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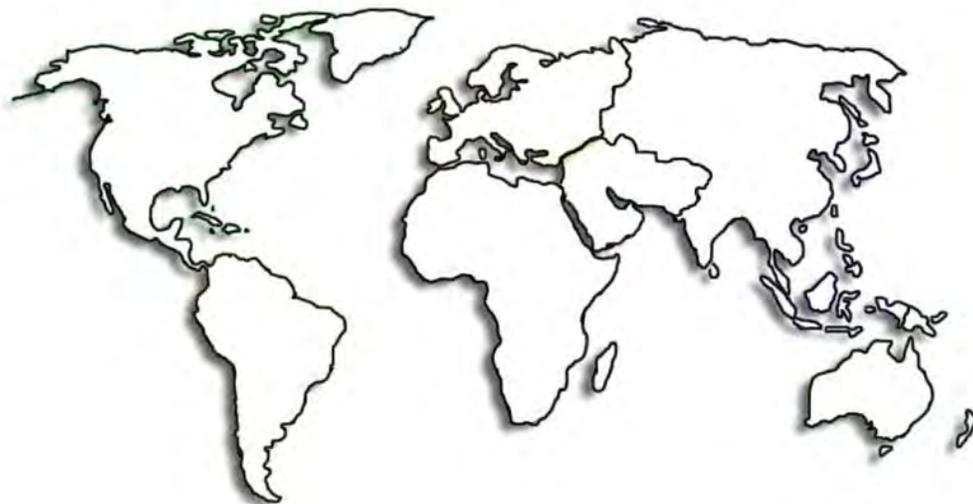
World Education



USAID
FROM THE AMERICAN PEOPLE



***EQUIP1 Leader Award
Quarterly Technical Report
April-June 2007***



Submitted by:

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I. Introduction

EQUIP1 is a multi-faceted program designed to raise the quality of classroom teaching and the level of student learning by affecting 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 Award activities for the months of October, November and December 2006 followed by an Annual Progress Report for 2006.

II. Overall Progress of EQUIP1 Leader Award

Summary of April-June Quarter Progress

In this reporting period EQUIP1 accomplished a significant number of tasks. The EQUIP Core team, in collaboration with their partners, successfully completed work on all sub-contract modifications plus revisions to work plans and budgets. The EQUIP1 team continued its work in all approved activities in its annual work plan and has made significant progress towards its final objectives and deliverables.. Specific details of this progress appear below.

III. Specific Activities Accomplished

The summary below details activities conducted during the April-June 2007 reporting period.

1. *EQUIP Website* (www.equip123.net)

Major additions and modifications to the site include:

- a. Added a new micro site to EQUIP2 Associate Awards website on Senegal:
<http://www.equip123.net/webarticles//anmviewer.asp?a=523&z=118>
- b. Updated EQUIP1 Associate Awards page on Nicaragua with the new Project Manager's contact information:
<http://www.equip123.net/webarticles/anmviewer.asp?a=433&z=16>
- c. Updated EQUIP1 Associate Awards page on Capacity Building and Sustainability
<http://www.equip123.net/webarticles/anmviewer.asp?a=365&z=33>
- d. Updated EQUIP2 Southern Sudan AA page and added a link to a new success story
<http://www.equip123.net/webarticles/anmviewer.asp?a=479&z=28>
<http://www.equip123.net/webarticles//anmviewer.asp?a=535&z=28>
- e. Updated EQUIP2 Publications page by uploading a document titled: School Fees and Education for All: Is Abolishing School Fees Enough?
http://www.equip123.net/docs/e2-SchoolFees_WP.pdf

General Statistics

This quarter showed a continued increase in visitor activity in usage of the site. Due to migration of the system to a different server, we have had problems retrieving figures for June. We are coordinating with our IT technical support team to resolve this problem. We will update the report once the latest figures for June come out.

	April	May	June
Hits	224,904	242,728	179,494
Page Views	33,728	32,087	31,470
Visits	29,706	32,195	29,741
Unique Visitors	15,568	17,158	12,661
Files Downloaded	38,345	78,663	48,611

* Highest monthly total to date.

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

“Hits” refers to the total number of times a visitor clicks onto any web page on EQUIP website.

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

In this quarter JEID has received 11 manuscripts for possible publication.

- 5 have manuscripts sent off for peer review
- 3 articles are ready for publication in upcoming general issue
- Communication and solicitation for upcoming issues have been made
- Discussions on broadening the authorship and readership have occurred with USAID;

3. Consistent Networking for Educational Quality

Two issues of *EQ Dispatch* were distributed during this quarter. The first was published in the first week of April and the second in June. Both issues contained information on website updates and project announcements. (*See annexes 3 and 4*).

4. EQ Review

Volume 5, Issue 1 of the EQ Review, entitled, “*Strategic Opportunities for Effective Education and Health Programs*” was released in April. Highlighted projects included EQUIP1 CHANGES2 (HIV/AIDS Education in Zambia), YouthNet (School-Based Reproductive Health and HIV Education), and USAID/AED collaboration to educate populations about Avian Flu. (*See annex 5*)

The next EQ Review, which will highlight USAID projects that utilized education data, is scheduled for release in August.

5. EQUIP Communications Workshop

As a follow up to the workshop in Guatemala in March, the Communications Working Group updated the EQUIP communications network yahoo group to include materials from the latest workshop and invited the recent participants to join the group. The feedback was also reviewed and the general feeling of the participants was positive.

6. EQUIP Seminars

The remaining EQUIP seminars for the year will be held by EQUIP2 and EQUIP3 in September and November respectively.

IV. Leader Award Activities

There are five new activities planned for 2007. The EQUIP core team has been working on reviewing work plan, 2007 budget, and reporting schedules for these activities.

7. Active-Learning Pedagogies as a Reform Initiative: A Comparative Study of Policy, Professional Development, and Classroom Practice

EQUIP1 is conducting a study of active learning pedagogies with the following purposes:

- To draw lessons learned from an comparative analysis of selected EQUIP-supported (and similar) government or donor agency educational reform initiatives involving a focus on active-learning pedagogies
- To stimulate dialogue among policy makers, teacher educators, and educators (internationally and within selected countries) regarding policy definitions, professional development approaches, and classroom practices concerned with active-learning pedagogies

This study is conducted by the AIR, in collaboration AED, EDC and Juarez. During the quarter work continued on this activity. We received CTO and CTO agreement to conduct case studies focusing on USAID-supported reforms in Cambodia, Djibouti, Egypt, Honduras, Jordan, Kyrgyzstan, Macedonia, and Malawi. Some of the country-based co-documenters were identified. The initial phase of document review was undertaken, and is scheduled to be completed by the end of August 2007. The team has developed an outline for the case study reports and sketched initial ideas for the focused group and other interviews to be conducted with key informants in country. The team has also begun discussing how to organize the in-country seminars to report on the findings from the respective case studies.

7.1 Active-Learning Pedagogies: Policy, Professional Development, and Classroom Practice.

A Case Study of two post conflict contexts: Afghanistan and South Sudan.

The following activities were completed successfully by CARE International during the three months. These have been in three broad categories, development of data collection tools, field visit and first phase of data collection in Afghanistan and completion of the desk review. Details for each are given below:

Tool Development: Following a review of select school and classroom observation tools 6 data collection instruments were developed. The research questions and capacities at the ground level were two important considerations in developing the instruments. The process of tool development included review of select tools available, draft tool development, review by peers and practitioners at the field level. Inputs to the tools were given by the technical team in Atlanta. The tools were further reviewed by the researcher with the field team in a two day work shop at Kabul. Select persons from CARE, Government and IRC were part of this two day review and orientation program. About two weeks of data collection per two member team was worked out. Both the Government and the IRC persons expressed inability to participate in the data collection as such two more persons from CARE were included in the team of researchers. The intent of the workshop was arriving at a common understanding of the key concepts, reviewing it for language and making them context specific. The meeting was also to orient and familiarize the research team with the tools and techniques developed for the data collection. The tools had to be simplified considerably given the conceptual capacities and language barriers at the field level. There are in total 5 instruments

developed they comprise of observation schedules, interviews and focus group discussions. It has been agreed that a set of 5 tools – School Observation Tool, Classroom Observation Tool, Teacher Interview Guide, Focus Group Discussion with Children and Focus Group Discussion with Community will be implemented in 30 schools in 2 provinces. Formats for data coding have been provided to the research team. The data collection will be completed by July end and coding to start in August.

Field Visit to Afghanistan: A three week visit was made to Afghanistan for collecting data for the study. The highlights of the visit were getting permission from the Government of Afghanistan to conduct the study and visit their schools, interviewing some of the key Government functionaries in the Teacher Development department, meeting some NGO functionaries. A number of relevant documents on teacher training and curriculum development were tracked and reviewed. The documents were of great use for the study as in understanding the education scenario in Afghanistan. Analysis of the documents will be part of the study report. The School level data collection is being collected by the trained researcher team this should be over by August.

Despite the progress there were some serious problems encountered during the data collection. The security condition in Afghanistan was pretty unsafe and precarious and I could not go to the field. The sample of schools for data collection was also been affected by this. Language was the second barrier as most researchers were conversant only in Dari and one had to rely a great deal on interpreter. The language limitation coupled with differences in understanding the concepts has indeed made the training of researchers indeed difficult.

Desk Review: a review of literature pertaining to active learning in context of conflict and fragility was completed. The Review was essentially a Desk Review based on literature available on the internet. It is evident from the review that in spite of all the intent at the policy level the competing demands of providing access to large number of conflict affected children, building the infrastructure combined with low human capacities and traditional beliefs makes it difficult to advance active learning at the desired space. There are a few examples where NGOs have made efforts to promote active learning in their work.

Next Steps:

- Data collection in Afghanistan to be completed by August 2007.
- Data Collection in South Sudan to commence in August and be completed by October 2007.
- Interim Report on available data from Afghanistan to be shared end July or first week of August.

8. Early Reading Study

The Early Reading Study is conducted by the International Reading Association (IRA). This study aims identify both the challenges impeding the acquisition of reading skills in many of the developing countries in which we work as well as promising practices from which project designers and implementers can learn. The main goal is to develop a publication (toolkit) for project designers and implementers that provides effective guidance on promising practices on the teaching of reading in four major languages (English, French, Spanish and Arabic) which are the primary languages of instruction in many developing countries.

In this past reporting period, the questions for the in-country researchers were developed and disseminated to in-country researchers, IRA staff traveled to Uruguay to collect data which is being compiled and will be added to data from other regions once it is received and the design of strategic planning workshop (tentatively scheduled for early September) is underway.

9. Technical Paper Series on Learning Outcomes

A series of three papers will be developed to help clients (donors, project managers, host countries) better understand assessment and evaluation by AIR. Taken together the series will address strategic, organizational/operational, and technical issues and provide practical examples from projects.

10. Education and Fragility Support

AIR and AED are the implementers of the Education and Fragility Support activity. This activity will develop a light weight guidebook focusing on the protocols needed to use the Education and Fragility assessment tool. An on-line training module on how to use the Education and Fragility Assessment tool will be developed. Through this activity EQUIP will assist USAID in conducting country assessments that include a fragility and possibly a counter terrorism focus; the analyses will feed into the revision of the assessment tool into a guidebook. Finally the activity will assist in developing a public relations piece for an audience that includes Hill, USG departments (AID, DOD, State, DOE, etc).

At this point: assessment has been conducted in Mali; data have been analyzed by USG team; operations manual is being developed that will present how one conducts a fragility assessment and then implements an intervention; marketing materials are currently being discussed and drafted

11. Public Private Partnerships: Understanding the Role of the Private Sector

According to the First Regional Conference on Secondary Education in Africa, “There is scant information about PPPs, so there are few websites that a corporation or school or ministry of education can access. The absence of widely known models, summaries of

key experiences and shared lessons learned makes the start-up and monitoring of these partnerships more challenging”. PPPs are being used extensively by USAID’s Global Development Alliance. However, partnerships mean different things to different constituents. There remains a general lack of consensus about what exactly a partnership is and what the role of the private sector should or could be, particularly in regard to education. EQUIP1 is conducting a study, to be conducted by partners Juarez and Associates and Education Development Center, to further the understanding of this important development tool. The portion of the study conducted by EDC focuses on educational PPPs in Colombia.

Research Design

Phase I-Background Research

An array of documents, evaluations and reports were read and coded to identify the key issues for PPPs in Colombia. Documents reviewed included government reports, government resolutions, civil society evaluation reports, PPPs guide for Colombia, and private companies’ social responsibility annual reports. These enabled the analysis of intended goals of PPPs, the end results, impact assessments (when available), and lessons learned. In addition, during this phase we identified and contacted organizations, private companies, government officials and individuals to include in the study.

Phase II-Field Research

The qualitative in-depth research design consisted primarily of in-country interview and site visits to PPP projects. The interview instrument was developed and carried out for each interview. The instrument includes questions regarding the partnership formation, partnership evolution, partnership successes and failures, partnership advantages and disadvantages, and finally suggestions for future collaborations.

Project site visits included visits to schools and communities who were benefiting from the PPPs. The following trips were undertaken:

- March 2007: Katharine (Kit) Yasin, Lead Researcher, and Graciela Mann, Project Research Assistant, conducted interviews in Nariño and visited Starbucks’ PPP there.
- April/May 2007: Katharine (Kit) Yasin, Lead Researcher, and Graciela Mann, Project Research Assistant, conducted interviews and site visits in Bolivar, Antioquia and Caldas.

In the course of these site visits, approximately 6 government officials, 5 private company representatives, 4 funding agency representatives, 34 farmers, school administrators and professors, and 14 students participated in interviews.

In addition, in March 2007, the execution of the first ever PPP forum for education was carried out in Cartagena, Colombia. Members of the Colombian and international public and private sectors came together to discuss the role of corporate social responsibility in improving education in Colombia. Representatives from major coffee companies, such as Nestlé, Starbucks, Racafe; the National Federation of Coffee Growers of Colombia;

local and international education specialists; coffee roasters and retailers; other private companies interested in improving education such as Cementos Argos and Intel; public sector actors including Colombian government officials from the Education Secretariat of Medellín and the National Ministry of Education; and international donor organizations such as the U.S. Agency for International Development and the Inter-American Bank all came together to share know-how and to generate ideas to address education challenges still facing coffee-growing communities. This forum proved as an excellent source of information, as many presentations included overviews of advantages and disadvantages and lessons learned from various PPP initiatives. Moreover, it provided a network of contacts for the selection of interviewees and case studies.

Initial Findings

Some initial findings that have emerged as a result of the study to date are:

1. Colombia is home to a long and fruitful history of public-private partnerships which serve as excellent models for the rest of the world. The Escuela Nueva model of community-based schools exemplifies the contributions the private sector can make. In addition to providing a world-class learning environment to many communities which previously had little access to education, the Escuela Nueva model has now been replicated in many countries as an effective model for providing relevant instruction to communities in a format that has proven highly sustainable. The Escuela Nueva methodology is an example of private sector investment in a community that also served as a model for the rest of the world. Thanks to the Colombian Coffee Federation, this model has not only survived but it has also become a part of the national curriculum and has grown and has been modified over time to reflect new realities. Such an investment in not only the research and development but also the maintenance and sharing of such a methodology demonstrates the Colombia private sector's long-term commitments to the social sector.

2. Lessons from Experience – The Challenges and Benefits of Partnership. There are numerous advantages—and some disadvantages—to forming public-private partnerships to pursue solutions to the remaining challenges. There are many motivations for both public and private actors to engage in alliances that work to improve education. Groups agreed that resources, financial and otherwise, from both sectors can bolster the efforts. Additionally, it was acknowledged that private sector companies are increasingly involved in such alliances not only for philanthropic reasons but also for the general health of the company and its employees.

3. Clear definition in Colombia. Public-private partnerships in Colombia are well understood and defined. They are clearly not about contractual relationships or philanthropy. PPPs in Colombia engage the private company as a decisive partner who, in addition to providing funding resources, also provides knowledge and expertise.

4. Different working rhythms. Respondents, both private and public, identified the different working rhythms between partners as an issue always present. Public sector representatives are apprehensive toward the private sector's fast track and feel that public sector processes are misunderstood. Public sector representatives identified patience as a key component for a successful partnership. Private sector representatives agreed on this, and further called for enhanced communication channels and regular meetings. Due to the fact that working rhythms are so different among these institutions, transparency and clear understandings become crucial to avoid any problems.

Next Steps

All interviews were recorded. Hence, during June and July the recordings are being typed by a local transcriber. Once these transcriptions are ready, the analysis of the collected data will begin. Most probably, although it is yet to be fully determined, the EVIVO NUD*IST software will be used to analyze the data.

