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TRAINING FOR EDUCATION SECTOR TEAMS (TEST)

Evaluation of July 2010 Education State-of-the-Art (SOTA)
Workshop – Washington, DC

Program Project Management Training (PPMT)

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TRAINING FOR EDUCATION SECTOR TEAMS (TEST)

Evaluation of July 2010 Education State-of-the-Art (SOTA)
Workshop – Washington, DC

Program Project Management Training (PPMT)



Participants of the inaugural Education State-of-the-Art (SOTA) Workshop, July 2010, Washington, DC

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International Resources Group
1211 Connecticut Avenue, NW, Suite 700
Washington, DC 20036
202-289-0100 Fax 202-289-7601
www.irgltd.com

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EXECUTIVE SUMMARY

As a part of its efforts to improve education programming, USAID has undertaken the design and delivery of a suite of professional development courses entitled, Training for Education Sector Teams (TEST). The TEST project is being undertaken to improve education programming, and to contribute to the Office of Education (EGAT/ED)'s goal of creating a professional development path for all Agency education staff. In developing the FY 2010 TEST work plan and course delivery schedule, the TAG decided to create and deliver an Education State-of-the-Art (SOTA) Workshop instead of the originally planned Education Overview Course (EOC). The goal of the Education SOTA Workshop is to expose participants to the latest innovations in key areas of the education sector, and to make linkages between good practices and innovations in the U.S. and the countries within which USAID operates.

The Education SOTA, modeled after the annual Global Health SOTA, is a new offering designed to provide a unique opportunity for education sector staff to learn critical sector technical information, recent trends and new research,, programmatic updates, and priorities of the current administration. It is also an opportunity for education sector staff to share experiences, challenges and lessons learned with colleagues worldwide.

The objectives of the workshop were to:

- Update staff on education sector strategy and administration priorities in the education sector;
- Present to and engage staff in discussions of the state-of-the-art on selected education technical issues including:
 - National Standards
 - Trends in Assessment
 - School Management and Leadership models
 - Programming in conflict-affected and fragile countries
 - Addressing youth development
 - Using data to drive policy decisions
- Provide staff with tools to effectively lead education programs in assigned countries and plan for meaningful cross-sector programming where possible

The inaugural offering of the proposed annual Education SOTA workshop included presentations by topic experts and education leaders as well as opportunities for participants to present approaches being undertaken in their own country and Mission, and to engage in panel discussions.

The Education State-of-the-Art (SOTA) Workshop was held at the Key Bridge Marriott in Rosslyn, Virginia from July 26-27 and 30, 2010. Thirty-three participants representing a variety of hiring categories (USFS, USFSL, USCS, FNPSC, FSN and DLI) attended the Education SOTA Workshop, including all members of the Test Advisory Group.

The SOTA Workshop featured eight sessions, with two separate in-depth courses embedded in the middle of the week: Education and Youth Development, and Education in Fragile and Conflict-Affected Environments. The eight sessions presented were:

- 1) EGAT/ED Perspectives and New Administration Initiatives presented by David Barth, Director, EGAT/ED;

- 2) USAID’s New Education Strategy presented by Sarah Wright, Senior Education Policy Advisor, EGAT/ED;
- 3) Education Standards and Assessments presented by Paul Reville, Massachusetts Secretary of Education with Catherine Powell Miles, USAID/AFR and Aivan Amit, USAID/Philippines;
- 4) National Education Standards presented by Kristen Amundson, Education Sector, with Rebecca Adams, USAID/AME, and Cristina Olive, USAID/Peru;
- 5) Gender Equality in Education presented by Julie Hanson Swanson, EGAT/Office of Women in Development;
- 6) Management Issues and Leadership Models presented by Jim Spillane, Northwestern University, with Sarah Wright, EGAT/ED, Patrick Collins, EGAT/ED, and Mitch Kirby, USAID/ME/TS;
- 7) Best Practices in Curriculum presented by Linda Bevilacqua, Core Knowledge, with Luba Fajfer, USAID/E&E and Aabira SherAfgan, USAID/Pakistan;
- 8) State of the Art Research: Information Communications Technology (ICT) and Its Impact On Learning presented by Tony Bloome, Education Technology Specialist, EGAT/ED with Tom LeBlanc, USAID/Tanzania and Juan Luis Cordova, USAID/Guatemala.

Six of these sessions were led by an expert guest presenter, followed by a panel consisting of a member of the TAG or USAID EGAT/ED staff, and one or two participants chosen to present key findings from their Mission that enhanced the given topic. Two of the sessions, Gender Equality in Education and State of the Art Research: Information Communications Technology (ICT) and its Impact on Learning, were led by USAID staff and did not feature a secondary panel.

All 33 participants attended each of the sessions representing 17 countries and both field and Washington-based Missions. Participants were asked to complete a pre-course survey and assessment and 27 responses were received. Of these, 73.8 percent were staff with 6 years or less of experience at USAID generally, and 88 percent were education staff with 6 years or less of education experience at USAID. However, 69.2 percent of respondents had an advanced degree in education, the same percentage that held a masters degree.

Since the July 2010 Education SOTA delivery was the pilot offering of this workshop, a detailed daily evaluation form was used to gain participant feedback and facilitate refinement of future offerings. The daily evaluations were comprised of 6 questions addressing two categories: (1) Learning Effectiveness; (2) Instructor Effectiveness. Numerical grades ranged from 1 (lowest) to 5 (highest) and participants were also free to write additional comments about the sessions, instructors or materials in an open-ended comments section.

A final evaluation was also distributed at the conclusion of the workshop to gauge participants’ overall opinions of the Education SOTA. This was broken down into four categories: (1) Workshop Content; (2) Workshop Format; (3) Learning Effectiveness; and (4) Course Materials.

The success and quality of this inaugural workshop is evidenced by participant evaluations. The collated averages and totals for the final evaluation can be viewed in Figure 1 below:

FIGURE I – SUMMARY EVALUATION

Education SOTA Workshop Final Evaluation										
Workshop Content										
The content presented during this workshop was appropriate for inclusion in an education state-of-the-art workshop:										
1	2	3	4	5	N/R	Total	Average			
0	1	3	12	8	0	24	4.13			
Please rank the SOTA sessions 1 - 8 with 1 as the most valuable session:										
1	2	3	4	5	6	7	8	Total	Ranking	Session
6	4	1	2	4	3	3	1	24	2	EGAT/ED Perspectives & New Admin Initiatives
2	6	2	1	3	3	2	5	24	5	USAID's New Education Strategy
4	5	4	4	4		1	2	24	1	Education Standards & Assessments
4	4	1	3	5	2	1	4	24	3	National Education Standards
1	1	2	2	1	5	6	6	24	7	Gender Equality in Education
2	2	7	1	5	3	3	1	24	3	Mgmt Issues & Leadership Models
1	2	2	8	1	4	3	3	24	6	Best Practices in Curriculum
2	1	6	5	4	1	4	1	24	4	ICT and its Impact on Learning
Workshop Format										
There was sufficient time for discussion between participants and presenters:										
1	2	3	4	5	N/R	Total	Average			
0	1	6	8	9	0	24	4.04			
The inclusion of participant discussants in the sessions improved my understanding of how the topic areas relate to the work of USAID:										
1	2	3	4	5	N/R	Total	Average			
0	1	1	13	9	0	24	4.25			
Learning Effectiveness										
I gained new knowledge from this training:										
1	2	3	4	5	N/R	Total	Average			
0	0	5	9	10	0	24	4.21			
I will be able to apply the knowledge learned in this course to my job:										
1	2	3	4	5	N/R	Total	Average			
0	1	7	8	8	0	24	3.96			
Course Materials										
The participant materials were well-organized:										
1	2	3	4	5	N/R	Total	Average			
0	0	2	8	13	1	24	4.29			
The participant materials contributed to my understanding of the workshop:										
1	2	3	4	5	N/R	Total	Average			
0	0	1	11	11	1	24	4.25			
The participant materials will be helpful in performing my job:										
1	2	3	4	5	N/R	Total	Average			
0	0	5	9	9	1	24	4.00			

In addition to scoring, the evaluations also enabled participants to provide free-form comments and suggestions regarding any aspect of the courses. Evaluation scoring and comments as well as pre/post test results are discussed in [Section III](#) of this report.

The Education SOTA workshop will become an essential component to the TEST suite of courses, which, as a comprehensive professional development program, will strengthen the Education

Sector's technical knowledge and ability to effectively implement and manage education projects. Recommendations for future offerings of the Education SOTA Workshop included:

- Give the SOTA an international field-based focus.
- If the SOTA continues to have U.S. examples at the forefront with an USAID panel to link the presentation to the international context, then this linkage must be made clearer and go into greater depth.
- Consider regional SOTA Workshops.
- Distribute pre-course readings and reference materials to ensure that all participants are up to speed.
- Incorporate more group work and structured discussion time.
- Exercises could also be created to accommodate this need for participants to share their own work as a basis for group exercises.
- Integrate mission experiences and sharing in a structured (but not necessarily formal) way.
- Incorporate participant recommendations into the next SOTA.

These recommendations are discussed in detail in [Section IV](#) of this report.



Nader Ayoub, USAID/Egypt, Chikondi Maleta, USAID/Malawi (foreground), and Meredith Fox, USAID/Ghana

I. EDUCATION SOTA WORKSHOP DESIGN AND DELIVERY

DESIGN PROCESS

The decision as to which courses are to be designed and delivered in a given fiscal year is made by the TEST Advisory Group (TAG) with input and recommendations from the PPMT TEST Team. As with all TEST courses to date, the design process for the FY2010 Education State-of-the-Art (SOTA) Workshop followed a collaborative process with significant input from the TAG at all stages of the design. The TAG was involved in identifying the session topics, suggesting guest presenter candidates, approving chosen presenters, identifying course offering dates and locations, review and approval of course agendas and –to varying degrees depending upon the session topic, selected presenter and available design time—review and approval of the session materials.

The TAG had originally planned to update the Education Overview Course (EOC) for delivery in the summer of 2010, since it had not been delivered in two years and many new DLI education officers had not been given an opportunity to attend. Upon further discussion, the TAG decided they would better serve the needs of the sector by delivering a course that would appeal to all education sector staff – not just newcomers – and attract field staff. Drawing on the success of the Global Health Bureau’s SOTA model, the TAG decided to take a “first-step” towards developing a similar education sector offering. While the EOC will remain a core TEST offering, the new Education SOTA Workshop will differ by focusing on fewer topics in more depth, addressing the big areas of interest for USAID, presenting the latest research and new innovations, exploring what other donors and organizations are doing in the sector, and tapping into domestic expertise.

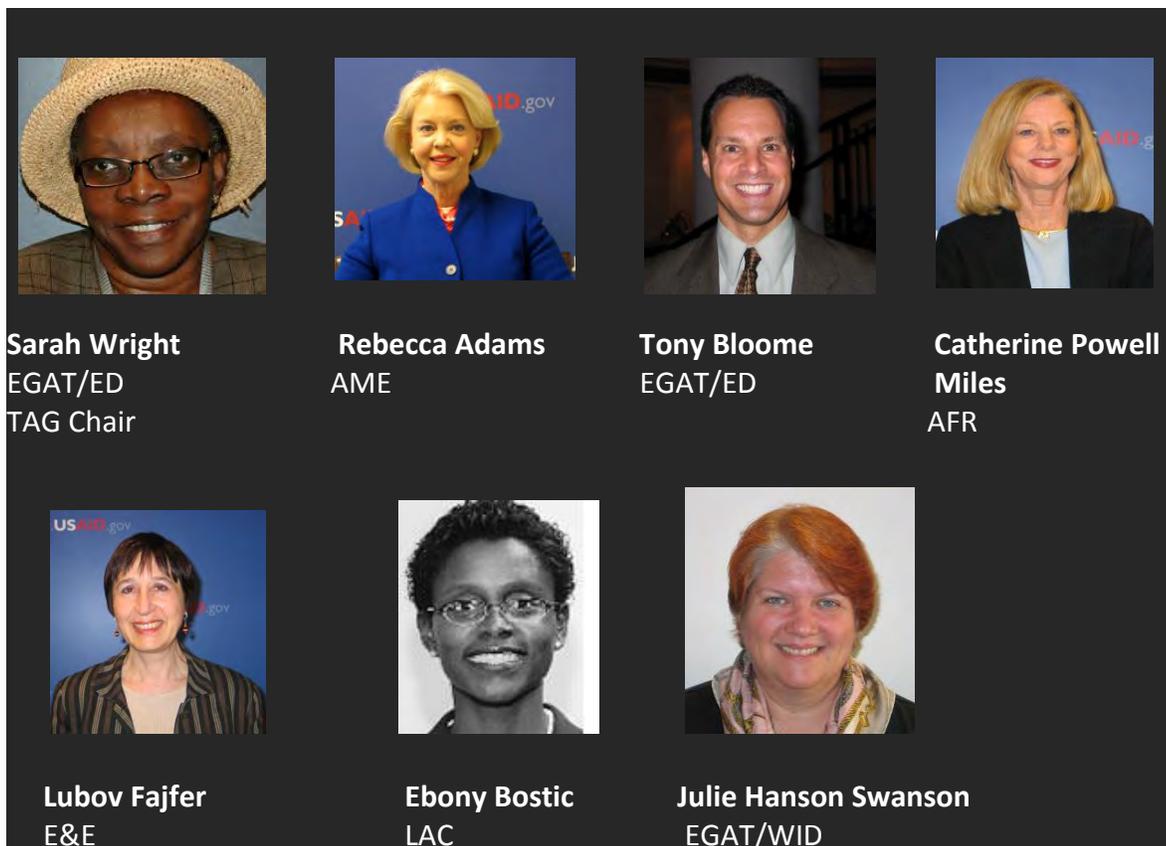
The design process and key decisions for the Education SOTA Workshop is documented in the detailed TAG Meeting Agendas and Meeting Minutes.

TEST ADVISORY GROUP (TAG)

The purpose of the Training for Education Sector Teams (TEST) Advisory Group is to provide sustained and purposeful direction to the education sector professional development program. Membership on the TAG is configured to ensure that all USAID geographic regions and the education officers in the individual field missions are represented. The TAG is composed of a representative from each regional bureau and several from EGAT/ED, headed by a chair who serves one year, in addition to the IRG key personnel. The TAG membership during the design and delivery of the July 2010 Education SOTA Workshop was comprised of the following individuals:

Sarah Wright, Senior Education Officer, EGAT/ED (**Chair**)
Anthony Bloome, Education Technology Specialist, EGAT/ED
Catherine Powell Miles, Education Officer, AFR/SD
Ebony Bostic, Program Analyst (ICS), LAC/RSD/EHR
Julie Hanson Swanson, Education Program Specialist, EGAT/WID
Lubov Fajfer, Education Development Specialist, E&E/DGST
Rebecca Adams, Education Officer, ME/TS
Barbara Brocker, Sr. TEST Manager, Subcontractor to **IRG/PPMT**
Katherine Curtis, TEST Manager, **IRG**
Jessica Morris, Online and Distance Learning Specialist, **IRG**
Lauren Wyner, TEST Project Assistant, **IRG**

The USAID staff TAG members as of July 2010 are pictured below:



PARTICIPANT LIST

Thirty-three participants registered for the Education SOTA Workshop. A detailed listing of participants by mission is provided in Figure 2 below.

FIGURE 2: PARTICIPANT LIST

July 2010 Education SOTA Workshop Participant List			
No.	Name	Mission	Role
1	Aabira SherAfgan	USAID/Pakistan	Participant Discussant
2	Abdulhamid Alajami	USAID/Yemen	
3	Aivan Amit	USAID/Philippines	Participant Discussant
4	Aleksandra Braginski	USAID/AME	
5	Amena Chenzaie	USAID/EGAT/ED	
6	Assefa Berhane	USAID/Ethiopia	
7	Befekadu Gebretsadik	USAID/Ethiopia	
8	Brian Levey	USAID/Washington	
9	Chikondi Maleta	USAID/Malawi	
10	Christine Capacci-Carneal	USAID/AME	
11	Christine Janes	USAID/LAC/RSD/EHR	
12	Cristina Olive	USAID/Peru	Participant Discussant
13	Demissie Legesse	USAID/Ethiopia	
14	Emmanuel Mensah-Ackman	USAID/Ghana	
15	Felicia Wilson-Young	USAID/Guatemala	
16	Gema Jiménez	USAID/Mexico	
17	Jannie Kwok	USAID/EGAT/ED	
18	Juan Luis Cordova	USAID/Guatemala	
19	Karen Towers	USAID/LAC	
20	Kevin Roberts	USAID/EGAT/ED	
21	LeAnna Marr	Afghanistan/Pakistan Task Force	
22	Lee Marshall	USAID/EGAT/ED	
23	Mariam Britel Swift	USAID/Morocco	
24	Mavjuda Nabieva	USAID/Tajikistan	
25	Meredith Fox	USAID/Ghana	
26	Mitch Kirby	USAID/AME	Participant Discussant
27	Mohammad Haroon Raheem	USAID/Pakistan	
28	Nader Ayoub	USAID/Egypt	
29	Naazlee Sardar	USAID/Pakistan	
30	Pete Cronin	USAID/EGAT/ED	
31	Rasheena Harris	USAID/EGAT/ED	
32	Sarah Crites	USAID/AFR	
33	Thomas LeBlanc	USAID/Tanzania	Participant Discussant

PRE-COURSE SURVEY

As part of the registration process, participants were asked to complete an online survey which was intended to develop a demographic profile of the group. This profile is used by the TAG as a snapshot of portions of the education sector workforce, but primarily it is intended as information for the expert presenters and participant discussants.

The results of the survey for the Education SOTA Workshop are as follows:

Twenty-seven participants responded to the online survey, 25 of whom entered their name and operating unit/missions. The respondents represented at least 17 operating missions/countries (see

Figure 3 below) and six different hiring statuses: USFS, USFSL, USCS, FNDH, FNPSC, and FSN. Of these respondents, the vast majority were relatively new to the Agency, as 73.1 percent had been employed by USAID in any capacity for six years or less and 88 percent had worked for USAID in the education sector for six years or less (see Figure 4 below). A majority of respondents—69.2 percent—hold a degree in education and 88.4 percent of said respondents have a masters and/or doctorate degree. In terms of program management and assistance, 55.55 percent of respondents spend 50 percent or more of their time managing or assisting in the management of programs in basic education. In contrast, only 11.11 percent of respondents spend 50 percent or more of their time managing or assisting programs in basic education, and even fewer—7.40 percent—spend 50 percent or more of their time on workforce development projects. When asked to rank the five guest presenter-led Education SOTA topics in order of importance, participants ranked Management Issues and Leadership Models as the most important to their position and/or Mission at the current time (see Figure 5 below). Lastly, 62.5 percent of respondents traveled from outside the Washington, DC area to attend the first ever Education SOTA Workshop (see Figure 6 below).

