SCHOOL DROPOUT PREVENTION PILOT PROGRAM

ANNUAL REPORT   OCTOBER 1, 2012 – SEPTEMBER 30, 2013

Contract No. EDH-I-00-05-00029-00

Task Order AID-OAA-TO-10-00010

October 2013

School Dropout Prevention Pilot (SDPP) Program

Summary Annual Progress Report
October 1, 2012 – September 30, 2013

Submitted to:
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Under Contract No. EDH-I-00-05-00029-00/Task Order AID-OAA-TO-10-00010

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DEC Submission Requirements

a.	USAID Award Number	Contract No. EDH-I-00-05-00029-00 Task Order AID-OAA-TO-10-00010
b.	USAID Objective Title	Investing in People (IIP)
c.	USAID Project Title	USAID Asia and Middle East Regional School Dropout Prevention Pilot (SDPP) Program
d.	USAID Program Area and Program Element	Education (program area 3.2) Basic Education (program element 3.2.1)
e.	Descriptive Title	Summary Annual Progress Report: October 1, 2012 – September 30, 2013
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h.	Sponsoring USAID Operating Unit and COTR	AME/ME/TS Rebecca Adams, COTR
i.	Date of Publication	October 30, 2013
j.	Language of Document	English

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Acronyms

ACD	Assistant Country Director
AME	Asia and Middle East Bureau
BEPC	Bihar Education Project Council
BRC/CRC	Block/Cluster Resource Center
CARE/TL	CARE/Timor Leste
CBO	Community-Based Organization
CIES	Comparative and International Education Society
CLIN	Contract Line Item Number (USAID)
COR/COTR	Contracting Officer's Representative/Technical Representative (USAID)
DEC	Development Experience Clearinghouse
DED	District Education Director
DOE	District Office of Education
DPO	District Program Officer
EFA	Education for All
EWS	Early Warning System
EWRS	Early Warning and Response System
FPO	Field Program Officer
FY	Fiscal Year
HQ	Headquarters
HR	Human Resources
ICT	Information Communication Technology
IDEAL	Institute for Development, Education, and Learning
IIP	Investing in People
IRL	Indochina Research Limited
KAPE	Kampuchean Action for Primary Education
M&E	Monitoring and Evaluation
MHRD	Ministry of Human Resource Development
MO	Monitoring Officer
MOA	Memorandum of Agreement
MOE	Ministry of Education
MOEYS	Ministry of Education, Youth and Sport
MOU	Memorandum of Understanding
MPR	Mathematica Policy Research, Inc.
NA	Not Applicable
NGO	Non-governmental Organization
PO	Project Officer
POE	Provincial Office of Education
PRI	Panchayati Raj Institution
PTA	Parent-Teacher Association
QUEST	Quality Education and Skills Training
RED	Regional Education Director
RTE	Right to Education
SDPP	School Dropout Prevention Pilot Program
SES	Selected Educational Statistics
STS	School-to-School International
TOR	Terms of Reference
U.S.	United States
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

Activity Summary

Lead Implementing Partner:	Creative Associates International (Creative)
Other Implementing Partners:	Mathematica Policy Research (Mathematica) School-to-School International (STS) Kampuchean Action for Primary Education (KAPE) Institute for Development, Education, and Learning (IDEAL) CARE/Timor Leste (CARE)
Activity Name:	USAID Asia and Middle East Regional School Dropout Prevention Pilot (SDPP) Program
Activity Objective:	The School Dropout Prevention Pilot (SDPP) Program's objective is to provide evidence-based programming guidance to USAID missions and countries in Asia and the Middle East on student dropout prevention in primary and secondary school by piloting and testing the effectiveness of dropout prevention interventions in four target countries: Cambodia, India, Tajikistan and Timor Leste.
USAID Program Objective:	Investing in People (IIP)
Life of Activity:	September 27, 2010 – September 29, 2013 (extended to September 29, 2015)
Total Estimated Contract/Agreement Amount:	$51,504,754
Obligations to date:	$51,504,754
Accrued Expenditures 12th Quarter (July-Sept. 2013):	$2,974,902
Activity Cumulative Accrued Expenditures to Date (Inception through September 2013):	$26,699,087
Estimated Expenditures Next Quarter:	$3,741,218

Executive Summary

The School Dropout Prevention Pilot (SDPP) Program is a five-year program, funded by the U.S. Agency for International Development (USAID), aimed at mitigating student dropout from primary and secondary school. Its objective is to provide evidence-based programming guidance to USAID missions and countries in Asia and the Middle East on student dropout prevention by piloting and testing the effectiveness of dropout prevention interventions in Cambodia, India, Tajikistan, and Timor Leste.

SDPP's three-stage applied research approach includes 1) identifying best practices in dropout prevention in the U.S. and developing countries (Result/CLIN 1); 2) identifying those groups, grades and/or geographic areas most severely affected by dropout and analyzing the risk factors and conditions affecting dropout (Result/CLIN 2); and 3) designing, implementing, and evaluating pilot interventions to keep at-risk students in the most acutely affected areas in school (Result/CLIN 3).

During the project's third year, nearly all of the requirements and standards under Results/CLINs 1 and 2 were completed and significant progress was made under Result/CLIN 3, as detailed below:

Result/CLIN 1: Key findings from the comprehensive review of U.S. and international literature on dropout prevention research and programming were formally presented in the four SDPP countries. The findings played an important role in informing the selection of interventions to prevent dropout in each country. The copies of the report in English and six local languages were distributed in FY11 and FY12. All standards and deliverables under this Result have been achieved, with a presentation of the key report findings to a broader AME Regional Bureau audience planned.

Result/CLIN 2: The three-part country assessments include dropout trend analysis, policy and program inventory, and situational analysis were completed in FY11. Primary research was conducted with at-risk students, dropouts, parents/guardians, teachers, school administrators, local education officials, and community members on the main risk factors and conditions influencing dropout. Reports and findings from this research were presented at intervention design workshops in all four countries the FY11 and FY12. All standards have been achieved, with the exception of consolidated country assessment reports and a final presentation in Washington.

Result/CLIN 3: In FY12, consultative intervention design workshops resulted in intervention selection, design and operationalization. Country Consultative Groups were established. School recruitment and random assignment was completed, and baseline survey data collection was carried out. Field staff and volunteers were hired and trained, and school and/or community personnel were trained to carry out the program interventions, which were rolled out in India and Timor Leste in Quarter 4.

In FY13, SDPP fully operationalized school-based dropout prevention interventions in each country, which were formally launched with the participation of senior U.S. and host-country government officials. In Quarter 1, the interventions were initiated in the treatments schools in Cambodia and Tajikistan, following earlier rollout in India and Timor Leste, in 507 treatment schools reaching 77,280 students. The following activities were undertaken in each of the SDPP countries: (1) implementation of interventions for the first academic year under SDPP, (2) strengthening and further operationalization of interventions, including revision of procedures, materials and training, (3) initiation of activities for or in preparation of the second academic year under SDPP (4) and distribution of participation rewards to treatment and control schools.

Country coordination bodies continued to meet throughout FY13. A second phase of baseline data collection was conducted in Cambodia and Tajikistan. Baseline findings show equivalency of treatment and control groups. The first Follow-On data collection for impact evaluation was conducted in all four countries in Quarters 3 and 4. Data from 898 schools, 190,526 student records, 6,809 teacher records, 23,385 student interviews and 7,895 teacher interviews was processed.

I. Project Overview, Rationale and Strategy

For the past two decades, children's access to basic education has been the major focus of national and international education development efforts. However, as more children enroll in school, but fail to complete it, school dropout has become recognized as a major educational challenge both in developed and developing countries. Although the pattern of dropout varies by country, the result is the same: increasing numbers of under-educated and unemployable youth. Reducing dropout is key to improving access to basic education, particularly in countries with relatively high enrollment rates where most school-age children who do not currently attend school have previously been enrolled in school.

The School Dropout Prevention Pilot (SDPP) Program is a five-year multi-country program, funded by the U.S. Agency for International Development (USAID), aimed at mitigating student dropout from primary and secondary school. Its objective is to provide evidence-based programming guidance to USAID missions and countries in Asia and the Middle East (AME) on student dropout prevention by piloting and testing the effectiveness of dropout prevention interventions in four target countries: Cambodia, India, Tajikistan and Timor Leste. Using multiple channels, including a web-based platform, SDPP will build a community of practice, sharing information and feedback on intervention design, research methodologies, and results. It will also produce practical and accessible guidance and models for designing, implementing and assessing dropout prevention programs in primary and secondary school.

SDPP will advance knowledge on dropout prevention programs through an applied research approach. In a three-stage process, it will:

1. Identify best practices in dropout prevention in the U.S. and developing countries (Result/CLIN 1).

2. Identify existing policies and programs in each country designed to prevent or reduce student dropout and analyze dropout trends to identify the groups, grades and geographic areas most severely affected by dropout. SDPP will conduct a situational analysis in the target area and among the most affected groups in order to understand the risk factors and conditions affecting dropout (Result/CLIN 2).

3. Design, implement and evaluate interventions to keep at-risk students in schools in the most acutely affected areas. There are no preconceived interventions to reduce dropout prescribed by the project; design will be tailored to fit the needs of the target group in each country based on the situational analysis as well as informed by promising interventions noted in the literature review. However, SDPP will not fund school construction, subsidies/incentives, general teacher training, vocational education, or workforce development activities. SDPP will rigorously assess the effectiveness and replicability of the pilot project interventions to provide state-of-the-art information on which dropout prevention strategies work (and those that do not) using randomized control trials and/or quasi-experimental designs and combining quantitative and qualitative methods (Result/CLIN 3).

SDPP is implemented by Creative Associates International with international partners Mathematica Policy Research (Mathematica, or MPR) and School-to-School International (STS), and local partners Kampuchean Action for Primary Education (KAPE) in Cambodia, Institute for Development, Education, and Learning (IDEAL) in India, and CARE in Timor Leste. With technical guidance from Creative's SDPP headquarters, implementing partners in the target countries implement the SDPP program, working with the government and key stakeholders to identify the project target group and site, design interventions, and assess effectiveness.

II. Progress toward Results and Requirements and Activities Undertaken

A. Result/CLIN 1: Elements of Successful Student Dropout Prevention Programs Identified

Programs or interventions from around the world which have been evaluated for their effectiveness in reducing dropout have been identified in order to help determine programming recommendations for the four pilot countries and to inform the selection and design of interventions in each country. The review of existing U.S. and international research on dropout prevention also provides critical information regarding dropout to USAID and its partners in the AME region.

Requirement 1.1: **Conduct Identification and Analysis of U.S. and International Evidence-Based Student Dropout Prevention Programs and Interventions**

During the first year of the project, identification and analysis of existing research on dropout prevention programming around the world was completed. All four standards under Requirement 1.1 have been achieved.

> *Standards Achieved:*
>
> ✓ Plan for conducting the identification and analysis provided within thirty days after award.
> ✓ Plan for identification and analysis includes methodology and criteria to identify effective evidence-based programs and interventions for preventing student dropout.
> ✓ Identification and analysis includes a review of at least fifteen programs or interventions.
> ✓ A synthesis of effective interventions that can be adapted to the pilot countries.

Requirement 1.2: **Produce Report on U.S. and International Evidence-Based Student Dropout Prevention Programming**

During the first year of the project, the results of the literature review were synthesized into a school dropout prevention and analysis report, which was approved by USAID. The report has been translated into Khmer, Hindi, Tajik and Russian, and Portuguese and Tetun (for Cambodia, India, Tajikistan, and Timor Leste, respectively). All six standards under Requirement 1.2 have been achieved.

> *Standards Achieved:*
>
> ✓ Draft report submitted within thirty (30) days after completion of analysis.
> ✓ Report includes an executive summary, which succinctly profiles specific interventions, combinations of interventions and or programs that have demonstrated student dropout prevention.
> ✓ Report includes estimated costs associated with each intervention or program associated with positive results.
> ✓ Report includes a conclusion as to which interventions/programs are most convincing and make the greatest contribution to the understanding of student dropout prevention.
> ✓ Report is grammatically correct and contains no spelling or punctuation errors.
> ✓ Minimum of two hundred (200) reports packaged.

Requirement 1.3: **Distribute Report on U.S. and International Evidence-Based Student Dropout Prevention Programming**

English and local language versions of the report have been distributed in all four countries and in the U.S., including to the AME Bureau of USAID/Washington. In-country distributions were done primarily in conjunction with the intervention design workshops (year two) and other events including the program launches this year. The English and six local language versions are available on the SDPP website. The three standards under Requirement 1.3 have been achieved.

Requirement 1.4: Present Findings of the Analysis

Key findings from the literature review were presented to USAID missions, host country representatives, and other stakeholders in the four pilot countries as part of the design consultation workshops held during the project's second year. Presentations on the findings of the literature review have been made to USAID AME Regional Bureau representatives, including the SDPP COR. All three standards under Requirement 1.4 have been achieved.

B. Result/CLIN 2: Risk Factors and Conditions that Increase the Likelihood of Students Dropping Out of School in the Pilot Countries Identified

In-depth assessments of the risk factors and conditions that influence school dropout have been completed. In each country, this effort involved three main components, including analyzing national data on dropout trends; identifying existing policies and programs designed to prevent or reduce student dropout; and conducting field-based, primary research on dropout in the geographic areas and with the target populations and grades that pilot project interventions will address.

Requirement 2.1: Identify Assessment Tools

Development of tools used in conducting primary research on dropout in the four pilot countries (data collection instruments, data entry system, and a variety of guidelines, training materials, and other supportive tools) was completed during the first year of the project. Both standards under Requirement 2.1 have been achieved.

Requirement 2.2: Conduct an In-depth Assessment of Student Dropout Issues and Trends in each of the Four Pilot Countries

To ensure that pilot projects address the most critical academic and social pressures that influence dropout in each of the four pilot countries, SDPP has conducted in-depth assessments in each country. The assessments served to identify children who are most vulnerable to dropping out of school, to determine

the reasons for dropout in the most affected areas, and to assess the effects of existing policies and/or programs designed to prevent or reduce student dropout rates, through three major tasks: (1) analysis of dropout trends, (2) policy and program analysis, and (3) on-site primary research that profiles children at risk of dropping out and the factors and conditions affecting dropout.

All three tasks in each of the four SDPP countries have been completed, and all four standards under Requirement 2.2 have been achieved.

Standards Achieved:

✓ Draft plan for implementing in-depth assessment developed for each of the four (4) pilot countries within two (2) months after award.
✓ Four (4) individual pilot country assessment plans submitted within fifteen (15) days after approval of drafts.
✓ In-depth assessments initiated within each of the four (4) pilot countries no later than one (1) month after Country AM/TO COTR approval.
✓ Inventory of existing government policies and programs of government, NGOs and community-based organizations (CBOs) that may affect dropout rates and that may be considered as interventions to test in Result 3 compiled.