As per the work plan presented, the first draft of the report will be submitted to Juarez and Associates by November 14, 2007, and the final draft of the report will be submitted to Juarez and Associates by December 18, 2007 (See the progress report from Juarez and Associates in attachment 2)

12. Large Classrooms Study

This activity conducted by AIR, is ongoing from 2006. The primary questions the study seeks to answer are 1) What, if any, potential do donated books have for adding value to USAID projects designed to improve education quality; and 2) If donated books do show potential for adding value to USAID education projects, what considerations are most important for assuring that added value? The study is conducted in Malawi, and it explores the use of donated books in three contexts: a) schools/communities where books were donated by an international PVO with support from local partners, b) schools/communities where books were donated to a USAID quality education project as an add on to a project, and c) schools/communities where books were donated to a USAID quality education project in which the use of donated books and training to support the use of those books was a part of the project design.

The study report has been reviewed by lead author. Currently, a secondary author is finalizing all remaining edits. Final report is anticipated within this coming quarter.

13. Pilot Study: Quality of Education in Islamic Schools

During this quarter, EDC made revisions to Report Number 2 on Islamic schools in the Somali Region of Ethiopia and submitted the revised draft (attached in annex 5). The report is currently being reviewed at AIR and will be submitted to USAID in the

upcoming quarter. Upon final approval it will be published on the EQUIP1 website. A synthesis of the report's findings follows.

- What are the predominant instructional practices present in Islamic schools in the Somali Region of Ethiopia?

In the schools visited, memorization and recitation are clearly the predominant instructional practices. In most classes, students sat on the floor or the ground as the teacher reviewed a Qur'anic passage. Students were then called on, individually or in groups (often the whole class together), to recite the passage themselves. This is demonstrated by the classroom interaction data, which indicates a large number of interactions with the whole group, as well as in the research team's observations and its decision not to continue using the cognitive interaction recorder given the near complete lack of any intellectual interaction other than memorization or repetition. The affective interaction recorder also reinforces this view, as most of the interactions between teacher and student involved neither praise nor criticism but were neutral, perhaps suggesting a preponderance of interactions in which a passage is simply recited and little or no further interaction takes place.

The items on which teachers received the highest ratings on the classroom observation also support this notion. One of the two items on which teachers received the highest rating was devoting at least forty percent of the lesson to opportunities for students to practice what they have learned. The recitation of a Qur'anic passage individually or in a group is such an opportunity, so it is possible that that activity accounts for many or most of such opportunities witnessed. Teachers performed equally well on checking to see that students understood the material presented, likely for similar reasons; a student's ability to recite a Qur'anic verse well would demonstrate how well the student is progressing toward the goal of memorizing the Qur'an. The next highest ratings, for providing feedback to assist students in finding the right answer and ensuring that teacher-student interactivity occurred, can also be explained by frequent interactions based on recitation and memorization of Qur'anic verses, with teachers helping students to recite correctly when they are called upon.

Some of the remaining items are ambiguous in terms of the teaching strategies used. For example, about equal numbers of teachers were rated as using pair work (19) and rarely or never using pair work (17), and 15 of the teachers were found to use student-centered strategies throughout the lesson as compared to 13 who rarely did so and 8 who did not. These numbers, when viewed together with other data, indicate some level of student-centered teaching, particularly in form as opposed to content. Student-teacher activity occurred, students practiced what they were learning, and teachers offered feedback. These actions were generally performed in the service of rote memorization, however, leaving the content of student-centered teaching, such as connecting new knowledge to students' existing knowledge and encouraging them to perform higher-level thinking skills, largely absent.

- What are some of the basic characteristics of Qur'anic schools in the Somali Region of Ethiopia, in terms of class size and the availability of resources?

Although researchers did not consistently indicate the number of students present in classes they observed, student-teacher ratio can be considered an accurate proxy of class size, particularly since many of the schools had only one teacher and only one had over four teachers. Thus, teachers can be presumed to be spending most or all of their time with pupils and class size can be expected to mirror student-teacher ratio. For the fifteen schools which reported both the number of students and the number of teachers, the student-teacher ratio is 41.8:1, a large class size, but not as large as has been witnessed in other sub-Saharan classrooms, particularly in countries such as Uganda and Kenya that have abolished school fees.

The schools visited were remarkably poorly resourced. Most classes were conducted outdoors, with the only available resource often being a copy of the Qur'an, wooden tablets for writing, and ink. Only one school had a floor, one had a toilet, none had desks, none had learning aids, and eight of seventeen had blackboards. This severe lack of resources renders learning difficult regardless of the capacity of the teacher in both content knowledge and pedagogical skill. Teachers repeatedly noted this lack of resources and requested support from others via the provision of a structure and/or teaching materials.

- What are teacher and head teacher perceptions of educational quality?

Teachers and head teachers held a variety of perceptions as reflected in the questionnaire and interview data. The most consistent notion was the emphasis on religious education as central to educational quality. In many cases, they viewed religious education as having a higher purpose than secular education and therefore as being equally or more important than secular subjects. A small number of teachers and head teachers did, however, indicate that teaching subjects other than religious studies improves educational quality.

Participants viewed instruction as very important, but in very few cases articulated any particular methodology or approach. Instead, a number cited “good teaching” or “teaching styles”, and there was a strong emphasis on the outcomes of instruction such as students performing well on tests, understanding the lesson, or being able to answer questions about the material presented.

Head teachers expressed a belief that the quality of education can change over time and indicated that they take steps to improve educational quality. The most common steps taken had to do with making material resources available for teaching, from classrooms

to books to chalk. Teachers also reflected an emphasis on material resources, in particular when asked an open-ended question about what topics had not been addressed in the interview. Teachers strongly expressed a desire for more resources, particularly school structures for the great majority of schools that did not have one. This suggests that teachers and head teachers find providing quality education to be a challenge amid the extremely limited material environment in which they teach.

- Are teachers utilizing the instructional strategies introduced through a USAID-supported program?

None of the participant schools had taken part in a USAID-supported program. Not surprisingly, then, their instructional strategies generally did not reflect the student-centered strategies introduced in other schools in the region by the IRIS and FOCUS programs.

- How do these schools accommodate both religious and secular curricula?

Most of the schools visited did not accommodate both religious and secular curricula but focused only on teaching the Qur'an and Islam, with some including Arabic as a foreign language. Of the five schools which provided specific information about their curriculum, only one taught math in addition to religion, three taught a foreign language (at least two of which were Arabic), while the others taught strictly religious material. In response to how he had improved the quality of education in the school, another teacher reported having introduced math and Arabic.

The teachers and head teachers interviewed strongly emphasized religious education compared to that in secular subjects. Very large majorities of both teachers and head teachers stated that the education in their schools is more relevant to students' lives than the education received in government schools. When asked to name the "educational basics" that are "beneficial" for children in their area, ten named religion or the Qur'an and two others said that religion should be taught first and other subjects later.

- Are Parent-Teacher Associations and community members active in the educational improvement process even in the absence of direct project assistance?

Just one head teacher mentioned the existence of a parent committee, but head teachers unanimously indicated that parents are involved in the life of the school and that they prefer such involvement. The most common mode of parent and/or community involvement in the life of the school was through financial contributions, while a small number of head teachers mentioned that parents make sure that children stay in school, one stated that parents participate in activities geared to improve the level of education, and one other stated that parents come to discuss how to improve learning the Qur'an.

Thus, parents and community members are involved with the participant schools. However, their direct involvement in the educational improvement process is very limited.

Additional Indications of Interest

N/A

Active EQUIP1 Associate Awards

Country/Bureau	Award Focus	EQUIP1 Partners	Total Amount	Project Start Date	Project End Date
1. Macedonia	Professional development for teachers and school principals as well as career-preparation interventions to increase secondary school enrollment and retention.	AIR, IRA	\$9,999,926	September 5, 2003	September 4, 2008
2. 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.	AIR, Juárez and Associates, Michigan State University, World Education	\$15,500,000	September 22, 2003	March 15, 2008
3. Haiti	Increase the role of local communities in improving the quality and quantity of educational services, particularly in rural areas.	AIR, CARE	\$7,249,100	September 25, 2003	September 30, 2007
4. Egypt	Work with families of schools in seven governorates to enable children in those schools to benefit from a quality education.	AIR, EDC, World Education	\$76,796,000.	June 23, 2004	June 22, 2009
5. Yemen	Help the Government of Yemen increase access to higher quality primary education.	AED, AIR, EDC	\$13,500,000	July 24, 2004	July 23, 2008
6. Cambodia	Improve educational	World Ed,	\$2,499,996	April 1,	September

Country/Bureau	Award Focus	EQUIP1 Partners	Total Amount	Project Start Date	Project End Date
	access and quality to marginalized groups in Cambodia including ethnic minorities (Muslims groups-such as Cham and highland peoples), children with special needs, the very poor, girls, and children infected or affected by HIV/AIDS.	AIR		2005	31, 2007
7. Zambia	Improve the ability of schools to serve as community resources for improved education and health, HIV prevention, mitigation, and services for (OVCs).	AIR	\$21,220,000	June 20, 2005	September 30, 2009
8. 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.	AIR, AED, Save the Children	\$11,500,000	December 1, 2005 -	November 11, 2009

ANNEX 1: PERFORMANCE INDICATORS

Annex 1: 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 5)	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) 3 (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 5)	4 (Year 1) 4 (Year 2) 4 (Year 3) 4 (Year 4)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
EQUIP1 Leader Team Meetings (Communication)						
S3. Leader Award activities effectively managed	Regular communication among EQUIP1 partners and USAID maintained	Meeting minutes distributed	EQUIP1 records	0	6 (Year 1) 6 (Year 2) 10 (Year 3) 6 (Year 4)	6 (Year 1) 5 (Year 2) 6 (Year 3) 3 (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) 20,000/month (Year 4)	20,519/month (quarterly average for downloads) 23,187/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	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)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
	educational quality information	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)
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) 299 (Year 4)
Educational Quality Programs in International Development Organizations (Communication)						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
S1. EICC established, supported, and working efficiently	EQUIP1 activities benefit from professional and technical expertise in educational development	Database with identified organizations and information about their programs established	EICC records	0	1 (Year 1)	1 (Year 1)
	Knowledge about educational quality programs generated and shared	Information posted on website	EICC records	0	1 (Year 1)	1 (Year 1)
		Information updated monthly	EICC records	0	12 (Year 3) 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) 4 (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)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
	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)						
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) 1 (Year 5)	1 (Year 4)
Accelerating Early Childhood Literacy Acquisition in High Priority EFA Countries: Desk Review & Forum Planning						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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						
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) 2 (Year 4) 1 (Year 4) 0 (Year 4)
		Studies published	EQUIP1 Records	0	5 (Year 4)	0 (Year 4)
		Issue Briefs generated	EQUIP1 Records	0	12 (Year 4)	
		Presentations given at the Ed Sector Council	EQUIP1 Records	0	2 (Year 4)	
		Presentations given to Special Forums	EQUIP1 Records	0	3 (Year 4)	
EQUIP1 Pilot Study on Use and Impact of Donated Books						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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)
		1 st round of data collection complete	EQUIP1 Records	0	1 (Year 4) 1 (Year 5)	0 (Year 4) 0 (Year 4)
		Data analyzed	EQUIP1 Records	0	1 (Year 5)	0 (Year 4)
		Data findings reported				
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		Study piloted, and report prepared and disseminated	EQUIP1 records	0	1 (Year 1)	1 (Year 1)
C3. Community involvement in education increased		Study design revised	EQUIP1 records	0	1 (Year 1) 1 (Year 2)	1 (Year 1) 1 (Year 2)
		Synthesis report produced	EQUIP1 records	0	1 (Year 2) 1 (Year 3) 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)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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)	2 (Year 2)
					4 (Year 3)	4 (Year 3)
					4 (Year 4)	2 (Year 4)
C2. School environments enhanced	Information about effective educational practices disseminated	Annual report prepared and disseminated	EQUIP1 records	0	1 (Year 2)	0 (Year 2)
					1 (Year 3)	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)
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)	2 (Year 2)
					4 (Year 3)	2 (Year 3)
					4 (Year 4)	1 (Year 4)
C2. School environments enhanced	Information about effective educational practices disseminated	Annual report prepared and disseminated	EQUIP1 records	0	1 (Year 2)	0 (Year 2)
					1 (Year 3)	1 (Year 3)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
C3. Community involvement in education increased		Draft report on findings to date and any redesign of study prepared	EQUIP1 records	0	1 (Year 3) 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)
	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)

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

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

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	Documents related to food assisted education programs identified and posted on the website	EQUIP1 records	0	10 (Year 2)	54 (Year 2)
		Preliminary discussion paper on lessons learned prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
		Final discussion paper prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
Profiling Food Assisted Education Programs (Research & Assessment)						
C5. Capacity of food assisted education programs increased	Understanding of the impact of food for education programs on educational quality and student learning improved	Profiles developed and posted on the website	EQUIP1 records	0	4 (Year 2)	1 (Year 2)
		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)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
Videoconference on Food Assisted Education (Communication)						
C5. Capacity of food assisted education programs increased	Knowledge about how food resources can be used best to address the quality of education and student outcomes increased	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 Associate Award requirements of USAID missions and bureaus being met by EQUIP1	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 2: EQ REVIEW

EQ Review

Educational Quality in the Developing World



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

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Strategic Opportunities for Effective Education and Health Programs

Evidence demonstrating the mutual benefits between education and health continues to mount. Over the past decade the Demographic and Health Survey (DHS) and other major population and health studies have consistently shown that “educational attainment has a substantial effect on reproductive behavior, contraceptive use, fertility, infant and child mortality, morbidity, and attitudes and awareness related to family health and hygiene.”¹ Effective education interventions in this context can be said to catalyze a virtuous cycle in communities, improving health outcomes for generations to come.

Meanwhile, children in good health are much more likely to be enrolled in school and attend school more regularly. Studies continue to document that children who bear common burdens of ill health in developing countries such as helminthes, chronic malaria, diarrhea, malnutrition and HIV and AIDS are less likely to attend school than healthy children, participate less in the classroom, and don't perform as well on measures of learning.² These studies often demonstrate that while all children show improved school attendance and attainment following simple health activities that address common health problems, girls often benefit the most.

Evidence of the mutual benefits between education and health have been interpreted by some ministries of education and development agencies as a mandate to systematically link education and health programs training teachers to provide simple health interventions at schools (such as administration of deworming medicine and micronutrients, or provision of clean water and sanitation), and strengthening health education curricula and teacher training (such as on curriculum training on HIV and AIDS prevention, nutrition and hygiene, malaria prevention, etc). Examples of USAID education and health programs that support ministries of education in mainstreaming health activities to the benefit of both sectors include USAID/Uganda's UPHOLD Project, USAID/Malawi's Teacher Training Activity, USAID/Zambia's CHANGES2 Program, USAID/Zambia's EQUIP2 Program, USAID/Nigeria's integrated health information and services project, and USAID/Nicaragua's Early Childhood Stimulation Program. USAID cross sectoral education and health programs such as these respond to the reality that deficits in either sector likely result in serious challenges for both. USAID's investments in health education, whether through the education sector or through the health sector, thus provide important demonstration of the cost effectiveness of “investing in people.”

Meeting the challenge of the second Millennium Development Goal (attainment of universal basic education for all by 2015), the challenges of the continuing increase of the HIV and AIDS epidemic, and responding to the emergence of new public health threats such as pandemic avian influenza also provide powerful justification for establishing and strengthening school-based health and education programs. UNESCO argues in its Education For All (EFA) planning documents that attainment of global education targets require school-based health programming, including HIV and AIDS prevention education, in order to ensure all children have equal access to schooling, and are healthy enough to participate once there.³ The burgeoning number of HIV-affected children, increasing numbers of whom are out of school, has caused some to argue that schools should turn themselves inside out – reaching out into the community to seek and serve those children who are unable to come to school.⁴

Inside This Issue:

- 2 HIV/AIDS Education in Zambia
- 3 School-Based Reproductive Health and HIV Education Programs – An Effective Intervention
- 5 Educating Populations about Avian Flu

Such outreach programs that first targeted support to OVC and out-of-school youth have also provided important demonstration of the efficacy of community outreach for prevention of HIV and AIDS, and help to identify new opportunities to reach public health goals through school-based health education and community outreach programs. New programmatic materials, such as those highlighted in the following articles, are aimed at preventing epidemics and promoting health goals. These materials are strengthened by behavior change communication strategies, but their effectiveness relies on education systems that have mainstreamed training for health promotion within teacher training and professional development systems.⁵

The school health programs described in this newsletter provide examples of strategies that respond to new challenges in education and health. Each of the programs, CHANGES2 Teacher Professional Support for HIV Positive Teachers, Zandi's story, and YouthNET's reproductive health guidelines provide examples of strategic responses to health through education. Each of these strategies can be applied globally, but have very effective community level impacts.

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A teacher learns how to use a tablet pole during training at Kabwata School in Lusaka District

HIV/AIDS Education in Zambia

Many countries with high HIV prevalence find it difficult to quantify the number of teachers who die of AIDS-related illness, or calculate teacher absenteeism due to sickness. Zambian teachers probably have the same HIV prevalence as the rest of the adult population, about 16%, but many who are positive do not know their status. Teacher absenteeism and attrition due to HIV and AIDS has a negative effect on educational quality as well as access. Ministries of education thus often seek to help teachers address their own health status in order to improve educational quality, and in the process have discovered that HIV and AIDS education focused on teachers and their health also improves their ability to address HIV-related issues in the classroom. Support for teachers dealing with HIV and AIDS in their own lives is now recognized as an important aspect of teacher training to improve implementation of life skills education and HIV prevention education in the classroom.