FIGURE 3:

Answer Options	Response Count
	25
<i>answered question</i>	25
<i>skipped question</i>	0

Number	Please enter your full name:	In which Operating Unit/Mission do you work?
1	Mariam Britel Swift	Morocco
2	Gema Jiménez O'Farrill Tirado	Mexico
3	Juan Luis Cordova Guirola	Guatemala
4	Felicia R. Wilson	Guatemala
5	Ms. Aabira SherAfgan	Pakistan
6	Emmanuel Mensah-Ackman	Ghana
7	Meredith Fox	Ghana
8	Haroon Raheem	Pakistan
9	Rebecca Cobb Adams	USAID/W/AME
10	Chikondi Maleta	Malawi
11	Befekadu Gebretsadik	Ethiopia
12	Christine Janes	Honduras
13	Mitch Kirby	USAID/W/AME
14	Aleksandra E. Braginski	USAID/W/AME
15	Sarah Crites	USAID/W/Africa
16	Kevin Patrick Roberts	USAID/W/EGAT
17	Rasheena Harris	USAID/W/EGAT
18	Jannie Kwok	USAID/W/EGAT
19	Aivan Leo R. Amit	Philippines
20	Demissie Legesse	Ethiopia
21	Mavjuda Nabieva	Tajikistan
22	Cristina A. Olive	Peru
23	Karen Towers	USAID/W/LAC
24	Nader Ayoub	Egypt
25	LeAnna Marr	Other (please specify)

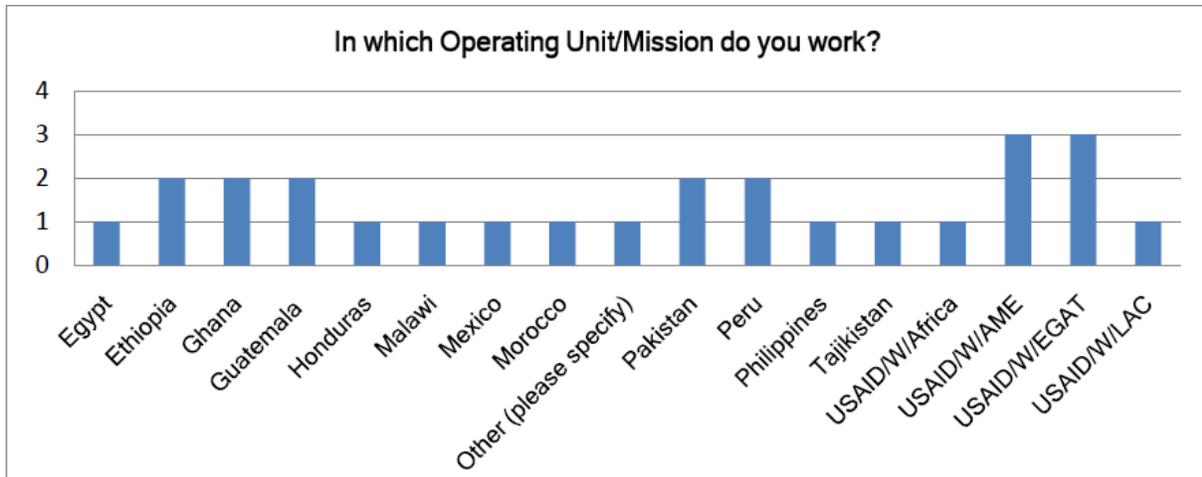


FIGURE 4:

How many years have you worked for USAID in education?

Answer Options	Response Percent	Response Count
less than 1 year	20.0%	5
1-3 years	40.0%	10
4-6 years	28.0%	7
7-10 years	4.0%	1
11-15 years	0.0%	0
16-20 years	4.0%	1
More than 20 years	4.0%	1
<i>answered question</i>		25
<i>skipped question</i>		2

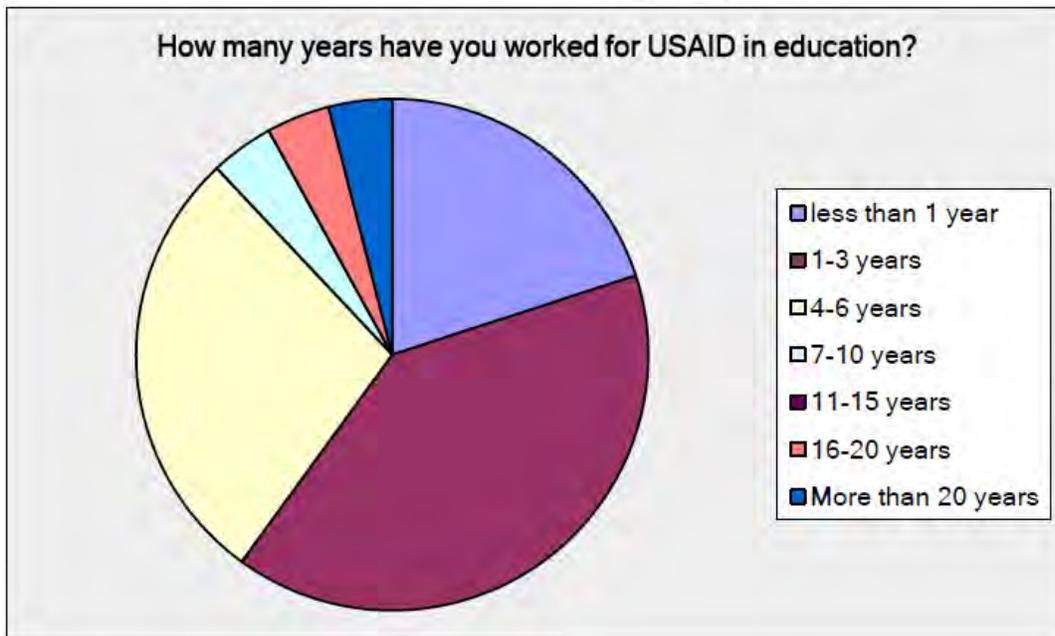


FIGURE 5:

Please rank the following in the order of their importance to your position and/or Mission at this time (1=lowest, 5=highest):

Answer Options	1	2	3	4	5	Average	Response Count
Best practices in curriculum	5	8	5	1	3	2.5	22
ICT and its impact on learning	7	5	3	5	0	2.3	20
Management and leadership models	1	3	0	4	9	4.0	17
National standards	2	3	9	5	2	3.1	21
Standards and assessments	2	2	3	7	7	3.7	21
<i>answered question</i>							23
<i>skipped question</i>							4

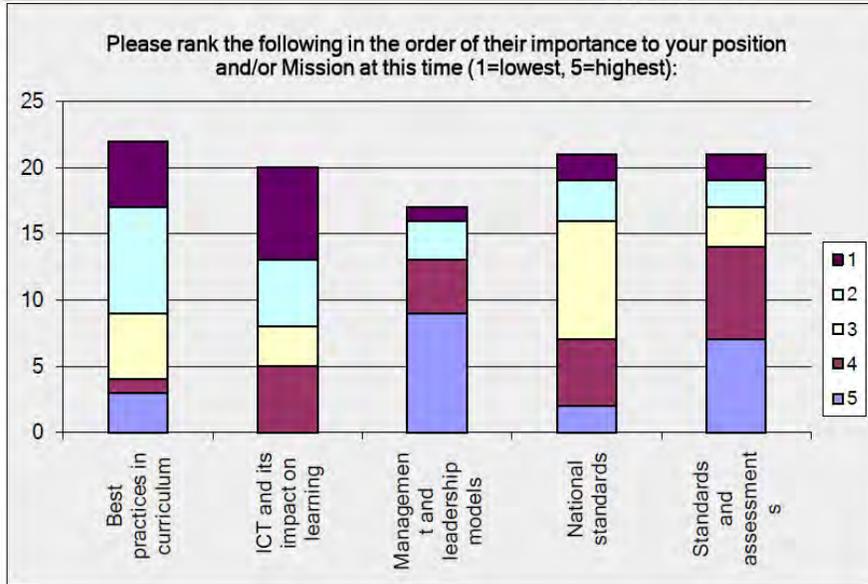


FIGURE 6:

Will you be traveling from outside the Washington, DC area to attend the training course?

Answer Options	Response Percent	Response Count
Yes	62.5%	15
No	37.5%	9
<i>answered question</i>		24
<i>skipped question</i>		3



AGENDA AND LOCATION

The TAG selected the Key Bridge Marriott in Rosslyn, Virginia for the Education SOTA Workshop. The TAG had previously selected the Marriott as the venue for the August 2009 Effective Education Portfolio Management Course (EEPM), and wished to replicate that positive experience. The PPMT TEST Team worked with the Marriott to create a seamless reservation process for non-Washington staff, secure meeting and workspace, as well as use of the hotel's Capital View Ballroom for a participant reception.

The inaugural Education SOTA Workshop was held from July 26-30, 2010, with two separate in-depth courses held on July 28, 2010 and July 29, 2010. As previously stated, the Education SOTA was modeled after the annual Global Health SOTA and was designed to provide the first-ever opportunity for education sector staff from both Washington and the field to learn critical sector technical information, programmatic updates and priorities of the current administration, present to and engage staff in discussions of the state-of-the-art on selected education topics, and provide staff with tools to effectively manage education programs.

The TAG selected four key topics that would be presented by domestic subject matter experts, complemented by four additional sessions to be delivered by USAID staff. Specifically, the eight sessions delivered at the Education SOTA Workshop were:

- 1) EGAT/ED Perspectives and New Administration Initiatives, presented by David Barth, Director, EGAT/ED (Monday July 26, 2010)
- 2) USAID's New Education Strategy, presented by Sarah Wright, Senior Education Policy Advisor, EGAT/ED (Monday July 26, 2010)
- 3) Education Standards and Assessments, presented by Paul Reville, Massachusetts Secretary of Education. Discussion and Q&A to follow with: Catherine Powell Miles, USAID/AFR; and Aivan Amit, USAID/Philippines (Monday July 26, 2010)
- 4) National Education Standards, presented by Kristen Amundson, Education Sector. Discussion and Q&A to follow with: Rebecca Adams, USAID/AME; and Cristina Olive, USAID/Peru (Tuesday July 27, 2010)
- 5) Gender Equality in Education, presented by Julie Hanson Swanson, EGAT/Office of Women in Development (Tuesday July 27, 2010)
- 6) Management Issues and Leadership Models, presented by Jim Spillane, Northwestern University. Discussion and Q&A to follow with: Sarah Wright, EGAT/ED; Patrick Collins, EGAT/ED; and Mitch Kirby, USAID/ME/TS (Tuesday July 27, 2010)
- 7) Best Practices in Curriculum, presented by Linda Bevilacqua, Core Knowledge. Discussion and Q&A to follow with: Luba Fajfer, USAID/E&E; and Aabira SherAfgan, USAID/Pakistan (Friday July 30, 2010)

- 8) State of the Art Research: Information Communications Technology (ICT) and Its Impact On Learning, presented by Tony Bloome, Education Technology Specialist, EGAT/ED; Tom LeBlanc, USAID/Tanzania; and Juan Luis Cordova, USAID/Guatemala.

The agenda for the inaugural Education SOTA Workshop follows on the next several pages:

DAY I: MONDAY, JULY 26

8:30 am Welcome, Course Introduction, Logistics

Georgetown Ballroom

TEST Advisory Group (TAG) and IRG Facilitators

9:30 am Participant Introductory Exercise

TEST Advisory Group (TAG) and IRG Facilitators

10:15 am Coffee Break

Hallway immediately outside the Georgetown Ballroom

10:40 am EGAT/ED Perspectives and New Administration Initiatives

Georgetown Ballroom

Presenter:

David Barth, Director, EGAT/ED

11:20 am USAID's New Education Strategy

Georgetown Ballroom

Presenter:

Sarah Wright, Senior Education Policy Advisor, EGAT/ED

12:00 pm Lunch

Hallway immediately outside the Georgetown Ballroom; Francis Scott Key Ballroom

1:15 pm Education Standards and Assessments

Georgetown Ballroom

Presenter:

Paul Reville, Massachusetts Secretary of Education

3:35 pm USAID Perspectives on Education Standards and Assessments

Georgetown Ballroom

Presenters:

Catherine Powell Miles, USAID/AFR
Aivan Amit, USAID/Philippines
Paul Reville, Massachusetts Secretary of Education

Topics:

- Field perspectives on Education Standards and Assessments
- Discussion and Q&A

4:50 pm Day One Evaluation

Georgetown Ballroom

5:30 pm Participant Welcome Reception

Capital View Ballroom

Day 2: TUESDAY, July 27**8:30 am Daily Announcements**

Georgetown Ballroom

TEST Advisory Group (TAG) and IRG Facilitators

8:45 am National Education Standards

Georgetown Ballroom

Presenter:

Kristen Amundson, Education Sector

10:30 am Coffee Break

Hallway immediately outside the Georgetown Ballroom

10:50 am USAID Perspectives on National Education Standards

Georgetown Ballroom

Presenters:

Rebecca Adams, USAID/AME
Cristina Olive, USAID/Peru
Kristen Amundson, Education Sector

Topics:

- Field perspectives on National Education Standards
- Discussion and Q&A

12:00pm Lunch

Hallway immediately outside the Georgetown Ballroom; Francis Scott Key Ballroom

1:15pm Gender Equality in Education

Georgetown Ballroom

Presenter:

Julie Hanson Swanson, Education Program Specialist, EGAT/Office of Women in Development (WID)

2:00 pm Management Issues and Leadership Models

Georgetown Ballroom

Presenter:

Jim Spillane, Northwestern University

3:45 pm Coffee Break

Hallway immediately outside the Georgetown Ballroom

4:15 pm USAID Perspectives on Management Issues and Leadership Models

Georgetown Ballroom

Presenters:

Patrick Collins, USAID/EGAT/ED
Sarah Wright, USAID/EGAT/ED
Mitch Kirby, USAID/Malawi
Jim Spillane, Northwestern University

Topics:

- Field perspectives on Management Issues and Leadership Models
- Discussion and Q&A

5:00 pm Day Two Evaluation

Georgetown Ballroom

7:00 pm Movie Night

Georgetown Ballroom

Film:

Two Million Minutes: A Global Examination
A documentary film on global education

Assorted pizzas, salad, and dessert will be served.

DAY 3: FRIDAY, JULY 30

8:45 am Daily Announcements

Georgetown Ballroom

TEST Advisory Group (TAG) and IRG Facilitators

9:00 am Best Practices in Curriculum

Georgetown Ballroom

Presenters:

Linda Bevilacqua, Core Knowledge

10:30 am Coffee Break

Hallway immediately outside Georgetown Ballroom

11:00 am USAID Perspectives on Best Practices in Curriculum

Georgetown Ballroom

Presenters:

Luba Fajfer, USAID/E&E

Aabira SherAfgan, USAID/Pakistan

Linda Bevilacqua, Core Knowledge

Topics:

- Field perspectives on Best Practices in Curriculum
- Discussion and Q&A

12:00 pm Lunch

Hallway immediately outside Georgetown Ballroom; Francis Scott Key Ballroom

1:15 pm State of the Art Research: Information Communications Technology (ICT) and its Impact on Learning

Georgetown Ballroom

Presenters:

Tony Bloome, EGAT/ED

Tom LeBlanc, USAID/Tanzania

Juan Luis Cordova, USAID/Guatemala

2:45 pm Closing and Certificate Presentation

Georgetown Ballroom

3:00 pm SOTA Workshop Evaluation

Georgetown Ballroom



Befekadu Gebretsadik, USAID/Ethiopia (foreground), and Demissie Legesse, USAID/Ethiopia

WORKSHOP FACILITATORS

As the TAG identified Education SOTA session topics, they also suggested candidates to serve as guest presenters for each session. The PPMT TEST Team contacted potential presenters, but due to the shortened development timeframe caused by the switch from the EOC to the SOTA, several of the original candidates were not available. Additionally, the PPMT TEST Team worked with those who indicated an interest and the TAG to accommodate shifting schedules to the extent possible. Once the presenters were confirmed, the TAG decided that the expert guest presenters should focus on challenges they experienced, the resources they had available, and the solutions that were developed. Formal presenters would not have to present on the international arena in their presentation, and the TAG agreed that the best way to connect the presenters' domestic expertise with issues in the field would be through panels with regional representation that could follow the presentations.

The TAG and PPMT TEST Team then worked with the selected presenters to make sure they would be prepared to engage in conversation about the topics and issues they presented within an international context for the panel discussion led by TAG members, auxiliary USAID staff and selected participants. The TAG also stipulated that the workshop agenda not imply that USAID Missions are currently implementing the SOTA practices presented and should instead focus more on the discussants' and moderators' roles in making connections between the domestic practices and what is currently being done in participants' Missions.

After securing commitments from expert presenters, the TAG selected key USAID personnel to make presentations at the opening and closing of the course to help link the SOTA experience back to the field. The TAG asked David Barth to open the SOTA with a presentation on the current state of education in USAID, and Sarah Wright to talk about the USAID education strategy. The TAG also selected Julie Hanson Swanson to deliver a presentation on Gender policy, and Tony Bloome to present on examples of ICT practices in the field and discuss their effectiveness.

The discussion of successful ICT practices in the field prompted the idea that workshop participants could present on examples of State of the Art practices from their own missions, including their impact on learning and the challenges faced. The TAG then identified participants to pair with appropriate TAG members serving as moderators/facilitators to briefly make connections between the expert presentation and USAID's work for discussion Q&A sessions that would follow the expert presentations.

The TAG members and EGAT/ED staff assigned to each session were:

- National Education Standards: Rebecca Adams
- Education Standards and Assessments: Catherine Powell Miles
- Management Issues: Patrick Collins
- Leadership Models: Sarah Wright
- Gender Equality in Education: Julie Hanson Swanson
- Best Practices in Curriculum: Luba Fajfer

The participants initially identified were:

- National Education Standards: Mirshariff Tillah and Meredith Fox
- Education Standards and Assessments: Aivan Amit
- Management Issues: Marisol Perez
- Leadership Models: Tom LeBlanc
- Best Practices in Curriculum: Aabira SherAfgan

Meredith Fox and Marisol Perez later declined, and Aivan Amit replaced Meredith Fox while Mitch Kirby replaced Marisol Perez. So that Aivan would not have to lead two panels, Cristina Olive was asked to replace him for the session on Education Standards and Assessments, and agreed to do so. Catherine Powell Miles also suggested inviting Jeff Davis (from AIR) to speak on USAID’s work in standards and assessments after Dr. Reville’s presentation and he too joined the panel discussion.

The details related to identification, selection and contracting with the instructors are contained in the TAG Meeting Agendas and Meeting Minutes for the months leading up to the delivery of the Education SOTA Workshop.

EXPERT PRESENTERS

Brief bios for each presenter follow:

Kristen Amundson

Communications Manager, Education Sector

Kristen (Kris) Amundson is Education Sector's communications manager. In this capacity, Amundson is responsible for developing and implementing strategies to effectively communicate with policymakers, educators, the media, and other key audiences.

Amundson has extensive experience both as a communicator and as a policymaker. She represented the 44th District in Virginia's General Assembly from 1999 to 2009. She was the chief patron of Gov. Mark Warner's Education Efficiency Audits program, which has returned millions of dollars from administrative expenses to classrooms across Virginia. As a member of Virginia's P-16 Council, Amundson helped create the Commonwealth Scholars program, which will encourage all high school students—even those who do not think they are college-bound—to take more upper-level math and science courses. She was also a member of the Southern Regional Education Board (SREB) and was active in SREB's Adolescent Literacy Committee.



Prior to joining the Virginia General Assembly, Amundson served for nearly a decade on the Fairfax County, Va., School Board, including two years as its chairwoman. It was during that period that the school system made the transition to one of the most diverse school systems in the country.

Amundson was the leading advocate for bringing the International Baccalaureate program to the county.

Amundson is the co-founder of La BECA (Bringing Education, Compassion, and Assistance) Women's Scholarship Foundation. The foundation provides scholarships for low-income women and girls in Central and South America and currently supports 11 scholars in three countries. A former teacher, Amundson has also written about education topics ranging from accountability to parent involvement in education and increasing civic involvement.