Requirement 2.3: Produce Report of In-Depth Pilot Country Assessments

In order to help USAID, host country governments, and other stakeholders in the pilot countries and the AME region gain a clearer understanding of dropout factors and trends, key findings from the country assessments have been documented and shared widely. Results are presented in separate reports on each of the major components of the assessments: the dropout trends analysis, the inventory of policies and programs, and the situational analysis/primary research.

Analysis of Dropout Trends: Reports on the data trends analysis for all four countries have been finalized, translated, and submitted to USAID/Washington. The reports frame the magnitude of the dropout problem in each country and identify the locations, groups and grades that are most acutely affected by dropout. Copies of the report in English and in local languages have been distributed in all countries.

Policy and Program Analysis: Inventories of the government policies or institutionalized practices in each country that may influence dropout, together with information on past or current government or non-governmental programs with potential for influencing dropout, were compiled for each country, submitted, and approved by USAID in year one. English and local language translations have been distributed in all four countries.

On-Site Primary Research: Initial summary reports providing an overview of the primary research methodologies and results from each country have also been prepared. A more detailed report summarizing the findings of the research was prepared for the Timor-Leste Ministry of Education. SDPP is currently completing additional analyses of data from all four countries and writing full reports.

One Standard under Requirement 2.3 has been achieved, while the others have been partially achieved.

Standards Achieved:

✓ In-depth country assessment results identify grade-levels and student populations most at risk of dropping out for each of the four pilot countries

Standards Partially Achieved:

✓ Four (4) in-depth country assessment draft reports written within two (2) months after the completion of the country assessments.
✓ One (1) report with country comparisons.
✓ All four (4) reports adhere to a uniform organizational format.
✓ Written reports are grammatically correct, without spelling or punctuation errors.

Requirement 2.4: Present Findings of In-Depth Pilot Country Assessments

Findings of the in-depth country assessments, including trend analyses, policies and programs, and primary research, together with findings from the literature review on dropout prevention programming, were presented in all four countries at the consultative intervention design workshops held during the first two quarters of FY2012. In addition, country-specific presentations were made to USAID Mission personnel in-country in Cambodia, Timor Leste, and India during FY2012, as well as to the incoming USAID Country Director for Tajikistan and the two USAID/Washington SDPP CORs in Washington. The findings from all four countries were also presented at the 2012 Comparative and International Education Society (CIES) conference in San Juan, Puerto Rico. A presentation to USAID in Washington covering all four countries will be scheduled in consultation with the AME Bureau.

The seven standards under Requirement 2.4 have been achieved.

Standards Achieved:

✓ Four (4) country tailored power point presentations.
✓ Presentations on in-depth country assessments include all risk factors and trends identified for each of the four (4) countries.
✓ Presentations include at least two (2) recommendations for possible programming to mitigate student dropout for each of the four (4) pilot countries.
✓ Presentations on in-depth country assessments include a summary of findings for each of the four (4) country assessments.
✓ A minimum of four (4) workshops held to discuss country findings and possible programming options.
✓ A minimum of five (5) presentations on the in-depth country assessment findings made to pilot country stakeholders, including USAID mission personnel and Washington personnel.
✓ One (1) power point presentation including all countries.

Requirement 2.5: Translate and Distribute In-Depth Pilot Country Assessment Report

The dropout trends analysis reports and policy and programs inventory reports have been translated into Khmer (Cambodia), Hindi (India), Tajik and Russian (Tajikistan), and Tetun and Portuguese (Timor Leste). In all four countries, the PowerPoint presentations summarizing key results from the primary research were also translated into local languages. The reports have been widely distributed, primarily but not exclusively in coordination with the intervention design consultative meetings and launches in each country. English and local language versions of the reports have also been distributed to the USAID/Washington AME Regional Bureau.

Work on the final, primary research component of the assessment report is continuing in each of the countries; the standards under this requirement have thus been partially achieved.

C. Result/CLIN 3: The Effectiveness of Education Interventions in Reducing School Dropout Rates Determined in Each Pilot Country

In FY13, SDPP fully operationalized and initiated school-based dropout prevention interventions in each of the four pilot countries, reaching over 77,000 students in 507 treatment schools. Based on findings from CLINs 1 and 2, the interventions introduced in the schools address identified academic, economic and social pressures shown to influence dropout, as well as gender considerations where needed. The rigorous research designs allow for measurement of intervention effectiveness. By the end of the pilots, SDPP will have identified achievements and failures, described lessons learned, suggested possible models for replication in other countries, and made recommendations for dropout prevention programming in Asia and the Middle East. Guidance and toolkits on evidence-based school dropout prevention programming, including best practices, requisite conditions and estimated cost, will be prepared and distributed.

Requirement 3.1: Establish Pilot Country Coordination Bodies for the SDPP Program

SDPP coordination bodies or consultative groups, which were formed in each of the four SDPP countries in FY12 with codified scopes of work, continued to meet throughout FY13. The consultative groups serve as a means of fostering collaboration, communication and coordination among the SDPP implementers, USAID pilot country mission personnel, host government representatives and other key stakeholders.

Cambodia: SDPP met multiple times with the National Coordination Body, including representatives of the six MOEYS Provincial Offices of Education (POE) over the year, with particular attention given to planning the SDPP Program launch to determine the roles and protocols (see Requirement 3.4). In Quarter 1, eight members of the National Coordination Body participated in the EWS training for the PTA/Community, where they shared their experience on how to mobilize local resources and enlist stakeholder support. In Quarter 3, a two-day Coordinating Body meeting was held in Banteay Meachey, presided over by the MOEYS Director General and attended by the six POEs, as well as the MOEYS Director of Secondary Education, the Directors for ICT and ASEAN Affairs, and others. All participated in SDPP intervention school site visits to observe SDPP progress and later share their ideas and recommendations.

In Quarter 4, members of the National Coordination Body (5 from the MOEYS, 12 from the POEs) participated in the SDPP Computer Lab security and maintenance meeting.

India: The SDPP Consultative Group met formally twice in FY2013, although meetings with education officials were held throughout the year. The first Consultative Group meeting was held in Quarter 1, in Samastipur, to report SDPP progress and enlist their support in addressing some of the key implementation challenges. Participating were district level-representatives, including the District

Magistrate, and the District Education Officer, as well as Block Education Officers from the 13 blocks where SDPP is operating. Subsequently, because of staffing changes among key government partners (including the District Magistrate), no official Consultative Group meetings were held in Quarters 2 and 3, although productive SDPP interaction with district-level officials continued: in Quarter 2, SDPP met with district education authorities to plan the SDPP launch, and in Quarter 3, 24 district education officials participated in a one-day meeting with SDPP to review progress.

In Quarter 4, a Consultative Group meeting was held with the DPO-cum-Nodal Officer Mr. Sanjay Kumar and Block education officers and resource coordinator at which SDPP presented a status report and quarterly plan, while the district officials shared their observations and suggestions for improving intervention effectiveness. Mr. Kumar spoke of his visits to SDPP schools and noted that he found evidence that the target Grade 5 students were staying in school longer than those in other primary grades.

Tajikistan: The SDPP Consultative Group met formally twice in FY2013. In Quarter 1, five district education directors (DEDs) and the Head of the Kulob city department attended the Consultative Group meeting, chaired by the MOE Head of Pre-Primary and Secondary Education to discuss plans for the December 2013 SDPP Launch event. The next Consultative Group meeting was postponed until Quarter 3, due to the departure of three key members—the Head and Deputy Head of the Pre-Primary and Secondary Education, and the Head of International Relations during Quarter 2. In Quarter 3, the newly-appointed Head of Pre-Primary and Secondary Education chaired the Consultative Group meeting, focusing on the results of recent SDPP monitoring visits, attended by the new DED for Baljuvon District and the DEDs from the four other SDPP districts.

In Quarter 4, no Consultative Group meeting was held, but SDPP staff met frequently with the new MOE Head of Pre-Primary and Secondary Education Aliev Abdujabhor (also chair of Consultative Group) and his staff to obtain approval for the various field-based training activities planned. SDPP also met with the newly-appointed Assistant Head of International Affairs, who expressed support of the program.

Timor Leste: The Country Coordination Body met three times in FY13, although other meetings with MOE officials regularly took place. In Quarter 1, the Coordination Body meeting was hosted by the MOE, co-facilitated by the Directors of Basic Education and Planning/Statistics and Information Technology, and was attended by District Education Directors and Superintendents who as a group ratified the previously formulated Terms of Reference. In Quarter 2, the Coordination Body reviewed an SDPP summary report and individual district "Briefing Reports" that described the activities planned for the new school year and presented updated extracurricular activity schedules for each intervention school, as well as coordination with UNICEF's *Child Friendly Schools* initiative. Although the Quarter 3 Coordination Body meeting was postponed due to ministerial commitments, the SDPP Country Coordinator met with the Vice Minister of Education to present a status report and discuss the possible extension of SDPP.

Timor Leste

District Education Directors' Observations:

- Student attitudes and behavior have changed in the intervention schools.
- Parents are more supportive of sending children to school due to increased awareness of rights and obligations; the Parent Notification Cards are effective.
- "*Stay in School*" community groups are active and successfully enlist parental support.
- Students in Manututo are reported to be returning to school after having dropped out
- Lines of communication with the SDPP Implementation Teams are good.

In Quarter 4, the Coordination Body met to review progress and discuss provision for a possible extension. The Illustrated Teacher Extracurricular Activities Manual was shared with MOE participants and other education partners. The consensus was that the findings from the SDPP research will form the basis for the MOE dropout prevention policy, which has become a strategic priority, and that its model would be applied to other districts and school cycles. To preserve the integrity of the research design, the

MOE will endeavor to present overlap with other initiatives and a reduction in the sample size, although it is uncertain that it can change the teacher training schedule which disrupts school (and SDPP) operations.

All five standards under Requirement 3.1 have been achieved.

> ***Standards Achieved:***
>
> ✓ Stakeholders identified in each of the four (4) pilot countries that include, at a minimum, representatives from the Ministries of Education, the teacher's union (where applicable), and community representatives, PTAs or private sector.
> ✓ Areas of collaboration identified and areas of potential conflict and resolutions identified.
> ✓ A SDPP project oversight body formed in each of the four (4) pilot countries.
> ✓ A communication plan developed for each of the four (4) pilot countries.
> ✓ The Coordination Body convened and a scope of work developed for its engagement in the project.

Requirement 3.2: Design Student Dropout Prevention Pilot Projects

Pilot projects in each of the countries have been designed and operationalized (FY 12) and the interventions are under way (see Requirement 3.5). Each country is implementing an Early Warning System (EWS) as part of the intervention. While each EWS is unique, they all aim to: (i) use existing school-level data on attendance, performance, behavior, and other indicators to identify students at risk of dropping out of school; (ii) enhance the capacity of schools to address the needs of at-risk students; and (iii) strengthen the partnership between school personnel and the parents or guardians of at-risk students. In addition to the EWS, other interventions include computer labs in Cambodia; in-school arts and crafts, sports, and language arts activities in India; after-school tutoring and recreational activities in Tajikistan; and extra-curricular enrichment activities in Timor Leste.

All three standards under Requirement 3.2 have been achieved.

> ***Standards Achieved***
>
> ✓ Four (4) tailored draft pilot design plans are completed within six (6) months after award.
> ✓ Each of the four (4) pilot design plans includes the proposed methodology for selecting intervention sites.
> ✓ Minimum of four (4)-[one (1) per country] design workshops are conducted that include representatives of the SDPP project oversight body.

Requirement 3.3: Develop a Monitoring and Evaluation Plan

SDPP's research plan, developed in FY12, details study design, data collection, and analysis for the impact evaluation. It includes basic elements for country M&E plans, including: proposed outcome variables and their operational definitions (between-grade and within-grade dropout, attendance, performance, progression, student attitudes, and teacher attitudes/behaviors), described by country and in accordance with the target grades and school calendars in each country; data sources needed to measure these outcomes as well as other student and school characteristics needed for the impact analysis; and data collection methods and timelines by country.

All four of the Requirement 3.3 standards have been achieved.

> ***Standards Achieved***
>
> ✓ Target dates established for all activities and outputs of pilot projects.
> ✓ Operational definitions provided for all variables included in the four (4) country pilots.
> ✓ At least three (3) outcome indicators established for each of the four (4) country pilots.
> ✓ Data sources [identified] for each indicator.

The following presents progress on M&E activities.

Baseline

Although baseline data from each of the four countries was collected in FY12, in FY13 a second phase of baseline data collection was conducted in Cambodia and Tajikistan to obtain data not available when the bulk of baseline data was collected prior to SDPP intervention roll-out in the schools. In Cambodia, Indochina Research Limited (IRL with support from the SDPP country and HQ team trained 22 teams of data collectors, which conducted data collection in December and January. In Tajikistan, Zerkalo with support from the SDPP country team trained data collection teams and conducted data collection in November.

The baseline data was cleaned and the analytic program finalized. Data analysis was conducted and complete sets of analytic tables developed, except the Cambodia baseline phase 2 report which was in progress. Findings from the baseline reports suggest that random assignment was successfully implemented in all countries. Equivalence was found for most characteristics that were verified, except with student attitudes in Cambodia and teachers' understanding of at risk characteristics of students in India. In the case of Cambodia, it is likely students knew about the computer labs they would receive as part of the intervention before completion of the baseline data collection, and therefore attitudes towards computers is different between research groups. In India, the survey of teachers happened after teacher training had commenced, so it is not unexpected to find some differences across groups

Although it was originally planned to prepare formal baseline reports with text, because the requested time extension for SDPP had not been received, in Quarter 3 it was decided to set these aside in favor for producing a preliminary short reports for all four countries comparing baseline with selected findings from the first year of intervention, to ensure that there were impact estimates for the primary outcome by SDPP's September 2013 end date. Work on this analysis continued through Quarter 4, although at a slow pace due to funding constraints tied to the contract extension.

Follow-on Data Collection Surveys

In FY 13, the first Follow-On data collection for impact evaluation was conducted in all four countries. In view of the uncertainty of an extension for SDPP,[1] several data collection scenarios were developed, as the timing and the types of data collected would be affected by the program end date. Ultimately, the data collection plan followed was that which assumed there would be no extension, and the follow-on data collection would constitute the final data collection for the program. In practical terms, this meant that data collection was conducted earlier (in Quarter 3) than was optimal, in order to leave time for processing and limited analysis, and thereby foregoing measurement of some outcome indicators and complete data for others. In Cambodia and Tajikistan, it would not be possible to report on between grade dropout, and measurement of with-in grade dropout data relied on proxies or incomplete data. For example, in Cambodia, May attendance was used as a proxy for taking final exams in July. In Tajikistan, May exam data was collected, but could not include data from the August/September make-up exams. In India, between-grade dropout was measured using April and May enrollment, rather than the more stable July enrollment.

In Quarter 3, SDPP headquarters staff visited the four countries during April and early May to assist implementing partners in preparing for the surveys, training personnel, and overseeing quality assurance of data collection. Data collection instruments were adapted from those used at baseline, including some data collection instruments pre-filled with student information from baseline for each school. Mathematica with assistance from Sabre Systems, Inc. finalized development of the CSPro data entry systems to match the revised data collection instruments.

