



# Symposium on the Educational Quality Improvement Program (EQUIP)

Informing the Future:  
Ten Years of Experience  
in Global Education in  
Development

Proceedings

November 8, 2011



**USAID**  
FROM THE AMERICAN PEOPLE





**USAID**  
FROM THE AMERICAN PEOPLE



# Symposium on the Educational Quality Improvement Program (EQUIP)

Informing the Future:  
Ten Years of Experience  
in Global Education in  
Development

Proceedings

November 8, 2011



# Acknowledgments

*Informing the Future: Ten Years of Experience in Global Education in Development* was made possible by USAID's Economic Growth and Trade Bureau via the Educational Quality Improvement Program (EQUIP) cooperative agreement, EQUIP Leader Award holders American Institutes for Research (AIR), FHI 360, and Education Development Center (EDC). The symposium was developed under the guidance of USAID's Yolande Miller-Grandvaux, Patrick Collins, Clare Ignatowski, Nina Papadopoulos, and Alexis Bonnell.

The planning committee included Becca Simon (AIR), Pamela Allen (AIR), Audrey-marie Moore (FHI 360), Nancy Taggart (EDC), Brian Dooley (FHI 360), Nancy Meaker Chervin (EDC), Kerry White (EDC), Bradford Strickland (AIR), Howard Williams (AIR), Erik Butler (EDC), and Hiba Rahim (AIR). Additional inputs were provided by Jane Benbow (AIR), Joe Destefano (RTI), Erik Lundgren (FHI 360), Sarah Sladen, Bridget Drury (AIR), and Mike Fast (FHI 360).

Speakers for the Opening Plenary and the Closing Plenary were Ann Van Dusen (Georgetown University), Jane Benbow (AIR), John Gillies (FHI 360), Erik Butler (EDC), Patrick Collins (USAID), Bonnie Politz (FHI 360), Bill Reese (IYF), Audrey-marie Moore (FHI 360), and Alexis Bonnell (USAID).

The three Facilitated Discussions were moderated by Howard Williams (AIR), Nancy Taggart (EDC), Bonnie Politz (FHI 360), Bill Reese (IYF), Audrey-marie Moore (FHI 360), and Bradford Strickland (AIR).

Small-group conversations during the Facilitated Discussions were facilitated by Grace Akukwe (AIR), Koli Banik (Global Partnership for Education Secretariat), Melanie Beauvy-Sany (EDC), Michael Bzdak (Johnson & Johnson), Lawrence Goldman (AIR), Clare Ignatowski (USAID), Cornelia Janke (EDC), Seung Lee (Save the Children), Nancy Meaker Chervin (EDC), Tara O'Connell (Global Partnership for Education Secretariat), Eugene Roehlkepartain (Search Institute), Melanie Sanders Smith (Institute of International Education), Susan Stroud (Innovations in Civic Partnership), Awais Sufi (IYF), Elena Vinogradova (EDC), and Rebecca Wolfe (Mercy Corps).

Notetakers for the Opening Plenary, Facilitated Discussions, and the Closing Plenary were Katie Appel (Plan USA), Kate Belling (GWU), Alexandra Burrall, Adria Molotsky (AIR), Marianne Montalvo (EDC), Hiba Rahim (AIR), Hannah Reeves (AIR), Katherine Onorato (FHI 360), Annie Smiley (FHI 360), HyeJin Kim (FHI 360), Dimitri Ivaschenko (FHI 360), Lindsay North (GWU), Luis Pagan (FHI 360), Laura Dominguez (FHI 360), Alejandra Santillan (FHI 360), and Katie Deierlein. Led by Megan Gavin, notetakers provided much of the content for this document.

Volunteers truly made this symposium possible. Wen Chang, Kathryn Fleming, Karen Acevedo, Hisham Jabi, Krystine Zimmerman, Kayyan Palaio, Angela Schopke, Minha Husaini, and Love Ghunney generously donated their time on the day of the event.

Finally, Debbie Wegman assisted with logistics, and design support was provided by the AIR Design Team.

# Contents

<b>Acknowledgments</b> .....	<b>i</b>
<b>Acronyms</b> .....	<b>iii</b>
<b>Background and Purpose</b> .....	<b>1</b>
<b>Outcomes</b> .....	<b>2</b>
<b>Opening Plenary</b> .....	<b>3</b>
<b>Concurrent Discussion Sessions</b> .....	<b>7</b>
Session I   Measuring and Improving Learning for All .....	7
Session II   Sustaining and Scaling Up Change: New Knowledge and Understanding for the Future .....	13
Session III   Poverty, Gender, and Conflict: Making Education and Employment a Reality for the Hardest to Reach .....	16
<b>Closing</b> .....	<b>21</b>
<b>Annexes</b> .....	<b>22</b>
Questions and Answers Following the Opening Plenary .....	22
Agenda .....	26
Participants .....	27
Volunteer Note Takers .....	34

# Acronyms

AIR	American Institutes for Research
CAPS	Critical Thinking Application and Problem Solving
COP	Chief of Party
DAP	Development Assets Profile
EDC	Education Development Center
EFA	Education for All
EGRA	Early Grade Reading Assessment
EQUIP	Education Quality Improvement Program
ERP	Education Reform Project
GWU	George Washington University
IIE	Institute of International Education
INEE	Inter-Agency Network for Education in Emergencies
IYF	International Youth Foundation
MAP	Management Assessment Protocol
MOE	Ministry of Education
PIRLS	Progress in Reading Literacy Study
PISA	Program for International Student Assessment
RCT	Randomized Control Trial
RTI	Research Triangle Institute
SBM	School Based Management
SCOPE	Standards Classroom Observation Protocol
TIMMS	Third International Mathematics and Science Study
USAID	United States Agency for International Development

# Background and Purpose

The Educational Quality Improvement Program (EQUIP)<sup>1</sup> is a USAID-funded Leader with Associates cooperative agreement, which consists of partnerships of experienced organizations chosen competitively for their ability to assist USAID in addressing educational needs. The Leader Award is the initial award to the partnership, and the Associate Awards are the agreements and grants made to EQUIP by missions and bureaus. All awards are designed to foster improved educational quality around the world. EQUIP responds to a variety of capacity building and technical assistance needs; develops innovative and effective approaches and analytic tools; and establishes and shares research, communication, and networking capacity. To accomplish these endeavors, EQUIP functions through three distinct yet interrelated awards that focus on quality education: EQUIP1 works with classrooms, schools, and communities; EQUIP2 focuses on policy, systems, and management; and EQUIP3 addresses out-of-school youth, learning, and earning.

The EQUIP Symposium, *“Informing the Future: Ten Years of Experience in Global Education in Development”* was held at the National Press Club on November 8, 2011. Approximately 200 development professionals who work in the field of global education participated in the symposium. The event marked the culmination of 10 years of investment in global education through the Education Quality Improvement Program/United States Agency for International Development (EQUIP) mechanism, and provided a space for reflection before moving forward. The symposium provided the opportunity for youth and education development practitioners, researchers, donors, and academics to engage in dialogue regarding



Photo Credit: AIR

what were determined to be the most prominent themes from the lifetime of EQUIP coupled with relevant issues for moving field of education in international development forward, including (1) *Measuring and Improving Learning for All*, (2) *Sustaining and Scaling Up Change*, and (3) *Poverty, Gender, and Conflict: Making Education and Employment a Reality for the Hardest to Reach*. These themes emerged throughout the EQUIP experience and were discussed during concurrent breakout sessions led by experts from the field who served as moderators and facilitators (see Annex A for the agenda).

This document captures these discussions and reflects the rich array of experiences the participants have had with EQUIP. In addition to the participants, other intended audiences of these proceedings include technical officers and specialists of development organizations, researchers, academics, and policy makers. The document serves as a contribution to informing the next ten years of global education development.

