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Educational Quality Improvement Program
Policy ▪ Systems ▪ Management

Quarterly Report April to June, 2011



Submitted by:

FHI 360

7/31/2011

U.S. Agency for International Development
Cooperative Agreement No. GDG-A-00-03-00008-00

I. Objectives of EQUIP2

The Education Quality Improvement Program 2 (EQUIP2) Leader with Associates (LWA) Award for Education Policy, Systems Development, and Management was awarded on January 30, 2003. The broad objectives of the Cooperative Agreement are to:

- Assist countries to develop, manage, and monitor education sector policies and plans that support national macroeconomic plans;
- Reinforce the national Education for All (EFA) planning committee, the decentralization of education, and the involvement of civil society in planning for education and out-of-school children and youth programming;
- Support the design, development, and improvement of education data collection, storage, analysis, and application systems; and
- Strengthen education administration, management, finance, and planning.

The report is divided into sections addressing the Leader and Associate Awards.

II. Leader Award: Activities and Accomplishments, April to June, 2011

During this quarter, EQUIP2 continued moving forward with activities as planned in the 2011 workplan. Primary activities included further work on the School Effectiveness case study in Mozambique, including a peer review of the document; finalization of EQUIP2 Associate Award Review draft Lesson Learned publications in the areas of decentralization, EMIS, and Student Learning Outcomes; and drafting of policy briefs on the links between education and food security as well as the link between education and stability. The details of this quarter's activities are discussed below.

Specific Activities this Quarter

Program Management

At the end of this quarter, on June 30, 2011, FHI 360 acquired the programs, expertise, and assets of AED. The acquisition was specifically structured to maintain the continuity of AED's programs with minimal disruption. EQUIP2 Leader Award will continue as planned but is now housed under FHI 360.

Project management in this period included conference presentations and preparing for close-down of the EQUIP2 project, slated for January of 2012. Details of the management activities are discussed below.

- In June, USAID transferred management of the EQUIP2 project to Kristi Fair. Kristi is now the official USAID AOTR for EQUIP2.
- EQUIP2 team members Audrey Moore, Erik Lundgren, and Brian Dooley reviewed the project close-down list and timing of close-down activities. Following the meeting, the team developed a checklist and initiated preliminary close-down activities, which included closing down subcontractors that have completed their activities with EQUIP2.

- EQUIP2 team members participated in two panels at the Comparative And International Education Society's Annual Conference (CIES) in Montreal, May 1–5, 2011 to present initial findings of the EQUIP2 Lessons Learned Associate Award Reviews:
 - *Country-Led Reform*: John Gillies
 - *Decentralization*: Marcia Bernbaum
 - *Policy Dialogue*: Felix Alvarado
 - *Teacher Professional Development*: Mark Ginsburg
 - *Student Assessment Systems*: Li-Ann Kuan and Ebru Erberber (AIR)
 - *Secondary Education*: Arushi Terway
 - *Discussant*: Patrick Collins
- Audrey Moore made a presentation at CIES on *The Cost-effectiveness of Education Reform: Improving the Use of Existing Resources for Learning gains*.
- Elizabeth Adelman also presented at CIES on *Hitting the books, again: Reviewing, rewriting and redesigning textbooks to create a more usable and accessible learning*
- Marcia Bernbaum, the lead researcher for the Decentralization Associate Award Review, made a presentation on the paper at the Washington Area Comparative and International Colloquium in June 2011. The main focus of the presentation was on the lessons learned about designing decentralization projects, drawn from the review of EQUIP2 projects and findings. Attendees included representatives from local NGOs, universities, and foundations.
- EQUIP2 participated in additional EQUIP123 meetings hosted by EQUIP1/AIR. The objective of the meetings was to plan the EQUIP End of Project (EOP) Event. In June, the EQUIPs agreed that the EOP Event would be held on November 8, 2011. The EOP will include two plenary session and three break-out sessions focused on the themes of Measuring and Improving Learning for All; Making the Millennium Goals a Reality for the Hard to Reach; and Sustaining and Scaling up Change. The draft conference structure and themes were submitted to the USAID AOTRs for approval in late June. Planning will begin in earnest in the third quarter of the year.

Cost-Share Activities

EQUIP2 has documented all required cost share, but will continue to generate additional cost share from the school effectiveness research. Additional documentation is being collected for the latest school effectiveness cost share contributions from Save the Children, CARE, Aga Khan, and the University of Pittsburgh.

EQUIP2 Communications

During the second quarter of Project Year 2011, EQUIP2 Communications focused on the dissemination of existing products and the completion of new products. EQUIP2 completed the following publications during the second quarter:

- The Impact of Education Across Sectors: Democracy
- Choosing the best way to provide assistance: The implications of project and non-project assistance modalities for aid effectiveness

When approved, all new EQUIP2 publications are submitted to the Development Experience Clearinghouse in compliance with USAID accessibility and marking requirements. The full list of EQUIP2 Leader Award products can be found at:

<http://www.equip123.net/webarticles/anmviewer.asp?a=21&z=24>

From April through June 2011, EQUIP2 disseminated over 750 hard copies of Leader Award products, including copies of the *Power of Persistence*, *Education Reform Support*, the *School Effectiveness series case studies and synthesis*, and *Opportunity to Learn*. Publications were disseminated at the 2011 CIES conference in Montreal, Canada, at the EQUIP2 Decentralization Lessons Learned presentation as part of the CIE-Washington working group, at internal AED presentations with the EQUIP2 team, and by sending hard copies of selected publications to over 100 key contacts around the world.

EQUIP2 Communications has also supported the development of the EQUIP123 End of Project Event, slated for November. EQUIP2 is also an active participant in the EQ Review, EQ Dispatch, and EQ Update.

