | |
| | Knowledge of best practices when educating children in child-headed households increased | Report submitted to EICC | EQUIP1 Records | 0 | 1 | 0 (Year 4) |

| Objective | Results | Performance Indicator | Data Source & Collection Method | Baseline | Target | Actual to Date |
|--|--|--|---------------------------------|----------|--------------------------|--------------------------|
| 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) |
| Profiling Food Assisted Education Programs (Research & Assessment) | | | | | | |

| Objective | Results | Performance Indicator | Data Source & Collection Method | Baseline | Target | Actual to Date |
|---|--|--|---------------------------------|----------|------------|---|
| 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) |
| | | 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 GIRLS' SCHOLARSHIPS

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.

September 2006

Vol. 4, No. 4



Girls' Scholarships

Although there is global recognition of the need to improve girls' access to and retention in school, girls continue to face many obstacles to receiving an education.

Barriers can include religious and cultural norms regarding the value or role of women in society. For example, many times girls face education systems that use teaching techniques and curricula that are not always well suited to their learning needs. Furthermore, families often assign daughters a heavy burden of household responsibilities, resulting in a reluctance to enroll them in school. If girls are enrolled in school, often times families set limits on the time their daughters can dedicate to coursework. An absence of nearby schools can lead to fears for girls' physical safety, while schools without female teachers present the greater risk of sexual abuse or early pregnancy. Another significant barrier is poverty; poor families too often do not have the luxury of sending all their children to school. When faced with difficult choices, parents are generally more likely to send their sons than their daughters to school. To redress this disparity, many donors and governments have instituted incentive programs to increase girls' enrollment and persistence in school. This edition of the *EQ Review* focuses on a specific type of incentive: girls' scholarships.

Incentive programs are designed to help families meet the costs of schooling, which can be both direct and indirect. Direct educational costs include tuition fees, exam fees, uniforms, shoes, school books and supplies, and miscellaneous charges such as Parent Teacher Association dues and school-based activity fees. Indirect costs are primarily the opportunity costs of the foregone income or labor of a child, which many poor families cannot afford. Incentives can take many forms:

- Scholarships;
- Conditional cash transfers;
- Food (provision of cooking oil for family use or school snack);
- Allowances for uniforms; and
- Free housing in dormitories.

Scholarship programs have been identified as the quickest and most direct way of increasing school enrollment. Defined as gifts of money or other aid to help students continue their studies, scholarship programs have used a variety of approaches. Many countries have awarded scholarships to increase girls' entry into primary school. In Cambodia, cash transfers to parents of girls in their last year of primary school were made to help female students make the transition to secondary school and complete the lower secondary cycle. Other scholarship packages may include payment of school fees and the provision of a uniform, shoes, book bag and supplies. The package provided to girls under the USAID-funded Ambassador Girls' Scholarship Program goes beyond fees and schools supplies to include access to individual female mentors and HIV/AIDS prevention education.

The results of girls' scholarships as a strategy for increasing girls' attendance have been mixed. Fortunately, however, assessments of scholarship programs have identified both potential pitfalls and lessons learned that can be applied to future programs. The following factors can limit the effectiveness of a scholarship program: poor targeting of scholarship recipients; lack of clear criteria and processes for selecting the neediest children; lack of publicity about the program (that can limit the transparency of the selection process and the changes in community attitudes toward educating girls); insufficient size of the scholarship package; untimely distribution of the scholarship; and limited monitoring and follow-up.

Inside This Issue:

- 2 Expanded Girls' Scholarships Extended in 15 African Countries
- 3 Opportunity to Bridge Gap in Egypt
- 4 Haiti Scholarship Program

Program implementers and evaluators over the years have distilled several key factors in the successful administration of girls' scholarship programs:

- Clear identification of eligibility criteria for recipients and careful targeting to ensure those most in need receive the assistance;
- Clear expectations and accountability of recipient performance to maintain the scholarship;
- Transparent selection processes with the active participation of the local community;
- Direct, transparent transfer of cash portions of scholarships to recipients;
- Inclusion of a critical mass of other child-friendly interventions to boost girls' participation;
- Guaranteed funding for at least one cohort to complete the primary school cycle; and
- Low administrative costs.

The greatest word of caution is that a scholarship program is by no means the educational “silver bullet.” A scholarship program can only achieve its goals if the quality of the education offered is good enough to persuade parents to shoulder whatever costs may still remain, whether they are direct or indirect. Incentive programs such as girls' scholarships must be part of a larger strategic approach to make education relevant, affordable and effective.

For more information, contact Julie Hanson-Swanson at juswanson@usaid.gov.

Expanded Girls' Education Scholarships in 15 African Countries

Kofi Annan said, “To educate girls is to reduce poverty. Study after study has taught us that there is no tool for development more effective than the education of girls.” However, despite the recognition by the Secretary General of the UN of the crucial importance of girls' education, the latest UN statistics indicate that out of the 42 million children in sub-Saharan Africa who are not enrolled in school, 60 percent are girls. Even though this educational gap between girls and boys is smaller than what it used to be, it is still a significant one.

The USAID-funded Ambassadors Girls' Scholarship Program (AGSP), a key component of the President's Africa Education Initiative, has distributed more than 180,000 scholarships over the past two years to primary and secondary school girls in 40 countries in sub-Saharan Africa. Over 550,000 scholarships will be awarded before the program ends in 2010. Scholarship packages vary depending on need, but they may include school fees, books, uniforms, and other school-related expenses. They are designed to alleviate the economic burden and the opportunity costs of disadvantaged parents and communities.

In addition to the scholarships, the program is taking a broader approach to girls' education. The different components of AGSP seek to address the constraints to girls' education and aim at finding solutions to the economic, social, and educational barriers facing girls' schooling. The community participation dimension tries to increase the access and retention of girls' in schools; the mentoring activities intend to improve the quality of learning; and the HIV/AIDS component seeks to inform in a very practical way the students and their communities about the realities of HIV and AIDS. As a result of its interlinked components, AGSP addresses several of the key issues of girls' education in sub-Saharan Africa, including safety concerns related to sending girls to distant schools, communities' gender biases toward boys' education, and the persistent threat of HIV/AIDS to girls' and boys' futures.

To accomplish the program objective of increasing the number of girls in school and finishing their respective cycles, AGSP is working with more than 100 local organizations committed to girls' education in the 40 countries to implement this integrated program. Local partners are paying special attention to selecting the most disadvantaged girls in each school, such as orphans. They are also working closely with the mentors to ensure that the girls who are receiving the scholarships have enough time to study and do their homework, and have safe environments where they can discuss issues pertinent to their daily lives such as: study skills, health, HIV/AIDS, self-confidence, self-esteem, peer pressure, the link between education and the labor force, and other relevant topics.

The Ambassadors Girls Scholarship Program is managed by Sharon Mangin-Nwankwo and Charles Feezel of USAID Africa Bureau's Education Division team snwankwo@usaid.gov, and cfeeze@usaid.gov.



An Ambassadors Girls' Scholarship recipient leads a class discussion.

Opportunity to Bridge Gaps in Egypt

Up until the 1952 Revolution fewer than 50 percent of all primary school-age children in Egypt attended school. The Revolution dramatically expanded educational opportunities, as the revolutionaries pledged to provide free education for all citizens and abolish all fees for public schools. In the years following the decree overall enrollments more than doubled. Since 1976 primary school enrollments have continued to grow at an average of 4.1 percent annually, and intermediate school (grades seven through nine) enrollments at an average of 6.9 percent annually.

As of 1990, however, a new phenomenon began to emerge, whereby in some areas as many as 50 percent of children enrolled in school did not regularly attend classes. There were significant regional differences in the primary school enrollment rate. In urban areas, nearly 90 percent of the school-age children attended classes, whereas in some rural areas of Upper Egypt, only 50 percent attended.

Enrollment rates for girls continued to be significantly lower than for boys in spite of the fact that first school for girls was established in Egypt in 1873. In 1985-86, for example, only 45 percent of all primary students were girls. Girls' primary school enrollment was lowest in Upper Egypt, where less than 30 percent of all students were girls. Girls also dropped out of primary school more frequently than boys. About 66 percent of the boys beginning primary school completed the primary cycle while only 57 percent of the girls completed all six grades. Girls accounted for about 41 percent of total intermediate school enrollment and 39 percent of secondary school enrollment.

In the early 1990s a number of different organizations like Caritas and USAID-supported Save the Children began to tackle the issues of lower girls' enrollment rates, lower attendance and higher drop out rates. One of the largest examples of the programs that tackled the issue of girls' education was organized by the Centre for Development and Population Activities (CEDPA) and Save the Children. Through collaboration with local non-governmental organizations, the project provided 20,879 scholarships from 1994-2004 which included the payment of school fees and in most cases it also included school supplies (bags, school uniforms and books).