<sup>1</sup> For more information on EQUIP, visit the website [www.equip123.net](http://www.equip123.net)

# Outcomes

During the Closing Plenary, moderators presented summary findings from the breakout sessions, including lessons learned, experiences, and best practices under the EQUIP mechanism discussed within the three themes. Seven reflections emerged consistently across all three themes and are presented below.

- Asking the right questions is a fundamental starting point; we must determine whether we have the resources (in terms of capacity, finances, and time) to answer them, and we need safe spaces to collectively learn from the results.
- Programs in the future will require flexibility, especially as they pertain to providing education and employment for the hardest to reach, invisible children (those who have dropped out of the formal system) and children and youth in conflict-affected areas; they will also require flexibility in order to be sustainable.
- Clarity of purpose is fundamental, whether it pertains to defining and communicating the purpose of an assessment such as the Early Grade Reading Assessment (EGRA) to stakeholders or identifying the purpose of a program in a conflict-affected area for stabilization or education.
- Robust and ongoing documentation is important, ranging from documenting changes in project design for evaluation purposes to documenting technically strong practices in a project for sustainability and then being able to replicate where possible, based on the supporting evidence.
- Documentation should contribute to the process of effective communication, whether the communication is with an evaluator, the project, the donor, the school level, or society at large.
- Actionable information is as essential for youth to build a sense of belonging and to become contributing members of society as it is for ministries to make informed decisions, and for teachers to make pedagogical decisions in their classrooms.
- “Accompaniment”<sup>2</sup> was identified as providing fundamental ongoing support to the hardest to reach; accompaniment was also identified as USAID’s comparative advantage as the organization creates its own development plans for long-term sustainability.

---

<sup>2</sup> Accompaniment is a process in a project in which youth receive targeted support to help them transition from training to the next step in their career path, be it work experiences or further education and training. It is the process of understanding youths’ interests, the market needs, training opportunities and facilitating a match with potential employers or enterprise opportunities. Accompaniment happens before, during and after work readiness training.

# Opening Plenary

Alexis Bonnell, Chief of Engagement for USAID, provided emcee services throughout the event, and began the EQUIP symposium by introducing Patrick Collins, the USAID Basic Education Team Leader. He welcomed the participants, who represented a myriad of agencies and organizations, and noted that they would be looking at development lessons learned, research, and analysis through a global lens. He emphasized that through an interactive dialogue this symposium was an opportunity to capture key lessons learned across the entire ten-year EQUIP experience, focusing on classrooms, schools, and community-level education support (EQUIP 1), policy, systems, and management (EQUIP 2), and out of school youth, learning, and earning (EQUIP 3). He also commented that given the length of the EQUIPs' existence, the effort to provide a review is almost an impossible mission given the stacks of presentations, research, country-level reports, evaluations, Comparative and International Education Society presentations, and so forth. At the same time, he added, those in the development arena cannot pass up the opportunity to capture these key lessons and to think about some of the considerations and implications for the new USAID education strategy.

He then introduced the guest speaker, Ann Van Dusen, Director for the new master's program in global human development at Georgetown University. She began by commenting that she was honored to be part of a group looking back at what has been learned and forward at what's ahead. She noted that life-changing expectations have been occurring almost everywhere, and that education opportunities have expanded almost everywhere, which has helped to lift millions of people out of poverty. She noted that what seemed fairly

straightforward development issues in the 1950s and the 1960s (e.g., promoting development through investment), are now recognized as much more complex endeavors, involving not just economic investments but also political and social change. In other words, the field has changed dramatically, which creates challenges and opportunities for the next generation of practitioners. Changes in the types of organizations that are engaged in international development, the inclusion of private and for-profit organizations, for example, and new technologies and innovations are increasingly driving changes in the development sphere (not just in education, medicine, or agriculture techniques, but even in financing).

Van Dusen said that over the last decade, unprecedented resources for education programs have accelerated progress for some Education For All (EFA) goals and at the same time have exacerbated others. She went on to say that quality is critical, and that what happens inside the classroom is critical. While new technologies may offer promise of improvements in education systems, those technologies alone are not going to bridge the gap between good and bad systems. She concluded by commenting that we also need to be mindful that the education system should be relevant to the job market—not only to train the future worker, but the future parent, and the future citizen as well.

To set the stage for three concurrent breakout sessions, distinguished experts with extensive experience in the field of international education, and EQUIP in particular, set the stage for each of the concurrent discussion sessions in the Opening Plenary. Their experience correlated with one

of the EQUIP awards and also aligned with a specific theme. Jane Benbow, Vice President of International Development Programs at American Institutes for Research (AIR), provided a context to discuss *“Measuring and Improving Learning for All”* by reflecting on her experiences with EQUIP1. She began by describing EQUIP1’s focus at the grassroots level on training teachers, helping school administrators manage schools, and encouraging parental involvement. EQUIP1 operated in 22 countries and provided a host of interventions; the smallest intervention was under \$500,000 in Zanzibar and the largest was over \$93 million in Egypt. With her intimate experience as Chief of Party (COP) of the Egypt EQUIP1 project, known as the Education Reform Project (ERP), Benbow focused her presentation on the questions that emerged pertaining to measuring impact and learning outcomes. Benbow described three measurement instruments used by ERP: the Standards Classroom Observation Protocol for Educators (SCOPE), which measured changes in teachers’ practices in the classroom; the Management Assessment Protocol (MAP), which measured changes in administrative managerial practices at the school level; and Critical Thinking Application and Problem Solving (CAPS), which measured students’ learning outcomes.

Benbow then dissected the results from a quasi-experimental comparative test design employing these three instruments. SCOPE results demonstrated that between year 1 and year 2, mean gains were smaller for control schools than for ERP schools. MAP results showed that ERP schools also had gains in terms of management behaviors, although control schools were also “catching up.” CAPS results were more surprising; these nationally

*When our evidence driven data says something is not working, are we willing to examine why? To do impact evaluations well requires rigor not only at the research design stage but also in the reflection and decision making process.*

*Jane Benbow  
American Institutes for  
Research*

standardized tests, which assessed students’ abilities in content as well as critical thinking, showed that by the third year the control group was performing better in Arabic, mathematics, and science.

Benbow suggested that her example is an illustration of the many challenges we will face as we move forward and seek to make decisions based on evidence. Benbow said that she is a strong supporter of impact evaluations in the education sector. She noted that “data are just as good as the assumptions and rigor we bring to the analysis.” Benbow concluded by suggesting that research and evaluation can produce better programs if we are willing to ask the right questions.

Go to page 7 for the Facilitated Discussion on *Measuring and Improving Learning for All*.

John Gillies, Senior Vice President and Director of FHI 360's Global Learning Group and Global Education Center, discussed issues pertaining to "Sustaining and Scaling Up Change" within the context of EQUIP2. He explained that EQUIP2 was designed to address the broad issues of education policy, systems, management, and information. It consisted of over 35 projects throughout the world. EQUIP2 existed in the development context, which focused on creating systems of accountability and transparency in the social sector, as reflected in the World Development Report 2004. Gillies noted that within this broader development context, initiatives such as school-based management (SBM) and community schools, a form of functional education decentralization, were gaining prominence.

According to Gillies, eventually, looking broadly at many projects over a 15-year period, lessons emerged: (1) current evaluations are not enough good; (2) the evaluations that exist are at best a snapshot in time, when the development world is a whole movie with plots and subplots; and (3) evaluations are very "donor-centric." He noted that the evaluations used terminology such as *sustainability* and *scale*, yet never defined these

*Frequently we measure what is easy, not what is important.*

*John Gillies*  
*FHI 360*

*Young people should be thought of as assets who bring economic, social, and political opportunities.*

*Erik Butler*  
*EDC*

terms; he cautioned that ultimately our work is about engaging with host countries, that "these are not our countries and not our systems; nor are they our children, and we are not the decision makers; we do not have the responsibility, authority, or power to make their education decisions."

