



USAID
FROM THE AMERICAN PEOPLE

2005 USAID EGAT/ED Workshop Report

**Knowledge and Skills for Development:
MOVING FROM ACCESS TO RELEVANCE:
IMPROVING THE QUALITY OF EDUCATION**

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Introduction

The theme of this year's USAID EGAT/Education Workshop was **MOVING FROM ACCESS TO RELEVANCE: IMPROVING THE QUALITY OF EDUCATION.** Each day focused on a critical emerging challenge within the international education field: Policy Guiding Education, Education and Emergencies, Educating Special Populations, and Beyond Primary School. The daily themes were identified by past and prospective workshop participants as topics of interest.

In order to have a comprehensive report of the conference and its proceedings, reporters attended each session during the four thematic days and were asked to report on three areas: best practices and lessons learned, opportunities for further research, and additional resources presented. The information was gathered from the presentations themselves, as well as from the conversations that followed each presentation.

The function of this report is to compile the ideas of participants and presenters for further reflection by practitioners and donors alike. This report is designed to serve as an operational guide and is organized in three sections; each of the first two sections is additionally organized around a set of themes that emerged from those presentations and participant interactions. It is important to note that each of the ideas or suggestions represents the opinion of a presenter or conference participant rather than being an assertion based on research or consensus. The three main sections are:

- 1. Best Practices and Lessons Learned.** What are some successful practices used in the field that should be shared with other practitioners in order to provide better service?
- 2. Opportunities for Further Research.** What are the issues and practices that we need further information about in order to provide more relevant and better quality education?
- 3. Additional Resources.** What are some resources presented or that participants have come across that have helped in their work and could perhaps help others?

Best Practices and Lessons Learned

What are some successful practices used in the field that should be shared with other practitioners in order to provide better service?

In this section, best practices and lessons learned serve as the means of information sharing. The practices and lessons that practitioners have encountered in the field help other practitioners be more successful in their work and can help donors understand the complex issues that surround the work they fund. It is in this spirit of information- and knowledge-sharing that the following best practices and lessons learned are presented.

The reports from each of the conference presentations were analyzed to identify cross-cutting themes. Those themes are: training, partnerships, addressing youth, monitoring & evaluation, quality, gender/girls, content/curriculum, design and education infrastructure, health & HIV/AIDS, special environments & populations, and prioritizing levels of education.

The common themes appear as headings in this guide and the relevant practical applications follow. After each bullet point, the title of the presentation in which the idea was presented is given in italics and parentheses. Additionally, key phrases and topics have been underlined throughout this section for ease of reference.

A. Training

- In Indonesia, there was an effort made to improve the reputation/image of the IKIPs (Institut Keguruan dan Ilmu Pendidikan - Institutes of Teacher Training and Education Sciences). One of the changes made was that students were required to have a subject matter specialization so that the program was no longer focused solely on pedagogy. However, an unintended consequence arose from this change. Due to this curriculum shift, professors that were specialists in various subject matters were hired and were often not committed to teacher training. Rather, they wanted jobs at regular research institutions. Thus, pedagogy was dramatically reduced from the IKIP curricula. (*Investment in Higher Education to Improve Secondary Education*)
- One program aimed to improve performance in IKIPs Teacher Training Institutions in Indonesia is matching fund grant competitions. The 11 schools have been lumped into two categories. The four highest performing are in the first category/tier. The others comprise the second tier. The schools will compete within their tier for grants with matching funds. The ranking of the institutions has influenced enrollment because parents and students have begun to respond to the ranking and the higher ranked schools are more selective. (*Investment in Higher Education to Improve Secondary Education*)
- Attention should be given to whether removing international teachers from home countries and bringing them to the U.S. for training will be productive. It is possible that training in-country will be more effective. ALO sponsors the bulk of international partnerships between higher education organizations. For example, ALO obtained a grant from USAID to secure training for 30 Malawi educators.

Significantly, Virginia Tech decided not to pull the Malawian educators out of Malawi and bring them to the US. This would have been disruptive in many ways. The educators would have been pulled from their teaching environments and programs. This may have made the situation on the ground worse for a time as those selected were considered the best and the brightest. Second, because the training occurred in Malawi – it remained culturally centered, site specific, and the teachers were able to take what they were learning back into their schools and/or work environments. (*Teacher Training Partnerships*)

- Giving technical assistance to technical training schools in-country builds local capacity and allows indigenous organizations to provide the training themselves – a cost-effective alternative to sending people out of the country for the training. (*The Future of USAID Long-Term Training*)
- An ideal program would be one that invites private companies working within an economic Strategic Objective (SO) to request long-term training. These companies submit a request for training including a profile that shows how their organization contributes to the economic SO. Once the request has been approved, the organization receives three types of training:
 1. Organizational training
 2. Personal training
 3. Short-term training
 (*Future of USAID Long-Term Training*)
- A successful support mechanism to assist participants/trainees in avoiding isolation after long-term training is to form alumnae associations. (*Future of USAID Long-Term Training*)
- General practice of empowering teachers over monitoring teachers leads to improved classroom learning. Using the same active learning and critical thinking methods advocated for students in teacher training helps bring these techniques into classrooms and provides motivation. (*Teacher Development and Decentralization*)
- Creating local space for teachers to interact and discuss is important to education quality using teachers as engines of decentralization. (*Teacher Development and Decentralization*)
- Having local cascading training programs supported by teams composed of a trainer, resource teacher, and an inspector, improved learner-centered education and assessment and provided a better educational environment. It is also important to follow up with coaching and monitoring of teacher implementation. (*Teacher Development and Decentralization*)
- The central authority does not have mechanisms/levers in the classroom to implement policy changes and therefore decentralization through teacher development is important in making transition from policy to classroom. (*Teacher Development and Decentralization*)
- USAID in the Caribbean, through the Center for Excellence in Teacher Training, has recently implemented education standards for reading in grades 1 – 3. (*Goals of Education*)
- Emerging educational systems and educational reform projects are connected to social, economic, and political forces at the local, domestic, and international levels. The mentality of educators is the most important factor when implementing

educational reform. It is also the most difficult to transform. It is extremely important to deal with the changing of attitudes of educators in reforming education. Many teachers from the Soviet system had an extremely difficult time transitioning to a decentralized education system. They were used to walking into class and teaching from a lesson plan dictated by the state. After reform occurred, they were expected to be creative, conduct their class based on interaction with students such as discussion. Many had a difficult time with this transition. The lesson here is that money spent on reforming the curriculum may be wasted if educators themselves do not reform. Some teacher re-education occurred but in some cases was ineffective. Presenter response: The private sector has played a huge role, particularly in higher education and more specifically in subjects like business. Because the private sector was emerging in Poland anew, it was and continues to be very dynamic and innovative. Democratic attitudes led people to challenge educational system that was completely government funded. Private schools sprung up between 1990 and 1999. Their success led the Ministry of Education to acknowledge contributions of the private sector and many tactics used; policies implemented were then incorporated into the formal Education reform of 1999. (*Polish Educators Guiding Country Policy*).

- Train-the-trainer method for teacher development builds capacity and is learner-centered. It is also helpful because the trainers end up being host-country nationals. The trainers must also follow-up with teachers to make sure that the teachers are not reverting back to their old methods. Additionally, it is important that parents understand the methodology. (*Opening Plenary*)
- Teachers in conflict situations play an important role. However, it is important to understand that they typically are not equipped to deal with the psycho-social needs of the children who are returning from conflict. In order to facilitate reintegration, teachers need: training in psycho-social reintegration, training in peace education, classroom management/pedagogy skills, knowledge about HIV/AIDS, sensitization on reasons why children were with the fighting forces, training in creating an environment of acceptance, training in managing disruptive behavior, and training in children's' rights. They also need continued support while they are teaching. (*Displaced Children and Orphans Fund of USAID*)
- Teachers should be taught to cater to and be sensitive to gender and the needs of OVCs. (*Gender, HIV/AIDS and the Promotion of Quality Education*)
- In Iraq, the technical assistance that was recruited for help in the education sector did not speak Arabic; it is important to recruit technical assistance with the appropriate language abilities. (*Can the 3 D's Help Developing Countries with the 3 R's*)
- Lesson Learned from the USAID response to education in Iraq: USAID strengthened the ministries before improving the capabilities of the people running the ministries. It is important to first target the people and then target the institution. (*Can the 3 D's Help Developing Countries with the 3 R's*)
- Lesson Learned from the USAID response to education in Iraq: it is important not to underestimate the cost and scope of teacher training. (*Can the 3 D's Help Developing Countries with the 3 R's*)
- One of the most important elements of education in emergencies is the training of teachers. (*Opening Plenary*)

- Including a member of a minority group as a teacher trainer has worked well to include minorities in education. (*Opening Plenary*)

B. Partnerships

- Community Youth Mapping is a unique way to engage youth in a skill-building activity while also helping to gain knowledge about community and private sector interest in support of youth training. The success of the ALEF/Morocco (Advancing Learning and Employability for a Better Future) employability education program is attributed to the understanding that enhancing employability was not something education and training systems could accomplish independently, but required the collaboration of civil society and industry. Additionally, it would have to have significant levels of community participation in the form of PTA participation, mothers' functional literacy trainings, etc. Bringing these various parties into the process of making vocational education relevant not only required the participation of these parties, but changing the way they currently sustain education. While industry is very willing to financially help education initiatives, they had little experience with the sort of support ALEF/Morocco was asking for: helping to improve the completeness, accuracy and timeliness of employment needs, reporting in their particular industry along with conveying the industry skills, sharing the knowledge and attitude standards that applicants are required to possess. (*Bridging Education, Vocational Training and the Workforce: The Vantage from Morocco*)
- Lessons learned from ALO grant program:
 - Community colleges have improved capacity for managing and improving basic and secondary education.
 - Expands number of qualified professionals.
 - Impact on community colleges, developing country partner institutions, workforce development has ripple effects on individuals, institutions, communities, policies, and sustainability.
- Key findings from ALO synergy conference:
 - Define workforce development- it is not entirely synonymous with education.
 - Challenges exist across cultures in areas of finance, location, technology, willingness to change.
 - Education/workforce training is not age specific.
 - Challenges in collaboration between Ministries of Education and Labor. (*Community College Partnerships for Employment and Economic Growth*)
- Examples of workforce-education private sector partnerships in other countries: Ford Motor Company in Madras, India developed a very successful model; USAID-funded training in Chiapas, Mexico linked to organic coffee production and partnership/sponsorship with Starbucks. (*Community College Partnerships for Employment and Economic Growth*)
- We need to move toward a multi-sectoral approach – how does education impact other sectors (i.e. economic and health sectors).
- There is a need for institutional flexibility to work with multiple partners and accompany country-led, or Ministry-led processes. (*Research on Donor Effectiveness*)