The USAID funded Education Reform Program (ERP) Egypt Girls' Scholarship Program (GS) strategy is focused on providing girls an opportunity to obtain a high quality education not only by empowering communities and civil society organizations to participate more in the education of their children, but to enable communities to encourage, value, and raise awareness of the educational needs of their children, and to demand high quality education services.

The GS strategy is 3-pronged: (1) It focuses on addressing economic and non-economic constraints that impede getting and keeping girls in schools; (2) It focuses on empowering community organizations, namely CDAs (Community Development Associations) and BOTs (Boards of Trustees) to plan and manage GS services; and (3) It focuses on empowering CDAs to use a variety of ways to fund GS activities, both during ERP implementation and after ERP closes.

Focus groups with organizations that implemented scholarship programs in Egypt taught ERP that paying for school fees and books is not the only obstacle girls' participation in education. Some major impediments include poor quality of education, high student density in the classrooms, teacher behavior in classrooms, cultural norms, and distance to school.

While traditional scholarship programs tend to focus on economic constraints only, the ERP GS program attempts to address economic, social, and educational constraints. Some of the features that enable the ERP GS program to do this include:

- CDAs set up community scholarship committees with representation from community leaders, the CDA and members from the BOTs from each school in the community.
- Together, committee members assess who is not in school and who are the at-risk students in school. The committee is also interested in enabling students to continue their education from primary to preparatory to secondary school.
- CDA members that participate on scholarship committees identify in-community issues and needs that will help bring out-of-school girls into school (transportation, awareness raising and peer pressure, community schools, etc.).
- The Scholarship Committee then takes responsibility to monitor the attendance and performance of scholarship recipients.

GS activities are currently being planned, managed, implemented and evaluated by over 50 local CDAs and Scholarship Committees in seven different governorates of Egypt. Each of the CDAs has undertaken a PRA (Participatory Rapid Assessment) at the beginning of the process to assess educational needs of the girls in their community.

Over the past year the CDAs in each of the governorates have put together a plan to measure their future capacity to support to girls, taking into account the areas and schools that the CDAs can cover. Many of the CDAs have already begun to mobilize local resources and are setting up accounts that will generate interest to cover their future scholarship expenses. They are beginning to see their commitment to girls as individuals with special needs and that these needs will continue to exist beyond the duration of ERP.

For more information about EQUIP ERP Egypt, contact Bob Davidson at rdavidson@usaid.gov.

Haiti Scholarship Program

The USAID-funded Haiti Scholarship Program began two years ago as an activity to finance the education of disadvantaged children traumatized by political violence. The scholarship program has disbursed scholarship money benefiting 15,460 students in 228 schools in five Haitian cities. This is achieved by strengthening the capacity of the Haitian non-governmental organization implementing the project, Le Fonds de Parrainage National (FPN), which has many years of experience administering scholarship programs in Haiti. FPN has a home-grown scholarship administration model which EQUIP1 is helping to refine by improving its quality and increasing its accountability.

In 2005, the Scholarship Program was extended to provide additional funding for scholarships and related activities to benefit children victimized by storms and flooding which hit Haiti in 2004, including Tropical Storm Jeanne, which killed over three thousand people and left many more homeless. Activities related to this part of the program include the provision of yearly tuition fees for students in storm affected areas, summer camp for students who missed school due to the storm, Interactive Radio Instruction courses in math, Creole, and life skills, stipends for teachers to buy clothing, classroom improvement grants, and the provision of classroom supplies.

In Haiti, private schools constitute 90% of all primary schools. Thus the program works primarily with private schools. Although students are the ultimate beneficiaries of scholarship programs, EQUIP1/Haiti has refined FPN's strategy, which ensures educational opportunities by targeting the school as a whole. The rationale behind this strategy is that the quality of education is equally as important as access to education. The project selects the participating schools by using a rating system that measures teacher education, training, years of experience, student-teacher ratio, administrative capacity, and school infrastructure. Only schools that score above a minimum number of points are eligible to participate in the project.

To encourage the selected schools to retain disadvantaged children, the project provides the scholarship beneficiaries with school supplies and after-school tutoring, the participating schools with teaching materials (chalk, library books, dictionaries, maps, etc.), and schools with payments to defray administrative costs. Grants for infrastructure improvement projects are disbursed only when schools are collaborating with PTAs.

To emphasize quality, the project annually tests both scholarship recipients and a sample number of non-scholarship students. The test results determine how much financial support each school will receive. The better the children do, the more money schools and teachers receive. By tying student achievement to financial support, the project encourages school administrators and teachers to improve learning outcomes and educational quality. Currently, FPN implements this model in approximately 228 schools, 80% private and 20% public.

One lesson learned and resulting refinement to the program addressed the teacher compensation scheme. It had distributed unequal teacher payments within schools (due to the uneven distribution of scholarship recipients among the teachers), which was causing tension. To remedy the situation, the program chose to divide each school's total teacher compensation allotment equally among all teachers in the school.

Since improving the quality of education for scholarship recipients is a key goal of the program, the independent testing plan is used as a strategy to build teacher and school administrator accountability for recipients' educational outcomes. Moreover, by testing recipient and non-recipient students within schools, the program helps ensure that teachers focus equally on the education of all students within their class and do not pay undue attention to the scholarship recipients to the detriment of non-recipients.

Student testing is conducted by FPN under EQUIP1, using tests that are based on the national curriculum. In the first year of the program, FPN tested students in grades 2, 4, and 6. Results showed that students in grades 4 and 6 performed much better than those in grade 2, suggesting that students who manage to progress past the first three critical years of primary education are likely to continue to perform well. During the second round of testing for the 2005-2006 school year, it was therefore decided that students in the critical primary grades 1-3 should be tested.

Lastly, under EQUIP1 FPN will for the first time address the issue of school access which, with primary school enrollment rates at approximately 60%, is a major issue in Haiti. For the 2006/2007 school year FPN will identify 200 out-of-school youth and integrate them into the scholarship program after an intensive remedial class. These new students will be tested and their performance compared to traditional recipients and non-recipients.

For more information please contact Grace Lang glang@usaid.gov or visit www.equip123.net.



Haitian girls benefit from FPN administered scholarships.

ANNEX III: EQ DISPATCH AUGUST, 2006



News from EQUIP ([EQUIP123.net](#))

Publications

EQ Review: [Youth Assessments](#)

The June 2006 issue focused "Youth Assessments," addressing the role of young people and how they relate to the strategic direction of USAID's work. This publication highlights projects that view youth as assets in strengthening fragile states, ensuring the stability of strategic states, and promoting transformational development in other countries. Projects in Haiti, Iraq, and Angola are featured.

Associate Award Headlines

EQUIP1:

The [EQUIP1-Yemen](#) project was extended by one year and has been awarded increased funding. The new project end date is now July 23, 2008, during which time the project activities will be expanded and two additional governorates will be targeted- Sa'adah and Al-Jawf.

EQUIP3:

Two new webpages on Education For All (EFA) Youth Challenge Grant Program on [South Africa](#) and [Uganda](#) were added.

The [Youth Trust](#) webpage was updated with articles on "Livelihood Preparation and Workforce Development" emphasizing that young people's acquisition of core livelihood assets (human, social and financial) and development of key livelihood capabilities (positive risk taking, enterprising life skills, innovation and resilience) drive positive youth development outcomes more than anything else.

Leader Award Highlights

EQUIP Communications Workshop: A team of EQUIP leader award staff conducted a communications related workshop in Johannesburg for nine EQUIP project staff from Africa and the Middle East. The workshop was held at the Birchwood Conference Center outside of Johannesburg from July 18-20, 2006. Six modules were covered: Introduction, The EQUIP Information Communication Center (EICC), Developing a Communication Strategy, Developing Effective Communications Products, USAID Print and Electronic Materials Regulations, and Knowledge Sharing. Participants had much positive feedback regarding the topics and information shared.

JEID: A [General Issue](#) of the *Journal of Education for International Development* (JEID) has been posted online.

The issue comprises five papers addressing education issues in selected Latin American countries and those in South East Asia. The first paper examines sub-regional inequities in education access that are often overlooked and unaddressed by national education policies. The second paper examines the role of different models of negotiation for influencing the design of education policy, discussing the process that took place in El Salvador. Two papers examine issues of girls' access to and retention in education. The final paper addresses the link between the effects of childhood diarrhea, health issues, and education.

EQUIP Seminar Series:

An EQUIP1 Seminar entitled *"Using Assessments to Improve Teaching and Learning"* will be conducted at the USAID References Conference Center on September 7 from 1-2:30. Please email <mailto:equip1@air.org> to reserve your space. Space is limited.

An EQUIP2 seminar on *"Education Reform Support (ERS)"* was conducted on August 3rd at the USAID References Conference Center. Joseph DeStephano from the Center for Collaboration and the Future of Schooling (CCFS) discussed the findings reported in the ERS approaches, tools and techniques update report he wrote in collaboration with Luis Crouch from the Research Triangle Institute (RTI).