Linda Bevilacqua
President, Core Knowledge Foundation

Linda Bevilacqua is the president of the Foundation, a national non-profit organization founded by E.D. Hirsch, Jr., dedicated to excellence and fairness in early education. The Foundation conducts research on best practices and curriculum, develops books and educational materials for teachers and parents, provides professional development for schools implementing the Core Knowledge curriculum, and serves as a resource for the growing network of Core Knowledge schools throughout the United States.



Bevilacqua is the co-author, with Dr. Hirsch, of three publications, *What Your Preschooler Needs to Know: Read-Alouds to Get Ready for Kindergarten* and *What Your Preschooler Needs to Know: Activity Books 1 and 2*. She developed the Core Knowledge preschool program and is presently involved in the development of the Core Knowledge Language Arts Program.

Bevilacqua has been asked to participate at the national level in preschool curricular and policy discussions involving the Head Start Technical Committee, the National Science Foundation, the Carnegie Corporation, the Albert Shanker Institute and has also presented extensively at national early childhood conferences.

She received her undergraduate and master's degrees from the University of Virginia, with an emphasis in learning disabilities. She has taught, as well as supervised, programs for children with learning disabilities.

Paul Reville
Secretary of Education, Commonwealth of Massachusetts

As Secretary of Education, Paul Reville directs the Executive Office of Education and works closely with the Commonwealth's education agencies – Department of Early Education and Care, Department of Elementary and Secondary Education, Department of Higher Education and the University of Massachusetts system - while serving as a voting member of the governing



board of all four education agencies. He is the Governor's top advisor on education and helps shape the Commonwealth's education reform agenda including the recent Achievement Gap Act of 2009 – the most sweeping education legislation since the landmark Education Reform Act of 1993.

Prior to his appointment as Secretary, Paul was the Director of the Education Policy and Management Program and a senior lecturer on educational policy and politics at the Harvard University Graduate School of Education and was also the founder and president of the Rennie Center for Education Research & Policy.

Paul has played a leading role in education reform in Massachusetts since the 1980's. He has been a teacher and an administrator, led business efforts to advance education and, as co-founder of the Massachusetts Business Alliance for Education, was deeply involved in the design and implementation of the Education Reform Act of 1993, the Commonwealth's landmark initiative to establish standards and accountability. He is a national leader on time and learning, educational improvement and community engagement and is a public school parent who lives in Worcester. He has four children and two step-children.

Paul is a graduate of Colorado College, holds a Master's degree from Stanford University and several honorary doctorates. He is an author and frequent speaker on education issues.

Jim Spillane
Spencer T. and Ann W. Olin Chair in Learning and Organizational Change
Institute for Policy Research, Northwestern University

James Spillane's work explores the policy implementation process at the state, school district, school, and classroom levels, focusing on issues that include intergovernmental relations and policy-practice relations. While building on the policy implementation research tradition, Spillane uses cognitive science research and research on teaching to frame his work. He has labored to develop a cognitive perspective on the implementation process, exploring the



substantive ideas about reforming instruction that local policymakers (administrators and lead teachers) come to understand from state and national reforms. Spillane has been published in and served on the editorial board of numerous journals. He received a Fulbright Distinguished American Scholars Award from the New Zealand Fulbright Committee in 2002.

Spillane is principal investigator of the Distributed Leadership Studies, a program of research funded by the National Science Foundation, Institute for Education Sciences, Carnegie Corporation of New York, and the Spencer Foundation, which is undertaking empirical investigations of the practice of school leadership and management in urban elementary schools that are working to improve mathematics, science, and literacy instruction. In this work, Spillane conceptualizes organizational leadership from a distributed perspective, involving formal and informal leaders, followers, and a variety of taken for granted aspects of the organization including organizational routines and tools.

Spillane works as principal investigator of the Distributed Leadership for Middle School Mathematics Education Study, a four-year research program designed to develop and validate instruments for identifying and measuring leadership and management of mathematics instruction, supported by the National Science Foundation. Spillane is also co-principal investigator of Assessing the Impact of Principals' Professional Development, a randomized trial of the National Institute for School Leadership, a professional development program for school principals, supported by the Institute for Education Sciences. He was also principal investigator of the Educational Excellence and Equity Study, which has received funding from the Searle Family Foundation.

USAID PRESENTERS

Rebecca Adams **Education Officer, Asia and Middle East** **Bureau**

Rebecca C. Adams has worked with USAID for 25 years and joined the AME Education Team in 2009. She is an Education Officer and primarily backstops education programs in Asia.

Prior to this, Rebecca worked in EGAT Office of Education where she managed the Assistance to Basic Education IQCs and provided worldwide field support in strategy, design, procurement, monitoring and evaluation. She worked in LAC for more than 18 years, which included a four-year posting in Haiti. Ms. Adams has also served on the Training for Education Sector Teams (TEST) Advisory Group since its inception in 2005.



Earlier, at the University of Virginia she taught graduate education courses in the politics of comparative education, Soviet education, Asian education, and social foundations of American education. As a research fellow with the Organization of American States, she conducted research in Jamaica on education policy reform and community participation in rural primary schools.

Ms. Adams also taught high school, first in a rural Florida school that served children of migrant workers and the Barnum & Bailey Circus, and then at McLean in Fairfax County, Virginia.

She received a Ph.D. in international comparative education and a M. Ed in secondary public school administration from the University of Virginia.

David Barth **Director, Office of Education**

David Barth is the Director of the Office of Education in the US Agency for International Development (USAID).



A lawyer by training, David Barth's interest in international affairs and commitment to public service led him to join the U.S. Agency for International Development (USAID) in 1995. Mr. Barth directed USAID's Office of Middle East Programs, which provided regional programs and technical assistance to the Middle East and North Africa. Under his leadership, the office focuses on regional initiatives designed to mitigate conflict and combat extremism, focusing particularly on youth, governance and water security.

An advocate for investments in education at all levels, Mr. Barth has served as the chair of the G8/BMENA literacy task force and speaks frequently throughout the region on the need for greater investments in learning. He has helped pioneer the deployment of a number of innovative youth education and skills training programs to combat illiteracy, promote tolerance and help develop the skills and values required to excel in a globalized world.

Mr. Barth has a deep commitment to the Middle East and North Africa, having spent almost a decade working in the region. He has served as USAID's Regional Legal Advisor for Egypt, Yemen, Jordan, Morocco and Lebanon. During that time, he developed an expertise in large capital projects, as well as governance, economic growth and education. He has also served in Central America, with a particular professional focus on Guatemala, Panama and Nicaragua.

Prior to joining USAID, Mr. Barth worked with Legal Services of Northern Virginia and served as speech writer for the UK shadow Minister of Agriculture, Fisheries and Food in London. Mr. Barth graduated with honors from Boston University and the National Law Center at George Washington University. He was the recipient of the prestigious Harold Shapiro Public Service Award and the Murray Snider Public Interest Fellowship. He is fluent in French and Spanish and has a working knowledge of Arabic.

Anthony Bloome

Education Technology Specialist, Office of Education

Anthony Bloome joined USAID in 2009 and is an education technology specialist in the Bureau for Economic Growth, Agriculture and Trade (EGAT)'s Office of Education at the US Agency for International Development (USAID).

In this capacity, he provides HQ and in-field technical support and contributes to USG inter-, intra-agency, and donor collaboration input regarding the use of information and communications technology in education (ICT4E), which includes the appropriate use of audio, video, mobile phones, Internet and computers.

In the coming year, Bloome will be the AOTR of an ambitious roll-out of ICT4E knowledge management tools, products and services, primarily for education officers, to strengthen institutional exchanges of information.

Prior to this, Bloome worked as Peace Corps' global ICT specialist (for three years) and as a distance education specialist at World Bank offices in Washington, D.C. and Zimbabwe (11 years) where he focused on the application of appropriate technologies for education, health and youth livelihoods development.



Bloome has previously served in an associate editorial capacity and written several published articles on ICTs in education. Bloome has an M.A. in international telecommunications with a concentration in distance education for developing countries.

Patrick Collins

Senior Education Advisor, Office of Education

Patrick Collins is a Senior Education Advisor in the Bureau for Economic Growth, Agriculture and Trade (EGAT)'s Office of Education at the US Agency for International Development (USAID). Collins is currently the Acting Team Leader for the Basic Education Team in the EGAT office of Education.



In this capacity he has served as a Cognizant Technical Officer (CTO) and Project Manager for several education mechanisms, provided design, evaluation and program and management support to numerous Missions, and worked to facilitate collaborative approaches to agency-wide sector issues (e.g. Congressional reports; performance indicators, etc.).

Before moving to USAID, Collins spent three years at Peace Corps Headquarters where he backstopped all agency education programs. He also co-authored agency-wide handbooks on how to design or revise a project and how to assess a project; he also facilitated the development of agency wide reports for all programming and training that included annual reviews of all programs and identification and dissemination of best practices.

Prior to his work at Peace Corps Headquarters, Collins worked for several for-profit and non-profit international education organizations. In total, he has over 20 years of experience in the area of international education.

Collins has a Master's Degree in International Educational Development from Boston University.

Luba Fajfer

Education Development Specialist, Europe and Eurasia Bureau

Luba Fajfer is an Education Development Specialist in the Bureau for Europe and Eurasia, U.S. Agency for International Development (USAID).

She assumed this position in 2005 and is responsible for providing analytical and strategic guidance to the Bureau and the field missions in identifying approaches and designing programs that promote development of the education sector. She serves on the USAID Education



Sector Council and represents the Bureau on the Training for Education Sector Teams (TEST) Advisory Group.

Prior to this position, Fajfer worked three years in the Bureau for Economic Growth, Agriculture and Trade's Office of Education where she covered education issues for the Europe and Eurasia region.

Fajfer has more than 20 years of working and research experience in the NIS and CEE regions. She worked for ten years as a researcher at the RAND Corporation office in Santa Monica, California, on projects addressing political, economic, and social developments in the region.

Since 1995, Fajfer has evaluated USAID-funded management training and economic education projects in Central and Eastern Europe. She continues to serve as a co-editor of a scholarly quarterly, *Communist and Post-Communist Studies*. Fajfer has written several articles, contributed book chapters, and co-edited a book.

She received a Ph.D. in Political Science from the University of California, Los Angeles.

Julie Hanson Swanson
Education Program Specialist, Office of
Women in Development

Julie Hanson Swanson is the Education Program Specialist for the Bureau for Economic Growth, Agriculture and Trade (EGAT)'s Office of Women in Development, U.S. Agency for International Development (USAID).

Within her position as Cognizant Technical Officer (CTO) for two global education projects, EQUATE: Achieving Equality in Education and the Safe Schools Program, she introduced the issue of school-related gender-based violence within the Agency. She is currently Assistance Officer Technical Representative for projects that address adolescent girls' leadership, child marriage and gender-based violence in conflict-affected areas.

Hanson Swanson's current position builds on over 20 years of previous work with NGOs as well as bi-lateral and multi-lateral agencies in developing, managing, and implementing programs in formal and non-formal education, adolescent reproductive health, girls' education and gender.

Hanson Swanson holds a Bachelor of Arts in French Literature from Brown University, and a Masters in International Education Policy from Harvard University.

Catherine Powell Miles
Acting Division Chief for Education, Africa
Bureau



Catherine Powell Miles is Acting Division Chief for Education in the Bureau for Africa's Office of Sustainable Development, U.S. Agency for International Development (USAID).

She is responsible for education program development and the Africa Education Initiative. Her focus in the Education Division is on strategy and policy development, teacher training and coordinating technical assistance to USAID education programs in 17 African countries.

Miles is also responsible for technical support to the education programs in Burundi, Ethiopia, Kenya, Malawi, Somalia, Tanzania, and Uganda. She also represents USAID in donor coordination efforts and the Association for the Development of Education in Africa (ADEA). She serves on the USAID Education Sector Council, is a member of the Analytical Agenda Working Group, and represents the Bureau on the Training for Education Sector Teams (TEST) Advisory Group.

Prior to this position, Miles served as Education Team Leader for USAID/Namibia and was also involved on a USAID education project in Botswana. She served as a Peace Corps Volunteer in Morocco and taught at the University of Hawaii, Southern Illinois University and Georgetown University.

She received a Master of Arts in Linguistics from Southern Illinois University, and a Bachelor of Arts in English from West Virginia University.

Sarah Wright
Senior Education Policy Advisor, Office of Education

Sarah E. Wright is the Senior Education Policy Advisor in the Bureau for Economic Growth, Agriculture and Trade's Office of Education USAID.

She assumed this position in 2009 and serves as the technical and managerial lead for education policy and planning to help improve the coordination and relevance of education programs in the field. Her duties include overseeing the development of the operational guidance for the Education Sector Strategy, managing the office portfolio review, and monitoring and assessing Education Office activities and budgets. Dr. Wright also supervises and mentors new Education Officers hired under the Agency's Development Leadership Initiative and chairs the Advisory Group that administers the Training for Education Sector Teams (TEST).



Prior to returning to Washington, Dr. Wright served for four years as the Director of the Office of Education and Development in USAID/Kenya (2005-2009). Her previous field assignments include USAID/Pakistan (2002-2005), where she managed the Agency's assistance portfolio in support of the Government of Pakistan's education sector reform strategy; USAID/ Malawi (1998-2002) where she served as Chief and Team Leader for the Mission's Education and Democracy and Governance Teams; and USAID/Conakry Guinea (1992-1995) where she managed the Human Resource and Development Office. She also worked in the Agency's Bureau for Latin America and

the Caribbean as the Regional Education Officer for Central American Education Programs and Caribbean Affairs (1995-1998).

Before joining USAID, Dr. Wright taught graduate education courses in comparative and international education, teacher education, and the cultural foundations of American education at California State University, Fresno.

She received a doctorate in international education and development and a master's degree in Education from Columbia University, Teachers College. Her bachelor's degree is in History with a minor in Cultural Anthropology.

II. SESSION EVALUATION METHODOLOGY

As with all TEST-sponsored courses, the TAG was interested in ensuring multiple tools were used to assess course value and learning effectiveness. For the inaugural Education SOTA Workshop, the evaluation methodologies employed by the TAG included a detailed course evaluation completed by participants on a daily basis for each session, as well as a final summary evaluation for the workshop as a whole.

Daily Evaluation – Participants were asked to fill out a daily evaluation comprised of 6 questions addressing two categories: (1) Learning Effectiveness; (2) Instructor Effectiveness. Numerical grades ranged from 1 (lowest) to 5 (highest). There was also an open-ended question where participants were asked what they would change about the session if anything, followed by an open-ended comment section where participants were free to write additional comments about the sessions, instructors or materials. The daily evaluation questions are in Figure 7 below:

FIGURE 7: DAILY EVALUATION QUESTIONS

Daily Evaluation	
Learning Effectiveness	<ul style="list-style-type: none">• The content was informative. (1-5 disagree/agree)• The content presented is relevant to my job. (1-5 disagree/agree)• The content presented will be helpful in performing my job. (1-5 disagree/agree)
Instructor Effectiveness	<ul style="list-style-type: none">• The presenter demonstrated a thorough command of the topic. (1-5 disagree/agree)• I have learned something from this session. (Yes/No)• The presenter was effective. (1-5 disagree/agree)
Question	<ul style="list-style-type: none">• If you could change the content of this session, what would you change? (open-ended answer)
Additional Comments	

Final Evaluation – A final evaluation was also distributed at the conclusion of the workshop to gauge participants’ overall opinions of the Education SOTA. This was broken down into four categories: (1) Workshop Content; (2) Workshop Format; (3) Learning Effectiveness; and (4) Course Materials. Numerical grades ranged from 1 (lowest) to 5 (highest). Additionally, participants were also free to write additional comments about the sessions, instructors or materials in an open-ended comments section at the bottom of the evaluation form. The final evaluations questions are in Figure 8 below:

FIGURE 8: FINAL EVALUATION QUESTIONS

Final Evaluation	
Workshop Content	
<ul style="list-style-type: none">• The content presented during this workshop was appropriate for inclusion in an education state-of-the-art workshop. (1-5 disagree/agree)• Please rank the sessions by placing a 1 beside the session that was most valuable to you, a 2 beside the next most valuable session and a 3 beside the third most valuable session, with number 8 being the least valuable session. Please rank all the session and more than one session cannot receive the same ranking. (1-8 most valuable/least valuable)	
Workshop Format	
<ul style="list-style-type: none">• There was sufficient time for discussion between participants and presenters. (1-5 disagree/agree)• The inclusion of participant discussants in the sessions improved my understanding of how the topic areas relate to the work of USAID. (1-5 disagree/agree)• What changes to the format of the workshop would have improved the relevance of the content to your work at USAID? (open-ended answer)	
Learning Effectiveness	
<ul style="list-style-type: none">• I gained new knowledge from this training. (1-5 disagree/agree)• I will be able to apply the knowledge learned in this course to my job. (1-5 disagree/agree)• What are 3 specific things you learned that will help you to be more effective in your position? (open-ended answer)	
Course Materials	
<ul style="list-style-type: none">• The participant materials were well organized. (1-5 disagree/agree)• The participant materials contributed to my understanding of the workshop. (1-5 disagree/agree)• The participant materials will be helpful in performing my job. (1-5 disagree/agree)	
Additional comments	

III. SESSION EVALUATIONS

EGAT/ED PERSPECTIVES AND NEW ADMINISTRATION INITIATIVES

The first session as the Education SOTA, EGAT/ED Perspectives and New Administration Initiatives, was presented by David Barth. Participants rated this session as the second most useful session in the entire SOTA Workshop as they thoroughly enjoyed Mr. Barth’s updates on the state of EGAT/ED and that he was “open to questions” from participants. In the participant evaluations, on a scale of 1 (lowest) to 5 (highest), Mr. Barth received a 4.12 for the section, “this content was informative,” a 4.35 for “the content presented is relevant to my job” and a 4.00 for “the content presented will be helpful in performing my job.” Thus, Mr. Barth’s average evaluation score was 4.16. (Mr. Barth was not rated in the category of instructor effectiveness.) The quantitative evaluation scores for this session can be seen in Figure 9 below.

FIGURE 9: EVALUATION SCORING FOR EGAT/ED PERSPECTIVE AND NEW ADMINISTRATION INITIATIVES

EGAT/ED Perspectives and New Administration Issues							
A. Learning Effectiveness							
1. The content was informative							
1	2	3	4	5	N/R	Total	Average
0	0	4	10	11	1	26	4.12
2. The content presented is relevant to my job.							
1	2	3	4	5	N/R	Total	Average
0	1	0	9	15	1	26	4.35
3. The content presented will be helpful in performing my job.							
1	2	3	4	5	N/R	Total	Average
0	2	0	10	12	2	26	4.00

Because participants were so keen to hear Mr. Barth speak, they wanted something tangible to take away from his session, such as a handout with his main points summarized, or a PowerPoint presentation. The second most common participant request was for more time. Indeed, with only forty minutes, Mr. Barth was hard pressed to address all participant questions and country-specific examples and solutions to be applied in every Mission. With more time, Mr. Barth could surely go into greater detail of his key points, enhance his presentation with a PowerPoint and engage all participants in a more robust discussion.

More time would also pave the way for a more in-depth discussion of HICD and the importance of sharing work experiences across Missions, two items highlighted by participants as lacking. One way to achieve this would be for EGAT/ED to send an email notification to education sector staff to check the EGAT online bulletin board and communicate with their peers.