- Donations of money and supplies are less effective than active engagement in education; it is important for the private sector to engage the entire community. Motives of sponsors seem to be linked to participation. More systematic assessment of sponsor effectiveness is needed. Strong facilitation must exist to foster good partnership between schools and private sector. Example of cooperation with the private sector: Active Schools approach called “Model Schools” in Nicaragua. Previously, the private would simply donate books or money. Now, the private sector is learning that simple donations do not produce results and a higher degree of involvement is needed. (*GDA and Education: Nicaragua & Model School Expansion Project*)
- Military Civil Affairs Unit and USAID have overlapping goals in working with emergency aid, distributing resources, basic development and Department of Defense has already worked with USAID in some countries. Increasing collaborative efforts would avoid duplication of activities and find ways to coordinate and combine resources, or use increased resources available for activities. The goal is to have a continuous dialogue, collecting examples of collaboration and a compiling of this experience at a higher regional level; taking country-level understandings into inter-agency agreements. (*Building Bridges with the Military*)
- Take the time to include stakeholders from all levels of government in the policy change process. This ensures buy-in and continued communication/dissemination of information throughout. Involve private sector participants in the policy dialogue, but deliberately limit their influence to ensure Ministry leadership. Provide exposure to implementation models (i.e. post-policy development) on regional basis or from countries with similar contexts to broaden thinking and build regional linkages.
 - Focus on moving beyond ICT literacy to ICT integration
 - Build capacity for implementation in parallel to strategy development
 - Focus on financial sustainability and educational impact
 - Create external checks to support/ensure policy implementation
 - Changing policy is the best way to sustain ICT interventions (i.e. labs in PTCs) (*ICT for Education Policy Changes*)
- The MOE has an essential implementing role, if MOE is not leading the efforts there can be great resistance. There is a critical role of information and standards in accountability. Active role of parents and teachers is crucial. (*Implementing Decentralization*)
- The Global Workforce in Transition Initiative (GWTI) focuses on mechanisms to facilitate labor market transitions to upgrade skills and to improve productivity and competitiveness in formal and informal sectors. An example of this mechanism was exhibited in the school-to-work and out of school youth employment program to prepare a more skilled workforce. The project found that what needed to be taught were relevant skills and fostering public/ private partnerships. (*Workforce Development in the Competitive Global Economy*)
- The focus must shift to demand-driven workforce programs which serve the participants and employers, and which are flexible and responsive to the changing economic requirements, diverse participant needs as well as the local culture and priorities. (*Workforce Development in the Competitive Global Economy*)

- The key to offsetting the potential unintended consequences of feeding programs is the active engagement of partners. For example, where the introduction of feeding programs drastically increases enrollment, cooperation with the government and communities is needed. (*WFP's Food for Education Programmes to Reach Special Populations*)
- Creating community-level committees helps to build system accountability. Where communities are informed about what is due to them and their schools, they are better able to identify discrepancies and losses—and to devise solutions. (*WFP's Food for Education Programmes to Reach Special Populations*)
- GRANDMOTHERS' PROJECT- Nicaragua
 - Grandmothers play an influential role in children's development across cultures
 - Grandmothers contribute to cultural continuity
 - Prevalent assessment methodologies fail to examine household roles and relationships
 - Grandmother leaders and networks should be viewed as “social capital”
 - Grandmothers are receptive to the use of nonformal education approaches that build on their existing knowledge.
(*Innovative Approaches to Health and Education*)
- Both Uganda and Nigeria have commissions within the government staffed by pastoral population to give a voice to resources and relevancy towards pastoral population. Kenya does not have this currently. (*A Regional Approach to Bringing EFA to Pastoralist Populations*)
- It may be useful to consider an internship as employment - this can speed up the process of job insertion. (*Innovations in Vocational Education*)
- “Key building blocks to be applied in Jordan include: nurturing cross-sector collaboration; delivering professional development for educators and private sector volunteers; initiating work-based and experiential learning opportunities within business and industry; and integrating career information and guidance within academic courses.” (*School to Career Transitions*)
- Lessons Learned in Afghanistan APEP program: Community buy-in is critical on sensitive issues like girls education. Communities do not rally behind a project with the same intensity or with the same speed. Donors must be flexible and understand that community buy-in must precede major project activities in order for projects to be fully realized. (“*Developing a Focus on Educational Quality*”)
- Lessons Learned in Afghanistan APEP program: Communities are critical in assuring the safety of project implementers. Communities must be asked how they can contribute to a safe program environment. (“*Developing a Focus on Educational Quality*”)
- Best Practice/Lesson Learned: In Iraq – USAID fostered partnership with universities. (“*Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons*”)
- Lessons learned in implementing education programs in Afghanistan: involve community-based organizations in the planning of the programs. (“*Building Quality Education in Afghanistan*”)
- Lessons Learned from the USAID response to education in Iraq: Education related information operations are crucial in conflict zones and student leaders should be supported. (“*Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons*”)

- Lesson Learned from the USAID response to education in Iraq: Need to articulate linkages between education projects and civil-military operations; and assess the contribution of such projects to the success of civil-military operations. (“*Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons*”)
- Lesson Learned from the USAID response to education in Iraq: USAID underestimated strong coordination between the various people doing school rehabilitation. (“*Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons*”)
- Lesson Learned from the USAID response to education in Iraq: it proved to be an oversight not involving the MOE earlier in the school rehabilitation process. In some cases the government thought USAID overpaid. (“*Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons*”)
- Best Practice/Lesson Learned: In Iraq - Developed program with 5 components; teacher training, supplies, testing (with UNICEF) accelerated learning programs. Got the teachers paid (in cooperation with the military); involved the minister of education. (“*Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons*”)
- Best Practice/Lesson Learned: As the USG prepared for war with Iraq, education planners started preparations and collected information from the expatriate community, which assisted in program design and implementation. (“*Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons*”)
- Community integration and support for education and the local school can be a powerful ingredient to making schools safe places for children. An example in Kosovo: the community took responsibility and ownership of the school. Community members surrounded the school to protect kids and prevent them from being taken to combat. (“*Displaced Children and Orphans Fund of USAID*”)
- It is important to use local materials, when available, to build and improve education. (*Opening plenary*)
- In complex emergencies such as Afghanistan, NGOs have the infrastructure and technical capacities to deliver quality educational services to populations that would otherwise not be served. (“*Education in Afghanistan Under the Taliban: The Role of NGOs*”)
- It is important to plan from the beginning how to make emergency interventions sustainable once the short-term relief organizations pull out of an area. For humanitarian organization, having a dialogue with the host country governments and NGOs early is essential, as is making links with development organizations that will take over the work when the relief organizations leave. Linking up with local development NGOs is ideal. (*Opening Plenary*)
- Linkages with the health sector and youth outreach groups can help in HIV/AIDS education initiatives. (“*Improving Relevance of Education through Gender Integration of HIV/AIDS and OVC Programming*”)
- One way to support local communities is to make use of local abilities (i.e. in Sierra Leone, the school materials were made locally, instead of being brought in from overseas). (“*Improving Relevance of Education through Gender Integration of HIV/AIDS and OVC Programming*”)

C. Addressing Youth

- A critical exercise in youth programming is to have a community orientation to engage the community to present what the program is interested in doing and solicit community feedback. (*Applied Learning Model to Provide Entrepreneurship Training to Youth: YESNigeria*)
- Lessons JobsEd: Post Primary School Education and Training Programs –
 - listen and respond to employers and community leaders
 - establish skill standards (to drive curriculum, assessment and certification)
 - embed training in economic development efforts, incl. Entrepreneurship and SMME support
 - decentralize decision making (ed & government)
 - use competition and performance contracting
 - engage local volunteers as teachers and mentors
 - make programs flexible and learner centered
 - attending to needs holistically (psychologically/sociologically included)
(*JobsEd: Post Primary School Education and Training Programs*)
- Programa para o Futuro (PPF): The program selected 50 disadvantaged youth, 25 young men and 25 young women, ages 16 to 21 years of age to participate in the pilot phase of PPF. When they were selected none of them were working. All came from families with an average income of half the minimum wage per person. At the end of the pilot, (PPF) Resulted in 71% of the youth securing quality jobs with strong career potential. A total of 88% of the youth who completed PPF either have jobs and/or have progressed to post secondary education programs and have positive new futures. The program's success is largely due the innovative curriculum and the project-based instructional method that simulated the workplace and provided youth with daily opportunities for practical, hands-on and experiential learning. PPF organized youth into teams to carry out hands-on learning projects that simulated the work place. Project-based learning also built problem- solving abilities, created practical skills and enabled youth to learn to work effectively in project teams. Learning projects focused on topics including network configuration, Linux, troubleshooting computer problems, installing WiFi, or wireless systems, applying for jobs and handling difficult questions during job interviews. In addition, Portuguese and English instruction was integrated into the technical and work-place training to build strong communication skills. PPF piloted the first e-Mentoring program in Brazil. This pioneering effort linked each youth with an adult professional from companies in Recife (Brazil). The e-mentoring program helped youth learn what it means to be a working professional, to model professional behavior and develop self-confidence. A dynamic network of public-private partnerships contributed to the success of PPF. (IBM, Bank of Brazil, Brazil-America Association, IBRATEC and Microsoft.
(*Programa para o Futuro*)
- PPF lessons & Success Factors
 - Investing in teachers, include workshops for continued professional development with an online learning environment.
 - Involvement of private sector
 - Social Needs and Uniforms, the disadvantaged youth require support on different areas such as Social workers, Gender Specialist, e-Mentoring coordinators, youth