The first of the 2006 Seminar Series was held on July 12th on *"Youth in Conflict"* and was hosted by EQUIP3. Dr. Mark Sommers presented the findings of his latest publication, *"Youth and Conflict: A Brief Review of Available Literature"*.

To access available summaries and power point presentations, visit the [EQUIP Seminar Series](#) page.

EQUIP1: The Namibia Pilot Study of Teacher Professional Development - Quality in Education, Teaching, and Learning: Perceptions and Practice has been posted online. The study addresses the question of the quality of teaching, learning, and education as perceived by a sample group of teachers, students, pupils, parents, and school principals. It is a qualitative study seeking ways to improve teacher quality and teacher learning. The results lead to suggestions for policy and program approaches to improving the quality of teaching in countries with policy and resource constraints similar to those in Namibia.

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 IV: DONOR MATRIX ON EDUCATION AND CRISIS

Donor Perspectives of Education in the Context of Emergencies

EQUIP 1

Developed by: Geeta Menon, Education in Crisis Advisor
September 2006

I. Purpose

The purpose of this analysis is to improve upon our shared understanding of how donors use terms and rationales to frame their support of education in emergency and conflict contexts.

II. Terminology

Three principle areas were identified where there are particular differences in terminology. These include:

Emergencies and Crises

The terms “emergencies” and “crises” are defined by UNICEF and UNESCO as situations created by natural disasters and/or wars. The literature acknowledges that these situations affect infrastructure, systems and human lives, especially those of children. Other terms in common usage, yet focused on interventions include: “recovery from civil strife”, “peace building”, “reconstruction”, and “post conflict peace building and reconstruction”. These each refer to efforts that donor agencies will make during a post-emergency phase. However, when reviewing the literature, there were different usages and understanding of these terms. For example, the World Bank defines “emergency work” as the recovery from civil strife, armed conflict and natural disaster. DFID, on the other hand, focuses on “causal analysis and scenario projection in the context of emergencies”.

Fragile States

The core content of fragile states across most donors is around states’ capacity, or lack thereof, to ensure security, governance and basic services. Other donors have opted for a different terms. CIDA, for example, uses the term “low income countries in crisis” while the World Bank uses the term “low income countries under stress.” Nevertheless, in each of these, the main features of in-country capacity remain central.

Refugees

For UNHCR the term “refugees” is not just a term but the focus of their work. UNHCR uses terms such as Human Displacement and Statelessness to describe refugees.

III. Rationales for Intervention During Emergencies

Most donors provide similar rationales for intervening during emergency and crisis situations. Almost all donors express a commitment to rights, humanitarian assistance and poverty reduction frameworks. These include agencies like UNICEF, DFID, CIDA, SIDA, and the EU. UNHCR, in particular, has a strong focus on rights in fact their key mandate is to ensure rights of

refugees, including education. There are several donors, for example, the DFID, the EU, and the World Bank to an extent, who operate under the view of education as a basic right, with their literature detailing this as a guiding principle. These donors accept the need to work on rights-based education and poverty reduction interventions but not because they are an end in itself but because each see linkages between poverty and exclusion within education systems. They therefore see the need to intervene in situation of crisis, emergency, conflict or fragility, and have made this part of their mandate. There is the third category of donors whose intervention logic is dominated by an economic growth lens. In these cases, stability, security, peace, and reconstruction are essential to sound economic growth. These donors include the World Bank, the African Development Bank and Japan.

IV. Rationales for Education Intervention During Emergencies

The Education For All (EFA) Declaration has stated that “by 2015 all children , particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory education of quality.” The collective commitment is translated into priority for many donors. Organizations, including the World Bank, DFID, UNICEF, UNESCO, CIDA, SIDA, and the EU have, therefore, built their rights and poverty reduction-based education interventions upon EFA, as well as the Millennium Development Goals (MDG).

An additional rationale for funding education is based upon the importance of sound educational governance and effective service delivery for impoverished communities. In the case of fragile states, donors often see a strong relationship between education and improved governance, democratization, and the reduction of conflict. In some cases, donors view a more direct relationship between education and economic growth. Donors such as the World Bank, the Asian Development Bank and the African Development Bank express education interventions as one method to build human capacities, which, in turn, can help to improve productivity and market conditions.

From our review of the literature, the role of education interventions within the context of humanitarian assistance is less clear. The literature reveals little expressed commitment to education as part of humanitarian assistance. As detailed in the attached matrix, only ECHO, the EU and UNICEF explicitly mention education as a part of their humanitarian assistance programs in the documents that we reviewed.

V. Focus Areas in Education

A commitment to EFA often has a powerful influence in the areas of work a donor chooses to fund. Many donors, including DFID, SIDA, CIDA, the World Bank, and UNICEF, subscribe to the EFA mandate and therefore tend to focus on access to primary education, quality improvement, girls’ education and system strengthening. There are other donors who recognize the need for education interventions that are most relevant in emergency contexts. In these cases, interventions tend to focus on a rights-based education, safety of girls, HIV and education, and the psychosocial impact of education. Donors like Japan have spent considerable energy and resources on vocational education, particularly in the areas of job training for land mine victims,

engineering and technology transfer. UNHCR, with its focus on refugees, views education intervention beyond elementary education and promotes basic literacy for its target populations, be they children or adults. Still other donors, particular the World Bank, have funded literacy and vocational education for youth.

VI. Coordination

Most donors are committed to MDGs and EFA frameworks. This is helpful in that this enables them to work within a common framework and fund common goals and focus areas. In these cases, FTI has become a vehicle to fund education interventions. Most donors profess the preference to work in collaboration, however the extent and focus of this collaboration differs between agencies. Many European donors and the banks (e.g., the World Bank and the Asian and African Development Banks) typically work within national and local government structures in an effort to catalyze systemic reform. However, during times of particular crisis, local NGOs and broader civil society structures are often relied upon for a defined duration. Some of the platforms that bring different players together for research, reflection, consensus and policy are, OECD, DAC and INEE. Frameworks such as the MDG, EFA and LICUS provide objective indicators for measuring country progress, as well as goals on which donors can base their collaboration.

ABBREVIATIONS

ADB – Asian Development Bank
CIDA – Canadian International Development Agency
DAC - Development Co-operation Directorate
DFID- UK Department for International Development
ECD – Early Childhood Development
EFA – Education for All
EU – European Union
FTI – Fast Track Initiative
INEE- Inter –Agency Network for Education in Emergency
JICA – Japan International Co-operation Agency
LICUS – Low Income Countries Under Stress
MDG – Millennium Development Goals.
OECD -Organisation for Economic Co-operation and Development
SIDA- Swedish International Development Co-operation Agency
UNICEF – United Nations Children’s Fund
UNESCO- United Nations Educational, Scientific and Cultural Organization
UNHCR- United Nations High Commission for Refugees
WB – World Bank

Emergencies, Crisis and Fragile States: Matrix of Donor Terms

| Donors | Use of Terms- emergencies, crisis and fragile states | Rationale, Approach and Focus Areas for Education | Funds and Collaborative Mechanisms preferred |
|---|--|---|--|
| <p>1.DFID http://www.dfid.gov.uk/wp2006/default.asp http://www.dfid.gov.uk/pubs/files/whitepaper2006/wp2006section2.pdf</p> <p>http://www.passlivelihoods.org.uk/plow/default.asp?id=220</p> | <p>DFID uses “post-conflict” to refer to a situation in which a country is emerging from conflict. The emergence from conflict involves multiple transitions: in security (from war to peace), in politics (from authoritarianism to democracy); and a socio-economic transition that can include the rebuilding of economic capacities.</p> <p>DFID has expressed a responsibility to protect human lives when states fail to protect people from genocide, war crimes and crimes against humanity.</p> <p>DFID defines ‘fragile states’ as “Where governments cannot and will not deliver its core functions to the majority of the people, the key functions being defined as territorial control, safety and security and management of public resources.” The term “chronic conflict” is also used in similar vein.</p> | <p>DFID’s work in education is guided by their commitment to MDG and EFA. DFID recognizes that fragile states are the most poor performers on MDGs, including education</p> <p>DFID acknowledges that fragile states can destabilize regional and global security and therefore as a donor there is a need to work in these countries</p> <p>DFID works in around 4-5 key strategic directions, with education being an integral part</p> <p>In Education DFID’s Focus Areas are 1.free and compulsory primary education, 2.quality improvement, 3.girls’ education</p> | <p>DFID has committed UKL 8.5 billion to education from the year 2006 to 2015</p> <p>There are increased funds for Fast Track Initiative about. UKL 150 million.</p> <p>DFID’s preference is towards state to state agreements and fund flow. However in the case of emergencies the preferred arrangement is to work in collaboration with other agencies, such as the UN, the World Bank, and NGO,. In collaborative situations, DFID sees UNICEF as a key agency.</p> |