USAID/Zambia's CHANGES2 Program is a major education support activity in the Zambian Ministry of Education (MOE). CHANGES2 is strengthening teachers' classroom pedagogical and leadership skills with a special focus on school health and nutrition, as well as HIV and AIDS prevention and mitigation. Begun in 2005, by 2009 CHANGES2 will have trained teachers and expanded the MOE's school health and HIV education activities to 1600 government schools, and nearly 1000 community schools in four provinces. CHANGES2 also builds partnerships between schools and communities to promote community-wide health and HIV prevention activities. The program also delivers scholarships to needy secondary school level orphans and vulnerable children (OVC) in six provinces.

Within this context, at the school and district level in Zambia one can easily find teachers who are (or are believed to be) suffering from AIDS and the impact on delivery of quality education is clear. Teachers who are HIV positive or suspect that they are positive may suffer from a variety of illnesses and may often be absent from class. In addition, many suffer from the fear of disclosure and discrimination and the shame and loneliness that comes with keeping this frightening secret. It is within this atmosphere of fear, denial and secrecy that HIV/AIDS thrives. HIV prevention education also suffers badly in this atmosphere because HIV positive teachers are reluctant to teach about the subject.

It is within this atmosphere of fear, denial and secrecy that HIV/AIDS thrives. HIV prevention education also suffers badly in this atmosphere because HIV positive teachers are reluctant to teach about the subject.

As part of its HIV prevention education training, the CHANGES2 program has supported work in all 10 of the MOE's teacher training Colleges of Education, training peer educators to encourage student teachers and tutors to go for voluntary counseling and testing (VCT) and then to form post-VCT groups in which they assist each other in dealing with their status. After testing, student teachers can join either HIV negative groups to learn how to remain negative or, if necessary, HIV positive groups to get support to live positively. This work is coordinated with other VCT activities in the education sector to maximize impact of HIV prevention and mitigation activities in the MOE.

Additionally, CHANGES2 trained interested HIV positive teachers in Southern and Central Provinces to form and run teacher support groups. This has been very effective: since the initial training, ten teacher support groups with 192 members have been formed.

Like other Zambians, ailing HIV positive teachers face many difficulties in staying healthy, even if they are able to access antiretroviral therapy (ART). Because of their low pay, they may have difficulties affording the adequate nutrition which is as important as ART. They may find it impossible to pay for the treatment of opportunistic illnesses and infections. And, living in remote areas surrounded by stigma, they may suffer great stress and fear in isolation. Once formed, the groups often need training in basic concepts around HIV/AIDS and group functioning. In response to their requests, CHANGES2 and MOE have provided training to support group members in ART use, adherence and other medical issues, living positively, the provision of psychosocial support within the group, entrepreneurship skills and implementation of income generating projects. It is expected that this training will allow the support groups to continue to function after CHANGES2 support comes to an end.

Teachers involved in the support groups report emotional benefits from the decreased burden of secrecy and shame, as well as from the camaraderie, practical skills and advice they share. Also very important for the education sector, teachers report that they are emboldened to speak openly about their status with their families and community members.

These types of interventions are essential for breaking the silence around HIV infection and opening public dialogue about reducing risk.

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*“It is within
this
atmosphere
of fear,
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secrecy that
HIV/AIDS
thrives”*

School-Based Reproductive Health and HIV/AIDS Education

In 2005, Family Health International (FHI)/YouthNet, a USAID-funded global technical leadership project on youth, sponsored the first comprehensive review of sex and HIV education programs for youth in both developing and developed countries. The review identified 83 programs that had been implemented among groups of youth using a written curriculum and that had been evaluated, with 18 of them in developing countries. Programs reported on the impact on initiation of sex, frequency of sex, number of sexual partners, condom use, and other sexual behaviors. Globally, two-thirds of the programs had the desired impact on one or more of the sexual behaviors measured. Thirteen of the 18 programs in developing countries had a positive impact; none had a negative impact, i.e., earlier sexual debut or more frequent sexual activity among those already sexually active.

The programs were successful in all types of settings and countries, among males and females, different age groups, and among varying income levels. Also, many programs had positive effects on the factors that determine sexual risk behaviors, including knowledge about sexually transmitted infections (STIs) and pregnancy, awareness of risk, values and attitudes toward sexual topics, self-efficacy (negotiating condom use or refusing unwanted sex), and intentions to abstain or restrict the number of sexual partners. The review identified 17 characteristics that nearly all of the successful programs incorporated. Programs that incorporated these characteristics were more likely to change behavior positively than programs that did not incorporate most of them. The characteristics were divided among the development, content, and implementation of the curriculum.

In a follow-on technical consultation, program administrators provided field context for the curricula characteristics identified by the research project, discussed tips and lessons learned in implementing such curricula, and suggested additional experienced-based characteristics that should also be considered as best practices. Based on this work, a manual of 24 standards was published, which includes lessons learned from field experience, research results, and recommendations for the curriculum based on the field experiences. Program designers, curriculum developers, educators, managers, evaluators, and others can use the manual to assess the quality of existing programs and guide the adaptation or development and implementation of a new curriculum. For example, UNICEF is using the standards to guide programs in more than a dozen countries.

Many implementation challenges go beyond what is captured in these standards, such as how to conduct effective teacher training. An issues paper previously published by FHI/YouthNet assesses teacher training curricula, includes a checklist on teacher selection criteria, and offers recommendations to build on successes described in several short case studies. Even teachers who are trained are often not willing to teach the most sensitive parts of the curriculum, such as information and skills related to condom use. A review of 11 school-based sex education programs in Africa concluded that most programs attempting to address condom use as a method to reduce the risk of HIV transmission encountered resistance from communities and teachers. Strategies that have been used to address this problem of selective teaching include: incorporating values clarification modules in teacher training, working with community stakeholders, and bringing health professionals or other nongovernmental organization (NGO) staff into schools to teach the more sensitive content when necessary. Health providers can also help to change attitudes of influential community members, who in turn can help support teachers.

Another key challenge is moving beyond small pilot projects to scaled-up implementation throughout a country. In Kenya, for example, beginning in 1999, the Primary School Action for Better Health (PSABH) project is seeking to expand HIV education rapidly to a national scale, working with the Kenyan Ministry of Education (MOE). By June 2006, PSABH had been implemented in 11,000 of Kenya's 18,500 primary schools, using a cascade process to train the requisite number of teachers needed to infuse the program throughout classroom subjects and out-of-class activities.

The challenges encountered relate largely to the sensitive nature of the HIV/AIDS information and to quality control when working with such large numbers of teachers and school systems. An evaluation of the project after 30 months, with 6,700 boys and 6,300 girls ages 11 to 17, found significant results in boys and girls remaining virgins and among girls, using condoms in last sex, compared with comparison groups.

The evidence is clear: communities should implement well-designed curriculum-based RH and HIV education programs in their schools, clinics, and youth-serving agencies.

However, countries should not rely only on these programs to address problems of HIV, other STIs, and pregnancy, but also incorporate them as part of a larger effort to prevent sexual risk-taking behaviors.

To download the documents mentioned above, visit <http://www.fhi.org/en/Youth/YouthNet/index.htm>

The USAID contact is Shanti Conly at SConly@usaid.gov

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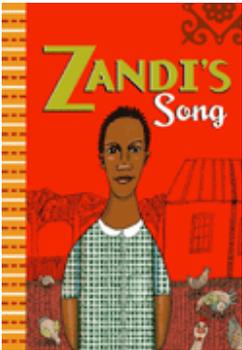


Mrs. Phiri stresses a point in HIV/AIDS education teacher training

Educating Populations about Avian Flu

A scan of recent headlines on avian influenza confirms that bird flu outbreaks are significantly affecting lives of children and their families worldwide. According to Frequently Asked Questions compiled by the World Health Organization, most human cases have occurred in previously healthy children and young adults. This finding is not surprising. In much of the world, children, especially girls, are tasked with taking care of their family's chickens and collecting eggs. In regions such as Southeast Asia, children also are likely to keep poultry as pets. As a result, reaching children through their educational institutions has increasingly been acknowledged as a key component of avian influenza prevention and control efforts -- although admittedly more should be done on this front.

Recognizing this need, the Academy for Educational Development (AED) developed a set of educational materials called "Zandi's Song" intended to be used in a variety of African settings. Zandi's Song is a colorfully illustrated story about a 15-year-old girl, Zandi, who raises chickens to help pay for her school fees. The 28-page storybook discusses transmission and prevention of avian flu as Zandi becomes empowered to help her village learn more about the disease. Zandi's Song is accompanied by a 12-page teacher's guide that contains a step-by-step approach to helping children take action in their community, as well as key information on bird flu. Colorful fact sheets, posters and bookmarks depict ways to protect against avian influenza.



The suggested classroom activities in the Teacher's Guide are divided into learning stages that lead children from understanding the issue, to relating it to their own lives in a meaningful way, and then actually taking action (as in the case of Zandi, who asks her teacher to talk about avian influenza in class, and then urges her uncle to inform village leaders about the importance of educating people on how to protect themselves and their poultry from avian influenza). Some of the active, empowerment activities for children that are suggested in the teacher's guide are to invite a health worker or veterinarian to school or community meetings to provide facts about bird flu; to share Zandi's Song with friends, family members and neighbors; and to use a child-to-child or youth-to-youth approach to create a plan for raising awareness on bird flu among family and friends. Other hands-on classroom activities include drawings and posters, monthly wall newspapers or journals on avian influenza, and dramas and discussions.

Initially available in only in English, Zandi's Song was subsequently translated into French and Portuguese -- and reprinted in large scale in all three languages -- under USAID's Africa's Health in 2010 Project. The Project has distributed 8,165 copies in English, 8,470 in French, and 5,058 in Portuguese to 14 countries all over the African continent as part of its charge to provide technical support to African institutions and networks to improve the health status of Africans.

Anecdotal reports have indicated that students have looked forward to hearing about Zandi, and that teachers, headmasters and principals have appreciated the materials because up until that point, there was nothing available to teach children about the potential dangers of avian influenza.

A group of nongovernmental organizations has begun working on a version of the materials for the Latin American region, and an adaptation, "Rumduol and Hope," has already been designed in Cambodia. AED worked with UNICEF and the Cambodian Ministry of Education's School Health Working Group to develop a storyline and drawings in Khmer. It is hoped that Zandi's Song will continue to be adapted and heard in more parts of the world.

To download a copy of Zandi's Song, please visit www.avianflu.aed.org/zandi.htm and for more information, contact USAID CTO, Mary Harvey at mharvey@usaid.gov

ANNEX 3: EQ DISPATCH APRIL 2007



April 2007

News from EQUIP ([EQUIP123.net](http://www.equip123.net))

Announcement

CALL FOR PAPERS: *Journal of Education for International Development (JEID)*

In 2007, JEID will publish four issues including one general issue and three thematic issues. JEID welcomes papers on the following topics: Capacity Development, Life and Work Skills, Complementary Education, Secondary Education, Evaluation, and Education Services In Fragile States. For more information visit: <http://www.equip123.net/JEID/default.htm>.

Associate Award Headlines

EQUIP1:

The Education Reform Project (ERP) in Egypt has an active website. A link was added on ERP micropage on www.equip123.net. To view the page directly visit: <http://www.erpequip.org/>

EQUIP1 Associate Award CHANGES2-Zambia project has added fact sheet on "Fast Track Initiative (FTI) programming for 2007" at: <http://www.equip123.net/docs/e1-CHANGES2FTIFactSheet.pdf>.

"A Country's Hope - The Haiti Scholarship Program" publication has been posted to the EQUIP1 website. The document revisits the Haiti Scholarship Program which provides scholarship support to more than 15,000 students.

EQUIP2:

A new microsite for Liberian Teacher Training Program (LTTP) was added to EQUIP2 Associate Award activities page. LTTP is designed to utilize an integrated set of policy, support, and capacity building activities to address the critical shortages of qualified teachers and institutional capacity to produce new teachers.

EQUIP3:

EQUALLS project has announced for Request for Applications from organizations interested in contributing to the implementation of the second phase of the project. For more information and to download the full RFA, please visit EQuALLS website.

Short biographies of EQUIP3 Youth Advisory Committee (YAC) members are now online. They can be viewed online at <http://www.equip123.net/equip3/yac/bios.htm>.

The Cross-Sectoral Youth (CSY) Project web page is now available. To view the page, please visit <http://www.equip123.net/webarticles/anmviewer.asp?a=528&z=36>.

February 21, 2007, EDC launched the Ruwwad Youth Volunteers for Community Assistance Program in the West Bank and Gaza. Building on the pre-existing Ruwwad Youth Corps (a national network of youth volunteers) the new program will mobilize and train 1,000 young Palestinian leaders and volunteers to assist their communities, through local initiatives in around 30 community clusters.

Leader Award Highlights

EQUIP1 Leader Award:

Two issue papers were posted online on "Role of Education and the Demobilization of Child Soldiers".

- [The Importance of Education for Child Soldiers](#)
- [Aspects of an Appropriate Education Program for Child Soldier](#)

EQUIP2 Leader Award:

A document titled "[Education Reform Support Today](#)" gives reasons as to why education support is needed, how it works, tools of such support and what projects can do in supporting education reform as well as influence educational policies.

EQUIP2 posted a page on Complementary Education to explore how educational needs of historically disadvantaged and underserved populations are being met. For more information, please visit <http://www.equip123.net/webarticles//anmviewer.asp?a=524&z=118>.

EQUIP3 Leader Award:

The USAID Youth Community of Practice (YCoP), moderated by EQUIP3, hosted a brownbag presentation featuring Trevor Dudley and Karen Cassidy of The Kids League Uganda at USAID on March 19, 2007. The topic of this presentation was "Exploring a Monitoring & Evaluation Approach in a Sports for Development Project." The Kids League was one of the three awards granted under EQUIP3's Education for All Youth Challenge Grant Program.

In addition to hosting events, the YCoP manages a listserv that provides information related to youth issues and best practices in youth programming to a community of over 290 members, including USAID staff, practitioners, NGO representatives, and young people themselves. If you are interested in joining the YCoP, please send an email to Lisa Austin at laustin@edc.org.

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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.



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ANNEX 4: EQ DISPATCH JUNE 2007

EQ Dispatch

Education Quality in the Developing World



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June 2007

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

Publications

EQ Review: [Strategic Opportunities for Effective Education and Health Programs](#)

This issue of EQR highlights the mutual benefit between health and education. The school health programs described in this publication provide examples of strategies that respond to new challenges in education and health. Each of the programs, the CHANGES2 project in Zambia, Africa's Health in 2010 project, and the YouthNET global program, provide examples of strategic responses to health through education.

Associate Award Headlines

EQUIP1:

[The ESCUP project in Cambodia lauched a new microsite.](#) ESCUP (Educational Support to Children of Underserved Populations) aims at addressing the need for educational access and quality to marginalized groups in Cambodia including ethnic minorities (Muslims groups-such as Cham-and highland peoples), children with special needs, the very poor, girls, and children infected or affected by HIV/AIDS.

EQUIP2:

Egypt's Education Reform Project (ERP) microsite was updated with information on the [Community Youth Mapping Progress Report for 2006](#). Also new on the ERP page is the success story on [New Classroom and Education System Observation and Assessment Tools](#).

The microsite for the [Children's Sustained Learning Access and Improved Teacher Training Program in Senegal \(USAID/PAEM\)](#) has been updated with new content covering access and participation, policy and capacity, decentralization and community management, and monitoring, evaluation, reporting, and analysis.

The [Basic Education Comprehensive Assessment System \(BECAS\)](#) microsite has been updated to include information on the national education assessment.

The Southern Sudan Technical Assistance Program (SSTAP) posted a new [success story](#) on the program's initiative in expanding teacher training and recruitment in order to address the problems of teacher shortages.

The EQUIP2 Jordan Program of Support for the Education Reform for the [Knowledge Economy \(ERfKE\) Initiative microsite](#) was updated with information on its work in early childhood education and its youth, technology and careers and Shorouq components.

Leader Award Highlights

EQUIP3 Leader Award:

EQUIP3 posted a [Youth Livelihoods Briefing Note](#), offering a quick overview of youth livelihood programming.

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.