In the second quarter of 2011, the EQUIP website accumulated 1,508,666 total hits. The website had 459,024 total views and 72,779 unique visitors during the quarter. The EQUIP2 portion of the website is located at http://www.equip123.net/equip2/index_new.html. It should be noted that USAID conducted vulnerability testing in May and June 2011, and as such, higher hits and page views are reflected here.

School Effectiveness

Audrey Moore and Elizabeth Adelman received a final series of comments and suggested revisions on the Mozambique case study in late June. Revisions will be finalized in August and the draft sent to USAID for final review and approval.

Audrey Moore, Elizabeth Adelman, Joseph DeStefano (RTI), and Sheila Manji (AKF) presented findings from the cost effectiveness analysis of time loss and issues of mother tongue instruction at the CIES Conference in Montreal May 1–5, 2011. The presentation was titled *The Cost-Effectiveness of Education Reform: Improving the use of existing resources for learning gains*.

Work on the OTL Toolkit has been delayed due to the travel schedules of its authors.

Education System Reform

The *Power of Persistence* book was disseminated to various audiences (USAID Education Officers, EQUIP2 partner organizations, research universities worldwide and other non-profit organizations) during this quarter.

Joe DeStefano completed the working paper titled, *Choosing the best way to provide assistance: The implications of project and non-project assistance modalities for aid effectiveness* during this quarter. The communications team worked on disseminating the brief to EQUIP2 key contacts that include USAID Education Officers, EQUIP2 partner organizations, research universities worldwide, and other non-profit organizations. The brief was also featured in the EQ Dispatch disseminated by EQUIP 1.

Lessons Learned and EQUIP2 Retrospective

State of the Art Knowledge (SOAK) Briefs/Best Principles

Work on the EQUIP2 SOAKs continued this quarter. The following is an update on each SOAK.

1. *Decentralization*—Robin DePietro-Jurand (FHI 360) finalized the revisions to the decentralization SOAK in June 2011. The SOAK was sent to the copyeditor for final formatting and editing and will be sent to USAID for final approval in August 2011.
2. *Policy Dialogue*—The Policy Dialogue SOAK also underwent peer review in April, which has led the research team to make substantial revisions to the content and format of the brief. The final brief is expected to be ready for final approval from USAID in September 2011.
3. *School Report Cards*—The brief is currently undergoing revisions based on peer review.
4. *Teacher Management Systems*—This SOAK was completed in March, 2011. It is currently under review by the EQUIP2 AOTR. The SOAK will be finalized once comments from the AOTR are received and incorporated into the SOAK.
5. *Secondary Education*—Based on the vast amount of information that is found under the theme of secondary education, the EQUIP2 team decided to break the brief into three papers: Access and Equity in Secondary Education; School to Career transition; and Understanding the Teacher Gap in Secondary Education. Stephanie Lehner (FHI 360) was commissioned to work on the Access and Equity brief and completed a first draft that is currently being reviewed by the EQUIP2 team. David Balwanz and Arushi Terway are drafting the Understand the Teacher Gap brief. School to Career transition brief will be commissioned in the next quarter.
6. *Opportunity to Learn, M&E*—These briefs will be completed next quarter.

Associate Award Reviews

1. *Decentralization* – The decentralization Associate Award Review was completed in February 2011 and underwent an extensive review process by the contributors and selected members of the EQUIP2 brain trust. The final publication is expected to be ready for dissemination by September.
2. *EMIS*—The EMIS Associate Award review was completed in March 2011. Following peer review, the author completed revisions and edits as requested in June and the draft is currently being copyedited. The final publication is expected to be ready for dissemination by September.
3. *Student Assessment Systems*—AIR completed the publication in June and it will be copyedited in August, 2011.
4. *Teacher Professional Development*: Interviews for the TPD AAR were completed this quarter and a first draft of the report will be completed in early August.
5. *Country-led Development* – John Gillies completed all of the interviews for the Associate Awards related to this theme area. He is currently in the process of writing up the findings.
6. *Secondary Education*—Arushi Terway and Audrey Moore drafted case studies for Senegal and Jordan. The synthesis paper will be written in August and shared with USAID.

Cross-Sectoral papers

In January 2011, the EQUIP2 AOTR requested that EQUIP2 commission a series of policy briefs that examined the links between education and health, democracy, stability, and food security. The following is the status of each policy brief.

1. *Education and Democracy*—The brief was published in March 2011.
2. *Education and Food Security*—Michelle McNabb (FHI 360) was commissioned to write the policy brief on the links between education and food security. The draft was edited in June and EQUIP2 received comments from USAID. The team is currently finalizing the publication and expects to complete this work in August 2011.
3. *Education and Health*—Felix Alvarado (FHI 360) was commissioned to write the policy brief on the links between health and education. The brief was finished in June 2011 and underwent peer review, revisions and copyediting. The brief will be shared with USAID for final review in August.
4. *Education and Stability*—Jerry Wood (FHI 360) and Jessica Quijada (FHI 360) finalized the first draft of the Stability brief. The brief is currently under peer review. We expect to share a copy with USAID for comment and review in early August 2011.

Other Program Support

EQUIP2 Program Resource Collection

EQUIP2 decided to define the tools collection activity as program resource collection to capture a wider variety of program produced documents that can be useful for other programs as resources. Brian Dooley (FHI 360) continued cataloguing and collecting more resources EQUIP2 Associate Awards. The database currently has over 700 documents from Djibouti, Egypt, El Salvador, Georgia, Ghana, Jordan, Liberia, Malawi, Namibia, Senegal, South Sudan, Uganda, Yemen, and Zambia. These documents are being reviewed for applicability to other programs and the list of documents may be shortened based on this review.

Obstacles and Proposed Solutions: The suspension of AED in December delayed the initiation of several activities planned for the beginning of 2011 as EQUIP2 awaited approval of a realignment request. Upon receiving the approval in February, the team has made efforts to accelerate work on the workplan. No other obstacles are foreseen at this time.