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[1] An extension for SDPP was ultimately received August 22, 2013, after data collection had been completed.

Data collection was initiated in each country in Quarter 3 and completed in Quarter 4. Date entry was completed in Quarters 3 and 4, and data cleaning was completed in Quarter 4. Data from a total of 898 schools, 190,526 student records, 6809 teacher records, 23,385 student interviews and 7,895 teacher interviews was processed.

In Quarter 4, analysis produced preliminary impact estimates for the dropout indicator. In light of the SDPP extension received in late Quarter 4, SDPP HQ staff revised the data collection plans for each country to obtain data not available at the time of the first Follow-on, as well as data for the extended intervention period.

Table 1: Baseline and First Follow-On Data Collection

Data collected for:	Cambodia	India	Tajikistan	Timor Leste	Total
Baseline 2					
• Schools	322	na	165	na	487
• Student Records	140,214	na	8245	na	148,459
• Teacher Records	na	na	na	na	na
• Student Interviews	12,515	na	1995	na	14,510
Follow-up 1 (midline)					
• Schools	322	220	165	191	898
• Student Records	140,002	12,821	8245	29458	190,526
• Teacher Records	7,234	2014	3658	903	6,809
• Student Interviews	12,512	3300	2005	5,568	23,385
• Teacher Interviews	4,287	647	917	2,044	7,895

Cambodia: Creative contracted directly with Indochina Research Limited (IRL), the in-country research firm who had carried out the previous impact evaluation survey activities in Cambodia, to oversee this round of data collection and entry. IRL, with support from KAPE and SDPP HQ, assembled and trained a team of 167 data collectors, team leaders, and supervisors to carry out data collection. The survey team collected data from 322 schools in the six project provinces from May 20 to early July. Data from 140,002 student records was collected; in addition, 12,515 grade 7-9 student interviews 4,287 teacher interviews, and 322 school director interviews were conducted. KAPE's M&E team provided training to the IRL data entry operators and supervisors from May 31-June 6. Data entry began in June and was completed in July. Data cleaning was completed in Quarter 4.

India: A two-day orientation for all class teachers in the 220 treatment and control schools was held to inform them of the upcoming data collection and the data requirements involved. A team consisting of five supervisors, 21 team leaders, and 71 data collectors was assembled by local research firm, SUNAI Consultancy Ltd., who had previously been involved in both the baseline survey and situation analysis in India. The team was trained over a six-day period in April and then began data collection, which ended in May. Data from 220 intervention and control schools was collected, including 12,821 student records, 3,300 grade 5 student interviews, and 647 teacher interviews. Ten data entry operators and one supervisor from SUNAI entered data from all 220 schools (double-entry for quality verification) over a three-week period. Data cleaning was completed in Quarter 4.

Tajikistan: Creative selected local research firm Zerkalo to assist in data collection and entry, following their successful involvement in the two phases of the baseline survey. Creative SDPP Tajikistan team, with support from SDPP HQ, provided a five-day training to eight survey teams in April, with a follow-on training after the first day of data collection. Data collection began in late April and was completed by mid- May. Data was obtained from 165 schools, including 8,245 student records, 1,755 grade 9 student interviews and 813 teacher interviews. In June, each school was visited twice in order to check attendance by grade 9 students at end of year exams. Nine data entry personnel from Zerkalo were trained by Creative staff on data entry, which was conducted in June. Data entry began on June 10 and was completed on June 22. Data cleaning was completed in Quarter 4.

End of year exams data collection training in Tajikistan

Timor Leste: SDPP implementing partner CARE recruited and trained a total of 16 data collection teams, including 16 team leaders (of whom seven are existing SDPP staff[2]) and 48 data collectors. A six-day training with practicums was conducted in late April. Data collection was conducted over six weeks in May and June. Data was collected from 191 school records for 29,458 students, and interviews were conducted with 5,568 students in grades 4-6 and 2,044 teachers. Following a two-day data entry training for 22 data entry clerks on June 6-7, data entry started. Data entry for all 191 schools was finished in the last week of June. Data cleaning was completed in Quarter 4.

Monitoring of SDPP Interventions

Also in FY13, "fidelity of implementation" (FOI) tools and procedures to monitor activities were developed and piloted in each country for each country-specific intervention. These are used to assess whether and the extent to which the implemented intervention adhere to the intervention design, in order to ensure correct exposure, expected quality, and participant responsiveness. To initiate the development of the tools, in Quarter 1, SDPP HQ staff (Creative and STS) travelled to Cambodia and India to work with project staff to create and pre-test the tools. In each country, checklists for the EWS were developed, as well as those for country-specific interventions. In Cambodia, a checklist for Computer Labs and a skills test for students were developed. In India, a checklist for the Enrichment Program was prepared. Since the EWS intervention is common to all four countries, the EWS tools were shared with the other SDPP country offices for review and modification, and HQ staff worked with SDPP staff in Tajikistan and Timor Leste to develop tools for the After-School Tutoring Program and Enrichment and Recreation Program, respectively. In Quarter 2, application of the tools were initiated in all four countries, with feedback and revisions conducted in Quarters 3 and 4. As result, in FY14 the FOI forms will be reworked.

Cambodia: In Quarter 4, KAPE organized provincial staff "reflection" meetings to discuss both the use and results of the FOI tools, as well as serve to strengthen understanding of their application in the next academic year. Overall, staff collected monitoring information on a fairly regular basis, but found that documentation of activities by teachers and schools was sometimes incomplete. It also requested that the number of tools be reduced and streamlined.

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[2] To avoid bias, these personnel were not directly involved in collecting school level data or assisting on student interviews and were assigned to schools other than those they regularly monitor as SDPP staff.

Table 2: Cambodia: Fidelity of Implementation Review

Challenges in the Fidelity Check	Possible Solution
Absence/unavailability of teachers	- Inform clearly to school directors and homeroom teachers in advance to come to schools and to keep/send all of their documents to school office - Collect the teaching schedule of teachers from the school director - Team have prepared a clear schedule to implement the fidelity in each school by informing to DOE and POE - Go directly to the teachers' home in case they have no transportation means or schedule to teach on the appointed day - Keep following up and reminding the school directors on the appointment
Absence of students	- SDPP team need to come to class again (teachers tell other students to come) - M&E review the appropriate dates to hold the pre-test and the post test for the Student Assessment or to check if the assessment could be done on a sample basis rather than all students (up to 38,000 students)
Community unclear on our tasks	- Change members of PTA that could involve village and commune chief – adding members who may have more time rather than deselecting people which SDPP are not in a position to do - Contact through phone - Continue to encourage schools to provide more instruction about SDPP interventions to the PTA
Time constraints	- Have clear plan/schedule to implement in each school - Provision of the forms on time - Request other staff to support - M&E team to discuss with partners to find a convenient time
SDPP staff not clear on the forms, process or have other problems	- Staffs need to ask promptly when having questions/doubts - M&E and program team will improve translation of the forms since some translation is difficult to understand as it is too brief - Request to have another orientation/training on the use of TEC forms and other forms to the provincial team

India: In Quarter 4, the FOI tools were modified to reflect the new Focus Child data instruments and voice message database which includes parent and household mobile numbers. In addition, the SDPP country team developed or improved other data tracking systems, including the afore-mentioned voice message database, a training database, a school report card with basic information on schools, an attendance tracking register pre-filled with focus child names. The team also conducted a one-day orientation program for control schools on record-keeping in order to facilitate follow-on data collection.

Tajikistan: In Quarter 4, the SDPP continued to apply the FOI and monitoring tools, and worked with control schools to ensure record-maintenance.

Timor Leste: In Quarter 4, the SDPP country team continued to complete the FOI checklists, although not all schools were visited monthly due to shortage of M&E and Research officers. In addition, the team began to photograph the 2013 school records, with a particular focus on Grade 6, in order to will mitigate the risk of data loss for the 2013 school year, as records are often transferred with the child if he changes school or are taken by teachers. By the end of the Quarter, photographing documents had been completed

in 34 schools, partially completed in 93 schools, and not begun in 63 schools, which is planned for the following quarter.

Requirement 3.4: Launch SDPP Projects in the Four Pilot Countries

SDPP school-based activities have been formally launched in all four countries, with participation of senior U.S. and host-country government officials. In all countries, the official launch followed the actual introduction of SDPP interventions in the schools. In all four countries, television and/or news media covered the events.

Table 3: Project Locations

Country	Project Sites
Cambodia	Provinces (6): Battambang, Banteay Meanchey, Prey Veng, Pursat, Svay Rieng, and Kampong Speu
India	Bihar State, Samastipur District Blocks (13): Dalsinghsarai, Kalyanpur, Khanpur, Morwa, Patori, Pusa, Rosra, Sarairanjan, Tajpur, Ujiyarpur, Samastipur, Bibhutipur and Warisnagar
Tajikistan	Khatlon Region Districts (6): Baljuvon, Dangara, Khovaling Temurmalik (Sovet), and Vose
Timor Leste	Districts (5): Bobonaro, Ermera, Liquica, Manatuto and Viqueque

Cambodia's Education Minister, H.E. Im Sethy, awards the "Mony Saphoan Thanak Moha Serei Wat" (Highly Respected Rank of Queen MohaSeriWat) medal to the USAID representative, Rebecca Adams

Cambodia: The launch in Cambodia took place on March 6 at Banteay Khmer Lower Secondary school in Kampong Speu province. The event was attended by some 600 participants, including the MOEYS Minister, USAID/Cambodia Mission Director and USAID/Washington Senior Education Development Officer and SDPP COR, other USAID staff, and key stakeholders including local authorities, community members, parents, teachers and students. Highlights included the award of medals of recognition and appreciation from the Royal Government of Cambodia to USAID, Creative, and KAPE. School staff spoke about the program, a drama depicting school and community support of at-risk students was presented, and a demonstration of computer labs conducted.

India: India's launch took place February 26 in Samastipur and was attended by over 200 people, including government officials, headmasters and teachers, members of the community, and students. USAID/India was represented by the SDPP Activity Manager and its Education Advisor; USAID/ Washington was represented by SDPP COR and Program Specialist. Project materials (including project descriptions, advocacy posters, student work, and a sample voice message) were displayed, and students and Community Champions demonstrated SDPP enrichment program activities (sports and games).

Tajikistan: The program launch in Tajikistan was conducted on December 12, 2012 at treatment school #2 in the Dangara district. The half day program took place in the school that was relatively easily accessible from Dushanbe and all other four SDPP treatment districts. Approximately 100 participants attended. Officials from the education departments, central MOE officials, USAID and US embassy representatives (including the Ambassador), other key stakeholders, school personnel, at risk students and

parents, community members and various media representatives attended the program. SDPP teachers and parents spoke about the program, and student presented a skit on the EWS program.

Timor Leste: The official SDPP program launch in Timor Leste was held at EB 1.2 Bazartete, Liquica on 23 October 2012. The ceremony was attended by over 200 participants. The participants included representatives from the Ministry of Education at National and District levels, US Embassy, USAID/ Washington and USAID/Timor Leste, teachers and students in Classes 4-6 at EB 1.2 Bazartete, parents, members of the '*Stay in School*' Community Group, and community leaders from the local village of Fatumessi. Students presented 'Stay in School' songs and poems which they had learned and created during extracurricular activity sessions at the school; parents and community leaders,

along with students, performed a short drama that showed the dilemma of "Maria", a student at risk of dropping out of school.

Students welcome the USAID delegation in Timor Leste

Both standards under Requirement 3.4 have been fully achieved.

Standards Fully Achieved:

✓ Pilot launchings in the four (4) pilot countries within the first year after award.
✓ One (1) press release for each of the four (4) pilot countries issued.

Requirement 3.5: Conduct Student Dropout Prevention Pilots in the Four Selected Countries

In FY13, school-based intervention activities were implemented in all four countries, reaching 77,280 students. In Quarter 1, the interventions were initiated in the treatments schools in Cambodia and Tajikistan, following the rollout of interventions in India and Timor Leste the previous Quarter (Quarter 4, FY12). According to the school calendar, the following activities were undertaken in each of the SDPP countries: (1) implementation of interventions for the first academic year under SDPP, (2) strengthening and further operationalization of interventions, including revision of procedures and materials and training, (3)

> **SDPP Country School Calendars**
>
> **Cambodia**: October – June/July
>
> **India:** April - March (break May & June)
>
> **Tajikistan:** September - June
>
> **Timor Leste**: January - September
>
> *NB: Calendars are subject to change, frequent breaks/holidays and disruptions to inclement*

initiation of activities for or in preparation of the second academic year under SDPP (4) and distribution of participation rewards to treatment and control schools.   In addition, as discussed under Requirement 3.3, base line data was processed, and the first round of follow-up data collected.

Cambodia:

Academic Year 1 Intervention Activities (October 2012-June 2013)

School-based intervention activities for the *Stay in School* Program were introduced in October 2012 with the start of the 2012/2013 academic year, only to experience implementation delays due to school closings occasioned by national holidays, the death of the King's father, and severe flooding. Not until late January 2013 did schools resume their regular schedules, which reduced the intervention exposure time in the schools. Further, field staff visits to the schools have been complicated and in some cases

curtailed by lack of regular transportation, first occasioned by delayed USAID authorization to purchase vehicles and motorcycles and then by uncertainty about the SDPP extension.

SDPP provincial team cooperates with school personnel and checks the safety of a computer lab in a flooded school in Battambang.

Computers and electrics are lifted up onto the tables and moved to safer places in schools seriously affected by the flooding.

SDPP staff in Battambang walk through flooded water in the compound to get to the office in early October 2013.

Early Warning System: Implemented in all 215 treatment schools, the Early Warning System intervention reached 59,925 grade 7-9 students in 1,745 classes. Although attempts were made to conduct identification of at-risk children at the beginning of the school year (Quarter 1), enrollment only stabilized in Quarter 2. With SDPP HQ assistance, procedures for identification and selection of at-risk students were updated, and SDPP provincial staff assisted home room teachers to complete scoring students in the target grades in treatment schools on dropout risk factors. As a result, 43,839 students (17,910 girls) were identified as "at-risk" of dropping out.

Over the course of the year, students received a range of follow-up support from schools, teachers and communities, including home communication (12,722 letters and 8,838 calls) and 15,096 visits, increased in-class attention and case management meetings. In Quarter 1, the SDPP EWS team and provincial staff conducted training for school principals and members of the PTA on their roles in contacting absent

students and anti-dropout activities. Each school received an anti-dropout toolkit with posters and banners. Parents (6,664) signed "participation agreements" to signal their commitment to supporting their child's education. Community meetings, averaging three per school, brought together 17,251 members of the Commune Council, village chiefs, local police, parents, teachers and school principals to discuss the factors affecting dropout and the actions that could be taken in the household and community to address them. Confronted with the frequent transfer of teachers (and a few teachers opting out of EWS participation), in Quarter 2, the SDPP team conducted a one-day training for new homeroom teachers, covering at-risk student identification and case management, classroom support activities, and interaction with parents.