| Donors | Use of Terms- emergencies, crisis and fragile states | Rationale, Approach and Focus Areas for Education | Funds and Collaborative Mechanisms preferred |
|--|---|--|---|
| <p>2. Japan - JICA http://www.jica.go.jp/english/global/peac/index.html</p> | <p>JICA shows commitment to peace building as an area of work. In particular they have committed resources to post conflict reconstruction in countries like Cambodia, Bosnia, and Afghanistan.</p> | <p>Not much information available</p> | <p>Not much information available</p> |
| <p>3. Japan ODA http://www.mofa.go.jp/policy/oda/mid-term/1999/priority_6.html#1 http://www.euroact.co.jp/oda-japan/AboutODA/aboutODA.html http://www.mofa.go.jp/policy/oda/reform/revision0308.pdf</p> | <p>This document does not expand on the meaning or nuances of the terms around emergency and crisis, but corresponding action around each of the term in this category is presented. Japan ODA commits that it will work for conflict prevention by working on poverty and governance. Japan has expressed deep concern for the issue of land mines and has committed to job training of land mine victims The other terms mentioned are “emergency humanitarian aid” and “disaster prevention” and “post disaster reconstruction.” Little explanation around these terms in their webpage.</p> | <p>Japan’s ODA recognizes the importance of peace and development in other countries, especially East Asian countries with whom there is an high degree of economic interdependence. It sees ODA as a vehicle to build relationships with other countries Its prime concern is social and economic development and improvement of markets.</p> <p>No specific description found on “education in emergency” but work in post conflict would focus on the same areas as otherwise which are as under</p> <p>Focus Areas in Education: 1. Elementary education, 2. Gender, 3 Building Schools and providing material. 4. Job training of land mine victims. 5) Vocational Education, higher education and technology.</p> | <p>Their collaboration mechanism is to work with other agencies, especially UNICEF, recipient governments and NGOs.</p> <p>Japan ODA made available USD 80 billion on top of the ODA funds. In 1996-97, 6 per cent of bilateral ODA was allocated to education. Further breakdown suggests that only 1 per cent of Japan's bilateral ODA was committed to basic education. The majority of support went to higher education such as universities, research institutions, and vocational training, particularly in engineering and high technology</p> |

| Donors | Use of Terms- emergencies, crisis and fragile states | Rationale, Approach and Focus Areas for Education | Funds and Collaborative Mechanisms preferred |
|--|---|--|--|
| <p>4. SIDA http://www.ineesite.org/core_references/1102_sida.pdf</p> | <p>The terms “emergency”, “conflict” and “post conflict” are used.</p> | <p>SIDA is committed to working within the framework of MDGs and EFA. They are explicit about their commitment to rights-based education SIDA acknowledges the role of education for human development and peace.</p> <p>Education is seen in the larger framework of sectoral development within the country.</p> | <p>SIDA envisages its operational strategy as working in collaboration with other donors, NGOs and UN agencies. Its commitment to the FTI also means that it monitors progress on MDGs in countries that are poor performers and need assistance, including those affected by conflict. SIDA is one of the few agencies who sees Education as part of humanitarian assistance.</p> |
| <p>5. UNICEF http://www.unicef.org/emerg/</p> | <p>UNICEF defines the term “emergency” as situations created because of natural disasters or because of conflicts and war. UNICEF in their documents stress that emergencies are getting complex. UNICEF’s focus is towards ensuring rights of children under the most adverse circumstances.</p> | <p>UNICEF has a very clear focus and mandate of working in education in emergency, post crisis and fragile states. It sees itself as the first responder in crisis situation. UNICEF is committed to MDGs and EFA.</p> <p>Focus areas in education :</p> <ol style="list-style-type: none"> 1. Activities related to access, 2. Quality, 3. Gender, 4. Reconstruction, 5. Institution building, 6. Psychosocial care 7. Early childhood education | <p>Many bilateral donors have expressed preference for channeling funds through UNICEF. UNICEF often plays the role of principal coordinator for bilateral and multi lateral agencies.</p> <p>UNICEF is also committed to FTI works collaboratively with other agencies.</p> |

| Donors | Use of Terms- emergencies, crisis and fragile states | Rationale, Approach and Focus Areas for Education | Funds and Collaborative Mechanisms preferred |
|---|--|--|--|
| <p>6.CIDA : http://www.acdi-cida.gc.ca/aideffectiveness</p> | <p>CIDA recognizes the term “crisis” and uses it to categorize its funding priorities. For CIDA - “low income countries in crisis are those that—these are extremely poor countries with very low governance capacities, because of ongoing conflicts or because they are emerging from one.” CIDA ‘s engagement with these is through emergency humanitarian assistance, peace building measures or by working with Civil society organizations..</p> | <p>CIDA is committed to MDGs and EFA. One of the unique features is CIDA’s Action Plan for Child Protection which funds for children in labor situation, especially child soldiers.</p> <p>CIDA ‘s documents see the interconnectedness and importance of education for economic reform, governance, stability and democratization. Education is also part of a cross cutting theme that includes conflict prevention, peace building and security sector reform.</p> <p>Focus areas in Education : 1.access to free primary education, 2.improvement in quality education, 3. reducing gender disparities.</p> | <p>A five year Basic Education Plan developed in 2002 with an intention to invest \$555 million. ¹ Funding through five main channels² CIDA also is part of the EFA Fast Track Initiative.</p> <p>\$122million was allotted to this till2005 (no further data on this)</p> |

¹ Canadian PM had also announced to double this aid to Africa by \$100 million by 2005.

- ² [international financial institutions](#);
- [United Nations](#) development system;
- [global funds and partnerships](#);
- [Commonwealth](#) and [La Francophonie](#); and
- [humanitarian assistance](#) and [peace and security](#).

| Donors | Use of Terms- emergencies, crisis and fragile states | Rationale, Approach and Focus Areas for Education | Funds and Collaborative Mechanisms preferred |
|---|---|---|---|
| <p>7. UNHCR</p> <p>http://portal.unesco.org/education/en/ev.php-URL_ID=32015&URL_DO=DO_PRINTPAGE&URL_SECTION=201.html</p> <p>http://www.unhcr.org/cgi-bin/texis/vtx/research/opedoc.htm?tbl=RESEARCH&id=3ae6bd3d8</p> <p>http://www.unhcr.pl/english/newletter/19/mlodzi_uchodzczy_probemy_i_wyzwania.php</p> | <p>The focus of UNHCR is on refugees. UNHCR works towards ensuring the basic rights of refugees. As part of its work it provides legal protection, basic needs of food, water, sanitation and shelter. It also uses the term “human displacement”. The terms “stateless”, “internally displaced”, “legal ghosts”, “non –persons” are also used to describe refugees in the UNHCR documents. Two terms which are key to the work of UNHCR, and to education programming are “country of origin” and “country of asylum”. There are a number of issues related to curriculum, textbooks certification that are connected to these two contexts.</p> | <p>UNHCR has developed QIP-Quick Impact Projects – small projects that help to rebuild infrastructure, such as roads, schools, and clinics.</p> <p>One of UNHCR’s long term goals for education is provision of primary education. Some of their strategies include working for access, providing infrastructure and material, identifying and working on issues of curriculum. UNHCR defines “education” as “provision of learning opportunities in a purposeful and organized manner through schools or otherwise.” It defines “basic education” as the “foundation level, upon which subsequent learning can be based, whether for children, adolescents or adults.” Basic education is focused on essential learning tools which include literacy, numeracy, problem solving, new curriculum initiatives in the areas of education for peace, life skills, conflict resolution and human rights, and environmental awareness. UNHCR is committed to the EFA goals and works in collaboration with UNICEF and UNDP. It supports secondary education as well.</p> | <p>There is no evidence of the exact budget allocation of UNHCR, but the literature indicates that as the number of refugees increased globally there has been a steady increase in the funds in 1990s, approximating to \$1 billion.</p> |

| Donors | Use of Terms- emergencies, crisis and fragile states | Rationale, Approach and Focus Areas for Education | Funds and Collaborative Mechanisms preferred |
|---|---|--|--|
| 8.UNESCO | UNESCO describes “education emergencies” as crisis situations created by conflicts and natural disasters which have destabilized, disorganized or even destroyed the education system. UNESCO recognizes that these situations require integrated processes of crisis and post crisis response. | UNESCO is guided by the Rights Framework, MDGs and EFA. Focus Areas in Education: Basic Education, Access and Quality, Disparities, ECD, Gender | Works in collaboration with other agencies- donors, banks and the UN. Part of the FTI |
| 9 Norwegian http://www.ineesite.org/core_references/03_03_norwegian_strategy.pdf | The Norwegian strategy recognizes that education is important in the event of crisis and emergencies. | The Norwegians advocate for education to be part of all humanitarian efforts. They are committed to A rights-based education, MDG and EFA goals Focus Areas in Education: 1.Long term restoration of schooling 2.Focus on secondary Education | Financial figure not clear but the document commits that the Norwegian Govt will increasing the resources to education by 2005 to USD 140 million Work in collaboration with other donors, NGOs and Un agencies |
| 10.European Union (Humanitarian Aid –ECHO) http://ec.europa.eu/echo/index_en.htm | ECHO’s primary focus is aid for natural and man-made disasters. They mention –“Helping return of populations to self sufficiency, emergency aid, rehabilitation, reducing vulnerability of population at risk” as their mandate. | Restoring education as part of restoring the basic services is part of ECHO’s mandate. ECHO is guided by ECs’ commitment to MDG. | Data not available. |
| 11.EU | The EU promotes linkages between emergency aid, rehabilitation and development aid. The EU defines “fragile states” as situations of bad | The EU is committed to the MDG and EFA goals. The EU prefers working with Government for systemic improvement. | Preference is to work with the government or in specific situations work collaboratively with other |