Financial Summary for the Period Ending June 30, 2011

Type of Expenditure	Obligation	Current Quarter Expenditures	Total Expended	Obligated Balance Remaining
Core Funding	\$10,200,329	\$292,910	\$10,381,970	
Federal Share	\$9,163,416	\$292,910	\$8,465,846	\$697,570
Recipient Share*	\$1,036,913	\$0	\$1,916,124	(\$879,211)
Total Cost Share %**			22.6%	

* Recipient share of obligation (cost share requirement of AED) amount is proportionate to the obligated amount (Obligation/Budget*Contract cost share requirement).

** % of federal share amount.

+ Remaining balance does not include funds committed to subcontracts and consultants.

++ Please note AED has already exceeded the total contract value of cost share by \$879,211 (total contract value of cost share requirement \$1,075,000 minus cost share expenditures \$1,916,124).

III. Associate Awards: Activities and Accomplishments, April to July 2011

Existing Associate Awards

Djibouti Projet AIDE

As the restrictions demanded by the USAID suspension remained in effect during the second quarter, Projet AIDE modified the activities in its work plan, producing the following results on schedule:

In-service training to enhance the skills of primary-school directors and pedagogical advisors was completed for school year 2010-11, as was the pilot program in the northernmost region to assist teachers in challenging geographic and economically-depressed areas. Evaluations of the effect of the programs on the school community have been initiated. Discussions have begun with stakeholders at national and regional ministry levels to explore using EGRA as a tool to assess reading skills of pupils in the primary levels.

The management teams of the five USAID-constructed Teacher Resource Centers received training to increase the active involvement of the Centers in providing local teachers with educational materials and professional support. The Centers are considered one of the main supports in the Ministry's goal of decentralization of teacher-training.

Projet AIDE activities during this period included programs to motivate educational staff through recognition and awards to exceptional educational staff. Prizes and certificates were awarded to teachers, administrators, and school directors whose outstanding work directed advanced the goals of the Ministry. Prizes were also awarded to schools in two remote regions that dramatically increased the enrollment of primary-school girls.

Projet AIDE increased the capacity of the Ministry's data-collection and processing systems by supplying computers and equipment to new regional information offices. Training of the regional and central personnel was conducted to create teams that can ensure the reliability of the country-wide system.

53 young women began the comprehensive 6-month *Cuisine & Service*, a program designed to provide the participants with the basic theory and practice needed to meet the requirements demanded by hotels and restaurants. Local establishments have offered their facilities for hands-on training, and offers of employment from the local partners for more than half of the participants is expected.

Education Policy and Data Center

In collaboration with the Education for All - Fast Track Initiative (FTI), EPDC continued working on developing milestones for the FTI Results Framework and made numerous improvements to its projection methodology based on several discussions with FTI. The changes included imposing tighter restrictions on the use of country-level historical trend data in core indicators (intake, repetition, dropout, and transition rates), so that weaker trends resulting from insufficient data or random fluctuation would be replaced by robust trends drawn from across the FTI countries in 2000-2009. EPDC also developed two alternative methods of projecting out of

school children, based on historical trends in either gross enrollment rate or adjusted net enrollment rate and is currently in the process of determining which method is more accurate and provides a more plausible outcome. Finally, EPDC continued discussions with FTI regarding the methodology of projecting costs. In an exercise aiming to determine the accuracy of the costing data, EPDC compared the estimates of education spending provided by countries to the UNESCO Institute of Statistics (UIS) and similar estimates obtained from the country offices by the FTI. Data on total education spending reported by the FTI partner countries were incorporated in the costing module of the EPDC projection model. The methodology of projecting the finance gap, as well as the baseline finance data, is still being reviewed by EPDC and FTI.

In addition, EPDC extracted education indicators from household surveys for at-risk populations: orphans and child laborers. The indicators included in the extractions were gross attendance rate, net attendance rate, repetition rate, dropout rate, promotion rate, over-age pupils, under-age pupils, on time pupils, and percent who have ever attended school. When available, indicators were extracted by gender, wealth quintile, urban/rural area, and region. New data was uploaded to the EPDC database for 44 countries: Albania, Bangladesh, Belarus, Benin, Bosnia and Herzegovina, Burundi, Cameroon, Central African Republic, Colombia, Congo DR, Cote d'Ivoire, Djibouti, Egypt, Gambia, Georgia, Ghana, Guinea-Bissau, Guyana, India, Iraq, Jamaica, Kazakhstan, Kyrgyzstan, Laos, Macedonia, Malawi, Mali, Maldives, Mauritania, Mongolia, Montenegro, Nicaragua, Niger, Nigeria, Serbia, Sierra Leone, Somalia, Suriname, Swaziland, Syria, Tajikistan, Togo, Uganda, Uzbekistan and Vietnam. EPDC also developed the code for extracting the aforementioned education indicators for children living in unsafe conditions.

Furthermore, the EPDC web consultant started and completed a new web feature Country Page that allows EPDC users to see all available resources on a selected country in one page. The Country Page displays datasets, graphs and maps, education profiles, projection models, publications, and data source links to which users can go directly by clicking on each resource.

El Salvador

During this quarter, the EQUIP2 El Salvador project continued to support the Ministry of Education (MINED) in the development of policies that increase and improve social investment and transparency in the education sector. As part of this support, EQUIP2 conducted two working sessions led by the following education decentralization specialists: John Gillies, Ana Flórez and Teocrito Pinedo. The first working session was conducted on the 7th and 8th of April with the participation of 62 MINED officials (28 women and 34 men). The main objective of this session was to establish a common conceptual framework to reflect decentralization in the education sector. Using this common framework, participants discussed the main functions and sub-functions of the education system in light of the capacity, authority and resources needed and available to achieve those functions, in a decentralized context. The second working session was held from the 24th to 27th of May. The main objective of this session was to apply the decentralization framework to a specific case, the region of San Martin in Peru. This case reflects an experience conceived and developed to respond to the needs of schools using the Active Schools model. The presentation was made by the Deputy Director of the Education Program, and funded by USAID Peru. Over four days, 174 participants attended the working session (84

women and 90 men). This activity promoted efforts to share lessons learned about education systems reform across USAID projects in the region.