USAID’S NEW EDUCATION STRATEGY

The second session at the Education SOTA was USAID’s New Education Strategy presented by Sarah Wright. Out of a total of eight sessions, participants rated this as the fifth most useful presentation. In the participant evaluations, on a scale of 1 (lowest) to 5 (highest), Dr. Wright received a 3.42 for the section, “this content was informative,” a 3.88 for “the content presented is relevant to my job” and a 3.62 for “the content presented will be helpful in performing my job,” with a combined average evaluation score of 3.64. (Dr. Wright was not rated in the category of instructor effectiveness.) The quantitative evaluation scores for this session can be seen in Figure 10 below.

FIGURE 10: EVALUATION SCORING FOR USAID'S NEW EDUCATION STRATEGY

USAID's New Education Strategy							
A. Learning Effectiveness							
1. The content was informative							
1	2	3	4	5	N/R	Total	Average
2	2	4	9	7	2	26	3.42
2. The content presented is relevant to my job.							
1	2	3	4	5	N/R	Total	Average
0	3	1	8	12	2	26	3.88
3. The content presented will be helpful in performing my job.							
1	2	3	4	5	N/R	Total	Average
0	3	3	11	7	2	26	3.62

The majority of participants felt they needed a PowerPoint up behind Dr. Wright to follow along with her presentation, or as a hand-out so that they could have something concrete and definite to relate her presentation back to. Many participants wanted to be able to take a document back to their Mission, and this session did not address that need.

Participants were looking for a more in-depth presentation and discussion, and felt that Dr. Wright provided “just [an] overview of [the] principles” that didn’t cater to participants’ need, despite how important the topic was. To make the presentation less “superficial,” participants wanted Dr. Wright to “outline changes made during the APCC process, what issues are still on the table” and “present how [the] new Education Strategy will affect/be applied to work in the field/contract with how it is now.”

One participant remarked that “it would have been more helpful to have walked through the new strategy in a lot more detail” because “it is hard to imagine that the implementation/operational guidelines for the new strategy will be done concurrently with strategy approval.” Again, any multi-media component, brain storming session/discussion, or tangible hand-out, such as the revised strategy document, could have improved Dr. Wright’s session.

EDUCATION STANDARDS AND ASSESSMENTS

Massachusetts Secretary of Education Paul Reville’s session Education Standards and Assessments was voted the single most useful session out of the entire SOTA. On a scale of 1 (lowest) to 5

(highest) in the participant evaluations, Dr. Reville received a 4.00 for the section, “this content was informative,” a 3.85 for “the content presented is relevant to my job,” a 3.73 for “the content presented will be helpful in performing my job,” a 4.08 for “the instructor demonstrated a thorough command of the topic,” a 4.00 for “the instructor was effective” and 81 percent of participants agreed that they learned something from this session. Thus Dr. Reville earned a combined average evaluation score of 3.93. The quantitative evaluation scores for this session can be seen in Figure 11 below.

FIGURE 11: EVALUATION SCORING FOR EDUCATION STANDARDS AND ASSESSMENTS

Education Standards and Assessments							
A. Learning Effectiveness							
1. The content was informative							
1	2	3	4	5	N/R	Total	Average
1	3	0	8	13	1	26	4.00
2. The content presented is relevant to my job.							
1	2	3	4	5	N/R	Total	Average
2	0	4	9	10	1	26	3.85
3. The content presented will be helpful in performing my job.							
1	2	3	4	5	N/R	Total	Average
2	2	4	6	11	1	26	3.73
B. Instructor Effectiveness							
1. The instructor demonstrated a thorough command of the topic							
1	2	3	4	5	N/R	Total	Average
1	0	0	5	17	3	26	4.08
2. I learned something from this content							
Yes		No		N/R		Total	Percent Yes
21		1		4		26	81%
3. The presenter was effective.							
1	2	3	4	5	N/R	Total	Average
0	1	3	2	17	3	26	4.00

While there were a few participant complaints that the afternoon needed an “energizer” and Dr. Reville and the USAID panel added up to “too many talking heads,” the majority of participants found this session to be “extremely helpful and informative” and even requested that Dr. Reville visit their own countries to make the same presentation, if not simply be given more time and taped during the next delivery to then be viewed by education staff who were unable to attend.

The most common participant recommendation for the session was to have Dr. Reville—or an international expert—relate the presentation back to an international context. While the Massachusetts example was helpful for some, “it would have been even more interesting if the U.S. experience was somehow discussed as a possible model for other countries.” And although Aivan Amit’s “informative and extremely interesting” case study was included to deflect this problem, “more examples from the field” could have made the clear connection participants needed to relate their own field experiences to Dr. Reville’s presentation.

Participants routinely asked, “how can this apply to our host countries?” even though the USAID panel that followed Dr. Reville was formed to do just that. Despite the fact that Dr. Reville was an engaging presenter, a presenter with more global education experience that could “cite practical best practices that can be customized in the field” would be more in tune to participant demands for information on “what it takes to implement standards-based reform”. To this end, participants requested a “much more brief U.S. overview, broader discussion on linkages to work in the field and mission, expanded discussion on [the] relation to poverty and health, [and] more time for the case study.”

NATIONAL EDUCATION STANDARDS

Kristen Amundson opened the second day of the Education SOTA with a presentation on National Education Standards. Out of a total of eight sessions, this session tied for the third most useful presentation (along with James Spillane’s Management Issues and Leadership Models presentation). On a scale of 1 (lowest) to 5 (highest) in the participant evaluations, Ms. Amundson received a 4.36 for the section, “this content was informative,” a 4.00 for “the content presented is relevant to my job,” a 4.12 for “the content presented will be helpful in performing my job,” a 4.80 for “the instructor demonstrated a thorough command of the topic,” a 4.64 for “the instructor was effective” and 100 percent of participants agreed that they learned something from this session. Thus Ms. Amundson earned combined average evaluation score of 4.38. The quantitative evaluation scores for this session can be seen in Figure 12 below.

FIGURE 12: EVALUATION SCORING FOR NATIONAL EDUCATION STANDARDS

National Education Standards							
A. Learning Effectiveness							
1. The content was informative							
1	2	3	4	5	N/R	Total	Average
0	0	1	9	14	1	25	4.36
2. The content presented is relevant to my job.							
1	2	3	4	5	N/R	Total	Average
0	1	4	9	10	1	25	4.00
3. The content presented will be helpful in performing my job.							
1	2	3	4	5	N/R	Total	Average
0	1	5	9	10	0	25	4.12
B. Instructor Effectiveness							
1. The instructor demonstrated a thorough command of the topic							
1	2	3	4	5	N/R	Total	Average
0	0	1	3	21	0	25	4.80
2. I learned something from this content							
Yes		No		N/R		Total	Percent Yes
25		0		0		25	100%
3. The presenter was effective.							
1	2	3	4	5	N/R	Total	Average
0	0	1	7	17	0	25	4.64

Participants overwhelmingly found Ms. Amundson to be a “passionate,” “dynamic” and “gifted presenter” whose energy reengaged participants for day two. In particular, participants really appreciated Ms. Amundson’s policy debate role playing exercise, which allowed them “to better understand policy through the debate.” This type of active engagement allowed the participants to think more deeply about the stakeholders involved in education debates and the “political ramifications of setting standards using assessments.” One participant even remarked that USAID education sector staff “need *a lot* more of this type of training on whole system reform and how it works.”

The success of the role playing activity led some participants to comment that this was a “very effective presentation and the information is valuable for each of us regardless of country.” However, other participants felt that despite this “interesting session,” there was “no applicability in our USAID programs in developing countries,” in part because there were “too many references to U.S. culture/history without explanation.” On the whole, “more relevance to USAID activities, even generally, would be appreciated.” While the U.S. policy debate example was fun and interactive, for many participants, it was too far removed for their work experiences in their host countries.

Additionally, one participant commented that this session should have tapped into the “extensive backgrounds and experiences” of participants in the room as well. That participant and probably others “would like to hear more from FSNs and FSOs about their countries and programs. This would help foster a dialogue amongst colleagues and programs to learn from each other. When back

in our individual countries, we are too busy to reach out and communicate with our colleagues from other places.” Cristina Olive gave an excellent presentation on where Peru stands in regards to this topic to make the “international” link for participants , but a week-long workshop could allot more time “for a discussion on how to apply what we learned” relating to reform efforts, as well as more discussion on the process of standards organization and implementation

GENDER EQUALITY IN EDUCATION

Gender Equality in Education, presented by Julie Hanson Swanson, was rated the least valuable session by SOTA participants. On a scale of 1 (lowest) to 5 (highest) in the participant evaluations, Ms. Hanson Swanson received a 3.44 for the section, “this content was informative,” a 4.00 for “the content presented is relevant to my job,” a 3.80 for “the content presented will be helpful in performing my job,” a 3.80 for “the instructor demonstrated a thorough command of the topic,” a 3.24 for “the instructor was effective” and 84 percent of participants agreed that they learned something from this session. Thus Ms. Hanson Swanson earned combined average evaluation score of 3.66. The quantitative evaluation scores for this session can be seen in Figure 13 below.

FIGURE 13: EVALUATION SCORING FOR GENDER EQUALITY IN EDUCATION

Gender Equality in Education							
A. Learning Effectiveness							
1. The content was informative							
1	2	3	4	5	N/R	Total	Average
0	2	4	10	6	3	25	3.44
2. The content presented is relevant to my job.							
1	2	3	4	5	N/R	Total	Average
0	0	1	8	13	3	25	4.00
3. The content presented will be helpful in performing my job.							
1	2	3	4	5	N/R	Total	Average
0	0	4	7	11	3	25	3.80
B. Instructor Effectiveness							
1. The instructor demonstrated a thorough command of the topic							
1	2	3	4	5	N/R	Total	Average
0	1	1	10	10	3	25	3.80
2. I learned something from this content							
1	2	3	4	5	N/R	Total	Average
21	2	2	0	0	0	25	84%
3. The presenter was effective.							
1	2	3	4	5	N/R	Total	Average
0	1	6	9	5	4	25	3.24

While one participant remarked that “the presentation was very helpful since she talked about mandatory procedures to be included in our AA, RFAs, etc...it was a very nice reminder to work on

gender,” others were frustrated by the presentation’s lack of depth and variety from previous deliveries. One participant said, “this is the third time I have seen this presentation on gender. I would have preferred to focus the time on what is new in the ADS and examples of how an AAd or RFP/RFA looks with the new requirements.”

Some participants did feel that this was “an *extremely* important topic and should have been given more time” particularly in light of recent changes to the ADS, and many participants had unanswered questions by the close of the session. But other participants felt that the delivery was far too “dry” to fit into a SOTA workshop, in part because Ms. Hanson Swanson could not go into great detail with only 45 minutes. Participants had to rely on one another to reinforce definitions and opinions of gender that Ms. Hanson Swanson seemed to gloss over.

Participants felt that it “would have been helpful for Julie to bring examples of education programs whose gender analysis was done and not done and what the effects were of both these programs.” One participant remarked that the presentation “could have benefitted from more real-life examples to underscore [the key] points,” such as “examples on how gender analysis has impacted activity design.” Another participant requested a “concrete example of a project design containing gender specification” to make the presentation relate to his/her own Mission work. All in all, it is clear that participants expected something wholly different and with more depth at the inaugural Education SOTA from the gender training they’d previously received.

MANAGEMENT ISSUES AND LEADERSHIP MODELS

James Spillane delivered the final SOTA session of day two, Management Issues and Leadership Models. This session tied for the third most valuable presentation, along with National Education Standards, perhaps because participants felt that Dr. Spillane “did a great job tailoring to [the] education sector.” On a scale of 1 (lowest) to 5 (highest) in the participant evaluations, Dr. Spillane received a 4.44 for the section, “this content was informative,” a 4.20 for “the content presented is relevant to my job,” a 3.96 for “the content presented will be helpful in performing my job,” a 4.88 for “the instructor demonstrated a thorough command of the topic,” a 4.24 for “the instructor was effective” and 100 percent of participants agreed that they learned something from this session. Thus, Dr. Spillane earned combined average evaluation score of 4.34. The quantitative evaluation scores for this session can be seen in Figure 14 below.

FIGURE 14: EVALUATION SCORING FOR MANAGEMENT ISSUES AND LEADERSHIP MODELS

Management Issues and Leadership Models							
A. Learning Effectiveness							
1. The content was informative							
1	2	3	4	5	N/R	Total	Average
0	0	2	10	13	0	25	4.44
2. The content presented is relevant to my job.							
1	2	3	4	5	N/R	Total	Average
0	2	2	10	11	0	25	4.20
3. The content presented will be helpful in performing my job.							

1	2	3	4	5	N/R	Total	Average
0	3	5	7	10	0	25	3.96
B. Instructor Effectiveness							
1. The instructor demonstrated a thorough command of the topic							
1	2	3	4	5	N/R	Total	Average
0	0	0	3	22	0	25	4.88
2. I learned something from this content							
1	2	3	4	5	N/R	Total	Average
25	0	0	0	0	0	25	100%
3. The presenter was effective.							
1	2	3	4	5	N/R	Total	Average
0	0	5	9	11	0	25	4.24

Many participants felt that this was a “very interesting and well-presented” session and one participant even said, “I feel more State of the Art after this session.” Yet the majority of participants were looking for a “more technically oriented” presentation at the SOTA complete with “more case studies”, rather than this “broad overview” of the importance of management and leadership. Dr. Spillane could have engaged the audience in a longer discussion on “how distributive leadership can be fostered/developed” in the countries where participants work because the room was rich with a variety of participant experiences, cultural and social contexts to apply these concepts. And some participants felt that this training was too “similar to the information you can get in leadership training,” and one participant remarked that while the content was interesting, “by the end of it I did not have much more than a take-a-way that there are non-traditional (or named) leaders. I would like more on how to confront the problems this might be addressed.” Another participant remarked that Dr. Spillane did not seem to be aware of what USAID actually did.

One major problem was the question on how to relate Dr. Spillane’s presentation to the international experience. Participants felt that linking the domestic information conveyed by Dr. Spillane to the “international panel was a bit disjointed, ‘off-the-cuff’ not as helpful as some of the other panels. [It] seemed a bit forced to link this to our international work.” Nonetheless, other participants felt that the panelists did a “good job” linking Dr. Spillane’s presentation to USAID’s education programs, and one participant even noted that “the USAID panelists were better than the expert.” For several participants, this panel presented “great connections and very relevant material” to relate Dr. Spillane’s research to Mission work.

The second issue with Dr. Spillane’s presentation was the vocabulary he employed. Several participants requested that he “de-mystify some of the terms (de-jargonize)” because “the concepts are excellent ones, but a bit difficult to grasp the practical implications” without specific examples. While Dr. Spillane “is surely a well-recognized academic,” he was often “too technical or difficult to understand” for many of the participants in the room for whom English is not their first language.

BEST PRACTICES IN CURRICULUM

Linda Bevilacqua opened the third and final day of the SOTA workshop with a presentation on Best Practices in Curriculum. Participants rated this the sixth most valuable session of the week. On a

scale of 1 (lowest) to 5 (highest) in the participant evaluations, Ms. Bevilacqua received a 4.36 for the section, “this content was informative,” a 3.95 for “the content presented is relevant to my job,” a 3.86 for “the content presented will be helpful in performing my job,” a 4.64 for “the instructor demonstrated a thorough command of the topic,” a 4.14 for “the instructor was effective” and 100 percent of participants agreed that they learned something from this session. Thus, Ms. Bevilacqua earned combined average evaluation score of 4.19. The quantitative evaluation scores for this session can be seen in Figure 15 below.

FIGURE 15: EVALUATION SCORING FOR BEST PRACTICES IN CURRICULUM

Best Practices in Curriculum							
A. Learning Effectiveness							
1. The content was informative							
1	2	3	4	5	N/R	Total	Average
0	0	4	6	12	0	22	4.36
2. The content presented is relevant to my job.							
1	2	3	4	5	N/R	Total	Average
1	1	6	4	10	0	22	3.95
3. The content presented will be helpful in performing my job.							
1	2	3	4	5	N/R	Total	Average
1	0	6	4	10	1	22	3.86
B. Instructor Effectiveness							
1. The instructor demonstrated a thorough command of the topic							
1	2	3	4	5	N/R	Total	Average
0	0	2	4	16	0	22	4.64
2. I learned something from this content							
Yes	No	N/R	Total		Percent Yes		
22	0	0	22		100%		
3. The presenter was effective.							
1	2	3	4	5	N/R	Total	Average
0	1	4	8	9	0	22	4.14

While many participants remarked that this was an “outstanding” and “excellent session” with “lots of food for thought,” this lower rating was due to a noticeable lack of international context in Ms. Bevilacqua’s presentation. Although some participants felt that Ms. Bevilacqua did attempt to link her presentation to a broader, international context, participants were disappointed by the U.S. focus and needed her to convey her concepts through an international lens. To alleviate this problem, one participant recommended framing the presentation “in the larger international research that Core Knowledge examined in the process of developing their program” and to be more specific with her examples. Ms. Bevilacqua conducted research in France for the Core Knowledge system, so that, as well as “the experience of other countries with context-based, national curricula” could have been the focus of the session. Another participant recommended a final PowerPoint slide that would outline “principles that can be applied even if you don’t use Core Knowledge,” such as the idea that to improve literacy, educators need to focus on oral literacy before written literacy.

Many participants were irked by the “Core Knowledge sales pitch” because “this isn’t the only program out there promoting the same ideas, and the prior knowledge methodology is very interesting” despite the fact that they agree that “it is critical for education officers to understand curriculum and its components.” To achieve this, one participant recommended that the “session could have focused more on relevant curriculum opportunities and challenges in developing countries” rather than in the U.S.

These participants exited the session feeling that “possibly this theory is able to be applied in many countries, at least not in my country.” More discussion and “active participation from the group” could have given participants the tools necessary to think about how to implement Ms. Bevilacqua’s presentation in an international context.

STATE OF THE ART RESEARCH: INFORMATION COMMUNICATIONS TECHNOLOGY (ICT) AND ITS IMPACT ON LEARNING

The final SOTA presentation, State of the Art Research: Information Communications Technology (ICT) and its Impact on Learning, was presented by Tony Bloome. Participants rated this the fourth most useful SOTA session and one participant commented that this “was one of the best of this course” because it focused on a timely topic for USAID education sector staff. On a scale of 1 (lowest) to 5 (highest) in the participant evaluations, Mr. Bloome received a 4.23 for the section, “this content was informative,” a 4.09 for “the content presented is relevant to my job,” a 4.09 for “the content presented will be helpful in performing my job,” a 4.59 for “the instructor demonstrated a thorough command of the topic,” a 4.55 for “the instructor was effective” and 91 percent of participants agreed that they learned something from this session. Thus, Mr. Bloome earned combined average evaluation score of 4.31. The quantitative evaluation scores for this session can be seen in Figure 16 below.

FIGURE 16: EVALUATION SCORING FOR BEST PRACTICES IN CURRICULUM

ICT and its Impact on Learning							
A. Learning Effectiveness							
1. The content was informative							
1	2	3	4	5	N/R	Total	Average
1	0	1	6	13	1	22	4.23
2. The content presented is relevant to my job.							
1	2	3	4	5	N/R	Total	Average
1	0	3	5	12	1	22	4.09
3. The content presented will be helpful in performing my job.							
1	2	3	4	5	N/R	Total	Average
1	0	3	5	12	1	22	4.09
B. Instructor Effectiveness							
1. The instructor demonstrated a thorough command of the topic							
1	2	3	4	5	N/R	Total	Average
0	0	0	4	17	1	22	4.59

2. I learned something from this content						
Yes	No	N/R	Total		Percent Yes	
20	1	1	22		91%	

3. The presenter was effective.							
1	2	3	4	5	N/R	Total	Average
0	0	1	3	17	1	22	4.55

This highly “fun” and “thought-provoking” presentation was a “great activity at the end of the week” in part because it provided solid examples and resources for participants to take back to their Missions. In addition, participants felt that Mr. Bloome did “a great job presenting. He was enthusiastic and made the presentation interactive” for all participants in the room.