The FOI check conducted in Quarter 3 (the school year effectively end in May, prior to exams) found that all treatment schools had completed the at-risk scoring and assigned the students to treatment type (none, partial, full). Overall, the process was completed accurately. School-household interaction increased, reportedly with increased school attendance and/or performance. School personnel and community members conducted home visits, made phone calls and sent letters to absentee students' homes, and were making some adaptation to fit the context (i.e., limited postal service). In a few instances, incorrect use of home contact strategies have upset both parents and students. Most PTAs were active in conducting

dropout awareness meetings. A few schools had less active PTAs and communities, prompting discussions about adding new members.

There was varied application of in-class support for at-risk students and inconsistent documentation of the EWS activities. Some subject teachers seemed to be unaware of the at-risk student and unengaged (and sometime resistant) to the case management process. The case management meetings have not been held as intended in all schools, and many homeroom teachers have not been completing the forms that document their activities.

Computer Labs: Implemented in 108 of the 215 treatment schools, computer labs were installed on schedule and in use by 38,141 grade 7, 8 and 9 students for twice-weekly (total of two hours) computer literacy classes. In Quarter 1, additional equipment--LCD projectors, speakers and additional ram—were provided as planned, along with an introductory video to the Computer Labs produced by SDPP Resource Partner Media One in collaboration with the MOEYS. Each school also received 30 copies of the SDPP-adaptation of MOEYS computer literacy manuals, and posters on computer lab care and maintenance, finger positioning and keyboards. In Quarter 2, the SDPP team collaborated with the MOEYS to provide a two-day "refresher training" on basic computer skills and computer lab operation for 426 teachers, 108 school directors and 41 MOEYS staff.

School, student and parent reception of the computer labs has been enthusiastic. Although all computer labs have been running smoothly and reliably, two main issues emerged: inappropriate use of the computers and difficulties in completing the course curriculum. In some schools the maintenance and security protocols were not observed, the latter resulting in the loss of computer equipment at two schools.[3] All school reported that computer lab support from SDPP was satisfactory and timely, although some teacher delayed reporting problems. The student enrollment in four schools has unexpectedly expanded from previous years and is too large to accommodate all the students during school hours, prompting a request for additional computer labs. Power is also an issue at some schools, where demands on the solar panel grid—generally for either after-hours or non-computer lab use—deplete the available power for the computer literacy classes. Approximately, 20 schools require additional solar panels.

A few computer lab teachers were not completely clear on equipment use; many did not know how to back up the computer. Routine checks found that some schools had installed unauthorized programs which caused errors, and in a few cases inappropriate photos had been uploaded. Coverage of the computer literacy curriculum varied: some classes were well-advanced in the textbook, whereas a few were still on the early chapters in Quarter 3. Moreover, in some cases, classroom management failed to ensure that all students received equal access and time on the computer.

Preparation for and Implementation for Academic Year 2 (July 2013- September 2013)

With schools on break in Quarter 4, the SDPP team worked to strengthen and improve the dropout mitigation interventions for the 2013/2014 school year.[4]

Early Warning System: During Quarter 4, the SDPP team updated the Training Guidelines for Teachers and School Personnel, the School Manual, Training Guidelines for Community, and Communications Protocols for the School and Community. In addition further guidance and training modules have been developed on case management, and the form to document EWS activities have been revised, streamlined and instructions clarified. All these will be presented at the school and director trainings planned for the next quarter.[5]

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[3] Following discussions with the MOEYS, these losses were replaced by the schools.

[4] Note that with USAID authorization, SDPP activities in all countries proceeded on the assumption that an extension would be granted.

[5] Typically SDPP trainings would take place in Quarter 4, before the start of the new school year, but security issues following the July 2013 national elections caused the grade 9 exams to be held in September, with the result that MOEYS officials were

<u>Computer Labs</u>: In response the various challenges discussed above, the SDPP team addressed both computer lab operation and computer literacy instruction.

In Quarter 4, the SDPP computer lab team organized provincial meetings in Battambang and Prey Veng provinces that brought together 222 participants from the six SDPP provinces to address security, safety and computer lab maintenance. Attended by the directors of the 108 computer lab schools and representatives of MOEYS, provincial and district education offices, the meetings elicited discussions of good practice and suggestions for computer lab management, including review of the maintenance manual, solar power usage, and security measures, resulting in development of the Computer Lab Security and Maintenance Plan.

The SDPP computer lab team updated and expanded computer lab materials and manuals, including additional Camtasia tutorial video clips for teachers and project-base work exercises for students to help them practice skills. These were reviewed with MOEYS-ICT Technical Working Group and approved for use. The SDPP team partnered with the MOEYS on developing and delivering a three-day Training-of-Trainers session, attended by seven SDPP-IT staff and 17 core trainers from the MOEY. Both master and core trainers will deliver a five-day training to computer teachers in the 108 computer lab schools in the next quarter. Exceptional computer lab teachers from the treatment schools will be enlisted to demonstrate model lessons.

A School Director shares his experience and challenges of safeguarding the computer lab at

Recording the experiences, challenges and suggestions raised by School Directors

Mr. REN SOPHEAP, Education Information Office Deputy Chief, shared recommendations on the reinforcement of computer lab security

Participation Rewards

Both treatment and control schools are scheduled to receive a modest "reward" for participating in SDPP in 2012/2013 and undertaking the additional work it requires.[6] Based on discussions with schools, the SDPP team determined that a set of books for recreational reading would be most appreciated by school personnel and students. Both books and metal boxes to contain the "mini-library" were procured in Quarter 4. These will be distributed in the next quarter to coincide with the start of the 2013/2014 school year.

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not available to approve SDPP materials and participate in training until later in October, following the important Ancestor Festival.

[6] While treatment schools already receive varying degrees of equipment, materials and services, in order to maintain "equivalence" between treatment and control schools, both groups receive the same annual incentive.

India:

Academic Year 1 Intervention Activities (October 2012-March 2013)

School-based intervention activities for the *Ananshala* Program were initiated for the 2012/2013 school year in July of FY2012, and continued through March of FY13. In Quarter 2, severe cold caused the schools to close for several weeks, thus reducing exposure time to SDPP interventions.

Early Warning System: Implemented in all 113 treatment schools, the Early Warning System intervention identified approximately 4,000 at-risk students, known as "focus children" to avoid stigmatization. In Quarter 1, following a protocol developed with SDPP HQ, a second round of Focus Child identification was conducted in order to eliminate the "ghost" students from SDPP rolls who were either double enrolled (but attending private schools) or did not exist, and who would not actually be present to receive SDPP interventions. The final FC list was shared with the schools.

Routine student tracking continued in both Quarters 1 and 2, with phone calls from the schools to parents of students absent for more than two days. In each Quarter, quarterly case management meetings took place to review the bi-monthly scoring of students on a behavior scale. In Quarter 1, following a training for SDPP staff, one-day refresher trainings for all grade 5 teachers, Enrichment Program teachers and Community Champions were held at schools to introduce and reinforce child support techniques and case management strategies. Teachers were also trained on how to administer an SDPP-developed tool in Hindi to determine student performance, a critical dropout factor. This training was followed by SDPP-facilitated case management meetings with teachers and Community Champions in each treatment school to assess Focus Child vulnerabilities and develop support strategies.

Several activities were launched to encourage parent and community engagement in efforts to keep students in school. In Quarter 1, a one-day orientation for parents of grade 5 students and community members raised awareness of dropout and school and household responsibilities, netting 80% participation.

Parents proudly display children's' work at the school Open House.

A "family journal"—a set of activities to involve parents more closely in their child's education and track their school attendance— was piloted in two schools with groups of largely illiterate mothers and revised. This was introduced and distributed at the first School Open House. In Quarter 2, Community Champions made home visits to determine whether parents were using the Family Journal. Many were found to be using it regularly, although illiterate parents needed additional support in understanding the calendar and illustrations.

As noted, in Quarter 1, each treatment school invited parents of grade 5 students to an Open House to showcase the school and the students' work. Parents viewed their children's schoolwork and art projects, while students demonstrated their academic accomplishments, through recitations, songs and skits.   Parents and students enthusiastically played the SDPP-developed Snakes and Ladders game that underscored dropout pitfalls and perils and ways to avoid them.

In Quarter 2, the voice messaging system, which reaches grade 5 parents with cell phone messages, was launched. Ten one-minute scripts, aimed at raising awareness about dropout and bridging the gap between schools and home, were initially broadcast once per week to 3,700 parents of grade 5 students. Voice messages were also used to send invitations to parents for the upcoming Open House events.

Enrichment Program: The Enrichment Program (EP)—consisting of language, arts and craft, and sports—was implemented smoothly by EP teachers and Community Champions. Approximately 5,700 grade 5 students[7] participated in the EP classes, conducted during the last school period Monday through Thursday. SDPP project monitoring officers (PMO) meet weekly with the teachers and Community Champions to prepare them for the upcoming sessions and provide feedback on session observations. Also weekly, Community Champions participate in review and support meetings with PMOs.

In Quarter 2, several refresher trainings were conducted: all SDPP PMOs were trained on the quarter's EP activities; they—in turn—trained 112 grade 5 class teachers and 63 Community Champions, with the remainder to be trained later due to a teachers' strike. At the training, an SDPP-developed demonstration video for language and arts was used. The 113 Community Champions in charge of the sports activities participated in a 2-day training led by magic bus.

Preparation for and Implementation for Academic Year 2 (April 2013 - September 2013)

Quarter 3 marked the beginning the 2013/2014 school year, with a grade 5 enrollment of approximately 6,200[8] students in the treatment schools. Although the school year officially starts April 1, a long break in late May (starting early in 2013 due to extreme heat) and June contributes to delayed enrollments and uneven attendance by students and teachers. Resumption of most SDPP school intervention activities did not take place until July (Quarter 4), when enrollment had stabilized sufficiently to identify at-risk students, the SDPP team used the interval to review and refine the interventions, materials and training modules.

Early Warning System:

In preparation for the second year of focus child identification, the SDPP country team with assistance from SDPP HQ revised the criteria and protocols used for scoring at-risk children based on feedback from teachers and Community Champions. The Focus Child Identification and Tracking and Response manuals were revised; the attendance tracking register was redesigned with prefilled names of students; and a tracking booklet consolidating attendance, behavior, Hindi assessment, Enrichment Program participation and child profile data on at-risk students receiving the "full treatment" was developed to facilitate case management. The community engagement program was also reviewed with feedback from head teachers, teachers, parents, and community champions which informed revisions of outreach activities.

To launch the new school year, a second round of school "Open House" events with parents of grade 5 students (invited via voice message) and other community members was conducted in April and May in the 113 treatment schools, with displays of student work and discussions about dropout using posters and family journals.

In Quarter 4, SDPP PMOs received refresher training on FCI, including ghost student identification. The team developed a FAQ sheet, accessible to staff on-line, to reinforce common understanding of procedures. The PMOs conducted school/cluster based training to school personnel on the FCI process, with an emphasis on those indicators that are obtained through observations of and conversations with students; a second round of training was held for teachers who had missed the first. This occasioned some

delays in FCI. The treatment schools identified a 4,213 focus (at-risk) children—out of a stabilized grade 5 population of 5,532—who started to receive special

Mothers at school Open House playing dropout snakes and ladders game

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[7] All grade 5 students in treatment schools are eligible to participate in the Enrichment Program.
[8] In July, the stabilized enrollment, including the elimination of ghost students was 5,532.

attention under EWS. The voice message phone number list was collected and verified, in preparation for transmitting messages. Starting August 1, the initial set of voice messages was broadcast. The storyboard and scripts for a new set of messages was developed and sent for review.

The parental engagement kit (family journal, tracking poster and board game) was re-designed, pilot-tested in three schools, and finalized. It was featured at parent orientation meeting was conducted at each school to raise awareness about the Ananshala program, build rapport and reinforce school-household linkages.

Both treatment and control school head teachers participated in separate orientation sessions (two –day and one-day, respectively). Treatment school head teachers reviewed the different Anashala activities and discussed how they could both support and build on them. They also took part in conducting EP activities. Control school head teachers were oriented to program data needs and trained on record-keeping and maintenance.

Enrichment Program: A comprehensive review was undertaken in Quarter 3 of the Enrichment Program (EP) activities (sports and language and arts and crafts) with feedback collected from multiple stakeholders, including teachers, CC, field staff and students. Five new arts sessions and one new language session was developed, the session plan layout was redesigned to facilitate teacher use, and the

Students take part in enrichment program activities

revised manual were distributed to schools. The EP session plans (content and presentation) were updated and reviewed by HQ. In Quarter 4, SDPP program facilitation officers (PFO) team observed sports session conducted by Magic Bus. PFOs and PMOs participated in workshops to develop their skills and session plans for both sports, language and arts and crafts activities and to conduct training for teachers and Community Champions. One hundred sixteen Community Champions participated in the sports program training.

Approximately 200 treatment school teachers attended the four-day training on the arts and crafts session plans and techniques, which emphasized how these techniques could be used in classroom teaching. Similar training was conducted for 113 community champions, including how to interact with children and teachers.

The implementation of enrichment activities started in the schools in early September.

Participation Rewards

Based on discussion with schools, the SDPP team determined that a set of carpets or seating mats for students would be most appreciated by school personnel and students. These were procured in Quarter 4, and will be distributed in the next quarter.

Tajikistan:

Academic Year 1 Intervention Activities (October 2012 - May 2013)

School-based intervention activities for the *Stay in School* Program were initiated in 82 treatment schools in October 2012 with the start of the 2012/2013 academic year.

Early Warning System: In Quarter 1, 1,501 at-risk grade 9 student (from a total enrollment of 3,744) started to receive the EWS interventions. Teachers tracked the attendance, behavior and course work and used the information for case management. Banners and poster were displayed in every treatment school to raise awareness about dropout. Parents and community representatives (1,667) attended a one-day orientation to introduce them SDPP and its school-based activities, featuring the at-risk scale, posters, brochure and roles on how they can support students to stay in school. In Quarter 2, a one-day refresher training was conducted for 312 school directors, teachers and district education staff focusing on their respective responsibilities, case management and maintenance of school records. SDPP staff supported the schools to communicate with parents of at-risk students through letters and home visits.

Parents reviewing posters and materials at community meeting

In Quarter 3, a survey and round of FOI visits by the SDPP country team and experts found that most grade 9 registers were up-to-date, but in some schools, lack of teacher motivation or understanding of EWS—as well as teacher turn-over—had affected implementation. Some school personnel were not willing to work with parents and communities.

After-School Tutoring and Enrichment Program: In Quarter 1, 1, 477 (93% of at-risk students) and 271 other grade 9 students began attending the two-hour, 5-day/week after-school tutoring and enrichment program, facilitated by 440 school teachers trained by SDPP in the use of interactive and student-centered methods. The teachers tutor students in 11 subjects, using lesson/activity modules developed by consultant module writers trained by SDPP country and HQ staff. Reading materials, dictionaries, stationary, games and other materials were distributed to all treatment schools, following pilot testing. The program is held in a designated classroom in each school, where repairs and improvement were made by SDPP.