Also during this quarter, USAID, EQUIP2 and the World Bank supported the development of a best practices exchange to learn about different models of the New Holistic Approach, (*Escuela Inclusiva de Tiempo Pleno* EITP in Spanish) in Latin America. The New Holistic Approach is the most important program currently implemented by the Ministry of Education in El Salvador. The program seeks to lengthen the school day, foster sports and arts, and develop afterschool activities. The goal of this exchange, which included a visit to the school systems in Argentina and Uruguay from May 8th to the 18th, was to use the lessons learned from these country experiences to inform the EITP model proposed by MINED in El Salvador.

To complement the EITP model, EQUIP2 worked closely with the MINED to develop three preliminary proposals to support the reorganization and consolidation of the El Salvadorian public schools in three pilot municipalities of Nueva Granada, Zaragoza and Sonsonate. These proposals include: a) a curricular framework to implement at the classroom level; b) a format to share resources among schools; and, c) a model of school management organized under school clusters. The MINED is using the Integrated Information System's geo-referenced system, developed by EQUIP2, to map all the schools and provide access to individual school profiles. This adds more accuracy to the reorganization and school consolidation proposals. The project's participation in defining the EITP model nationwide has been very important to increase its role guiding the MINED on critical policy issues.

EQUIP2 initiated the implementation of the first module under the professional development program for school principals and assistant principals nationwide. This program is part of the Social Education Plan 2009-2014's vision, which focuses on the role of school principals in the context of decentralization and school autonomy. This program consists of five modules that aim to strengthen the school principals' capacities related to administration, accounting, knowledge of government regulations and systems, and skills necessary for the transformation of the work culture with a participatory and supportive approach for schools.

The project continues to support activities at the policy and school levels encouraging dialogue and informing implementation decision makers at the Ministry of Education and in the schools.

Honduras MIDEH

The EQUIP2-MIDEH "Improving Student Achievement in Honduras" Project (EQUIP2-MIDEH) was closed on May 31, 2011. The project was implemented between 2004 and May 2011 by a consortium led by the Academy for Educational Development (AED). The consortium included: the American Institutes for Research (AIR), Fundación ANEDH, the Joseph P. Kennedy Foundation, CARE, ChildFund Honduras, Catholic Relief Services (CRS), Fundación ANED and Fundación para la Educación Ricardo Ernesto Maduro Andreu (FEREMA). The Project provided decentralized technical assistance and teacher training through partner NGOs, initially in 18 departments and later focused on 12.

Accomplishments for the project included the establishment of alliances with the private sector, local NGOs, projects, and programs; strengthened technical-pedagogical units in Department Directorates of Education (DDE) and District Directorates of Education (DDI), and support to

the strategic planning and administrative management processes in 18 DDEs and 191 DDIs. Five-hundred and fifty School Education Plans were created and updated.

The project assisted 65 municipalities in the development of Municipal Education Strategies and Municipal Educational Development Committees. This decentralized technical assistance helped develop capacities in 48,000 beneficiaries, including departmental directors, school principals and vice-principals, technical assistants, facilitators, NGO technicians, parents and students. In all, 37,881 teachers received direct technical assistance in classrooms.

EQUIP2-MIDEH supported IT Units in DDEs to monitor progress of EFA-FTI goals. In its first years the project served as data administrator and in the last years as facilitator in the use of educational data for decision-making at the school, municipal, local, departmental and national levels.

A media campaign, “La Educación Nos Cambia la Vida”, and support materials were created in collaboration with FEREMA to raise awareness of the importance of education as an engine of development. A baseline and studies were generated related to educational statistics, strategic planning, and education reform at the preschool level, and as support to the training processes and technical assistance.

The project’s contributions to intercultural bilingual education for the Garifuna and Miskito communities in the departments of Colon and Gracias a Dios included a sociolinguistic diagnostic, development and implementation of improvement plans, and the design and printing of educational material in the Garifuna language. The Project also implemented a pilot peace building program in 60 public schools, later to be implemented nationwide. Experience-sharing workshops on Bilingual Intercultural Education (Educación Intercultural Bilingüe - EIB) were conducted in the department of Gracias a Dios by Fundacion ANED.

Together, the project and FONAC contributed to the training of 1,700 civil society leaders in the education transformation process. A draft bill was introduced for a new educational law, centered on achieving greater citizen participation in educational development in the municipalities. This bill was passed into law in 2011.

Educational indicators that were the object of specific attention have improved in Honduras. This is partly thanks to the project’s involvement. Although not all EFA goals were met, all improved. Changes observed between 2004 and 2010 include:

- Preschool education coverage increased from 36% to 64%
- Overall sixth grade graduation evolved in a sustained manner from 76.7% in 2005 to 90.9% in 2010
- Sixth grade graduation for students 12 years or younger went from 26% to 36.2%
- Dropout rate from 1st to 6th grade diminished from 2.2% to 0.91%
- Repetition rates in first grade dropped from 17.5% to an important (although insufficient) 2.16%. This same indicator for 6th grade went from 1.63% in 2004 to 0.08% in 2010.