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ANNEX 5: JUAREZ AND ASSOCIATES ACTIVITIES

Juárez and Associates Activities on Private Public Partnerships (April-June, 2007)

The World Economic Forum and UNESCO Working Group on MSPE (Multi-Stakeholder Partnerships in Education)

As a result of the work done by J&A from September December, 2006 under Equip1, we were invited to take part in a workshop on MSPEs held at the WEF in Geneva on June 25 and 26. In addition, we were invited become member of the Technical Advisory Group (TAG) which me in the afternoon of June 25. Kjell Enge went to Geneva and attended these meetings. What follow is a description of the WEF/UNESCO partnership and a schedule of activities:

Partnerships for Education

Terms of Reference for meta-review of Multi-Stakeholder Partnerships for Education

1. Context

The *Partnerships for Education* (PfE) initiative of the World Economic Forum and UNESCO has been created to enhance understanding and to promote delivery of Multi-Stakeholder Partnerships for Education (MSPEs) in which the private sector has a key role to play. The Forum has experience of promoting such partnerships in Jordan, Egypt and Rajasthan, and wants to share these experiences more widely with the global community.¹ UNESCO is likewise extensively involved in the promotion of MSPEs through its Global Action Plan for EFA and its UNESS strategies.

The PfE team has established a work programme that focuses on six key outputs.² Its most important initial priority is to implement a comprehensive review of existing MSPEs, including an account of the models, processes and success factors involved therein, so that practitioners may be better informed as to their implementation. These terms of reference are intended to provide an outline of what is required to deliver this activity. There are already many initiatives that have sought to bring together existing understandings of good practice in the delivery of MSPEs, not least the Forum's own involvement in initiatives such as the UNFFD *Building on the Monterey Consensus* series

¹ *Partnerships for Education* has initiated a review of these three experiences that will describe the processes involved in shaping these initiatives, and draw conclusions from them about the effective delivery of MSPEs

² See attached envisioning statement. This summarises a detailed Log Frame that was developed in the latter part of 2006 by teams from UNESCO, the World Economic Forum and members of companies on the Steering Board of the Forum's Global Education Initiative. Copies of this Log Frame are available to all partners

of Roundtables and reports³, the Global Knowledge Partnership's work on *Multi-Stakeholder Partnerships*⁴, Juarez Associates recent review of partnerships in basic education delivery⁵, and the work of the Partnering Initiative in developing case study toolbooks on partnership.⁶ PFE's work is intended to build on such existing reviews, and provide a meta-account of MSPEs from which guides to good practice for different stakeholders can be developed and disseminated.

UNESCO and the World Economic Forum are committed to working constructively in partnership with other organisations involved in designing and implementing Multi-Stakeholder Partnerships for Education, and intends to implement this work through a partnership framework. These terms of reference are therefore deliberately intended only to provide an outline of the key elements of the activities involved, so that our partners can contribute fully to the final design and implementation of the work stream.

2. Outputs

This element of PFE is designed to produce three three related core outputs:

1. A review of existing MSPEs including models and success factors (Log Frame Activity 2.1)
2. Creation of a digital database of existing models, processes and case studies of MSPEs (Log Frame Activity 2.2)
3. Publication of analysis and synthesis of data in various formats for differing stakeholders (Log Frame Activity 2.3).

While each of these could be developed as separate work streams, we have concluded that because of their integrated nature it would be advantageous for them to be managed as a single project, led by one project manager. As part of PFE's consensus building process we will also be hosting a workshop on MSPEs on June 18th-19th in Geneva, the outputs from which will contribute to the first of the above two elements

3. Activities

PFE will work closely with partners to design and implement these activities. These terms of reference are thus an initial overview and they are intended to be revised in the light of consultation and partner engagement.

³ See in particular *Building on the Monterrey Consensus: the Growing Role of Public-Private Partnerships in Mobilizing Resources for Development* (Geneva: World Economic Forum, 2005); *Building on the Monterrey Consensus: The Untapped Potential of Development Finance Institutions to Catalyse Private Investment* (Geneva: World Economic Forum, 2006).

⁴ *Multi-Stakeholder Partnerships Issue Paper* (Kuala Lumpur: GKP, 2005).

⁵ Enge, K., Patel, J. and Shields, V. (2006) *Public-Private Partnerships in Basic Education: Explorations in Formation, Function and Sustainability* (Juarez and Associates, 2006).

⁶ See <http://thepartneringinitiative.org/mainpages/case/tool/index.php>

3.1 Technical Advisory Group and Partner Involvement

The first stage in this process will be the selection of an appropriate Technical Advisory Group (TAG) and a project manager for these particular outputs. All of PfE's key outputs will have separate and distinct TAGs, although our partners are welcome to participate in more than one of these groups. Such TAGs will consist of PfE partners and others with appropriate technical expertise. Their role will be to work with the PfE teams in UNESCO and the World Economic Forum:

- to refine the Terms of Reference;
- to oversee the implementation of the activities;
- to review outputs;
- to help provide resources to deliver the activities;
- to act in an advocacy capacity;
- to help disseminate the results; and
- to ensure delivery of outputs to time.

All partners involved should satisfy the partnership criteria pertaining to PfE⁷. It is envisaged that the TAG for the MPSE review will consist of representatives of the following:

- 2-3 private sector partners actively involved in delivering MSPEs
- 2-3 research organisations with experience in reviewing and monitoring MSPEs
- 2-3 non-profit or civil society organisations with experience of delivering MSPEs
- 2-3 government agencies involved in MSPEs
- other members with relevant experiences as appropriate

It is an absolute necessity that members of the TAG are drawn from a diversity of backgrounds and cultures in various parts of the world. Selection and appointment of members of the TAG is of the utmost urgency, and must be complete by early April 2007. Members of the TAG will be termed Associate Partners of PfE.

3.2 Review of existing good practices in MSPEs

This is the core output of the first stage of PfE, and is of very great importance for the implementation of the entire initiative. In essence, this work is intended to generate a meta-review of all existing knowledge on MSPEs.

It has three starting points:

- There are numerous MSPE initiatives across the world, many of which have insufficient monitoring and evaluation mechanisms in place. Nevertheless, some of these have generated useful reports on their activities, and these reports will provide one of the starting points for this meta-review

⁷ Transparency guidelines are attached.

- A second source of information will be existing academic literature and consultancy reports on the implementation of MSPEs. The review will take into consideration all published material of relevance.
- It is also important that practitioners are involved in contributing to the review. This could be achieved in a diversity of ways, including focus groups, interviews with key informants, and workshops. The workshop to be held at the World Economic Forum's Offices in Geneva on June 18th – 19th will provide one important opportunity for contribution to the review⁸, as was the session held at Online Educa Berlin in December 2006,⁹ and as will be the eLearning Africa session on MSPEs in which three of the GEI Steering Board are to be represented.

Building on these opportunities, the work will require the following:

- A literature review (including published and grey literatures) of existing good practices in MSPEs, incorporating a classification of the relevant literatures, and a database of such information
- Interviews/focus groups/questionnaires/workshops as appropriate with key stakeholders in MSPE delivery
- Creation of a conceptual framework for classification and review of MSPEs (ensuring that this captures all aspects of education as summarized in the EFA goals, but also specifically including primary/basic, secondary, higher, teacher education, vocational, informal, technical and special needs education); the review should also draw on practices across the world, in all continents and not just in the 'developing' world (the evidence of public private partnerships in Europe and north America should also specifically be included)
- Creation of a database of existing MSPE initiatives within the classification scheme identified above
- Identification of critical success factors in the implementation of MSPEs
- Identification of most common causes of problems in delivery of MSPEs
- Throughout, the work should explicitly acknowledge the context specificity of MSPE delivery, and seek to identify how external factors (including economic, social, political and cultural issues) affect the ability of MSPEs effectively to contribute to the delivery of desired educational outputs.

These activities will culminate in a report with relevant annexes which is to be completed by 30th November 2007, so that it can provide the basis for appropriate meetings at the World Economic Forum's Annual Meeting in Davos in January 2008. The report will include the following elements:

- An executive summary outlining the core findings of the work (particularly the critical success factors and reasons for failure) (c.2-5 pages)
- Comprehensive review of findings (between 30 and 50 pages)
- Examples of c.15 case studies highlighting features of importance for the report
- Comprehensive bibliography
- Details of evidence upon which the findings are drawn

⁸ See relevant ToR

⁹ For outputs see <http://www.ict4d.org.uk>

- Annex providing listing of all known MSPEs annotated with reference to the conceptual framework

While this report will be the initial output of the work involved, the data accumulated during its preparation will also feed into the work identified below in 3.3 and 3.4.

3.3 Digital database of MSPEs

One of the purposes of PfE is to make information on all existing MSPEs in a diversity of formats. In addition to the published report in 3.2 above, this work stream will also therefore produce a digital database of MSPEs, which can then be disseminated through the PfE portal.¹⁰ The database should include the following elements:

- Information on all existing MSPEs in a consistent format
- Be fully searchable, by categories (such as secondary, teacher education...), place (countries and regions), and also by a word search
- Incorporate the conceptual framework identified in 3.2 above
- Provide a mechanism through which users can submit additional materials (the entire design of the database should encourage regular updating and input of new resources; it should become of such global utility that any new initiative will wish to have their information uploaded)
- It should also include a wiki (or equivalent facility) through which users can comment on the findings of the PfE review undertaken in 3.2 above.
- Other elements that are deemed to be useful or required.

The PfE team has not yet identified the optimal solution for creating this portal, and swift guidance from the TAG as to the most appropriate solution will be necessary. At least five options are possible:

- Partnership with an existing development related portal, such as the Development Gateway, with whom initial discussions have already been held
- Use of an existing UNESCO portal
- Use of the World Economic Forum's web environment
- Creation of an entirely new portal
- Using a portal belonging to one of our partners.

Each of these options has their own particular advantages and disadvantages.

It will also be extremely important for those working on the meta-review help shape an appropriate template for collection of data to be made available through the portal.

3.4 Guidance notes for implementation of successful MSPEs

¹⁰ The creation of this portal is an additional element of PfE, and various different options are currently (February 2007) being considered for its most effective implementation.

The PfE initiative is intended to provide easy to use advice of the highest quality for all those seeking to implement successful and sustainable MSPEs. It is the intention that the review undertaken in 3.2 will provide the resources to enable such guidance notes to be prepared. Ultimately, it is the intention, for example, that a private sector company wishing to contribute to the delivery of a MSPE focusing on special needs education in a specific African country could approach PfE and receive a tailored set of guidance notes on how best to proceed.¹¹ These notes will be of particular importance in providing different stakeholders with appropriate tailored information at a time when there is increasing consensus on the value of Multi-Stakeholder Partnerships in supporting the global drive to enhancing education, as represented by the EFA FTI¹² and by the donors' meeting to be held in Brussels on 2nd May 2007.

In the first instance, and as exemplars of what is intended, a series of briefing notes will be prepared according to the following matrix that takes into consideration both the type of partner and also the educational/learning context:

MSPE guidance notes	Implementing governments	Private sector	Civil society organisations	Educationalists	Bilateral and multilateral donors
Education in General					
Teacher training					
Primary/basic					
Secondary					
Higher					
Vocational					
Technical					
Special needs					
Informal					

Advice will be sought from the TAG concerning the order of priority for the production of such guidance notes, but it is anticipated that exemplars of up to four sets of notes will be produced in time for the World Economic Forum's Annual Meeting in Davos in 2008.

These briefing notes should:

- Be written in a style with which the user groups are familiar
- Usually be between 10 and 15 pages (excluding annexes)
- Include advice on good practices to be adopted
- Include (as annexes) case studies and contact details of specific good examples of relevant implementation

¹¹ Note that other PfE outputs are also concerned with systems and methods of capacity development among MSPE brokers and others. The guidance notes are only part of the package of resources that PfE will develop.

¹² Education for All Fast Track Initiative (<http://www1.worldbank.org/education/efafti/>)

- Include advice on pitfalls to be avoided.

It is not envisaged that all 45 briefing notes will be delivered immediately. In the first instance, there would be particular value in producing a set of briefing notes for the highest priority (1) cells in the above matrix. However, further briefing notes could readily be produced in response to particular demands.

4. Funding, timing and methods of partner engagement

4.1 Delivery

The UNESCO and World Economic Forum teams examined two broad options for delivery of the proposed work:

- Identifying external funding for its delivery, and then tendering for proposals (possibly in collaboration with a partner organization, such as infoDev); and
- Identifying partners who would be willing to support and deliver these outcomes from within their own resources

Although the former option has many desirable elements, we have specifically decided to opt for the latter because of our commitment to working in partnerships, and also because of our desire to implement this work swiftly and effectively.

There is a pressing urgency to implement this work stream, and the GEI Steering Board has indicated that it expects this work to be completed by the end of November 2007 so that it can be presented at the World Economic Forum's Annual Meeting in January 2008. Any decision as to methods of delivering these outputs must take this factor into consideration.

PfE is committed to working in partnership to deliver its outcomes, and to using Technical Advisory Groups (TAGs) to help provide advice, resources and advocacy in so doing. The UNESCO and World Economic Forum's PfE teams have identified a core number of potential partners, and these will be invited to become members of this TAG (see section 3.1 above) at the start of April 2007. Discussions with the TAG during April 2007 will then lead to recommendation of an optimal solution to the PfE Secretariat for implementation.

Much of the basic data collection associated with this output, in terms of information about existing MSPE initiatives, could be undertaken swiftly by a team of, for example, graduate students from different higher education institutions across the world, working together with the lead partners involved in delivering the meta-review outlined in 3.2 above

4.2 Timeline and deliverables

A tentative framework for delivery of this initiative is given below:

Date	Deliverable	Notes
Early April 2007	<ul style="list-style-type: none"> TAG identified and appointed Project manager appointed from within PFE team 	Project manager could be seconded from a partner organisation
End April 2007	<ul style="list-style-type: none"> Modality of delivery finalised, and team appointed to deliver Confirmation of portal options and database management systems 	
15 May 2007	<ul style="list-style-type: none"> Confirmation of database structure for input of MSPE 	<ul style="list-style-type: none"> Important that TAG approves this
May-June 2007	<ul style="list-style-type: none"> Data collection on MSPES Literature review for MSPE meta-analysis 	<ul style="list-style-type: none"> possibly by graduate students, or interns by core team
8 June 2007	<ul style="list-style-type: none"> Stakeholders workshop in Paris 	<ul style="list-style-type: none"> TAG F2F meeting to consider progress
July 2007	<ul style="list-style-type: none"> Finalisation of analytical framework in light of literature review and workshop 	<ul style="list-style-type: none"> To be reviewed by TAG
August 2007	<ul style="list-style-type: none"> Completion of first draft of meta-analysis Dissemination of database via PFE portal 	
September 2007	<ul style="list-style-type: none"> Review and revision process 	<ul style="list-style-type: none"> Core findings to be shared with stakeholders and interested parties for validation of findings
October 2007	<ul style="list-style-type: none"> Finalisation of main meta-review report Commencement of sample guidance documents 	<ul style="list-style-type: none"> Guidance from TAG on number and topics will be essential
November 2007	<ul style="list-style-type: none"> Output review 	
December 2007	<ul style="list-style-type: none"> Publication 	<ul style="list-style-type: none"> And preparation for Davos 2008
January 2008	<ul style="list-style-type: none"> Launch at World Economic Forum Annual Meeting 	

4.3 Methods of partner engagement

Initial discussions held with potential partners and members of the TAG held between February and early April 2007 have indicated a diversity of support for this initiative, together with various possible means for its implementation. Four broad modalities of delivery have already been discussed:

- Several different partners working together and committing their own resources to delivering this work stream, or parts thereof (such as the portal);
- One partner, already committed to working on developing a review of MSPEs, taking the lead, but being supported as appropriate by other partners;
- A collective bid to an external donor to provide funding for PFE to implement this work through one or more of the partners
- A partner seconding staff to PFE to project manage this output.

It will be important for members of the TAG and the PfE team in UNESCO and the World Economic Forum to discuss these (and other) options, as a matter of urgent priority.

Technical Advisory Group (TAG) Meeting

Geneva, Switzerland

25 June 2007

Minutes of the meeting

A. Members of the Technical Advisory Group (TAG)

- Astrid Dufborg
- Bruno A. Laporte
- Dan Shine
- Eva Harper
- Greg Butler
- Julie N. Clugage
- Kjell Enge
- Maria Eugenia Bujanda
- Martin Shapiro
- Michelle Selinger
- Sheila Aikman
- Susan Sclafani

B. The World Economic Forum

- Alex Wong
- Tim Unwin (Chair)
- Shireen Khan
- Nadia Boulifa

C. UNESCO

- Ana Luiza Machado
- Svein Osttveit
- Dominique Morisse
- Mari Yasunaga

D. Observer Participants

- Edward Cohen

E. Apologies

- Bernard Hugonnier
- Christopher Colclough
- Mark Bray
- Tom Cassidy

I. Welcome and introductions

The meeting began with a welcome from the PfE team, and an opportunity for members of the

TAG to introduce themselves.

II. An introduction to Partnerships for Education (Log Frame ToR for Output 2 recirculated attached)

A background on the Partnership for Education (PfE) between the World Economic Forum and UNESCO was shared with the members of the TAG .

The purpose of this meeting was to focus on output 2 and see how the TAG could support the PfE team to move forward according to its work plan.

III. Purpose of the TAG

The objective of the TAG is to provide advice, advocacy and resources in order to help the PfE team to turn rhetoric into reality. The TAG should advise the PfE team on the relevance of its work and recommend solutions. Moreover, the members of the TAG should all be committed to driving the PfE agenda forward and contribute to achieve PfE objectives with different resources.