In Quarter 2 and 3, two workshops were held with module writers on tutoring module revision and development, how to incorporate student-centered, active-learning techniques, and syllabus development, resulting in the development of additional and revised modules, totaling 200. Field project officers (FPOs) and team leaders received training on tutoring methods and coaching skills so they could better support SDPP tutors.

The FOI visits and survey revealed that after-school activities were proceeding well in most schools. Teachers and students responded positivity to the activities, but also identified topics that were difficult to learn or teach and desired additional materials or activities. In some instances, the teachers selected as tutors were reluctant to adopt interactive methods. In response, SDPP a capacity building strategy was implemented in which high-performing teachers who excelled at tutoring were observed by other teacher-tutors.

Preparation for and Implementation for Academic Year 2 (June 2013 - September 2013)

With schools on break in Quarter 4, the SDPP team worked to strengthen and improve the dropout mitigation interventions for the 2013/2014 school year.

Early Warning System: In July, the SDPP country team convened a staff workshop to review EWS implementation in the previous school year. The EWS School Manuals, EWS Personnel Training Guide and EWS Community Guide were revised to simplify the forms, clarify instructions and reformatted for easier use. The guides were edited in English and Tajik and distributed to SDPP trainers and staff, and later—during training—to school personnel in the treatment schools.

Review of EWS and Afterschool Tutoring and Enrichment activities by SDPP staff and module developers (July '13)

In August and September, refresher training for 9 EWS master trainers was conducted, focusing on EWS revision. This was followed by training of 338 school personnel, with two days devoted to EWS. In preparation for at-risk child identification, 32 SDPP field staff were trained on procedures and form completion.

In September, SDPP field staff assisted school personnel to carry out the at-risk child identification process, scoring all 3,789 students enrolled in grade 9 in 168 classes. Nearly 1,600 (1597) at-risk student were identified and assigned to full and partial treatment groups. Parental and community training will take place in the following quarter.

After-School Tutoring and Enrichment Program: The After-School Tutoring and Enrichment Activities Manual was re-organized and new section added to guide tutors in the development of their own, original lesson plans and activities, including a lesson plan template, interactive teaching activities and informal assessment methods. In June, the SDPP team undertook a review and reorganization of the over 200 tutoring lesson plans developed over the previous year, organizing them to follow the sequence of the national curriculum and targeting hard spots for students and teachers, as well as identifying areas that were not covered. By the end of the Quarter, most of the work had been completed, and a first month of lesson plans ready to use in tutor training. Following refresher training for seven master trainers, two

Training school personnel on EWS and After School Tutoring (August 2013)

days of training on tutoring and enrichment activities was attended by 403 teachers-tutors.

Participation Rewards

Based on discussion with schools, the SDPP team determined that a set of 26 books for recreational reading would be most appreciated by school personnel and students. The books, along with certificates of appreciation, were distributed to all 165 treatment and control schools in Quarter 4.

Timor Leste:

Academic Year 1 Intervention Activities (October 2012 – December 2012)

The full implementation of school-based intervention activities for the Program were initiated for the 2012 school year in October FY2013.

Early Warning and Response System: At-risk child identification was completed in Quarter 1. Because of difficulties field staff had in scoring students and in anticipation of a new cohort of Grade 4 students arriving with the new school year in January 2013, additional training for field staff was conducted in Quarter 1 and school personnel in the treatment school were requested to ensure that required records and data were readily available to avoid missing information. Over ten thousand (10,360) students in the target grades 4, 5, and 6 in the 97 treatment schools received "Stay in School" bracelets.

"Attendance Champions"

Stay-in-School bracelets are a visual reminder of attendance.

Red: received by all children upon enrollment in school

Blue: awarded after 3 months of regular attendance

White: awarded after 6 months of regular attendance

Stay in School community groups were established in the treatment schools, trained and initiated weekly visits to schools to identify students who were absent. The members deliver parent notification cards to the homes of students who have been absent, tardy or departed early for two day, and discuss the problem with parents. The community groups also started to participate in school case management meetings and to raise awareness at other village meetings/events, using SDPP-developed posters to spark discussion and illustrate the message.

Extracurricular activities: Quarter 1 saw the full launch of extracurricular activities in all 97 treatment schools, continuing through November, when the school closed for the holidays. Each week, SDPP field facilitators conduct a series of games, songs and art projects, aimed at making school a more exciting, welcoming and receptive environment. While students greeted the extracurricular activities with enthusiasm, teachers were hesitant to join the facilitators, in some case as the concept was unfamiliar and in others because it was schedule after school hours. Other issues that arose were: scheduling the extracurricular activities before the school day to avoid students travelling home at dusk; lack of classroom space

Students at Lequici (#197) showing their drawings

to conduct the activities in double shift schools; and—relatedly—disruption of classes due to high noise level of students enjoying the extracurricular activities in double shift schools.

Preparation for and Implementation for Academic Year 2 (January 2013 - September 2013)
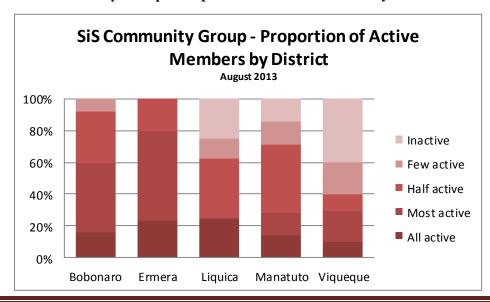
School Year 2013 started in January/February 2013, and closed in late September to accommodate planned MOE teacher training. MOE training s for teachers were also conducted throughout the school year, causing teachers to be absent from school for several days per week and disrupting school operations. This had a deleterious effect on SDPP activities in the schools: many teachers were not present to monitor attendance on a regular basis or take part in the SDPP extra-curricular activity program. With no or few teachers, students were also absent, so exposure time to SDPP interventions was reduced. Student absences were also exacerbated by the four-month delay start-up of the national school feeding program, which left many children to hungry to remain at school after hours.

"I've seen a real change in the attitude of the students this year. They are keen to come to school. They are keen to get involved. The number of students who are absent or late has really dropped. They want to take part. They are motivated. That is the biggest change." – Jose Brities Martins, Grade 4 teacher

Early Warning and Response System: In Quarter 2, with the start of the 2013 school year, the at-risk student list was updated to include incoming grade 4 students and student transfer/movement, for a total of 4,349 student in grades 4, 5 and 6 identified as at risk of dropping out. SDPP staff have been active in monitoring and encouraging teachers to consistently track student information. Throughout Quarter 3, school and community reflection meetings encouraged discussion about the EWRS activities and the improvements needed.

The Stay in School Community groups received a second poster for advocacy work, which was displayed at the schools. However, motivation of these groups over the year has been challenging, especially during the rainy season. The level of activity (i.e. number of members actively carrying out activities) for Stay in School community groups—tasked with monitoring student absences, post card delivery and home visits—varies both within and across districts.

In Quarter 4, 12 percent of the community groups were inactive (i.e., no member carrying out activities), most acutely in Viqueque. Schools where these groups are inactive will be a priority in the next quarter; efforts have already begun to remobilize the groups and replace group members. In addition, in some cases there appear to be misunderstandings or even competition between school personnel and committee members. At some schools, teachers prefer to deliver postcards (or ask students to) and make home visits themselves, and not collaborate with community groups. In others, schools are suspicious of community groups, particularly on the issue of teacher absenteeism.

'Stay in School' Community Group – Proportion of Active Members by District

Despite challenges, in FY 13 (October-August, when schools closed) 1,032 postcard notification about student absences were delivered to households, 656 home visits were conducted, and 266 community meetings were held to raise awareness about dropout.

Extracurricular activities: Over the course of Quarters 2, 3, and 4, 10,322 students enrolled in grades, 5 and 6 in the treatments schools participated in weekly extracurricular activity sessions providing fun activities designed to stimulate students' imagination, creativity, teamwork, self-confidence and communication skills. By the end of August, 30 activity session modules were delivered, for a total 4,814 sessions.

In Quarter 4, a new set of 10 additional activity session modules had been designed and reviewed. These modules involve story-telling, creating booklets, sharing information, design, music and simple collaborative projects. The MOE has approved the Extracurricular Handbook for Teachers and Facilitators, and suggested that training could be incorporated into its teacher training program. The Extracurricular activity kits was expanded to include a basic sports package of soccer balls, volley ball and net, and jump ropes. Some schools organized regular physical education classes on Saturdays, while others allowed children to play with the equipment during recess.

Girls in Liquica taking over the soccer balls

Teacher engagement in the extracurricular activities appears to be increasing modestly, with some teachers leading activities and requesting copies of activity plans, carrying out sessions in addition to those scheduled, or—more likely—to incorporate activities into their classes to make them more interesting. The SDPP team developed an illustrated handbook for teachers and volunteer facilitators, making it easy for them to follow the activity sequence. This and the activity sessions will be included in the teacher training planned for next quarter.

Participation Rewards

Simple ceremonies were held in all the treatment schools at the end of Quarter 4, to recognize the efforts of the community group members, school directors and teachers in the target grades. School received a framed certificate of recognition, and school personnel working with grade 4-6 received personal

'Stay in School' Community Group members in Palaca-Balibo #532 Bobonaro (left) and Mantane #1050 Manatuto (right) proudly wear their SDPP-USAID branded shirts. The shirt has the program name, USAID and Ministry of Education logos, the 'Stay in School' slogan.

certificates, while community group members (and active village leaders) received certificates and a branded t-shirt.

Based on discussion with schools, the SDPP team determined that a set of bulletin/display boards would be most appreciated by school personnel and students. The boards are under procurement and will be distributed to both treatment and control schools in the next quarter.

Achievement of the two standards under Requirement 3.5 will be ongoing through the life of project and are thus partially achieved.

Standards Partially Achieved

- ✓ Annual implementation work plans, budgets and reports prepared.
- ✓ Demonstrated capacity of schools and communities to implement the design intervention.

Table 4: Selected SDPP Country Indicators for FY13

Indicator	Cambodia SY 2012/13	India SY 2013/14	Tajikistan SY 2012/13	Timor Leste SY/2013	Total SDPP, FY13
Number of treatment and control schools • Treatment • Control • Total	215 treatment 107 control 322 Total	113 treatment 107 control 220 Total	82 treatment 83 control 165 Total	97 treatment 93 control 190 Total	507 treatment 390 control 897 total
Number of interventions implemented	2	2	2	2	8
Number of students enrolled in the target grades in treatment schools.	25,677 Grade 7 19,101 Grade 8 15,147 Grade 9 59,925 Total (o/w 18,299 girls)[9]	5,532 Grade 5 (o/w 2871 girls)	3,744 Grade 9 (o/w 1,721 girls)	3,759 Grade 4 3,597 Grade 5 2,966 Grade 6 10,322 Total (o/w 5,106 girls)	15,854 Primary 63,669 Lower Secondary 79,523 Total (o/w 27,997)[10]
Number of students benefitting from the program, i.e., receiving some or all of the treatments.	25,677 Grade 7 19,101 Grade 8 15,147 Grade 9 59,925 Total (o/w 18,299 girls)[11]	5,532 Grade 5 (o/w 2871 girls)	1,501 Grade 9 (o/w 627 girls)	3,759 Grade 4 3,597 Grade 5 2,966 Grade 6 10,322 Total (o/w 5,106 girls)	15,854 Primary 61,426 Lower Secondary 77,280 Total (o/w 26,903 girls)[12]
Number of at-risk students receiving EWS treatment	43,839 (o/w 17,910 girls)[13]	4,213	1,501 (o/w 627 girls)	4,349 (o/w 1991 girls)	53,902
Number of treatment school teachers and other school personnel trained	738	423 (o/w 127 female)	741	457 (o/w 117 female)	2359
Number of PTAs or other school support groups trained	215	113	82	97	507
Number of community members trained	687	4328	1667	914 (o/w 223 female)	7096
Number of trainings conducted for teachers, schools, communities	120	11	147	135	413
Number of home visits or calls made to follow up kids	15,096 visits 8,838 phone calls	nd	168 visits	659 visits	Incomplete data
Number of school and outreach events held	643	448	117	399	1607
Number of Consultative Group meetings held.	3	4	3	5	15
Number of manuals developed and/or refined	4	20	4	6	34
Number of modules/tools developed/refined	41	32	216	47	336
Number of impact assessment data collection rounds conducted	2	1	2	1	4

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[9] The number of girls is underestimated due to missing data.

[10] ibid

[11] ibid

[12] ibid

[13] ibid

The following requirements will not be addressed in full until near the end of the SDPP project. Nevertheless, some activities were undertaken this year which begin to address the requirements, as described below.

Requirement 3.6: Produce and Distribute Reports of the Student Dropout Prevention Pilots in the Four Selected Countries

Baseline data analysis was completed in FY2013, but in view of uncertainty about the SDPP extension, it was determined to combine baseline results with a preliminary analysis of outcome indicators from the Follow-up 1 data collection. A preliminary report will be completed next quarter.

Requirement 3.7: Present Findings of the Student Dropout Prevention Pilots

The SDPP project website (www.schooldropoutprevention.com) is regularly updated and made compliant with USAID requirements as communicated through the Bureau for Legislative and Public Affairs (final approval was received in June 2012). Several documents have been posted on the website as well as submitted to USAID's Development Experience Clearinghouse (DEC).

SDPP staff made debriefing presentations to various USAID Missions, following completion of assignments in Cambodia (October 2012, March 2013), India (March 2013), Tajikistan (December 2012) and Timor Leste (November 2012).

In Quarter 2, SDPP HQ staff from Creative and Mathematica made presentations on SDPP's interventions on a panel entitled "Preventing Dropout: Interventions and Issues in School Dropout Mitigation in Asia" at the 2013 Comparative International Education Society annual conference.

Requirement 3.8: Student Dropout Prevention Programming Guide Developed and Distributed

An outline of the Student Dropout Prevention Programming Guide was drafted, and a variety of materials to be included in this toolkit, including the Literature Review, trends analyses, policies and programs documents, in-country situation analysis plan, training materials, and data collection instruments, school recruitment and random assignment materials, baseline survey materials, etc., have been assembled.

Each country has revised and updated various toolkit materials which are being compiled at HQ. These are being printed for use in the new academic year.

III. Project Management and Operations

A. Operations

Operational support throughout the year focused on facilitating the programmatic and technical activities described above, including: rolling out and monitoring interventions, launch events in all four countries, and two rounds data collection.[14] Operations focused heavily on finalizing the request for an extension through September 2015, submitted in March 2013 per USAID direction, as well as the accompanying contractual documentation and operational contingency planning. On August 22, 2013, USAID authorized the no additional cost contract extension through September 29, 2015.

During Quarter 4 especially, SDPP staff spent significant effort in realigning the project and subcontractor budgets, addressing personnel and contract extensions, and developing extended work plans.