- meetings, Nutritious diverse meals, Transportation (bus tickets), parent meetings, attractive professional uniforms and building communications skills.
- On-line learning skills.
(*Programa para o Futuro*)
 - Entrepreneurship training can be a way to develop skills and empower youth.
(*Closing session*)
 - It is not enough to “open doors” - access is not adequate. There is a need to provide a new way of expanding secondary education and addressing the issues of young people and the labor market. (*“Secondary Education: Policies, Challenges Opportunities”*)
 - Lesson Learned: In conflict, all normal roles disappear. Armed sides understand how to use youth to manipulate them. We need to reach out and match the influence of armed or political parties. It’s about harnessing youth to obtain peace. It’s not about pacifying youth but creating space for positive activity for transforming conflict.
(*“Empowering Youth to Avoid Violence and Recover From Conflict”*)
 - Cleansing ceremonies for children and communities help the forgiveness, healing and reintegration processes. This helps children get the message that there are now different expectations of them. Helping communities to recognize youth as a positive force is important. Working with youth to provide positive input to community, through service learning can be effective. (*“Displaced Children and Orphans Fund of USAID”*)
 - Principles of Youth Programming (*“Empowering Youth to Avoid Violence and Recover From Conflict”*)
 - Trust in young people abilities – hardest thing in working with youth is working with adults: talk with young people who know best their situation
 - Equip youth to manage the conflict imposed on them: understand what is going on around them and make choices in their lives
 - Engage youth where they are at – recognize their cultural needs and pressures and address them directly.
 - Create youth friendly spaces – where they are comfortable with other youth, not spaces where adults want to bring them or think they are comfortable
 - Create platforms for youth voices – e.g. youth radio.
 - Create the power of the gun: The gun provides livelihood and identity to youth in war. Youth programming needs to provide alternatives that create this same power of livelihood and identity. One youth realized after a number of years that the gun had no power but his voice did. We do it with radio
 - Create “5degree shifts” - Seek to harness the desires that are pulling youth into violence and guide them toward constructive ends. For example a gang leader is a salesman, CEO, a marketer, etc. To change him your solution needs to appeal to his desires.
 - Work with “multiplier youth” - those who are already leading or influencing youth.
 - Work directly with youth organizations
 - Foster adult-youth partnerships
 - It is important to have funding in order to reintegrate combatants. It is also important to give youth alternatives in countries where there is conflict. If people have

alternatives, they will not inherently resort to violence. (*“Empowering Youth to Avoid Violence and Recover From Conflict”*)

- Lesson Learned from the USAID response to education in Iraq: it is important to create vocational and employment centers that are closely linked to industry in order to target young adults. (*“Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons”*)
- In emergency/conflict situations, teaching construction skills to youth has been successful as it is often a field that is in demand during and following an emergency. (*Opening plenary*)
- For youth, skills and vocational training have been widely popular, even more so than literacy training. (*Opening Plenary*)
- In order to get youth more interested in education so that they attend school, a dialogue with parents as well as showing youth the benefits of education is key. One way to do the latter is to tie education to job or vocational training for youth. (*Opening Plenary*)
- Teaching skills to out-of-school youth is an important aspect of HIV/AIDS programming (*“Improving Relevance of Education through Gender Integration of HIV/AIDS and OVC Programming”*)
- Teaching orphans how to survive/thrive is an important aspect of HIV/AIDS programming (*“Improving Relevance of Education through Gender Integration of HIV/AIDS and OVC Programming”*)
- The costs of not investing in youth can be high. (*Should USAID have a Youth Policy?*)
- Jovem (Brazil) & SEA (Macedonia) – Programs are focused on inserting youth into the job market through market analysis, particularly in urban areas and then connecting education to the local market. (*Innovations in Vocational Education*)
- A program in The Ukraine presents theater using an approach to educate youth about key factors that they face daily. The Interactive Gender Theater is supported by various international organizations, including USAID, AED and the UN, among others. Some of the issues confronted by this youth-focused organization involve the discussion of HIV/AIDS awareness, the prevention of the trafficking of humans, sexual health and drug/ alcohol prevention. (*Youth Engagement: Benefits and Effective Practices*).
- The project Out of school youth in Haiti is very successful due to its reliance on youth to assist and run various aspects of the program. (*Youth Engagement: Benefits and Effective Practices*)
- Romania has created an “outward bound” type program designed to overcome the negative social legacy of communism. After experiencing a great deal of frustration with the bureaucracy and corruption in-country and the problems with the tendency of youth to have a great deal of suspicion, the project has engineered a year round service learning model as a tool for grassroots development via “social capital development”. (*Youth Engagement: Benefits and Effective Practices*)
- News idea include school companies, which tend to be very good at developing plans (part of central planning culture) – but it takes leadership to implement plans. (*Innovations in Vocational Education*)

D. Monitoring & Evaluation

- Lessons Learned in Afghanistan APEP program: In monitoring and evaluation it was important to give a snapshot of the situation on the ground through basic reporting mechanisms to inform program design while understanding that monitoring based solely on self-reporting may be inaccurate and aggregate data left unanalyzed are not very useful. Consequently, more thorough evaluation and disaggregated and longitudinal studies needed to be carried out. Furthermore, this evaluation capacity must be transferred to local organizations and also systematized within the MOE itself. (*“Developing a Focus on Educational Quality”*)
- A quality test must be valid, fair, reliable, secure, practical, and must have psychometrically sound TD process as well as routine evaluations of test processes against industry standards. (*Standards and Audit Processes for Educational Testing*)
- The steps in test development should include: Analysis of knowledge areas or curriculum, establishment of a test plan, item writing workshops, review of new items, committee review of items, test assembly, administration of the test, review of statistically problematic items, standard setting and release of reports and results. Standard setting sessions should be conducted using committees of stakeholders and content experts from the ministry, province, state, program or organization which will approve the standard. (*Standards and Audit Processes for Educational Testing*)
- Different tools that can be used to conduct an audit include: a set of standards to measure quality, individuals to review the testing program against the standards, a structured process for the review, assurance of the integrity and thoroughness of the review and follow-up to the audit results. (*Standards and Audit Processes for Educational Testing*)
- While it is important to monitor ECD programs, M&E programs must be not result in the stigmatization of children through poorly conceived testing tools. Group testing may be critical to this end. (*A Focus on Early Childhood Learning*)
- Challenges for Improving Donor Coordination and Alignment - Need for data: USAID thought that if the assessment was done under FTI it would not be seen as USAID initiative. The assessment was essential because the USAID, the country and donors had no data and were operating rudderless. The government said that the people teaching children shouldn't be those assessing it, but rather wanted to do assessment at a higher level. USAID knew the results of the initial assessment would not be good. Donors were afraid that people would see the results and say that despite all the expenditure of funds there hadn't been much progress and this would affect donor capitals. So the assessment needs a way to say that although this news is bad, we need it to make progress. (*Improving Donor Coordination and Alignment*)
- Understanding that tests are not necessarily the answer – example: AIDS orphans in Africa need relevant education and work skills. (*Goals of Education*)
- Report cards:
 - Monitor progress- document measure, analyze, interpret and publicize what is going on in education.
 - Promote debate—convene actors to discuss education issues; shape debate by identifying education issues.

- Promote reform—take initiative to discuss important reforms; develop reform proposals; build coalitions, develop national scene and purpose. Be an ally—support reformers politically, symbolically, and monetarily. (*Civil Society Guiding Education Policy*)
- Groups use colors and graphics and symbols appropriate to the local context in order to share data and information. Some presentations include role playing, posters, and oral reporting. By doing this, parents realize they can participate in the analysis process even if they are not literate (*New Forms of Data Presentation*)
- The new trend in M&E has moved from providing descriptive information to looking at the impacts of a project which involves a new focus on outcomes. (*The Evaluation Part of M&E*)
- Evaluations should be planned in the proposal-writing or very early stages of the project. (*The Evaluation Part of M&E*)
- Having a pilot is helpful when designing an effective randomized field trial. (*The Evaluation Part of M&E*)
- Looking at a project long term in an RFT assessment is helpful. (*The Evaluation Part of M&E*)
- RFT strategy (continuous assessment) should have workshops to train people in the methodology of the intervention as well as the assessment. (*The Evaluation Part of M&E*)
- Most education information systems do not collect attendance data. Many decisions are based on enrollment, rather than attendance. (*New Forms of Data Presentation*)
- Another type of data that could be useful is time-on-task in the classroom. Many Education information systems do not include this type of data which could be very useful. (*New Forms of Data Presentation*)
- By looking geographically at education data, people can plan strategically. For example, by identifying areas lacking schools, a ministry can plan for school construction or identify areas needing roving teachers. Putting information in map format can also help get people excited about the data. (*New Forms of Data Presentation*)
- By looking at the distinction between urban and rural schools rather than just national averages, we are able to identify dramatically different experiences. (*New Forms of Data Presentation*)
- Today there is an importance of sub-national data to illustrate variation between regions and individual schools within each country. Regional variation by gender and urban/rural differentiation is necessary to inform national policy; with wide variation, need to consider if data is correct and if so, what accounts for the differences; identify education gaps, determine causes, and develop solutions to address them. (*Education Data Guiding Policy*).
- Having information doesn't necessarily mean it will do anything. It must be communicated to parents correctly and be able to make improvements. (*Implementing Decentralization*)
- Recommendations for Future Evaluation Design Processes:
 - Comparison schools are essential and should be identified at the outset of a project,

- Data collection should include indicators to assess main program objectives: achievement, attendance and school management,
- Indicators should be collected for all project schools and matched comparison schools,
- If subsets of schools are included for special evaluations, they should remain the same.