Liberia LTTP 2

Accomplishments in the Liberia LTTP2 project from April to June, 2011 include:

- Following the first national post war educational conference, LTTP contributed significantly to the research and drafting of the *National Education Act*;
- Undertaking several research studies, for instance, *The County Capacity Study to inform decentralization decision making*;
- providing support for academic linkage activities connecting the University of Cape Coast in Ghana, Makerere University in Uganda and Stellenbosch University in South Africa to host USAID/LTTP doctoral and master degree scholarship awardees
- Installation of the Local Area Network is ninety five (95%) percent completed to modernize the information and communication systems of MoE; including setting up the first web site and email addresses with the domain name www.moe.gov.lr.
- LTTP II produced a model national biometric system for teachers
- successfully graduating the largest cohort of trained and qualified in service and pre service elementary school teachers in twenty years: 538 Pre Service Teachers and **(576)** in service;
- coordinated distribution and scoring of 1,500 math and 1,500 language arts of the National Basic Skills Test for prospective trainees in 15 counties;
- successfully completed 5th In Service cluster trainings for five hundred and eight-nine **(589)** trainees;
- supported thirty mentoring visits and professionalism survey for **600** trainees;
- trained twenty-nine **(29)** female teaching assistants selected from nine counties and members of the female social clubs in leadership and empowerment initiatives to help them develop responsible citizenship skills;
- over 1,000 Pre service and In service teachers, trainees, In service education managers and officers participated in a one week training for Early Grade Reading and math at the RTTIs;
- completed baseline assessment for Early Grade Reading and math and
- completed assessment for over 4000 students in grades 1-3 in four counties: Bong, Nimba, Lofa, Montserrado in anticipation of EGRA scale up in 650 schools in August.

The overall impression of MoE is that these are cumulatively contributing to developing the capacity of MoE to promote teacher education and student learning in Liberia.

Kosovo Basic Education Program

The following summarizes major project activities implemented between April 1st and June 30th 2011.

Component 1 School Management

BEP has led the process of formulating Standards of Professional Performance for School Directors in Kosovo. During this quarter a working group was formed comprised of Ministry of Education, Science and Technology (MEST) officials, Municipal Education Directors (MED), school directors, the president of the National Parent Committee, a school board member, and a program consultant. The working group has completed a draft comprised of six standards to guide improved teaching and learning in schools. BEP has also worked in consultation with MEST to develop three monitoring and school management tools which align with the draft standards.

BEP has provided furniture and equipment for the first five of 25 Professional Developmental Centers (PDCs) and in an innovative approach to promoting active community involvement in improving schools, an MOU was signed with the national television company, RTK, to produce six TV programs showing classroom “makeovers” in six schools.

Component 2: School-based Assessment

The draft National Standards for School-based Assessment and exemplar Code of Ethics were developed, the professional development course for school-based learning facilitators in eleven assessment lead schools was completed, and a training curriculum and action plan for assessment for learning was prepared. Work began on the development of a bank of test items, as well as an investigation into Albanian language reading skills.

Component 3: Teacher Development

BEP sub-contractor the Kosovo Education Center (KEC) also worked to finalize four teacher development courses (Technology, Science, English Language, and Environment Related Learning). The courses were further elaborated, based on the feedback received from participants in the four subject workshops and in a one-day workshop on Assessment for Learning organized jointly with the assessment component. Similar work began to design a training course for PDC Coordinators and municipal education officers which will enable them to plan, coordinate and monitor teacher professional development within their municipality.

In an effective collaborative approach to supporting the maintenance systems for computers and other educational technology in schools, the program secured strategic partnerships to establish Student Support Technician Clubs (SSTC) in schools. BEP, along with the MEST, Microsoft Partners in Learning (PIL) and the SwissContact organization have agreed to partner in this activity. As part of this agreement Microsoft PIL provides the content of the technical manuals. SwissContact agrees to share expenses for translating of the materials in Albanian. Microsoft PIL will also cover expenses for certified Microsoft trainers for the first session of training. The MEST will certify the training courses and promote the SSTCs in schools.

Mali Education Decentralization Program

During the quarter just completed, the Mali Education Decentralization Program (PRADDE-PC) was able to achieve the following as part of its Community Participation component:

- As part of its efforts to expand from 40 to 75 communes, the program extended its coverage to an additional 5 communes completing initial contacts and setting the foundation for community participation in school planning, management and improvement.
- 300 new alphabetization centers for parents and community members started operating after the completion of the first phase of training in center supervision for 56 supervisors
- The program’s Rapid Organizational Assessment tools for Regional Education Offices (CAPs), School Management Committees and Parent Associations were translated into 5 national languages and made available for use.
- Baseline data at village, commune, school levels was collected and is being processed for analysis and other program uses.

As part of its support to decentralized management, the project trained more than 400 education administrators from regional education offices throughout the country on decentralization concepts and processes and on education sector planning and reporting.

One of the project's objectives is to support improvements in the management of school infrastructure construction and to support the implementation of a Fixed Amount Reimbursement Agreement between the Government of Mali and USAID. As part of that effort, the program launched the first phase of its school construction support program for 33 classrooms. This is a first step in testing new school construction procedures that were produced by the program. The procedures are aimed at improving quality, delivery speed and transparency.

The program hosted site visits for Iris Young, Chief of the USAID Africa Bureau Education Team and had an opportunity to discuss the project in light of the new USAID Education Strategy, as well as USAID/ Forward. Those discussions are still taking place. Finally, an internal mid-term evaluation of the project's first two years was conducted and the draft report submitted to USAID/Mali.