Gillies also discussed systems theory, highlighting technical solutions in education that occur within the context of complex interactions of elements in society and are interpreted through institutions and policies, which are a reflection of politics and various interest groups. He suggested that systems do not actively change—they require sound interventions. He asked, "How does a donor institution or implementing partner engage with these systems?" and concluded that USAID's greatest comparative advantage is its ability to accompany countries and leaders in solving their problems.

Go to page 13 for the Facilitated Discussion on *Sustaining and Scaling Up Change*.

Erik Butler, Distinguished Scholar at Education Development Center (EDC), concluded the Opening

Plenary with his reflections from the EQUIP3 award on *Making Education and Employment a Reality for the Hardest to Reach*. He introduced EQUIP3 as a complement to the first two EQUIPs: EQUIP3 bridges the transition from education to livelihoods and focuses on providing learning and earning opportunities, especially for out-of-school youth. EQUIP3 asked: (1) What do young people need? (2) What works? and (3) What still needs doing? Butler argued the importance of taking a view of positive youth development: rather than focusing on challenges and the deficits. He argued that we need to unlock strategies to take advantage and build upon these strengths. He cited the need for skill acquisition, and for following through (*accompaniment*) with youth after they graduate from programs. Butler explained that EQUIP3 has evolved over time from primarily a “supply” focus (skills and needs of youth as learners and future workers) to a balance with “demand” side concerns addressing employer needs, and contributing to job creation through entrepreneurship and support to small enterprises. He emphasized the need for youth to have access to actionable information and guidance in order for them to be involved in their communities and to have a stronger sense of *affiliation*, or belonging.

Butler suggested that young people need literacy and numeracy skills, need practical marketable skills, and need the ability to process and use information to make decisions. He noted that EQUIP3 found that single-factor programs do not work well, and that teaching literacy and numeracy in non-formal circles is more effective. EQUIP3 also found that teaching vocational skills works best when programs are highly context specific and hands on. He emphasized that young people

*When people are able to act on information and they are involved in their communities they have a better sense of belonging.*

*Erik Butler*  
EDC

learn to work by working—that the skills must be launched in actual learning through working. Echoing Gillies’ view that systems do not actively change, Butler emphasized the importance of purposeful design of programs to address gender inequities—specific actions and tailored programs to cultural or religious norms.

Moving forward, Butler emphasized that programs not only need to be long enough, but that they also require follow-through—especially into work and livelihood opportunities. Butler also articulated that developing skills is both a key outcome and a key process that contributes to self-confidence and self-esteem. He emphasized the importance of access to actionable information for young people, and emphasized that when people are able to act on information and they are involved in their communities they have a better sense of belonging.

**Go to page 16 for the Facilitated Discussion on *Poverty, Gender, and Conflict: Making Education and Employment a Reality for the Hardest to Reach*.**

# Concurrent Discussion Sessions

Following the Opening Plenary, three concurrent facilitated discussions took place. Participants were invited to select the session of their choice. Topics and/or “challenge questions” were identified prior to the symposium. This process allowed interested groups to engage with each other to share experiences and validate evidence, lessons, models, strategies, and experiences to inform future programming.

**Session I, *Measuring and Improving Learning for All*, was organized into four individual “roundtables,” with each group addressing a different, interrelated topic:**

- Effective system- and school-level assessments
- Assessment in non-formal settings
- Matching program evaluation design to purpose and expectations
- Actual evidence of results and impact

**Session II, *Sustaining and Scaling Up Change*, was organized around three “challenge” questions, which all participants discussed together as a single group:**

- What are the characteristics of project models that have resulted in scale/sustainability?
- What are the underlying conditions and contexts that result in scale/sustainability?
- What are examples of effective practices in ensuring that activities survive changes in leadership?

**Session III, *Poverty, Gender, and Conflict: Making Education and Employment a Reality for the Hardest to Reach*, like Session II, was organized around challenge questions. Participants split into roundtables that all addressed the same questions:**

- Who are the hardest to reach?
- What have we learned about ways to meet social needs through education?
- What have we learned about ways to meet economic and employment needs?
- What have we learned about the stabilizing and mitigating effects of education in fragile and conflict settings?

## ***Session I Measuring and Improving Learning for All***

**Moderators:** Howard Williams, AIR (EQUIP1)  
Nancy Taggart, EDC (EQUIP3)

Before splitting into four separate roundtables, the moderators noted that the current demand among donors and policy makers for evidence-based programming requires more systematic assessment of what works and what constitutes best practice. The priority given to evidence-based programming does not diminish the importance of basic project monitoring and evaluation. However, expectations have increased for third-party evaluations and impact assessments to provide a greater base of evidence to inform and prioritize programming that will successfully support learning for all.

Similarly, the moderators noted that support is being given to developing and institutionalizing monitoring and evaluation for formal and non-formal education programs. These regularly include system-wide, sample-based assessments for monitoring student achievement at periodic grade levels; diagnostic, formative, and summative assessments at the school and grade level to monitor and evaluate students' learning through annual and school cycles; and use of the Developmental Assets Profile (DAP) and other promising tools to assess "work readiness" and application of skills training for improved livelihoods among out-of-school youth. Participation in the international assessments, such as Progress in Reading Literacy Study (PIRLS), Third International Mathematics and Science Study (TIMSS), and Program for International Student Assessment (PISA), is also beginning to attract additional donor support.

### 1. Effective system- and school-level assessments

This roundtable explored the lessons learned from institutionalizing the EGRA; the following lessons emerged: (1) The role of EGRA (or more generally assessments) needs to be defined in more explicit terms; (2) Who is responsible for the assessment process needs to be articulated; and (3) There must be a sufficient level of technical capacity for (a) summative/external assessments; and (b) capacity for formative school/teacher level assessments; which leads to (4) How the results are utilized at the classroom level and communicated beyond the classroom. These lessons are described below.



Photo Credit: EQUIP 3

With regard to articulating the role of EGRA and who is responsible for it, Alison Pflapsen, RTI, explained that EGRA is not an intervention, and that frequently there are requests to "do EGRA again" without acting on the results from previous implementations. The role of the assessment dictates who is responsible for it; in some cases the ministry of education may be unfamiliar with certain types of assessments or may be ill-equipped to handle the technical responsibility. There may be additional concerns about a ministry assessing its own intervention. At the same time, if external expertise is exclusively relied upon, there are likely to be challenges in utilization of data as well as country ownership and sustainability.

In regard to the need for sufficient capacity, there is a need not only for the appropriate technical skills within institutions such as ministries or universities, but for sufficient capacity to use assessment results at the school level. In the case of EGRA, teachers are involved in developing items for formative assessments,

therefore contributing to the design process. They also receive training and ongoing support in the process of interpreting and analyzing results from the formative assessments, and in using these results to modify their teaching in order to best meet students' needs. This relates directly to the fourth lesson learned, regarding how results are used. "Communicating results beyond the classroom must also have a clear purpose. It requires designing briefs specifically for various stakeholders (e.g., the MOE, the district, or the parents) by selecting information that will resonate and that they can act on within their context.

## 2. Assessment in non-formal education settings

The second roundtable focused on education assessment in non-formal education settings; and asked the question, "What are some less tangible outcomes of work readiness programs, and how can we measure them?" The group identified the following outcomes as difficult to measure and worthy of further investment

*"The most powerful intervention is getting teachers to provide feedback to students based on diagnostics and continuous assessments."*

*Joy du Plessis  
Creative Associates*



Photo Credit: EQUIP 3

in developing or adapting assessment tools that can measure them: (1) enhanced sense of belonging among youth; (2) work readiness; and (3) aptitude/readiness for self-employment. Cornelia Janke, EDC, "In EQUIP3, one of the most powerful outcomes was instilling a sense of enhanced legitimacy or belonging that the youth did not have before." She also noted one example of a tool that attempts to measure belonging or legitimacy—the Search Institute's DAP tool, which is being adapted for use in developing countries.