(Capacity Building for Low Performing Schools)

- To build the quality of learning, there need a self-assessment process
Example: Evaluation- Assessment Plan- EDUCATODOS
 - Established evaluation plan from the onset
 - Users: Staff, policy makers, alliances, USAID, facilitators, students
 - Assessment goals:
 - Program – to enhance curriculum design and training through evaluation that finds out what is right for curriculum design- accept feedback from each other, create learning environment, identify impact for policy decisions
 - To enhance learning: do a baseline study imbedded in learning materials: in lessons, end of units, with feedback instructions for facilitators, pre-test to write remedial lessons
 - To certify learning- multiple testing to confirm learning for learners and system
 - Post-test to confirm quality- formative and summative evaluation- program design to improve quality

(Capacity Building for Low Performing Schools)

- Participator process- engage mission, stakeholders, developing additional indicators, building capacity, use rigorous methodology, data validity- information as a tool for empowerment. *(Capacity Building for Low Performing Schools)*
- Using the national standards as an evaluation tool - by the schools themselves, by external evaluators, and by the government. Structure of National Standards [7 elements]
 1. Schools should have resources
 2. Curriculum in place in schools, that will make learners learn
 3. The process of teaching and learning in the school system
 4. The school should be a social unit
 5. Every school should have capable leadership and management
 6. The link between the school and the parents, community
 7. Evidences of schools with other schools

(Addressing Quality through Inequality)

- Very important to assure that the data/research is relevant and understandable to the policy makers. Difficult balance in terms of introducing new concepts and information yet assuring relevance to policy makers. *(Influencing Education Policy through Participatory Research and Dialogue)*
- Must be sensitive to the context and situation to determine approach.
- Need to balance USAID reporting needs with overall observed program effects. *(School to Career Transitions)*
- Best Practice: Distributing the INEE Minimum Standards in Education in Emergency handbook to those people involved in managing emergency response programs. Feedback from use in Indonesia in the context of the Tsunami relief are:

- Access to booklet, get lots of copies in local language, although the handbook was translated into several languages, translation might be needed
- Standards are global and will need to be adapted to local context as well as integrated into the agencies current tools
- Training and orientation of staff in the standards should be planned
- Standards used as a link between Education and Emergency response teams
- Standards can be used as tools in non emergency context too
- Standards are to be aspired to, not really a minimum bar and are based on the idea that human rights are global though there are not really global education standards (*“Education and Emergencies”*)
- We need to focus on post-education results (i.e. employment), as well. (*Opening Plenary*)

E. Quality

- Lessons Learned in Afghanistan APEP program: In general, quality considerations relevant to the field in designing the accelerated learning program included:
 - Smaller class sizes to facilitate rapid learning
 - Provision of learning materials to address equity
 - Training teachers through hands on practices
 - Supporting student-centered instruction
 - Recognizing that older students are faster learners (*“Developing a Focus on Educational Quality”*)
- Lessons Learned in Afghanistan APEP program: Remembering that innovation is relative: for instance, the fact that the program asked teachers and students for their opinions about education was radical and in some cases, contentious. (*“Developing a Focus on Educational Quality”*)
- Lessons Learned in Afghanistan APEP program: Many challenges arose when developing quality in programs: setting benchmarks when there is no baseline data, working with donors that have unrealistic expectations stemming from inadequate information, and fulfilling emergency situation needs while still looking at the project from a long-term perspective. Speakers pointed out that in the process of providing emergency educational services many students suddenly had aspirations to continue with their schooling in the hopes of becoming doctors, lawyers and other highly educated professionals. The challenge arises because the accelerated learning program does not extend through higher grade levels, and 47% of students who participated in the program live in communities without secondary schooling options. There is a consequent need to focus on immediate requirements while simultaneously thinking about long term prospects for students. If further schooling is unavailable to students, programs should be designed to make the terminal grade have a vocational focus. (*“Developing a Focus on Educational Quality”*)
- When education is relevant, there is a quick pay-off and can be important in helping prevent children from joining combat. In Kenya, refugee camps with Sudanese refugees, trucks would cross the border to the refugee camps, load up the children and take them across the boarder into conflict. Through education, the children realized that they had the right to say no, and began refusing to get onto the trucks. After a

while, the trucks stopped coming to get the children. Children also learn about their rights at school, then go home and teach their parents and family members. Parents then are better equipped to protect their children and stand up for children's rights. (*"Displaced Children and Orphans Fund of USAID"*)

- AID had funded HDIs (Historically Disadvantaged Universities) in South Africa until the apartheid ended and in 1994 higher education opened up and became accessible to blacks and all schools opened up – at that point quality of all universities became an issue. Pace and process of change prevents the creation of a vision. Merger of universities had no rhyme or reason for the most part - scale and pace were large and very rapid. The MOE closed 100 teacher colleges and merged them into colleges of education. The big issue became teacher quality. Skills and job training schools merged with research institutions. This has also been a challenge because there is a need to build capacity to do research. Team work is important, however faculty is stuck in a hierarchical system and the concept isn't there for them. (*Interplay of Mergers and Quality Assurance in the South African Higher Education System*)
- What kind of education is needed for the 21st Century?
 - Demand for job-skills is changing rapidly. IT is being introduced in the workplace, so some skills are becoming more in demand and others are declining. "expert thinking" and "complex communication" (capacity to convince and present new ideas) are in high demand. "routine manual" and "routine cognitive" (i.e. packaging or accounting) skills are decreasing in demand. "Non-routine manual" (janitorial) has decreased, but is leveling out.
 - PISA results for middle-income countries (Peru, Indonesia, Brazil, Mexico, Thailand): Majority of students have do not cross over into the "expert thinking" and "complex communication" skills
 - Inequality is high – countries are not providing access, and the access that they are providing is not of high quality.
- In order to gain a better understanding of the issues affecting educational quality, it is important to analyze things such as:
 - Student repetition rate vs. pupil/teacher ratio
 - Student survival rate vs. pupil/teacher ratio
 - Drop out rate vs. text book ratio
 - Training level of teachers vs. drop out rates
 - Availability of school feeding vs. attendance(*New Forms of Data Presentation*)

F. Gender/Girls

- Lessons learned in implementing education programs in Afghanistan: obtain the trust of the community in order to reach girls (*"Building Quality Education in Afghanistan"*)
- Male-female relations must be addressed within education in order to address HIV/AIDS issues. Female safety issues must be also be addressed. (*"Improving*

Relevance of Education through Gender Integration of HIV/AIDS and OVC Programming”)

- Flexible school timetables are a way to make changes so that girls can access education. (“*Improving Relevance of Education through Gender Integration of HIV/AIDS and OVC Programming*”)
- Thinking of gender as girls’ education is far too narrow a concept. (“*Gender, HIV/AIDS and the Promotion of Quality Education*”)
 - Community involvement in education is crucial to supporting girls’ education. This community involvement includes:
 - Dimensions of trust and how to build it
 - Proactive involvement of mobilization teams
 - Training for Community Councils
 - Training for teachers
 - Ongoing Monitoring and Evaluation
 - Outgoing counseling: outreach to and discussion with children and families. (*Fostering Education for Female Out of School Youth*)
- A ‘the magic recipe’ program will integrate literacy, life skills, sports and awareness-raising into one program.
- It is important to focus on building positive attitudes and potential of rural girls and create safe and supportive spaces for learning and peer to peer education. Government investment commitment to the needs of adolescent girls is also important. (*SCF’s Innovative Programs for a more Relevant and Youth-Friendly Education: Ishraq and Injaz*)

G. Content/ Curriculum

- Leadership development in students can help in teaching democracy, governance, and civics. (“*The meeting Point Between Education and Democracy and Governance*”)
- Programs must address cognitive, emotional, and behavioral aspects (“*The meeting Point Between Education and Democracy and Governance*”)
- Education is not the answer to eradicating terrorism. Terrorists are often educated. What is important is the type of education and the content provided. It is also important to make it so that going to school is not a chore and is something children want to do (*Opening Plenary*).
- Civic education as a means of preventing political instability and crises and conflicts (*Closing plenary*)
- Best Practices/Lessons Learned for Study Tours: Study Tours got a bad name for being more like shopping tours in the past. Prepare the participants for hard work, intensive, 7 days a week, traveling. (“*Productivity Study Tours*”)
- Key elements of good practices for education in the reintegration of former child soldiers:
 - Minimum standards of education/ Standards for education in conflict situations.
 - Inter-sectoral approach (incorporate education, psycho-social welfare, and income generating activities)

- Education should not just focus on former child soldiers, but on other vulnerable children as well. Whole schools should receive benefits rather than select students in the school.
- Former child soldiers should not be separated and labeled rather integrated with other children.
- Remedial and accelerated learning opportunities.
- Some in-school activities, some out-of school activities.
- Education is not limited to schooling.
- Formal school, informal school, accelerated programs.
- Skills training should be based on market analysis, and should be adequately supported to generate marketable skills. Provide start-up kits for children.
- Education should be relevant
- Education programs should actively involve the community.
- Incorporate numeracy and literacy in all education programs.
- Apprenticeships.
(*“Displaced Children and Orphans Fund of USAID”*)
- Lessons Learned in Afghanistan APEP program: Non-formal education will continue to be important in the Afghanistan’s foreseeable future. (*“Developing a Focus on Educational Quality”*)
- Best Practices/Lessons Learned for Study Tours: Three weeks is the ideal time. Follow up 6 to 12 months after the study tour. A grant can be for 12 months because that includes planning, the actual tour, implementation and follow up. In Egypt, gender balanced study tours are seen as most effective. However, some suggested that they should last longer than 3 weeks. They come back and they are open minded, ready to apply learning, send messages to seniors, more proactive, etc. Overall the study tour is a successful tool. There is no magic number of persons or time length for a study tour. The Marshall Plan productivity study tour was 4 weeks in length. The study tour is effective because it uses the universal method of training through observation. Marshall Plan- 3 days traveling, 2 days compiling notes, which was later made into a report. Commitment from companies that they would not return sooner than 3 weeks and would disseminate info to other orgs in their industry.
(*“Productivity Study Tours”*)
- Best Practices/Lessons Learned for Study Tours: Study Tour does not have to occur in US. For example, individuals from Macedonia can learn from industries in Bulgaria. The principles can be taken anywhere, can be applied anywhere. Approach is systematic yet flexible. (*“Productivity Study Tours”*)
- Lesson Learned from the USAID response to education in Iraq: USAID should have included resources for trauma counseling. (*“Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons”*)
- Life skills should be taught in relevant contexts – not merely in the classroom context. A truly effective life skills education will reach beyond the school. There is a great potential for community involvement. (*“Gender, HIV/AIDS and the Promotion of Quality Education”*)
- To inspire a sense of leadership and provide skills to students, several students were brought to US to participate in Future Farmers of America leadership conference.