Malawi EDSA

During this quarter, the Malawi Education Decentralization Support Activity (EDSA) implemented the following key activities:

- *Conducted PSIP Workshop: Guidelines Review and Implementation Planning:* EDSA hosted a two-day meeting attended by District Education Managers from PSIP Phase I and Phase II districts to review and finalize PSIP SIP and Financial Management Guidelines and plan PSIP implementation in Phase I and Phase II districts. The final PSIP Guidelines have been given to the MoEST for approval.
- *Completed PSIP School Improvement Plan Development and Implementation Guidelines and PSIP Financial Management Guidelines.* Based on 2010-2011 implementation experience and feedback from MoEST and the DEMs, EDSA has completed revisions of the English-language versions of the PSIP SIP Development and Implementation Guidelines and PSIP Financial Management Guidelines this quarter. Revised versions were formally submitted to the DBE and DoF (and SWAp TA for Finance) at the end of June.
- *Provided Short-Term Technical Assistance to M&E Department:* During 17 May to 10 June, Mark Ginsburg provided STTA to the Research, Monitoring and Evaluation (RM&E) unit in the MoEST's Directorate of Planning with a focus on developing the M&E Framework and Analysis/Interpretation of 2010 EMIS Data.
- *Assisted EMIS Unit in printing of EMIS 2010 Bulletin and funding for capacity-building of districts to collect data for national EMIS.*
- *Finalization and printing of OVC Education Support Briefs:* The OVC Education Support Brief will form the integral training process of PSIP in providing guidance to community members at school level in advocating for support of OVC and HIV positive learners at the school level.
- *Disbursed district and zonal improvement grants.* A total of \$76,640 was disbursed to districts for monitoring implementation of school improvement grants. This funding complements the school improvement grant funding disbursed by the Government of Malawi/MoEST.

- *Disbursed school improvement grant funding.* EDSA worked extensively with the MoEST (Directorates of Basic Education, Financing and Planning as well as with the Local National Government Finance Committee) to ensure the school improvement grant funding totaling MK 262,650,000 (or US \$1,751,000.00) was released and disbursed to school bank accounts by the end of the GOM fiscal year.
- *Conducted follow-up visits to districts to monitor School Assessment Chart (SAC) production and Decision Support Tool maintenance.*
- *Finalization of Information Sheets:* This quarter, three information sheets addressing the NESP Goals of 1) access and equity and 2) quality and relevance were finalized and made available for distribution. Information sheets include: *Maintenance and Rehabilitation of Primary Schools; Continuous Professional Development: Policies and their Implementation; and Teacher Development Centres: Their Management, Use and Maintenance.*
- *Disbursed Term 3 funding to CDSS OVC bursary recipients:* In total, 1139 grants amounting to MK 1,932,500 were disbursed targeting 613 male and 526 female pupils in the 29 community day secondary schools.
- *Translated OVC Education Support Brief into Chichewa and Tumbuka:* The community brief was developed to provide insight for the community members during the SIP planning process to ensure adequate integration of OVC issues in the plan. The OVC Education Support Brief has been translated into Chichewa and Tumbuka.
- *Produced School Assessment Charts for phase one and two districts in readiness of the next cycle of SIP development.* This intervention is a continuation of district level capacity building in data management and utility. Districts have been trained in data manipulation using the DST and data utilization using the SAC in SIP processes at school and community levels.
- *Monitored NGO/CBO grant work—Tranche 1 funding.*
- *Disbursed Tranche 2 NGO/CBO grant funds:* Following successful implementation of tranche one funding, EDSA disbursed the second tranche for the NGO /CBO to complete implementing planned activities for the funding as stipulated in the FOG face value. A total of approximately \$48,000 was disbursed.

Pakistan HED-FAD

The Global Education Center closed the HEC-FAD program on March 31, 2011. Staff was terminated on March 31, 2011; all documentation was packed and shipped to the home office; and the bank accounts were closed. Dr. Mary Lackie, Chief of Party, departed Pakistan on April 02, 2011. Her last day of employment with AED was April 20, 2011 during which time she completed technical reports on HEC-FAD for submission to USAID.

For a small project – planned for only \$4 million over three years – many accomplishments were realized in spite of the project closing six months prematurely.

1. One major achievement was the mapping study of 28 universities. Not only did this activity provide baseline data for the program, it also garnered the strong support of senior management at partner universities for program initiatives through various mapping meetings.

2. HEC-FAD established offices of financial assistance and university advancement at all partner universities. While this may not seem like a huge task, it took tremendous effort to get real understanding, buy in and support from the vice chancellors. Funding for these offices was not provided by USAID or by HEC; rather, universities found their own internal funding for the additional positions, with vice chancellors taking an active role in their establishment. A series of video conferences, meetings with the vice chancellors, and personal networking by the HEC-FAD Chief of Party (CoP) led to vice chancellor involvement. The first CoP was a former U.S. university president who had been part of numerous successful university advancement efforts. Having someone whom the vice chancellors viewed as a peer discussing what was possible through private fundraising efforts, helped convince vice chancellors that these initiatives were important and that they could work.

It was also important that HEC mandated that the partner universities establish the offices - providing the structure, job descriptions and other necessary details. While this alone would not have been enough to ensure buy in by the vice chancellors, HEC backing provided the authority necessary for the universities' syndicates (i.e. boards of trustees) to approve the staff positions.

3. Another achievement was a changed mindset of the vice chancellors and staff. Because of HEC-FAD, they now understand fundraising concepts and are able to generate their own ideas for raising funds at their campuses. For example, AUP sold seeds to raise funds and outsourced support services to small projects. A percentage of the overhead from the fees goes into the university's endowment.
4. Staff began to see advancement as a profession and looked for ways to attract others to it. One idea partner staff had suggested was a degree program in university advancement.
5. A collaborative network was built between staff at partner universities that can be used to sustain the outcomes of the project and assist in expanding the concepts to other universities. The partners came to know each other well through the various training workshops and through a series of regularly held video conferences facilitated by the HEC-FAD team. By sharing their successes and struggles, partners learned to ask each other for input about what worked and did not work. An online SharePoint site was established and remains functioning with the HEC so partners can continue to communicate, share information, pose questions and engage in online discussions. Also, a professional organization was established for financial assistance and university advancement staff. The goal was for them to see themselves as experts and their peers as a support network for continued professional development.
6. The first U.S. study tour was a success. As a result of the connections made on the tour, MOU were signed between certain partners and Monsanto, University of California - Davis, Washington State University, and Babson College. The vice chancellors came back with a unified way forward to expand advancement and financial aid activities at their campuses. One partner, Sukkor IBA, established a community college as a result of experiences on the tour.