*“Some youth will start their own business or enter the informal economy.”*

*Nalini Chugani  
Education Development  
Center*

Within youth employment programs in particular, one of the greatest challenges is that assessments only measure knowledge gained by youth from a training curriculum, and not how effective the young person is or will likely to be once they are in the workplace. The conversation therefore turned towards looking at measuring outcomes from the employer side of work readiness programs, and discussed the benchmarks of success that one would use for measuring performance in the workplace. Participants shared examples, such as the Massachusetts Work Based Learning Plan<sup>3</sup> and a judgment test that relies on a pencil and paper format that is scenario-based and involves measuring performance across a portfolio of different skills/scenarios. In exploring the skills needed for self-employment, the group raised examples that included one from an EQUIP3 program in Kosovo involving entrepreneurship training, in which the emphasis was on building a business plan and learning how to solve problems in order to “get it off the ground.”

<sup>3</sup> <http://www.skillslibrary.com/wbl.htm>

In discussing what assessments can be used to facilitate the evaluation of equivalency between formal and non-formal education outcomes, participants shared their experiences from the field. First the group discussed the purpose of equivalency programs, noting that these are important in contexts where a large portion of the population has not completed basic education. In these places, it may be in the ministry of education’s interest to support equivalency programs, both to eliminate the problem of over-aged learners and to give older learners opportunities to progress in their education, even if they missed the primary school window. A challenge is how to make equivalency programs comparable in substance and level to formal school, and this is where the assessment element becomes important. It would be important for assessments of both formal and non-formal basic education to be based on the same or overlapping standards. The group then discussed examples of equivalency assessments.

For example, under EQUIP3 in the Philippines, the government developed a separate track with assessment tools for its non-formal program. Initially, when comparing non-formal and formal programs, the non-formal program appeared to be performing worse. However, when assessment standards were re-normed and better aligned, the program showed success and gained the support of the government. The discussion highlighted the lesson, drawing upon the Philippines experience in particular, that ultimately, working groups of various stakeholders (such as employers), not just ministries, are required to develop standards

that articulate the skills, competencies, and knowledge desired and in turn assessments to measure them.

### 3. Matching program evaluation design to program purpose and expectations for evidence

Elena Vinogradova, EDC, began this roundtable by asking: What is evaluability? How do we deal with it? Participants' responses focused on (1) asking the right questions, (2) determining whether they can be answered, and (3) the role of sufficient resources (including time). Silvia Thompson, RTI, captured a persistent theme of the symposium: "It comes down to having the right questions up front. You have to know if what you are asking is something you can evaluate and if it is the right thing to be evaluating." In addition to asking the right questions, the right amount of resources must be invested in order to be able to answer them. Participants agreed that while evaluations are costly, it is more costly not to do them correctly. Priority should be on budgeting for evaluations properly if the donor intends to do them in a meaningful way. Participants noted the importance of looking at trends over time, not just a snapshot. Lubov Fajfer, USAID, raised the issue of how to evaluate projects after they have ended.

The second half of the discussion focused primarily on how to design evaluations that accommodate the changes in the projects themselves and still deliver results? Lessons that emerged focused on the role of (1) the original design/plan, (2) documentation,

and (3) communication. There was general consensus that the design of the project and the evaluation ideally should be simultaneous, but this is often not the case. Given that reality, some participants felt that partners could prepare for changes and build in evaluations effectively. They highlighted the importance of documenting and communicating changes—for example, the number of intervention schools to be included in the program and evaluation sample. As Silvia Thompson, RTI, noted, "Documenting the changes has profound implications on the impact of the work." At the same time, documentation contributes to telling the whole story, as Gillies mentioned at the start of the symposium, and contributes to knowledge development so that researchers from the field understand the process.

While projects are often encouraged to modify their plans based on internal monitoring and evaluation findings, these changes can have severe consequences for external evaluators and jeopardize those results. Although documentation and communication are critical, Holly Howell, ICF, asked, "What are the boundaries of communication between implementer and external evaluator?" Lubov Fajfer suggested that quarterly reports could be a space to share information. Wendi Ralaingita, RTI, insisted, "If you want to know whether what you are doing works, you have limited resources, and you want to determine what is most efficient in terms of those resources, the only way to get at that information is with an impact evaluation." However, in conclusion, participants agreed that the implementation process must also be taken into consideration.

#### 4. Actual evidence of program/project results and impact

The fourth roundtable was also interested in evidence and impact, but their challenge questions differed; they asked, “What evidence do we have? What is the starting point? Who has done impact assessment?” Two examples emerged: Gene Roehlkepartain, Search Institute, described a joint effort by the Search Institute, Save the Children, and World Vision to adapt the DAP, which is a U.S. domestically developed tool for self-reporting by youth in categories such as commitment to learning, values, support, empowerment, and opportunities. This effort will be evaluated by EQUIP3 and the Search Institute this year in order to look at correlations between DAP and development objectives. Heather Simpson, Save the Children, shared that Save the Children modified EGRA to identify why its programs are working or not working—specifically in order to determine what parts of literacy were challenging and what groups of children were struggling.

This led directly to the second set of challenge questions, which asked, “How are different organizations defining impact? How do we reconcile what we put forward as impact?” This led to a discussion of randomized control trials (RCT). Gene Roehlkepartain argued that sometimes it is not appropriate to conduct experimental research in education; it can be expensive and can be evaluating something that is not ready to show impact. Doug Baker contributed, “We are better off having a less-than-perfect measure and improving the

program along the way, than doing expensive RCTs and demonstrating impact without any way of improving the program. However, Jane Benbow urged that the field needs to be prepared for more RCTs.

Gene Roehlkepartain then asked, “How do we build a case with the evidence we have? How do you build the best case now and continue building better cases across time?” While some participants articulated the importance of theory and that the pressure for achieving results should not divert us from trying to build theory, Heather Simpson also noted the pressure to show that the investment was wise, including demonstrating to Congress that what we are doing is effective. Gene Roehlkepartain took this view one step further, suggesting that if we put our energy into testing theories and approaches rather than specific programs, then the data can be used more broadly.

The next challenge question asked, “After these programs report their results, where does it go and who is looking at the data across them?” The discussion revolved around issues pertaining to ownership of instruments, property rights of the instruments, and competition among organizations. Participants were interested in how to go about sharing tools in order to build knowledge. Heather Simpson, Save the Children, put the issue in perspective: “We need to be realistic about the fact that we are competing for the same contracts, but we also need to think of how we can move forward for the sake of children.”

## Summary

In the first roundtable, discussing effective assessments, the participants described several lessons regarding institutionalizing EGRA and other reading assessments: (1) assessment needs to be operationally defined; (2) the person who conducts it needs to be qualified and experienced; (3) there needs to be sufficient technical capacity for the formative tests at the school level and summative tests within ministries and universities; and (4) there needs to be a plan for how the results will be communicated and used, at the central planning level and at the school level. The participants in the second roundtable, focused on non-formal settings, noted that less tangible outcomes of work readiness programs were an enhanced sense of belonging and work readiness (including readiness for self-employment). One benchmark of success cited was the Massachusetts Work Based Learning Plan. Skills needed for self-employment include entrepreneurship training, in which the emphasis is on building a business plan and learning how to solve problems in order to get the business off the ground. The third roundtable, on matching evaluations to programs, defined *evaluability* as focusing on the importance of asking the right questions, determining if they can be answered, and ensuring there are sufficient resources, including time. In order to accommodate changes in projects, there must be sufficient consideration at the original design and planning stage to address the potential for changes. There also must be mutually agreed upon communication channels and approaches to documentation. The fourth roundtable, discussing “actual evidence,” concluded that organizations are increasingly defining impact through the use of RCTs, although a program needs to be robust

enough to justify their use. When it is not possible to have more rigorous methods for documenting evidence, it is important to remember to incorporate the use of theory, recognize, and create safe spaces for success and failure, share tools widely to build collective knowledge, and be able to explain and demonstrate the importance of the results to Congress and others.