| Donors | Use of Terms- emergencies, crisis and fragile states | Rationale, Approach and Focus Areas for Education | Funds and Collaborative Mechanisms preferred |
|---|--|--|---|
| | governance, civil conflicts, availability of small arms that has led to weakening of state and social structure, and in some cases brought about the collapse of state institutions. | | agencies, especially UN agencies. |
| <p>12. World Bank (IDA) http://web.worldbank.org/WBSITE/EXTERNAL/EXTABOUTUS/IDA/0,,contentMDK:20051270~menuPK:83991~pagePK:83988~piPK:84004~theSitePK:73154,00.html http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:20374062~menuPK:540090~pagePK:148956~piPK:216618~theSitePK:282386,00.html http://siteresources.worldbank.org/EDUCATION/Resources/ESSU/Education_Sector_Strategy_Update.pdf</p> | <p>The World Bank defines “emergency work” as: recovery from civil strife, armed conflict and natural disaster. In the case of fragile states, the World Bank prefers to use the concept of Low Income Country Under Stress, LICUS. Such countries possess the most difficult development challenges, with weak institutions and high risk of conflict that can work to constrain poverty reduction.</p> <p>World Bank has developed a scale on which countries can be assessed, the ranking gives the concept an objectivity which a blanket labeling does not. Acceptance of LICUS gives the WB and its other partners the legitimacy of working in these states and holding them accountable to progress.</p> | <p>The World Bank supports the EFA, in fact it has changed its mandate from Education for All, to include Education for Knowledge and Economy. By this it has brought the role of education knowledge building and economy to the forefront. The World Bank chooses to work with the governments and is partnered with other donor and UN agencies. Committed to protecting EFA interest in post conflict countries. The 2005 strategy of World Bank is concerned with place of education in larger development plans of the countries and their sector-wide development.</p> <p>Education in pst conflict settings has emerged as an objective in their 2005 strategy. Apart from the elementary education the focus is also now on post basic and lifelong learning.</p> | <p>Prefers to loan to state governments. Member of the FTI Guided by OECD, and believes in harmonizing donor efforts. New financing instruments – LICUS Trust Fund \$25 million dollars under LICUS</p> |

| Donors | Use of Terms- emergencies, crisis and fragile states | Rationale, Approach and Focus Areas for Education | Funds and Collaborative Mechanisms preferred |
|--|---|---|---|
| | | Focus Areas in Education 1. Access, 2. quality, 3. girls' education, 4.system strengthening. And 5. Life long learning. | |
| 13.Asian Development Bank http://www.adb.org/About/default.asp http://www.adb.org/documents/Policies/Education/educ0501.asp?p=policies | For ADB, the focus is poverty reduction and improved trade. The terms “emergency”, “conflict” and “fragile states” did not occur in their literature. | Again the ADB is guided by the EFA The Focus Areas in Education: Access, quality and system improvement do figure prominently in ADB’s area of interest. ADB has also begun to focus on work force creation and secondary education. | From 1991 to 2001 ADB’s absolute lending to education was \$3.8 billion, lending for education has remained at 6% of the total lending. Funds of Asian Development Fund |
| 14.Inter American Development Bank http://www.iadb.org/exr/pic/VII/sector_policies.cfm?language=English | No evidence of the terms “emergency”, “crisis” or “fragile states” in the IADB information. . | The Bank has broad ranging interest areas for funding. Their approach to education is guided by the belief in training for human resource development, equality in educational opportunity, efficiency of investments in education . The Focus Areas in Education: Higher education, technical education, social and work skills, curriculum reforms, system efficiency. | |

ANNEX V: MIDDLE EAST AND NORTH AFRICA TRAINING
OF TRAINERS WORKSHOP EVALUATION

Please complete this Workshop Evaluation form and the Participant List Reporting form and send it to the INEE Minimum Standards focal point, Ms. Allison Anderson (Allison@theirc.org) as well as to your own organisation.

Workshop Evaluation – trainers

| | | |
|--|--------------------------------|--------------------------------|
| Workshop: <i>ToT in Minimum Standards for Education in Emergencies</i> | | |
| Length of workshop: 3 days | | |
| Dates: 19-21 Sep.06 | No. of participants: 19 | Location: Amman- Jordan |
| <i>Please fill out the Participant List Reporting form, including contact information for the participants, at the end of this evaluation.</i> | | |
| Trainers: Moustafa Osman, Bart Vrolijk, Eli Rognerud | | |

Summary of participants' evaluations

After the course, compile the participants' evaluations in the matrix below. Indicate the number of participants who ticked each category.

Participants rated the course according to the following categories where 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree.

| | 1 | 2 | 3 | 4 |
|---|---|---|----|----|
| The workshop achieved its aims and objectives. | | | 2 | 17 |
| The content of the workshop is relevant to my work. | | | 10 | 9 |
| What I have learned will impact the way I work. | | | 10 | 8 |
| The methodology used in the workshop helped me to understand how the INEE Minimum Standards can be applied. | | | 11 | 7 |
| The quality of the learning materials and aids was useful. | | 1 | 11 | 7 |
| The facilitation and presentation during the workshop were open and helped me to learn. | | 2 | 16 | 1 |
| The venue and accommodation were appropriate. | | | 10 | 8 |

Comments by trainers

Administrative process.

Lessons learned on the administration of the event, management and logistical matters of relevance to other trainers.

Overall the administration and the logistics went very well. Main lessons for future trainings, however, are:

- 1. to have a dedicated and well trained admin support person to write the minutes (summary) for each session, and support facilitators in all admin issues such as photocopying, printing, burning CDs , taking photos of participants ...others**
- 2. having a printer and photocopier in the training room was very useful**

How the workshop was run.

The agenda, lessons learned on the structure of the workshop and results achieved.

Generally the workshop was very smoothly run due to the understanding and the positive coordination between the main key players (trainers' team and logistics). The following are some suggestions for future learning:

- The agenda was (too) compact, therefore I would suggest 4 or 5 days training instead of 3. This will allow more participation and increase understanding, as the training is supposed to cover two areas 1) the standards itself 2) techniques of delivery of MSEE to adult audience**
- I suggest adding 2 sessions on adult learning techniques**
- Participants should work together for half a day to produce an emergency education programme, and present it in PowerPoint in competitive atmosphere**

What worked well? Please explain why.

- Group work: there was good interaction amongst the participants during the group work**
- Role plays: people enjoyed it and it contextualised the information**
- Disaster Preparedness Session: it was informative, highlighting importance of role of DP in emergency education**
- Quiz session: informal way of consolidating new learned information**
- Debate: allowed participant to challenge their ideas**

What could be changed or improved?

- the translation: the quality of the Arabic translation is not yet up to good standard**
- allocating more time: to allow more in depth and broader understanding**

Do you think that participants understand the Minimum Standards?

Participants achieved a very good understanding of the MSEE. This has been reflected in their active participation in the debates during the group work. They have managed to produce a programme for a response plan based on needs assessment as well as monitoring and evaluation activities using the MSEE. Participant also. This also has been reflected clearly in the final informal evaluation using a percentage format: the majority of the participants gave this objective 90%.

Do you think that they will use the Minimum Standards? Please explain why or why not.