7. The CSR and chambers of commerce meetings helped partners begin a dialogue and learn the appropriate way to approach the business community. These meetings also opened the eyes of the business community to cooperating with higher education institutions in mutually beneficial ways and to expanding their giving beyond K-12 education. The CSR meetings also helped the business community to consider working with public sector universities beyond IBA-K and LUMS; they now see public institutions as good potential partners. These meetings highlighted the need for HEC to assume a role in steering this initiative because its involvement was very important to the corporate representatives.
8. The training workshops sponsored by HEC-FAD were very effective in building the capacity of partners, teaching them about international best practices and how to contextualize them for Pakistan. These hands-on, practical workshops required that participants prepare/complete actual documents, plans and other deliverables.
9. An interesting note about the training workshops was that the cost of attendance was borne by universities, not HEC-FAD. Universities committed staff time and money to send people to training, so they were fully engaged and willing participants when attending.
10. Training workshops alone were not enough to sufficiently build the capacity of staff. Ongoing technical assistance was provided through visits to partner campuses and video conferences in addition to the formal trainings. An “open door” policy existed where staff could and did call for assistance at any time. A strong camaraderie existed between partner staff and the HEC-FAD team.
11. For the first time, partners saw alumni as resources - not just for fundraising - but for serving on committees and advisory boards, referring students, serving as mentors to students, and more. It is anticipated that they will continue to develop their alumni associations and reach out to them in effective, purposeful ways.
12. Before HEC-FAD, most partners had only merit scholarships. Now they understand and are implementing many other financial aid mechanisms, including work study programs and paid internships. BUIITEMS did an exceptional job of establishing a comprehensive work study program as a result of HEC-FAD training. At the request of other partners, BUIITEMS presented its program at one of the scheduled video conferences. It has emerged as a leader in this area and a great example of partners seeing each other as resources for further learning.
13. Partner institutions are working to improve the experiences of their students. Vice chancellors and staff are beginning to understand the importance of establishing positive, long-term relationships with their alumni. They realize that this entails a more student-centered approach in university services and activities: students need to have a positive experience with *all* offices and staff on their campus because this affects how they will view the university as alumni.

14. While all partners established offices and hired staff, some made major commitments to these concepts. One partner, UAF, built a new building to house Financial Assistance and University Advancement Offices.
15. Partner universities improved outreach to their communities and started producing quality communications products to market themselves to alumni and other constituents. Several produced brochures and web pages to promote their advancement activities, and BUITEMS developed short documentaries for this purpose.
16. HEC-FAD staff worked with partners to establish a professional organization, the Pakistan Association of Financial Aid & Advancement Professionals (PAFAAP). The PAFAAP developed its vision statement, mission statement, strategic objectives, and officer and committee structures. A committee was formed to continue working on by-laws for the organization so that the PAFAAP will continue to develop despite the early closure of HEC-FAD.
17. In 2009/2010, partner universities raised PKR 569.634 Million; an increase of 16 percent from PKR 490.667 Million raised in 2008/2009.

Southern Sudan Technical Assistance Program (SSTAP)

FY 2011 third quarter was characterized by continued support to the Government of Southern Sudan's Ministry of Education (MoE) and the ten State Ministries of Education (SMoE) with activities surrounding the beginning of the new school year, reintegration of returnees from the North and internally displaced persons (IDPs), and preparations for the historic July 9, 2011 independence of the new Republic of South Sudan.

In the build up to South Sudan becoming an independent nation, the MoE and SMoEs were actively engaged in preparations and planning for the future direction of education in the new nation. Activities surrounding this included state-level consultations supported by TAP to conduct situation analyses which will be used to inform the national Education Sector Strategic Plan (ESSP). In addition, TAP provided technical assistance to the SMoEs in response to various state level strategic planning efforts to contribute to the South Sudan Development Plan (SSDP).

Some of the other TAP activities this quarter are:

- Supporting the implementation of EMIS data collection in each state and conduct training workshop on the utilization and incorporation of EMIS data in educational planning. The SMoEs are beginning to take greater ownership in EMIS data, both through its collection and utilization.
- Assisting SMoEs to coordinate with and leverage resources from partners to address the reintegration of tens of thousands of returnees from the North and an increasing number of IDPs.
- Strengthening the communication and coordination of the MoE and SMoEs by assisting SMoEs to install and/or reactivate V-Sat internet connections at various SMoE headquarters; providing Thuraya satellite phones to some counties which do not have any mobile phone network coverage.

- Supporting the ministries to develop documents and tools to strengthen their systems for providing educational services.
- Training of 195 (19 female and 176 male) education officials in various technical areas that include finance management, records management, school inspection and M&E.
- Development of a resource guide in a bid to model good knowledge management practice to GoSS–MoE and SMOEs. This guide (which is still in draft form) is an inventory of over 400 key documents produced by the SMOEs of Southern Sudan with TAP support. It will serve as a resource through which the MoE and SMOE staff can easily access documents such as guidelines, presentations, reports, and training materials.
- USAID/Sudan through MSI conducted TAP end of project review. The review was primarily intended to assess performance of TAP in implementing programmatic changes in accordance with findings, conclusions, and recommendations of the midterm evaluation (MTE) done in 2009. A final report of this review will be available next quarter.