## **Session II Sustaining and Scaling Up Change: New Knowledge and Understanding for the Future**

**Moderators:** Bonnie Politz, FHI 360  
Bill Reese, IYF

Facilitated discussions began by defining what is meant by “sustaining and scaling up change.” The discussions addressed political, capacity, and service imperatives as they pertain to sustainability and scaling up through education. The session also addressed what type of education programs can address the need to better ensure sustainability and scaling up change. The primary goals of the session included: (1) assessing what we have learned over the past ten years about how education programming affects sustainability; and (2) identifying impediments to education program sustainability and scaling up.

### **1. What are the characteristics of project models that have resulted in scale/sustainability?**

The first challenge question asked, “What are characteristics of project models that have

resulted in scaling up and sustainability?” Project experience suggests the characteristics associated with scaling up and sustainability include (1) a focus on process, (2) shared understanding between and among stakeholders, (3) awareness of cultural norms, and (4) being demand driven. Awais Sufi, IYF, emphasized the importance of having a shared understanding of the problem and that this should be developed through a process with leaders of various institutions. Underlying cultural norms should also be identified in order to bring communities together to solve problems. Within the context of shared understanding and cultural awareness, sustainability also needs to be defined flexibly to accommodate changing social, political, and economic conditions; as Tammara Duggelby noted, “Sustainability needs to be defined with flexibility. You need to build on what people know and what they do in terms of livelihoods and recognize that this may change years down the road.”

This leads to a crucial point raised by Janet Robb, IMPAQ International, and built upon by other participants throughout the discussion. Robb suggested that within the dynamic of multifaceted programs, the idea that every element of a project or program will be sustained needs to be rethought. Bonnie Politz, FHI 360, emphasized the importance of differentiating between sustaining principles and sustaining activities; she went on to note that funding frequently encourages us to think about sustaining programs without focusing on the underlying elements that drive and result in successful “programming.” John Gillies, FHI 360,

*“Projects should be demand-driven...the role of partners is to support the process; it should not be to brand or insert themselves. Their role is to help people get initiatives started and then to get out of the way.”*

*Shirley Birchfield  
World Education*

and Larry Goldman, AIR, used examples from Central America to illuminate the importance of enduring principles rather than project elements or activities. Gillies described EDUCO (a school-based management program in El Salvador), which was initially deemed a failure, but whose aspects and principles began to emerge elsewhere. The same was true in Nicaragua; Larry Goldman described how the principles of the EXCELENCIA project were sustained by working at the grassroots level initially, leading to adoption as government policy. It was noted that financial resources, although needed, were not identified as characteristics for sustainability; as one participant argued, a little money can enhance local ownership, while a lot of money can kill initiative and local ownership.

## 2. What are the underlying conditions and contexts that result in scale/sustainability?

The second challenge question asked, “What are the underlying conditions and contexts that result in successful scaling up and sustainability?” With regard to the underlying conditions for success, the discussion focused on examples from the private sector and on creating a strong foundation through democratic participation. Michael Bzdak, Johnson & Johnson, provided perspective from the private sector: “If we are not failing, we are not working”; this suggested the role of safe spaces for failure as articulated by Benbow in the introduction, and highlighted the concept that failure can spark future innovation (a view not usually found in the education development sector). The private sector also relies heavily on local employees from the field. By having a strong local foundation, projects, and programs are better able to sustain changes in politics, economics, and other social conditions.

Participants emphasized the importance of creating a strong foundation for sustainability at the start of a project or program. A short time span for proposal preparation often results in insufficient time to design the right programs. Melanie Sanders Smith, Institute of International Education (IIE), articulated, “It takes time to go to a community, understand who they are, identify the key stake holders, and really listen to them.” Pamela Allen, AIR, agreed, suggesting, “The startup phase is too rushed; we need to remind donors that by doing the legwork initially, it actually saves time in the long run because we do not have to backtrack and

readdress aspects that were overlooked.” The conditions also must emphasize the process, specifically democratic participation, as Ellen Giordano, Creative Associates, noted: “The key element of sustainability is to focus on how you are doing what you are doing. Inclusion is slow and costly but it leads to ownership.” The process of cultivating leadership was also emphasized; Awais Sufi, IYF, explained, “There are many people that if they get a little push and visibility become excellent leaders.”

## 3. What examples of effective practices exist to ensure activities survive changes in project and country leadership?

The discussion of this third challenge question led to acknowledgment that, in addition to the conditions described above, effective practices in ensuring that activities survive changes include (1) technical strength, (2) documentation, (3) relationships, and (4) alliances. Erik Butler noted, “It is imperative to demonstrate accomplishments of promised technical performance first, and then scale up if they have proven to be effective.” This reflects the importance of documenting success and the factors associated with success. Documenting the story, as Gillies noted in the Opening Plenary, should also emphasize the role various stakeholders have played and the continuity of the relationships over time. Michael Lusman, USAID, noted, “Relationships are key; while people use terminology like ‘engagement’ and ‘buy-in,’ in reality this requires considerable legwork and understanding of a specific context.” Participants emphasized that alliances with communities, the private sector, and others

will continue to be of critical importance. The conversation revolved around definitions of sustainability, scale, and replication, and concluded with Gillies reemphasizing the importance of keeping in mind that education reform is not a recipe.

### Summary

The characteristics of project models that have resulted in scale/sustainability include (1) a focus on process, (2) emphasis on the importance of a shared understanding, (3) awareness of cultural norms, and (4) being demand driven. The underlying conditions/ contexts that result in scale/sustainability include strong local foundations to allow projects and programs to sustain changes in politics, economics, and other social conditions both for the private and public sectors. A strong foundation also allows for sufficient startup time and project development. Additionally, it is important to cultivate leadership and ensure that activities occur through a democratic process. Activities that survive a change in leadership are those that are technically strong and therefore worth sustaining, those that document success to demonstrate the viability of an activity to new leadership, and those with a continuum of relationships and alliances among stakeholders that is strong and supportive.

## ***Session III Poverty, Gender, and Conflict: Making Education and Employment a Reality for the Hardest to Reach***

**Moderators:** Audrey-Marie Moore, FHI 360  
Brad Strickland, AIR

*Poverty, Gender, and Conflict: Making Education and Employment a Reality for the Hardest to Reach* was moderated by Audrey-Marie Moore, FHI 360, and Brad Strickland, AIR, with roundtables of 12 participants facilitated by experts from the field. Although there were separate roundtables, each table had the same questions; therefore the responses to challenges questions are consolidated below, with select participants views highlighted.

Facilitated discussions began by defining who are “the hardest reach.” The discussions then addressed ways to meet social, economic, and employment needs of this population through education, and the factors to consider in addressing such needs in crisis and conflict-affected settings. Finally, the discussions turned to how education programs can address needs for short-term humanitarian relief in crisis settings, but also have positive impact for long-term education development goals. There were two main goals for the session: (1) to understand and define who are the hardest to reach children and youth; and (2) assess what we have learned in the past ten years about what quality and relevance in education programming means for them— particularly in conflict and crisis-affected settings.