The majority of participants will use the MSEE in their work, providing:

- **that we provide them with the correct and reader friendly documents.**
- **they have the context**
- **we encourage/ support them and stay in touch**

Any other comments

- **Majority of participants were using the English version of the work book and the MSEE because significant parts of the Arabic version were not intelligible enough for the participants in its current state of translation.**

Arabic Training of Trainers Workshop on the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction

Jordan, 19-21 September 2006

| | NAME | ORGANISATION NAME | E-MAIL | TELEPHONE | BASE |
|----|------------------------------|----------------------------------|--|-----------------|-----------|
| 1 | Fuad Abu Zahra | Save the Children UK | f.abuzahra@scuk-mena.com | 0020104438865 | Egypt |
| 2 | Manal Abdul Wahed Alshureify | Save the Children | malshureify@scsmena.org | 00967711080555 | Yemen |
| 3 | Hisham Ahmad | Save the Children | hashcourt@gmail.co | 00249741822236 | Sudan |
| 4 | Azhar Al Azzawi | World Food Programme | Azhar.Alazzawi@wfp.org | 00962799608883 | Jordan |
| 5 | Faduma Ali Hassan | UNICEF | fahassan@unicef.org | 002525724667 | Somalia |
| 6 | Hanan Awad | Islamic Relief Egypt | hananmawad@gmail.com | 0020108817446 | Egypt |
| 7 | Samira Ali BinDaair | CHF International | samirabindaair@gmail.com | 00967733761956 | Yemen |
| 8 | Mai Barazi | UNHCR | barazi@unhcr.org | 0096393517283 | Syria |
| 9 | Ali Chahine | ICS | ahs102@hotmail.com | 00962796237337 | Jordan |
| 10 | Anwar Muhideen El Obaid | World Food Programme | Anwar.Muhideen@wfp.org | 00249912174760 | Sudan |
| 11 | Shahnaz Al Far | Ministry of Education, Palestine | shahnaz_far@yahoo.com | 0599846642 | Palestine |
| 12 | Saeed Hersi | UNICEF | hersi1@yahoo.com | | Palestine |
| 13 | Mervat Naguib Khalil | Save the Children US | mnageeb@savechildren.org.eg | 0020124785386 | Egypt |
| 14 | Mona Kurdy | SRC-HCR Project | src-hcr@scs-net.org | 093765025 | Syria |
| 15 | Ali Rijab | INTERSOS | dr.ali_78@hotmail.com | 009647802744627 | Iraq |
| 16 | Yahya Namer Salih | Iraqi Red Crescent Society | yahya_namer@yahoo.com | 009647902377425 | Iraq |
| 17 | Rose Saca | Save the Children UK | rose_scpal@planet.com | 0546423326 | Palestine |
| 18 | Rianne ten Veen | Islamic Relief Worldwide | rienne.tenveen@islamic-relief.org.uk | | UK |
| 19 | Hany Soliman Labib | FIDA International | hany.labib@fd-jordan.org | 00962799376974 | Jordan |
| 20 | Bart Vrolijk | Save the Children Sweden | bartv@seap.savethechildren.se | 0066026841046 | Thailand |
| 21 | Moustafa Osman | Islamic Relief Worldwide | moustafa.osman@islamic-relief.org.uk | 00441216220615 | UK |
| 22 | Eli Waerum Rognerud | UNESCO/ INEE | eli.rognerud@un.org.pk | 00923335606301 | Pakistan |

Please complete this Workshop Evaluation form, including the participant contact list, and send it to the INEE Minimum Standards focal point; Ms. Allison Anderson Allison@theirc.org as well as to your own organisation. THANK YOU.

ANNEX VI: PILOT STUDY ON EDUCATION QUALITY IN A
TRANSITIONAL EDUCATION PROGRAM FOR OUT-OF-
SCHOOL GIRLS IN INDIA

World Education
Quarterly Report July—September, 2006
Pilot Study on Educational Quality in a Transitional Educational Program for Out-of-School Girls in India
Submitted to the American Institutes for Research
October 15, 2006

Summary of Second Quarter Activities

During the months of July, August, and September 2006, Pilot Study activities focused on project implementation, management and collection of data to fulfill original Pilot Study design requirements, and inclusion of a supplementary 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 and Data Collection

Food and Nutrition

- Cooks have been implementing the suggestions provided by the National Institution of Nutrition more consistently than in previous months. Teachers are continuously monitoring cooks during food preparation and instructing cooks about different ways of cooking with minimum loss of nutrients.
- Teachers are using meal times to teach about the nutritional contents of foods and the impact of good nutrition on girls' overall health.

Health and Hygiene

- Teachers continuously orient girls in cohort 3 on good personal hygiene practices.
- Teachers identified few ailments in the new children, such as stomach pain, headache and scabies. The RMP doctor examined these girls and prescribed medicines. Children have recovered from ailments.

Materials Development

- Math Facilitator Guides were developed by World Education staff and teachers at the Kuchinerla School. Additional materials were purchased in Hyderabad and shared with teachers to help them develop new methodologies to teach math.
- Teachers were observed while teaching the “new” math lessons. Feedback was provided.
- Handouts on the following topics have been developed and shared with teachers: personal hygiene, kitchen garden, vermi compost, organic composting, food and nutrition, adolescent sexuality- introduction, safe drinking water, diarrhea prevention; village sanitation, and home sanitation. These handouts will be developed as pamphlets that will be distributed to all girls mainstreamed into the formal schools.
- NCLP has developed a new set of text books for the current academic year. The new set is comprised of the following books: 1) Telugu I text book and Math I text book which would be used for A Grade; 2) Telugu II text book and Math II text book which would be used for B Grade; 3) Telugu III text book and Math III text book which would be used for C Grade; and 4) Telugu IV, Math III text book and Environmental Sciences text book which would be used for D grade.

Teacher Training

- Teachers participated in training on how to incorporate art and music in teaching.
- Teachers were observed teaching a Telugu class. Classroom observations were used to give feedback to teachers on the use of the Telugu Teaching Learning Materials.

Mainstream process

The social mobilizer visited schools in Gattu, Gadwal and Gopalpet to monitor mainstreamed children's retention in government schools. He visited Gattu Velugu School and enquired about the 30 girls (from Cohort 1) and 19 girls (from Cohort 2). All the girls are still in school and are doing well. He visited Gadwal and all the 19 girls are continuing their education there. Twenty four girls in Gopalpet are also continuing their education. In addition, 16 mainstreamed girls were interviewed.

Life skills

The following life skills activities have been carried out last quarter:

Maintenance of a Nursery: The nursery is cared for by the children in the school. They learn about agricultural practices and the nutritional values of food through that activity.

Square foot/kitchen garden: Children developed new plots with guidance from their teachers.

Candle making: Children make candles twice a month. Candles are used during electricity shutdowns.

Chalk making: Children make chalk pieces twice a week.

Tailoring and embroidery: Girls learn how to use a sewing machine and how to stitch.

Library: Every Saturday children check out books from the library. Teachers encourage them to read and discuss the stories among themselves.

Typing: Children who reach grade 4 learn how to type.

Social Mobilization

- On August 15th Independence Day was celebrated in the school. World Education staff from Hyderabad, village heads, teachers from the CPS Kuchinerla and parents participated in the celebrations along with students and teachers.
- Children participated in the cultural events. They performed Kalajatha in Nandini village. From that village, three girls joined the camp. This month 24 new children have been enrolled in the school for the Cohort 3.
- The social mobilizer, teachers and World Education staff visited the villages to mobilize new children to the school. There are only 73 girls in the school. Most of the children are already engaged in work in cotton fields. After a lot of persistence from the mobilizers, some of the parents are showing willingness to send their children to the school.

Data collection of Cohort 3

Background Information of recently enrolled girls is being collected by the teachers and the World Education staff. The collected data is entered in Excel at Hyderabad office.

Supplementary study

The interview protocol was tested in five villages: Sompuram, Kuchinerla, Yersandoddi, Mallapuram and Chintalakunta. Data were collected from 13 families. The protocol was modified and used to collect data in Mallapuram Thanda, Aaragidda. The target number of interviewed families is 550. Out of this 550 150 are from the ILO list, 230 are the acceptors (Cohort 1 & 2) and 170 are the rejecters.

ANNEX VII: TEACHER COMPENSATION IN FRAGILE STATES,
SITUATIONS OF DISPLACEMENT AND POST- CONFLICT
RETURN



Teacher Compensation in Fragile States, Situations of Displacement and Post-Conflict Return

Framing Paper for a Roundtable Discussion
11 October 2006

Prepared by CARE USA
through the USAID-funded EQUIP1 Leader With Associates Award

The International Rescue Committee, Save the Children and the Women's Commission for Refugee Women and Children, on behalf of the Inter-Agency Network for Education in Emergencies, gratefully acknowledge the contributions of American Institutes for Research (AIR) and its partner CARE USA, with funding through the USAID/EQUIP1 mechanism, for the development of this paper.

EQUIP1 also wishes to acknowledge the valuable input of individuals from The International Rescue Committee, the Inter-Agency Network for Education in Emergencies, Save the Children, United Nations Educational, Scientific and Cultural Organization, and the Women's Commission for Refugee Women and Children for their thoughtful input to this paper.

“Isn’t it ironic that I teach other people’s children and yet can’t send my own children to school?”

- Teacher interviewed in Darfur

Introduction

Infrastructure and material, though necessary, are not sufficient conditions for ensuring quality in school. The teacher is a critical factor that provides coherence to the conditions determining quality. The importance of capable teachers is all the more apparent in environments plagued by instability and vulnerability. In emergency and transition settings, teachers are not only facilitators of learning, but also often represent one of the only consistent sources of reassurance and normalcy for children and their communities.