Key staff and consultant actions are detailed in sections C. and D., and major procurements are described in section F. Other important management and operational actions of note include the following:

SDPP Work Plan and Budget: All SDPP field partners prepared their detailed work plans for FY2014 interventions in each country, and submitted them to Creative. They have been reviewed, and a comprehensive project work plan for FY2014 is being finalized for submission to USAID. Detailed budgeting of CLIN 3 activities in light of the selected program interventions and scale of intervention was completed for all four countries and sub-contractors. A full realignment of the overall project CLIN 3 budget will be submitted to USAID once subcontractor ceilings and summary budgets have been approved.

Country Partnership Agreements: In Quarter 3, the ministries of education in Cambodia, Tajikistan and Timor Leste and state education ministry in India were informed that an extension of the SDPP contract had been requested and discussions held about planned SDPP activities, including implications for the country partners. In Quarter 4, the respective ministries were informed the extension had been granted and preparations for formal letters of agreement were initiated. In India, the Bihar State Project Director in consented to extend the program, as did the minister of education in Timor Leste. In Cambodia, the SDPP team submitted a revised the memorandum of understanding to cover the extension; although verbal approval was given to continue project operation, formal signature was delayed due to the appointment of a new minister following the July 2013 elections and is expected next quarter. Pending discussions between the USAID Mission and the Ministry of Education in Tajikistan set for next quarter, SDPP operations continued and permission was received to conduct trainings of school personnel.

Implementing Partnership Agreements: SDPP sub-contractor agreements were modified as needed to incorporate updated USAID provisions, accommodate budget line-item variations, and/or increase obligation amounts. A variety of other in-country agreements were established, by Creative in Tajikistan and by the SDPP implementing partners in Cambodia and India, including for work on the baseline survey data collection and provision of other technical assistance, as described above. An MOU between CARE and the MOE covering SDPP activities was signed, and an amendment in recognition of the SDPP extension is under way.

Partner Management Support: Site visits were made by SDPP HQ staff from Creative, Mathematica and STS to provide support for fidelity-of-implementation monitoring and intervention review, SDPP launch preparation and participation, and data collection. Virtual support was provided by HQ staff on revision and expansion of intervention manuals and materials. In response to queries from country teams, Creative HQ staff reviewed and revised decision rules for identification of at-risk students, used for the

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[14] Baseline Phase 2 for Cambodia and Tajikistan, and Follow-on 1 data collection in Cambodia, India, Tajikistan and Timor Leste.

first round of at-risk student identification in Cambodia, and the second rounds of at-risk student identification in India, Tajikistan and Timor Leste.

SDPP Field Offices: Following discussions with IDEAL and the SDPP country team in India about staff re-organization and deployment, it was determined that the SDPP office in Delhi was no longer needed. Permission was sought and granted from the SDPP COR at USAID to consolidate key staff and administrative operations in Bangalore. (Field operations continue to be based in an SDPP office in Samastipur.) A "desk" is maintained in a group office for the Monitoring and Evaluation Specialist, who was unable to relocate. The SDPP Country Coordinator periodically travels to Delhi to meet with the USAID Activity Manager.

B. Key Meetings with USAID and Partners

In each of the first three quarterly reports from FY2013, a detailed list was provided of the formal meetings held in Washington, DC and in the field with USAID, MOE, or other partners at which key decisions affecting the program were taken or major presentations made. Meetings held during Quarter 4 are as shown in Table 5.

Table 5: Key meetings with USAID and partners in Quarter 4

Date(s)	Key SDPP representative(s)	Key client and/or partner representative(s)	Topic/focus of meeting	Key decisions/outcomes (if any)
SDPP Headquarters/Washington				
7/25/13	Karen Tietjen, Diane Prouty, Tom Ventimiglia, Rajani Shrestha, Mary Calomiris (Creative), Mary Lynd (STS) Nancy Murray, Kathy Buek (MPR)	NA	Results Framework, Fidelity of Implementation; Impact Assessment	Results framework will be finalized to be included in the performance management plan. FOI tools need to be simplified.
9/12/13	Karen Tietjen, Tom Ventimiglia, Rajani Shrestha, Mary Calomiris, La Dale Johnson (Creative) Nancy Murray, Kathy Buek, Emilie Bagby (MPR)	Rebecca Adams	Data collection schedule for remainder project period	Schedule and technical notes emailed to the countries
9/26/13	Karen Tietjen, Tom Ventimiglia, Rajani Shrestha, Mary Calomiris (Creative),	Aakash Sethi (IDEAL)	Update on program activities in India	Follow-up on agreed actions

SDPP/Cambodia				
9/5-6/13	Ouk Sothira, Education Specialist; Chhoeng Sina and Yos Nara, CL Program Manager; Khut Sovannarith & Chhun Leangkruy, IT Support Officer; Thol Buntha, Communication Officer; Roeung Virak; Keum Sopharith; Chhoeurt Sokheng, IT Field Officer-BTB,PS,K. Speu	Chhim Kumnith, Deputy Director of Secondary Department; Kim Leang & Kheang Pengly, NIE's ICT Teacher; Pov Narith & Choem Samnang, IT Teacher from MoEYS	-Discuss, review and approve on the updated 30 Camtasia tutorial video clips and 35 student project work exercises	-MoEYS's-ICT technical working group approved all 35 student project work exercises and 22 Camtasia tutorial video clips -SDPP-CL team will adjust the other 8 Camtasia tutorial video clips following comments from the meeting
9/02/13	Ouk Sothira, Education Specialist; Yos Nara, CL Program Manager; Chhun Leangkruy, IT Support Officer (SDPP/ KAPE)	Sok Tha, Head of Education ICT Office- MoEYS; Khy Phirun, Deputy Head of the Education ICT Office	- MoEYS introduce new book called "Intel Teaching Program" with 21st Century as produced for Master Trainer version 2.0 corporate with MoEYS -Discuss if SDPP agrees to integrate the book of "Intel Teaching Program" into its computer lab program	-SDPP shared the Camtasia Video Clips with ICT office after finalized at meeting with MoEYS's ICT working group in BTB -SDPP will discuss within management team on request of ICT of integrating of Intel Teaching Program into the 3-day refresher training in April 2014
8/16/13	Ouk Sothira, Education Specialist; Chhoeng Sina and Yos Nara, CL Program Manager; Lork Ratha, IMS Manager; Khut Sovannarith & Chhun Leangkruy, IT Support Officer; Thol Buntha, Communication Officer	Pol Sorith, Inspector of Secondary Education; Khy Phirun, Deputy Head of the Education ICT Office- MoEYS; Chhim Kumnith, Deputy Director of Secondary Department; Sin Vuthy, MoEYS's Official; Kim Leang & Kheang Pengly, NIE's ICT Teacher; Choem Samnang, IT Teacher from MoEYS	-Discuss the Computer Lab work plan and review 30 Camtasia tutorial video clips and 35 student project work exercises produced by the CL team	- MoEYS-ICT technical working group suggested to make the tutorial video clips short and meaningful and developing the student project work so that it is relevant to the activities of the student -Agreed to hold a further meeting to approve the revised video clips and student project work exercises on 5-6th September 2013

SDPP/India				
7/11/13	Mr. Aakash Sethi and Mr. Sharique Mashhadi	State Project Director(SPD), BEPC; 4 state level government officials heading quality education, girls education, curriculum development	Updated on project activities and extension	NA

SDPP/Tajikistan				
8/ 6-14/13	Lutfullo Boziev- Program manager	DEDs of the 5 treatment districts Qurbonshoh Abdulloev Muzaffar Mirzoev, Ghilom Sadulloev, Muhammad Davlatyorov, Nasrullo Amiraliev,	Upcoming trainings and DEDs support in arrangement/participants attendance of the trainings	All 5 DEDs were very supportive not only in participants attendance but some of them attended the trainings (Muhammad Davlatyorov, Qurbonshoh Abdulloev) and the others send their deputies for the first day of the trainings.
8/21/13	Wendi Carman Sayora Abdunazarova	Khujamyorov The Head of Vose District Education Department	Familiarize with the three days ongoing trainings for school personal on After school tutoring and EWS.	The DED was invited to attend training workshops. He expressed gratitude for our work in the schools in his district.
8/30/13	Wendi Carman	Lyla Andrews Bashan, USAID Team Leader for Democracy & Governance, Health and Education	Updates on program activities	Bashan initiated the process of informing the MOE about the program's extension and setting up a meeting with the minister.
9/18/13	Wendi Carman Gulguncha Naimova	Marc Bonnenfant, Mavjuda Nabieva, Inna K, USAID	Updates on program activities and preparation for meeting with the minister of education	Preparation for meeting with the minister
9/19/13	Gulguncha Naimova	Minister of Education - Nuriddin Saidov; Dep.Min. Tojiniso Mahmadova; Dep.Min. Ismonov F; Dep Min. Odinaev; U.S. Ambassador Susan Elliot; Marc Bonnenfant; Mavjuda Nabieva	Informing the minister of the program extension, as well as overview of SDPP and achievements thus far.	Minister Saidov requested a program name change and the letter of commitment to be revised and submitted to MOE

SDPP/Timor Leste

7/12/13	Simplicio Barbosa (CITL Education Program Manager); Nicole Seibel (SDPP Country Coordinator); Martin Canter (Ed Tech Specialist)	Mr. Alfredo de Araujo – MoE National Director of Basic Education	Formal introduction of Simplicio as Ed Program Manager Discussion of Academic Calendar Discussion of teacher training schedule Feedback sought on Illustrated Teacher Manual	-Agreement for MoE representative to sign Certificates of Appreciation -MoE approval for Teacher ECA Handbook - Planning ECA Teacher Training in Oct/Nov -MoE shared changed start date of 2014 school year
7/15/13	Titolivio Simões, Project Officer, District of Liquica	Mr. Paulino Ribeiro, District Director of Education	Introduce SDPP Program to new MoE district representative	-SDPP Program and staff introduced to new District Education Director
7/24/13	Shoaib Danish, Deputy Country Coordinator for Research	Simao do Rosario, Head of EMIS	Data on key indicators for 2013; changes in the 2014 EMIS data collection calendar, and the updated school GPS coordinates	-Changes at the Directorate management level prevents EMIS from sharing data directly with INGOs, Simao will ask the new Director for his approval before he could share the data with CARE. -Simao will get in touch with the mapping unit at the National Directorate of Statistics to see if he can get the updated school GPS coordinates.
8/7/13	Simplicio Barbosa (CITL Education Program Manager); Nicole Seibel (SDPP Country Coordinator);	Education Development Partners meeting chaired by Takaho Fukami, Chief of Education, UNICEF	Update on the Local Education Group (LEG) for the Global Partnership for Education (GPE) workshop in Bangkok	-Circular from MoE formalizing change to school calendar -Formation of small working group to prepare 15 minute presentation for MoE workshop on successes, challenges and solutions in Education for Timor-Leste -Presentation on the GPE

| 9/27/13 | Simplicio Barbosa (CITL Education Program Manager); | Mr. Alfredo de Araujo – MoE National Director of Basic Education | Arrangements for the National Coordination Body meeting | -finalization of agenda
- invitation signed for distribution |

C. Staff Actions

At the end of the 2011 fiscal year, the three core SDPP staff—Country Coordinator, Education Specialist and M&E Specialist—were in place in all four countries, with the exception of the Education Specialist in India, who was hired and began work in quarter two of 2012. All of the core in-country staff were in position throughout the 2012 fiscal year, except for the Country Coordinator in Timor Leste, who resigned from the project and departed in April 2012. An interim Country Coordinator (Nicole Seibel) was hired and began work in May. Her contract was extended until August 10, in order to allow for overlap with the new, permanent replacement (Monzu Morshed), who began work in August, but soon after resigned for health reasons. CARE re-engaged Ms. Seibel as Country Coordinator for an additional period (September 17 – December 24, 2012).

In FY13, on December 5, 2012, Ms. Seibel was approved as the permanent Country Coordinator for Timor Leste. In June 2013 Sushant Verma, Country Coordinator for India, resigned from his position. Creative worked with its subcontractor in India, IDEAL, to identify Mr. Verma's replacement, during which time the SDPP India Project Director, Aakash Sethi, served as interim Country Coordinator. In August 2013 Mr. Sethi was approved as the permanent Country Coordinator.

Table 6 shows the status of the core SDPP positions in each country since the beginning of the project.

Table 6: Field Office Core Staff Actions

Core Staff Position	Name and Start Date (Departure Date)	Name and Replacement Date	Status
SDPP/Cambodia (KAPE)			
Country Coordinator	Kosal Chea, 1/1/11	NA	Filled
Education Specialist	Sothira Ouk, 1/1/11	NA	Filled
Monitoring, Evaluation & Research Specialist	Carole Williams, 11/1/10	NA	Filled
SDPP/India (IDEAL)			
Country Coordinator	Sushant Verma, (6/24/13)	Aakash Sethi, 8/14/13	Filled
Education Specialist	Neha Parti, 1/9/12	NA	Filled
Monitoring, Evaluation & Research Specialist	Vir Narayan, 10/18/11	NA	Filled
SDPP/Tajikistan (Creative)			
Country Coordinator	Gulgunchamo Naimova, 12/6/10	NA	Filled
Education Specialist	Sayora Andunazarova, 11/15/10	NA	Filled
Monitoring, Evaluation & Research Specialist	Davlatmo Yusufbekova (2/10/11)	Zarina Bazidova 5/3/11	Filled
SDPP/Timor Leste (CARE)			
Country Coordinator	Lorina Aquino, 4/19/11 (4/20/12) Monzu Morshed, 8/3/12 (8/28/12)	Nicole Seibel, 5/18/12 – 8/10/12; 9/10/12 – 12/5/12; 12/5/12	Filled
Education Specialist	Martin Canter, 3/12/11	NA	Filled
Monitoring, Evaluation & Research Specialist	Shoaib Danish, 2/14/11	NA	Filled

In FY13, personnel actions included 578 approvals and 848 extensions. A total of 111 full- or part-time SDPP field and HQ staff were approved by USAID[15], including 15 in Cambodia, 11 in India, 41 in Tajikistan, 24 in Timor Leste, and 20 at HQ (15 at Mathematica, 1 at STS, and 4 at Creative). Additionally, upon receiving the project extension in September 2013, all personnel that were contracted on the project and approved through the end of the project received automatic approval extensions through 9/29/2015. Due to the uncertainty surrounding the SDPP extension, two Creative HQ Program Associate positions were not filled, following staff resignations. Action will be determined next quarter.

During Quarter 4, field staff actions include the following:

In Cambodia, Creative granted approval for the replacement of the Provincial Admin/Finance based in Kampong Speu, 3 DPOs in Battambang, a DPO in Pursat and Banteay Meanchey, and Provincial Coordinators for Svay Rieng and Banteay Meanchey.

The announcement for a Deputy Country Coordinator and two consultants for EWS and a consultant for the computer labs to support the updating of the training manuals for both interventions was placed in the newspaper; however, there were no qualified candidates applying for the positions and so it was decided that the work for the consultants would be taken up by the Education team and senior staff would provide additional support for the education team and short-term consultants focusing on specific tasks in the next quarter would be sought instead of hiring a full-time Deputy Coordinator. In the next quarter, SDPP/KAPE will replace the IT Program Support Officer based in Phnom Penh and Cleaner for Pursat and Kampong Speu who resigned in the period.