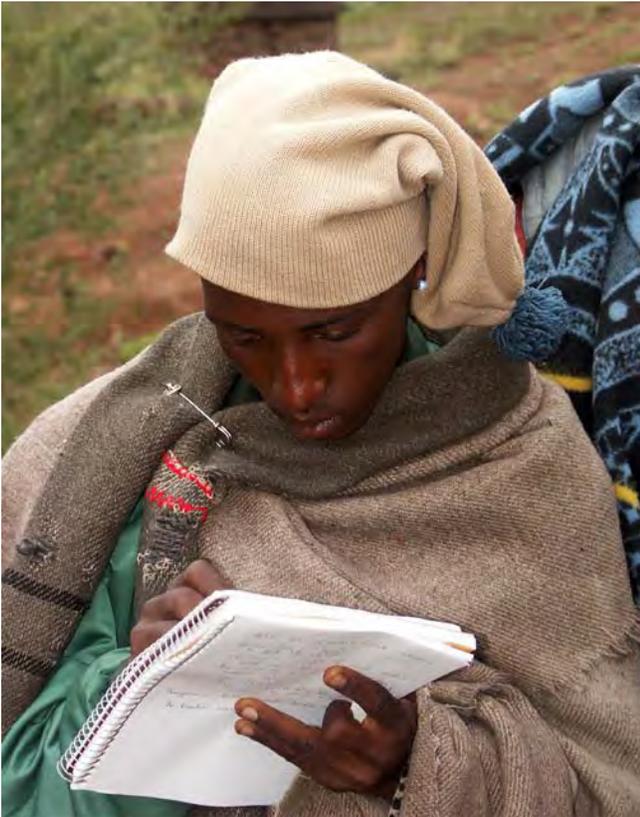


Photo Credit: AIR

## 1. Who are the hardest to reach?

The roundtables generated lists of what populations are the hardest to reach. In general terms, they are children and youth whose access to education is constrained by gender, disabilities, conflict, socio-economic issues, and location.<sup>4</sup> Participants agreed on the importance of including “invisible children”—those who have dropped out of the formal system. The World Bank discusses the importance of

<sup>4</sup> Specifically this includes children and youth in fragile states, rural and urban extremes, out-of-school youth, long-term unemployed, refugees, child soldiers, child laborers, sexually exploited persons, cultural groups with pressure not to participate in schools, youth involved in gangs, street children, and second language learners, among others.

providing second-chance programs to these invisible children. As we move into the future, providing second chances in terms of education and employment for the hardest-to-reach children and youth will be critically important.

## 2. What have we learned about ways to meet social needs through education?

In response to this challenge question, participants emphasized the importance of (1) flexibility, (2) cross-sectoral approaches, (3) the role of community, and (4) creating safe spaces. In terms of flexibility, programs must adjust to the context in which children live; for example, the school calendar should reflect the needs of the local population in the case of work demands, or programs may need to be flexible in response to more profound influences such as conflict, war, and natural disasters. Related to the need for program flexibility is the need for cross-sectoral approaches, which include meeting the psychological, nutritional, and other health needs of children and youth. The “Place” approach from Harlem, New York, was discussed as an example that brings in

*“The students’ lives are the curriculum. Everything around them is their curriculum.”*

*Marilyn Gillespie  
Education Development  
Center*

multiple interventions to the school, including vaccinations, tutoring, and college preparation, among others.

The incubator for cross-sectoral approaches is often the community. Schools provide a hub in the network of families and other community members and serve a catalytic role in meeting broader social needs. In turn, within the context of communities, education can create a sense of social belonging. Marilyn Gillespie, EDC, linked students' lives and learning in schools: "The students' lives are the curriculum. Everything around them is their curriculum." Jason Kelleher, FHI 360, also emphasized the importance of participatory approaches in cultivating opportunities for communities to work together to identify their needs and the problems they perceive. Ultimately, providing safe spaces is crucial. Seung Lee, Save the Children, recommended distinguishing between internal and external safety. Internal safety is defined as children and youth feeling safe. External safety is defined as children and youth being safe, i.e., school as a safe harbor. Although these concepts were originally discussed within the context of conflict areas, they apply to all of the hardest-to-reach students.

### **3. What have we learned about ways to meet economic and employment needs?**

In terms of meeting the economic and employment needs of the hardest to reach, five lessons emerged, which pertain to (1) multiple pathways, (2) cross-sectoral linkages, (3) the private sector, (4) localized solutions, and (5) core competencies. Multiple pathways to future

employment must be a priority in programs as we move forward. In other words, it must be recognized that there are multiple ways to identify future employment. Related to this, cross-sectoral linkages can help youth find multiple pathways to employment. This has implications for the roles of students, teachers, and other stakeholders. In general, participants felt that more research is required on this issue. Also related to broadening the array of pathways and creating linkages is the role of the private sector (a lesson also emphasized in earlier discussions on sustainability). While there has been increased involvement of the private sector in international development, participants argued that their role needs to be more deliberate and collaborative within the development context.

Participants emphasized that with these actors, including the private sector and other sectors, local solutions to economic and employment needs are key. They debated the challenge of scaling up the localized solution. At the same time, as was noted in the scale-up discussion, perhaps it is the principle and not the activity that needs to be scaled up. Participants also noted that it is important to identify the core basic competencies and skills that employers want to see in students in the future. Participants also made the point that there is a deficit in secondary education (and programs in general) that targets the hardest to reach in identifying these core competencies. The competencies should be broad, but at the same time be localized. Nancy Meaker Chervin, EDC, articulated, "Employers are frustrated when students graduate from high school and

they do not have skills. Employers train them and then once they are trained, they leave to go somewhere else because now they have the skills.” At the same time, Oscar Fleming, ChildFund, noted that “youth require more than just training to master competencies—they need mentoring.”

#### 4. What have we learned about stabilizing and mitigating effects of education in fragile and conflict settings?

Five core themes emerged with regard to ensuring the effects of education in fragile and conflict settings: (1) the importance of cross-sectoral approaches; (2) donor coordination; (3) a clear purpose of the role of education; (4) stability in the face of sustainability challenges; and (5) multiple pathways. Although the point has been emphasized above it is important to note that especially in conflict areas, cross-sectoral approaches and donor coordination is critical. With regard to the third theme



Photo Credit: Grace Akukwe

*“A number of education programs may be based on the assumption that regular development can build stability. However research shows this assumption is not necessarily true.”*

*Yolande Miller-Grandvaux  
USAID*

noted above, i.e., having an understanding of the purpose, participants suggested that there needs to be a clear identification if a program is to serve a stabilizing function or an education function (or perhaps both). As Katie Donohoe, USAID, questioned, “Is USAID funding hundreds of millions of U.S. dollars to countries like Afghanistan and Pakistan to educate or stabilize the country?” Participants also cautioned against the assumption that increased development (as measured by indicators, such as education indicators) leads to stability. As Yolande Miller-Grandvaux, USAID, stated, “A number of education programs may be based on the assumption that regular development can build stability. However research shows this assumption is not necessarily true.” If stability is the purpose, and if it is achieved, then there are additional challenges largely related to sustainability. This is particularly the case when the government



Photo Credit: AIR

itself is not stable or has not been stable for very long. Participants emphasized the importance of increased stakeholder participation and collaboration within countries, not just donor-driven or government-driven. Lastly, there was discussion about the relevance of the Inter-Agency Network for Education in Emergencies (INEE) standards; participants felt the Minimum Standards need to have a more detailed sequencing. Grace Akukwe, AIR, noted, “It comes down to the sequencing after an emergency. INEE is coming up with standards for the order of activities. In the past, quality and consistency have been compromised. It has been very haphazard, and we have learned we need to think about adoption of standards.”

## Summary

Children and youth whose access to education is constrained by gender, disabilities, conflict, socio-economic issues, location, and other similar impediments are the hardest to reach. In order to meet social needs through education it is important to remain flexible, employ cross-sectoral approaches, involve the community at all stages, and create both internal and external safe spaces. To meet economic and employment needs it is necessary to provide multiple pathways to that employment, have cross-sectoral linkages, include the private sector, work toward localized solutions with scalable principles, and ensure that students achieve core competencies and skills. Lessons learned about stabilizing and mitigating effects of education in fragile/conflict settings include, again, the importance of cross-sectoral linkages; the critical role of donor coordination; the need for a clear purpose about the role of education, and last but not least, that stability will face sustainability challenges.