Many students were enthusiastic about returning to their own community with new ideas. (*Innovations in Vocational Education*)

- One training method is the use of virtual firms – virtual companies were formed at each school, these companies then interact with each other (i.e. trade, buy goods) as if within a solid economy - Types of businesses included anything a bakery to a recording studio. (*Innovations in Vocational Education*)
- One aspect which has proved to be important is the concept of “incubator” – during the ‘incubator’ period of a students’ business development, they would be heavily supported/guided/mentored until everyone was confident that the student could manage business on their own. (*Innovations in Vocational Education*)
- The program has been careful not to compete with students/graduates from the formal system – which caused some tension for the program – instead students are guided to find a niche they are able to utilize. (*Innovations in Vocational Education*)
- The challenges facing communities are:
 - No business development
 - Ministries don’t have experience with the private sector
 - Inadequate places to work
 - Classroom environment is not conducive to creativity and entrepreneurship
 - Models should incorporate:
 - Soft Skills – social interactions and experiences
 - Workplace programming, on the job training
 - Programs should be demand driven by local/national participants – e.g. Tourist association might work with schools to better understand the needs of the market (*Improving the Transition from School to Work – Tools for Building Stronger Systems, Programs and Policies*)
- When implementing an apprenticeship/internship program that links schools with firms, it is important to prepare both the student for the workplace environment as well as prepare the workplace employees for the student. It is important to plan for receiving student apprentices and interns in order to maximize their learning experience. There needs to be definite plans and goals in place identified in the planning process. (*Helping Middle School Students to Prepare for Careers*)
- Decentralization curriculum development: do at the national level but a percentage should be developed locally. (*Implementing Decentralization*)
- Best Practices/Lessons Learned from (“*Civic Education: The meeting Point Between Education and Democracy and Governance*”)
 - We need to carefully build rationale for civic education, which includes, the need to end conflict (and leads to security)
 - Globalization requires an integrated and compatible society
 - Avoid apathy and anger in youth populations
 - For civic education, it is important to use an integrated and interactive/participatory curriculum (using spiral curriculum model), train the facilitators, coordinate among international agencies and local government, use various civic models, work within the nation-wide school reform, and plan for an evaluation that includes all aspects (structure, materials, personnel).
 - We should focus on leadership development of students.

- Civics requires a level of ethical development to be effective in order to link education and democracy/conflict resolution.
- Programs must address cognitive, emotional and behavioral aspects of learning. (*“Civic Education: The meeting Point Between Education and Democracy and Governance”*)
- The shifting and fading frontier between general and vocational curricula: the issue is not so much how to provide vocational skills but how to add basic vocational content to the general curriculum. (*“Secondary Education: Policies, Challenges Opportunities”*)
- Management education is a crucial to a country’s civic and economic development. When developing higher education programs in management, as the University of Minnesota’s did in Central Europe, the following key steps are best practices: Crucial features in design process:
 - Get major stakeholders involved
 - Careful faculty selection
 - Intensive training and advising services
 - Jointly developing teacher materials, preparing comfortable venue for program delivery
 - Carefully planning logistics of program delivery
 - Introducing clear assessment of students and faculty performance
 - Jointly evaluate projects
 - Build future of the program on partnership and co-ownership
 - Encourage partnership in matching resources as an indication of local universities commitment to the program
 - Designing growing local financial contributions and thus securing self-financing of join programs after the end of grants
 - Encouraging institutional partnership between American and CE universities
 - Initiation academic – business partnership in co-financing development of new programs
 - Encouraging partnerships with America
 - Secure special funds to support faculty development
 - Encouraging academic business partnership in designing and delivering executive management programs
 - Promoting working partnerships in the process of course delivery
 - Providing advising for faculty career development associated with the program
 - Maintaining partnerships-like relationship with USAID.
(*Management Education: Why investing in Higher Education is Essential to Assisting Successful Country Development and Transformation to Civic Society and Market Economy*).

H. Design/ Education Infrastructure

- When going through a national decentralization it is important to remember that; relationships matter (as does politics both national and local), the need for a

champion/local leader; work from the inside-out (work within district) more effective than out-side in (not a service provider approach), that capacity is necessary, but that more will be needed (ongoing support, participatory monitoring and evaluation, etc.); change is slow, flexibility is key, context adaptability of decentralization. (*Education and Decentralization in Ghana, Uganda and South Africa*)

- Lesson Learned from the USAID response to education in Iraq: it is important not to underestimate the cost of security. (“*Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons*”)
- The MTT model is flexible, uses a virtual team of experts representing a variety of social science disciplines, and can be adapted to countries facing different HIV/AIDS problems (high prevalence, low prevalence settings) and operating in different cultural, political and economic environments. (“*A Mobile Task Team for Systemic Response to HIV/AIDS in Education Systems*”)
- The 3 phases of the MTT approach work well: 1) sector assessment, 2) education sector response and 3) monitoring and review. (“*A Mobile Task Team for Systemic Response to HIV/AIDS in Education Systems*”)
- Keynote Speaker Dr. Maureen Lewis introduced the day’s theme, Policy Guiding Education, by posing the question “Does policy matter in improving lives and learning?” Dr. Lewis stated that programs should focus on educational quality and relevance as a priority because enrollment and attendance cannot always be correlated with learning. Current international policy does matter because it has established an authorizing environment that puts education on the development agenda. Policy needs to be further shaped by focusing on evaluation and assessment that demonstrates impact and results. (*Opening Plenary*)
- Devolution in Pakistan has gone down to the school level. USAID is helping schools improve development plans and giving small grants to support the process. Sometimes decentralization activities become an unfunded mandate. (*Implementing Decentralization*)
- Two types of decentralization
 1. School autonomy: delegate responsibilities to schools
 2. Devolution: devolve responsibilities to sub national government
 There are hybrid forms: a combination of both. Devolution does not work as well as school autonomy works. (*Implementing Decentralization*)
- FTI is making use of donor representatives in country. FTI has a range of financing instruments. FTI is how it makes countries look at their own systems – efficiency or lack of it. Some things to be addressed to make FTI more of a real partnership. FTI is not just about money. Countries need more than money to succeed. Need to provide countries with a total package of assistance including “accompanying” the countries with technical assistance and daily help. Break down donor barriers. Still some turf issues. Danger of spending all of our money on processes, strike a balance with the everyday issues (e.g. famine in Africa right now). Ultimate goal: Education that is truly accessible and efficient. We are creating very powerful systems and instruments but we need special measures for special situations. (*Improving Donor Coordination and Alignment*)
- Constant communication with representative’s office, promote self as an information source and follow up with contacts and discussions, keep in touch with advocates.

Think of long-term deadlines of policy process, appropriations timelines in order to get programs fully funded. Ask for press conference or hearing on issue – this brings the issues to the forefront of policymaker’s attention, at least for a while.

(Perspectives from Capitol Hill).

- Be a “mercenary” in targeting financial resources – know what programming exists in your area and argue for the relevance to education those seemingly different sector allocations. Try to answer the question – how does this solve/address the problem? – need evidence of local budget contribution and community buy-in *(Perspectives from Capitol Hill)*.
- If complementary education program are going to become regular components of sector-wide government-led government strategies, then critical areas of policy need to be addressed:
 - Resources Flows – how can sector assistance flow to complementary models without undermining the structures that make them effective in the first place?
 - Legitimacy – how can complementary models establish the legitimacy needed to become officially recognized features of a government-led sector strategy?
 - Decentralization – what decentralized capacities and relationships are needed for complementary models to work within the context of a government-led sector strategy?
 - USAID Programming – how can USAID take on these issues given its current mix of program modalities and operations?
(The Cost Effectiveness of Community Based Models of Education)
- Human and Institutional Capacity Development model (HICD) developed by USAID is used in Europe and Eurasia. Through the use of this model, an organization “learns how to link its goals and objectives to the performance of individual workers, and helps the organization identify performance solutions to ongoing performance problems or plan for new challenges and opportunities. It was reiterated that this program differs from training in that it is continuous, is based on organizational needs, and is systematic. *(Training Design & Management)*
- CHANGES Project/Zambia – Intervention to train Zambian primary school teachers to administer School Health and Nutrition medications to in the areas of: deworming, schistosomiasis, iron fortification and vitamin A supplementation. Started small in 2000 in Eastern Province, gradually expanded to 5 provinces. Initially MOE was skeptical about role of SHN. Project design emphasized strong research component, pilot activities that showed demonstrable results.*(Innovations in Health and Education)*
- Start up steps included stakeholder analysis, ethics committee approval, MOUs between different ministries (Health, Education, Community Services), strategy and policy development, tools such as forms and questionnaires *(Innovations in Health and Education)*
 - Issue of integrating HIV/AIDS was also addressed (e.g. 1,200 teachers in Zambia die each year due to AIDS)
 - Process Model:
 - Training
 - Capacity building
 - Linkages with communities, schools, health care sector

- Information, education and communication
- Coordination
- Biomedical Interventions
- Nutrition
- Impact:
 - Biomedical – immediate first treatment most dramatic
 - Girls’ cognitive ability increased more than boys’
 - Pupils’ health and learning – model now expanded, scaled up
 - Capacity and systems
 - Community demand and awareness, attitude shifts
- The new follow-on project covers all enrolled pupils through secondary school, includes radio programming to reach out-of-school youth and OVCs. New partners have joined the effort such as The Gates Foundation and UNICEF. Additional health issues related to Malaria, eye health, oral health and schistosomiasis control are being addressed. (*Innovations in Health and Education*)
- Key lessons include: Train the health workers and teachers together to maximize synergy and support; girls benefit more than boys from these interventions in terms of cognitive ability; a good monitoring system requires adequate funding and decentralized mechanisms to allow the monitoring to happen at the local level. (*Innovative Approaches to Education and Health*)
- For policy to change, paradigms must also change. This takes time. Paradigms can limit the type of research and dialogue, yet the research and dialogue can also help change the paradigms. (*Influencing Education Policy through Participatory Research and Dialogue*)
- Keys to Success of STC in Jordanian context include public-private partnerships, extensive training of teachers in new instructional practice, more decentralization to allow for space for innovations and general capacity building of MOE, awareness of school calendar in planning, clearly and accurately describes program and differentiates from vocational programs, STC embedded within larger educational reform. (*School to Career Transitions*)