Nonetheless, several participants had recommendations on how to improve the session. One participant went into particularly great detail about the presentation structure: “[The] session should be better framed in terms of what does research in developed and developing countries tell us about the linkage between various ICT mediums and impact on key education areas USAID and other donors seek to improve: a) effective teacher training; b) improved education system governance & school performance; c) youth and workforce.”

On the whole, participants wanted more from the ICT session, “more time to hear about ICT innovations/uses and more time to think through ways to incorporate them into our programming,” more time for discussion and sharing what works, and more “models in more details.” One participant recommended that for future deliveries, this session should be expanded to include presentations from the private sector to share their own ICT experiences. Another participant recommended that Mr. Bloome “bring in actual ICT items (OLPC, Picophone, flip camera, etc.) rather than just focusing on existing technologies” to show the benefits of more products. Still another participant requested “more information on how technology is being or can be effectively used in education—especially research-based evidence of effective use of technology.”

Despite Mr. Bloome’s enthusiasm for ICTs, many participants were still very reluctant about the actual benefit of ICTs to learning. One participant commented that this session should “have picked up and started by acknowledging that Paul Reville clearly and unequivocally said that there is no evidence of direct positive impact of ICT on learning outcomes. That does not mean one shouldn’t discuss the topic, but rather do so as an important area for exploration and research.” Another participant echoed this sentiment by commenting, “I’m still not convinced that it’s worth the cost.”



LeAnna Marr, Afghanistan/Pakistan Task Force; Amena Chenzaie, USAID/EGAT/ED; and Felicia Wilson-Young, USAID/Guatemala.

IV. RECOMMENDATIONS FOR FUTURE OFFERINGS

The success of the inaugural Education SOTA Workshop is evidenced by the high evaluation marks and positive participant comments. Requests for participant recommendations for future workshop topics proved fruitful and the TAG takes these as well as criticisms of the workshop seriously.

Recommendations for future offerings of the Education SOTA Workshop are as follows:

- **Give the SOTA an international field-based focus.** Many participants felt they needed more direct linkages to relate domestic experiences to their own work and the most common participant criticism at the Education SOTA was the lack of international context in many of the presentations. For future deliveries, the TAG and PPMT TEST Team should ensure that topics do not just have a U.S. focus, but are conveyed from an international perspective. The current U.S.-focused presenters could be swapped with international experts from institutions like UNICEF and World Bank to discuss international education initiatives.

If the SOTA continues to have U.S. examples at the forefront with an USAID panel to link the presentation to the international context, then this linkage must be made clearer and go into greater depth. This would provide the opportunity to share more current research, practical applications, as well as more time to discuss Mission work that relates to the given topic, possibly through the inclusion of a mini-session on best practices and lessons learned in developing countries. Expert guest presenters must also be better prepared to address an international audience whose focus is the developing world, not the U.S.

Alternatively, the TAG should consider regional SOTA Workshops. These would provide ample time for more field information, live examples from the participating countries, and real case studies that can be discussed in groups working in similar contexts.

- **Distribute pre-course readings and reference materials to ensure that all participants are up to speed.** The variety of hiring statuses present at the Education SOTA led to an extreme discrepancy in prior knowledge. Terminology, for instance, alienated many participants from their peers, and this could have been alleviated with a glossary handout or website. Another option would be to require an online prerequisite session on standards that would provide definitions of the basic concepts to be discussed before the expert guest speakers took the stage.
- **Incorporate more group work and structured discussion time.** Many participants remarked that they were disappointed by the relative dearth of group work at the Education SOTA. Not only would they like the time to participate in interactive sessions that show them how various countries achieved levels of excellence in education, but it is important that they have structured time to engage with their colleagues and share relevant experiences without feeling that the wealth of knowledge in the room is ignored for the sake of the expert guest speakers who are presenting under time constraints. Fewer presentations that last longer would allow participants to share lessons learned and begin to apply this knowledge to their own field work. Exercises could also be created to accommodate this need for participants to share their own work as a basis for group exercises. One example

would be that when the focus is on standards, everyone would have to work on a colleague's issue/live problem with standards together.

Additionally, the TAG should find ways to integrate mission experiences and sharing in a structured (but not necessarily formal) way. While multiple solutions were posited (e.g. end of day “marketplace”) the consensus at the August 5, 2010 TAG meeting was to include a post-training day for reflection/“clinics” to establish linkages to EGAT/ED staff who could continue to assist on a given topic after participants returned to missions.

- **Incorporate participant recommendations into the next SOTA.** In addition to participant requests for workshop facilitators and presenters to make themselves available to participants at breaks and after sessions for informal feedback sessions, participants had several requests for topics to include at the next SOTA that included: M&E for the education sector; multi-sector dimension of education; possible interventions in a local context to prevent school drop-outs; how to transition from primary to secondary education; education planning; education data analysis; policy reform; finance reforms; corruption; and distance learning. While some of these topics are the focus of other TEST courses, the TAG should take into consideration opinions from the field so that the workshop can be as effective as possible.
- **Advanced planning and presenter selection.** Due to the relatively late decision to design and deliver the SOTA Workshop instead of the Education Overview Course (EOC), the timeline for planning was condensed. The biggest challenge of the shortened timeline was securing the high profile guest presenters. In future deliveries, it is recommended that the TAG determine the key topic areas and desired presenters well in advance, so there is sufficient time to invite individuals, secure their participation, and accommodate/rearrange agendas as needed based on availability. The timing of the SOTA Course also compounded the difficulty of securing presenters, because it fell when many people are on vacation (especially those working in academia).
- **Session goals and learning objectives.** While it was universally agreed that there was enormous value in tapping into domestic expertise, including colleagues at other Federal Agencies, the process for communicating session goals and objectives could be greatly improved in future course deliveries should this format be chosen again. Due to the shortened planning period, TAG members and USAID staff who volunteered to serve as session coordinators either did not have sufficient time or could not commit the required time to ensuring all presenters understood the course goals and learning objectives, or the USAID context. The PPMT TEST Team filled in the gaps to the extent possible, but did not always have the subject matter expertise to fully articulate the TAG goals.

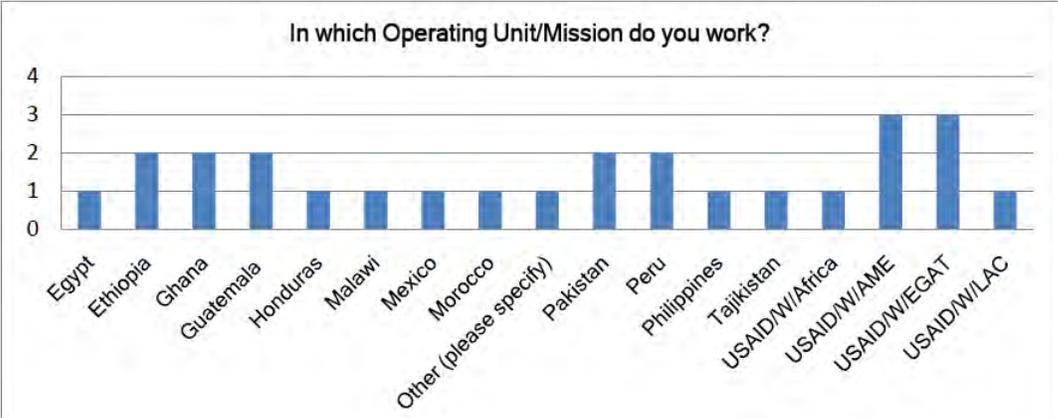
IV. APPENDIX A

COMPREHENSIVE PARTICIPANT SURVEY RESULTS

2010 Education State-Of-The-Art (SOTA) Workshop Registration Survey

Answer Options	Response Count
	25
<i>answered question</i>	25
<i>skipped question</i>	0

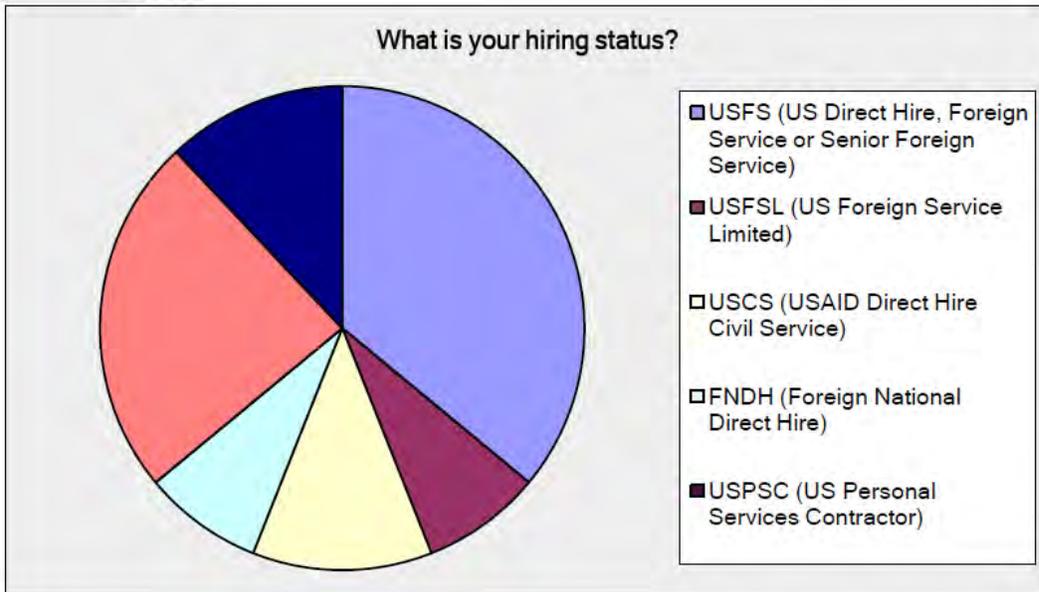
Number	Please enter your full name:	In which Operating Unit/Mission do you work?
1	Mariam Britel Swift	Morocco
2	Gema Jiménez O'Farrill Tirado	Mexico
3	Juan Luis Cordova Guirola	Guatemala
4	Felicia R. Wilson	Guatemala
5	Ms. Aabira SherAfgan	Pakistan
6	Emmanuel Mensah-Ackman	Ghana
7	Meredith Fox	Ghana
8	Haroon Raheem	Pakistan
9	Rebecca Cobb Adams	USAID/W/AME
10	Chikondi Maleta	Malawi
11	Befekadu Gebretsadik	Ethiopia
12	Christine Janes	Honduras
13	Mitch Kirby	USAID/W/AME
14	Aleksandra E. Braginski	USAID/W/AME
15	Sarah Crites	USAID/W/Africa
16	Kevin Patrick Roberts	USAID/W/EGAT
17	Rasheena Harris	USAID/W/EGAT
18	Jannie Kwok	USAID/W/EGAT
19	Aivan Leo R. Amit	Philippines
20	Demissie Legesse	Ethiopia
21	Mavjuda Nabieva	Tajikistan
22	Cristina A. Olive	Peru
23	Karen Towers	USAID/W/LAC
24	Nader Ayoub	Egypt
25	LeAnna Marr	Other (please specify)



What is your hiring status?

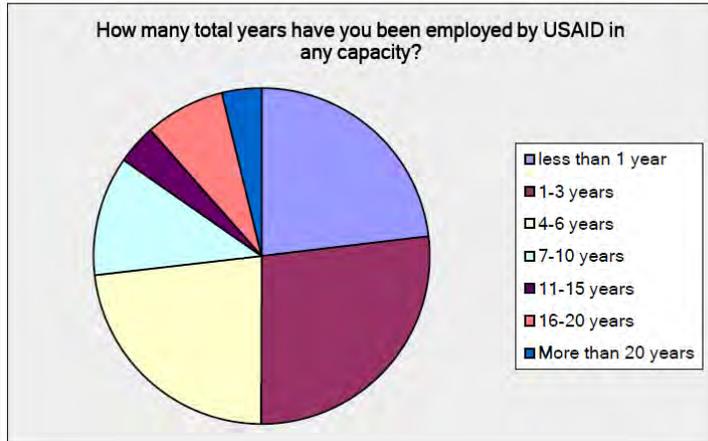
Answer Options	Response Percent	Response Count
USFS (US Direct Hire, Foreign Service or Senior Foreign Service)	36.0%	9
USFSL (US Foreign Service Limited)	8.0%	2
USCS (USAID Direct Hire Civil Service)	12.0%	3
FNDH (Foreign National Direct Hire)	8.0%	2
USPSC (US Personal Services Contractor)	0.0%	0
FNPSC (Foreign National Personal Services Contractor)	24.0%	6
TCNPSC (Third Country National Personal Services Contractor)	0.0%	0
PASA (employee detailed from another USG agency)	0.0%	0
Other (please specify)	12.0%	3
<i>answered question</i>		25
<i>skipped question</i>		2

- Number** **Other (please specify)**
- 1 Foreign Service National (FSN)
 - 2 FSN
 - 3 FSN



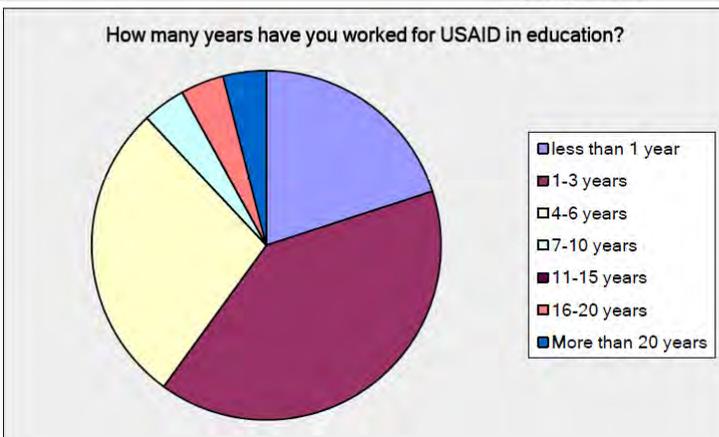
How many total years have you been employed by USAID in any capacity?

Answer Options	Response Percent	Response Count
less than 1 year	23.1%	6
1-3 years	26.9%	7
4-6 years	23.1%	6
7-10 years	11.5%	3
11-15 years	3.8%	1
16-20 years	7.7%	2
More than 20 years	3.8%	1
<i>answered question</i>		26
<i>skipped question</i>		1



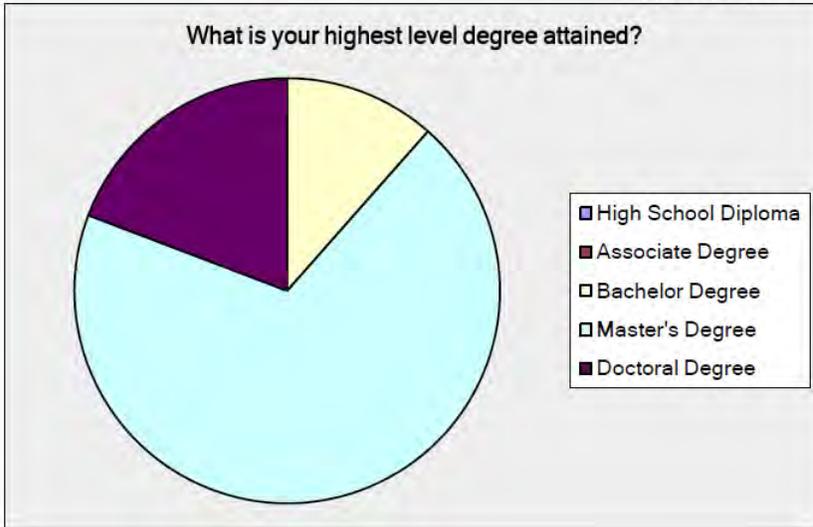
How many years have you worked for USAID in education?

Answer Options	Response Percent	Response Count
less than 1 year	20.0%	5
1-3 years	40.0%	10
4-6 years	28.0%	7
7-10 years	4.0%	1
11-15 years	0.0%	0
16-20 years	4.0%	1
More than 20 years	4.0%	1
<i>answered question</i>		25
<i>skipped question</i>		2



What is your highest level degree attained?

Answer Options	Response Percent	Response Count
High School Diploma	0.0%	0
Associate Degree	0.0%	0
Bachelor Degree	11.5%	3
Master's Degree	69.2%	18
Doctoral Degree	19.2%	5
<i>answered question</i>		26
<i>skipped question</i>		1



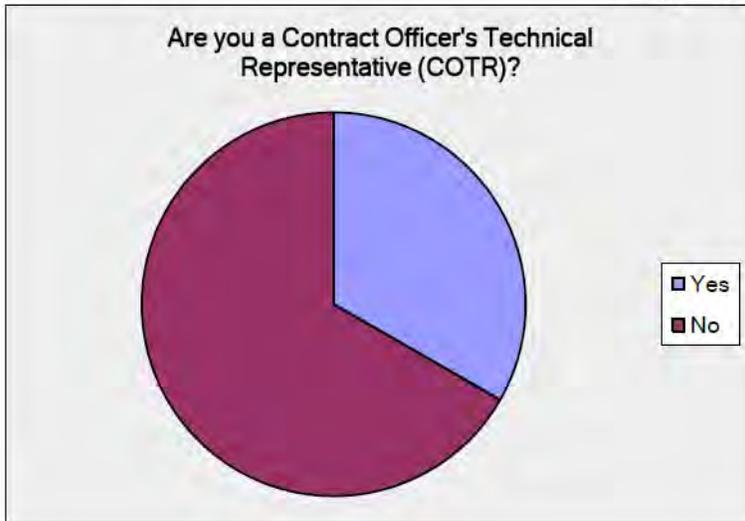
Were any of your degrees earned in education?

Answer Options	Response Percent	Response Count
Yes	69.2%	18
No	30.8%	8
<i>answered question</i>		26
<i>skipped question</i>		1



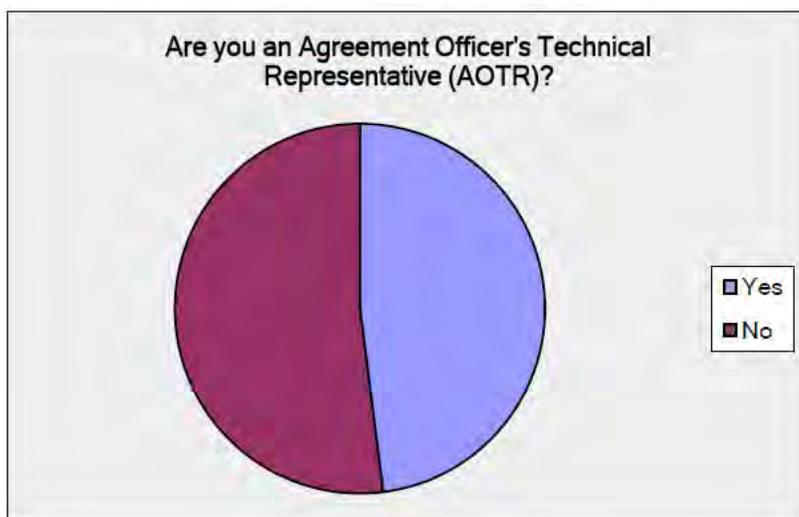
Are you a Contract Officer's Technical Representative (COTR)?