# Closing

Patrick Collins, USAID, concluded the Symposium by thanking the numerous people who had contributed to making this an interactive and learning event. A reception followed.



Photo Credit: AIR

# Annexes

## Questions and Answers Following the Opening Plenary

	Question	Answer	Respondent
1.	Is there a centralized listing of country reports across EQUIP projects?	On the website, <a href="http://www.equip123.net">www.equip123.net</a>	N/A
2.	Has there been an analysis of cost effectiveness?	There are a number of studies on cost effectiveness, one was on the structure of programs that made them effective and it created a framework for analyzing the cost effectiveness of the programs both relative to traditional systems w/in the country (a major issue w/regards to complementary programs which were heavily subsidized externally) and cost effectiveness in terms of how effective in terms of getting kids in school/access, and keeping kids in school through completion.	John Gillies, FHI 360
3.	Young people in difficult socio-political context have a host of issues they bring to our interventions- do you have evidence about the impact of promoting self- awareness and critical thinking as key to their continued pursuit of learning and self improvement?	There is more and more evidence, for example the Search Institute created the Development Assets Profile (DAP) which is an interesting approach to understand self-reported measures from young people about their degree of self-confidence and self-image. We also just launched a study trying to correlate the DAP with desired behaviors such as staying in school, finding a job, resisting risky behaviors. The short answer is yes, the longer answer is stay tuned for more.	Erik Butler, EDC
4.	Since you were in USAID previously, have you seen many changes in the way education is viewed in relation to development? What direction do you think this relationship will take in the future?	I am very optimistic, in my view you cannot put a genie back in the bottle, the funding for education is now permeating all the programs. Education is going to be viewed multi sectorally and other programs are going to try and reach out and support elements of the education program because it makes their programs more effective.	Ann Van Dusen, Georgetown University
5.	Did any of the EQUIPs address language of instruction?	Yes, quite sure that a number of projects dealt with the issue of instruction, reading and curriculum based in the mother tongue of the child.	Jane Benbow, AIR

	Question	Answer	Respondent
6.	Why was the gap between control schools and EQUIP schools decreasing w/MAP in Egypt? To what do you attribute this?	<p>It probably has to do with something that always complicates research in social settings- spill over-schools hearing about approaches, teachers leaving one school and going to another, we could not contain the inputs in the schools.</p> <p>Interpreting data/evaluation/we have a unit of measurement/the school, we select certain schools- -the school is four walls and a roof but the actual interventions are with the people, they move, principals move, one of the challenges what the intervention is and what the unit of analysis is- it is inherently problematic.</p>	Jane Benbow, AIR & John Gillies, FHI 360
7.	What are the key takeaways or lessons learned/your reflection on the EQUIP approach?	I have been constantly impressed by the work of all the partners despite the challenges. Specifically there are two things that strike me: 1- we were fortunate to have been in a budget environment where funds were released dramatically, but this is no longer the case- the overall U.S. government budget is lower, so there are diminished resources for; this calls on greater efficiency and better implementation; 2- we are moving from access and increased enrollment rates to ensuring learning outcomes and progression w/in schools, we particularly look at quality. The most encouraging thing lately, is the degree of collaboration and harmonization at the donor level, being led by country owned development plans which have implications sustainability and institutionalization.	Patrick Collins, USAID
8.	I found that teachers unions can be effective for positive change- especially in education and Democratic Governance- Has EQUIP worked much with teachers' unions and if so, what have been the results?	<p>There are select country programs that have worked with teachers' unions, but EQUIP overall has not. One example is with the School Based Management programs, particularly in Central America, in which the unions have played a dominant role in reviewing and challenging those models.</p> <p>There are examples that by not recognizing the potential of teachers' unions and their power and not engaging them they have been the main resistors of reform.</p>	Jane Benbow, AIR & John Gillies, FHI 360

	Question	Answer	Respondent
9.	Has your view changed in the past decade on how a donor should engage with developing countries?	Yes, I see how we do what we do as more important today. Programs now position themselves as partnered to the country and to larger society. I continue to see examples of the USAID missions and implementing partners together with ministries and society come together around common goals, supporting country lead initiatives. I believe we should be measuring the process itself, not only the technical areas.	John Gillies, FHI 360
10.	Do these EQUIP programs incorporate the findings of domestic programs like Teach for America which has 20+ years of data on teaching best practices and data driven education reform? Can these be replicated globally?	<p>We have been working as EQUIP3 on a document adapting domestic experience to international development.</p> <p>We have been adapting, but not consciously enough, not deliberately enough so that the people who design programs at the mission level and those who respond; we do it w/o examining the assumptions and w/o being able to clearly articulate the practices.</p>	Erik Butler, EDC & Jane Benbow, AIR
11.	How does the private sector fit into the framework for system reform and long term sustainability?	The private sector is part of the broader context, it is part of the institutional context, it brings resources and there are influential members of society from the private sector- some of the most exciting programs in recent years have been built around the idea of engaging social dialogue with these members to solve problems.	John Gillies, FHI 360
12.	If program data is collected through standardized summative testing, how do we account for the fact that: a, test taking skills must be learnt for standardized tests to yield accurate results?, b, standardized tests must be culturally relevant to yield accurate results, c., standardized tests do not account for testing anxiety or failure?	Standardized tests can in fact be designed to be culturally relevant, they can be derived from host countries standards and curriculum- for example the EQUIP project in Honduras helped the ministry reassess its standards, design curriculum content and objectives, develop formative teacher pacing guides geared to the curriculum and summative tests to assess overall learning of students. There is the element of learning to take a test, but no one objects to learning how to take tests (in the assessment community), learning how to takes them reduces anxiety, each barrier has an antithesis, but at the same time this does not imply that it is the only way to know if students are learning is through standardized tests.	Jane Benbow, AIR

	Question	Answer	Respondent
13.	What are the things that still need to be done/learned?	We have done a good job determining costs, but we need to look further at effectiveness, we need to look with more rigor at what works under what circumstances for early school leavers, long term unemployed disengaged, etc. We have made progress in cross-sectoral approaches including economic growth, but we have not thought through how to engage young people in fragile and conflict states.	Erik Butler, EDC



Photo Credit: USAID;  
 Photographer Alice Gnonlonfoun

## Agenda

### Opening Plenary & Lunch

**12:00-2:00pm, Main Ballroom**

*Welcome:* Patrick Collins, USAID

*Presenters:* Ann Van Dusen, Georgetown University  
Jane Benbow, American Institutes for Research  
John Gillies, FHI 360  
Erik Butler, Education Development Center

#### ***Measuring and Improving Learning for All***

##### ***Facilitated Discussion***

**2:15-3:30pm, West Ballroom**

*Moderators:* Howard Williams, AIR  
Nancy Taggart, EDC

#### ***Sustaining and Scaling-up Change: New knowledge and understanding for the future***

##### ***Facilitated Discussion***

**2:15-3:30pm, East Ballroom**

*Moderators:* Bonnie Politz, FHI 360  
Bill Reese, IYF

#### ***Poverty, Gender, and Conflict: Making education and employment a reality for the hardest to reach***

##### ***Facilitated Discussion***

**2:15-3:30pm, Main Ballroom**

*Moderators:* Audrey-marie Moore, FHI 360  
Bradford Strickland, AIR

### Closing Plenary

**3:45-4:45pm, Main Ballroom**

Reporting out

*Wrap-up:* Patrick Collins, USAID

### Reception

**5:00-6:30pm, First Amendment Lounge**

## Participants

Last Name	First Name	Company/Organization
Acevedo	Karen	AIR
Adams	Rebecca	USAID
Akukwe	Grace	AIR
Allen	Pamela	AIR
Anastacio	Anita	International Rescue Committee
Anderson	Jennifer	AIR
Anthony	Suzanne	EdVillage
Appel	Katie	EDC
Bajaj Chugani	Nalini	EDC
Balestino	Raymond	MSI
Banik	Koli	Global Partnership for Education
Beauvy-Sany	Melanie	EDC
Bell	Brenda	EDC
Belling	Kate	EDC
Benbow	Jane	AIR
Benjamin	Judy	Benjamin Consulting
Bernbaum	Marcia	FHI 360
Bertoli	Sandra	USAID
Blackford	Jill	ELMA Philanthropies
Bloome	Anthony	USAID
Blum	Rachel	USAID
Burniske	Andrea	Save the Children
Burrall	Alexandra	