I. Health/ HIV/ AIDS

- One day workshops with on-site VCT can serve as a conduit to rapidly reenroll patients in HIV care and treatment services including ART through referrals. Utilizing existing workplace structures are a rapid way to reach large numbers of sensitization and counseling and testing activities. (*Mobilizing the Education Sector through Workplace Programming*)
- The education sector response to HIV/AIDS must be systemic, involving strong political will, engagement of all relevant stakeholders, and sufficient budget resources for implementation. (“A Mobile Task Team for Systemic Response to HIV/AIDS in Education Systems”)
- One day workshops with on-site VCT can serve as a conduit to rapidly re-enroll patients in HIV care and treatment services including ART through referrals. Utilizing existing workplace structures are a rapid way to reach large numbers of

- sensitization and counseling and testing activities. (*“Mobilizing the Education Sector for Care and Treatment through Workplace Programming”*)
- Support for guardians can help in HIV/AIDS programming (*“Improving Relevance of Education through Gender Integration of HIV/AIDS and OVC Programming”*)
 - It is important to take characteristics of the learners and educators into consideration. Are they sick? Are they stressed? How do these conditions shape their ability to learn, the way they learn? (*“Gender, HIV/AIDS and the Promotion of Quality Education”*)
 - Food for education programs are capable of:
 - Boosting primary education participation
 - Helping communities improve school facilities
 - Promoting community involvement
 - Offsetting the opportunity costs of attendance
 - Promoting friendly learning environments
 - Building links between school and home
 - Overcoming short term hunger
(*WFP’s Food for Education Programmes to Reach Special Populations*)
 - To succeed, food for education programs need to include more than just food. For this reason, WFP now implements its Essential Learning Package, which includes not only food but also a host of other support mechanisms aimed at addressing the many factors impeding learning capacity. These include:
 - Drinking water improvements, school gardens, creation of separate latrines for boys and girls, school canteens, de-worming, improved stoves, security for students, HIV/AIDS prevention education, hygiene education, teacher training(*WFP’s Food for Education Programmes to Reach Special Populations*)
 - Stigmas change with an increase in the number of services available
 - If services are limited, people are less likely to come forward
(*Mobilizing the Education Sector through Workplace Programming*)

J. Special Environments/Populations

- Rural populations of disabled youth in South Africa suffer from overcrowding and lack of transportation, employment of teachers who had no special training for special children with special needs, little community and parental involvement, little post graduate options for those with intellectual disabilities. Policy issues are at the forefront of why schools for disabled do not receive the resources they need (*Developing Countries and Special Education: A Closer Look at children with Intellectual Disabilities in South Africa*)
- Access to education can be an important leverage point to prevent children from being recruited by armed forces. However, education can be a double edged sword in conflict. Often schools are used to polarize society, demonize the “other” group. Schools are also sometimes used to recruit child soldiers. Southern Sudan is an example where the military commanders agreed to not recruit children who were in school. On the flip side, Uganda and Ethiopia, schools act as places to recruit children to be soldiers. (*“Displaced Children and Orphans Fund of USAID”*)
- Be aware of social and family values given to certain careers and lifestyles.

- Establish monitor and evaluation technical training. (*School to Career Transitions*)
- Mobile Schools with traveling teachers from the pastoral population has worked better than trying to sedentary approaches such as boarding schools or teaching when group stays in one place. (*A Regional Approach to Bringing EFA to Pastoralist Populations*)
- Conduct school in the evenings, after life sustaining work is complete; need to distribute resources to provide light to teach by. (*A Regional Approach to Bringing EFA to Pastoralist Populations*)
- Targeting parents to teach them how to enroll children in school, register as legal residents, and other important processes needed to reduce Roma marginalization in Macedonian society. (*Minority Education – Support to Roma*)
- After completing a research study, it was found that the obstacles to providing education to disabled children in Bangladesh include: stigma, poverty, negative government schools, parent superstitions, untrained teachers, lack of financing, transportation problems, lack of books/materials, inadequate assistive technology, and non-enforced protective laws.

Recommendations:

- Mainstream special education, free education, more schools especially for severely disabled children, awareness & attitude change, free medical, comprehensive education including arts and sports, transportation, assistive devices, education/medical counseling, enforce laws, accessibility in buildings, disability advocacy,

Opportunities for change:

- Public education through SISIMPUR (Sesame Street), other programs
- Healthcare interests
- Consultants for planning
- International organization of sports and fine arts
(*Educating Special Populations in Bangladesh*)
- Even when minorities are not an explicit part of the target group, it is still important to include them for integration purposes. (*Opening Plenary*)
- Policy Implications: Reaching underserved populations:
 - Sector plans need to explicitly include complementary strategies that can effectively reach underserved populations
 - Underserved areas need to be identified and the means for targeting resources and programming to those regions need to be put in place
 - Different government capabilities need to be developed – managing vs. administering programs.
(*The Cost Effectiveness of Community Based Models of Education*)
- Students have a sense of what it takes to be successful, but they are often not asked about their current knowledge or skills – there is a need to assess current level of students' livelihood skills, attitudes & knowledge; Expand the program engagement from only young people to include adults from the community in program planning. (*Skill-Building for Youth Livelihoods and Entrepreneurship*)

K. Prioritizing Levels of Education

- A paradigm shift is occurring. In the past, education has been looked at in a piecemeal fashion. (i.e. higher ed. was considered separate and distinct from primary ed.) Currently, a shift to a more holistic approach is being undertaken. (*Teacher Training Partnerships*)
- More linkages between all levels of education are being explored and utilized. Again, there is growing support on the Hill for domestic/international education partnerships. It is important for partnerships to meet the needs of both domestic and international institutions. (*Teacher Training Partnerships*)
- Benefits of primary education are becoming questionable:
 - Difficulty of finding employment after primary education
 - Relatively low rate of return to lower secondary, but high rate of return of higher secondary
 - Other quantitative research point to importance of higher secondary education
 - Research is now showing that there is a higher rate of return on secondary education than primary education.
(“*Secondary Education: Policies, Challenges Opportunities*”)
- Donor agencies should start supporting more secondary/tertiary education (post-compulsory ed), aim at including the excluded, strengthen research capacities, access new pedagogical resources (i.e. distance education) (*Opening session*)
- There is a need to move away from the narrow focus on basic education and look at the entire process from pre-primary to tertiary as a whole; we need to balance our activities: example is South Korea who in the 60s had much of the same situation as some of today’s developing countries. Additionally, we should focus on life-long learning including formal, nonformal and informal options. We should allow multiple paths and entries into the education system; i.e. giving people a 2nd/3rd chance to change their skills. (*Opening session*)
- ECD programs, at their core, involve an integrated approach that provides for children’s cognitive, social and emotional needs along with supporting children’s health, nutritional and sanitation requirements. ECD programs should also educate parents on their children’s development needs and involve the judicial system to check abuse. While few missions currently have ECD programs, recent results demonstrate ECD programs can be a cost effective investment in both the short and long-term. Rates of return range from 3 to 1 to 16 to 1 but beyond this, given recent neurobiological findings, failing to adequately support children between the ages of 0 to 3 can result in irreparable failure to thrive. Research has also demonstrated that poor children’s development can be greatly enhanced through ECD without necessarily improving a family’s living standard, an important point in an often resource constrained environment.
- Given these positive aspects of ECD, establishing a policy framework to support ECD might involve:
 - Supporting annual work plan development, legislation and guidelines
 - Clarifying basic concepts required for ECD planning
 - Fostering participatory approaches (especially involving parents as parental involvement in ECD can ease children’s critical transition into school)
 - Aligning policy to support a holistic endeavor
 - Training for planning and advisory needs

- Structural requirements for participatory planning
(*A Focus on Early Childhood Learning*)
- ECD programs can also effectively target children through TV programs (although it is not possible to fulfill all of the components of ECD through TV). Sesame Workshop brings together producers, researchers and educators to improve literacy, numeracy and social relations skills such as respect and understanding. Sesame Workshop's flagship program, Sesame Street, conducts formative research by having children watch and respond to the program before it is aired. Challenges of TV based ECD programs include reaching poor children who do not have access to TVs and finding private sponsors who have a stake in the program beyond financial gain. (*A Focus on Early Childhood Learning*)
- ECD is not, however, without its difficulties. Key challenges exist for ECD programs such as:
 - Linking ECD and primary education from the planning stage onwards
 - Establishing national financing schemes for ECD (currently only Columbia has such a scheme)
 - Understanding ECD's role in conflict situations and how the long term harms of conflict on children can be mitigated through ECD
 - Sustaining ECD programs and building effective partnerships between NGOs, government and community
 - Increasing financial resources for ECD
 - Bolstering basic research on the subject
(*A Focus on Early Childhood Learning*)
- Education is expected to pay for itself with enhanced family viability. However, we need to focus on and resolve the following:
 - Constraints on University-level education
 - Strengthen a desire for a broad spectrum of occupational options
 - Accelerated Learning through High School
 - Work with families so they see the value of education and how they can make use of this education
 - How to integrate accelerated learning (non-formal education) into formal schools
 - Community based schools can play a needed role for a stressed out national education system
(*Fostering Education for Female Out of School Youth*)
- Well-educated people have to be produced from within a particular country; they cannot be imported from outside. (*Education Associations Guiding Policy*)
- Higher education generally has a very important role in the whole education system. Universities and colleges are where the training of teachers, development of curricula, and creation of materials for basic education takes place. (*Education Associations Guiding Policy*)
- More is required than JUST investment in basic education for the entire education system to function effectively. (*Education Associations Guiding Policy*)
- Higher education is critically important for technological development and adaptation. (*Education Associations Guiding Policy*)
- Association Liaison Office for University Cooperation in Development (ALO)

- ALO programs respond to the agency's strategic objective to increase the capacity of higher education institutions in developing countries to provide the human and institutional support needed for economic growth, good governance and social prosperity.
(Education Associations Guiding Policy)



Opportunities for Future Exploration

What are the issues and practices that we need further information about in order to provide more relevant and better quality education?