➤ Questions & Comments

- PfE should better define how it defines the notion of partnership and make sure that all stakeholders share the same perception.
- We have to define the profile of the kind of partnership we want to include in the meta-review (what are the minimum standards?).
- It is important to identify the partnerships within a continuum. A sustainable partnership involves risks and benefit sharing on a long term basis.

IV. The meta-review

Discussions are ongoing with IIEP about their lead role in delivering the meta-review. An update on the progress was given to the TAG members and it was underlined that the proposed report structure (distributed to TAG members) was the result of consultation with different stakeholders.

- first draft should be circulated among TAG members in September
- feedback and comments from TAG members should follow in October
- final delivery is due end of November

Questions & Comments

1. Delivery - Product

- Format and structure of the "final product" should be clarified.
- The meta-review should adopt a design that allows the identification of the partners, their specific roles and contributions.
- Meta-review should focus particularly on the "why" of MSPEs, and then the "how" best they can be delivered.
- The proposed outline is too academic, and needs to be made more user-friendly
- It is important that the review focuses on the educational outputs

2. Objectives

- Some concerns about the chances of success of the meta-review were expressed. Is there really a niche for it? Is there a real need for a meta-review as PfE defines it? The general consensus, though, was that there is indeed a valuable role for this proposed output.
- The main niche for the PfE should be to establish a systematic process that would allow the coordination of MSPEs across the world. But before reaching this goal, it is crucial to put in place a functional and user friendly meta-review.
- We need to make clear why are we developing this document? What is our final objective and who is the target?
- Meta-review should identify context specific good practices.

3. Key challenges

- The meta-review is indeed essential; however the target audience should be clearly determined.
- We need to identify what we understand by success (of both partnerships and educational objectives)
- Outline the limitations and benefits of MSPs in Education. What defines a good and constructive partnership?

- Important to acknowledge success but even more important to learn from mistakes. What are the criteria that define the success of a MSPE?
- In this sense, it is imperative to identify the limitations of the partnership itself as well as the constraints and obstacles of the outside environment.
- The partnership itself should be systematically assessed (monitoring and evaluation process) beyond its education specificity.
- Meta-review should take into account: a) cost of implementation, b) capacity building, c) assessment of real impact on local education system, d) impact on social and economic development, e) appreciation of the local context (culture, political environment...), f) replicability, g) scalability
- Review could focus on what, where, how and why or MSPEs?

PfE responses to comments

The importance of the logframe has been strongly underlined. It will allow PfE to strengthen MSPEs in delivering EFA goals. By delivering the Output 2, PfE will be able to raise the profile of MSPEs and their contribution in serving EFA goals.

By Davos (January 2008), the three elements of Output 2 will be delivered: 1) documents of the meta-review, including annexes, 2) database, 3) possible guidance notes (the results of Output 2 could lead to a matrix with two dimensions: the first one the level/type of education (primary, secondary, higher, HIV/AIDS, special needs etc.); and the second the type of partner (private sector, government, NGO, academia...) - this could result in guidance notes (see point VI)).

The PfE team realizes that there is a certain fatigue and some criticism towards partnerships in education. But this is exactly why we should take the opportunity to reinforce the work being done by raising the profile of MSPs in the field of Education. Some signs of change have been noticed and PfE should become a pioneer in promoting efficiently a collaborative approach of the education issues across the world. The exceptional cooperation between UNESCO and the World Economic Forum will allow a unique and effective access to the potential partners of an MSPE (governments and private sectors).

The ambition of the meta-review is to constitute a consolidated framework (an overview of existing knowledge and reviews) that has not yet been published. Partnership experiences are multiple and diverse and PfE aims to go beyond and confirm existing efforts in a collaborative approach.

Case studies to complete meta-review

Case studies are crucial to the strengthening of the meta-review and the database. The members of the TAG agreed to provide the PfE team with a case study of their choice. The PfE team is very keen to ensure a diversity of perceptions and points of view in order to be as inclusive as possible. The format has to be defined (areas of focus to be covered), but it should ideally follow the meta-review format to ensure consistency. The case studies should emphasize the best practices as well the weaknesses in a constructive and objective way. It was agreed that precise details of the case studies would be confirmed after the first draft of the meta-review has been produced.

Members of the TAG confirmed their willingness to be involved at all stages in the development and implementation of the meta-review. It was agreed that once arrangements for crafting the meta-review had been confirmed, a clear timeline for its completion would be circulated together with a revised draft structure so that the TAG could provide feedback.

V. The database (links to portal and website)

As a result of the discussions among the PfE partners, it has been agreed that the production

of a database of MSPEs is an important priority. A document on “possible fields for database on MSPEs” was submitted to the TAG members previous to this meeting, and will be discussed in detail during the workshop on 26th June. The PfE team sought guidance on core questions relating to the development of a database:

- What software solution should we adopt?
- Whose server should we use to host the database? (UNESCO, World Economic Forum, Global Learning Portal, others...)
- What wider portal solution should we adopt?
- Who will take the lead role in delivering this?
- How to control the content in the most efficient way?
- What are the legal constraints of such a platform in the context of a joint initiative between UNESCO and the World Economic Forum.

The PfE team needs to find a solution as soon as possible and believes that once the web-presence established, PfE objectives will be easier to accomplish. A domain name has been

obtained, but is not yet in use (www.pfore.org). Various different offers of portal support had been considered, included the Global Learning Portal and the Development Gateway, as well as the Forum's WELCOM environment.

Questions & Comments

- The format is less important than the service we are committing to. We have to focus on the content and the best way to make it of good use.
- The environment should be based on Web2.0 technologies in order to allow visitors to add their own content; this will enable our environment to feed into existing portals, rather than creating our own portal
- Need to think about long term sustainability - the solution will part on the future of PfE itself (will it go beyond the initial three-year plan?).
- Main issues: sustainability and duplication
- The target audience has to be defined clearly in order to address the right service. We cannot serve educators, governments and private sector in the same way.
- The key to the success of the database and the portal is to become the reference in terms of MSPEs. For that reason, the quality of the content posted on the portal should be optimal.
- It has been strongly recommended by most of the TAG members that the PfE team should first focus on the database and then question whether a portal would be of use.
- It is important that the database can enable people to search for potential partners
- The portal should include a way to identify potential partners for MSPEs. Nothing of the sort exists so far and it fit perfectly within PfE objectives.
- The portal should be multi language, even if this is going to represent a major issue in terms of administration and monitoring.

PfE responses to comments

- There is a pressing need to identify the optimal database solution. This should be confirmed by 10th August.
- A TAG sub-group has been formed in order to advise and support this specific part of the Output 2. This group includes: Dan Shine, Edward Cohen, Susan Sclafani, Greg Butler and Kjell Enge. Shireen Khan will lead on this specific task for the PfE team. The group is charged with:
 - Identifying the optimal database solution (including software and design)
 - Identifying the long-term preferred web-environment (and linkages to existing portals)

- Agreeing resources for the database design and server hosting (graduate students to be employed to input data)
- Overseeing implementation of database design
- Confirming a mid-term solution for a PfE web-site, taking note of UNESCO and Forum concerns

VI. Guidance notes

An introduction to the initial concept has been addressed to the TAG members in order to get their feedback on:

- Usefulness & relevance
- Production processes
- Structure & format

Questions & Comments

- The Guidance Notes should propose new scenarios to MSPEs, including innovative solutions for education issues. They should be need-led notes.
- The notes should reflect on how can the different partners contribute, and in particular the private sector.
- Civil society should not be excluded from the process, in most of the developing countries they are key players in education reforms and projects.
- The target audience should be clearly defined.
- The guidance notes should result from the meta-review and the identified needs.
- The main challenges are: duplication and relevance
- A communication strategy should be considered as a complement of the notes (as well as the meta-review and the portal) to make sure that the most efficient use will be made.
- It was suggested to consider "sign posting" in order to facilitate the utilization of the notes.
- It is important that PfE does not lose sight of the 2006 recommendation that we should consider implementing an on-line toolkit for those interested in delivering MSPEs

VII. Partners' ethical guideline templates

The templates have been circulated but only partly filled by the TAG members. The PfE team has kindly requested the TAG members to fill them and send them back to Tim Unwin by the 1st of July.

No questions nor comments have been addressed on this specific point.

VIII. Outcomes and action points

- The Meta-Review will be finalized in due time, as mentioned previously.
- A proposed timeline will be circulated as soon as possible for approval.
- At their earliest convenience, the TAG members will send suggestions for case studies in order to define the areas of focus as well as the format.
- Positive steps forward have been accomplished during this meeting. For the time being, the PfE team will not opt for a specific portal for the database. The PfE team will consider the recommendations of the sub-group which will work under the leadership of Shireen Khan.
- General recommendation for Output2: to be need-oriented, have clear target audience and pay special attention to sustainability issue as well as duplication.
- Further commentary and input for Output 2 on the database and the review will be gained from the workshop on 26th June, at which members of the TAG will also attend

Next Steps

J&A will carry out three country studies to supplement the meta review and database described above. Currently our plans are to do the studies in Guatemala, India and Namibia. We decided against doing a case study of the Jordan Education Initiative since it is currently undergoing a formal mid-term evaluation. We will provide more details on our case studies in the next quarterly report.

ANNEX 6: WORD ED ACTIVITIES

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

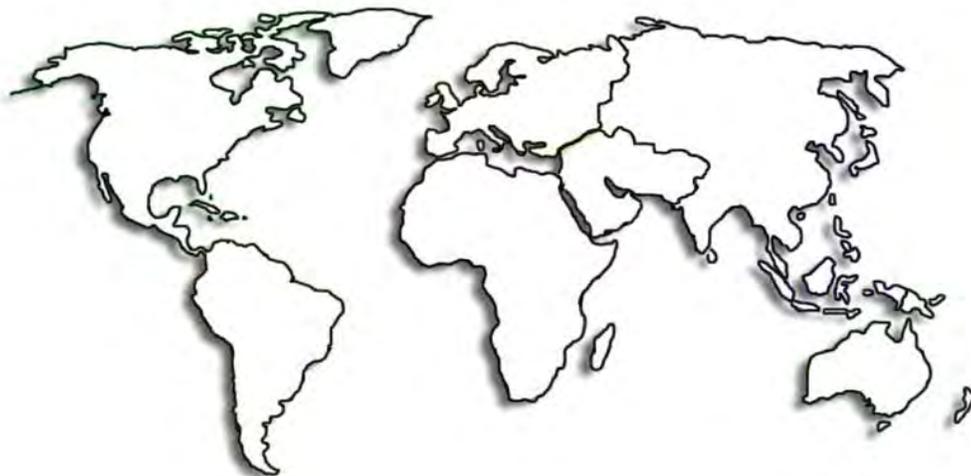
Save the Children Federation, USA

World Education, Inc.



Educational Quality Improvement Program
Classrooms • Schools • Communities

*Quarterly Report
April—June 2007*



Submitted by:

World Education

World Education

July 12, 2007

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

**World Education
Quarterly Report April—June 2007
Active-Learning Pedagogies as a Reform Initiative:
A Comparative Study of Policy, Professional Development, and Classroom Practice
Submitted to the American Institutes for Research
July 12, 2007**

Summary of Quarter Activities

World Education has taken prime responsibility for the ‘Active-Learning Pedagogies as a Reform Initiative’ case study focusing on the Educational Support to Children in Underserved Populations Program (ESCUP) in Cambodia.

During the months of April, May and June 2007, World Education staff made the following progress to successfully initiate case study activities in Cambodia:

- A written agreement from the ESCUP COP, Kurt Bredenburg, and CTO, Lynn Lossert, was obtained to proceed with the Cambodia case study.
- An in-country co-documenter, Ms. Hor Sophea, has been identified and hired. A scope of work and consultancy payment has been agreed upon and a consultant contract has been signed between World Education Inc. /Cambodia and the in-country consultant. A co-documenter in Boston, Mini Singh, has also been assigned to the study.
- Efforts to identify and analyze policy documents and other existing data produced by EQUIP1 projects, appropriate departments in the Ministry of Education, Youth and Sports (MoEYS) and other ministries of education, USAID missions and international organizations in Cambodia, have been jointly initiated by the in-country consultant and the co-documenter. Documents collected include policy-related material on teaching-learning methodologies in Cambodia with special attention to whether or not and how attention is given to active-learning pedagogies and professional development initiatives. A first draft of Sections A & B: Introduction & Reform Discourses of the case study will be submitted to the Study Coordinator, Mark Ginsburg, by August 1.
- The process of collecting and analyzing the ESCUP Program-related documents as a basis for writing the active learning reform strategies has been initiated, and will determine the design and selection sample for the individual and focus group interview procedures.
- A copy of the Cambodia case study activity deadlines is attached below.

ACTIVITY	DUE DATE
Refine research questions and documents/data needed for the Cambodia case study	April 15, 07
Identify and collect key documents and data for use in study	May 15, 07
Define additional needs and develop Focus Group Interview questions	June 15, 07
Conduct Focus Group Discussions with key informants	Aug 15, 07
Analyze all findings/ data and develop the first draft of Cambodia case study	Sept 30, 07
Send first draft to research coordinator for feedback	Oct 1, 07
Incorporate feedback and send final country case study to research coordinator	Nov 15, 07
First draft of final report to AED	Nov 15, 07
Final draft of Final report	Jan 7, 08

ANNEX 7: EDUCATIONAL QUALITY IN ISLAMIC SCHOOLS

REPORT #2: THE SOMALI REGION OF ETHIOPIA [DRAFT]

EDUCATIONAL QUALITY IN ISLAMIC SCHOOLS REPORT NO. 2: THE SOMALI REGION OF ETHIOPIA



by
Leila Bogoreh, Education Development Center
Helen Boyle, Education Development Center
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15 MARCH 2007

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I. EXECUTIVE SUMMARY

This study aimed to assess (a) the basic characteristics of, and nature of predominant instructional practices in, Islamic schools in the Somali Region of Ethiopia; (b) school personnel perceptions of educational quality; (c) the participant schools' approach to curricula; and (d) parents' involvement with the life of Islamic schools. Researchers visited 19 schools in three zones of the Somali Region of Ethiopia: Shinile, Godey and Jijiga. Classroom observations were used to collect data on the participant teachers' instructional practices and classroom interactions. The teachers and head teachers responded to questionnaires and selected members of the former group participated in individual interviews. Additionally, the participant schools were surveyed for infrastructural elements and the availability of teaching and learning resources.

The participant schools were generally extremely poorly resourced, with almost all of them conducting classes out of doors and only about half having as much as a blackboard for writing. Class sizes were large but not exceedingly so by sub-Saharan standards, and adequate space was not a problem provided the outdoor venues, but clearly being exposed to the elements can be an impediment to effective teaching and learning. Few schools possessed books or notebooks; in many cases, students used a wooden tablet called a *luh* to write. Teachers and head teachers repeatedly expressed a desire to receive support in the form of physical resources. The environment is clearly a very challenging one in which to teach and learn.

Instructional practices primarily reflected the tradition of Qur'anic transmission via memorization. Students generally sat on the ground as the teacher reviewed a Qur'anic passage and were then called on, individually or in groups (often the whole class together), to recite the passage themselves. Classroom observations show a significant amount of teacher-student interactivity, particularly between teachers and entire classes or groups of students. The cognitive level of these interactions was so consistently that of rote memorization that researchers chose to discontinue the use of an instrument designed to measure it. Teachers somewhat rarely offered praise and most often neither praised nor criticized the students with whom they interacted. That more innovative teaching methods were generally not used is not surprising, as the schools surveyed had not been introduced to such methods and teachers generally had only religious, and not pedagogical, training.

Most of the participant schools offer only religious subjects and the teachers and head teachers strongly emphasized the importance of religious education, often above that of education in secular subjects. A few interviewees expressed the desire to expand their curriculum to include more subjects. Teachers and head teachers further noted that parents do tend to have a relationship with the schools, but in some cases that relationship is limited to financial support.

It is concluded that Islamic schools in the Somali Region of Ethiopia, as local, community-supported educational institutions, could serve as a point of delivery for quality basic education, particularly given that they are not only open but eager to receive support from outside sources and that their pupils are generally not accessing such an education elsewhere. However, there are serious impediments to reaching that goal based upon the profile of these schools. Their

remoteness and lack of access to other basic infrastructure and services make them difficult to reach. Their needs are great, including material support in the form of shelters and learning materials, guidance in transforming their curricula to include secular subjects, and hiring and/or training teachers in order to provide teachers capable of effectively delivering such a curriculum. Precedents for this kind of support exist, however, and programming implications are presented in the report's conclusion.

II. INTRODUCTION

The Educational Quality Improvement Program 1—Classrooms, Schools, Communities (EQUIP1) Leader Award (Cooperative Agreement No. GDG-A-00-03-00006-00) is carrying out a series of pilot studies on perceptions and practices associated with educational quality in a variety of countries. EQUIP1 is a USAID-funded leader with associate award mechanism to support improvements in educational quality at the classroom, school, and community levels. The goal of this series of studies is to provide information to USAID and the wider international development education community that will assist them in designing relevant strategies and technical assistance packages vis-à-vis the improvement of educational quality. This report presents the findings from one of these studies.