Teachers play a vital role providing physical protection and psychosocial support that complements the nurturing of parents and caregivers. Teachers also help facilitate the continuity of learning for children. The critical importance of this function is illustrated by the fact that children do not achieve permanent literacy and numeracy skills without four to five years of continuous learning. Teachers are also a conduit for providing life-saving information to children to enable them to live in a crisis environment.¹ Teacher development, acknowledgement and support have crucial long-term implications for any education system.

Teachers’ professional continuity becomes imperative in societies in transition because of their critical tasks in helping to restore a sense of stability and confidence among affected populations during difficult circumstances. However, because they are often drawn from those same affected communities, they are equally vulnerable to instability and deprivation – a serious challenge to building and maintaining a cadre of qualified teachers in emergency and crisis situations. The issue of teacher compensation is very real in these contexts. If not paid appropriately, teachers leave the education system, seeking other employment to support themselves and their families. This leaves the state or other actors to recruit, train and support new teachers – causing massive inefficiencies in educational investments. If teachers are not able to earn a living, they will leave for another form of employment. This loss of qualified and newly trained teachers is a significant and difficult loss to regain and in many cases, leads to a tragic circle of constantly training unqualified teachers to address understaffed schools.

The teacher condition in context of displacement and post-conflict return, however, indicates that the challenges go beyond monetary compensation. There are critical issues around the conditions in which these teachers work, including their workload, security, nutritional status and the consistency in their work environments. The factors shaping the situation are varied and complex, and there is an urgent need to understand this intricate web of factors as policymakers, practitioners and donors determine and influence guidelines for teacher compensation.

¹ Nicolai, S., Triplehorn, C.

Context Specific Issues for Consideration

It is impossible to divorce the challenges of strengthening educational quality in conflict settings and the teachers who are charged with maintaining that quality. Likewise, their unique situations are inherently bound to the difficulties that they face in emergency and conflict-affected environments.

The basic questions that need to be asked to frame our understanding of this context include:

- How can governments working with conflict-affected populations be supported to uphold their commitments to EFA and work towards acceptable teacher remuneration?
- How do we define roles and responsibilities of different stakeholders – government, humanitarian agencies and civil society in ensuring acceptable teacher compensation?

Furthermore, serious attention must be given to the barriers that prevent stakeholders from harmonizing its approaches to teacher compensation:

- Why are we not able to arrive at teacher compensation that is equitable and fair in the context of Fragile States, Displacement and Reconstruction?
- What is the basis on which teacher compensation is determined? What are the factors that influence it?
- Who is responsible for teacher compensation in these contexts? How is teacher compensation managed?

Many developing countries are grappling with the issue of teacher compensation. Compounding this complexity in conflict-affected environments are the lack of coherent policies, disbursement of populations across national borders, and huge range of actors engaged in educational service provision. Moreover, the balancing act between ensuring educational access to large numbers of children (especially the most excluded and marginalized among them) has hugely influenced the complexity of the issue by exacerbating disparities in the professional training and remuneration of teachers. Several of the contextual factors affecting teachers are highlighted below:

Overwhelming demand for education: In the context of fragile states, situations of displacements (both IDPs and refugee camps) and post-conflict return, the nuances around unmet demand for education becomes even more challenging. Take the case of post-conflict return settings, where there is a sudden influx of a large number of people, including children, for whom education must be provided.² Their previous dislocation has serious ramifications on individuals, families and infrastructure. In such settings that are plagued by weak and reforming government institutions, even minimal increased

² For instance the demand for education has gone up phenomenon in Afghanistan.
<http://www.fmreview.org/FMRpdfs/EducationSupplement/09.pdf#search=%22problems%20for%20teachers%20in%20refugee%20camps%22>

demand for education is too much for systems to cope with and, in turn, becomes extremely difficult for teachers to navigate.

Chronic insecurity: Insecurity in all three contexts (fragile states, situations of displacement and post-conflict return) is a condition that any education initiative will have to address. Teachers pay a heavy price in this situation, wherein they themselves are put under risk for their own well-being. Their jobs are made harder by the trauma their students have endured and their shifting classroom make-up given the migration of families in insecure environments. Further, the weakened (or absent) state and inadequate governance has led to ambiguity in roles and responsibilities amongst different stakeholders.

Inadequate financial resources in fragile states: Some of the critical causes of fragility, conflict or displacement are problems related to stability and economic growth. More often than not, such fragile states face problems of poor revenue generation, chronic histories of startlingly low national incomes, and future plans for economic regeneration still underway. Remedying this situation demands long-term commitment on the parts of governments and associated donor agencies. Traditionally the financial commitment to education in these countries has been inadequate, and future budgetary allocations are highly dependent on plans for economic regeneration and the progress made in this direction. Teachers are left to bear an enormous burden, working in under-resourced settings, often without adequate or regular pay, support, or training. Furthermore, less qualified or poorly trained teachers are often hired in these instances, complicating structures for compensation.

Inadequate financial resources in hosting nations: Similarly displaced populations who flee to neighboring states often find themselves in less than hospitable conditions in their new host countries, where policies in the existing educational environment are weak and resources for refugees are few. Countries that are hosting refugees are often coping with poor economies and have limited resources to support their national education system.³ Chad, for example, will need almost four times as many teachers by 2015 and meanwhile hosts more than 220,000 refugees from Darfur.⁴

Value placed on the educational profession: In the given economic scenario, inflation is often rampant and wide disparities exist between teaching and other occupations. Traditionally-low salaries for educators make it difficult for teachers to keep up with the escalating real cost of living. This leads to questions about how and where does the teaching profession stand in comparison to other professions. In setting policies and determining practice around compensation, non-state providers (e.g., NGOs, communities, or religious groups) face difficult questions about whether they should opt for greater compensation compatibility for their teachers in terms of that with other

³ Uganda currently hosts more than 250,000 refugees from neighboring countries: Sudan, Rwanda and Democratic Republic of Congo.

⁴ UNESCO. *Teachers and Educational Quality: Monitoring Global Needs for 2015*. 2006.
<http://unesdoc.unesco.org/images/0014/001457/145754e.pdf#search=%22Teachers%20and%20Education%20Quality%20%2B%20UNESCO%20%2B%202006%22>

similar professions. This often leads to inconsistency with official policies and difficulty in harmonizing practice for teacher compensation in these fragile and post-conflict contexts.

Weak institutions: In many cases, emergency situations render state structures vulnerable to economic crises. There are many competing priorities for governments, forcing them to improvise with what is available and put in place arrangements which are sub-optimal in comparison to standards used in normal times. The international agencies working in partnership with states are sometimes not very sensitive to these constraints when they insist on minimum acceptable levels in respect of many components of the system. Teacher compensation is often one such area. On the other hand, it is also true that teachers' inputs are sometimes under-rated by the bureaucracy that controls government finances. Without clear value placed on teachers' salaries and champions to uphold their entitlement to adequate pay, teachers are left without voice or influence in weak institutional environments.

Poor governance and lack of recourse: The socio-political scenario in the case of fragility and reconstruction is often defined by a number of internal challenges, including factionalism and conflicts. Political stability and coherent policy formulations are at best in the process of finding their bearing. Functionality and effectiveness of structures and systems may not yet be in place. The issues related to governance, including the delivery of education, are well recognized as problems in the two scenarios.

Other countries are rebuilding after years of conflict that has decimated infrastructure and are still striving to ensure functioning systems are in place. In Liberia, after 14 years of civil war, thousands of refugees are repatriating and demanding education for their children. However, as of earlier this year, the Ministry of Education did not have the capacity to maintain accurate records of teachers and still had no systematic method to pay teacher salaries.⁵

Lack of long-term investments: Emergencies elicit speedy response from funding organizations. Nonetheless, it is often in the form of a large quantum of funding with short timeframes for spending. While immediate relief is effectively addressed through such a funding regime, rehabilitation and reconstruction including education are long-drawn processes and do not get adequately supported beyond a limited timeframe. This is a factor that effects creation of any long-term arrangement for teacher deployment or compensation structures.

⁵ Women's Commission for Refugee Women and Children. *Help Us Help Ourselves: Education in Conflict to Post-Conflict Transition in Liberia*. March 2006. http://www.womenscommission.org/pdf/lr_ed.pdf

Issues for Reflection

- Who should decide on teacher compensation structures, in situation of crisis and afterwards?
- Who should take responsibility for providing funds for teacher compensation? Who will bear the cost, now and in future?
- Whose responsibility is teacher compensation? What is the role of the government and of donor agencies in harmonizing various policies and practices?
- Should there be a different compensation strategy for the crisis period and for the long-term?
- Is compatibility with other similar professions possible?
- Should the compensation be defined in monetary terms and should issues related to cost of living, security, etc. be considered?
- Should there be incentives for teachers?