Answer Options	Response Percent	Response Count	
Yes	33.3%	8	
No	66.7%	16	
			<i>answered question</i> 24
			<i>skipped question</i> 3



Are you an Agreement Officer's Technical Representative (AOTR)?

Answer Options	Response Percent	Response Count	
Yes	48.0%	12	
No	52.0%	13	
			<i>answered question</i> 25
			<i>skipped question</i> 2



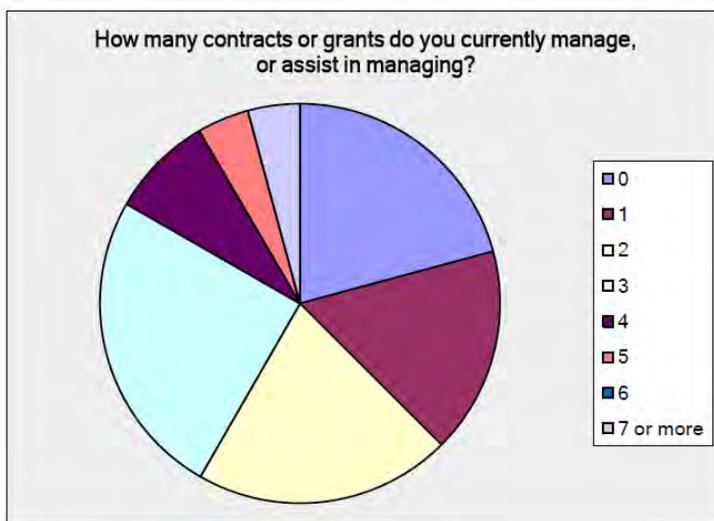
Are you an Activity Manager?

Answer Options	Response Percent	Response Count
Yes	57.7%	15
No	42.3%	11
<i>answered question</i>		26
<i>skipped question</i>		1



How many contracts or grants do you currently manage, or assist in managing?

Answer Options	Response Percent	Response Count
0	20.8%	5
1	16.7%	4
2	20.8%	5
3	25.0%	6
4	8.3%	2
5	4.2%	1
6	0.0%	0
7 or more	4.2%	1
<i>answered question</i>		24
<i>skipped question</i>		3

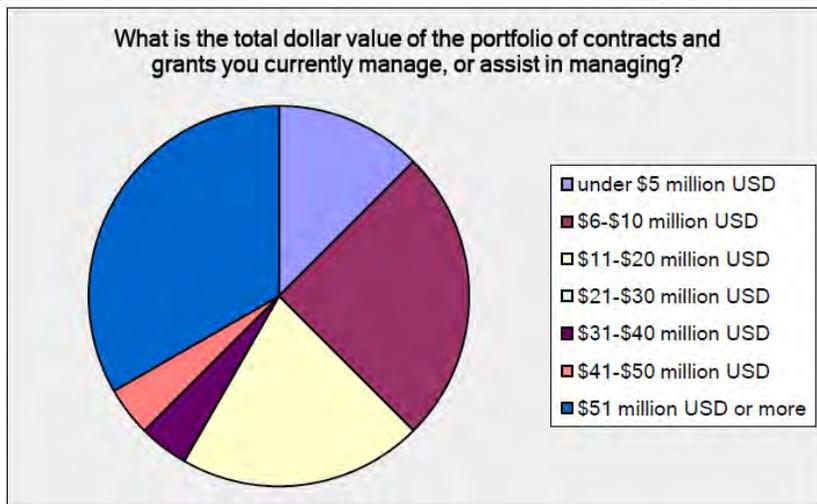


Please indicate what percentage of time you manage or assist in the management of programs in the following areas (should total 100%):

Number	Name	Operating Unit/Mission	Basic education	Higher education	Workforce development
1	Mariam Britel Swift	Morocco	90		10
2	Gema Jiménez O'Farr	Mexico		100	
3	Juan Luis Cordova Gu	Guatemala (Bilateral)	90	5	5
4	Felicia R. Wilson	Guatemala (Bilateral)	88	2	10
5	Ms. Aabira SherAfgan	Peru	5	80	15
6	Emmanuel Mensah-Ac	Ghana	100		
7	Meredith Fox	Ghana	100	0	0
8	Haroon Raheem	Pakistan	90	10	0
9	Rebecca Cobb Adams	USAID/W/AME	95	5	0
10	Chikondi Maleta	Malawi	80		20
11	Befekadu Gebretsadik	Ethiopia	100		
12	Christine Janes	Honduras	90		10
13	Mitch Kirby	USAID/W/AME	80	10	10
14	Aleksandra E. Bragins	USAID/W/AME	50	40	10
15	Rasheena Harris	USAID/W/EGAT	0	0	0
16	Aivan Leo R. Amit	Philippines	40	10	50
17	Demissie Legesse	Ethiopia	100		
18	Mavjuda Nabieva	Tajikistan	90		10
19	Cristina Olive	Peru	70	10	20
20	Karen Towers	USAID/W/LAC	0	15	85
21	Nader Ayoub	Egypt	5	95	0
22	LeAnna Marr	Other (please specify)	45	45	10

What is the total dollar value of the portfolio of contracts and grants you currently manage, or assist in managing?

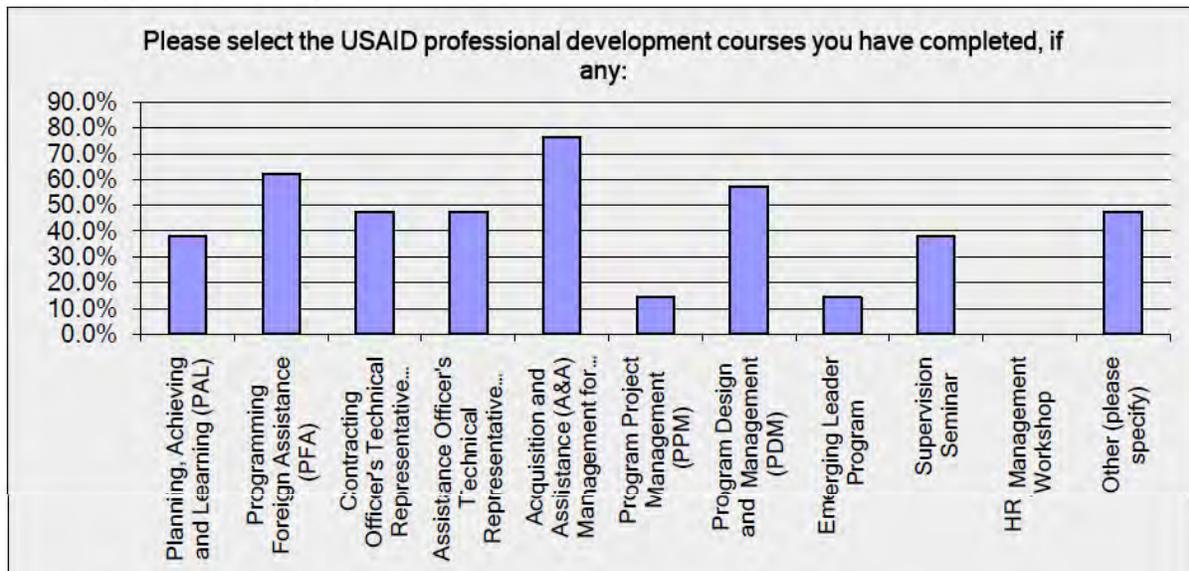
Answer Options	Response Percent	Response Count
under \$5 million USD	12.5%	3
\$6-\$10 million USD	25.0%	6
\$11-\$20 million USD	20.8%	5
\$21-\$30 million USD	0.0%	0
\$31-\$40 million USD	4.2%	1
\$41-\$50 million USD	4.2%	1
\$51 million USD or more	33.3%	8
<i>answered question</i>		24
<i>skipped question</i>		3



Please select the USAID professional development courses you have completed, if any:

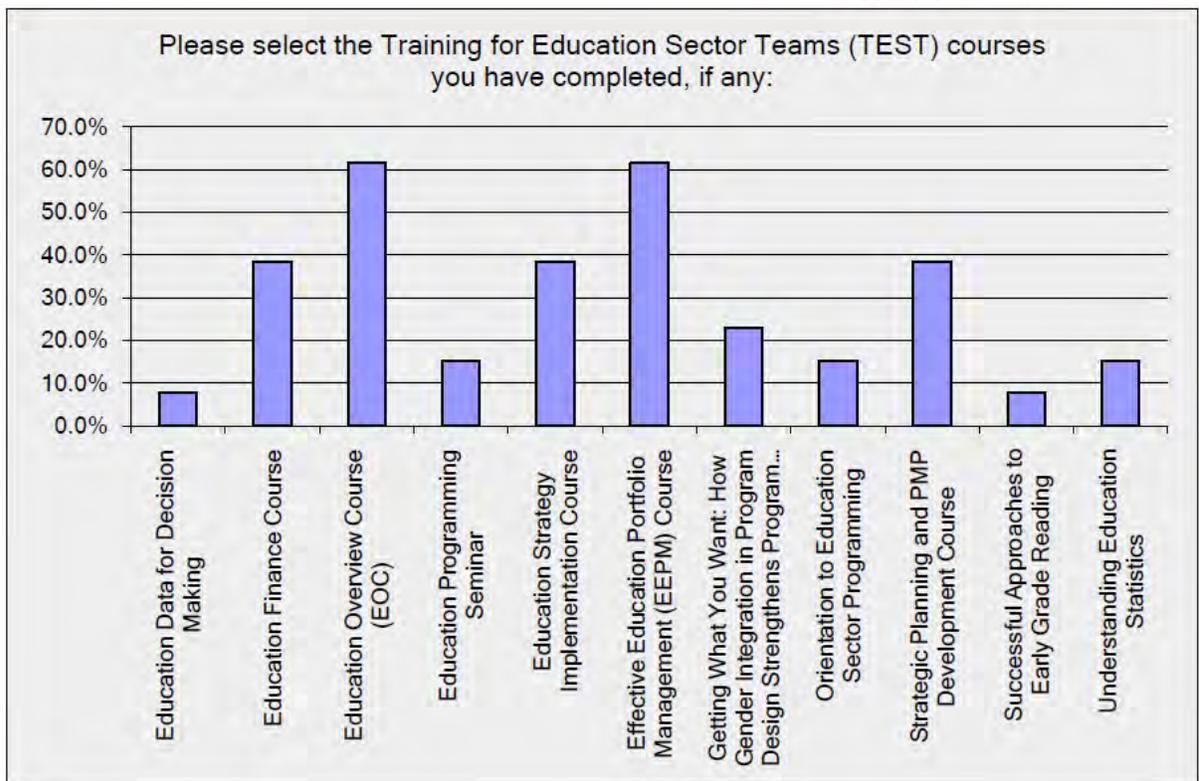
Answer Options	Response Percent	Response Count
Planning, Achieving and Learning (PAL)	38.1%	8
Programming Foreign Assistance (PFA)	61.9%	13
Contracting Officer's Technical Representative (COTR)	47.6%	10
Assistance Officer's Technical Representative (AOTR)	47.6%	10
Acquisition and Assistance (A&A) Management for	76.2%	16
Program Project Management (PPM)	14.3%	3
Program Design and Management (PDM)	57.1%	12
Emerging Leader Program	14.3%	3
Supervision Seminar	38.1%	8
HR Management Workshop	0.0%	0
Other (please specify)	47.6%	10
	<i>answered question</i>	21
	<i>skipped question</i>	6

- Number Other (please specify)**
- 1 Education Worldwide Workshop, August 2009
COTR Prerequisite Course Completed; Foreign Assistance Performance Monitoring and Evaluation Completed; Foundations of Effective Thinking Incomplete; New Employee Orientation
 - 2 Completed; Phoenix Accruals Online Training v.113007 completed
 - 3 Accruals, COTR/AOTR on-line prerequisite course
 - 4 Environmental Compliance, Programming for Conflict-Prone Environments
 - 5 2 Week Leadership Program in Charlottesville
 - 6 DLI
 - 7 Environment Training
 - 8 Effective Education Portfolio management Course, October, 2008
Small Acquisitions Contracting Course, Financial Management/Phoenix, Education SOTAs, Economic Growth Training, Environment Training, Global Development Alliances, Performance
 - 9 Management, etc.
 - 10 Financial Management and Audit



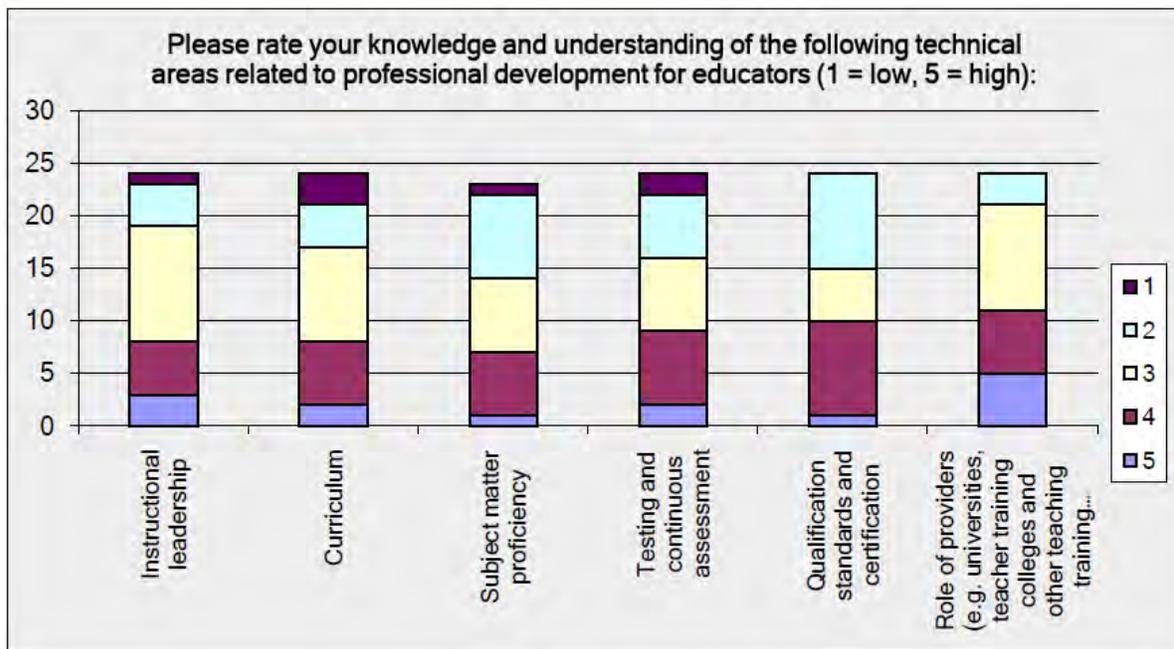
Please select the Training for Education Sector Teams (TEST) courses you have completed, if any:

Answer Options	Response Percent	Response Count
Education Data for Decision Making	7.7%	1
Education Finance Course	38.5%	5
Education Overview Course (EOC)	61.5%	8
Education Programming Seminar	15.4%	2
Education Strategy Implementation Course	38.5%	5
Effective Education Portfolio Management (EPPM) Course	61.5%	8
Getting What You Want: How Gender Integration in Program Design Strengthens Program Effectiveness	23.1%	3
Orientation to Education Sector Programming	15.4%	2
Strategic Planning and PMP Development Course	38.5%	5
Successful Approaches to Early Grade Reading	7.7%	1
Understanding Education Statistics	15.4%	2
	<i>answered question</i>	13
	<i>skipped question</i>	14



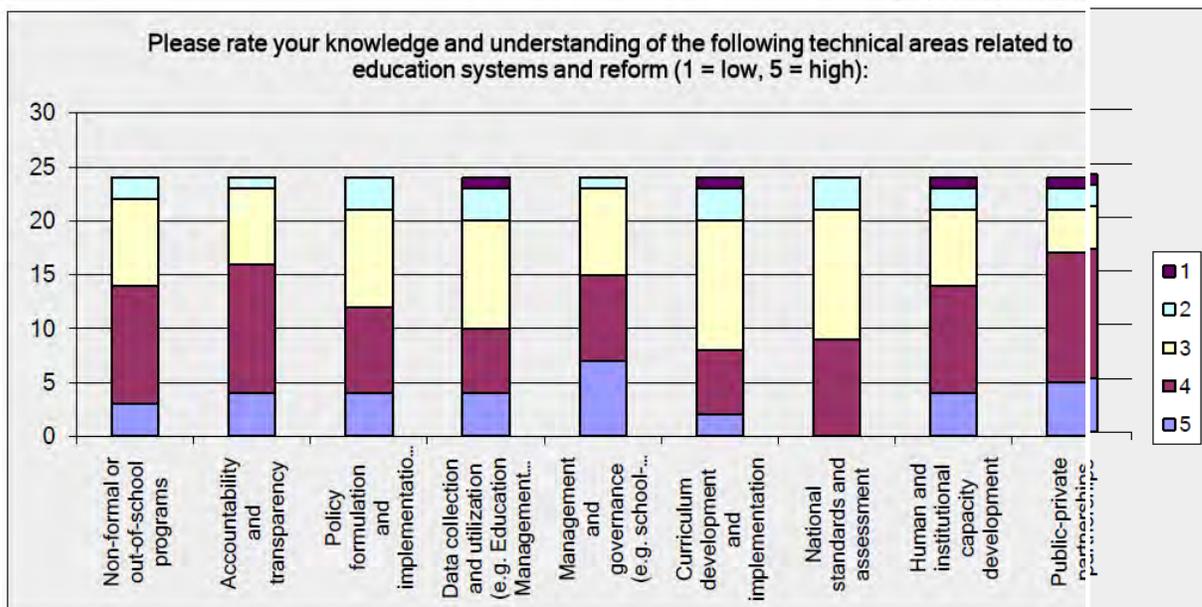
Please rate your knowledge and understanding of the following technical areas related to professional development for educators (1 = low, 5 = high):

Answer Options	1	2	3	4	5	Average	Response Count
Instructional leadership	1	4	11	5	3	3.2	24
Curriculum	3	4	9	6	2	3.0	24
Subject matter proficiency	1	8	7	6	1	2.9	23
Testing and continuous assessment	2	6	7	7	2	3.0	24
Qualification standards and certification	0	9	5	9	1	3.1	24
Role of providers (e.g. universities, teacher training colleges and other teaching training institutions)	0	3	10	6	5	3.5	24
<i>answered question</i>							24
<i>skipped question</i>							3