Last Name	First Name	Company/Organization
Bzdak	Michael	Johnson & Johnson
Carpenter	Kate	International Youth Foundation
Cassidy	Karen	EDC
Castelli	Ezio	AVSI-USA
Chabbott	Colette	George Washington University
Chawla	Deepika	Creative Associates
Cherenegar	Ladan	American University
Choti	Truphena	National Education Association
Christianson	Jill	National Education Association
Cohen	Alison	EDC
Collins	Patrick	USAID
Conombo	Boukari	EDC
Contreras	Yesiy	International Reading Association
Crosby	Diane	Management & Training Corporation
Cummings	Stacy	USAID
Debenedetti	Luciana	Woodrow Wilson Center for International Scholars
Deierlein	Katie	GWU
Devine	Nancy	EDC
Donohoe	Katie	USAID
Dooley	Brian	FHI 360
Drach	Don	Friends of Liberia
Drury	Bridget	AIR
du Plessis	Joy	Creative Associates
Duggleby	Tamara	Self
Eng	George	SMAC

Last Name	First Name	Company/Organization
Engel	David	Engel Editing
Erberber	Ebru	AIR
Fajfer	Lubov	USAID
Fennell	Eshanda	Take Action South Africa
Fleming	Kathryn	AIR
Fleming	W. Oscar	Child Fund International
Florez	Ana	FHI 360
Francis	Mary	Department of Labor
Fuderich	Toon	USAID
Fulton	Magdalena	Creative Associates
Ganelli	Marica	European Union Delegation to the USA
Gardinier	Meg	Woodrow Wilson International Center for Scholars
Garms	Diantha	ILAB
Ghunney	Love	American University
Gillespie	Marilyn	EDC
Gillies	John	FHI 360
Giordano	Ellen	Creative Associates
Goldman	Lawrence	AIR
Grajeda	Eva	FHI 360
Grausz	Sarah	Chemonics
Greeley	Ned	World Education
Hatch	John	Independent
Hatch	Marolyn	Independent
Heerschap	Erica	Fabretto Children's Foundation
Heifetz	Julie	IRA

Last Name	First Name	Company/Organization
Howell	Holly	ICF
Ignatowski	Clare	USAID
Iraschenko	Dimitri	FHI 360
Jabi	Hisham	MSI
James	Simon	EDC
Janke	Cornelia	EDC
Jimenez	Gary	Hanover Consulting
Johnson	Lisa	FHI 360
Kelleher	Jason	FHI 360
Keller	Gisela	Swisscontact
Kenworthy	Katie	CARANA Corporation
Khan	Myra	RESULTS Educational Fund
Kirby	Mitch	USAID
Knox-Seith	Barbara	USAID
Kundu	Surya	One World Youth Project
Lai	Larry	EDC
Larde	Richard	Creative Associates
Lee	Seung	Save the Children
Lenderking	Susan	FHI 360
Lisman	Michael	USAID
Marandure	Juliet	AIR
Martin	Erica	Institute of International Education
McCarthy	Kirstin	DevTech Systems, Inc.
McMahon	Amanda	FHI 360
McNerney	Frank	AIR

Last Name	First Name	Company/Organization
Meaker	Nancy	EDC
Medema	Mark	EdVillage
Mejia	Jessica	RTI International
Metzger	Jonathan	FHI 360
Miksic	Emily	RTI International
Miller-Grandvaux	Yolande	USAID
Mohamud	Ossob	One World Youth Project
Molotsky	Adria	
Montalvo	Marianne	Plan USA
Moore	Audrey-marie	FHI 360
Mora	April	Basic Education Coalition
Morris	Emily	EDC
Oliver	Daniel	International Youth Foundation
Omoeva	Carina	FHI 360
Orellana	Enrique	CARANA Corporation
Payan	Gustavo	EDC
Pflepsen	Alison	RTI International
Phillips	Alisa	World Vision
Pier	Daniel	Independent
Poche	Janel	Juarez & Associates, Inc.
Politz	Bonnie	FHI 360
Powell Miles	Catherine	USAID
Rahim	Hiba	AIR
Ralaingita	Wendi	RTI International
Ramsey	Karen	Morgan Borszcz Consulting, LLC

Last Name	First Name	Company/Organization
Reese	Bill	International Youth Foundation
Reeves	Hannah	AIR
Reilly	Pat	Friends of Liberia
Revaz	Cris	Basic Education Coalition
Ripley	Suzanne	Accessing Disability Services
Robb	Janet	IMPAQ International
Roberts	Anna	Basic Education Coalition
Robles-Olson	Daniel	CARANA Corporation
Roehlkepartain	Eugene	Search Institute
Rohrs	Rene	Chemonics
Rose	Jennifer	FHI 360
Ross	Natalie	Aga Khan Foundation
Sanders-Smith	Melanie	IIE
Schott	Stephanie	Creative Associates
Schumacher	Britta	Graduate School North American Studies
Schwartz	Analice	Global Partnership for Education
Seidenfeld	David	AIR
Shariff	Tara	IMPAQ International
Simon	Becca	AIR
Simpson	Heather	Save the Children
Smiley	Annie	FHI 360
Stevens	Chris	
Strickland	Brad	AIR
Sufi	Awais	IYF
Sullivan	Greg	OWYP

Last Name	First Name	Company/Organization
Swallow	John	Swallow Associates
Taggart	Nancy	Search Institute
Tetelman	Michael	EDC
Thompson	Sylvia	RTI International
Towers	Karen	USAID
Trieu	Huoi	Institute of International Education
Trudell	Barbara	SIL Africa region
Tung	Sonya	EDC
Ulqini	Linda Ulqini	Aga Khan Foundation USA
Van Dusen	Ann	Georgetown University
Vickland	Kathleen	CARANA Corporation
Vinogradova	Elena	EDC
Waghorn	Donna	Waghorn Consulting
Ward-Brent	Michelle	RTI International
White	Kerry	EDC
Williams	Howard	AIR
Willsey	Amy	EDC
Wolfe	Rebecca	Mercy Corps
Yowell	Sandra	American University
Yowell	Sandra	American University

## Volunteer Note Takers

### Theme: Measuring & Improving Learning for All

Note taker 1	Katherine Onorato, FHI 360
Note taker 2	Adria Molotsky, AIR
Note taker 3	Megan Gavin, AIR
Note taker 4	Annie Smiley, FHI 360

### Theme 2: Sustaining & Scaling Up Change: New knowledge & understanding for the future

Note taker 1	Alexandra Burrall
Note taker 2	Kate Belling, GWU
Note taker 3	HyeJin Kim, FHI 360

### Theme 3: Poverty, Gender and Conflict: Making education & employment a reality for the hardest to reach

Note taker 1	Katie Appel, Plan USA
Note taker 2	Dmitiri Ivashchenko, FHI 360
Note taker 3	Lindsay North, GWU
Note taker 4	Luis Pagan, FHI 360
Note taker 5	Hannah Reeves, AIR







**USAID**  
FROM THE AMERICAN PEOPLE





**USAID**  
FROM THE AMERICAN PEOPLE