Teachers' Roles, Challenges and Requirements

The profile of the teacher in the context of fragility, reconstruction and displacement needs to be understood. At a personal level, teachers invariably will be victims of the same circumstances as those faced by their students and students' families - displacement, insecurity and personal trauma. At the professional level, as teachers they are facing the challenge of working with learners who are traumatized, distracted from their studies, coping with differing content and languages, housed in poor infrastructures and facing a paucity of material, pedagogical or management support for effective learning. In particular, they are ill-equipped to teach large, multi-grade classes with such limited teaching and learning material nor have they regularly been coached on how to best prepare children for living in a post-conflict environment.

Resulting factors that must be considered in the compensation debate include the following:

High teacher turnover: Teacher attrition is a reality. Poor work conditions, high workloads, inadequate and inconsistent salary payments all contribute to teachers leaving their posts in conflict environments and too often abandoning the profession altogether. This is further aggravated by the presence of international organizations and the availability of better-paying work with NGOs and UN agencies. In Chad, it was shared that security guards were getting a much higher salary than school teachers in refugee camps.⁶ In the case of refugees, the desire to return home also adds to teacher attrition. Many teachers may have been killed during conflict as they are often either targets of violence or are recruited as capable military leaders. Post conflict settings can lead to the

⁶ Women's Commission for Refugee Women and Children. *Don't Forget About Us: The Education and Gender-Based Violence Protection Needs of Adolescent Girls from Darfur in Chad*. July 2005. http://www.womenscommission.org/pdf/Td_ed2.pdf

feminization of the teaching profession due to a lack of male teachers and/or out-migration to seek work, as well as low or non-existent salaries.

Teacher preparation and flexible capacities: In situations of emergency and conflict, when mainstream school systems collapse or when there is displacement of communities, alternative school systems are established. What transacts in these alternative systems may be drastically different from the practices in the mainstream systems – in terms of school schedules, the nature of teaching-learning (nature of pedagogy), material used, student assessment techniques used and so on. These alternatives often differ from the mainstream systems in teacher qualifications, teacher preparation, and ongoing professional support. This makes parity in teacher compensation across systems problematic, as well as the integration of students back into the mainstream.

Diverse definitions and roles of teachers: Examples of diverse alternative programs include preschool centers, primary schools, alternative primary schools, secondary schools, accelerated learning programs, adult literacy classes, psycho-social counseling and religious studies. All these diverse programs have teachers – each with different roles, qualifications and compensations.

Teacher motivation: Teacher motivation is often considered a critical factor in alternative schools set up in societies in transition or in situations of emergency. Volunteers drawn from the affected communities are considered more suitable for being employed as teachers in these alternative systems because of their personal commitment and inherent understanding of the trauma that has been suffered by the populations with which they work. Motivation for and readiness to log in longer hours of work, to carry out a variety of duties outside of what is traditionally considered professional responsibility of teachers and to work in close liaison with the community are often found in these volunteer teachers in greater measure than among professionals not from the affected population. It is, however, difficult to expect high order of consistency in performance among newly trained or volunteer teachers, in spite of their high level of motivation. It could be problematic therefore to calibrate an adequate compensation for voluntarism using the salary structures for the professional community of teachers as a benchmark.

Teacher qualification: That brings us to the issue of teacher qualification, there is a great deal of variation in the qualifications of teachers recruited and working in these contexts. From school graduates who are volunteer teachers to university graduates and trained teachers, the issue is of course very contextual. In the Afghan refugee camps in Pakistan there have been instances where qualified doctors and lawyers worked as teachers. Their former status makes them respected and generally learned, but not necessarily a gifted teacher.

Issues for Reflection

- How do we reconcile the variations in experience and type of teacher qualifications and educational environments where they are asked to work while deciding on compensation?
- How do we arrive at a common agreement on who should be called a teacher?
- Should we distinguish between primary school teachers and teachers for other levels of learning?
- Should there be parity in compensation of these diverse teacher groups?
- How can such a system be implemented across agencies fueling educational work, particularly as displaced persons cross geographic and national borders?
- How can consistency in salary scales be reached across organizations?
- What should be the criteria for defining compensation – work schedule and duration / content / job role / level of schooling / teacher qualification / teacher- child ratio?
- Should there be incentives for working in difficult circumstances? How should this be decided upon?

Teacher Management and Accountability

Teacher compensation is part of the larger issue of teacher management. Therefore, it needs to be seen holistically to include the issue of fund flow and fund management, teacher accountability and performance. The critical issues of ownership and sustainability need to be considered upfront. In the context of fragile states, post-conflict reconstruction and displacement, there are a number of players who are implementing education programs, among them – religious groups, local NGOs, INGOs, and governments. Each of these actors has their own performance standards and outcomes for the teachers. Each has its own organizational structure for teacher management through which fund flow and accountability are ensured. Various related factors need to be explored:

Accountability: The three factors – compensation, accountability and consistent fund flow – have to be considered together. There is a need to harmonize compensation and job profiles. The need is to establish standards and guidelines for minimizing exploitation of teachers, as well as misuse of funds.

Coordination and the urgency of humanitarian response: In all of these contexts, there is an urgency to provide education to the affected populations as early as possible. This haste, although justifiable, propels different stakeholders, especially NGOs, to initiate options/strategies that give immediate results and in some way arrest further deterioration of the situation and its effects on children. These solutions many a time include recruiting teachers who are immediately available and are able to work with children. This often compromises teacher qualifications, resulting in multiple professional cadres. Decisions are then made about teacher compensation based on what is best suited to the urgency of the situation, not necessarily long-term structures or

compatibility with existing or emerging policies. There is a need to be cautious here. It is many times tempting to convert the temporary arrangements, once they demonstrate impact, into permanent ones, and this may well not be possible for the local government or desirable for the overall integrity of the compensation system.

Supervision and support: Inherent in this is the issue of scale and sustainability and the issue should be seen in the context of the economic readiness and capacity of the particular government. Regularizing teachers requires that a system for monitoring and support around those teachers.

Micropolitics: Inherent also is the issue of vested interests and continuance of the parallel systems initiated, including refugee camps!

Issues for Reflection

- How do we ensure compatibility between compensation and performance?
- How do we strike a balance between immediate needs and long-term development?
- How do we balance between pilots programs and systemic ownership?

Remaining Critical Issues

Although the factors discussed above give good insight into what issues must be considered to better plan an execute better compensation systems for teachers in fragile states, situations of displacement and post-conflict return, there are still several cross-cutting and over-arching questions that remain. Among them are:

- What should be the role of the community in deciding and contributing to teacher compensation and ensuring accountability?
- Is the affected community in a position to undertake the above?
- Should there be special incentives for special conditions or qualifications (such as incentives for women teachers)?
- What role could and should teacher unions have?
- What is the donor responsibility?
- Is there a charter, or guiding beliefs and principles that could be our point of reference?
- Since these are issues which are highly contextual and local, how are we qualified to deliberate on these, particularly in exclusion of the local actors, or at the least, without contextualizing our discussion in a specific circumstance?

Possible Next Steps

Many of these issues have been long recognized as hindering the adequate functioning of schools during and after conflict. However, we need to move forward to solutions (even if only partial) to address these situations so that education can continue for those

children at risk, preventing “lost generations” unable to contribute to the reconstruction of their societies. Some critical steps could be:

1. Identify key players, (local and international) both for emergency and long-term development work and create platforms for discussions, both short term, such as agreements on salary scales in crisis situations, and longer-term work with governments to increase teacher pay;
2. Document good and bad practices which have navigated or not navigated through bureaucratic structures. These case studies could act as advocacy material;
3. Define roles and responsibilities of stakeholders;
4. Include strategies that acknowledge that issues such as teacher compensation are best negotiated by communities, and that civil society’s efforts should be to create mandate locally;
5. Develop a strategy to support governments in creating long-term teacher compensation and teacher development plans ;
6. Develop broad criteria or guidelines for teacher compensation;
7. Enable broad categorization; and
8. Link teacher compensation with teacher development and teacher management strategies.

References

<http://www.unicef.org/teachers/forum/1001.htm>

http://www.unicef.org/evaldatabase/index_29567.html

<http://www.linkinglearners.net/downloads/StoryOkaleboRefugee.pdf#search=%22problems%20for%20teachers%20in%20refugee%20camps%22>

<http://www.fmreview.org/FMRpdfs/EducationSupplement/09.pdf#search=%22problems%20for%20teachers%20in%20refugee%20camps%22>

<http://www.stanleyfoundation.org/reports/hrp/HRP02B.pdf#search=%22problems%20for%20teachers%20in%20refugee%20camps%22>

<http://www.ginie.org/countries/somalia/pdf/somaliaEFA.pdf>

http://www.commissionforafrica.org/english/report/thereport/english/11-03-05_cr_chapter_4.pdf

<http://unpan1.un.org/intradoc/groups/public/documents/APCITY/UNPAN017870.pdf#search=%22ids%20and%20problem%20for%20teacher%20salary%22>

http://www.watchlist.org/reports/dr_congo.report.php