The present report presents the results of the EQUIP1 study on educational quality in Qur'anic schools in the Somali Region of Ethiopia. The following sections present: (1) purpose, significance, and background of the study, (2) methodology used to conduct the study, (4) the results of the study, in particular analyses of data derived from the six instruments used in the study, and (5) conclusions and programming recommendations.

A. Purpose of the study

This study aimed to gain a better understanding of teachers' and head teachers' perceptions and practices associated with educational quality in the distinctive context of Islamic schools in the Somali Region of Ethiopia. Islamic schools world wide, despite the variation one finds from one country to another and even within countries, constitute a particular form of schooling, one with a long and distinguished history, a particular set of beliefs about education and learning, and distinctive pedagogical methods. As many parents in Ethiopia and elsewhere are availing themselves of a private Islamic school education for their children and as Islamic schools often constitute the only form of education available to very poor families, understanding the basic characteristics of these schools and what quality means to stakeholders in this context is critical if development assistance is going to reach these schools and their attendant student populations.

Nineteen schools participated in this study, carried out across three zones of the Somali Region of Ethiopia: Shinile, Gode and Jijiga. The initial intent of the researchers was to select primarily schools which had participated in a USAID-funded educational program called Interactive Radio Instruction for Somalis (IRIS), which provided interactive radio instruction lessons, teacher training, and some basic educational materials to schools, including Islamic schools, in the region from 2001 to 2004. However, this did not prove feasible, and the schools studied had not participated in the IRIS program. Most of the schools participating in this study only offered Islamic subjects.

The study aimed to answer the following questions:

- What are the predominant instructional practices in Islamic schools in the Somali Region of Ethiopia?
- What are some of the basic characteristics of the schools in the Somali Region of Ethiopia in terms of class size and the availability of resources?
- What are teachers' and head masters' perceptions of educational quality in the participant schools?
- How do these schools accommodate both religious and secular curricula (or, if they offer only religious subjects, would they be interested in expanding their curriculum)?
- Are PTAs and community members active in the educational improvement process even in the absence of direct assistance from USAID projects?

B. Significance of the Study

It is not unusual for Islamic schools to be the most accessible, or only, form of education available to families in rural areas across much of Asia and Africa. Parents have long looked to these institutions as a source for the transmission of religious knowledge and, sometimes, a broader basic education. Governments are also increasingly considering Islamic schools as delivery points for learning and are seeking to understand whether and how they can be enlisted in the effort to achieve the mandates of Education for All. Thus, many governments have begun to consider how to define acceptable minimum standards for Islamic schools, often recognizing that, like public schools, Islamic schools are diverse and provide disparate levels of quality in education.

If the countries these governments serve are to achieve Education for All, one strategy is to ensure that Islamic schools, already educating millions of children, are providing a quality basic education. Where improved quality and/or an expanded curriculum (where schools offer only religious studies) are needed, these schools are often promising sites for donor assisted programs because they already embody many of the tenets of sustainable development. Islamic schools are community initiated, community supported, resource-lean institutions that are sustainable in their current contexts. Parents want their children to attend Islamic schools to memorize the Qur'an. Therefore, parents already trust the institution as a source of instruction for their children. Islamic schools are well positioned to make the most from small donor investments, as institutions with little bureaucracy, that are rooted in the fabric of their communities, and that are open to strategies to expand and improve the education provided to children, as long as this does not interfere with the principal mission of Qur'anic transmission (Abd-el-Khalick, et. al., p. 3). Indeed, despite their breadth, contemporary Islamic schools are "perhaps the most important example of indigenous education in today's world" (Wagner, 1989, p. 5-6).

Western donor agencies have little history working with Islamic schools, but USAID and others are interested in expanding assistance to Muslim countries and, in particular, Islamic schools, in places such as Pakistan, Indonesia, Morocco, and parts of East and West Africa. Therefore, increased knowledge of these schools and their communities will help donor agencies design

appropriate and effective assistance programs. This study explores the characteristics of a group of rural Islamic schools in the Somali region of Ethiopia, with possible implications for other schools in the Horn of Africa and in other rural areas in numerous countries where Islamic schooling is as readily or more readily available than government-sponsored education.

III. METHODOLOGY

This report summarizes the results of the analysis of the data collected during January 2006 by a team of four local researchers in three zones of the Somali Region of Ethiopia: Shinile, Godey and Jigjiiga. After the instruments for data collection were developed and revised extensively, two international EQUIP1 staff members trained the researchers in data collection techniques in general and how to use the specific instruments developed for this particular study. The team then conducted a school-based practice in using the instruments in a private institution offering both Islamic and secular subjects. The information obtained during the school-based practice was used to further revise and finalize the instruments. The researchers used the following six instruments to collect data for this study:

- The Classroom Observation Form, a 15-item instrument that requires observers to evaluate teachers on a 3-point scale¹ with respect to a list of teacher instructional behaviors related to classroom management and organization, active and student-centered teaching, gender equity, instructional materials and aids, and student evaluation;
- The Classroom Interaction Recorder, which requires observers to document the nature of teacher-initiated, student-teacher interactions during the class. For a portion of observed time, researchers measured the interactions' affective nature, noting whether the teacher's words and/or apparent attitude toward the student were positive, neutral, or critical. A similar recorder was designed to assess the interactions' cognitive level, but for reasons explained below, the cognitive recorder was developed and tested but not used. Researchers also recorded on this instrument how teacher-student interactions were distributed among boys, girls and groups as well as across different areas in the observed classrooms;
- A Teacher Questionnaire that inquires about teachers' background and experiences, in-service training, the make-up of the class and school day, and parent and community involvement in the school;
- A Teacher Interview that asks more in-depth, open-ended questions about quality and relevance of education, the difference between government and Islamic schools, etc.;
- A Head Teacher Questionnaire that inquires about the make-up of the school in terms of students and teachers, quality of education in the school, involvement of the head teacher and school teachers with international donor-funded activities, educational quality in Qur'anic schools in general, school curriculum, and parent and community involvement

¹ Teachers were rated on 15 individual behaviors using a 3-point scale as follows: 1 = "No," 2 = "Rarely," and 3 = "Yes", with all target behaviors stated in the positive. Rubrics were developed for each item. Observations were conducted by pairs with one individual using the Classroom Observation form and the other using the Classroom Interaction Recorder.

with school life; and

- A School Resource Checklist, which documents the physical structure of and resources available in the school.

IV. RESULTS

A. Classroom Observation Form

A total of 36 teachers (100% male) were observed using the classroom observation form. Each item on the classroom observation form lists a target teaching behavior in the positive and calls for the researcher to rate the teacher's success in applying that behavior as follows: 1="No", 2="Rarely", and 3="Yes". The list of target behaviors was developed to measure teachers' use of active, student-centered pedagogy, attention to gender equity, and preparation for class. Researchers were provided with rubrics and trained in recognizing the target behaviors.

Table 1 presents the overall rating distribution for the 15 individual classroom observation form items. The data show that the mean rating was above 2 on 11 of the 15 items. Teachers received unfavorable ratings, with a mean score below 2, on encouraging appropriate behavior in the classroom ($M=1.92$), ensuring the visibility of instructional materials around the classroom ($M=1.71$), ensuring that encouragement is used rather than criticism ($M=1.86$), and making use of the blackboard in an effective and useful way ($M=1.76$). On two additional items, providing a positive environment for girls and encouraging their participation and leadership ($M=2.06$), and using student-centered teaching strategies ($M=2.19$), teachers earned a mean score just above 2. On all six of these items, teachers were more likely to be reported as not performing or rarely performing the target behavior (earning a rating of 1 or 2) than to be reported as performing the behavior (earning a rating of 3). Thus, these behaviors might be particularly emphasized if a professional development program were developed for this group of teachers.

On the remaining nine items, more teachers received ratings of 3 than received a rating of 1 or 2; thus, the majority of teachers were considered to be performing these target behaviors. Teachers were most successful in devoting at least 40% of the lesson to student practice of what was learned ($M=2.83$), checking to see that students understood the material presented ($M=2.83$), providing specific feedback to assist students in finding or understanding the right answer ($M=2.69$), and ensuring that teacher-student interactivity occurred ($M=2.67$).

These means and distributions of ratings on the classroom observation form suggest that teachers are, indeed, using the targeted behavior to a significant extent. The nature of the lessons observed must inform the interpretation of that data. Since the participant schools generally taught only religious studies, the goal of most of the observed classes was students' rote memorization of the Qur'an. Student-centered teaching generally de-emphasizes rote memorization, so it might appear surprising that teachers were observed performing somewhat regularly the student-centered behaviors targeted by the classroom observation form. Several observations might help to explain this apparent tension.

First, elements of student-centered teaching are often included in traditional Islamic school pedagogy. In this case, for example, students practiced reciting the Qur'an in order to memorize passages, so teachers were observed devoting much of the lesson to student practice of what was learned as well as checking to see that students understood the material presented. Similarly, when students recited passages, teachers may often have offered feedback on the recitation, a form of interactivity, so teachers scored well on providing feedback and ensuring interactivity as well. While this pedagogy would generally not be described as student-centered teaching in its full form, a program of professional development aimed at encouraging these teachers to use student-centered pedagogy could build on these practices already in use.

Second, the ratings on some items relating to student-teacher interaction (i.e., calling on students individually, using praise rather than criticism) appear to be inconsistent with the anecdotal observations of the researchers and with the classroom interaction recorder data. This could be due to the fact that, on this instrument more than the others, researchers were called upon to “rate” the teacher, implying the imposition of a judgement not on one particular interaction but on the whole range of classroom behaviors and interactions. Hence, we are of the opinion that the raters, all local hires from the region, while competent, were probably more inclined to be generous in their assessment of the teachers when using this instrument. In addition, the researchers had not, as with the researchers working on *Educational Quality in Islamic Schools, Report No. 1: Nigeria*, previously used the instrument, and had limited practice time with the instrument due to the impending Eid Al Adha holiday.

B. Classroom Interactions

Thirty-five classroom interaction scans were completed. Using a classroom interaction recorder, researchers noted whether, when interacting with students, teachers used praise or criticism or whether the interaction was neutral. The interaction recorder originally included a measure of the cognitive level of student-teacher interactions, indicating whether the teacher asked a student or students to repeat or memorize information, recall information, or engage in a higher-level thinking task such as explaining information. After testing the recorder in a limited number of schools, the research team found that the interactions so consistently fell in the lowest category of thinking skill required—repeating or memorizing information—that there was little value in continuing to use such an instrument. Although the team discontinued use of that instrument, they observed the same pattern in the remainder of the classrooms. Thus, it is safe to assert that the great majority of teacher-student interactions in the observed schools required students to perform lower level thinking skills such as repeating or memorizing information.

The data show that a large majority of teachers (26 teachers, 74%) did not use praise even once during the observed sessions, and those who used praise did so less often than their own use of criticism. In comparison, about 86% of the teachers were critical of students at least once during their classroom interactions. It is important to note that more than 80% of all interactions were neutral. One possible explanation for this is the widespread use of memorization as a technique, as the recitation of a passage of the Qur'an, for example, would register as a neutral interaction (unless the teacher praised or criticized the student's performance afterward). Student-centered teaching aims to motivate and engage students in their own learning, and the use of praise and

encouragement when appropriate can help achieve that goal. In the schools visited, however, criticism prevailed and praise was a rare occasion during instruction. With only about one quarter of teachers using praise at any point during the observed lessons, it could be concluded that the observed classrooms were stressful or, at least, not favorable from the perspective of students.

Researchers also recorded how teacher-student interactions were distributed among boys, girls and groups as well as across different areas in the observed classrooms. As reported by teachers, the students in the participant schools were 63% male and 37% female. The interactions were in favor of boys over girls as a percentage of total interactions, with 43% of all interactions with boys, 29% with girls, and 28% with groups. Given the gender disparity in the observed student population, however, the data indicate a rather even distribution of interactions by gender. The students were 63% male, and 60% of the *individual* interactions were with boys, while the 37% of female students received 40% of the individual interactions.

In general, the interaction data show that, although teachers engaged both boys and girls, the types of interactions (both cognitive and affective) needed for active, student-centered teaching and learning to take place, were absent in the surveyed teachers' practice.

C. Teacher Interview

The teacher interview included detailed, open-ended questions and was completed by 19 teachers, one per participant school. The orally administered questions focused on the quality of education and the nature of Qur'anic schooling versus government schooling.

The teachers' responses demonstrate a strong emphasis on the value of religious education over that on secular education. When asked why they chose to become a teacher, the teachers provided 24 reasons, 13 of which (54%) expressed religious reasons. Sample responses from that group include, "I chose to become a teacher so as to uplift and honor the sacred Holy Qur'an," ". . . to spread Allah's religion and to educate my Muslim brothers," and "Allah said, 'He who is well versed in the Holy Qur'an and teaches it to others is the most blessed of all.'" Three responses described the choice of teaching as a way to help children or the community, while one teacher wanted to fight illiteracy. Among the eleven teachers who would not leave the teaching profession if given the opportunity and the three who would keep both their teaching job and another, ten specifically named religious motivations for remaining a teacher in a Qur'anic school.

When asked to describe the educational basics that are beneficial for the children in their region, ten teachers listed only religion or the Qur'an and another two stated that children should learn religion first and then other subjects as they grow older, accounting for twelve of the seventeen responses (71%) to that question. This data is consistent with the teacher questionnaire, where all four teachers responding stated that religious education is as important or more important than secular subjects.

Regarding the quality of education, teachers had a wide range of perception about what contributes to quality. Teachers provided 25 responses on the qualities of a good teacher. Three

described inputs--ethics, effort (the teacher “tries hard to teach the students”), and preparation--on the teacher’s part. Twelve responses named aspects of the teaching process, with five of those citing better teaching but not specifying what constitutes better teaching. Ten answers referred to outputs, such as students understanding the lesson (5) or getting high marks on tests (2).

Teachers provided 28 indicators that students are learning well, with the most common being high test scores (6) and successful answers to questions about the lesson (4). Accurate recitation from memory was named by three teachers and skill in reading, use of knowledge to the benefit of self and community, and punctual attendance were each named twice.

At the conclusion of each interview, teachers were asked if the interviewer had “missed any important questions” or if they would like to tell the interviewer anything else. The responses overwhelmingly addressed the schools’ desire for outside help, particularly with material resources. Of the 28 responses, 22 included requests for support, with fourteen of those being direct requests for material support. Seven teachers specifically requested a shelter in which to hold classes. Three teachers requested help to expand the classes offered, and three wanted help to improve the quality of the school’s education via training or some other outside support. Among those responses not directly requesting help, four more were related to the schools’ or the teachers’ financial situation. It is clear from these responses that teachers are very concerned about the extremely limited resources available to them.

D. Head Teacher Questionnaire

A total of 19 head teachers were asked a series of questions regarding their schools and their perceptions of educational quality. Head teachers reported that of the 42 teachers in the schools, only 6 are females and 32 are males, with the sex of 4 teachers not reported. An average of 106 students per school were reported (about 31% female and 59% male). The average number of teachers per school was about 2.2, with eleven schools reporting having just one teacher (nine schools reported this in response to a direct question about how many teachers the school has; two reported this in response to a separate question on how to measure teacher quality).

Even though all head teachers noted that their beliefs about educational quality have changed over time, they all expressed satisfaction with the quality of teaching in their schools. They attributed such satisfaction to a number of reasons, including the motivation of teachers to teach Qur’an (31%), the use of “good” teaching methods (31%), and the commitment of teachers to educating children (25%). When asked how they measured teacher quality, participant head teachers referred to a number of indicators including student performance (11%), teacher credentials (16%), and teacher talents, style or conduct (16%). Five head teachers (26%) responded to this question by reporting to be the sole educator in the school, while three other head teachers from single-teacher schools declined to answer the question, suggesting limited desire or capacity to engage in self-assessment.

All head teachers reported that Interactive Radio Instruction for Somalis (IRIS) radio programs have never been used in their schools; all of those who responded as to why that was the case reported being unaware of the program or unable to receive it. Additionally, 21% of them noted that their teachers never participated in any teacher training. As to whether their school

conducted any activities to improve the quality of education, 74% of head teachers indicated that their schools were indeed involved in different activities for that purpose: fundraising, building classrooms, including secular subjects in the curriculum, and assisting teachers with materials. When asked about the difference (if any) in teaching methods between Qur'anic schools and public schools, 84% of head teachers noted that there is indeed a significant difference which was attributed to the contrast between the general education provided in government funded public schools versus the exclusively Islamic education in parent/community supported Qur'anic schools.

All head teachers expressed a preference for the active involvement of parents and the community in school life, and all reported that parents and the community were indeed actively involved with the schools. Forms of parent involvement with schools included financial support and fund raising; monitoring and participation in decision making; provision of materials, supplies, and equipment; and school visits and assistance with discipline.