Yemen Basic Education Support and Training (BEST) Project

During this quarter, (especially during the month of May and the first half of June) the security situation has deteriorated dramatically in Yemen. A civil war broke out in Al-Hasaba area between the forces of Al-Ahmar tribe and the forces of the republican guard supporting the President. This has caused thousands of citizens (including many of the BEST-Yemene staff) to be displaced from the area to their native villages in the countryside. All the shops, banks and government entities in Sana'a were closed. During this period and for one week the BEST-Yemen project office also remained closed and project staff was advised by the management team to work from home for security reasons. However, despite the many challenges faced by the project the following activities were implemented:

- Conducted teacher training on Multi-faceted Approach to Safe Schools (MASS) program.
- Conducted refresher training for Adult Literacy facilitators from Hodeida and Rayma Governorates.
- Conducted refresher training for Adult Literacy Inspectors from Hodeida and Rayma Governorates.
- Facilitated school furniture repair in Hodeida and Rayma Governorates.
- Conducted official site hand over for renovation works in fourteen (14) schools in Amran, Rayma and Hodeida Governorates.
- Finalized major renovations of two schools in Amran Governorate as part of Phase V school renovation work.
- Finalized construction of two Multipurpose Community Centers in Hodeida and Rayma Governorates.
- Conducted training course in advanced basic skills for the directors and heads of divisions for statistics and ICT in Amran, Rayma and Hodeida Governorates.
- Conducted on job training on Monitoring and Evaluation for directors and heads of divisions in all targeted education offices in Amran, Al-Hodaidah, and Rayma governorates.
- Supported the installation of school database in targeted district education offices (DOE's) in Rayma governorate and trained relevant personnel on its management.

Zambia: Improving Information and Strengthening Policy Implementation

This was the final and close-out quarter of the 7 year Zambia EQUIP2 project. The focus was on phasing down and handing over the remaining activities. Trainings and follow-up in the new Enhanced EMIS and Human Resource Information Systems were done at the national, provincial and district levels so that data collection, entry, dissemination and access to these systems are each fully functional and sustainable. The trainings reinforced methodologies and tools for data capturing, analysis and feedback and how this ongoing cycle of monitoring and evaluation can be used for evidence-based decision-making and better practices in education. The project also provided technical assistance to establish performance based strategic planning, leadership management training, and community dialogue. Improving education leaders' ability to facilitate community dialogue is crucial to closing the gap between planning and implementation, attendance and retention, and generating community/parent/local authority demand for higher quality education.

The Information Communication Technology team finalized the "Service Level Achievement" document and handed it over to the MOE. The document will help the Ministry manage the ICT Infrastructure with various service providers. A "School ICT Infrastructure" document was developed, which provides information on internet connectivity requirements, the type of computers for schools both in rural/urban setting management, and the requirements for technical support and costs. The MOE ICT committee was developed further and strengthened to foster public private partnerships. Four IT firms now sit on the MOE ICT committees. Their role is to make MOE ICT Infrastructure efficient and promote the use of ICT in teaching and learning processes. The "Networks Infrastructure Diagrams and Systems Backup Procedures Requirements" document was completed and distributed to the MOE ICT System Unit. The documents will provide standardized specifications for ICT and computers procurement system.

The Human Resource Information System (HRIS) component worked with the MOE to revise the recruitment and replacement processes and roll out of the Enhanced EMIS and HRIS together to all districts. These systems will report on teacher movements and placements vis-a-vis approved positions and provide standardized school M&E tools and feedback mechanisms. In 5 provinces (Eastern, Western, North-Western, Luapula and Northern), follow-up actions were taken with provincial standards and planning officers on M&E tools and procedures for their respective provincial strategic plans, which developed and included five monitoring matrices. (These plans have "learning outcomes" as their central goal.)

In preparation for the second cohort of the Education Leadership and Management Course, EQUIP2 supported the printing of 2000 copies of each of the twelve revised modules of the ELM course. These new versions had incorporated the University of Zambia Affiliate Colleges Council recommendations. The University of Zambia provides quality control, certification and accreditation for the course. 2000 copies of the ELM Baseline survey reports were printed and distributed to colleges of education (higher teachers college). The report provides a benchmark for assessing the effectiveness of ELM courses in the future.

The Opportunities to Learn Study (based on the EQUIP2 Leader Award OTL framework) was completed. The final printing and roll out of the findings will be done by the MOE.

Completed EQUIP2 Projects:

1. *Djibouti AIDE 1*: September 2008
2. *Egypt Education Reform Project (ERP)*: March 31, 2009
3. *Ethiopia Building the Capacity of Primary Education Managers and Educators Program*: September 30, 2009
4. *Georgia (GEDA)*: February 28, 2008.
5. *Ghana Basic Education Comprehensive Assessment System (BECAS)*: January 31, 2007.
6. *Guatemala Policy Dialogue*: June 2005
7. *Guatemala Social Investment and Policy Dialogue (SIPD)*: October 15, 2007. The activities in Guatemala have been continued under the ABE-Link mechanism.
8. *Honduras MIDEH*: May 31, 2011
9. *Jordan ERfKE Support Project*: November 30, 2008.
10. *Liberia LTTP*: May 31, 2010
11. *Mali RAP-DM*: August 2009
12. *Malawi EMIS*: September 2008
13. *Namibia BES 3*: August 31, 2009.
14. *Namibia PEPFAR*: March 31, 2011
15. *Pakistan Pre-STEP*: April 4, 2011
16. *Pakistan HEC-FAD*: April 4, 2011
17. *Senegal PAEM*: September 30, 2010
18. *Senegal SITT*: December 2007
19. *Sudan TAP Phase I*: May 2007
20. *Uganda TDMS Evaluation*: February 2004
21. *Uganda Support for Education Management Information System (EMIS)*: November 30, 2005.
22. *Zambia: Improving Information and Strengthening Policy Implementation*: June 30, 2011