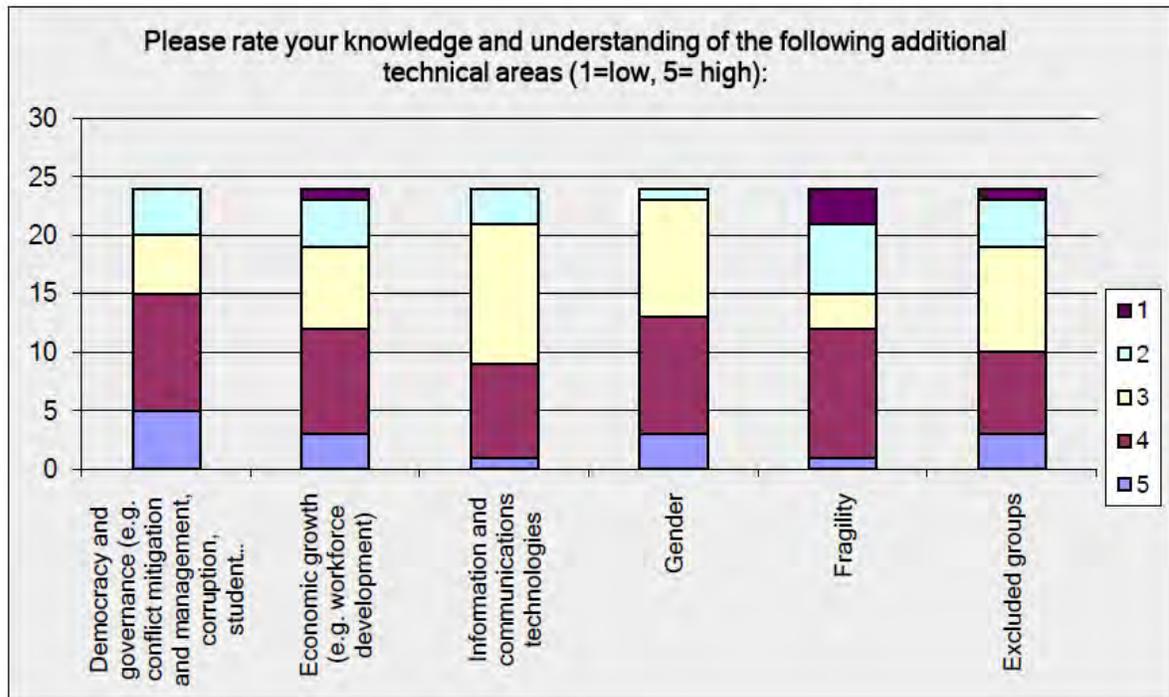
Please rate your knowledge and understanding of the following technical areas related to education systems and reform (1 = low, 5 = high):

Answer Options	1	2	3	4	5	Average	Response Count
Non-formal or out-of-school programs	0	2	8	11	3	3.6	24
Accountability and transparency	0	1	7	12	4	3.8	24
Policy formulation and implementation (e.g. education sector assessment, education planning, key education goals of access, equality, efficiency and quality)	0	3	9	8	4	3.5	24
Data collection and utilization (e.g. Education Management Information Systems, education data for decision making, education statistics)	1	3	10	6	4	3.4	24
Management and governance (e.g. school-based management)	0	1	8	8	7	3.9	24
Curriculum development and implementation	1	3	12	6	2	3.2	24
National standards and assessment	0	3	12	9	0	3.3	24
Human and institutional capacity development	1	2	7	10	4	3.6	24
Public-private partnerships	1	2	4	12	5	3.8	24
<i>answered question</i>							24
<i>skipped question</i>							3



Please rate your knowledge and understanding of the following additional technical areas (1=low, 5= high):

Answer Options	1	2	3	4	5	Average	Response Count
Democracy and governance (e.g. conflict mitigation and management, corruption, student..)	0	4	5	10	5	3.7	24
Economic growth (e.g. workforce development)	1	4	7	9	3	3.4	24
Information and communications technologies	0	3	12	8	1	3.3	24
Gender	0	1	10	10	3	3.6	24
Fragility	3	6	3	11	1	3.0	24
Excluded groups	1	4	9	7	3	3.3	24
	<i>answered question</i>						24
	<i>skipped question</i>						3



What recent practices and/or research do you consider to be most significant for international education?	
Answer Options	Response Count
	13
<i>answered question</i>	13
<i>skipped question</i>	14

No. Response Text

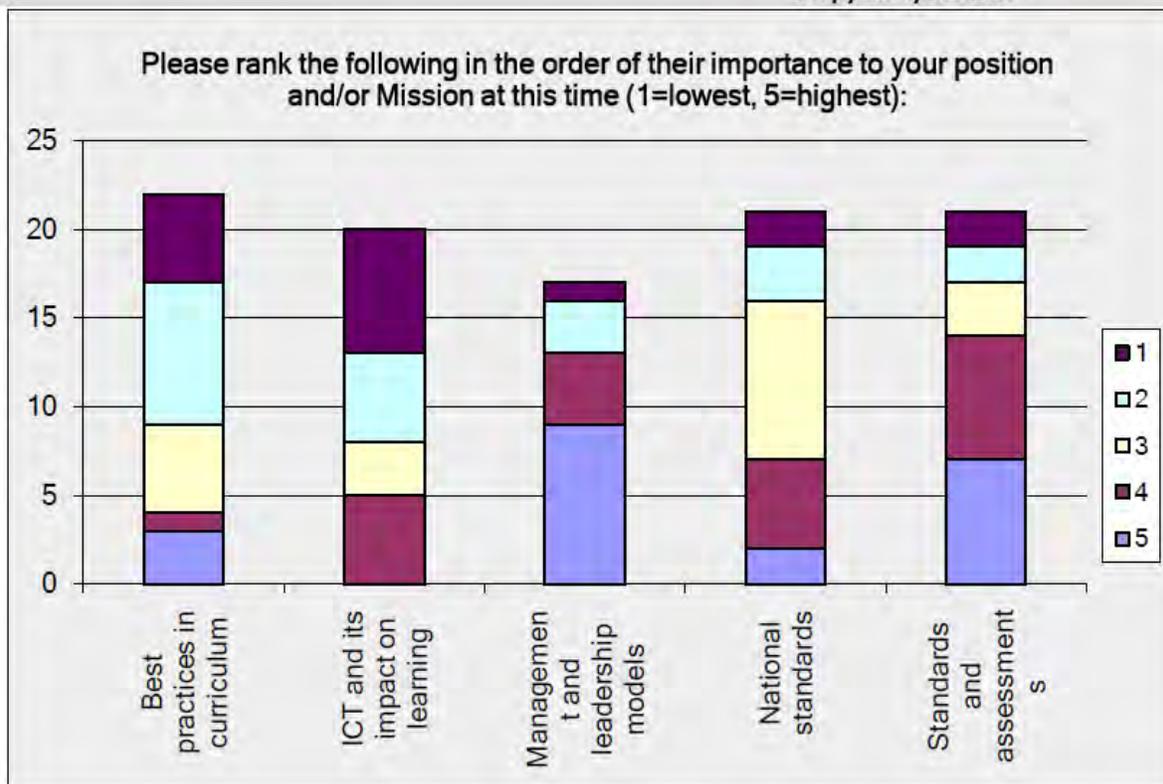
- 1 Workforce Development
- 2 Research and practices related to the use of ITC for ensuring universal literacy in developing countries; leadership in using technology in schools
- 3 Early Grade Reading, Education for underserved populations such as indigenous groups, Intercultural and Bilingual Education, learning opportunities.
- 4 Education for All Global Monitoring Report
- 5 Cognitive research on learning, which has implications for early grade reading
- 6 Paris Declaration and Sector Wide Approach
- 7 Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment(EGMA)
- 8 International academic/ school linkages

I think connectivity (access and usage) holds the most potential for radical change in education. The reliant programs have a great deal of potential for success, providing low-cost, highly accessible al
- 9 to traditional education development and capacity-building projects. These programs also hold the potential for failure as many are pioneering endeavors. I'm excited to see how connectivity plays a planning and implementation of new projects.

Significance will depend on where a country is on the education system continuum and region.. For
- 10 Brookings research/publication "Beyond Madrassas" is very significant for Islamic countries not in \ EGRA/EGMA approaches to testing of learning outcomes is significant for all.
- 11 Education and economic growth (Rural Development); Public Private Partnership; Standard setting and assessment;
- 12 N/a
- 13 Determinants of Student Learning.

Please rank the following in the order of their importance to your position and/or Mission at this time (1=lowest, 5=highest):

Answer Options	1	2	3	4	5	Average	Response Count
Best practices in curriculum	5	8	5	1	3	2.5	22
ICT and its impact on learning	7	5	3	5	0	2.3	20
Management and leadership models	1	3	0	4	9	4.0	17
National standards	2	3	9	5	2	3.1	21
Standards and assessments	2	2	3	7	7	3.7	21
<i>answered question</i>							23
<i>skipped question</i>							4



What guides your Mission in its education funding decision making?

Answer Options	Response Count
	18
<i>answered question</i>	18
<i>skipped question</i>	9

No. Response Text

- 1 A participatory approach among education stakeholders, education nationwide assessments and diagnostics; official information/data.
- 2 the Mission's funding decision making for education is based on 2 main factors: the Mission's five year strategy and the Moroccan Government priorities as related to education.
- 3 USG policy and to some extent host government needs and requirements
- 4 Priorities identified by the Government of Ghana for education development
- 5 The host government's Education Strategic Plan (ESP). We only work on education issues identified as priorities in the ESP.
- 6 Technical input related to education challenges and program opportunities.
- 7 National Education Sector Plans and Mission Strategic Plan
- 8 Mission Strategic Plan that complements with Host Government policy and strategy
Local community needs and consultation with relevant stakeholders including local governments who
- 9 have largest network of public sector schools though we always look for overlaps with the USG assistance policy priorities; in our case Kerry - Lugar Legislation.
- 10 NA I'm USAID/W
The political crisis in the country has played a major role due to the politization of the school system at
- 11 every level. The needs of the people, studies, and donor coordination all play a role in guiding our decisions.
- 12 Not in the order of importance...
1) Funds availability; 2) sector priorities; 3) synergy of other Mission activities; 4) Mission priorities
- 13 The host country education pains and programs and USG strategic objective in the host country.
Education is important pillar to improve the socio economic sectors in Tajikistan. The system is declining due to many problems such as limited financing, lack of teachers, high turnover, outdated
- 14 curriculum, textbook, inefficient management and planning at all levels, poor teaching and learning performance, high rate of drop out, poor attendance, etc The economy is declining increasing poverty and decrease government capacity thus sector needs serious attention and technical support.
- 15 Country needs and USG/USAID priorities, earmarks and availability of funds.
Earmarks or where the funding is coming from. For example, I am working on the youth portfolio and a large chunk of our money is from state to deal with youth gang/violence issues in the region. The
- 16 types of programs we program often needs to be agreed upon with state. Once this general agreement is made, we general do an assessment for the most appropriate use of resources given the context around youth.
- 17 Basic and Higher Education Earmarks. Discussions with the Government officials
- 18 The current needs of the country aligned with the Mission objectives

Lunch will be provided during the training courses. Please let us know if you have any dietary restrictions (vegan, vegetarian, etc.) so we can

Answer Options	Response Count
	14
<i>answered question</i>	14
<i>skipped question</i>	13

Number	Response Text
1	none, healthy food. I unfortunately have many dietary restrictions: Low sodium, preferably gluten and lactose free, no pork. However, I will do with what is available. Generally a bit of rice, a small piece of a protein (other than proc) source or some
2	vegetables work perfectly when and if available.
3	All products of Pig (Pork and Ham etc.) I dont eat.
4	No restrictions
5	I prefer salt free foods
6	none
7	vegetarian + fish
8	No. Thanks
9	No restriction
10	No restrictions
11	none
12	None
13	White flour
14	Vegetarian (but I do eat fish)

Please provide us with contact information for your EXO (work number and, if available, cell phone number):

Answer Options	Response Count
	18
<i>answered question</i>	18
<i>skipped question</i>	9

No.	Response Text
1	Sheila Samuels (502) 2422-4000
2	Mahmaz, Amal Deputy EXO +212 5 37 63 20 01 X2329 (0661-37-35-06)
3	Mr. Alan Lewter Executive Officer USAID/Pakistan 0092-51-2082794 Mobile: 0092-300-8528547
4	Corwin Edwards, TDY Executive Officer, 233-302-741162, Cell: 233-244-313529
5	Corwin Edwards, Acting EXO, +233 30 274 1162
6	2.66E+11
7	251-11-551-0088 Ext 223 cellphone 251-091-119-9933
8	0092 51 2080000
9	n/a
10	na
11	Mike De La Rosa X 4194 / 4985
12	Yash Kaint; 63 (2) 5529961
13	Robert Appiah, Telephone 251-115-510-088 ext.279
14	mob 992 98 580 82 23 Off 992 37 229 26 06
15	Kurt Pope, EXO kpope@usaid.gov 511- 618-1401
16	202-2522-6550
17	Harold J. Ashby Executive Specialist USAID/Mexico ph.(52+55) 5080-2841 hashby@usaid.gov
18	N/A Washington based

Will you be traveling from outside the Washington, DC area to attend the training course?

Answer Options	Response Percent	Response Count
Yes	62.5%	15
No	37.5%	9
<i>answered question</i>		24
<i>skipped question</i>		3



What date and time will your flight be arriving in the Washington, DC area?

Answer Options	Response Count
	14
<i>answered question</i>	14
<i>skipped question</i>	13

Number	Response Text
1	07/25/10 afternoon
2	FRI 23JUL at 22:33
3	July 24 -Flight:UA1001--Time:16:00
4	July 24 at 8:31 pm
5	July 21, 6:30am
6	July 24, 2010 (11:30)
7	24 July , 15:45. Flight #UA8827
8	#####
9	not sure yet; sunday evening 7/25
10	07/24/2010
11	Date: July 18, 2010 Time: 2 pm
12	07/24/2010
13	July 25, 12:45
14	Saturday, July 24. Dulles Airport, UA 0822

What date and time will your flight be departing the Washington, DC area?

Answer Options	Response Count
	15
<i>answered question</i>	15
<i>skipped question</i>	12

Number	Response Text
1	07/31/10 morning
2	MON 16AUG at 20:01
3	July 31- Flight:UA918--Time:18:05
4	August 14 at 7 pm
5	07/14/2010
6	August 3, 2010 (16:09)
7	31 July, 16:30, Flight # UA2081
8	07/31/2219
9	saturday 7/31 am
10	August 2, 2010. Will be doing TDY in DC from August 2-3
11	Date: July 31, 2010 Time:6:49pm
12	22 July, arrival at 19:40
13	07/31/2010
14	07/14/2010
15	Sunday, August 1, Dulles Airport, UA 0823

At which airport will your flight be arriving?

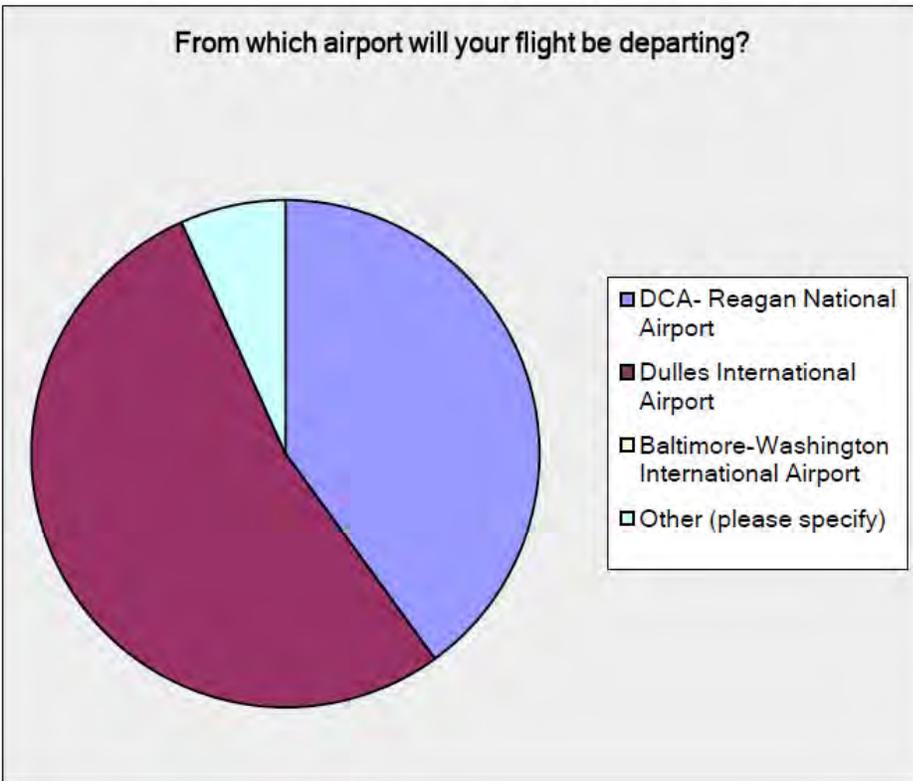
Answer Options	Response Percent	Response Count
DCA- Reagan National Airport	40.0%	6
Dulles International Airport	60.0%	9
Baltimore-Washington International Airport	0.0%	0
Other (please specify)	0.0%	0
<i>answered question</i>		15
<i>skipped question</i>		12



From which airport will your flight be departing?

Answer Options	Response Percent	Response Count
DCA- Reagan National Airport	40.0%	6
Dulles International Airport	53.3%	8
Baltimore-Washington International Airport	0.0%	0
Other (please specify)	6.7%	1
<i>answered question</i>		15
<i>skipped question</i>		12

Number	Response Date	Other (please specify)
1	Jul 1, 2010 4:18 PM	Guatemala City airport, La Aurora



What date will you be checking into the hotel?

Answer Options	Response Count
	15
<i>answered question</i>	15
<i>skipped question</i>	12

Number	Response Date	Response Text
1	Jul 1, 2010 4:18 PM	07/25/2010
2	Jul 1, 2010 4:38 PM	July 25th
3	Jul 2, 2010 5:09 AM	July 24 at 5:00p.m.
4	Jul 2, 2010 8:13 AM	07/24/2010
5	Jul 2, 2010 8:22 AM	Not staying at a hotel
6	Jul 5, 2010 7:24 AM	07/24/2010
7	Jul 7, 2010 1:01 PM	07/24/2010
8	Jul 8, 2010 11:36 AM	07/24/2010
9	Jul 9, 2010 8:43 PM	07/25/2010
10	Jul 12, 2010 1:39 AM	07/24/2010
11	Jul 12, 2010 5:53 AM	07/24/2010
12	Jul 12, 2010 7:52 AM	07/22/2010
13	Jul 12, 2010 6:15 PM	07/24/2010
14	Jul 13, 2010 12:18 PM	07/25/2010
15	Jul 13, 2010 5:02 PM	07/25/2010

What date will you be checking out of the hotel?