Just 37% of the head teachers reported that their students sat for governmental exams and indicated that only 5% of those received a passing score. A majority of head teachers believed that what their students learned was either "very beneficial" or "beneficial" to their lives while in school or immediately after leaving the school. In this regard, 88% of head teachers who responded to the question believed that what students learned in Qur'anic schools was more beneficial to their lives than what students in public schools usually learn.

E. Teacher Questionnaire

A small number of teachers (five) responded to the teacher questionnaire. This is the case largely because 11 of the 19 schools visited had only one teacher. In schools with only one teacher, the teacher interview and the head teacher questionnaire were used and the teacher questionnaire was not.

All five teachers who responded were males and had served in primary schools either 6 to 10 years (20%), 11 to 15 years (60%), or 16 to 20 years (20%). Four of these teachers had served in their current school between 6 and 10 years. Of the four teachers who responded regarding their pre-service education and training, three indicated that they had completed religious studies, while one named Arabic school. Only two had received in-service training, one in religious studies and one in both religious studies and Arabic.

Four teachers described the content of their schools' curricula, with only one of them reporting math as a curricular subject and three reporting having the history of revelation and Arabic in their curricula. All four teachers included Islamic studies, Qur'anic recitation and Qur'anic reading in their curricula.

When asked about the relative importance of secular and religious subjects to the school curriculum, four teachers responded, with three indicating that these were equally important and one stating that religious instruction is the most important of all. These teachers thought that Islamic studies contribute to the moral development of students while secular subjects equip them with knowledge and skills needed to become a productive member of our society.

Finally, four teachers reported that parent committees were present in the lives of their schools. One teacher reported that parents help with the supervision of students as well as with teaching some lessons and another reported receiving “moral support”, but in two cases their contribution was limited to financial support. It is important to note that the implementation of a parent/community participation strategy would guide parents and community members in that direction.

F. Resource checklist

The research team assessed the physical structure of and the instructional resources available in 17 Qur’anic schools. Table 2 summarizes the study’s findings based on this instrument. All the schools visited were poorly equipped as far as physical attributes. Data indicates that the overwhelming majority of schools did not have a structure: they were either under a tree, constructed of straw reeds and tweeds, or simply out in the open. One out of the 17 schools visited (6%) had walls, a floor, and classroom dividers to separate the classrooms. The vast majority of the schools (94%) lacked teacher and student toilets while such facilities dedicated for girls were simply nonexistent.

The situation is similar in the case of instructional resources: blackboards were available in 47% of the schools while only 24% of them had chalk. None of the schools had a radio and, as most schools were outdoors, there were no walls on which to hang educational or religious posters or to display student work. None of the 17 schools had desks available to their students; they sat on mats, cans or rocks, whichever was readily available. There was no secure storage in any of the schools surveyed. Wooden slates were used as notebooks in 71% of the schools, with writing implements available in only 24% and additional paper for writing in only one of them.

This data indicates that many very basic needs for a functional learning environment are not available to the students of Qur’anic schools in the Somali Region of Ethiopia.

V. SYNTHESIS

In this section, we synthesize the overall study results in light of the research questions and provide recommendations for programming based upon the findings and analysis.

- What are the predominant instructional practices present in Islamic schools in the Somali Region of Ethiopia?

In the schools visited, memorization and recitation are clearly the predominant instructional practices. In most classes, students sat on the floor or the ground as the teacher reviewed a Qur’anic passage. Students were then called on, individually or in groups (often the whole class together), to recite the passage themselves. This is demonstrated by the classroom interaction data, which indicates a large number of interactions with the whole group, as well as in the research team’s observations and its decision not to continue using the cognitive interaction

recorder given the near complete lack of any intellectual interaction other than memorization or repetition. The affective interaction recorder also reinforces this view, as most of the interactions between teacher and student involved neither praise nor criticism but were neutral, perhaps suggesting a preponderance of interactions in which a passage is simply recited and little or no further interaction takes place.

The items on which teachers received the highest ratings on the classroom observation also support this notion. One of the two items on which teachers received the highest rating was devoting at least forty percent of the lesson to opportunities for students to practice what they have learned. The recitation of a Qur'anic passage individually or in a group is such an opportunity, so it is possible that that activity accounts for many or most of such opportunities witnessed. Teachers performed equally well on checking to see that students understood the material presented, likely for similar reasons; a student's ability to recite a Qur'anic verse well would demonstrate how well the student is progressing toward the goal of memorizing the Qur'an. The next highest ratings, for providing feedback to assist students in finding the right answer and ensuring that teacher-student interactivity occurred, can also be explained by frequent interactions based on recitation and memorization of Qur'anic verses, with teachers helping students to recite correctly when they are called upon.

Some of the remaining items are ambiguous in terms of the teaching strategies used. For example, about equal numbers of teachers were rated as using pair work (19) and rarely or never using pair work (17), and 15 of the teachers were found to use student-centered strategies throughout the lesson as compared to 13 who rarely did so and 8 who did not. These numbers, when viewed together with other data, indicate some level of student-centered teaching, particularly in form as opposed to content. Student-teacher activity occurred, students practiced what they were learning, and teachers offered feedback. These actions were generally performed in the service of rote memorization, however, leaving the content of student-centered teaching, such as connecting new knowledge to students' existing knowledge and encouraging them to perform higher-level thinking skills, largely absent.

- What are some of the basic characteristics of Qur'anic schools in the Somali Region of Ethiopia, in terms of class size and the availability of resources?

Although researchers did not consistently indicate the number of students present in classes they observed, student-teacher ratio can be considered an accurate proxy of class size, particularly since many of the schools had only one teacher and only one had over four teachers. Thus, teachers can be presumed to be spending most or all of their time with pupils and class size can be expected to mirror student-teacher ratio. For the fifteen schools which reported both the number of students and the number of teachers, the student-teacher ratio is 41.8:1, a large class size, but not as large as has been witnessed in other sub-Saharan classrooms, particularly in countries such as Uganda and Kenya that have abolished school fees.

The schools visited were remarkably poorly resourced. Most classes were conducted outdoors, with the only available resource often being a copy of the Qur'an, wooden tablets for writing, and ink. Only one school had a floor, one had a toilet, none had desks, none had learning aids,

and eight of seventeen had blackboards. This severe lack of resources renders learning difficult regardless of the capacity of the teacher in both content knowledge and pedagogical skill. Teachers repeatedly noted this lack of resources and requested support from others via the provision of a structure and/or teaching materials.

- What are teacher and head teacher perceptions of educational quality?

Teachers and head teachers held a variety of perceptions as reflected in the questionnaire and interview data. The most consistent notion was the emphasis on religious education as central to educational quality. In many cases, they viewed religious education as having a higher purpose than secular education and therefore as being equally or more important than secular subjects. A small number of teachers and head teachers did, however, indicate that teaching subjects other than religious studies improves educational quality.

Participants viewed instruction as very important, but in very few cases articulated any particular methodology or approach. Instead, a number cited “good teaching” or “teaching styles”, and there was a strong emphasis on the outcomes of instruction such as students performing well on tests, understanding the lesson, or being able to answer questions about the material presented.

Head teachers expressed a belief that the quality of education can change over time and indicated that they take steps to improve educational quality. The most common steps taken had to do with making material resources available for teaching, from classrooms to books to chalk. Teachers also reflected an emphasis on material resources, in particular when asked an open-ended question about what topics had not been addressed in the interview. Teachers strongly expressed a desire for more resources, particularly school structures for the great majority of schools that did not have one. This suggests that teachers and head teachers find providing quality education to be a challenge amid the extremely limited material environment in which they teach.

- Are teachers utilizing the instructional strategies introduced through a USAID-supported program?

None of the participant schools had taken part in a USAID-supported program. Not surprisingly, then, their instructional strategies generally did not reflect the student-centered strategies introduced in other schools in the region by the IRIS and FOCUS programs.

- How do these schools accommodate both religious and secular curricula?

Most of the schools visited did not accommodate both religious and secular curricula but focused only on teaching the Qur’an and Islam, with some including Arabic as a foreign language. Of the five schools which provided specific information about their curriculum, only one taught math in addition to religion, three taught a foreign language (at least two of which were Arabic), while the others taught strictly religious material. In response to how he had improved the quality of education in the school, another teacher reported having introduced math and Arabic.

The teachers and head teachers interviewed strongly emphasized religious education compared to that in secular subjects. Very large majorities of both teachers and head teachers stated that the education in their schools is more relevant to students' lives than the education received in government schools. When asked to name the "educational basics" that are "beneficial" for children in their area, ten named religion or the Qur'an and two others said that religion should be taught first and other subjects later.

- Are Parent-Teacher Associations and community members active in the educational improvement process even in the absence of direct project assistance?

Just one head teacher mentioned the existence of a parent committee, but head teachers unanimously indicated that parents are involved in the life of the school and that they prefer such involvement. The most common mode of parent and/or community involvement in the life of the school was through financial contributions, while a small number of head teachers mentioned that parents make sure that children stay in school, one stated that parents participate in activities geared to improve the level of education, and one other stated that parents come to discuss how to improve learning the Qur'an. Thus, parents and community members are involved with the participant schools. However, their direct involvement in the educational improvement process is very limited.

VI. PROGRAMMING RECOMMENDATIONS AND CONCLUSION

The Islamic schools studied in the Somali region of Ethiopia are significantly different in character from those EQUIP1 studied in three states of Nigeria, primarily in that these schools for the most part teach only religious subjects, that none of them have received support from USAID in the past, and that their resource base is even poorer. If USAID or other donors are to support schools such as these, some programming recommendations are quite similar to those made for the Islamic schools studied in Nigeria, but there are important distinctions in how these schools would need to be approached. Below are the possible programming implications of this study's findings.

Finding	Possible Programming Implications
Although the classroom observation form indicates some use of active, student-centered pedagogy, the other data and anecdotal evidence indicates that such teaching practices are limited in these schools. The predominance of memorization techniques may be largely attributable to the majority of the schools' status as Qur'anic schools only, with no secular subjects being taught, as the goal in those schools is transmission of the Qur'an via memorization.	Before pedagogy is addressed in these schools, the curriculum would need to be considered. If additional subjects such as reading or language arts, mathematics, science and social studies or history were introduced, teachers would likely need significant training and intensive support to develop new pedagogies appropriate to those subjects and based on current research.

<p>The schools surveyed have moderately large classes and are extremely poorly resourced, with only one of seventeen schools having a building with walls and a floor.</p>	<p>Material support would need to be included in any program to help schools like those surveyed. Donors would need to consider building schools or at least some kind of shelter or supporting communities to do so. Programs should also develop sustainable ways to provide books, writing materials, learning aids, etc. Surrounding communities have very limited financial resources to help with these efforts.</p>
<p>Teachers and head teachers hold a wide variety of perceptions about what constitutes a quality education, but they most commonly cited a basis in Islam, unspecified teaching techniques, and material resources as contributing to educational quality. Almost all agreed that the quality of education can change over time.</p>	<p>Any program support would need to be very respectful of the religious foundation and mission of these schools. While participants hold perceptions of quality in education, some of those perceptions—particularly those addressing pedagogy—seem not to be well articulated. Thus, there is an opening for inputs, such as in-service training in both teaching and school management, which encourage educators to further define their notions of quality and develop plans for achieving it.</p>
<p>The schools visited generally do not accommodate both religious and secular subjects; only religious subjects are taught. Religious subjects were widely described as the basis of the education that local children should receive, but one school had introduced math as a subject and a few interviewees expressed a desire to introduce other subjects. Most teachers, however, cited only religious studies as their pre-service training, meaning they may not be well qualified to teach other subjects.</p>	<p>As most students in the schools surveyed are receiving only a Qur’anic education, they cannot currently be counted as receiving a quality basic education. Any programming using these schools as delivery points for such an education would need to support the schools in the major transition from Qur’anic only to a hybrid curriculum. Whether the schools sought to incorporate the national curriculum or develop a new curriculum based on local needs, teachers would need to be trained in both content knowledge and pedagogy. Materials possibly including books, interactive radio instruction programs (which have already been developed in the Somali language), and other learning aids would also support such a transition.</p>
<p>Parents and community members are involved in the schools, largely through financial contributions, to some extent through checking on their children’s progress in school, and to a small extent through interaction with the educators concerning the educational process.</p>	<p>Parents and communities could be a valuable resource in supporting the schools, as there appears to be a level of commitment to the schools already in place. Though no data was collected on the educational level of parents, it is quite likely that parents could be included in the audience for any programming delivering</p>

	basic education to these schools, as this has been the case in other Somali regions.
Teachers and head teachers repeatedly expressed a desire for help, particularly material support, from outside sources.	These schools provide a possible delivery point for supporting improved access to quality basic education, particularly since the educators in them are not only open to outside support, but strongly desire it. In addition to supporting the construction of school structures, assistance programs could provide flexible, sturdy, low-cost kits of teaching materials, and professional development for teachers and head teachers (via radio if necessary to reduce the teachers' travelling in challenging circumstances; the Pas a Pas ² program in Guinea could provide a model).

The students in these schools, living in a remote region where these usually small, Qur'anic schools may be their only access to any form of formal or semi-formal education, represent a particular challenge to the mandate of Education for All. It would be difficult to integrate them into the formal, government school system rapidly, but the existence of these Qur'anic schools provides a possible service delivery point that is community-initiated, community-driven, and led by educators eager to receive support. If these children are to receive a quality basic education, then, governments and donors would do well to support schools such as these as they add basic education to their curricula. This support might take the form of the provision of structures and/or learning materials, training, or interactive radio instruction programs or other distance education methods.. It should be noted, though, that intensive attention would be required to support the transformation of these schools to where their students can graduate with a quality, relevant education including at least basic literacy and numeracy.

² “*Pas a Pas*”, or “Step by Step”, is a radio series developed for teachers through Guinea’s Fundamental Quality and Equity Levels (FQEL) program. “*Pas a pas*” is broadcast after school hours on Wednesdays exclusively for teachers. Listening and following the training programs, teachers from rural classrooms across Guinea have additional opportunities to learn how to provide their students with instruction that is meaningful and effective. For more information, see http://www.usaid.gov/gn/news/2007/070426_nfqe/index.htm.

VII. REFERENCES

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APPENDIX A: SELECT DATA ANALYSIS

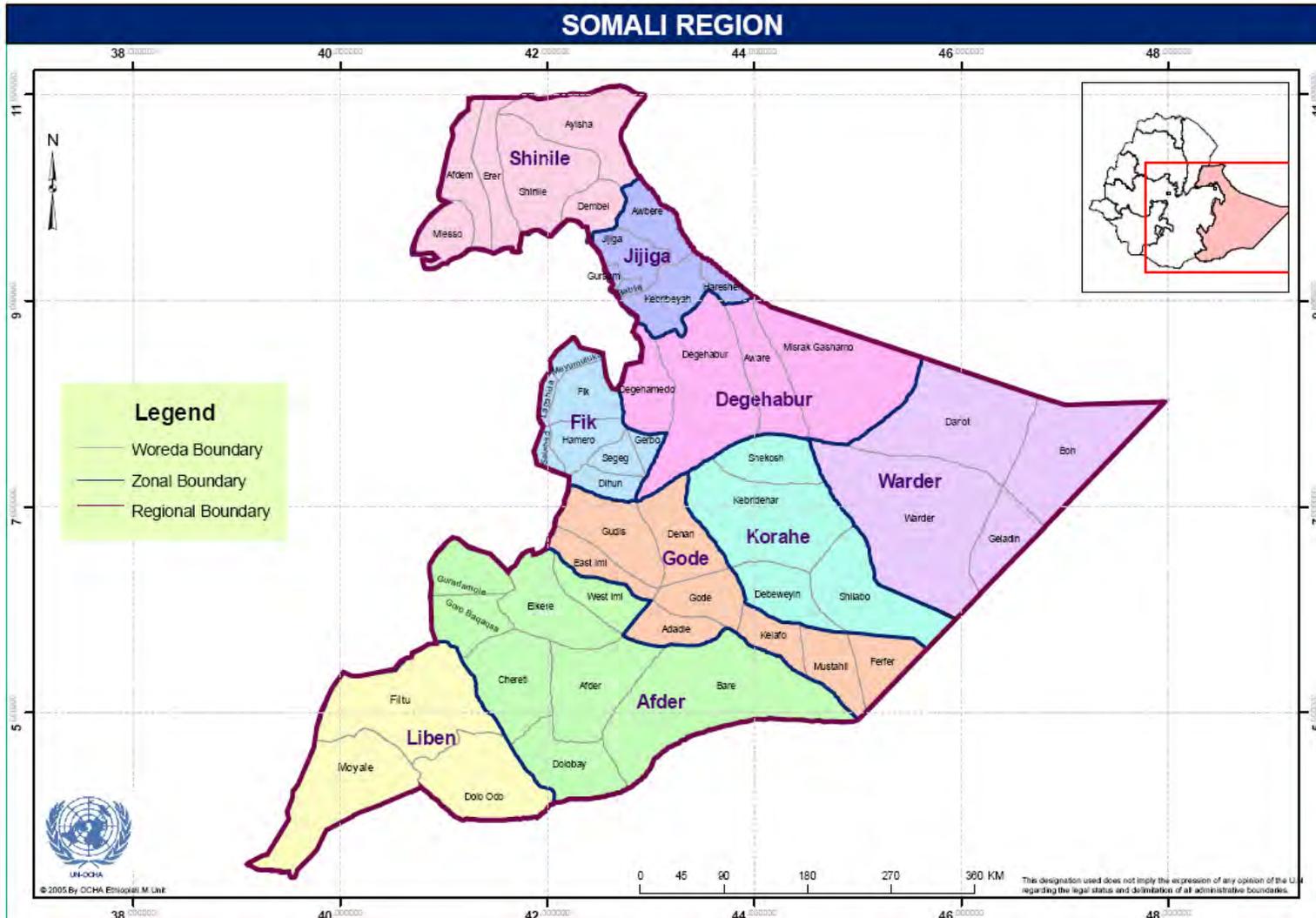
Table 1. *Distribution of Classroom Observation Form Ratings (N=36)*