In India, eight new staff (office assistant, capacity building manager, communication associate, program manager, database manager, driver, finance and admin manager, and accounts officer) were recruited.

In Tajikistan, due to poor performance, contracts were terminated with three Field Program Officers and one M&E Assistant. One FPO was promoted to Team Leader. During the fourth quarter Creative held several selection interviews to fill the resulting vacancies. New replacements were hired for all four of the FPO positions, but the M&E Assistant remained vacant. During the next quarter Creative will continue to recruit for this position.

In Timor Leste, 28 staff resigned or did not renew their contracts in the fourth quarter. Resignations were primarily due to delays in finalizing the project extension. CARE chose not to renew some contracts due to poor performance. The vacancies included three Project Officers, one Field Implementation Coordinator, 16 Field Officers, one M&E Supervisor, six M&E Officers, and one Senior Finance and Administrative Officer. Replacement candidates for two M&E Officers were recruited and began work in August. The process for filling the remaining vacancies is under way. All vacant positions are expected to be filled before in-school activities resume in the new school year in January 2014.

D. Consultants

A total of 467 in-country consultants for SDPP were approved by USAID during the year: 9 in India, 447 in Tajikistan, 9 in Timor Leste, and 2 at SDPP HQ. These include community volunteers ("Community Champions") supporting the intervention in India, and school teachers in Tajikistan responsible for facilitating the after school activities. Others included those hired to carry out data collection and entry, temporary drivers, etc. Table 7 summarizes the higher-level, professional consultancies of the project during FY13.

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[15] All SDPP staff hired and/or moving to new positions at field and HQ levels are to be approved by USAID, in accordance with guidance issued by USAID in February 2011.

Table 7: Consultant Actions in FY13

Consultant	Dates of consultancy	Activity/Assignment	Place
Anomita Goswami	5/6/13 - 9/17/13	Subject Matter Specialist/Trainer – Language And Body Movement	India
Atreyee Day	1/21/2013 – 2/28/13	Graphic Designer	India
Blaise Joseph	5/6/13 - 9/17/13	Subject Matter Specialist/Trainer – Arts And Crafts	India
Michael Manuel Joseph	11/29/12 – 1/31/13; 3/14 – 4/15/13	Media Specialist; Video Development; Trainer For Photography And Video Documentation	India
Guari Sanghi	7/15/13 - 9/17/13	Program Consultant	India
Manna Keshab Chandra	11/30/12 - 12/12/12	Camera Technician	India
Mukesh Bardava	2/13/13 - 3/31-13	Graphic Design Consultant	India
Neelkamal Verma Neerad	12/12/12 - 8/31/13	Graphic Design Consultant	India
Rajjak Abdul Sheik	11/30/12 - 12/12/12	Sound Engineer	India
Shreya Tripathi	4/22/13 - 4/24/13	Interpreter	India
Abdurauf Navrasov	12/11/12 - 5/31/13	Trainer/Module Writer-English	Tajikistan
Abutolib Gulov	12/28/12 – 8/1/13	On-call IT support for Kulob office	Tajikistan
Bahriddin Aliev	11/15- 12/31/12; extended to 9/29/13	Translation	Tajikistan
Dilbar Navieva	6/1/12 – 9/29/13	After-School Activities Module Development; Teacher Mentoring	Tajikistan
Farosat Olimova	11/27/12-5/31/13, extended to 9/29/13	Materials Development/Master Trainer	Tajikistan
Fayziddin Niyozov	10/23-2/31/12; 2/11-5/31/13; 6/10-9/29/13	Quality Assurance Coordinator; Module Development Expert; Master Trainer	Tajikistan
Isaac McKean Scarborough	7/30/13-9/29/13	Editor	Tajikistan
Khosiyat Ganjibekova,	6/1/12–9/29/13	After-School Activities Module Development; Teacher Mentoring	Tajikistan
Muhiddin Ziyoev	11/27/12-5/31-2013; extended to 9/29/13	Master Trainer	Tajikistan

Mukesh Bardava	2/13-3/31-13	Graphic Design Specialist	Tajikistan
Musohibakhon Qahorova,	6/1/12–9/29/13	After-School Activities Module Development; Teacher Mentoring	Tajikistan
Nabi Qodirov	11/12- 5/13	After-School Activities Module Development; Teacher Mentoring	Tajikistan
Neelkamal Verma Neerad	12/12/12-8/31/13	Graphic Design Specialist	Tajikistan
Rasulov Soleh	8/6/13-9/29/13	Trainer/Module Writer	Tajikistan
Sulaimon Kurbonov	6/1/12–9/29/13	After-School Activities Module Development; Teacher Mentoring	Tajikistan
Umeda Ermatova	6/1/12–9/29/13	After-School Activities Module Development; Teacher Mentoring	Tajikistan
Jose Manuel Sarmento	3/20-3/28/13	Illustrations	Timor Leste
Nicole Seibel	9/17- 12/4/12	Interim Country Coordinator	Timor Leste
Sarmento Wargas	Extended through 9/17-11/27/12; 4/22 – 6/30/13	Translation	Timor Leste

E. Staff and Consultant International Travel

Visits by staff from the headquarters offices of Creative, Mathematica, STS (and in the case of Timor Leste, CARE) were made during the year to the four pilot countries, for providing technical and operational support to the field teams, conducting the baseline and follow up surveys, supporting the launches of in-school activities, and providing other technical and/or management support. Details of the international travel undertaken during the first three quarters to support SDPP field activities and operations are summarized in Table 8, with additional detail shown for travel during the fourth quarter.

Table 8: HQ Staff and Consultants International Travel in FY13

Name of Traveler	Destination(s)	Dates of Travel	Purpose of Trip
Diane Prouty	Cambodia	9/21 – 10/06/2012	Support and review initial implementation of EWS intervention; develop implementation fidelity monitoring
Mark Lynd	Cambodia	9/24 – 10/06/2012	Support and review initial implementation of EWS intervention; develop implementation fidelity monitoring
Adam Correia	India	9/22 – 10/06/2012	Support and review initial implementation of EWS intervention; support materials development
Jeannie Rose	India	9/22 – 10/06/2012	Support and review initial implementation of EWS intervention; support materials development
Emilie Bagby Arthur Shaw	Tajikistan	10/15 –11/5/2012	Support baseline data collection for Phase II
Karen Tietjen	Timor Leste	10/18 – 11/4/2012	Support and attend the in-school activities launch

Name of Traveler	Destination(s)	Dates of Travel	Purpose of Trip
			event; develop implementation fidelity monitoring
Kathy Buek	Cambodia	11/25 – 12/12/ 2012	Support baseline data collection for Phase II
Karen Tietjen Jeannie Rose	Tajikistan	12/6-12/20/2012	Support and participate official launch of in-school interventions; develop implementation fidelity monitoring
Tom Ventimiglia Mark Lynd	Cambodia	1/5-1/19/2013	Testing and revising fidelity of implementation tools; support at-risk child identification
Jeannie Rose Karen Tietjen	India	2/20- 2/28/2013	Support and participate official launch of in-school interventions
Jeannie Rose Karen Tietjen	Cambodia	2/29– 3/8/2013	Support and participate official launch of in-school interventions
Diane Prouty Karen Tietjen Tom Ventimiglia Mary Calomiris Rajani Shrestha Jeannie Rose Kathy Buek Emilie Bagby	New Orleans, LA	3/10-3/15/2013	CIES conference
Mark Strayer Emilie Bagby	Tajikistan	4/9-4/29/2013	Enumerator training and survey supervision
Ebo Dawson Kathy Buek	Cambodia, Timor Leste	4/14 – 5/11/2013	Enumerator training and survey supervision
Arthur Shaw	India	4/15-6/5/13	Enumerator training and survey supervision

F. Procurements

Creative HQ worked with field offices to procure essential office and program supplies, equipment and services, in accordance with established procurement regulations and requirements. Of particular note this year was the procurement of program materials (e.g. after-school activity materials, training materials, communications materials), as well as rewards and incentive packages for participating schools in all four countries.

In FY12, SDPP had requested USAID approval for procurement of vehicles required for supporting field activities in Cambodia, India, and Timor Leste (including motorcycles and automobiles). In the meantime, in those countries (as in Tajikistan) the project had been making use of rented vehicles to supplement those previously purchased. In March, USAID determined that approval of the vehicle requests was not required for India or Timor Leste, as a result of previously issued blanket waivers for those countries. The procurement processes were subsequently re-initiated in India and Timor Leste. While awaiting final delivery of the vehicles, USAID approved requests to extend the period of vehicle rentals. In the third quarter, the vehicles were delivered in Timor Leste, and are now in use by field implementation teams. Vehicles were ordered and delivered in India. In Cambodia, due to delays in approval, country teams had to collect updated quotes. USAID has approved procurement of vehicles in Cambodia, but vehicle procurement was put on hold until a determination was made about the SDPP extension.

Another major procurement made in all four countries was for participating school reward and incentive packages. After extensive discussions regarding school needs assessments and consideration of potential impact of rewards on research results, different rewards packages for each country were identified for both control and treatment schools. In Cambodia, 71 books and metal cases for storage were chosen. In

India, a set of floor carpets was selected for the classrooms. In Tajikistan, each school was scheduled to receive a package of 26 literature books (totaling $19,238), selected for a range of ages, gender and reading level. In Timor Leste, all schools were to receive bulletin boards and hanging supplies to be used in communal spaces, such as hallways.

In Quarter 4, the rewards/incentives packages were distributed in Tajikistan and Timor Leste, as well as certificates of appreciation to all participating schools, thanking them for efforts in records maintenance and program implementation, and encouraging continued efforts throughout the program extension.

Procurements made during Quarter 4 which exceeded $5,000 are as noted in Table 9. Procurement of services related to training and logistics (venue, printing, stationary, transport of personnel, etc.) are not included in the table. For detailed lists of procurements made in Quarters 1-3, please see the Quarterly Reports submitted to USAID.

Table 9: Procurements in Quarter 4

Field Office	Description	Amount*	Status
Cambodia	School Reward Packages- metal book cases	9,960.00	Delivered
Cambodia	School Reward Packages- books (collection of 71 titles)	30,848.14	Purchased
India	School Rewards Packages- handloom made cotton carpets	21,683.00	Delivered
India	printing and delivery of Board Games, Game Cards, Packaging and Posters for the Community Engagement component	14,840.00	Purchased
Tajikistan	School Reward Packages- 26 literature books for 165 schools	19,207.00	Delivered
Timor Leste	500 Extra Curricular Activities starter kits for teachers	17,975.00	Delivered
Timor Leste	School Rewards Packages- 576 bulletin boards & thumbtacks	32,160.00	Delivered

* $ amounts approximate

IV. Status of Contract Deliverables

Table 10 provides an updated list of the contract deliverables completed and in process since the beginning of the project, as per section F.2(a) of the SDPP Task Order.

Table 10: Contract Deliverables

Deliverable	Requirement	Delivery date	Approved by client date
School dropout prevention identification and analysis plan	1.1	10/12/10	Approved 10/16/10
School dropout prevention identification and analysis methodology and criteria	1.1	10/12/10	Approved 10/16/10
School dropout prevention identification and analysis of 15 programs or interventions[16]	1.1	11/22/10 (presentation and written summary)	Approved 11/22/10
School dropout prevention identification and analysis draft report (including executive summary, cost estimates, and conclusions)	1.2	3/10/11	Approved 3/28/11
School dropout prevention identification and analysis report	1.2	5/24/11 (COTR); 5/27/11 (AMs)	Approved draft version 3/28/11
200 print copies of school dropout prevention[17] identification and analysis reports	1.3	6/20/11	NA[18]
50 reports for each pilot country in required	1.3	August 2011	NA

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[16] Thirty-four (34) programs were identified and analyzed.

[17] Two hundred and fifty (250) reports were printed.

[18] NA = client approval is not applicable to the deliverable.

Deliverable	Requirement	Delivery date	Approved by client date
language			
200 reports distributed to 4 pilot missions in English	1.3	November 2011	NA
5 presentations on report findings (presentation of all key findings)	1.4	10/18/11, 11/14/11, 11/15/11, 1/17/12, 10/28/11, 11/21/11, 1/27/12, 7/20/12, 8/20/12, 4/26/12	NA
Power point summarizing findings of student dropout prevention identification and analysis	1.4	Complete for each country as per above dates; summary presentation developed	
List of assessment tools for each country	2.1	4/13/11	Approved 4/26/11
List of factors each assessment tool measures	2.1	4/13/11	Approved 4/26/11
4 in-depth country assessment plans[19] [20]	2.2	4/19/11	Approved 4/19/11
4 in-depth country assessments	2.2	Completed May – October 2011	NA
Inventory of existing programs	2.2	5/25/11 (draft); 7/25/11 (final)	Approved 7/28/11
Grade levels and student populations most at risk of dropout identified in each country	2.3	8/19/11 (Cambodia, Timor Leste) 8/25/11 (Tajikistan) 12/22/11 (India)	Trend analysis reports approved verbally 6/22/12; written approval: 9/9/13.
4 in-depth country assessment draft reports	2.3	Reports on trend analyses submitted as above; report on policies and programs submitted 7/25/11; report on situation analysis in process	Policies and programs report approved 7/28/11; Trend analysis reports approved as above
1 report with country comparisons	2.3	In process	
4 in-depth country assessment reports	2.3	In process	
4 power point presentations	2.4	10/18/11, 11/14/11, 11/15/11, 1/17/12	NA
1 power point presentation on all four countries	2.4	PowerPoint developed and presented; not yet submitted	
5 presentations on the in-depth country assessment findings	2.4	10/18/11, 11/14/11, 11/15/11, 1/17/12, 10/28/11, 11/21/11, 1/27/12, 7/20/12, 8/20/12, 4/26/12	NA
Risk factors and trends for each of the 4	2.4	Risk factors and trends	NA

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[19] One plan was submitted, covering all four countries, rather than four country-specific plans.
[20] Draft and final plans submitted and approved as one.