Answer Options	Response Count
	15
<i>answered question</i>	15
<i>skipped question</i>	12

Number	Response Date	Response Text
1	Jul 1, 2010 4:18 PM	07/31/2010
2	Jul 1, 2010 4:38 PM	07/30/2010
3	Jul 2, 2010 5:09 AM	July 31 at 1:00p.m.
4	Jul 2, 2010 8:13 AM	07/31/2010
5	Jul 2, 2010 8:22 AM	Not staying at a hotel
6	Jul 5, 2010 7:24 AM	07/31/2010
7	Jul 7, 2010 1:01 PM	07/31/2010
8	Jul 8, 2010 11:36 AM	07/31/2010
9	Jul 9, 2010 8:43 PM	07/31/2010
10	Jul 12, 2010 1:39 AM	08/04/2010
11	Jul 12, 2010 5:53 AM	07/31/2010
12	Jul 12, 2010 7:52 AM	07/31/2010
13	Jul 12, 2010 6:15 PM	07/31/2010
14	Jul 13, 2010 12:18 PM	07/04/2010
15	Jul 13, 2010 5:02 PM	07/31/2010

V.APPENDIX B

COMPREHENSIVE PRESENTER EVALUATIONS

Daily Evaluation Comparison							
1. The content was informative.							
Management Issues & Leadership Models	National Ed Standards	Best Practices in Curriculum	ICT and its Impact on Learning	EGAT/ED Perspectives & New Administration Initiatives	Education Standards & Assessments	Gender Equality in Education	USAID's New Education Strategy
4.44	4.36	4.36	4.23	4.12	4.00	3.44	3.42
2. The content presented is relevant to my job.							
EGAT/ED Perspectives & New Administration Initiatives	Management Issues & Leadership Models	ICT and its Impact on Learning	National Ed Standards	Gender Equality in Education	Best Practices in Curriculum	USAID's New Education Strategy	Education Standards & Assessments
4.35	4.20	4.09	4.00	4.00	3.95	3.88	3.66
3. The content presented will be helpful in performing my job.							
National Ed Standards	ICT and its Impact on Learning	EGAT/ED Perspectives & New Administration Initiatives	Management Issues & Leadership Models	Best Practices in Curriculum	Gender Equality in Education	Education Standards & Assessments	USAID's New Education Strategy
4.12	4.09	4.00	3.96	3.86	3.80	3.73	3.62
1. The instructor demonstrated a thorough command of the topic							
Management Issues & Leadership	National Ed Standards	Best Practices in Curriculum	ICT and its Impact on Learning	Education Standards & Assessments	Gender Equality in Education	EGAT/ED Perspectives & New	USAID's New Education Strategy

Models						Administration Initiatives	
4.88	4.80	4.64	4.59	4.08	3.80	n/a	n/a
2. I learned something from this content							
National Ed Standards	Best Practices in Curriculum	Management Issues & Leadership Models	ICT and its Impact on Learning	Gender Equality in Education	Education Standards & Assessments	EGAT/ED Perspectives & New Administration Initiatives	USAID's New Education Strategy
100%	100%	100%	91%	84%	81%	n/a	n/a
3. The presenter was effective.							
National Ed Standards	ICT and its Impact on Learning	Management Issues & Leadership Models	Best Practices in Curriculum	Education Standards & Assessments	Gender Equality in Education	EGAT/ED Perspectives & New Administration Initiatives	USAID's New Education Strategy
4.64	4.55	4.24	4.14	4.00	3.24	n/a	n/a
Overall Ranking (Final SOTA Evaluation)							
Education Standards & Assessments	EGAT/ED Perspectives & New Administration Initiatives	National Ed Standards	Management Issues & Leadership Models	ICT and its Impact on Learning	USAID's New Education Strategy	Best Practices in Curriculum	Gender Equality in Education
1	2	3	3	4	5	6	7

VI. APPENDIX C

COMPREHENSIVE EVALUATION COMMENTS

DAY ONE

EGAT/ED Perspectives and New Administration Initiatives (Barth)

If you could change the content of this session, what would you change?

- More discussion time; application in Missions
- Wouldn't change anything. There was so much information to share that David couldn't go into detail about any of them in particular. Very nice that both sessions were "open" to questions.
- A short hand-out with bullet points of key concepts may have been helpful
- Could use a little more time—excellent info that we need. Good discussion.
- For future trainings – would be good to include more in-depth session on HICD. EGAT should use e-mails to drive our attention to "bulletin board" when something is important or new.
- Written document to take away.
- Should have more country specific areas and challenges faced by the field and recommendations for solutions
- I will (sic) present handouts to participants on these
- Furthering (sic) stressing the importance of sharing experiences across missions
- I would suggest a PowerPoint presentation and information to be provided in a document
- Would have liked more time for discussion. But it was great to get David's update
- It was informative but it will be more efficient added by video presentations from the WDC's administrator as it was introduced in spring, Jordan's conference.

USAID's New Education Strategy (Wright)

If you could change the content of this session, what would you change?

- Display on PowerPoint
- Present how new Ed. Strategy will affect/be applied to work in the field/contrast w/ how it is now.
- Greatest take-away was that colleagues weren't clear about the parameter of the basic ed earmark
- Revised strategy draft should also be shared and could be helpful to understand through a brain storming session.
- Just overview of principles – not really helpful. VERY important topic – could have been covered better. It would have been more helpful to outline changes made during the APCC process, what issues are still on table, etc. Handouts or visual aids of framework would have been useful, especially for new people who have not yet seen drafts.
- The presentation was somewhat superficial. It would have been more helpful to have walked through the new strategy in a lot more detail, with some specific examples. One or two Power Point slides also would have been helpful, particularly for junior officers and field staff who might not be familiar with the content. It is hard to imagine that the implementation/operational guidelines for the new strategy will be done concurrently with strategy approval.
- Instead of reading the hand out, should be better to use multi-media

- I will (sic) present handouts to participants
- Some of the evaluation criterion does not apply to session/content
- Could have used PowerPoint slides
- I would suggest a PowerPoint presentation and an informative document provided
- Not enough time for discussions. This is so important to our work. Would like to discuss further the relationship to budget. Will funding from Congress be along the lines of the strategy?
- It was productive. I will circulate copy of presentation.

Education Standards and Assessments (Reville)

If you could change the content of this session, what would you change?

- Aivan's case study was very informative and extremely interesting
- Start the day with a good "ice breaker"
- Start the afternoon with an "energizer"
- Presentations too long/too many "talking heads"
- P. Reville's presentation was very interesting; however, it would have been even more interesting if the US experience was somehow discussed as a possible model for other countries (what lessons for developing countries?)
- Probably, provide more examples from the field
- Outstanding presentation. Very informative, Very useful, Would love to have him come to my country and make some presentation for MOE.
- How can I get him to my country?
- The group brainstormed on questions regarding national standards and assessments but few were addressed during the presentation. The presenters should have referred to those questions during the presentation. Many developing countries are highly centralized and trying to move toward decentralization. It was difficult to compare and make relevant lessons learned for going to a decentralized to a centralized system.
- Nothing. Extremely helpful and informative presentation.
- Absolutely fabulous. Taping it next time.
- How can this apply to our host countries? For example, challenge that we might face and how to address it.
- Present the topic in an international perspective than limiting this to the US system of education
- Too narrow – it's better to have a presenter with the global experience and cite practical best practices that can be customized in field. Did not help us in our work.
- Fascinating presentation. Would have liked a little more practical information on what it takes to implement standards-based reform—i.e., what change need to be made in teacher professional development, what supports can be put in place for low-performing schools, more focus on "how" better than just "why". Would have liked a bit more time on applicability to developing countries – a bit more time for Jeff Davis.
- Much more brief US overview, broader discussion on linkages to work in the field and missions, expanded discussion on relation to poverty & health, more time for the case study

Day One General Additional Comments:

- Although this was provided in the course description printouts, it would have been nice to start the course by asking participants what their expectations were (sic) in regards to the workshop/sessions.

- Day sessions were informative, interactive, productive. Please provide copies of “standards-based reform” presented by Jeff Davis
- Really enjoyed the presentation. Top rate!
- It would have been of greater benefit to have more time in the course [for] Secretary Reville. I believe his time was short but I also understand he is an extremely busy man.
- Good day!
- Well done, nice facilitation.
- I liked the format of the “introduction” session looking at 4 major areas of workshop. Nice way to start thinking about upcoming sessions and get to know other participants. Some of the “facilitators” were a bit confused about purpose making it difficult to get started w/ conversation during 1st round.
- In reporting out on the four topics, one representative from each group should stand by each of the topic and all questions posed per topic should be presented at the same time.

DAY TWO

National Education Standards (Amundson)

If you could change the content of this session, what would you change?

- More about process of standard implementation/next steps; more about work to get nat'l standards written in the field/case studies on how they were organized and carried out
- Again, I want to thank you for bringing this gifted presenter. I know how difficult it's to bring the best presenters to the courses, since they have a very tight agenda. I liked the presentation but also the practice with the policy to better understand policy through the debate
- Very effective presentation and the information is valuable for each of us regardless of country. Great example of how politics and interest affect reform and policy decision-making for education.
- Interesting session but felt there is no applicability in our USAID programs in developing counties.
- Very energetic and engaging
- More relevance to USAID activities, even generally, would be appreciated
- Kristen is a very dynamic presenter. I liked going through the role playing. Very active engagement.
- Make this a longer session to allow for a discussion on how to apply what we learned re: standards in the US to our contexts. Kris was very dynamic and passionate – I appreciate her approach.
- While I most definitely appreciate the wealth of knowledge the speakers bring, I also think that all of us have extensive backgrounds and experiences as well. I would like to hear more from FSNs & FSOs about their countries and programs. This would help foster a dialogue amongst colleagues & programs to learn from each other. When back in our individual countries, we are too busy to reach out & communicate with our colleagues from other places. At this week-long workshop, we do have that opportunity. We should take advantage of it.
- Great
- Too many references to US culture/history without explanation –need to be really obvious if you use name, give title. ; excellent session to better understand policy-making—possibly political ramification of setting standards, using assessment; role play is really good way to think about various stakeholders, etc.; we need A LOT more of this type of training on whole system reform and how it works!; Peru presentation is really nice addition to Kristen's

presentation to make it “international” and help to see how relevant to different cultures. Cristina did a great JOB. VERY helpful to hear about where USAID helping with reform efforts.; Could use more conversation on USAID’s role promoting reform & standards.

Gender Equality in Education (Swanson)

If you could change the content of this session, what would you change?

- Good information but a bit dry. Could have benefitted from more real-life examples to underscore points; i.e., provide some examples on how gender analysis has impacted an activity design. Delineation of responsibilities = good information/necessary; could have used more time, given recent changes to the ADS
- This is an extremely important topic & should have been given more time
- This is important but dry topic. Not sure it fits into a SOTA
- Very important topic that was well covered. If anything, it could have been longer and gone into more depth. That being said, it was great!
- Provide more time for this area. Presenter left with a lot/some questions unattended.
- Concrete example of a project design containing gender specification
- There should have been more time allotted for this topic. It would have been helpful for the Julie to bring examples of education programs whose gender analysis was done and not done and what the affects were of both of these programs.
- This presentation was very helpful since she talked about mandatory procedures that have to be included in our AAD, RFAs, etc. I knew about these mandatory gender procedures, but it was a very nice reminder to work on gender. Listening to my colleagues’ definitions/opinions of gender helped me better reinforce the definitions given by Julie.
- Def. of gender is important but I thought the focus was on the new ADS and how that relates to our work in the field. What specifically has changed? This was only briefly mentioned.
- This is the third time I have seen this presentation on gender. I would have preferred to focus the time on what is new in the ADS and examples of how a AAD or RFP/RFA looks now with the new requirements.

Management Issues and Leadership Models (Spillane)

If you could change the content of this session, what would you change?

- Did a great job tailoring to education sector; this would fit in nicely with a more in-depth session on HICD; Although very interesting & well-presented, for a SOTA, I would prefer to have sessions that are more “technically” oriented rather than general. This is similar to inform you can get in leadership training. Linking domestic to international panel was a bit disjointed, “off-the-cuff” not as helpful as some of the other panels. Seemed a bit forced to link this to our international work.
- Jim was a good presenter. The topic, for me, would have been more meaningful if broken out by “management” and “leadership”. Mitch Kirby did a nice job of linking Jim’s thinking to USAID’s ed programs; Patrick and Sara did a good job. Overall, the USAID panelists were better than the expert. Panel topics seemed to move away from leadership and management. Maybe the presentation should target “organizational development” only
- Spend more time discussions how distributive leadership can be fostered/developed in countries where we work. The topic is relevant but now the question is how we can actually do it.

- I found the content interesting; however, by the end I did not have much more a take-a-way than there are non-traditional (or named) leaders. I would like more on how to confront the problems this might be addressed.
- All Best!
- It would be great to de-mystify some of the terms (de-jargonize) the concepts are excellent ones but a bit difficult to grasp the practical implications – more specific examples would be useful.
- I like the concept of distributive leadership. Not only does it apply to schools but also USAID!
- Include more case studies other than begin conceptual, especially in interplating (sic) the case studies.
- More international experiences. Examples at the national level.
- Presenter should have left more time for discussion at the end of the presentation. He should also draw more on the various experiences of participants in our room and the varying cultural & social contexts they operate in.
- The presenter is surely a well-recognized academic. However, I feel he received a lot of time while other presenters would have received more time (i.e., Kristen Amundson or Secretary Reville). Sometimes, Dr. Spillane was too technical or difficult to understand (i.e., graphics presented)
- Very informative and a broad overview of the importance of leadership. It is also important to consider the element of culture and how it shapes the task and process of management and leadership.
- Love the comments/panel @ end. Great connections and very relevant material. I feel more State of the Art after this session.
- More real time connective to dev. Projects/our work.

Day 2 General Additional Comments:

- Respect participants, discussions over time management. Balance Up!
- Given our limited time for the SOTA (only 3 days) I would recommend spending more time on standards, etc rather than on leadership/management. This was excellent training – but again more on “tech” issues would have been preferred.

DAY THREE

Best Practices in Curriculum (Bevilacqua)

If you could change the content of this session, what would you change?

- Excellent session. One thing could have improved this – could have been a bit more explicit on how to tie this to international work. For example, a final PPT screen outlining principles that can be applied even if you don’t use core knowledge –i.e., for literacy need to focus on oral 1st--perhaps look at ways to include better content – even if not using core knowledge. But all in all excellent session w/lots of food for thought. Would be good to have a discussion in agency on how we could improve our work on literacy (EGRA, etc)
- Very interesting. I appreciated her effort to link to international contexts.
- While I think it is critical for edu officers to understand curriculum and its components, I’d change the context of this session to exclude the “core knowledge” sales pitch. This isn’t the only program out there promoting the same ideas, and the prior knowledge methodology is very interesting. I’d like more on the research and more info on the results and practice of implementing this method, esp. in an international context. And I’d love to learn more about those teacher handbooks!

- Very US focused & presenter not as able to make connections to foreign env. Overall comment for conf perhaps would be to bring in more int'l speakers.
- Nothing.
- Facilitators need to be engaging and presentations should be of international scope
- The content was very relevant but again we need more connecting to country context.
- More active participation from the group would have been helpful. She was a good presenter, but there was not much discussion. Possibly this theory is able to be applied in many countries, at least not in my county. But I do want to say it was an interesting theory but could be successful only in the U.S.
- Session could have focused more on relevant curriculum opportunities and challenges in developing countries.
- Outstanding!
- Frame the presentation a bit more in the larger international research that core knowledge examined in the process of developing their program. For example, the research Linda conducted in France, the experience of other countries with context-based, national curricula.

ICT and its Impact on Learning (Bloome)

If you could change the content of this session, what would you change?

- More time to hear about ICT innovations/uses and more time to think through ways to incorporate them into our programming.
- Session should be better framed in terms of what does research in developed and developing countries tell us about the linkage between various ICT mediums and impact on key education areas USAID & other Donors seek to improve: a) effective teacher training; b) improved education system governance & school performance; c) youth and workforce. The session should also have picked up and started by acknowledging that Paul Revel (sic) clearly and unequivocally said that there is no evidence of direct positive impact of ICT on learning outcomes. That does not mean one shouldn't discuss the topic but rather do so as an important area for exploration and research. Presenter is very good and clear but content deterred from overall effect
- Tony's presentation was one of the best of this course. I am glad that this theme (ICT) was included since ICT will become part of all education programs. This is the right moment to learn about ICT. I would not change anything with respect to this presentation, it was quite active, fun, attractive, and thought-provoking. Tony Bloome is a great asset for the agency. Congratulations!
- Get more time to this presentation in future SOTA's. invite Private Sector to these presentations so that they share contact and how they are working in this area.
- Feature models in more details
- Great Activity at the end of the week. Very applicable to develop projects. Good examples & Resource info to take back w/us!
- More time! Esp. in the sharing programs & challenges & discussions.
- Perhaps bring in actual ICT items (OLPC, Picophone, flip camera, etc)
- Tony was an effective presenter, but the other presenters weren't as enlightening. I would have preferred to have a presentation done by Tony.
- None.
- Tony did a great job presenting. He was enthusiastic and made the session inter-active.
- Good job.

- Rather than just focusing on existing technologies, I would like more information on how technology is being or can be effectively used in education – especially research-based evidence of effective use of technology. I’m still not convinced that it’s worth the cost.

Day 3 General Additional Comments

- The day when the head table was on the side of the room (Kris Admundson) was a better set-up, providing easy access/viewing for all participants.
- The course was very informative & productive
- Take SOTA to Regional areas and have this SOTA content contextualized
- This was extremely informative session

FINAL EVALUATION

What are 3 specific things you learned that will help you to be more effective in your position?

- critical stakeholders to consider when working on education reform; - Interesting info on literacy introduction need to teach “oral” literacy & importance of context; - National standards information.
- ICT, USAID’s approaches in edu in fragility, interaction w/key colleagues in the field – they helped me learn about how diff missions operate
- How to approach nat’l standards; – how to do programming fragile env; – content knowledges link to comprehension
- topics are relevant & critical for me to be creative; innovative; initiative
- Challenges and dynamics involved in developing national educational standards; effective leadership and management models.
- conflict-affected environment- planning; USAID’s New Education Strategy – across different levels of education; ICT and its impact on education – experience from the field
- Analysis of curriculum & teacher training;
- reflect on national standards
- reflect on appropriate balance btw. Centralization vs. decentralization
- ICT application; Edu standards & assessments; Mgt issues and leadership models
- early grade reading/literacy—curriculum development; ICT and uses in education
- Experience of the stat of MA on standards & education quality; -conflict & education programming; - Latest thinking on core standards (reg’l vs. national)
- education in fragility contexts; standard-based reforms; inclusion of gender assessments on the design phase of the our education programs
- national education standards; - management issues and leadership models; - youth development; - education & fragility
- the importance of setting national education standards; - things that must be considered in setting educational standards; - best practices in curriculum and the importance of core knowledge
- Resources on-line & readings; tool kits—conflict and fragility; connections btwn Nat’l and International policy to help explain our work to US counterparts
- Technology; Best practices in curriculum
- Education standards and assessments; - how to engage in education reform; fragility and conflict; youth development
- USAID Strategic Directions; -EGAT New Administrative perspectives; ICT4Education

- Education standards; - National Ed standards; -management issues
- management and leadership models; - fragility/conflict; curriculum
- Ed standards; ICT tools; Assessment Guidelines; ED programs in fragile contexts

What changes to the format of the workshop would have improved the relevance of the content to your work at USAID?

- Could have used a basic “primer” session on standards- i.e., give definitions of standards, etc. before guest speakers arrived to make sure everyone has good definitions/understanding.
- Would like more information on what research is saying about performance of countries—how it’s affected by National curriculum/standards – i.e., England example – Kentucky example – improvements – are they attributed to National standards reform.
- Less emphasis on US based presenters. I think we could get folks from UNICEF or WB to discuss edu initiatives in international education
- More time for linking state of the art to practical applications. Time for participant discussants was to (sic) short to make these links.
- More int’l presenters
- Ensuring that topics covered are not US-focused, but have an international perspective
- Some of the presentations were good, others were not as strong
- The inclusion of a component on best practices & lessons learned in developing countries would be a great idea
- Heavier on the connection of Nat’l info to international context; inclusion of more current research; more time to discuss work in our missions
- More connections to the field/mission context
- Best practices in curriculum presentation would help to be more specific in terms of examples and cases to be shared
- More field info; live examples of different countries; case studies to be discussed in groups
- More time for participants to engage their counterparts to share relevant experiences
- To bring more examples from countries; how to approach to problems, needs & challenges; to engage participants into discussions for each sessions sharing experience & best practices; create linkages between participants to learn more of other countries
- There should have been more country examples during discussions around standards, assessments, etc. Expert speakers should have had some experience abroad. Jim Spillane was not really aware of what USAID actually did
- When you have presenters that talk about what is happening in the US, you should also have presenters to talk about what’s happening in developing countries
- More time for conflict/fragile tools in education programming; more international state-of-the-art—examples in developing countries as opposed to an American based workshop (although the session on Standards was great!); more interactive sessions; more “how” the countries achieved levels of excellence in education (how did they do it?)
- More international focus
- Participant discussants should be provided with guidance in their participation in the panel
- If the content was comparative and with international outlook
- Shorter presentations; More group work