Target Behavior	3-Yes		2-Rarely		1-No	
	N	%	N	%	N	%
1. The teacher calls on the majority of the pupils individually during the lesson	28	78	3	8	5	14
2. The teacher encourages appropriate behavior in the classroom	10	28	13	36	13	36
3. Instructional aids are visible in the classroom	11	31	3	8	21	58
4. During the presentation phase of the lesson the teacher clearly models or explains new material	25	70	8	22	3	8
5. At least 40% of the lesson is devoted to allowing children the opportunity to practice what they have learnt	31	86	4	11	1	3
6. Interactivity occurs between the pupils and the teacher	27	75	6	17	3	8
7. The teacher uses pair work	19	52	6	17	11	31
8. Encouragement is used rather criticism	8	22	15	42	13	36
9. Student centered teaching strategies are used in support of the lesson objectives, throughout the lesson	15	42	13	36	8	22
10. The teacher poses questions of equal difficulty to boys and girls and provides equal opportunities for both girls and boys to answer them	19	53	6	17	7	19
11. The classroom provides a positive environment for girls and encourage their participation and leadership	14	39	6	17	12	33
12. The teacher's use of textbook or instructional materials supports lesson objectives	22	61	7	19	7	19
13. The teacher makes use of the blackboard in an effective and useful way	10	28	6	14	18	50
14. The teacher checks to see that students have understood the material presented	31	86	4	11	1	3
15. The teacher provides feedback that is specific and assists students in finding/understanding the correct answer	28	78	5	14	3	8

Table 2. Distribution of the Availability of Resources in schools (N=17)

Resource	Number	%	Resource	Number	%
<i>School building</i>			<i>Resources for students</i>		
Number of floors in school			Student desks		
No floor	16	94	Yes	0	0
1	1	6	No	17	100
2	0	0	Textbooks		
>2	0	0	Yes	2	12
Classrooms separated by dividers			No	15	88
Yes	2	12	Learning aids		
No	15	88	Yes	0	0
Classrooms separated by walls			No	17	100
Yes	0	0	Notebooks or tablets		
No	17	100	Yes	12	71
Teacher toilets			No	13	76
Yes	1	6	Writing paper		
No	16	94	Yes	1	6
Student toilets			No	16	94
Yes	1	6			
No	16	94			
Girls' toilet					
Yes	0	0			
No	17	100			
<i>Instructional materials</i>					
School radio					
Yes	0	0			
No	17	100			
Secure storage					
Yes	0	0			
No	17	100			
Blackboards					
Yes	8	47			
No	9	53			
Bulletin boards					
Yes	1	6			
No	16	94			
Chalk					
Yes	4	24			
No	13	76			
Religious posters on walls					
Yes	0	0			
No	17	100			
Student posters on walls					
Yes	0	0			
No	17	100			
Educational posters on walls					
Yes	0	0			
No	17	100			

APPENDIX B: MAP OF REGION STUDIED



The Somali region of Ethiopia (UN-OCHA 2005). Schools visited were in Shinile, Jijiga, and Gode.

APPENDIX C: DATA COLLECTION INSTRUMENTS

EQUIP1 Study: Educational Quality in Islamic Schools **Classroom Observation Form** Evaluator: _____

Name of School: _____ School Code: _____ State: _____ Location: _____ Date: _____

Head Teacher: _____ Teacher: _____ Class: _____ Subject: _____

Part I: Lesson Preparation	1 seriously below average	2 below average	3 average	4 good	5 excellent
1. * The learning objectives are clearly stated in the lesson plan.					
2. The Learning activities are clearly listed and support the learning objectives in the lesson plan.					
3. All of the materials mentioned in the lesson plan are ready for use.					
Part II: Classroom Management and Organization	1 seriously below average	2 below average	3 average	4 good	5 excellent
4. The teacher calls on all or almost all the pupils individually during the lesson.					
5. * The teacher both practices and encourages appropriate behavior in the classroom.					
6. The teacher uses an Attendance Book and a Pupil Evaluation Record.					
7. Instructional aids are visible in the classroom.					
8. The teacher arranges the classroom effectively for the activity (i.e. moves pupils, desks, or chairs to facilitate the activity in the lesson)					
Part III: Instructional Practices	1 seriously below average	2 below average	3 average	4 good	5 excellent
9. During the Presentation Phase of the lesson, the teacher clearly models or explains new material.					
10. At least 40% of the lesson allows pupils the opportunity to practice what they have					

learned.					
11. The teacher uses games in teaching.					
12. * Interactivity occurs between pupils and the teacher.					
13. * The teacher uses pair work and/or group work.					
14. Encouragement is used rather than criticism.					
15. * The teacher uses thinking questions and does not just ask pupils to recall and/or repeat information.					
16. Student centred teaching strategies are used in support of the objectives throughout the lesson.					
Part IV: Gender	1 seriously below average	2 below average	3 average	4 good	5 excellent
17. The teacher poses questions of equal difficulty to boys and girls.					
18. The teacher provides equal opportunities for both boys and girls to answer questions and gives equal attention to their responses.					
19. The classroom provides a positive environment for girls and encourages their participation and leadership.					
Part V: Instructional Materials	1 seriously below average	2 below average	3 average	4 good	5 excellent
20. The teacher's use of textbook or instructional materials (including appropriate use of Resource Kit) supports lesson objectives and engages student interest.					
21. The teacher helps the pupils to use a textbook or instructional material effectively.					
22. * The teacher makes use of the blackboard in an effective and useful way.					
Part VI: Pupil Evaluation	1 seriously below average	2 below average	3 average	4 good	5 excellent
23. * The teacher checks to see that students have understood the material presented.					

24. * The teacher provides feedback that is specific and assists pupils in finding and/or understanding the correct answer.					
25. The Performance Phase of the lesson is student centred.					

Notes: _____

 Signature of Evaluator

 Date of Classroom Observation

Classroom Recorder—Affective Interactions

Teacher _____ M F
 Subject _____
 School _____ small school__ big school__

	Praise = P			Neutral = N	Critical = C						
1	P	N	C	26	P	N	C	51	P	N	C
2	P	N	C	27	P	N	C	52	P	N	C
3	P	N	C	28	P	N	C	53	P	N	C
4	P	N	C	29	P	N	C	54	P	N	C
5	P	N	C	30	P	N	C	55	P	N	C
6	P	N	C	31	P	N	C	56	P	N	C
7	P	N	C	32	P	N	C	57	P	N	C
8	P	N	C	33	P	N	C	58	P	N	C
9	P	N	C	34	P	N	C	59	P	N	C
10	P	N	C	35	P	N	C	60	P	N	C
11	P	N	C	36	P	N	C	61	P	N	C
12	P	N	C	37	P	N	C	62	P	N	C
13	P	N	C	38	P	N	C	63	P	N	C
14	P	N	C	39	P	N	C	64	P	N	C
15	P	N	C	40	P	N	C	65	P	N	C
16	P	N	C	41	P	N	C	66	P	N	C
17	P	N	C	42	P	N	C	67	P	N	C
18	P	N	C	43	P	N	C	68	P	N	C
19	P	N	C	44	P	N	C	69	P	N	C
20	P	N	C	45	P	N	C	70	P	N	C
21	P	N	C	46	P	N	C	71	P	N	C
22	P	N	C	47	P	N	C	72	P	N	C
23	P	N	C	48	P	N	C	73	P	N	C
24	P	N	C	49	P	N	C	74	P	N	C
25	P	N	C	50	P	N	C	75	P	N	C

Classroom Recorder—Level of Cognitive Interactions

Teacher _____ M F

Subject _____

School _____ small school__ big school__

Memorize/Repeat Information = M Recall Information = R

Figure out/Explain Information = F

1	M	R	F	26	M	R	F	51	M	R	F
2	M	R	F	27	M	R	F	52	M	R	F
3	M	R	F	28	M	R	F	53	M	R	F
4	M	R	F	29	M	R	F	54	M	R	F
5	M	R	F	30	M	R	F	55	M	R	F
6	M	R	F	31	M	R	F	56	M	R	F
7	M	R	F	32	M	R	F	57	M	R	F
8	M	R	F	33	M	R	F	58	M	R	F
9	M	R	F	34	M	R	F	59	M	R	F
10	M	R	F	35	M	R	F	60	M	R	F
11	M	R	F	36	M	R	F	61	M	R	F
12	M	R	F	37	M	R	F	62	M	R	F
13	M	R	F	38	M	R	F	63	M	R	F
14	M	R	F	39	M	R	F	64	M	R	F
15	M	R	F	40	M	R	F	65	M	R	F
16	M	R	F	41	M	R	F	66	M	R	F
17	M	R	F	42	M	R	F	67	M	R	F
18	M	R	F	43	M	R	F	68	M	R	F
19	M	R	F	44	M	R	F	69	M	R	F
20	M	R	F	45	M	R	F	70	M	R	F
21	M	R	F	46	M	R	F	71	M	R	F
22	M	R	F	47	M	R	F	72	M	R	F
23	M	R	F	48	M	R	F	73	M	R	F
24	M	R	F	49	M	R	F	74	M	R	F
25	M	R	F	50	M	R	F	75	M	R	F

Classroom Recorder – Space and Gender

G=girl B=boy

Front Row Students	
Middle Row Students	
Back Row Students	
Whole class interactions	

Equip 1 Study
EQUIP1 Study: Educational Quality in Islamic Schools
Teacher Interview

Name of School: _____ School size: _____Small _____Big

Teacher's Name: _____

Date: _____

Interview conducted by: _____

The objective for this interview is to find out various conditions and constraints affecting Qur'anic Schools in order to find ways and means to cope with them.

I'm interested very interested to find out about your opinion and thoughts regarding the importance of education for your students.

1. Why did you choose to become a teacher? Why did you choose teaching?
2. If you find another job and/or an opportunity to change your teaching career, would you accept it?
3. Do you think teaching is an arduous task? Yes or No and Why?
4. Is the learning objective level in this school enough to prepare the students for the next level of education and for employment/Marriage for that matter?
5. What are the qualities of a good teacher?
6. How do you determine the student who is a good learner? What do you expect from him to prove that he is a good learner?
7. Can you talk about the educational basics that are beneficial for the children of this Region?
8. Are parents satisfied with the level education of their children in this school?
9. How often do parents come to the class to find out about what their children are learning? How do they get your feedback to know about their level of education?
10. Do you think I have missed any important questions? Do you have anything else you would like to tell me?

EQUIP1 Study:
Educational Quality in Islamic Schools
Proprietor/Head Teacher Questionnaire

1a. How many pupils are there in the school? How many teachers?	_____ pupils _____ teachers
1b. How many of the teachers are men and how many women?	_____ men _____ women
1b. About how many of the pupils are boys and how many girls?	_____ boys _____ girls
1c. Are the classes mixed in terms of gender?	_____ yes _____ no
2a. Are you satisfied with the quality of teaching in the school?	_____ yes _____ no
2b. Why or why not?	
* 2c. How do you measure the quality of a teacher in your school?	
3a. Have your classes ever used the LEAP radio programs?	_____ yes _____ no
3b. Do your classes still use the LEAP radio programs?	_____ yes _____ no
3c. Why or why not?	
*4a. Have your teachers ever received training through the program?	_____ yes _____ no
*4b. Are your teachers still being trained using program materials?	_____ yes _____ no
*4c. Why or why not?	
*4d. When was the last training your teachers attended or held?	_____

<p>*4e. If your answer to 4b was yes, when is the next training scheduled?</p> <p>* 4f. Have you engaged your school in any other activities to improve educational quality?</p> <p>4g. If yes, what other activities?</p>	<hr/> <p>_____ yes _____ no</p>
<p>5a. In your opinion, has the quality of teaching in your school improved due to the program?</p> <p>5b. If yes, how has the quality of teaching improved?</p>	<p>_____ yes _____ no</p>
<p>6a. Are teaching methods different in Qur'anic schools than in public schools?</p> <p>6b. If so, how are the methods different?</p>	<p>_____ yes _____ no</p>
<p>7a. Do you prefer that the parents and community be active and involved in the life of the school?</p> <p>7b. In your opinion, are the parents and community active and involved in the life of your school?</p> <p>7c. If yes, how are the parents and community involved?</p>	<p>_____ yes _____ no</p> <p>_____ yes _____ no</p>
<p>* 8a. What is the one thing you would do in order to improve the quality of education in your school?</p>	

<p>* 9a. Have your beliefs about what quality education is changed over time?</p> <p>* 9b. If yes, how have your beliefs changed?</p>	<p>_____ yes _____ no</p>
<p>10a. Are the parents of your pupils satisfied with the quality of the school?</p> <p>10b. How do you know how satisfied they are?</p>	<p>_____ yes _____ no</p>
<p>11a. Does the school follow, although with some changes, the government curriculum?</p> <p>11b. Do your pupils sit for government tests?</p> <p>11c. If so, about what percentage of the pupils usually pass the tests?</p>	<p>_____ yes _____ no</p> <p>_____ yes _____ no</p> <p>_____ %</p>
<p>12a. About what percentage of the pupils who complete their studies at your school continue with the following?</p> <p>12b. How relevant are your pupils' studies to their lives while in school and immediately after leaving?</p> <p>12c. In your opinion, are the pupils' studies in your school more, less or equally relevant to their lives than public school pupils' studies are to their lives?</p>	<p>Work _____ %</p> <p>Marriage _____ %</p> <p>Preparatory School _____ %</p> <p>Vocational School _____ %</p> <p>Other _____ %</p> <p>_____ Very relevant</p> <p>_____ Relevant</p> <p>_____ A little bit relevant</p> <p>_____ Not at all relevant</p> <p>Our school's studies are:</p> <p>_____ More relevant</p> <p>_____ Equally relevant</p> <p>_____ Less relevant</p>

EQUIP1 Study:
Educational Quality in Qur'anic Schools
Teacher Questionnaire

1a. How long have you been teaching primary school?	_____ years
1b. How long have you been teaching at this school?	_____ years
2. What grade and subject or subjects do you teach?	Grade _____ Subjects:
3a. How many pupils are in your class?	_____ pupils
3b. How many pupils are of each gender?	_____ boys _____ girls
3c. Is your class segregated by gender?	_____ yes _____ no
* 4a. Have you used the radio programs in your class in the past?	_____ yes _____ no
* 4b. Are you still using the radio programs in your class?	_____ yes _____ no
* 4c. Why or why not?	_____ _____ _____
* 4.d. Have you participated in the BTWs or received training from the LEAP master trainer at your school?	_____yes _____no
* 4.e. What was the topic(s) of the training?	_____ _____ _____
* 5a. What level of education and/or teacher training did you complete before you began teaching?	_____
* 5b. Have you received in-service education and/or additional teacher training since you began teaching?	_____ yes _____ no
* 5c. If so, what kind of education and/or teacher training have you received?	_____ _____

* 6. What is the curriculum of this school?	Math Science Social Studies/History Language Reading Foreign Language (English) Foreign language (Arabic) Physical education Arts/Music Islamic Studies Qur'anic recitation Hadith Tafsir Tajweed Fiqh Philosophy
7. a. How many class periods make up a day for the students?	_____
7.b. What portion, roughly, of children's studies are devoted to religious subjects?	Religious _____
7. b. To secular subjects?	Secular _____
8. a. Are the religious or secular subjects more important or equally important, in your opinion?	Religious _____ Secular _____ Equally important _____
8. b. Why?	_____ _____ _____ _____
9. a. Is there a PTA at this school?	_____ yes _____ no
9. b. Are parents involved in the running of this school?	_____ yes _____ no
9. c. In what ways?	_____ _____ _____ _____ _____

EQUIP1 Study:
Educational Quality in Qur'anic Schools
Resource Checklist

School has:

1 floor
2 floors
more than two floors

dividers between classrooms
walls between classrooms

blackboards
bulletin boards
chalk
religious posters on the wall
children's work on the walls
educational posters on the walls
student desks

Toilets for teachers
Toilets for students

Textbooks
Learning Aids

Radio
Cupboard

Students have:

Notebooks
Writing implements
Paper
Textbooks
Adequate desk space