Deliverable	Requirement	Delivery date	Approved by client date
countries		identified and presented as above	
8 (2 per country) program recommendations	2.4	Completed as outcome of workshops (below)	NA
4 (1 per country) in-depth country assessment findings summary	2.4	In process	
4 workshops on findings and recommendations	2.4	10/18-20/11 (Cambodia) 11/15-17/11 (Tajikistan 11/14-16/11 (Timor Leste) 1/17-19/12 (India)	NA
4 language translations of in-depth country assessment reports	2.5	6 local language translations of trend analysis reports (Khmer 10/5/11, Tetum 9/16/11, Portuguese 9/13/11, Tajik 10/6/11, Russian 10/8/11, Hindi 12/28/11) and policies and programs inventory completed (Khmer 8/29/11, Tajik 8/29/11, Russian 9/6/11, Tetum 8/29/11, Portuguese 9/13/11, Hindi 1/14/12)	NA
100 (400 total) in-depth country assessment reports distributed	2.5	September 2011 to January 2012	NA
250 in-depth country assessment reports distributed in English	2.5	September 2011 to January 2012	NA
650 CDs of in-depth country assessment reports (for each hard copy report)	2.5		
4 stakeholder lists	3.1	2/28/12	NA
Areas of collaboration/conflict identified and resolved in each country	3.1	Included w/ report on Coordination Bodies, submitted 7/3/12	(Approval pending)
4 SDPP project oversight bodies formed	3.1	Completed in all countries by March 2012, described in report on Coordination Bodies, 7/3/12	(Approval pending)
4 (1 per country) communication plans	3.1	Submitted 9/13/12	(Approval pending)
1 scope of work for Coordination Body	3.1	Included as part of report on Coordination Bodies, submitted 7/3/12	(Approval pending)
4 (1 per country) tailored draft pilot design	3.2	2/28/12	(Approval

Deliverable	Requirement	Delivery date	Approved by client date
plans			pending)
4 (1 per country) site selection methodologies	3.2	Addressed in design plan, 2/28/12	(Approval pending)
4 (1 per country) design workshops	3.2	10/18-20/11 (Cambodia) 11/15-17/11 (Tajikistan 11/14-16/11 (Timor Leste) 1/17-19/12 (India)	NA
Target dates for all activities and outputs of the 4 pilot projects	3.3	In process	
Operational definitions for all variables in the 4 country pilots	3.3	In process	
12 (3 per country) outcome indicators for the 4 country pilots	3.3	In process	
Data source descriptions for each of the 4 country pilot indicators	3.3	In process	
4 (1 per country) pilots launched	3.4	In process	NA
4 (1 per country) pilot launch press releases	3.4	In process	
1 implementation work plan annually	3.5[21]	5/20/11[22] 6/4/12[23]	5/31/11 Approval pending

V. Challenges and Actions Taken

Major challenges and actions taken to address them during the year are as highlighted below. The project continues to work to identify solutions to these challenges, including through school-level consultation and consultation with district-, province- and national-level MOE representatives and the country coordination bodies.

Prolonged Extension Approval Process: SDPP operations were significantly affected by the uncertainty of obtaining an extension of the project through September 2013 to allow for an additional year of intervention implementation in the target schools. Repercussions stemming from the prolonged decision process included loss of SDPP staff and inability to replace them, uneven implementation of school interventions (particularly in Quarter 4), less efficient data collection plans (assuming no extension), inability to complete procurement actions (e.g. vehicle and motorcycle purchase), and work slowdown due to dwindling subcontractor budget ceilings. With the August extension authorization, Creative has undertaken actions to modify and extend subcontractor agreements and realign the SDPP budget.

Constraints on Intervention Exposure Time: The intervention design called for implementation over the course of a full academic year (or equivalent). However, disruptions in the school schedules have seriously reduced the exposure time students have to the SDPP interventions in the four SDPP countries. Inclement weather closed schools in Cambodia (flooding in Quarter 1), India (cold in Quarter 2, heat in Quarter 3), Tajikistan (snow in Quarter 2), and Timor Leste (heavy rains in Quarter 2). School schedules have been made more uncertain by teacher strikes (India), unforeseen national holidays (Cambodia,

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[21] Deliverables for Requirements 3.6-3.8 are not due until near end of project and are not included in this table.
[22] For Fiscal Year 2011
[23] For Fiscal Year 2012

Timor Leste), as well as national and state elections (Cambodia, India, Tajikistan, and Timor Leste) which have been variously accompanied by school shut-downs, inability to travel, and changes in ministry of education officials, causing delays in approvals for training and materials. Ministry events—such as teacher training and reducing the school year from 11 to 9 months in Timor Leste, delayed Grade 9 exams in Cambodia, and suspension of the school lunch program in India—have contributed to both teacher and student absences.

Causes inherent to SDPP have also affected exposure time: lack of vehicles/motorcycles have prevented SDPP facilitators and monitors from regularly visiting schools to deliver or support the interventions; staff attrition caused by uncertainty about the SDPP extension reduced SDPP level of effort in the schools; equipment theft and insufficiency of computer labs to meet unexpected surges in enrollment have also reduced exposure time. SDPP is dealing with those issue it can address in various ways, such as meeting with the MOE in Timor Leste to re-plan its intervention program to maximize exposure time; replacing computer equipment and setting restrictions on its non-SDPP use in Cambodia; and initiating recruitment—following the extension--to replace lost staff.

Survey data and data collection: SDPP collects data on about 190,000 students, which presents typical logistical challenges (vehicle breakdowns, lack of accommodation, enumerator management). Common challenges faced during data collection included missing or incomplete school records, teacher and student absences, ongoing presence of "ghost students" (in India) and student name changes, and contamination of target schools with non-SDPP interventions. In all four countries, SDPP has responded by working with both treatment and control schools on record maintenance, guided by SDPP HQ. In some countries, special training has been provided for control schools. In Timor Leste, SDPP country staff are photographing records to insure against teachers taking them home or being sent with students transferring to other schools. SDPP in Timor Leste has suffered the loss of some schools from the sample due to school consolidation and UNICEF initiating its program in 11 schools (despite prior agreement not to do so). In each country, SDPP staff are in continuous dialogue with MOEs about anticipated non-SDPP interventions in target schools and how to address these.

Control school participation: Maintenance of records at non-intervention (control) schools has become an issue, despite initial agreements with schools, as control schools see little incentive to maintain them for project purposes. Some field offices have noted that field officers are paying inadequate attention to control schools, and the challenge to ensure correct and complete records maintenance at these schools became evident when collecting data this quarter for the survey. Efforts to ensure timelier monitoring are under way, and in each country, recognition of efforts at control schools (together with treatment schools) will be made through provision of small gifts of appreciation. A process was undertaken by all offices to identify meaningful, feasible, inexpensive rewards unrelated to the dropout prevention interventions that will be provided to all schools after or near the end of each school year.

Fidelity of implementation monitoring: In most SDPP countries, verifying fidelity of implementation was found to be time consuming and challenging. FOI tools and processes were not fully understood by many field staff. Use of the tools revealed that some schools were not maintaining records as required, and in some cases school personnel objected to the additional time requirements involved in completing the tools or responding to queries from SDPP field staff in the process of completing them. SDPP staff are in process of reviewing the country-level tools to identify ways to streamline and simplify. In Cambodia, experience has shown that implementing the tools in teams, especially at larger schools, has sped up the process and facilitated problem-solving through consultation.

*Teacher Turnover and Interest***:** Teacher support of SDPP activities is variable. In Cambodia, some homeroom teachers asked to be re-assigned as they did not wish to participate in SDPP; other simply ignored SDPP activities. In Tajikistan, Since the end of the previous school year, 131 tutors in Tajikistan have left their jobs, since the end of the 2012-13 school year, for various reasons: generally for retirement, marriage, relocation, transfer to other jobs, or migration. SDPP also had to replace some tutors that were

not effective and unqualified (as identified by the FPOs in their respective schools). SDPP hired 138 tutors selected to replace them for the academic year 2013-2014. Most new tutors had been identified in time for the tutor training, however, SDPP anticipates that some new tutors will not have attended any trainings yet, and that on-the-job coaching and a refresher training will be necessary to get them up to speed. In Timor Leste, although SDPP staff report more teacher leadership of extracurricular sessions while the SDPP staff are present, there are few reports of teachers organizing additional sessions on other days of the week when SDPP staff are not present.[24] Teachers have limited time with the teacher training schedule and they do not see extracurricular as part of their duties. Some teachers have reported using extracurricular sessions to fill in for absent colleagues[25], but this is done during class time.

SDPP staff have explored various strategies for teacher motivation, including spending more time with teachers, helping and guiding them in interventions, simplifying instructions, reducing demands, and providing recognition for performance. SDPP field staff have faced some difficulties in monitoring, observing, and/or trying to mentor teachers, who are often older and more experienced than the field staff and therefore resistant to input. In these cases, support from more senior project staff or from school administrators has been provided.

Particular challenges noted in Quarter 4 include:

Security: Security of equipment and staff has been an issue in Cambodia. In May 2013, computers were stolen from a school computer lab in Svay Rieng, the second such occurrence since installation. In response, the SDPP country team organized Computer Lab security and maintenance meetings to reinforce safety and maintenance protocols. The equipment was replaced in July 2013, witnessed by the District Governor, DOE, local authorities, school personnel and community member to send the message that theft would not be tolerated. The closely contested national election in July 2013 resulted in several incidences of violence in Phnom Penh, which complicated SDPP staff movement. This also caused rescheduling of the Grade 9 national exam from August to September and claimed ministry officials' attention, resulting in delays in their approval of SDPP training and materials, as well as the renewal of the SDPP Memorandum of Understanding. An accelerated training schedule is planned for next quarter , using all SDPP staff, interns and volunteer to support the administrative tasks required to deal with training 2,000 school personnel.

School Calendar and MOE restructuring: In Timor Leste, the 2014 academic calendar is not yet established. National teacher training is schedule for October-December 2013, which appears to conflict with the scheduled SDPP trainings in preparation for School Year 2014. SDPP staff is seeking clarification from the Ministry of Education in order to plan SDPP trainings and data collection activities for the academic year. Structural and staffing changes—including a new Director for Basic Education, new District Education Directors in four (of five) SDPP districts and the relocation of the MOE Research, IT and Statistics Department to the Ministry of Finance—require that SDPP rebuild relationships with key governmental actors. SDPP Project Officers have met with or have plan to meet with the new MOE personnel. Briefing materials have been developed and will be shared.

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[24] Teachers at Leimea Sorin Balu (#211) in Ermera seem to be an exception with the mathematics teacher leading repeat sessions of the favorite activities following the school feeding on two other days of the week when SDPP staff are not present.
[25] Flavio, a teacher in Palaca school in Bobornaro reported that, "I am happy because even when the SDPP staff is not here, I can lead the extracurricular session myself. I also conduct a session on Thursday and sometimes on days when a colleague is absent."

SDPP Provincial Coordinator and District Program Officers discuss to find challenges and solutions for the program implementation in their province

Provincial team raises their challenges in the program implementation and their solutions

SDPP Cambodia Country Coordinator Mr. Chea Kosal provides recommendations to challenges raised by the provincial team

VI. Major Activities Planned for Next Quarter

Major activities planned for next quarter (October – December 2013) include:

- Finalize modified subcontractor agreements and re-align budget.
- Renew memoranda of understanding with host-country ministries of education.
- Revise manuals and anti-dropout toolkits for the new academic year 2013-2014 and distribute to schools and communities.
- Finalize at-risk student identification for the academic year (Cambodia, Tajikistan).
- Finalize training manuals and guidelines
- Provide refresher trainings to school personnel and parents/community.
- Revise Fidelity of Implementation instruments and protocols.
- Finalize and operationalize fidelity of implementation tools and monitor implementation of interventions.
- Redevelop data collection plan.
- Complete delivery of reward packages.
- Plan for extension and recruitment of new personnel, as needed
- Hold quarterly Coordinating Body (CB) meetings.
- Continue drafting country-specific assessment reports for all four countries, to include primary research results.
- Finalize field staff recruitment and orientation.
- Finalize and submit FY14 work plan.

VII. Accrued Expenditures

Expenditures accrued during the fourth quarter, by country and by line item, are as shown in Table 11 below. Table 12 shows annual and cumulative expenditures for each country through September 2013.

Table 11: Expenditures July – September 2013 (USD)

Description	Country				TOTAL
	Cambodia	**India**	**Tajikistan**	**Timor-Leste**	**TOTAL**
Direct Labor	20,431	20,383	118,810	20,301	179,925
Fringe Benefits	7,355	7,338	34,510	7,308	56,511
Travel and Per Diem	1,655	2,088	(711)	1,354	4,385
Allowances	0	0	11,147	0	11,147
ODCs	69,413	950	32,031	950	103,344
Subcontractor	254,429	283,001	111,076	1,239,193	1,887,699
Project Activities	0	0	103,858	0	103,858
Overhead	8,483	8,463	49,329	8,429	74,704
G&A	61,500	54,777	78,208	217,181	411,668
Fixed Fee	21,163	18,850	26,912	74,735	141,661
TOTAL	**444,429**	**395,851**	**565,171**	**1,569,451**	**2,974,902**

Table 12: Cumulative Expenditures Project Inception through September 2013 (USD)

Description	FY2011					FY2012				
	Cambodia	India	Tajikistan	Timor-Leste	Total FY2011	Cambodia	India	Tajikistan	Timor-Leste	Total FY2012
Direct Labor	135,092	141,771	262,211	122,692	661,765	192,098	157,985	467,632	123,325	941,040
Fringe Benefits	45,772	43,740	78,718	41,315	209,546	64,575	56,820	144,058	44,400	309,853
Travel and Per Diem	19,722	24,083	82,751	4,804	131,359	79,802	108,225	88,396	43,594	320,016
Allowances	0	0	0	0	0	0	0	7,285	0	7,285
ODCs	8,031	7,762	156,238	5,609	177,640	11,932	10,709	236,506	8,601	267,748
Subcontractor	479,961	169,774	153,424	584,349	1,387,508	990,680	1,136,272	339,038	1,870,616	4,336,606
Project Activities	516	516	15,587	516	17,136	1,886,583	0	295,439	0	2,182,023
Overhead	52,668	50,716	100,233	47,652	251,269	74,477	65,533	192,882	51,206	384,098
G&A	126,099	74,522	144,358	137,179	482,158	561,026	261,042	301,108	364,096	1,487,272
Fixed Fee	43,393	25,644	49,676	47,206	165,920	193,056	89,832	103,618	125,291	511,797
TOTAL	**911,255**	**538,527**	**1,043,196**	**991,322**	**3,484,300**	**4,054,229**	**1,886,418**	**2,175,961**	**2,631,129**	**10,747,738**

Description	FY2013					LIFE OF PROJECT TOTAL
	Cambodia	India	Tajikistan	Timor-Leste	Total FY2013	
Direct Labor	104,510	99,703	557,862	99,947	862,022	**2,464,827**
Fringe Benefits	37,625	35,893	164,952	35,980	274,450	**793,849**
Travel and Per Diem	28,149	25,830	33,108	9,622	96,708	**548,083**
Allowances	0	0	42,339	0	42,339	**49,624**
ODCs	101,946	6,099	191,067	5,800	304,912	**750,300**
Subcontractor	1,902,898	1,269,281	471,891	3,607,421	7,251,491	**12,975,605**
Project Activities	321,145	1808	633,844	1808	958,605	**3,157,764**
Overhead	43,395	41,398	231,361	41,500	357,654	**993,021**
G&A	431,743	251,602	395,496	646,355	1,725,198	**3,694,628**
Fixed Fee	148,570	86,581	136,095	222,422	593,669	**1,271,386**
OTAL	**3,119,981**	**1,818,196**	**2,858,016**	**4,670,855**	**12,467,048**	**26,699,087**