In addition to providing participants with information about current field practices and research, presenters also challenged audiences to identify areas where further research and pressing questions should be pursued. Reporters noted these recommendations. As with the best practices and lessons learned, the topics for future exploration also have recurring themes. Those themes are: partnerships, training, monitoring & evaluation, decentralization and education infrastructure, levels of education, education context & content & quality, special populations, and gender. Each theme appears as a heading followed by the challenges for future research put forth by the presenters and participants.

Each of these suggestions that follow were either communicated by a workshop presenter or put forward by a workshop participant and can therefore be seen as opinions rather than widely recognized areas with the need for further research. The common themes appear as headings in this guide and the relevant suggestions for further research follow. After each bullet point, the title of the presentation in which the idea was presented is given in italics and parentheses. Additionally, key phrases and topics have been underlined throughout this guide in order to ease in its use.

L. Partnerships

- What have we done together and what could be done through higher education and professional associations in the U.S. and overseas? (*Education Associations Guiding Policy*)
- ALO international development activities will be considered, alongside research, as contributing to tenure at some institutions. This is a major breakthrough for U.S. faculty. (*Education Associations Guiding Policy*)
- Associations are an under-utilized resource. One reason is the way USAID funds programs – it promotes competition rather than collaboration. USAID should look at the way it funds programs. (*Future of USAID Long-term Training*)
- Bridge the gap between resources written for health professionals versus those written for education professionals. (*Mobilizing the Education Sector through Workplace Programming*)
- Appropriate methods for engaging parents in the education debate and reform effort need to be developed. (*Civil Society's Role in Guiding Education Policy*)
- The goal is to have liaisons and representatives at regional military special operations offices in all the regions as well as having representation at USAID so everyone can be informed at the beginning of activities. The goal is coordination of the appropriate regional operational offices of the military and USAID. Each organization has different areas carved as operational units making coordination more difficult. Education of military and USAID of each other is needed to minimize culture clash. Use of terms in different ways. Have training modules for staff. Military is already beginning this. (*Building Bridges with the Military*)

- Private Sector Sponsorship of Schools:
 - Provide more help to sponsors in developing motives and work to deepen interest.
 - Sponsors are placing more focus on teacher training.
 - More growth in understanding that the program is about partnership not mere donation of supplier.
 - More engagement of different kinds/levels of corporate employees (what special skills/experience does each employee have to offer?)
 - Having an outside sponsor has created new found ownership and accountability on the part of the schools. Facilitators: more institutional support needs to be provided to sponsors. More explicit evaluation, more systematic rewards.
 - Develop indicators, clarify roles. More explicit assessment of sponsor impact. Tension between companies: Acknowledge that this sponsorship program can lead to a sense of common good will among companies. But important to acknowledge that these companies are sometimes in competition for markets with one another.
(GDA & Nicaragua)
- Kurt Moses, AED/EPDC, described the context of the Ministry of Education in Zambia, underscoring the fact that 70 percent of MOE funding comes from donors. Donors therefore can strongly affect the direction of the MOE. There is a level of complexity within the SWAp environment however, since there are four distinct funding sources: the Government of Zambia, unrestricted SWAp, restricted or “ring-fenced” SWAp, and project funds. Because of the political context and the funding complexity, there are some inherent tensions in this arrangement. The challenges to donors are that the MOE is reliant on outside support, and donors have little leverage if MOE outcomes aren’t achieved. The EQUIP2 project bridges some of the gaps by providing technical assistance and funds to enhance MOE systems, thereby building capacity through Institutional Management, Integrated Information Management, and Policy and Research components. In Guatemala: the context and the implementation process of the EQUIP2 project was that USAID was adopting new strategic objectives, both for the country and the region, and this project became a bridge from the old framework to the new, with a clear emphasis on education finance. The project addressed sustainability, ownership, macro- and micro-level policy reform for an education system that was in crisis. The newly-elected Minister of Education chose to lead the Policy Dialogue, thus shifting the nature and timeline of the deliverables initially outlined for the project, and requiring a new arrangement with USAID and the implementing organization. This case underscores the challenge and importance of accompanying a country-led process, and supporting the MOE, even though the process became very different from the originally identified goals. It also highlights the need for implementing organizations and donors to show flexibility in their institutional arrangements and anticipated outcomes. (*Research on Donor Effectiveness*)
- Explore the idea of using in-country militaries to implement education programs and training them in literacy/education. It is also worth exploring the idea of educating the military itself. (*Opening Plenary*)
- Investigate challenges such as: Identifying good local partner institutions; Human capacity – lack of manpower, training; Policy gaps – e.g. in Uganda – there is a need

for a policy covering substitute teachers; communication obstacles, including stigma and discrimination. (“*A Mobile Task Team for Systemic Response to HIV/AIDS in Education Systems*”)

- How interested are businesses and students in working together?
- What do community-based partnerships look like?
- How are programs being considered in relation to social values and cultural traditions? (*School-to Career Transitions*)
- Create a compilation of pastoral education models worldwide because issues are global.
- NGOs should be lobbying at EFA meetings to address marginalized populations in order to pressure governments to include appropriate resources for these populations. See MOE website in Kenya for information on their plan.
- Meeting education for pastoral populations will require partnerships, coordination & alliances in order to reach across borders (*A Regional Approach to Bringing EFA to Pastoralist Populations*).
- How do bilateral assistance programs anticipate and address labor transition challenges?
- Assessment prior to FTA with a country should:
 - Start with a labor market assessment. What is the likely impact of FTA on industries? Urban and rural communities? People with different skills and education levels?
 - What are the skill gaps that workforce programs can fill?
 - What is the institutional capacity to address needs?
 - What are enterprises and communities willing to do?
- Missions could work through ALO to identify possible contacts for further support of developing initiatives of workforce development and private sector linkages. (*Community College Partnerships for Employment and Economic Growth*)
- JOBS ED is a program that uses a holistic approach to prioritize who is the most important group of learners to target for education in a jobs program.
- Linkages with other sectors are important to ensure their success, the new approach puts the onus of responsibility on the individual.
- Education for employment needs to look at demographics. (*JobsEd: Post Primary School Education and Training Programs*)
- Need to identify other organizations that are willing to partner in youth programming. Set up a pipeline of organizations that can engage a child through growth, college, and into adulthood. (*Applied Learning Model to Provide Entrepreneurship Training to Youth: YESNigeria*)
- What are best practice examples of industry/vocational education collaborations? (*Le Projet ALEF/Morocco “Advancing Learning and Employability for a Better Future”*)
- How have other programs facilitated communication between educators, industry and the civil sector? (*Le Projet ALEF/Morocco “Advancing Learning and Employability for a Better Future”*)
- Links between education and training outcomes to employment and the needs of employers. (*Closing session*)

- Coordinating with the many partners, solidifying the initial vision, not having enough support, and the dropout rate of participants due to economic reasons or getting married are all aspects of education projects that can be improved. (*SCF's Innovative Programs for a more Relevant and Youth-Friendly Education: Ishraq and Injaz*)

M. Training

- Crunching Historically Disadvantaged Institutions (HDIs) and white universities together puts all the staff at odds with each other – need to improve the overall capacity of teaching for the newly merged universities – boost it across the board. (*Interplay of Mergers and Quality Assurance in the South African Higher Education System*)
- Emphasize research methods, teacher trainings (same as capacity building). (*Interplay of Mergers and Quality Assurance in the South African Higher Education System*)
- Further research – how to provide 'ethical' behavior training considering the realities of life – poverty, culture of corruption (i.e. some activities not seen as corrupt), decision making process between bending certain laws. (*Skill-Building for Youth Livelihoods and Entrepreneurship*)
- What additional support do formal teachers need to support reflective, student-centered instruction? (*Fostering Education for Female Out-of-School Youth*)
- Can the effectiveness of NGOs in the provision of education in Afghanistan under the Taliban be applied to a range of fragile state contexts? (“*Education in Afghanistan Under the Taliban: The Role of NGOs*”)
- To the extent that the experience in Afghanistan is applicable to other contexts – what are the implications for USAID's education strategy in fragile states? (“*Education in Afghanistan Under the Taliban: The Role of NGOs*”)
- In what ways, if any, might it be effective to use NGO's in emergency preparedness planning for education? How might this be done? (“*Education in Afghanistan Under the Taliban: The Role of NGOs*”)
- What are opportunity costs of education in context of HIV/AIDS and other illnesses? (“*Gender, HIV/AIDS and the Promotion of Quality Education*”)
- What are alternative delivery systems of education for when teachers or students are ill? (“*Gender, HIV/AIDS and the Promotion of Quality Education*”)
- Document lessons from country experiences such as Senegal. Senegal's success in preventing the HIV/AIDS pandemic from taking hold in a major way can be instructive for other countries. (“*A Mobile Task Team for Systemic Response to HIV/AIDS in Education Systems*”)
- How can child labor be made a crosscutting issue in agricultural and economic development programming? (*Using Education to Combat Abusive Child Labor among Rural, Out-of-School, Minority and Conflict-affected Youth*)

N. Monitoring & Evaluation

- Issues surrounding the instruments and processes used for school feeding program evaluations:
 - Are traditional indicators of learning the most appropriate? (for example, reading and math achievement)
 - Are there other more appropriate indicators that are being ignored, such as gains in socialization and community involvement?
 - Stronger need for community input on the effectiveness and value of programs
 - Research possibilities with universities for designing qualitative indicators for program evaluation.
 - There is a need for better cross communication between staff in food programs and education staff
 - There is a need to advise people on the education side of the resources and information that is available for them to make informed decisions about feeding program. There is a need for a good handbook or study to provide this information, and for more teacher training
 - Similarly, there is a need to integrate stronger educational aspects into WFP programs.
(*WFP's Food for Education Programmes to Reach Special Populations*)
- Examples of data presented in a useful fashion for individuals to determine policy or take action:
 - Sample Decision Memo, i.e. report to Minister of Education identifying:
 - National Education Goals
 - Problems identified based on data analysis
 - Three possible options with cost analysis
 - Report to provincial director of education; mapping out student population in the region
 - Goals
 - Data analysis
 - Identified problems: i.e. inadequate text books, teacher training
 - Options
 - Report to Teachers: results of class assessments with suggestions
(*Education Data Guiding Policy*)
- We need to design ways to effectively present to politicians what is going on in the schools. (*Implementing Decentralization*)
- We need to study whether information is getting back to the people. And in the cases where information is getting back to the people, does this help encourage them to continue participating in data collection in the future? (*Implementing Decentralization*)
- Ministries don't have access to find out about prevalence rates in their country.
- The Ministry needs to know what prevalence rates mean. Do studies that are accessible to MoE employees. Access to existing information helps people understand it. (*Mobilizing the Education Sector through Workplace Programming*)
- Obtain regional level data and school variation, emphasizing positive deviance, effectively package this data, and develop a means of assessing the quality of data collected. (*Education Data Guiding Policy*)

- Is it true that the faster ministries and projects can get information back to groups, the more likely the groups will participate in future data collection activities? (*Implementing Decentralization*)
- How to define quality? (*Goals of Education*)
- Testing systems; how do we know if we have succeeded in gaining quality? (*Goals of Education*)
- How does creating education emergency standards feed into creating an education base that can be built upon after emergency situation has improved? (*Education and Emergencies*)
- Use standards and indicators for sector analysis, donor coordination, and staff development. (*Education and Emergencies*)
- How do you include special populations in M&E activities if instruments are inappropriate?
- How do we include stakeholders in the data disseminations? (*Capacity Building for Results in Low Performing Schools*)
- How to train those who are involved in the national standards, elements, and performance indicators?
- How to make those who will use this understand?
- How to use quality standards to address inequality?
- How to relate improvements to certain actions and analyze relative differences? (*Addressing Inequality through Quality*)
- Exploring applications of raw maps to localize it within the community. (*Educating Special Populations*)
- The need to distinguish between formal market (business plan) and non-formal market (street) (*Innovations in Vocational Education*)
- Need to track capacity of students (and adults) throughout the program and beyond. (*Skill-Building for Youth Livelihoods and Entrepreneurship*)
- Investigate the age of youth readiness and the debate surrounding child labor versus child work. (*Skill-Building for Youth Livelihoods and Entrepreneurship*)

O. Decentralization and Education Infrastructure

- What do ownership and sustainability at the central government/bureaucracy level look like and how can a project/implementing partner/donor promote or support it? (*Research on Donor Effectiveness*)
- International influence on domestic educational reform.
- Balancing international funding with local/domestic needs.
- Changing mentalities: mentalities of policy makers/educators often most difficult component to shift. What are strategies for accomplishing this? (*Polish Educators Guiding Country Policy*)
- Possibility of putting quality in FTI (fast track initiative)? (*Goals of Education*)
- Investigate the application of the MTT model to new countries and regions, such as the recent MTT/East in Kenya and MTT/Jamaica. (*“A Mobile Task Team for Systemic Response to HIV/AIDS in Education Systems”*)
- How to facilitate MOE/MOH collaboration and joint budgeting?

- How to ensure that sufficient resources are available at the local level for monitoring?
- How to demonstrate the financial impact at the country level of reduced health and education costs?
- How to integrate a wide variety of health issues into SHN programming? (*Innovative Approaches to Health and Education*)
- Since primary education is the focus of most decentralization, there is a need to examine transferring decentralization programs to secondary education situations/types of schools. (*Education and Decentralization in Ghana, Uganda and South Africa*)

P. Levels of Education

- Promote conversation among vice chancellor and leaders of higher education, have well known leaders brought in to help them think things through (*Interplay of Mergers and Quality Assurance in the South African Higher Education System*)
- Rethink the emphasis currently placed on tertiary education. (“*Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons*”)
- How do we draw out the [countries’] priorities, and do we link education to these priorities so that education projects get funded? (“*Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons*”)
- Further research on ECE/child wellness issues (linking health and ed. initiatives in basic and ECE efforts). (“*Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons*”)
- More and better numbers are needed on the economic benefits of investing in youth.
- Qualitative data as well as quantitative data are needed.
- Looking at where things are working without USAID or other donor money could be instructive – studying the ways youth are doing well on their own could show donors ways to do effective programs. (*Should USAID have a Youth Policy?*)
- Two recent evaluations of ECD programs in Nepal and Myanmar have just demonstrated how effective ECD programs can be at achieving a host of different outcomes. The results of these studies need to be read and understood. (*A focus on Early Childhood Learning*)
- Best practices within ECD programs need to be identified for involving parents, especially illiterate parents in the programs. Drop out rates at the beginning of primary school could be reduced through parents’ segueing children through this difficult transition. (*A focus on Early Childhood Learning*)
- There is an open research question as to what extent ECD programs, by empowering children and exposing children to different modes of learning, actually have the potential to impact the primary school system. Work in Bangladesh has suggested that children coming from ECD programs force teachers in primary school to use a more interactive teaching methodology. (*A focus on Early Childhood Learning*)
- Because ECD programs are designed to be holistic and integrated, they face the challenge of being properly supported by more vertically orientated NGOs and donor agencies. (*A focus on Early Childhood Learning*)

Q. Education Content & Context & Quality

- How do we address quality? How do we affect quality and how do we sustain quality? (*Future of USAID Long-term Training*)
- Define literacy. (*Future of USAID Long-term Training*)
- Do research that demonstrates quality – not enrolment figures, but how many are learning. (*Future of USAID Long-term Training*)
- Cambodia- research integration of new farming life skills curriculum fits into traditional- in terms of meeting 10% flexibility and spill over into other areas of science and math.
- Develop a curriculum that works in material-poor environments.
- How can you work on sustainability of local programs? They are less costly, but challenged by the need to constantly monitor quality. (*Teacher Development and Decentralization*)
- How does traditional curriculum fit with new learning- how is this reflected in evaluation, school leadership, and a generally overloaded curriculum? (*Teacher Development and Decentralization*)
- Study cultural barriers to quality improvement. (*Goals of Education*)
- How linked are school/teacher factors to success for students? (“*Building Quality Education in Afghanistan*”)
- How to reach young adults with relevant education programs. (“*Can the 3 D's Help Developing Countries with the 3 R's_Ed. Lessons*”).
- As long as subsistence farming is primitive, results will be primitive and living standards will not improve. One idea is to bring subsistence farmers from developing countries to learn from subsistence farmers in the US. (“*Productivity Study Tours*”)
- Need to look one step beyond the study tour. Apply six principles to activities other than study tours. The study tour is the preferred method but new technologies can provide other ways to get similar results. Multimedia (video conferencing, email, etc) can facilitate a study tour projects. Pilot projects using technology and the six principles are often able to provide training to more people than is possible with a study tour. (“*Productivity Study Tours*”)
- What are the ways to bring EFA to disabled children? (*Developing Countries and Special Education: A Closer Look at children with Intellectual Disabilities in South Africa*)
- Many subjects deal with the philosophy of science. Is science (and hence science education) culturally neutral? Can teaching scientific subjects like natural selection, be any less controversial with strict interpreters of Islam than with strict interpreters of Christianity in the US? (*Basic Science Education in Predominantly Muslim Countries*)
- If science in predominantly Muslim countries is not ‘individualistic’, how does one convey the ideas of great scientists without the biographies of those scientists? Can the ideas of Einstein be conveyed in a way that will inspire young scientists without also presenting the historical Einstein? (*Basic Science Education in Predominantly Muslim Countries*)

- What are some of the differences among predominantly Muslim countries that would be relevant in informing science education? (*Basic Science Education in Predominantly Muslim Countries*)
- How to engage children to stay in school- YESNigeria has seen this program have an effect- improved self-esteem, self-respect, community recognition, establishing credit history, solid understanding of small business management, students are often seen as role models among peers. (*Applied Learning Model to Provide Entrepreneurship Training to Youth: YESNigeria*)

R. Special Populations & Gender

- Can education systems be made more sensitive, flexible, and responsive to the needs of working and other vulnerable children?
- Can reduction in child labor be used as a measure of the success of poverty alleviation activities?
- Comprehensive advocacy and awareness campaign to reduce stigma and promote positive role models in people with disabilities.
- Advocacy with USAID and other donors to make the educational needs of disabled children a higher priority for policies, programming and funding
- Encourage cooperation between Ministry of Education and Ministry of Social Welfare.
- Explore the role of parent advocacy and apply lessons learned from the US to developing countries such as Bangladesh. (*Educating Special Populations in Bangladesh*)
- Research into whether integration or segregation methods work best for improving educational skills of minority populations such as the Roma.
- Investigation into the possible involvement of religious institutions in the “Decade of the Roma” in Macedonia.
- Research on the gender differences in tertiary education attendance and achievement among Roma.
- Study problems of child exploitation for begging, as well as trafficking issues. (*Minority Education – Support to Roma*)
- We must ask ourselves how the education helps women empower themselves as well as their community and economy. (*Moving from Access to Relevance*)
- Much of the information about these programs is still anecdotal. More in-depth studies, evaluations and assessments are needed in order to better understand the issues with providing education opportunities for former child soldiers. (“*Displaced Children and Orphans Fund of USAID*”)
- How can psycho-social needs of both boys and girls be met? (“*Gender, HIV/AIDS and the Promotion of Quality Education*”)
- What is the best way to involve parents in their children’s education? This is especially challenging for mothers in the Afghanistan context. It is also difficult in the case of illiterate parents.
- What could be the role of a community college in Afghanistan? How relevant is a traditional college education for many people in rural Afghanistan?

- How is it possible to incorporate accelerated learning into the formal school system especially when research shows that students will not go to schools if they are further than 5 km away?
- Ministries don't have access to find out about the prevalence of HIV/AIDS in their country. The Ministry needs to know what the prevalence rates mean.
- Setting up a global forum/network to address child domestic work through education. (*"Mobilizing the Education Sector for Care and Treatment through Workplace Programming"*)



References for EGAT/ED Workshop Sessions

What are some resources presented or that participants have come across that have helped in their work and could perhaps help others?

Relevant topical resources used by leading professionals in the field were distributed or referenced during workshop sessions. Reporters collected all handouts and recorded all other resources discussed by presenters or participants. Relevant website addresses were also recorded and cited.

The suggested resources are organized by the session in which they were given.

Monday, August 8, 2005

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Tuesday, August 9, 2005

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